From Relationships to Partnerships: the impact of the COVID-19 pandemic on parental engagement in children's learning in Wales and the implications

Title: From Relationships to Partnerships

Subtitle: The impact of the COVID-19 pandemic on parental engagement in children's learning in Wales and the implications for initial teacher education

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1. Executive Summary

This research project was one of six commissioned by Welsh Government in the summer of 2020 in relation to the impact of the COVID-19 pandemic and looks at the place of the concept and practice of parental engagement in learning, within initial teacher training.

<u>Background information</u>

The gap between the achievement of children from different backgrounds in the UK is widening for children in the upper years (Hutchinson, Bonetti et al. 2019). Parental engagement in learning plays a significant role in narrowing this gap. However there are a number of barriers that parents and teachers face in relation to parental engagement which are often over simplified, as well as issues around the definition and understanding that make parental engagement more challenging to implement and support. Parental engagement with *learning,* as opposed to engagement with school or schooling, is the most effective form of engagement (Jeynes 2012). This type of learning takes place mainly outside the school in the 'home learning environment' (Sylva, Melhuish et al. 2008).

<u>Findings</u>

Although respondents in this study agreed that parental engagement was important in the schooling process, there was a lack of consistency in its definition and provision in Initial Teacher Education (ITE). This translated into varying experiences in practice since there is currently no strategic implementation of parental engagement in ITE programmes. The data show repeated demonstrations of deficit views of parents, which are detrimental to parent/teacher relationships and parental engagement itself.

The pandemic has had a significant impact on parents' engagement with their children's learning as well as communication between parents and school staff. Both school staff and parents have become more aware of the importance of relationships, particularly in adjusting to different learning environments. The responsibility of teaching children has shifted towards a shared role between teachers and parents.

The report also details a case study which illustrates the path one school took to support parental engagement with learning. The case study also demonstrates how good relationships already established between teachers and parents helped to ease the challenges experienced by the pandemic, in particular those relating to children's academic achievement and wellbeing more generally. Notably, definitions of parental engagement provided by respondents in the case study demonstrated a clearer understanding of the concept and its significance within the home setting.

<u>Recommendations</u>

1. Secure the placement of parental engagement in future ITE provision, ensuring that there is consistency in its definition and understanding.

2. Provide a day long seminar in the summer of 2021 for teachers and student teachers.

3. Short term support for parental engagement in learning in ITE through the distribution of useful and relevant resources.

4. Convene a stakeholder group to report on the mechanisms to embed understandings of the nature and importance of support for parental engagement in ITE in Wales.

2. Glossary

Acronym/Key word	Definition
1 – 18	Denotes interview respondent (see **Error! Reference source not found.**)Denotes interview respondent (See Annex 5)
Child	'Child', 'young person', 'student' and 'pupil' are used throughout this report to refer to a young person attending (in person or at a distance) some form of schooling. No age should be inferred from any of these terms.
FEO	Family Engagement Officer (Case Study School)
H	Head Teacher (Case study school)
ITE	Initial Teacher Training
Lockdown	Restrictions put in place due to the COVID-19 pandemic. (Home 2020, UNESCO 2020)
P	Parent Survey Respondent
Parent	For the most part in the interview data reported here, 'parents' does refer to the mother or father of a young person. However, in relation to the literature, 'parent' should be understood to refer to an adult with a significant caring responsibility for the child.
Parental engagement	'Parents' engagement in their children's lives to influence their overall actions' (Goodall 2017 55)
PGCE	Postgraduate Certificate in Education
PLP	Professional Learning Passport
QTS	Qualified Teacher Status
S	Student Survey Respondent

Table 1 Glossary

3. Introduction/Background

3.1. Aims and objectives of the research

This research project was one of six commissioned by Welsh Government in the summer of 2020, under the heading of The Impact of the COVID-19 Pandemic on the Future Provision of ITE; within that overarching agenda, this project looks at the place of the concept and practice of parental engagement in learning, within initial teacher training. This project has been a collaborative venture between Swansea University and Bangor University.

This research project had six main research questions (RQs 1 – 6):

RQ1: What are ITE providers already providing in relation to parental engagement with learning?

RQ2: How have parents engaged with learning during the COVID-19 lockdown?

RQ3: How has parental engagement with learning been supported during the lockdown?

RQ4: Has parental engagement with learning changed during the lockdown – if so, how?

RQ5: How do schools, parents, student teachers and ITE staff see parental engagement with learning going forward?

RQ6: How can the data gleaned from these sources be integrated into ITE to best support future learners?

3.2. Content of this report

This report does not detail the changes to Initial Teacher Education (ITE) during the COVID-19 pandemic (Addysg Cymru Education Wales 2020). Rather, it concentrates on the place of the concept of parental engagement in the process of initial teacher education (including students' placements), how that concept is understood, and the changes to that concept and the practice around it, which have arisen due to the pandemic.

The next section (section 0) of this report details the methodology adopted for the research, justifying the use of the different research methods, grounded in the field of educational research.

The report then moves on to section 6, which includes the findings from the parents' survey (section 6.1) and from the interviews conducted with various groups of respondents (section 6.2.4). The next section (section 8) presents a case study of

a primary school in South Wales which has made a successful journey from having very little parental engagement in learning to a highly engaged parent body. The report then moves to a discussion and conclusion of the project overall (section 9). Limitations to the research process are discussed in section Error! R eference source not found.*. A summary of the conclusions is provided in section 10. Recommendations are presented in section 11. The report is supported by a number of annexes and a list of references.*

4. Key background information: Parent/Family engagement with children's learning

4.1. Why it matters: The achievement gap in the UK

There is little dispute that there is a gap between the achievement of children from different backgrounds in the UK, a gap which is no longer narrowing but instead recently appears to have begun widening again for children in the upper years (Hutchinson, Bonetti et al. 2019). In point of fact, there are multiple gaps, which can be correlated around issues such as class, race, ethnicity, gender, even the time of year children are born (See Goodall 2017 for a more indepth discussion of these gaps).

> Above all, it is parents who, in these earliest years and beyond, shape their child's future opportunities. What parents do has far greater effect than any intervention at primary or secondary school. (Social Mobility and Child Poverty Commission 2015 10).

4.1.1. Parental involvement and parental engagement

Parental engagement with children's learning has attracted a great deal of attention both from researchers (Fan and Williams 2010, Jeynes 2012, Jeynes 2018) and practitioners; the effects of this interest have led to the enshrining of parental involvement as part of schooling practice (See, for example: US Department of Education 2005, Scottish Executive 2006, Welsh Government 2017).

The impact of parents' engagement with their children's learning has been shown in a wide range of studies (Fan and Chen 2001, Jeynes 2005, Jeynes 2008, Jeynes 2012); yet it is often misunderstood by practitioners and families alike (Harris and Goodall 2007). Parental engagement which has a positive impact on children's achievement is associated with the 'educational processes and experiences of their children' (Jeynes 2012 p.717) that is: 'Parents' engagement in their children's lives to influence their overall actions' (Goodall 2017, p. 55).

This engagement is to be distinguished from other forms of parental involvement in schooling and/or learning, such as the six forms in the framework popularised by Epstein; i.e., parenting, communicating, volunteering, learning at home, decision making and collaborating with community (Epstein 1990, Epstein 2010, Epstein n.d.g.). Engagement may be delineated between parental involvement with school, with schooling and with learning (Goodall and Montgomery 2013). This last is the most effective form of engagement (Jeynes 2012) and takes place mainly outside the confines of the school itself, in what has been called the 'home learning environment' (Sylva, Melhuish et al. 2008). This

is an important distinction, as interventions aimed at 'getting parents into school' are unlikely to be effective in increasing parental engagement overall. In fact, such interventions may in fact widen the achievement gap, as those parents who already possess the self-efficacy and skills to interact with school staff will gain further skills while leaving those parents who are unable to come into school further behind (Borgonovi and Montt 2012, Goodall 2019)In fact, such interventions may in fact widen the achievement gap, as those parents who already possess the self-efficacy and skills to interact with school staff will gain further skills while leaving those parents who are unable to come into school, further behind (Borgonovi and Montt 2012, Goodall 2019).

4.1.2. Parental engagement with learning and the achievement gap

The literature has repeatedly suggested that parental engagement with learning (rather than directly with school) has a significant role to play in narrowing the achievement gap which arises from the differences in children's backgrounds (Jeynes 2005, Sylva, Melhuish et al. 2008, Jeynes 2010, Jeynes 2012, Huat See and Gorard 2014, Jeynes 2014, Huat See and Gorard 2015, Mayer, Kalil et al. 2019).

Anger and Heineck (2010) found that parental investments in children were closely linked to children's cognitive outcomes. Similarly, Hill and Tyson (2009, p.74) found that 'academic socialisation' with early adolescent children, which involves: parents communicating their expectations for education, linking schoolwork to broader events, nurture educational and career aspiration, will ultimately foster cognitive abilities and enhance academic achievement. Other research has also shown the importance of the time that parents spend with their children, particularly in educational activities (Mayer, Kalil et al. 2019), with 'Parents' enthusiasm, engagement, and playfulness are also linked to greater child engagement and academic interest' (Griffith and Arnold 2019, p. 2).

According to Levinthal de Oliveira Lima and Kuusisto (2020) schooling, which is traditionally seen as a duty for schools, and well-being and development, traditionally seen as a duty for parents, have started to merge into each other. This development means that the perceived roles of teachers and parents have also moved closer to each other.

It is important to realise that parental engagement does not happen in isolation or without context (Goodall 2019, Robinson 2019); children come to school enmeshed in a series of connecting and overlapping relationships (Bronfenbrenner 1979, Epstein 1987). This means that treating parental engagement as a separate part of teaching and learning – or rather, as separate *from* teaching and learning – is unlikely to be as effective as a holistic view, which sees parents and family members as partners (Tett 2001, Crozier and Davies 2007) in the schooling endeavour. Previous research has pointed out that for any parental

engagement to be effective it needs to be integrated into school strategy (Goodall and Vorhaus 2011).

4.1.3. Importance of communication

Communication between families and school staff is vital for promoting clear, respectful relationships, which in turn support learning (Gu 2017, Goodall 2018, Willis and Exley 2018, Lim and Cho 2019). Policy documents, e.g. (Oecd 2014), emphasised that any effective communication is a two-way process between schools and parents. Families require information about what is happening in school, but more than this, communication denotes not just an exchange of information but true dialogue between partners (Goodall 2016, Bordalba and Bochaca 2019). Good communication between school staff and parents has been found to support parental self-belief in their ability to help children learn (Olmstead 2013).

Many practitioners, however, find such communication challenging (Bordalba and Bochaca 2019), for a variety of well-rehearsed reasons (Henderson and Mapp 2002); and it seems that the main content of school-home communication remains a one way flow of information rather than true dialogue (Lewin and Luckin 2010, Goodall 2016).

4.1.4. Barriers to parental engagement with learning

Barriers to parental engagement at all levels, that is, involvement with school and schooling as well as engagement in the home, are well known but often not particularly well understood or accounted for. Barriers include issues which cause stress, particularly for parents facing economic disadvantage, such as instability or unreliability of income, costs and inaccessibility of childcare, lack of or high costs of transport options (Griffith and Arnold 2019). Almost all parents face issues of time pressure, with many also unsure of how best to support their children's learning (Peters, Seeds et al. 2008).

Although again there is not space for a full discussion here, parents may also lack the confidence to support their children's learning (Organisation for Economic Co-operation and Development 2011). Parent self-efficacy has been shown to be positively correlated with involvement with their children's education (Hoover-Dempsey, Battiato et al. 2001) and to be related to parents' ability to have a positive impact on their children's development (Coleman and Karraker 2000).

4.2. Parental engagement and its role in ITE: a brief overview

The ability to collaborate with parents is arguably one of the key professional competencies for teachers. The Welsh Professional standards for teaching (Welsh Government 2019) state in relation to Qualified Teacher Status (QTS),

> QTS descriptor: The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.

and in the standards for leadership,

> QTS descriptor: The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.

Despite emphasis on the significance of parental engagement to children's academic achievement and subsequent life success in policy documents, and the ample evidence from studies on the importance of incorporated training on skills related to effective parental engagement (e.g. Jeynes, 2012), preparing teachers to engage with parents is often neglected in ITE programmes (Jordan, Orozco et al. 2001, Saltmarsh, Barr et al. 2015, Willemse, Thompson et al. 2018). It is evident that many teachers have received little, if any, training about supporting parental engagement. Parental engagement is rarely mentioned and almost never given appropriate weight in initial teacher education (Goodall and Vorhaus 2011, Inglis 2012, Daniel, Wang et al. 2016, Goodall 2017, Mutton, Burn et al. 2018, Thompson, Willemse et al. 2018, Willemse, Thompson et al. 2018, Robinson 2019).

There is a distinct lack of research about teachers' experiences of engaging with parents as well as teachers' perspectives on parent–school engagement and how this can be helpful in improving professional practice and student learning. It has been argued that the existing evidence-base is narrow and has to be expanded – through more research and training opportunities – to enable teachers to be well-prepared to foster parent-school engagement as well be supported while doing so (Mandarakas 2014).

According to Mandarakas (2014, pp. 24 - 5):

> 'despite cultural, historical and context-dependent differences in the forms that parent–school engagement takes from country to country, education reforms internationally recognise both the significance of parents to educational outcomes, as well as the responsibility of the teaching profession for working effectively with parents. However, the research literature concerning teacher preparation for parent engagement is seldom consistent or comprehensive, and teachers generally consider this aspect of professional practice to be one for which they are not well prepared'.

Challenges to introducing more effective training opportunities for trainee teachers in ITE programmes include, for example, the already overloaded ITE programmes and the complexities around the issue of parental engagement, which includes cultural and diversity considerations. At the same time, technological advances and innovations such as the use of video-based approaches and simulations can offer possible solutions to the existing challenges and offer new opportunities for training. These issues are briefly discussed below.

4.3.   The role of ITE programmes

It has been suggested that parental involvement is greater when parents feel that teachers value the contribution that parents have and actively include them in decision-making (Levinthal de Oliveira Lima and Kuusisto 2020).

While no sustained evidence exists so far on how digital technologies improve parental engagement (Head 2020), digital communication has become a more important way for teachers and parents to communicate. Education and training about the effective use of technology to improve dialogue between teachers and parents is an emerging issue (Levinthal de Oliveira Lima and Kuusisto 2020).

Levinthal de Oliveira Lima and Kuusisto (2020, p. 10) suggest that parental engagement

> 'is based on authentic interactions, true acceptance, trust, and belief in bringing out the best of each family' and they go on to point out that parental engagement 'goes beyond interacting as teacher and parents—rather, refers to interacting as whole individuals that are sensitive about each other's needs, beliefs, and ideas…for the common goal of the child's success in life'.

In order to strengthen teacher-parent relationships – and so parental engagement – it is important to move toward an acknowledgement of the place and importance of parents in the schooling of children and young people (Goodall 2017). Teacher education plays an important part in bridging this gap.

A study of parental engagement across different districts in Canada focused on assessing the impact of different interventions targeted at improving student outcomes (Leithwood and Patrician 2015). One of the broad and overarching findings of this study was that, despite the different interventions, engaging parents as partners in the education of their children required a considerable amount of time and effort. Supporting parental engagement in learning requires a long-term, and sustained, process, which also necessitates opportunities for staff learning and changes in attitudes among all stakeholders (ibid).

In the Australian context, parental engagement is embedded into ITE programmes and curricula. One of the requirements in the Australian Professional Teacher Standards is that

graduate teachers need to prepare an accreditation report detailing how they meet the relevant criteria – including how they engage effectively with parents – before they can progress to the 'proficient professional' level (Saltmarsh and McPherson 2019). One of the requirements in the Australian Professional Teacher Standards is that graduate teachers need to prepare an accreditation report detailing how that they meet the relevant criteria – including how they engage effectively with parents – before they can progress to the 'proficient professional' level (Saltmarsh and McPherson 2019). Despite this, there is evidence to suggest that in practice there are often too few opportunities in the curricula, and during professional practice, for teacher trainees to develop competencies in this area. Furthermore, the influence of mentors and other more experienced teachers, for example, during placements, can be significant in how trainee teachers come to view parental engagement later on in their careers.

In the Australian context, Saltmarsh, Barr and Chapman (2015) examined the extent to which ITE programmes prepare teacher trainees to effectively engage with parents through semi-structed interviews with 35 teacher educators. The researchers highlighted the lack of consistency vis-à-vis parent engagement in teacher education programmes. They found that parental engagement was addressed in a rather ad hoc manner in all ITE programmes. Only 2 universities, out of the 15 universities that explicitly incorporate units on parental engagement in their ITE programmes, integrated practical training on parental engagement during teacher trainees placement and across the provision of their teaching: i.e., foundational courses, stand-alone units that address special areas of interest, and stand-alone units that address that topic of parental engagement. Furthermore, issues of communication with parents are dealt with in special needs and inclusive education courses. In other words, these were treated as problematic from the outset. The researchers also found that when parental engagement was incorporated in the practicum experience for students, their experience varied significantly depending on several factors including the culture of each school, and the views of teacher-mentors on the importance of parental engagement to teacher training.

Empirical research has shown that while many teachers acknowledge the importance of working with parents, there continues to be a lack of clarity of what is expected of them when dealing with parents, what to expect from parents as well as what should be done to improve professional knowledge and existing practices (Saltmarsh et al 2019).

Given that teachers are required to discuss with parents many sensitive issues around a child's behaviour, progress or achievement, effective communication strategies and skills can help teachers to deal with these situations confidently and appropriately, yet it would seem that many teachers are not being adequately prepared for these tasks.

In the European context, a negligeable amount of research has been conducted about pre-service teachers' preparation to effectively engage with parents (Willemse et al. 2018). It has been suggested that one reason for this could be the already overloaded ITE programmes. This gap in research and the apparent omission of parental engagement as an important part of trainee teachers' preparation calls for more research about European teacher education programmes in this area (ibid). One fruitful area could be to assess the effectiveness of video-based approaches and simulations in preparing future teachers for well-functioning family-school partnerships (Willemse et al. 2018).

4.4. Current Issues with ITE Programmes

4.4.1. Lack of training

Studies have provided evidence that school staff and teachers lack proper training on how to effectively engage with parents (McConchie 2004, Macgregor 2005, Goodall and Vorhaus 2011). The Education Endowment Foundation (Van Poortvliet, Axford et al. 2018) found that less than 10% of teachers had undertaken Continuing Professional Development (CPD) on parental engagement. Moreover, Willemse et al. (2018) suggest that it is not uncommon to find teachers who do not adequately understand the value of parental engagement. Researchers in Australia and the USA blamed the under theorisation in this area for the poor professional preparation (Jordan, Orozco et al. 2001, Daniel 2011)Researchers in the Australia and the USA blamed the under theorisation in this area for the poor professional preparation (Jordan, Orozco et al. 2001, Daniel 2011). Flynn (2007) argues that when (and if) parents are mentioned in ITE training, then this is primarily related to reporting, communication, more often unidirectional, and how to address 'difficult conversations', which indicates assumptions about the problematic nature of parent-school partnership (Flynn, 2007).

The insufficient approach in handling this area impedes teacher-trainees' understanding of parental engagement beyond 'a laundry list of things good parents do' (Barton, Drake et al. 2004, 2). This amounts to neglecting the social dimension in the practice of engaging parents in their children's education, which entails understanding that active engagement is constructed through dialogue that is contextual (ibid, p. 6). Teacher-trainees are also "unprepared to work with the conflicts, crises and general emotional turmoil that parent communication and criticism throw at them" (Hargreaves 2000, p. 2). These points are highlighted in the compartmentalisation of this area into stand-alone modules, often optional courses, at advanced stages of their studies, in which practical effective communication skills are offered, rather than being integrated across all available courses (Saltmarsh, Barr and Chapman; 2015). Nonetheless, the difficulty regarding monitoring their performance

arises from the extent to which teacher-trainees are offered opportunities during their placement to engage frequently with parents, the value educator mentors assign to parental practical engagement, and school cultures, which might hinder practical opportunities for engagement (ibid).

4.4.2. Structural issues

Deficit discourses about certain groups of parents have been circulated in policy documents as well as through word of mouth and the popular press. Existing hand in hand with calls for social justice and uplifting the conditions of those depicted as disadvantaged, these discourses, even subliminally, have informed the ways parental engagement is generally addressed and understood across the spectrum. The power of deficit discourse is that it directs the modes of thinking in public sphere and professional settings. It influences judgments (or prejudgments) of and expectations about certain groups of parents in educational settings, including schools, especially school-parents interactions (Crozier & Davies, 2007; Goodall, 2019).

The deficit discourse in education, Ladson-Billings contends (Ladson-Billings 2013), frames the aspects it aims to address in terms of difference between groups of disparate culture, SES, race or ethnicity, depicting those deemed as 'others' as *inherently* lacking in something due to their *othered* characteristic. For example, the deficit is blamed on their difference regarding class, or gender, or ethnicity, that is, they bear the sole responsibility for the educational outcomes of their children (Gorski 2016, Goodall 2019, Saltmarsh and McPherson 2019). This discourse ignores structural issues which impact on children's achievement. Such discourse, Goodall argues "is far too embedded, far too pervasive … to be defeated by something as simple as mere reality… it reinforces our current ideas in an iterative, and ultimately damaging, cycle of presumption and myth" (p. 2). This discourse succeeds, all too often, as a smokescreen for structural and societal regimes of injustice (Ladson-Billings 2013, Gillborn, Demack et al. 2017, Goodall 2019).

Deficit discourse alienates rather than unites different groups within society. Regarding parental engagement, the discourse supports the creation of 'us versus them' rhetoric through which the 'us' is the model, and the 'them' are those needing 'fixing' (Gorski, 2016). So for parents of children depicted as 'disadvantaged', the deficit discourse feeds from the notion around 'culture of poverty' (Ladson-Billings 2017). Poverty in this sense refers to 'lacking resources' and having 'poor values', inherited from their households, which manifest through parents' (perceived) low educational aspirations for their children, and their assigning no value to education (Treanor 2017, Goodall 2019).

4.5.   The impact of COVID-19

The shift to blended and remote learning has brought about diverse challenges to schooling. A recent review suggested that the progress that took place during the last decade to bridge the attainment gap for disadvantaged children is likely to be damaged by the move to remote learning (Andrew, Cattan et al. 2020).

Children's engagement with online teaching and learning forums varied extensively. For instance, Andrew et al.'s (2020) survey with parents of children in primary and secondary schools in England suggest that the effect of socio-economic factors on inequality in educational experiences have become sharper with the pandemic. Children from disadvantaged families spend less time in home learning than those from advantaged families and the activities disadvantaged children do, do not necessarily improve their educational attainment (ibid). Generally, their access to resources and technology devices is limited.

Regarding educational attainment, children of well-off families were found to spend 30% more time on home learning than those from poorer families. The former group was more likely to receive active resources from their schools, e.g., online classes, and video chatting, and have greater access to private tutors, than the latter. Strikingly, more than 50% of primary school children from the least advantaged backgrounds do not have access to their own study space.

Nearly 60% of parents reported challenges in supporting their children's learning at primary and secondary levels. Well-off parents reported feeling more able to support their children's remote learning, in relation to their personal skills and study space-provision. Parents lacking skills needed to improve their children's achievement may feel reluctant to help their children (Organisation for Economic Co-operation and Development 2011). Indeed, the disparities of parental abilities, skills and resources can influence their children's educational outcomes (Drayton 2020).

These findings resonate with findings from Lucas, Nelson and Sems's (2020) national survey with senior leaders and teachers of primary and secondary schools in England. The researchers found that despite the official guidance to provide support for online learning at all levels, 80% of teachers reported having a major deficit across the coverage of nearly all areas of curriculum. Over half of the parents support their learning at home, with the engagement significantly lower for secondary children. Limited or no access to Information Technology (IT) devices at home and the lack of proper study space were reported to be the most substantial barrier to children's engagement.

4.6.   Parental Engagement : Welsh Context

According to Sutton Trust's (2020) Parent Poll in Wales, only about 40% of parents felt confident to actively support their children's learning. Parentkind produced an online survey with parents in Wales about their perceptions on their children's educational experience during the second half term of academic year 2019/2020. The overall responses showed that just above 20% of parents spent less than 25% of their time compared to 45% parents who spent more than 75% of their time overseeing their child work. Parent satisfaction with the level of support they receive from school was not high. A total of 28% reported feeling (very or quite) satisfied with the frequency of check in with them, 26% were (very or quite) satisfied with the provision of learning resources that helped them support their child learning, 20% were (very or quite) satisfied with end of year report and just about 50% were quite or very satisfied with school communications (Parentkind 2020). Nonetheless, parent's engagement with their child's remote learning, which included emotional support as well as helping with learning activities, was significant. 53% of parents reported being more engaged than before the lockdown and 33% have not changed their level of engagement due to the lockdown. A survey of 208 teachers in Wales noted that teachers felt some children were very supported in lockdown. These teachers identified potential benefits to pupil wellbeing; '*Spending time with family, baking, walking etc has been hugely beneficial to their wellbeing*' (headteacher). Teachers also felt that some parents became more aware of their children's learning needs, and of what was being taught (Marchant, Todd et al. 2020, italics in source).

4.7. Conclusion to the literature review

As the literature discussed above has shown, parental engagement is itself a contested term, and is often either absent from initial teacher education ()or is mentioned in terms which situate engagement with parents as one of the more difficult areas of a teacher's role. Teacher trainees are often left to find out about how to support parents 'on the job', that is, through their placements and through discussions with , which means that there is a general lack of consistency of experience around support for parents.

5. Methodology

While there is not (and arguably should not be) (Hammersley 2007) an accepted set of criteria to ensure the reliability of qualitative research, it is important that researchers make clear their processes and the reasons for their research based decisions.

This research seeks to present a situated, time bound set of rich reflections on the experiences of those involved in the training of teachers in Wales during the COVID-19 pandemic, as well as those of parents experiencing the changes from that pandemic. While, in common with most sociological research, it does not seek to uncover or define universal laws or universal statements (Hammersley 2007), the research does seek to present a picture of the situation as understood by an appropriate range of respondents (Golafshani 2003).

While the concepts of 'reliability' and 'validity' remain disputed in relation to qualitative research (Lincoln and Guba 1985, Golafshani 2003), it is at least important that research – and the results of research – are seen to be trustworthy, both in themselves and in the application of research findings to real world situations.

Cohen and Crabtree (2008) suggest that there are seven elements which support claims of robustness in qualitative research; the table below shows how this study relates to these claims: Cohen and Crabtree (2008), suggest that there are seven elements which support claims of robustness in qualitative research; the table below shows how this study relates to these claims:

Criteria	How it is met in this report
Carrying out ethical research	See section 0
Importance of the research	See section 4.1
Clarity and coherence of the research report	The language in this report has been deliberately kept at an accessible level; all sections of the data are related to each other in the narrative.
Use of appropriate and rigorous methods	See section 0
Importance of reflexivity or attending to researcher bias	See section 0

Importance of establishing validity or credibility	The data reported here are internally valid; interview transcripts were checked against recordings, and the case study was sent to and approved by the head teacher of the school (member checking). The data provide a rich understanding of the landscape of both parenting and the place of parental engagement in initial teacher education during the COVID-19 pandemic.
Importance of verification or reliability	Member checking for the case study; input from team members (including ITE providers) on the final report.

Table 2 Quality criteria (Based on Cohen and Crabtree 2008)

This section will detail the research process from inception to the codification of findings and creation of recommendations.

5.1. Sample selection and acquisition

Although the exigencies of the COVID-19 pandemic impacted this research (see section 0), the research team sought to work with providers and schools throughout the project.

The project was introduced to partnership schools over a series of meetings by members of both Swansea and Bangor Universities; views of lead schools were elicited about the research questions as well as the conduct of the research. During this phase of the project, team members attended network meetings of partnership schools, to discuss the project and seek input from partnership school leaders on the questions to be asked and areas to be explored.

After discussion with the partnership schools, the interview schedules were co-designed by members of the research team at both institutions, based on the extant knowledge in the field (see section 3), the discussions with the partnership schools and with reference to the research brief. After discussion with the partnership schools, the interview schedules were co-designed by members of the research team at both institutions, based on the extant knowledge in the field (see section 3), the discussions with the partnership schools and with reference to the research brief.

Both purposive and convenience sampling were used to select respondents for the interview phase of this project, as different strategies were appropriate to the different respondent groups (Devers and Frankel 2000, Etikan, Musa et al. 2016). Interviews with ITE providers were conducted through a purposive sampling framework, as this was a much smaller and confined group. All ITE providers in Wales were contacted not only during meetings but also by email, to arrange interviews with appropriate members of the ITE team

(Saldana 2011). All ITE providers in Wales were covered in this research (it should be noted that one provider is represented in a stakeholder interview as the respondent held more than one post).

Respondents to the survey were sought through various means, including email to members of various networks (Children's Rights in the Early Years (CREY), providers' networks of students and mentors, partnership networks, ParentKind UK), as well as through the use of social media (e.g., Twitter, Facebook).

Interviews with parents and student teachers were conducted with a convenience sample (Cohen, Manion et al. 2013) of respondents. During the COVID-19 lockdown, it was not possible for the researchers to travel to interview respondents. Also during this period, it was difficult to access school and school staff; the research project therefore relied on contacts within existing networks to access parents and student teachers.

All interviews were recorded, with the permission of the respondents. All of the interviews took place online, and most over Zoom. Zoom provided transcripts of the interviews, which were then read alongside the recordings, to check for accuracy of transcription.

Zoom has proven to be a useful tool in qualitative research, with some respondents preferring this method of interviewing over other methods, including telephone or face to face interviews (Archibald, Ambagtsheer et al. 2019). It should be noted that all respondents were, by the time of the interviews, used to this software, due to its extended utility in the COVID-19 pandemic for teaching and learning.

5.2. Data Collection Methods

This research project relied on two main data collection methods: semi structured interviews and surveys. These methods provide a means of triangulation (Robson 1993, Cohen, Manion et al. 2013), but it is also important to note that triangulation in this research also occurs between not only methods but respondents: that is, it is important to note what student teachers report having experienced, as well as the voice of those who provide those experiences. These methods were complimented by the construction of a case study.

5.2.1. Surveys

Surveys were undertaken for parents, student teachers, mentors and providers of ITE. Surveys are a cost effective and useful way of collecting data from widespread populations (Minnaar and Heystek 2013), particularly in the COVID-19 situation where travel and interaction were severely restricted. Surveys were hosted online at Bangor University using the Jisc Online Surveys software.

Information about the surveys was distributed through emails to partner schools and providers, as well as networks of contacts. Surveys were also highlighted through social media, through Twitter in particular. The student and parent surveys received enough responses to be included in this report; reaching respondents is often difficult through internet based means (Lefever, Dal et al. 2007, Minnaar and Heystek 2013), which may account for low numbers in other surveys (also, the target populations for mentors and providers were covered in the interview phase).

Survey questions were designed by the research team after consultation with lead and partnership schools.

5.2.2. Interviews and focus groups

Interviews were an appropriate method of data collection for this project, as we sought to understand not only specific facts (such as the availability of information about parental engagement in ITE programmes) but also respondents' understandings of that concept, how it was valued and general perceptions of the topic (Cohen, Manion et al. 2013).

Interviews were semi structured in nature (Cohen, Manion et al. 2013). Having a format for the interview process was important as interviews were conducted by different members of the research team; a structure enabled the team to be sure that appropriate data were collected. However, it was also important to be open to data which we were not expecting or anticipating to find, so the interview structure allowed room for respondents to introduce their own ideas and interpretations.

Both individual interviews and focus groups were used in this research. Interviews with providers were all individual interviews; data were collected from students, parents, mentors and stakeholders in focus group discussions (Dilshad and Latif 2013). Both individual interviews and focus groups followed the same interview schedule.

Focus groups used in this research always comprised homogeneous groups (Denscombe 1995), who had a common focus. Respondents from focus groups are denoted by the number of the interview, therefore, for example, (10) could refer to any member of the focus group, rather than to one individual throughout.

5.3. Data analysis process

The evaluation of this project has followed a structured approach (Maxwell 2012). The research did not propose a hypothesis to be tested, but rather relied on an inductivist approach, allowing the results to emerge from the data after consideration of both the parts and the whole (Hammersley 2007).

A coding framework was developed based on reading and re-reading of the interviews (Lingard, Albert et al. 2008, Raduescu and Vessey 2011). This process included the use of both imposed (a priori) codes and emergent codes. A priori codes were derived from both the interview schedules and the aims of the project. These codes were organisational codes, giving structure to the overall coding framework (see section Annex 4). Other codes emerged from the data (emergent codes), through a process of reading and re-reading the data (Maxwell 2012). This structured process has been followed throughout the project. Overall, 497 individual items were coded from the qualitative interviews (this does not include the case study).

This same approach was taken to the data from the free text comments in the surveys. The same coding framework was used for both data from the surveys and interview data, to allow for triangulation of data between sources (Maxwell 2012).

The interviews, particularly the ones with the focus groups, were narrative in nature, although the agreed interview schedule was covered as far as possible. The discursive nature of the data often requires double coding, so that fragments of dialogue may be coded under different headings. Human conversations are rarely straightforward, and it is in the nature of semi structured interviews that discussions range of a series of topics (and back again). This means that comments may be reported in more than one section of the report.

In reporting from both the interviews and the survey data, errors of grammar and/or syntax have been corrected. In no case was the sense of the communication changed (Oliver, Serovich et al. 2005).

In reporting information from interviews and focus groups, respondents are identified only by the number of the interview.

5.4. Case study

This report includes a case study of a particular school, and its journey toward parental engagement with children's learning.

This case study is included as an illustrative element of the report, to show how perceptions and practices around parental engagement can change – can be changed – through the actions of school staff. Case studies are popular methods within educational research (Meyer 2001), often because they allow the reader to immediately associate their own experience to that which is being reported; educational research often works from the basis of exemplar studies and models (Hammersley 2007).

A case study presents a bounded reality (Yin 2003). In this case, the 'bounded reality' is a school in south Wales – but here, 'school' must be understood to take in the entire

community, that is, school staff, children, parents and other members of the community who lend support to learning, broadly defined.

The case study is presented here as an illustration, to support the other data presented, and to give a 'real life' exemplar of how parental engagement in learning can be enacted in a school setting. Data in the case study arise from interviews with the Head Teacher, the Family Engagement Officer, official statistics about the school, background demographic data on the school's catchment area and information from a recent school survey for parents.

5.5.   Ethical issues and considerations

This project received ethical approval through Swansea University's College of Arts and Humanities ethical approval process. This process included scrutiny of the research questions and processes.

Consent was asked and gained from all respondents in the research, either through their agreement to continue with a survey after reading a frontispiece giving information about the research, through completion of a physical consent form, or verbal consent during interviews and focus groups. All respondents were adults (parental consent was not needed) and had access to an information sheet detailing the research before interviews and focus groups were undertaken. Respondents were assured of anonymity in reporting, with the exception of the headteacher in the included case study, who gave consent for their school to be named. In all other cases, institutions are not mentioned by name and respondents are not named or gendered in reporting.

Due to the restrictions placed on travel and visitations in reaction to the COVID-19 pandemic, all interviews were undertaken online, through either the use of Microsoft Teams or, more often, Zoom. While there are aspects of interviews which may be missed during such online interviews (body language, for instance), online interviewing provides a suitable alternative to in person discussion and may, indeed, present some valuable elements to the process (Gray, Wong-Wylie et al. 2020).

6. Findings

6.1. Findings from the Parents' Survey

A total of 111 parents completed the survey. The number of children they had living at home currently ranged between 1 and 10 (Median = 2) with ages varying from infants to 30 years old (Oldest: Median = 13 years, range (3-30); Youngest: Median = 8 years, range (0-18)). The majority of the parents had a Bachelor's degree (38.7%)[1], were not classed as key workers (59.5%) and were working from home (50.5%). Over half the children were attending school every day (57.7%).

6.1.1. Resources

Parents were asked about the kind of electronic devices they used to support their child's learning at home (e.g., computer, laptop, tablet, smartphone). All parents had at least one kind of electronic device in the house to help with home schooling with the majority having three kinds of devices (see figure 1).
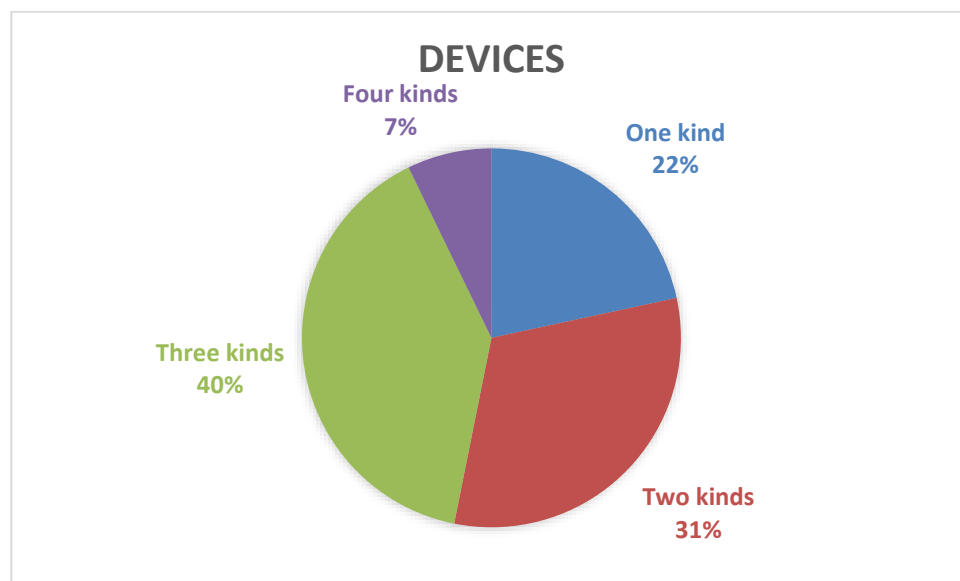
Figure 1 *Number of electronic devices in homes*

The most popular kind of device was a laptop (38%) followed by tablet (29%), smartphone (26%) and computer (including iMac, desktop and Chromebook) (7%). When asked if whether they had appropriate resources during the first lockdown (March 2020), the majority of parents strongly agreed with the statement (see Figure 2). Comments from parents described the difficulties of sharing one device or with internet speeds 'especially when the

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[1] This is higher than the average for the UK (27%) and for Wales, (24%).

children and adult were on the web at the same time.' When asked to rate a similar statement but in reference to now, more parents strongly agreed compared to the first lockdown (see Figure 2) with parents commenting how much easier it was after purchasing more devices or 'borrowing from school'.

Resources

Appropriate resources first lockdown	9%	21%	4%	21%	45%
Appropriate resources now	5% 5% 5%	22%	63%

0%   20%   40%   60%   80%   100%

■ Disagree strongly   ■ Disagree somewhat
■ Neither agree nor disagree   ■ Agree somewhat
■ Agree strongly
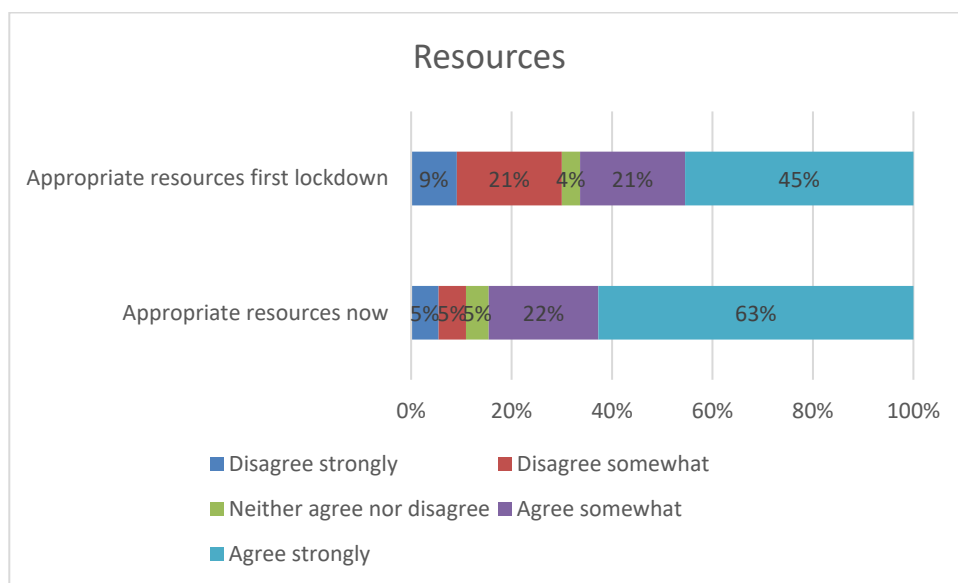
Figure 2 *Parental views of resources*

6.1.2. Confidence

Parents were asked to indicate their agreement with a statement concerning their confidence in supporting their child's learning at home during the first lockdown. The majority of parents agreed somewhat (27.9%) or strongly (27.0%) with the statement (see Figure 3). Comments from parents who indicated less confidence included a lack of equipment and resources as well as lack of contact, guidance and expectations from school, particularly around specialised subjects. Parents also indicated difficulties with juggling work and home schooling. Some who agreed strongly commented that they were trained teachers which helped in terms of academic support 'but struggled as children behave differently for parents.' When asked about their confidence now, agreement was very similar to previous levels although there was a small change in disagreement with more responding Disagree somewhat instead of Disagree strongly (see Figure 3). Comments from parents suggested that things were easier with the availability of more resources/ equipment and the fact that 'children have adapted well and are comfortable using [the school's] platforms.'
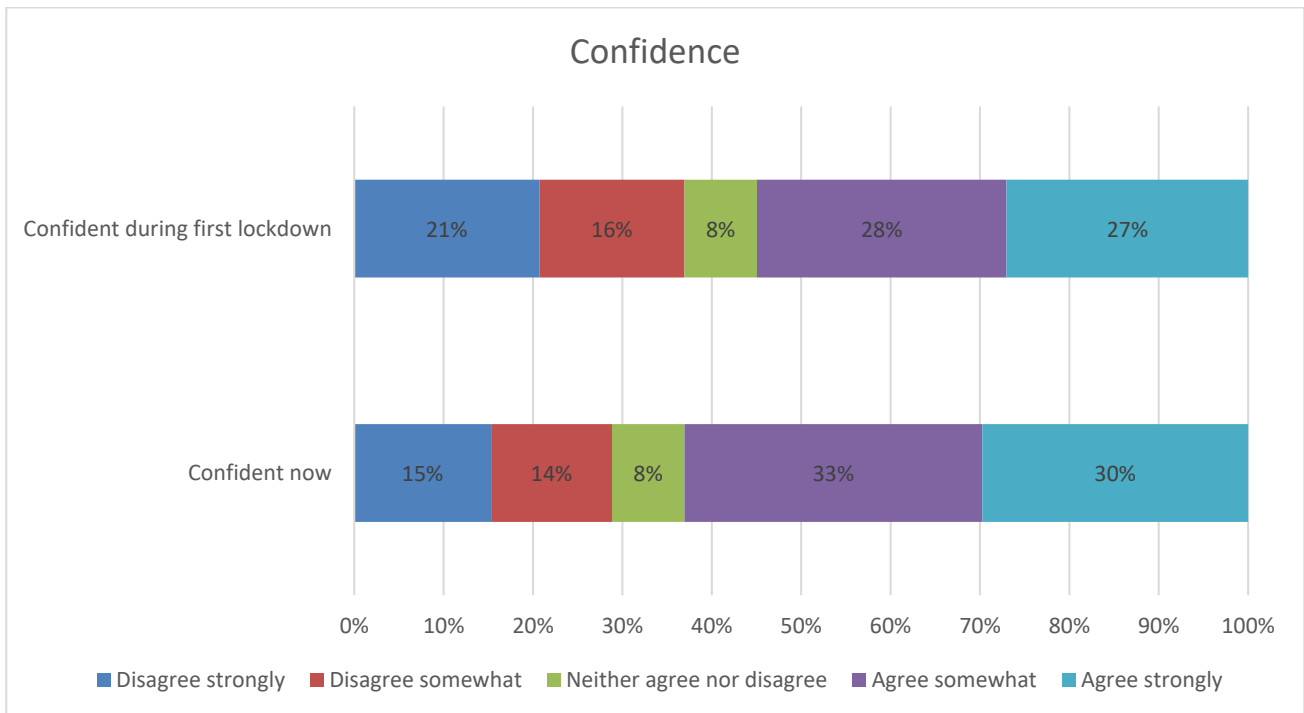
Figure 3 *Parental confidence*

6.1.3. Support

In terms of support and contact from schools, over half the parents reported contact from school less than once every two weeks (55.0%), however 39.6% were being contacted at least once a week. Parents were contacted by schools using at least one method with more than half (63.6%) being contacted via two or more different methods (e.g., email, school app, phone). Email was the most frequently used method of communication (see Figure 4) and was the preferred method by parents as it is most convenient (49.0%).

CONTACT METHODS

Legend: Email, School app, Phone, Other

- 5%
- 18%
- 42%
- 35%
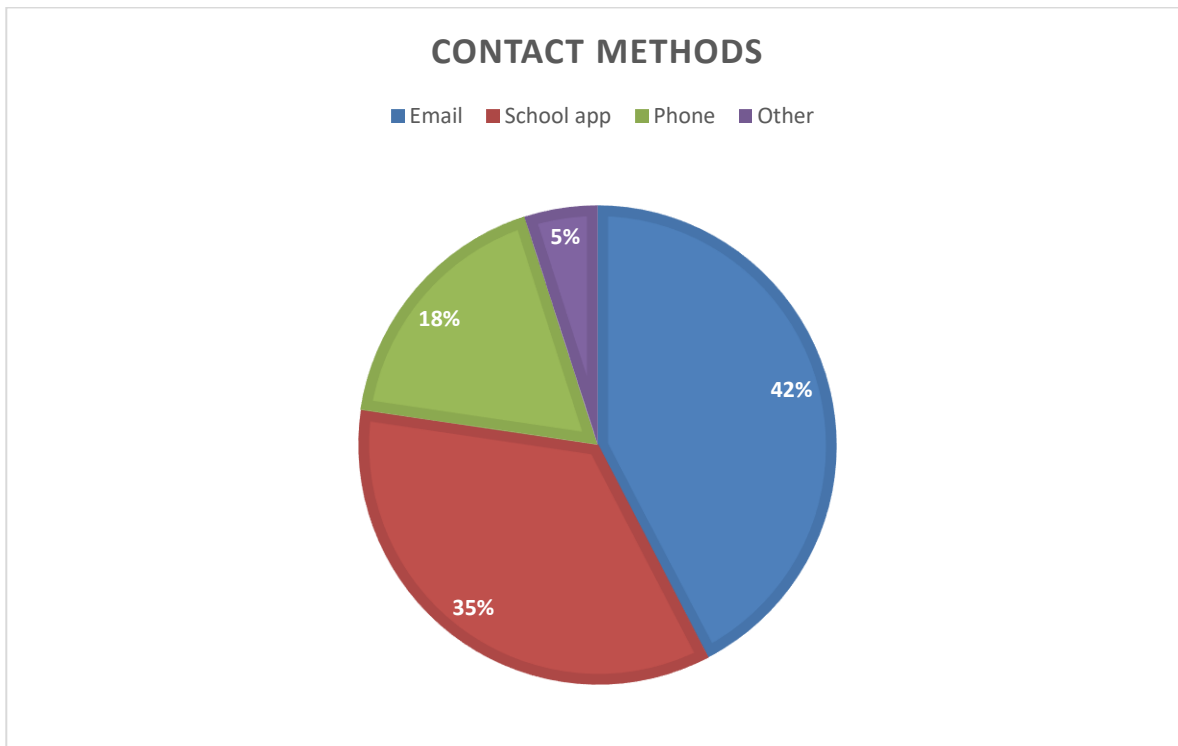
Figure 4 *Methods of communication*

Parents were asked to rate their agreement with a statement about feeling supported by their child's school in the first lockdown. Responses were varied with the majority of parents disagreeing with the statement (See Figure 5). Comments from parents disagreeing with the statement included the lack of work set by schools (especially for younger pupils) and not enough contact, although one parent mentioned receiving 'contact about well-being but not learning.' When asked about the level of support now, ratings changed dramatically with the majority of parents agreeing (64.5%) with the statement. Many parents who were feeling unsupported during the first lockdown were feeling more supported with more online lessons, more contact from schools and more resources/work for the children.
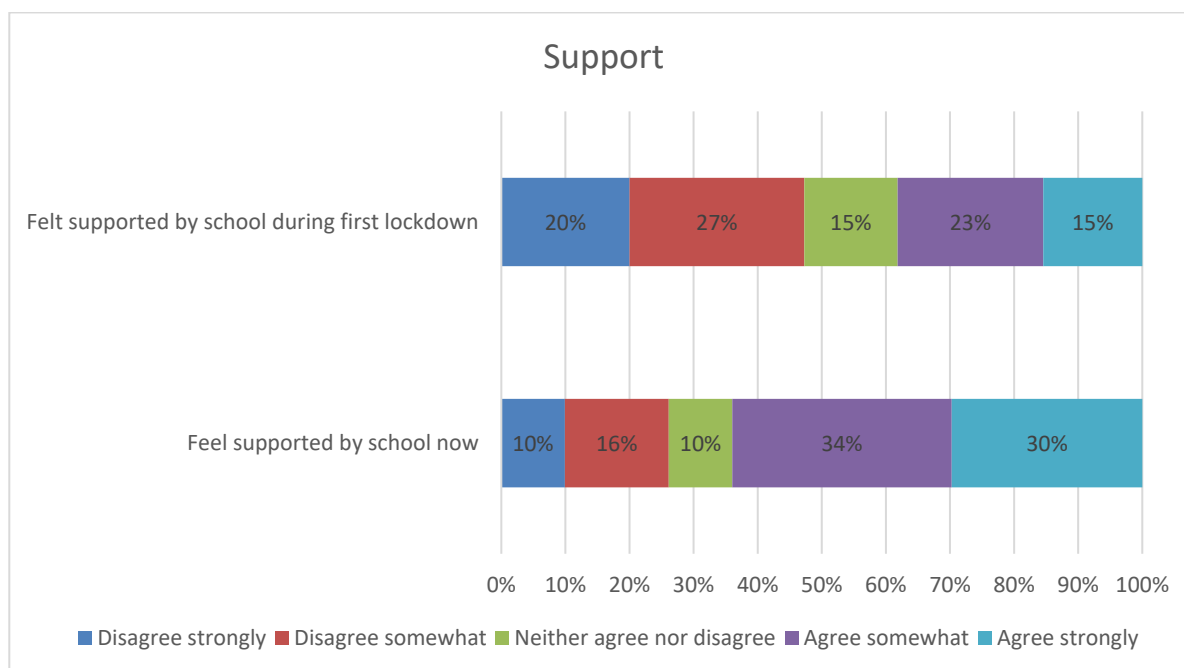
Figure 5 *Parental feelings of support*

6.1.4. Experiences of supporting learning from home

Parents were doing a variety of activities as part of supporting their children's learning at home (see Figure 6). In addition, parents reported doing many activities which were unrelated to the work their children were doing at school. These included things like cooking or baking, learning about nature, local history, health and mental well-being, gardening, music, sports and exercise. A prominent theme from the parents was the importance of talking about mental health and not being anxious about children 'falling behind'. They encouraged 'regular exercise, chances to switch off from screens' as well as activities such as mindfulness and encouraged children to explore things they enjoyed as they 'didn't want nor feel the need to add extra pressure'. Parents described using available resources to supplement the work given by schools such as BBC bitesize, educational apps/websites, workbooks and even paid for tutors. Parents also reported the importance of time management skills and independent learning as well as a good work life balance.

Home schooling activities

Activity	Percentage
Attended live online lessons with my child	~5.7%
Supervised my child's homework	~9%
Checked my child's homework	~10%
Ensured my child was on time for online sessions	~9.3%
Helped my child with worksheets	~9.7%
Talked to my child about their learning	~11.7%
Read with/to my child	~8.8%
Listened to my child read to me	~8.3%
Outdoor activities	~9.2%
Arts and Crafts	~9%
Helped my child learn things unrelated to school	~9.2%

Figure 6 *Activities with children*

Parents were asked whether their experiences of learning at home had changed their view of their child's school and how they support learning at home. The majority said that it had changed their view of the school (59.0%), with most of these reporting negative views (64.5%), and how they support home learning (55.8%). A number of themes emerge from the data.

One theme from the data was the increased insights about the school and how things work. Parents reported a newfound respect for schools/teachers and were impressed with their resilience and were amazed 'how they have managed to pull everything together in such a short time'. Parents said that the lockdown has 'made me appreciate the variety of work the children are given.' Others reported how lockdown has given them 'a better insight into how teachers support pupils' and acknowledge that teachers 'are doing their best'.

Another theme from the data was the varied quality of the online provision with some reporting 'no lessons online', making the home schooling challenging. Parents reported that the online provision was not as good as it could have been and how some schools were 'not equipped to support home learning.' Some parents were concerned by the lack of contact with children's work posted online regularly but 'no explanation of work' and 'often short responses via class dojo, not well explained if unsure'.

A third theme from the data concerned the difference between younger and older pupils. Parents reported how home schooling was 'difficult with a primary child to encourage and learn and work' but that the lockdown had 'taught the older children how to learn independently and discipline themselves'.

A final theme emerging from the data was parents identifying how challenging home schooling can be with one parent commenting 'It's more challenging than I'd thought'. Parents were reporting the need for being prepared and also found it 'very time consuming'. 'Motivating children' was a particularly prominent issue.

6.1.5. Looking forward

Parents were asked about what they would like teachers to know about parental engagement in learning going forward.

Improving communication was a prominent theme with many parents wanting 'regular contact with teachers' about children's learning and progress. 'Parents are keen to support their children's learning' but struggle with knowing what their child should or should not be able to do. More support with their children's learning was also mentioned including more guidance and suggestions for structured support; 'What we want is information of a practical nature'.

One parent said, 'I think parents with primary school age children need support to understand what the style of 'work' is – the younger the child the more play based it is, the more holistic/project based'. Some of the resources mentioned included 'more visual and pre-recorded instructions' and 'making lesson plans more parent friendly'.

Parents want to be listened to as they 'know the pupils best'. Another theme was an understanding of how challenging home schooling has been. Many parents were working full time therefore '[were] not able to fully support their child's learning'. Home schooling was impacting relationships as parents were 'taking on roles that we are not used to. This teacher role we undertook created friction and impacted the mental health of everyone'.

6.2. Findings from the student survey

A total of 29 ITE students completed the survey of which 65.5% were based at Bangor University, 17.2% at Swansea University, 6.9% at University Wales Trinity Saint David and 10.3% did not respond. to the question. The majority were on a one-year PGCE course (79.3%) with the rest doing a QTS course. Almost two-thirds of the students were specialising in Primary (62.1%) whilst there was a range of subject for Secondary students, including Chemistry, Biology, Mathematics, Physical Education, Music, English, Computer Science and Modern Foreign Languages.

6.2.1. Understanding of parental engagement

When asked about their understanding of the term parental engagement with learning, students mostly thought it was parents being involved with their child's learning. Some students mentioned schools/teachers communicating with parents about their child's learning and how it was their role to 'help parents to understand and connect with their child's learning'. One student identified a holistic approach where 'parents … support their children's learning at home, in the community as well as at school'.

6.2.2. Importance of parental engagement

When asked whether parental engagement with learning was important, all students said that it was, however, there was a range of views on why it is important. Some students recognised that learning is not just for the classroom but also should be 'extended and reinforced in the home', therefore involved parents are more likely to support their child's learning at home. Few students also linked better parental engagement with better school outcomes. Other students thought parental engagement was important as it 'gives parents an insight to what is being taught' and allows parents to see their child's progress and how well they are learning in school. Additionally, students mentioned parental engagement as important for children's attitudes towards learning and school. '[parents] are a main influence on children and if they are distant then the children may not engage fully with the curriculum'.

The majority of students (93.1%) indicated that the importance of parental engagement had changed due to the COVID-19 lockdown. Various responses were given in describing how its importance had changed. A prominent theme was the increased expectation for parent engagement with their children's learning. 'Parents are depended upon more for their children's education' and 'It has meant parents have had to become more involved and take on a more teacher like role' especially in terms of motivating children to engage with online learning. With online provision, contact with parents has been more difficult and 'remote learning has provided a barrier' in terms of home-school communication. 'There has been less opportunity to engage with parents as schools normally would' and 'More contact with parents is needed'.

6.2.3. Parental engagement in ITE courses

Students were asked whether parental engagement with learning was mentioned as part of their course. Over half (55.2%) said that it had been mentioned however, 65.5% said that it had not been mentioned in more than one module of their studies. Some of the ways that

parental engagement was mentioned on the courses included the importance of communicating with parents, importance of the home environment and home-school relationship but there was a lack of emphasis of this in the course content. Students were also asked whether parental engagement had been mentioned during their placement. Over a quarter (27.6%) of the students had not been on their placement at the time of completing the survey. Of those who had, 61.9% reported that parental engagement had been mentioned, particularly in terms of challenges around engagement of parents but also its importance and 'ensuring there is a positive relationship' between the school and parents.

6.2.4. Looking forward

Students were asked how they would support parental engagement in learning in their future careers as teachers. The prominent theme from the responses was to increase communication with parents. This was to 'Ensure parents are kept up to date with the work and progress' and to provide details of the topics that children were covering in school. Students also mentioned praising parents 'who do engage regarding their child's learning experience' to try to encourage other parents to engage. They would also communicate to support parents, particularly on 'how to support their learning at home with homework or tasks.' A variety of methods were mentioned in relation to communicating with parents including phone calls, online platforms, parents evening, newsletter, postcards/slips, events, 'chats at the end of the day', meetings and letters home. Another theme was wanting to involve parents in different aspects of their child's learning. Students mentioned wanting to 'Include them in decision making where possible' (echoed in the student survey) and to 'Listen to any questions/concerns and act upon them'. They would 'listen to feedback, and act appropriately' as well as making sure that 'parents feel valued'. Students want to 'Gain a positive working relationship' with parents. Finally, a few students found it difficult to respond to this question citing the 'need to find out more on this first' as 'it has just been introduced'. It seems that the concept was somewhat unfamiliar as it had not been mentioned as part of the ITE content and/or on placement. One student wanted to use the placement as an opportunity to learn more. 'I want to ask for advice and follow the example of the school where I am on placement'.

6.3. Findings from the qualitative interviews

6.3.1. The definition and importance of parental engagement with learning

> 'I think it's key to the child's education because… you get 50 minutes with them and … then they go to someone else, and someone else. The only

constant they have throughout the whole week is when they go home and the parents are there. You know there are a lot of discussions about things like homework but it isn't homework that promotes the learning afterwards but who is the support for them at home – that's the parents, so cooperation between parents and school staff is crucial I think. And it's something I don't think we do enough of' (14).

Overall, respondents were clear that they valued parental engagement; it was deemed to be 'crucial' (13), 'absolutely crucial for the school moving forward' (17), 'really, really important' (7). One respondent pointed out that 'We know that parents are key to child development, really the main determinant' (9) (echoed by 18), which was reaffirmed by another who pointed out that young people are only in school for a short time, and are home much longer (12).

One respondent elaborated, 'it's really important to have that good relationship with parents, so that ethos is all around the school' (7). This introduces the first and main area of importance respondents mentioned for parental engagement, that of relationships between parents and the school.

6.3.2. Relationships

> We work with schools a lot on parental engagement with regards to, talking to schools about their communication strategies… In particular, thinking about the pandemic, we've talked to schools an awful lot about how do they maintain that contact? How do they make sure that the relationship is maintained through this? How are they communicating with parents?' (17).

This quotation succinctly sums up the overriding characterisation of parental engagement from staff, ITE professionals and student teachers: parental engagement is characterised as being about the relationships between school staff and parents/families (10, 17,2,1,8,15,14).

6.3.3. Building relationships

Respondents pointed out the value of relationships with parents, 'It's about relationship building' (17), about securing 'positive relationships' with parents (1).

A provider pointed out the importance of ensuring that student teachers were supported to be able to create those relationships with parents (8); 'As an IT lecturer, I suppose it's about how we raise awareness for the students they have the need to facilitate those positive relationships.' (11). Students teachers have obviously understood this, as they spoke about looking forward to creating beneficial, two way relationships with parents in their own work, relationships which will be fostered by positive communication, and be 'good and healthy relationships' (15).

A parent who is also a teacher commented on their growing appreciation of the importance of building relationships,

> 'Those parents may have had a negative experience in school and it's up to us to break that cycle, by promoting good relationships with the parents, letting them know that it's safe to come into school, that we're approachable, we're nice - it's not how it used to be years ago. It's kind of a massive knock on positive effect on the kids and I didn't realize the importance of it, but I think it's important that we do it well' (7).

This concept of the change over time in the relationship between parents and school staff was echoed by another provider, who pointed out that many parents may have had negative experiences with schools in the past, and that it's 'really important to schools that school have changed and it's for everybody now, and we can only do that by building relationships with parents' (7). This respondent went on to point out that children will be influenced by the relationship between staff and their parents, and that a relaxed relationship between these parties can lead to a better relationship between students and teachers. A mentor agreed, saying that 'it's going to take years to come in because a parent …who had not so positive experience of being at school… it's intimidating' (14). This respondent, along with many others, pointed out the importance of positive communication, as referenced above.

The Estyn standards were mentioned (5) as taking into account relationships between teaching staff and parents, under the heading of student well-being and attitude toward learning; a provider noted that 'involving partners in learning' (12) was rooted in the professional standards.

6.3.4. Communication

> '…if we're talking about parental engagement in learning as a practitioner, as a teacher, obviously, we talk about all levels of communication with parents around children's, not only their academic development, but their social and personal wellbeing, development and how as a teacher and a practitioner, we build and foster those relationships with parents…' (1'…if we're talking about parental engagement in learning as a practitioner, as a teacher, obviously, we talk about all levels of communication with parents around children's, not only their academic development, but their social and personal wellbeing, development and how as a as a teacher and a practitioner, we build and foster those relationships with parents…' (1).

Most respondents saw parental engagement as being about communicating with parents. It is significant that this was the overwhelming view of those who were training to be teachers, 'keeping them [parents] in the loop' (10), 'keeping parents informed' (11), 'sending letters home' (15), that parents needed to be aware of how a child was behaving in school (10),

and 'parents need to be more involved with the school' (15, 19). Communication was seen to be at the service of building and supporting relationships.

This view, 'keeping them [parents] informed' was also expressed by mentors (14) and providers (4, 1, 9), including the concept of 'ongoing reporting' (4); not surprisingly, there were common mentions of parents' evenings. One provider noted that parental engagement was about 'getting parents on board (5), and another that it is 'vitally important that parents are on board with you as a school and you as a teacher' (7). Parents were mainly seen, particularly by student teachers, as being on the receiving end of communication from the school, through reporting mechanisms such as parents' evenings, and receiving letters sent by the school (10). It should, however, be noted that a number of students mentioned the value of positive phone calls home to parents, and reported wanting to initiate such contact (although they were prevented from doing so on placements, see 0(10)). It is interesting that parents, as well, expressed this view, and spoke about receiving letters, working with the school, and coming into the school (9, 12).

Throughout the data, it is clear that the view of engagement with parents is school led, and school initiated;

> 'I'd say it's about working collaboratively with parents, the schools have aims and objectives towards child development and things and it's engaging the parents in that process so rather than them working alone; it's more about working together as a team to help positive outcomes…' (9).

> 'It's this partnership between home and school in order for them [parents] to support children in all aspects of their development' (18).

There were comments such as the need to 'allow parents to see' (41), 'helping parents to see' what needs to be done (41), ideas around 'giving parents the tools' they need (17), and the provision of 'courses for parents' (17).

6.3.5. Communication for wellbeing

> 'So parental engagement for me is about involving them [parents] in what is happening for their child within a school, but also ensuring that their needs are met. And so, parental engagement for me is giving the parents the tools by which they can support their children better, but also perhaps potentially improve their wellbeing as well' (17).

This quotation links the idea above about the school led, school initiated perception of parental engagement, with the further concept of engagement for wellbeing.

This concept is also linked to the perceived importance of the relationship between schools and parents; a provider described the concept of parental engagement as being an

'effective relationship with parents and carers [to] support the social, emotional academic and physical development of children' (2).

Another provider discussed 'all levels of communication with parents around not only children's academic development, but their social and personal wellbeing, development' and that it was important that teachers considered 'how to foster those relationships' (1). A stakeholder also pointed out that there had been a lot of information given to schools about supporting those relationships during lockdown (17).

6.3.6. Parental engagement in learning

There were some outliers, in that some respondents did mention the possibility of parents 'having a say in the way the school is run' (12) and the need to consult parents on the curriculum that is to be put in place for their children (12), so that parents have some 'input into what their child is doing in school' (2). However, as noted in 7.3, this was not a common view.

There was evidence of good practice reported by student teachers, which inspired them to think about how to support parents to engage with learning going forward,

> '…In the lead school they do something really good to encourage parental engagement by sending out an email of everything we've done that term and things that [parents] can carry on at home with, home learning… giving them little activities to do at home that are fun …just bring the family together so that the learning becomes a group task and rather than just something that they child has to do by him or herself' (11).

This was echoed by another student teacher, who discussed helping pupils just by talking to parents (15), and by a stakeholder who mentioned 'getting parents to help children at home' (5). A stakeholder suggested that it was, 'giving the parents the tools by which they can support their children better' (17). Another student teacher spoke about the importance of 'encouraging a child to be enthusiastic about their own learning' (11), which would suggest support for students' self-efficacy and mastery orientations (Pomerantz, Ng et al. 2006, Chouinard, Karsenti et al. 2007, Goodall 2020). A parent also mentioned the importance of the 'quality of family interactions' (9) in relation to learning.

For one stakeholder, all of these ideas come together,

> 'It can be just developing relationships, about having those relationships whereby, you know, you can have those conversations and parents feel they're able to approach you, and they're able to talk to you about issues, about celebrating successes. So, it's about relationship building. I think that's the key to it all is developing and getting to a point where you develop

a relationship to such an extent that it does become a bit of a partnership between school and parents' (17)

Another provider pointed out the importance of partnerships,

> 'We cover it in both courses and we have it in core studies and professional and pedagogical studies where it's discussed and we have guest lectures from school partners that come in, talking about the importance of not just engaging with parents, but actually having them as part of the partnership within a school, collaborative decision making' (12).

6.3.7. Parental engagement in initial teacher training: provision

> 'It's about whether the student understands the concept of parental engagement - it's tricky - do we all understand the same thing when we speak about that - what would you expect a student teacher to understand by that term?' (P)

Providers and students were clear that it was important that students had an awareness of the importance of positive relationships with families (8) 'it should be at the start, with all the other key stuff so when we go on placement, we can start thinking about it' (10). One provider in particular had use of a suite which allowed interactive role playing with computer generated avatars. This allowed students to interact with 'parents' (avatar) and thus to get experience before moving on to their placements. The value of this sort of experience was mentioned by others, 'You want them [student teachers] to have some experience of it, so they can see and observe how the staff talk to parents, how you avoid certain situations and how you deal with someone who is more challenging… I think it's important in terms of being fair to them when they start their careers' (14). Providers also mentioned directing students to texts on communication with parents and involving parents in learning (4)

Providers also referenced the standards (1,2,4,12) which require students to show evidence of 'involving parents and carers in learning' (12). One respondent made the interesting comment, 'In the old standards, understanding the role of parents was there; in the new standards, it's a bit more broad – they're fairly loose, it's about collaboration and understanding of the different roles' (5). Another respondent pointed out that it was important for students to reflect carefully on these standards, and not to treat them as a box ticking exercise (12), although one student reported that they felt that was precisely how it had been handled in their placement (10). Another respondent pointed out that it was important for students to reflect carefully on these standards, and not to treat them as a box ticking exercise (12), although one student reported that they felt that was precisely how it had been handled in their placement, (10).

Parental engagement in learning (as opposed to communication or relationship building) did figure in some provision; for one provider, the concept was covered in core modules and in

ongoing discussions with students, school partners and mentors (14). This respondent also made the point that parental engagement needed to go beyond simple communication with parents, so that parents could be involved in decision making in the school (also echoed by 12). Other providers were not as clear on how parental engagement was included in their provision, 'I think if I'm honest, most of the elements [of parental engagement] will be implicit' (14).

> 'There's been no direct addressing of it… I don't think schools properly value parental engagement for supporting learning at any point in their journey – only when there's something missing, and that's when the school finds it valuable' (10).

While there was general agreement that it was very important that parental engagement was covered as a part of ITE (1, 2, 7,8,14), there was no consensus on how this would be done. While some providers were clear that they did cover parental engagement in their work, 'it figures highly – it's crucial' (1) the same respondent went on to say:

> 'However, being invited to this did really make me think that, where do we actually do this in the program… when I have actually sat down and thought about it. We don't have any specific elements of the program that are dedicated to this' (1).

Others agreed, that parental engagement was 'not a direct focus' of provision in ITE provision (4). Respondents reported that they feel they 'don't do enough' (14) and 'need to do more' (4) to support students in this area; as one respondent pointed out, 'You wouldn't be put on the shop floor without being trained how to deal with customers and parents are in a way customers of the school' (7). Another respondent said that the lack of clear training in this area was a 'missed opportunity', which 'should be there from the beginning' (4), another that the concept was 'not treated in any systematic way' (3). One respondent summed up the juxtaposition of the importance of parental engagement with the lack of focus, 'It's really important – but strategically, I'm not sure where it fits in (2). Another reported that while parental engagement was discussed with mentors, this was 'only in the sense that student teachers should have the opportunity to engage with parents. We haven't discussed the quality of it or the frequency of it or any methodology behind it' (3).

Some respondents said that they did not have specific modules or lead school days that deal with this issue (8, 14), that in spite of understanding the importance of the issue it was not included in training in any coordinated way (1). However, a senior leader in a partnership school reported that they did work with students and mentors on this topic, as it was deemed to be very important (18).

Respondents also pointed out that, especially in standalone PGCE programmes, there wasn't enough time to cover everything one might like to cover, 'it is challenging as there is

so much to do' (12, also 14, 17, 5). When asked if students on placement in their school knew about the importance of parental engagement with learning, the head teacher of a lead partnership school replied, 'No, they don't … because it's not on the program the initial teacher education program' (18).

It is important to note here the voices of student teachers, as they were less sanguine about the coverage of parental engagement, and they reported that it was covered in just one session (10) and that this has been halfway through the year. This student went on to suggest that this session 'should have been at the start with all the other key stuff so when we go to placement, we can start thinking about it… We can have more awareness of the impact it can have and why it's important, rather than waiting until the end' (10). Another student reported that they had not seen the topic of engaging parents come up in their training so far (11).

6.3.8. Parental engagement in initial teacher training: placements

It is worth examining the concept of parental engagement as it arises in placements, as well, as providers suggested that 'schools are the best places for students to learn' about this concept (12). Providers reported discussing engagement of parents with students before they went to placements (4), and the importance of working directly with staff, so that in working with their mentors, students are 'not just being taught' but are experiencing engagement with parents as well (17). Providers reported discussions with mentors to ensure that students were able to not only have experiences of collaborating with parents but also to ensure that students were able to fulfil the criteria about this and make acceptable entries into their PLPs (4, 17, 3). However, another provider reported that parental engagement was not discussed with mentors unless it became clear that students were not being given opportunities to interact with parents (1).

Providers did acknowledge that, in leaving so much of the learning about parental engagement to the school based experience, different students would have different opportunities to learn, and that while some schools would excel in this area, 'other schools will keep parents at arm's length and students will learn that approach' (5). One respondent, a head teacher in lead partnership school, noted that they enjoyed being able to support student teachers to learn about the value of parental engagement, and that students were always very interested in this aspect of their placements with the school (18).

This difference is reflected in students' statements. In one focus group, one student reported schools that 'focused on the positive' and phoned home every week, and others described schools where students were not allowed to contact parents and students had observed clear deficit views of parents among staff (10). The same sort of deficit views were

also mentioned in another student focus group, reporting that staff felt 'the parents don't care' about their children's learning (15). A student reported that they regretted 'not knowing what parental engagement is or what good parental engagement should look like' (10).

It should be noted, however, that in discussing parental engagement during placements, with one exception, all of the respondents referenced issues of communication (parents' evenings, reporting, the use of social media to keep parents informed), rather than supporting learning in the home, 'As mentors, we regularly discuss contact with parents' (14) for example.

The remaining respondent noted that while students are on placement in their school, however,

> 'I sneak in a session - I tend to do a session that focuses again on the sort of more theory side of it and I'll talk about the research and I'll talk about what underpins our approach and then my family engagement officer will do a session that is about 'What does this look like in our school and how does this manifest?' And consistently the students have said to me how useful they find it and that it's not something that they considered…. just seeing this.. different approach and seeing it as part of their role. It's always something that they seem to be really interested in. I'm really enjoying having that link and I'm enjoying the fact that I'm able to deliver that to them, but as far as I'm aware that isn't something that they would get you know necessarily in their wider program' (18).

7. The impact of COVID-19 on parental engagement

> 'I think relationships are even more important now, it should be a joined up thing and not just limited to parents' evenings' (14).

> 'It has changed completely I think, it's opened the door to parents a lot more' (7).

> 'I think it's [lockdown] has raised questions on whether we do enough around that agenda…' (13).

> 'Whereas before you might have seen parents as collaborators in their children's education we now need to see them as co-teachers in their children's education, but I'm not sure if we've, any of us, have had time, and maybe this project will help with that, to formulate our ideas around what happens when parents become co-teachers' (3).

In response to questions about the impact of the COVID-19 changes to schooling and on parental engagement, most respondents suggested that contact between parents and teaching staff had increased over the lockdown period (14, 17, 5, 9). This contact could take the form of weekly calls (14) between staff and families, updating parents about what is being taught, wellbeing checks (9) (see also section 0). Parents have also increased their contact with schools (14, 7, 5), sometimes using the students email addresses to contact staff.

One respondent pointed out that this communication between staff and parents was now more deliberate (15), in that staff were making deliberate choices to engage with parents, rather than just having discussions, for example, at home time, or at the school gate.

A stakeholder pointed out that the new skills staff had learned in relation to online provision of learning, had also allowed them to increase contact and interaction with parents, as staff became more proficient with technologies (17).

One interesting change was the 'presence' (virtual) of parents in lessons (14, 7), which according to one mentor, may have had an impact on teaching, 'So I imagine a lot of teachers have planned or deliver their lesson slightly differently, knowing the adults might listen and actually we should be doing that anyway' (14). Many respondents noticed parents' engagement in the learning process during lockdown, because of parental presence in lessons or involvement in them, 'We're not just having to please the kids in front of us we were having to please the family, because they're having a lot more involvement in what the kids are doing…' (7), which has, according to the same respondent, resulted in parents asking for more help from teachers, about how to support learning at home.

One respondent pointed out that because good relationships were already established with parents, the 'communication and links' with parents and students were 'immediate', 'because parents had been used to having some support, and had an understanding of the sorts of things we were doing with the children, and the focus that we had working with parents around, 'this is how you can help at home', and that 'schools that had established links with parents were able to respond to lockdown' (18).

7.1.   Mutual understanding

Respondents noted that, due to the increased contact between school staff and parents, that there was an increase in mutual understanding between the parties involved.

A number of staff pointed out that parents now understood much more about teaching and the role of the teacher, and that this would lead to 'much more home involvement, much more parent's understanding the role of the teacher and the boundaries of what we can do' (5). Others reported that parents would have more insight into education and schooling (13), and 'more empathy' for teachers' (12).

On the other hand, respondents also felt that the experience of lockdown might also increase staff understanding of parents' situations, and of the equity issues which might impact on parents' and children's lives (9,4,18). One respondent hoped that the better understanding of some of the challenges that parents are facing (c.f. working from home, supporting their children's learning, not having enough devices in the home to do so), leading to a 'shared understanding of the difficulties of learning at home' (18), and might change some of the deficit understandings of parents. One respondent reported that a member of their staff had said that they now felt they had 'a connection' with parents, feels closer to them and has a 'better understanding' of them, having shared the experience of working from home while supporting their own children's learning (18). Respondents noted that the experience of lockdown has 'got everybody to think a little bit and think differently' and that this might lead to changes in how schools engage with parents in the future (13).

7.2.   Increased understanding of the importance of parental engagement

> 'So, I think what the pandemic has forced you to do is realise the importance of it [parental engagement] or to put in more context the importance of that contact with the home because… at the moment parents are the biggest support that pupils have. But also, to think about it in a more creative way how do we make that connection, because I think schools are guilty of going with the flow and looking inside the building but not dealing with things when they occur outside' (14).

'The parents, the home environment matters, it does matter… I think
through COVID has made them [senior leaders] realise even more how
important the parental view on education is' (15).

Respondents throughout the interview phase noted that the experience of lockdown has
highlighted the importance of parents' engagement in learning, and it is interesting that this
was noted by students, observing what was happening in their placement schools (10, 15).
A provider hoped that the experience of lockdown would 'make us more aware' of the
importance of parental engagement and that 'maybe it's an opportunity to improve' work
around this (4). Stakeholders, as well, noted that overarching bodies were stressing the
importance of parental engagement (17).

7.3.   Silver linings

'There will be positives that everybody can take from this, … It's not all
negative, there will be positive positives for parental engagement moving
forward, as well there are some skills that have been built up within our
schools and our students now that will build better relationships with
parents…' (17).

One stakeholder (1) spoke of 'silver linings', that is, ideas or practices from the lockdown
period which could be of value going forward. Schools and stakeholders have become
proficient at using online tools, and many schools have increased their interactions with
families over the lockdown period (17). Some schools will continue using platforms such as
Seesaw and Google Classroom particularly for homework after schooling returns to in
person provision (17), and also using platforms that allow staff and parents to interact (13).

Another respondent pointed out that staff may continue to provide asynchronous support for
parents, rather than having physical events, this support could then be linked to live, online
sessions which might allow more parents to benefit (14). Another noted that schools are
changing some of their events to be online as well as producing short videos to support
home learning (13).

Engagement from parents was also considered to have increased (12, 11); as above, many
parents were attending live sessions and of course supporting home learning. Respondents
also noted increased cooperation between parents and school staff, so that parents were
'having a bit of input into what they're [children] are doing at school and also understanding
why they are doing it' which had the benefit of helping 'the learner make progress' (12). It is
interesting that implicit in this statement is an understanding of the value of parental
engagement with learning, per se. A respondent noted that beneficial changes will need
work to become embedded, and that they had been 'thinking about how we build' on these

changes as a school, 'maintaining that genuine link, and how we build on that to ensure we're giving parents the right sort of opportunities and support they need' (18).

8. Case Study: Parental Engagement at Awel Y Môr Primary School

This case study is based on Awel Y Môr Primary School's work around parental engagement in children's learning. The case study is based on background information about the school and area, data from the school and interviews with the school Family Engagement Officer (F) and Head Teacher (H).

This case study is explanatory, as it seeks to not only show what has happened (descriptive) but why the changes which have been brought about in this school have been successful (Hamilton and Corbett-Whittier 2012). As a standalone case study, this element of the report is explicative, rather than definitive – it adds to the data presented as a method of triangulation (Noble and Heale 2019). The aim of this study is to show how the themes and concepts, elaborated in the literature review and demonstrated in the survey and interview data, have been worked out in a specific case of one school. The 'case' here is not the school per se but the parental engagement journey undertaken within that school.

8.1. Background information.

8.1.1. Background information on Awel Y Môr Primary School

Awel Y Môr Primary School is a medium size (333 students on roll) primary school in the Sandfields East area of Port Talbot, Wales, in the Local Authority of Neath Port Talbot.

The school is housed in a fairly recently built site (2013).

The school is rated by Estyn as 'Good'

The school comprises nursery, infant and junior provision.

The school has a higher than average number of pupils in receipt of free school meals (see below) and a higher than average number of children with various levels of support needs; in 2018/19, 23.1% of children were on School Action (LA average 15%), School action + was 17.5% (LA average was under 10%).

8.1.2. Background information on the Sandfields East area

Every school is unique in its setting and community; to understand the journey that Awel y Môr school has taken, we must also understand that context within which the school exists.

The area served by the school is one in which families experience high levels of deprivation. This is shown in the fact that 58.1% of the pupils in this school are in receipt of free school

meals (FSM) which is much higher than the national average for Wales, which is 18.4% (Van den Brande, Hillary et al. 2019).

Using indices of multiple deprivation, Sandfields East is 'ranked **98 out of 1,909 in Wales**, where 1 was the most deprived and 1,909 the least' (UK Local Area 2020)((emphasis in the original). The figure below shows where the area sits in relation to other areas in Wales. As is clear from Figure 7, inhabitants of the area face numerous challenges, in relation to income (96% of places in Wales fare better), employment (97% of places in Wales have better employment statistics), and education (86% of places in Wales have better educational results).

Overall: 5% Better than 5% of areas in Wales

Income Deprivation: 4% Better than 4% of areas in Wales

Employment: 3% Better than 3% of areas in Wales

Health: 2% Better than 2% of areas in Wales

Education: 14% Better than 14% of areas in Wales
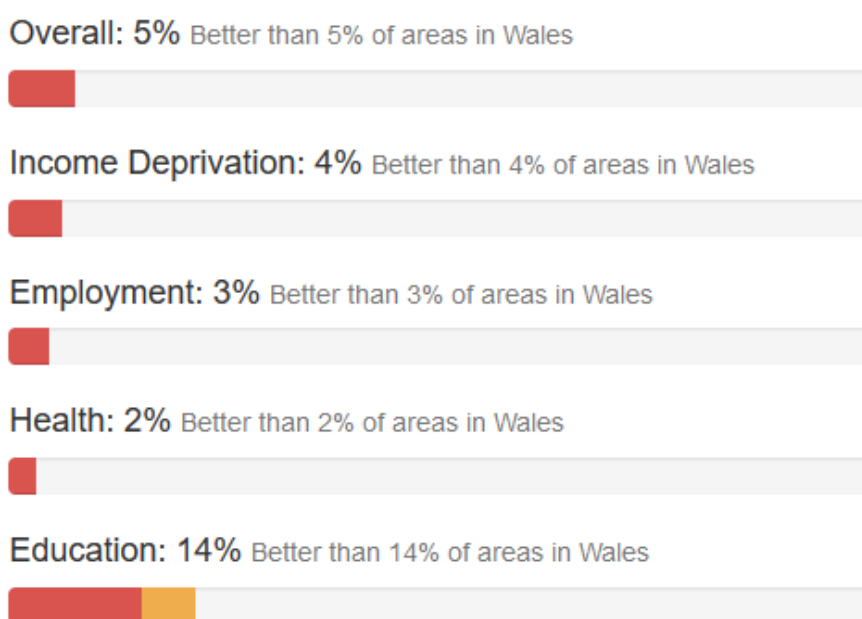
Figure 7 *Indices of multiple deprivation Sandfields East*

The area overall has low levels of educational qualifications (UK Census Data.com).

	No qualifications	Level 1	Level 2	Apprenticeship	Level 3	Level 4 or above	Other qualifications
United Kingdom	23	14	15	3	12	27	5
Wales	26	13	16	4	12	24	4

Sandfields East	37.23	15.82	14.98	5.03	10.05	13.20	3.69

Table 3 Highest levels of qualifications Sandfields East

As can be seen from Table 3, levels of educational achievement among adults (those over 16) are relatively low in this area, with a higher percentage of adults having no qualifications than the average for the UK overall land for Wales, and the percentage of adults having qualifications at level 4 or above being half that of the UK. This is just under half of the average percentage for Wales.

Levels of parental educational attainment are significant, as there appears to be a relationship between parental educational achievement and young people's outcomes at school (Woessmann 2004, Nicholas-Omoregbe 2010). This impact need not be deterministic, however, as parental effort (in relation to children's learning) can also have a significant impact on achievement (Houtenville and Conway 2008), as can appropriate actions from parents at different levels of learning (Jeynes 2014).

8.2. Parental Engagement Journey at Awel Y Môr

This case study covers the tenure of the current head teacher (H) at Awel Y Mor, and is for the most part based on an interview with the head teacher undertaken in April 2921, supplemented by other data as appropriate.

8.2.1. The Previous Situationprevious situation

The current head teacher took over the school three years ago and described the previous relationship between parents and staff as, 'It was quite, quite hostile relationship between school staff and parents, you know it wasn't an abnormal to stand up rows in reception massive queues to see the head teacher, high number of complaints going into the governing body…' (H). Parents' evenings previously took place in classrooms behind closed doors, with 'parents lining up outside in silence' and frequently resulted in 'quite heated arguments' with the head teacher 'running around protecting people' (H). The FEO reported that 'everything was a battle' (F), with very slight issues such as the loss of a school jumper escalating and being taken to social media to 'slam the school' (F), 'but it's nothing like that anymore, because our relationships are different – it's a different place' (F).

8.2.2. Bringing staff along

The change from a 'them and us' situation to the current atmosphere of working together required deliberate action not only by the senior leadership team but by all members of staff, including the FEO working with other members of staff.

The head teacher pointed out that there are differences between staff members and families, with some teachers unable to relate to parents,

> 'Our teaching staff are very middle class and the families we serve are not middle class… Particularly the staff who were here before could not see the benefits in doing what we were doing initially they thought we were taking the soft approach, we were bowing down to parents, we were trying to appease them and keep them happy rather than showing the firm hands we needed to show' (H'Our teaching staff are very middle class and the families we serve are not middle class… Particularly the staff who were here before could not see the benefits in doing what we were doing initially they thought we were taking the soft approach, we were bowing down to parents, we were trying to appease them and keep them happy rather than showing the firm hands, we needed to show' (H).

Sharing information about the families also figured largely within the FEO's work as well, to help staff 'understand the family's situation' (F), so that they could understand the children much better (c.f. the importance of the immediate environment around the child, Bronfenbrenner 1979).

The process of 'bringing staff along' was neither instant nor easy, 'Some were really quick to come along, you lead and they will follow, others, you have to do a lot of work on' (F). This work was built on not only sharing research about the value and impact of parental engagement but also by senior members of staff modelling relationships, 'being out there in the yard', sending the text messages highlighting children's good work. The process was not enabled by outside training, but 'what we've done inhouse' (F), and by the openness of senior leaders to the entire school community. The FEO noted, however, that changes were visible among staff, with one teacher reporting that the changes to relationships with parents and children had made them a 'totally different teacher than I was' (F).

8.2.3. Building up credit

In early meetings with the senior leadership team at Awel Y Môr, the new head agreed with staff that repairing relationships with parents was a priority for the school, and one of their first actions was the appointment of a family engagement officer (FEO). The school appointed a serving member of staff, who was 'local' (H) and understood the community within the school. Importantly, this member of staff was not 'stuck' (H) in deficit views of parents (see section 9.1.3), characterised by the head as 'the kids misbehave because the parents aren't doing their jobs, the parents need to sort that out' (H). This member of staff

was open to new ways of working, based on the research in the field. And, being local and well known to parents, she 'could introduce us' (H) on a level footing with parents.

The new leadership team also saw the importance of 'being visible' (H), being on the playground morning and evening, and building relationships with parents through small, intermittent discussions, asking 'How's the decorating going? How was football practice?' (H) as well as highlighting good work from children. The head characterised this approach as 'putting credit in the bank with parents' (H), laying down a foundation on which to build future relationships. This process continues; at a recent event the school organised, all families were given transport to a local park where activities were laid on for families, but teachers were not involved in providing those activities, 'I wanted them to be free to walk around and continue to build relationships outside of school, to get to the families' 'level'' (F).

One of the first results of these new relationships was a request from parents to improve communications from the school, (see section 6.2.4). The school stopped sending out 'the long newsletter' (H) and the 'nagging emails' (H) and invested in a text messaging service, to give parents easily accessed information at appropriate times. This service was using for 'putting credit in the bank' (H), as staff could highlight good work from the students, for example, having sent home 'nine good things about your child' when the next message was, 'we need to talk about this now, though', the last message was perceived as being less confrontational (H).

The FEO also put a great deal of emphasis on communication with parents, often through 'little surveys', 'little questionnaires for parents' (F).

The head teacher also deliberately 'changed the tone' of communications from school, to be less formal. Parents are invited to call the head teacher by their given name, rather than an honorific, 'I don't want parents to think I'm on a higher pedestal than they are' (H). The head teacher acknowledges that this is a controversial stance and not one agreed by other head teachers, but felt it was an important, symbolic move in this community.

The school called on the services of Save the Children and put in place a programme for families and children, which was well received. Perhaps more importantly, all of these activities – the appointment of a family engagement officer, the small conversations, the visibility, the change in communications, and the engagement programme – added up for parents, and word spread 'on the playground', with parents relaying to one another,

> 'You know, they're [school staff] alright actually and they've been really helpful, they've helped me with this and I told them about this, and they were able to help me out with that' (H), which led to more and more parents being comfortable to approach members of staff. 'You know, they're [school

staff] alright actually and they've been really helpful, they've helped me with this and I told them about this, and they were able to help me out with that' (H),

which led to more and more parents being comfortable to approach members of staff.

8.2.4. Working with parents and families

The head teacher reported that rather than putting things 'on for' parents in the school, staff worked with parents to present things that parents wanted; to that end, the school has presented courses on sign language, Makaton, even provided training for parents to qualify as teaching assistants, including providing or arranging placements as part of that training.

The head reported that parents were particularly interested in learning about children with ADHD; a group of parents requested and attended training on this topic. The school has also run courses on cooking and shopping on a budget.

These courses, which parents reported included a wide range of courses (see 0), were welcomed by parents, and as can be seen in the list in the annex, these courses went well beyond those aimed at supporting learning (although such courses were among the offerings).

As noted above, parents' evenings were another matter staff wanted to reconsider, to make more 'of a community event'. The meetings were moved into the hall, which provided 'a much friendlier' atmosphere. The headteacher was visible at the door, greeting parents, the family engagement officer had a table for parents to come and discuss issues. More importantly, parents were seen as active participants in the process, rather than being simple recipients of information at parents' evenings. Parents were provided with a series of questions that they could ask of teaching staff, about how they could support learning in the home, and staff were provided with questions for parents, which centred again around support for students' learning. The headteacher noted that parents' evenings are 'much more geared to parents now', 'it removed all that hostility that we used to get in the rooms, but also parents left feeling as though they've had a really good conversation' (H).

In discussion, the head teacher pointed out that this change was based on research accessed by members of staff (Goodall and Montgomery 2013). The head teacher stated that 'we want parents to feel this school is theirs' (H); the school was a new building and very welcoming as a space but 'did parents really feel it was theirs?' (H). To that end, a room was put aside for parents, equipped with comfortable furniture and refreshments, so parents would have a place within the school that they could own.

> 'We really want to try and make the school like a proper Community school and [parents] can come to us there's all these different services, so we started putting on event days, where they could talk to a team around the family, they could talk to benefits people, they could talk to a health person, they could come here and have their breast cancer screenings, for example, and we put all these things on so they got they got used to come into the school and just being a real signpost in place…' (H).

The school also used their finances to provide the services of a speech and language therapist, in the school, two days a week. This allowed parents to access this support without needing to arrange transport into the nearest large city, as had been the case previously.

There have been no exclusions at Awel Y Môr primary in the last four years; the head teacher points out that this is not due to a change in intake, but rather a change in mindset, that he has told parents that he wants to 'work with them to sort it out' (H).

The head teacher also pointed out that although the intake has not changed, there have been no cases in the last two years where exclusion might even have been considered, due to the improvement in behaviour in the school. The head teacher credits this change to working with parents, having them 'onside' about behaviour. 'Whereas before, parents might have turned it around' and blamed the school for issues with behaviour, parents now 'want to work with us' to help their child (H). The FEO echoed this, stating that as children know that parents and staff are working together, and can see that parents trust staff, the children are able to be 'more open' with staff. The impact of this was that children were able to discuss issues and problems with teachers, based on a shared understanding, whereas previously, they would have 'kept it all in', and 'explode at the slightest situations' due to the lack of another outlet (F). The FEO reported that children felt that they now had 'holistic support' around them from parents and teachers (F).

The head teacher also credited the improved relationships with, and knowledge of families, for a reduction in referrals to social services, as many problems can be 'nipped in the bud' before they escalate. Parents are also much more open with staff and are able to discuss issues openly. The issue of openness was reiterated by the FEO a number of times, citing it as a reason that relationships had improved; staff now 'understood' the children's situations better, and 'had more empathy' and 'more sympathy' for the students (F). Thus, allowing staff to understand not only behaviour but the causes of behaviour.

The voice of parents can be seen through a recent survey of parents at Awel Y Môr; responses to the question, 'How have we made progress in our family engagement over the last 4 years?' elicited answers such as, 'I think it's an amazing thing to do more and more

parents are getting involved now, and that is so good, good for the kids.' 'Parents meeting other parents', 'Referrals to other agencies'

> 'I have been involved in many of the family engagement courses over last 4 years from family connect to Completing my level 2 Childcare which inspired me to continue on my journey to my level 3 and that is all thanks to Awel Y Môr, I am so grateful for so many opportunities. I have also completed a number of other courses such as the play course, food hygiene, child psychology and quite a few more. Awel Y Môr are always giving the parents and children the best opportunities they can and they are the only school I know of that does this. The Wednesday afternoon family engagement time for the parents and children were brilliant and the kids thoroughly enjoyed them. It started with Families Connect[2] to help with the children's learning and then to helping give the parents every opportunity as well as the kids it absolutely amazing' (From the parents' survey, Awel Y Môr school).

The same survey asked parents what the school could do to improve – there were 50 answers to this question of which 28 were indications that no improvement was necessary, 'Nothing', 'Keep up the good work', 'No improvement necessary'. Substantive suggestions include more notice of events (2 answers to this effect), 2 were suggestions to open the courses to more parents and 2 were suggestions for specific types of courses.

8.3.   The Family Engagement Officer

As noted, the Family Engagement Officer (FEO) employed by Awel Y Môr had already been a member of staff, and was also a member of the local community, 'I'm a Sandfields girl' (F). This member of staff moved from a role as a teaching assistant to the new role at the head teacher's request, to support creating 'stronger relationships with the parents' (F) at the school.

The FEO stressed the importance of being local and being known by families, who could be 'open' with her; and also, the importance of families having direct access to her, through a dedicated mobile phone number, 'they don't have to go through Reception to get to me' and the provision of her own space as an office where parents could feel comfortable (F).

The FEO also noted that her role went beyond that of being entirely school based; she discussed using contacts within the community to support parents with domestic issues (such as the provision of carpets in a flat).

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[2] 'Families Connect' is a family focused intervention provided in schools by the charity, Save the Children Lord, P., C. Rennie, R. Smith, A. Gildea, S. Tang, G. Miani, B. Styles and C. Bradley (2020). Randomised Controlled Trial Evaluation of Families Connect. Slough, NFER.

8.4. Parental engagement in ITE

When asked the importance of learning about parental engagement as part of becoming a teacher, the head teacher suggested that this topic was as important as behaviour management in class, and that trainee teachers needed to understand the nature and value of parental engagement before they begin work. The FEO agreed, saying it was 'huge' and definitely needed to be involved in training (F). The head teacher also noted that there had been nothing in their own training about parental engagement. Further, experience in different schools differed, with some schools insisting on a clear divide between staff and parents (as echoed in students' experiences in this report (see section 0)).

8.5. Lockdown

The head teacher reported 78% of children accessing online support during lockdown, a percentage far higher than other schools in the area. The school had supported families by providing technologies when needed, and ensuring that a member of staff was available in the school to answer phone calls. Reports on children's reading showed that they maintained or improved reading levels in lockdown in reception and Year 1; there was a small regression in year 2 which has been made up since the return to school (see 0).

8.6. The definition of parental engagement at Awel Y Môr

'…for us as a school parental engagement is very much the parent having an impact on the child's learning, whether that be at home or whether that be in the school place' (H).

The head teacher pointed out that improving parental engagement was not a 'one off' but rather, a process, not only because 'there's a new crop of parents' every year, but because there is always something more to be learned for staff, as well.

8.7. Outcomes at Awel Y Môr

'We're seeing our parents have an impact on their children's learning, we had to go through quite a big process to get there' (H).

- Reduction in exclusions (no exclusions over the last three years)

- Reduction in parental complaints to head teacher

- Increase in parental engagement in learning

- Improved relationships between teaching staff and parents

- Reductions in referrals to social services

- Reduction in absenteeism

-

8.8. Discussion

It is significant that this case study is situated in an area of relative deprivation and low adult educational achievement and employment. The following outlines the key themes that were identified in the data.

8.8.1. Relationships

Woven throughout this case study (as well as the rest of this report and the research around parental engagement) is the importance of relationships.

The relationships between parents and staff at Awel Y Môr have shifted significantly over the past four years, from one of confrontation to one of partnership working (Goodall 2017). This has been partially built on shared working and co-construction, for example of the offerings to parents (Carroll, LaPoint et al. 2001).

8.8.2. Power

A significant strand throughout this case study is the redistribution of power, from being held almost entirely by staff, supported by deficit views of parents, to a state of power-sharing between parents and staff.

This sharing of power is evident in the use of the head teacher's given name by parents (rather than an honorific), the provision of courses requested by parents (rather than those which staff thought parents 'should' attend or that parents needed), the deliberate opening of the school space to parents for both academic and non-academic events, the change in forms and tone of communication (Mapp 2002), the appointment of a family engagement officer from the community (as there is often a discrepancy in class between teachers and parents), and the changes to parents' evenings which allowed parents to be active participants in the process, rather than simply receivers of information (Goodall 2017). The

Family Engagement Officer FEO made the point that power was shared among the staff, as well, and that the head teacher, 'Listens to the parents, he listens to the staff, if you've got an idea he will take it on board' (F).

8.8.3. Understanding of parental engagement

Awel Y Môr has moved from parental involvement with school/schooling (wherein parents are invited into schools and the emphasis is on parents supporting an agenda set by the school), to parental engagement in children's learning, (wherein parents and staff work together to support learning, and the importance of parents' contribution is clearly recognised) (Goodall and Montgomery 2013).

9. Conclusions to the report

All respondents valued engaging parents in the schooling process of their children. This is a valuable finding; as shown in the literature review. Parental engagement in learning is one of the strongest levers that can be used to improve schooling and outcomes for children and young people (Jeynes 2005, Jeynes 2012, Boonk, Gijselaers et al. 2018).

This section will be framed by the research questions of the project.

9.1.   RQ1: What are ITE providers already providing in relation to parental engagement with learning?

Overall, parental engagement was seen to be about communication (both from school to home and two way communication between parties). This was mainly for the purposes of first building relationships between staff and parents, and secondly, ensuring the wellbeing and development of children and young people; this progression can be seen in Figure 8.
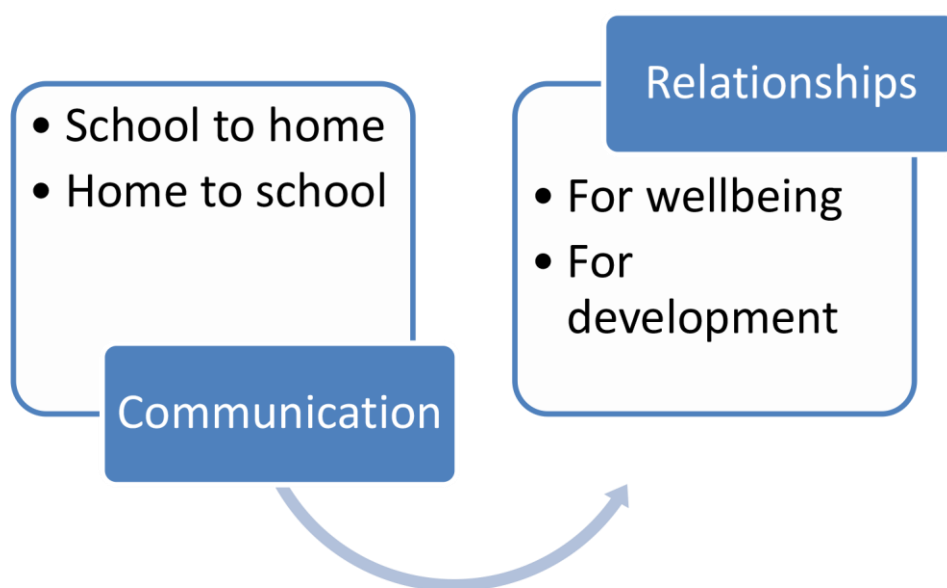
Figure 8 Definitions of parental engagement

The value of good relationships between school and home is known in the literature (Barbour, Eisenstadt et al. 2018), as is the impact of these relationships on young people's wellbeing (Emerson, Fear et al. 2012), as noted in the literature review, above. Providers and practitioners were aware of the importance of these relationships, and of the need to support students in forming such relationships.

9.1.1. Parental engagement in ITE

Providers of Initial Teacher Education are clear that it is important to include parental engagement in their programmes for student teachers. However, for the most part, this provision was 'implicit' or not strategically integrated into ITE provision. A number of providers expected this to be covered in students' placements, while acknowledging that this could lead to very different experiences (as student reports indicated). Nonetheless, the student survey provided a more promising picture with over half of students saying that the concept had been mentioned in their provision, though usually only in one module.

Parental engagement was highlighted to mentors in schools, with an emphasis on allowing students to fulfil the requirements of the standard in relation to collaboration with families. Well over half of students who responded to the survey noted that engaging parents had been discussed during their placements.

It is clear from the responses of all participants that parental engagement in children's learning is not treated consistently by all providers, nor is the experience of students in placements consistent on this topic.

9.1.2. Definition of parental engagement

The view expressed by most providers accords with the concept of parental engagement with school and or schooling (Goodall and Montgomery 2013), and accords with older understandings of parental engagement, exemplified for example in the Epstein framework (Epstein , Epstein 1992, Epstein 2001).

Parental engagement, as exemplified by most providers and all students, was concerned with informing parents about the work of the school, and building relationships with parents and families. Respondents highlighted the issues that many parents face in relationships with schools, particularly based on parents' previous experiences of the schooling system (Mendez, Carpenter et al. 2009). However, it is important to note that for many respondents, the focus of the relationship was the wellbeing of the young person, rather than just academic matters. The value of the home learning environment (Sylva, Melhuish et al. 2008) was mentioned in the student survey, along with the importance of parents in terms of children's attitudes toward learning.

Although partnership with parents was mentioned by some respondents as their vision of work with parents, based on having built up relationships between home and school, and indeed, the term co-teachers was used (see below). For the most part the relationship envisioned between school staff and parents was one directed by the school, with parents in a responsive, rather than proactive, role. This is exemplified in Figure 9, below, which

shows the progression from parental involvement with schools (school led, school initiated activities which, in the original conception, generally took place at the physical school site). Through), through involvement with schooling (activities which might take place away from the school site but are still in some senses school led) and parental engagement with learning; parental agency increases and school agency decreases as one moves through the continuum. As shown in the literature review, is it parental engagement with learning, at the bottom of the continuum, which is most likely to benefit children's outcomes.

	Parental Involvement with Schools	
Parents' Evening	Reading with children	Parental interventions
Parents passive recipients of information	*In school – school directed, "helping teacher"*	*School led, little or no parental involvement in setting up or running*
	Parental involvement with Schooling	
Parents' Evening	Reading with children	Parental interventions
Dialogue between parents and staff	*In school, some parental discretion*	*Jointly planned and led by parents, after consultation*
	Parental Engagement with Children's Learning	
Parents' Evening	Reading with children	Parental interventions
Parent-led discussion of teaching and learning	*Not in school, parent and child led*	*Parent devised and led*

School agency (left, upward arrow) — *Parental agency* (right, downward arrow)

Figure 9 *Continuum* (Goodall and Montgomery, 2013).

9.1.3. Deficit views

Throughout the interview data, there were repeated demonstrations of deficit views of parents (Garcia and Guerra 2004, Gillies 2005, Irizarry 2009, Vincent, Ball et al. 2010, Goodall 2019), from providers, stakeholders and student teachers.

These views were included in the way parents are portrayed in initial teacher training itself. It is illustrative that there were discussions of ensuring that students were prepared for 'tricky conversations' (4), that they had discussions with staff on placements about 'calming down aggressive parents' (5), about how to avoid difficult situations and how to deal with challenging parents (14). One provider reported that parental engagement was covered in discussions of adverse childhood experiences (ACEs); students in the survey reported that their training had included issues around challenges in parental engagement. These are, of course, legitimate issues to discuss with students. However, in light of the general lack of information students were given in relation to the nature, impact and value of parental engagement, these portrayals of negative interactions with parents set a framework for interaction with parents which is less than positive.

The reports from student teachers about their experiences on placement carried on this theme; students repeatedly reported being told by teachers in placements that 'parents don't care' (15, 11), and that teachers seemed to have 'got into bad habits' (1), making assumptions that parents did not care about their children's education. This respondent suggested that the teachers in their placements did not understand 'the importance [of parental engagement] and the impact it can have' (15). Another student observed a practice they found puzzling, as staff at the school would phone parents 'during the working day', not receive an answer and not follow up with the parent at another time. The student observed that both they and the teacher were at work and it was entirely possible that the same could be true of the parent (10). This same student observed that in their placement school, when staff wished to raise an issue about underachievement with a parent, the parent would be contacted by letter and expected to then contact the school.

Students also reported 'not being allowed' to contact parents, even for positive reasons (e.g., a student who frequently had behaviour issues had been a 'star pupil'). The student teacher suggested contacting the parent but was told not to do this as this might result in the parent 'contacting the school all the time' (15). These conversations are important to note, in view of the emphasis ITE staff placed on the placement experience for students' learning about parental engagement.

Although fewer in number, there were also negative (if not deficit) discourses around parents who, it might be said, cared too much, being 'pushy about grades' (10). Another respondent reported that some parents, in pushing their child to excel in exams, caused stress to their children, 'When parental engagement becomes detrimental to a child, I think it is important as well to recognise that we need to ask the parent to take a step back and let their child live their own life' (11). A stakeholder mentioned that at times, parental engagement can be seen by staff to go 'too far', 'some staff think parents are taking over' (5).

One provider, however, evidenced good practice in their area, seeking to directly address assumptions and stereotypes about parents in their ITE provision,

'We also talk in that module about how you can't be the parent of the child that you can't as the teacher you can't make a judgement about parents and we address assumptions and stereotypes, stereotypical views to do with -making an instant judgement about a family and the style of parenting. That's quite a challenging conversation and students find that quite difficult' (3).

Another provider pointed out that while staff may be quick to assume that a parent who does not come to parents' evening (or attend online) does not care about their child's education, but in point of fact, that could be many reasons a parent does not feel

comfortable to attend. This provider spoke of the need to overcome barriers parents face in interacting with the school (14).

9.2. RQ2: How have parents engaged with learning during the COVID-19 lockdown?

Particularly from the parents' survey, it is clear that parents have engaged with children's learning in many ways during the two lockdowns (although, interestingly, there were no direct mentions of parents attending lessons, it was clear from the data that this must have been the case at times).

Parents ranged from very confident in supporting learning (particularly those parents who were themselves teachers) to expressing great concern about being able to support learning; 'I'm not a teacher' was repeated in various ways throughout the survey responses.

Parents clearly supported formal learning tasks set by schools, such as working through worksheets and set tasks. Parents also emphasised the importance of wellbeing, which is a theme throughout this report. Some parents concentrated on wellbeing and mental health either to the exclusion of school based work or at least prioritised wellbeing over academic work. Others ensured their children had routines to support learning, or created specific spaces for the learning to take place.

Parents were also clear that they supported non-academic learning, 'life skills', cooking, physical activity, and play (all of which, of course, could be and are parts of the school curriculum but perhaps were not prioritised in online learning). Parents reported activities which clearly fit within the more exact definition of parental engagement with learning (rather than with school), including conversations with children about learning, encouragement of curiosity, encouraging children to learn about things that were of interest to them, wider family involvement in learning.

9.3. RQ3: How has parental engagement with learning been supported during the lockdown?

As reported above, there were a range of views on this from parents – from high praise for schools 'can't fault them', 'they were amazing' to 'no contact at all during the first lockdown'. Some parents were clearly frustrated by the lack of support they received from schools, while others felt very supported.

Parents reported a range of supports from schools, which included online, live lessons (although a number of parents also regretted not having these), worksheets and learning packs, directions to other sources of support (BBC Bitesize for example).

The main idea to come through from parents was about communication – many parents felt that schools had communicated with parents very well and felt supported by schools. Other parents felt that they had not been at all well supported; parents with children in different schools (usually primary and secondary) often reported different levels of support from different schools.

In line with other data reported here, many parents mentioned that they understood more about what teachers were doing, and understood the pressures under which teachers were operating, 'more amazing than I knew', and 'I admire their resilience', leading to 'even more respect for teachers'. These sentiments were sometimes countered by more negative comments but as seen in section 0, the majority of parents felt well supported.

9.4. RQ4: Has parental engagement with learning changed during the lockdown – if so, how?

It is important to highlight that what the experience of lockdown seems to have done is not increased the importance of parental engagement (the importance of which has been known for many years) but rather, during lockdown, '[It's] not that it's become more important because it's probably always been very important but it's more visibly important that parents are engaged in learning and supporting their children in school work generally' (10).

In the survey, parents expressed mixed views about parental engagement during lockdown. Parents pointed out that learning at home is a different 'style' of learning, and in line with respondents to interviews, some parents who were teachers reported that their own children behaved differently at home than they would expect them to behave in a classroom.

Parents in general reported having more knowledge of what their children were doing and learning and also more understanding of the curriculum. A number of parents were pleased with the increased communication from schools and staff during lockdown and expressed the hope that this level of communication would continue.

Respondents have been clear that one of the main changes due to lockdown has been an increase in the quality of relationships between school staff and families. There is a greater mutual understanding between the two groups, partially because of a clear acknowledgement that the groups do, in fact, overlap (e.g., many teachers are themselves parents and therefore have been supporting the learning of their own children at home).

It is significant that in the case study, as well as in the experience of the lead school which focused on the importance of parental engagement, those relationships had been deliberately forged and supported for some time before lockdown. The case study school

reported that their children experienced fewer learning losses than expected, in great part due to the previous relationships with parents.

The importance of wellbeing, and supporting relationships with parents for wellbeing, was emphasised by respondents as a part of the work they had put in place in response to lockdown, particularly through increased communication with parents. It is interesting that students and providers reported that some schools had begun to deliberately communicate with parents about positive matters, as well as problematic issues (a practice characterised by the case study school as 'putting credit in the bank').

Respondents also reported greater direct parental engagement in learning during the lockdown, for example through parents attending lessons or interacting with their children around learning more often. Some schools had put interventions in place to support this, such as sending home ideas about how parents could take ideas further, or topics that had been covered, with discussion starters for family conversations.

9.5.   RQ5: How do schools, parents, student teachers and ITE staff see parental engagement with learning going forward?

A number of respondents expressed the hope that the strengthened relationships, and better understanding, between teaching staff and parents would continue after the ending of the COVID-19 restrictions. Parents, as well, valued the increased communication and expressed a hope that this would continue, as did students in their survey. A number of parents reported that they now know far more about what their children were learning and where their children were in their educational journeys and hoped that this might continue. In line with one of the interview respondents reported above, a number of parents stated that as parents they 'know their child best' and should therefore be more involved in their education. This accords with the characterisation of parental engagement in the literature as a partnership between parents, school staff and the wider community (Williams, Davies et al. 2008, British Educational Communications and Technology 2009, Daniel 2011, Hornby 2011, Goodall 2018, Mutton, Burn et al. 2018, Thompson, Willemse et al. 2018, Willemse, Thompson et al. 2018, Levinthal de Oliveira Lima and Kuusisto 2020).

A number of providers also reported that the fact this research was being carried out, and being asked to take part in the interview phase, had encouraged them to think more deeply about the place of parental engagement in their provision. This included both thinking more strategically about where the concept was based in their own provision and about how and what students might experience on their placements in relation to parental engagement.

Another respondent hoped that the experience of lockdown, and the fact that research into parental engagement was being funded by Welsh Government, would 'signify that it's something of value' (4) to members of the ITE teaching team.

9.6. RQ6: How can the data gleaned from these sources be integrated into ITE to best support future learners?

It is clear that although the concept of parental engagement in learning is deemed to be important by ITE providers, students and mentors, as well as by parents, there is at the moment no consistency in provision around this idea, and at times, the concept is not dealt with explicitly at all.

This would argue that there are positive changes which can be made to expectations of ITE provision across the board, to ensure a clearer understanding of the concept by all concerned, as well as consistency in presentation and experience. Section 11 contains recommendations to this end.

9.7. Limitations

As the title of the project would suggest, this research was undertaken during the COVID-19 pandemic, which resulted in the physical closure of schools twice during the period of the research, and subsequent increases to pressures on school staff, as school staff worked to support learning at a distance. ITE staff also worked to provide not only instruction and support for their own students but also to support the process of placements for students during the physical closure of schools[3]. The pandemic changes to schooling caused changes to the usual processes of ITE; student teachers were often receiving their instruction remotely as well as engaging in placements through remote means (Addysg Cymru Education Wales 2020, la Velle, Newman et al. 2020).

The increased pressures on ITE and school staff made it difficult to acquire respondents for this research; numerous focus group meetings were offered to various groups with no take up. For this reason, we rely on the survey of parents, as well as the interviews with parents, to understand parental views of the impact of COVID-19 (as well as the emerging literature in the field). The surveys reported the views of just over 100 parents; 40% of the

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[3] Although it is common to discuss the 'closure' of schools during the pandemic, this is an inaccurate term as, in the first place, many schools remained physically open to some extent (e.g., to support children deemed to be vulnerable or the children of key workers) and secondly because 'schools' are not synonymous with their buildings but rather with their communities of staff, learners and families, who remained very much engaged in the process of schooling.

respondents reported having at least a bachelor's degree, which is in line with the overall population in Wales (41% were reported as having qualifications at level 4 or above) (Welsh Government 2021).

One of the original research instruments was to be extracts from student teachers' personal learning portfolios (PLPs), and the research team entered into discussions with responsible parties about extracting data from these in an anonymised form. This did not prove to be feasible, due to concerns about privacy and also the limitations of the software used made this impractical. Focus groups for student teachers, and the student teacher survey, were used in place of extracts from the PLP.

The data presented in this report should be understood to be indicative, but not representative, particularly in relation to parental and student views. While all ITE providers in Wales (as institutions) responded to the research, again, this did not include the views of all staff related to the provision of Initial Teacher Education and should instead be seen as indicative of the experience of ITE providers.

10. Main Findings

10.1. Building relationships

To summarise, all respondents valued engaging parents in the schooling process of their children. Overall, ITE providers are predominantly portraying parental engagement as communication between parents and teachers with the aim of building relationships that will support the wellbeing and development of children and young people. This was predominately believed to be related to informing parents about the work of the school. The views reflect older understandings of parental engagement discussed in section 0, wherein the vision of this relationship is directed by school staff and parents have a responsive, rather than proactive role. Previous research and the case study presented in this report are illustrative of the benefits of a more collaborative, holistic approach to parental engagement which emphasises parents' engagement with their children's learning at home (Sylva, Melhuish et al. 2008), and also works to share the power more equally between teachers and parents.

10.2. Deficit views

Throughout the interview data, there were repeated demonstrations of deficit views of parents from providers, stakeholders and student teachers; these deficit views are to some extent included in the way parents are portrayed in initial teacher training itself. While challenging experiences with parents are legitimate issues to discuss with students and necessary to prepare for, not enough information was provided to students regarding the value of parental engagement. Rather than focusing on the importance and benefits of parental engagement, student teachers on placement often reported that teachers often made assumptions that parents did not care about their children's education. These deficit views diminish the complex and diverse experiences and relationships between parents and schools. Consequently, these assumptions reinforce a negative portrayal of parents and present challenges to relationship building opportunities which are important elements of parents' ability to engage with their children's learning at home.

10.3. COVID-19 and Parental Engagement

Parents engaged with their children's learning in a variety of ways during the COVID-19 lockdowns. While some of these included formal learning tasks set by the school, parents highlighted the importance of wellbeing, sometimes prioritising wellbeing over academic work. Parent's also supported their children's wellbeing by creating routines and specific

areas where learning could take place, as well as recognising non-academic learning such as baking, physical activity and play which were not necessarily prioritised in online learning.

The majority of parents felt well supported by teachers during lockdown, however, experiences varied between schools. While some parents felt that schools had communicated with them well, other parents reported a lack of communication during the first lockdown. The experience of lockdown seems to have made the importance of parental engagement more visible to parents and teachers. Although learning from home requires a different 'style' of learning to adjust to the change of learning environment, parents in general reported having a better understanding of the curriculum and what their children were learning.

Despite these varying experiences during lockdown, relationships between school staff and families were reported to have improved. Parents were able to gain a better understanding of what their children's school learning entails as well as the role of their teacher, and teachers relied on parents to support their children's learning from home.

COVID-19 has wider implications on parental engagement with their children's learning and the relationships between parents and teachers. Online provisions of learning facilitated an increase in contact between schools and home, particularly as staff became more proficient with technology. This increase in communication between teachers and parents was received positively and respondents expressed the hope that these strengthened relationships, and better understanding, between teaching staff and parents would continue after the ending of the COVID-19 restrictions. It is also worth noting that the case study school, which focused on the importance of parental engagement prior to the pandemic, experienced fewer learning losses than expected during lockdowns. This was supported by well-established and pre-existing relationships with parents.

10.4.   The Impact of the Pandemic on Parental Engagement

Parents, teachers and children alike had to adjust to the impact of the pandemic as school closures required children to learn from home. In many ways parental engagement with learning was improved throughout lockdowns as school took place at home online and communication between parents and teachers increased. Parental engagement became recognised by both teachers and parents as more 'visibly' important to children's educational achievement and overall wellbeing. The findings from the case study show that schools that already have a clear understanding and approach to parental engagement and build relationships between the school and the parents are likely to be in better positions if required to adapt to challenging experiences such as a global pandemic.

Both the literature in the field and the survey data highlight issues of equity in relation to the lockdown and physical closure of schools: not all families had access to sufficient devices to allow for easy access to online learning and materials.

Communication between schools and families improved in the second lockdown; this would seem to indicate that school staff had learned from the experience of the first lockdown, and also that staff and families were more familiar with the processes involved in online learning support.

These recommendations set out clear ways to ensure that there is a more consistent approach to the provision for parental engagement in ITE and that this translates in practice in the school setting.

10.5.   Parental engagement in ITE

This report demonstrates the importance of parental engagement with children's learning and highlights opportunities for a more robust implementation of this concept in practice in schools. We also highlight the importance of the embedding of concepts of parental engagement with learning in the initial stages of teacher training, where a consistent understanding of parental engagement can be established and embedded in the provision of ITE. The discussion generated by the research process was also seen by respondents as an indication of how important parental engagement is in children's learning and the allocation of funding by Welsh Government highlighted this. Some respondents reported that taking part in this research made them think more carefully about parental engagement than they might have done had they not participated in the research.

The data show that while parental engagement is recognised as important by ITE providers, the concept itself is not threaded through ITE or conceived of as a strategically important element of the preparation of future teachers. There is a lack of consistency in provision and experiences around parental engagement for student teachers, particularly in relation to experiences on placement. ITE provision needs a clearer understanding of what parental engagement entails to ensure that there is a consistency in presentation and experience in practice. The following section outlines the recommendations made by this report in order to address the issues outlined here.

11. Recommendations for the Future of ITE

Our recommendations are far reaching, due to the importance of this topic, and touch not only on initial teacher education but the wider range of school based education in Wales. We do this to emphasise the importance of support for parental engagement in learning, which goes beyond the bounds of ITE, into continuing professional development for teachers, the framework through which schools are inspected and the standards by which teaching and teachers are judged.

11.1. Recommendation 1: Secure the place of parental engagement in future ITE provision

This recommendation is aimed towards the providers of ITE. It is clear from the foregoing that there is a lack of consistency across ITE provision in Wales, with regard to:

- The understanding of the meaning of the term 'parental engagement in The understanding of the meaning of the term, 'parental engagement in learning'

- The provision of information and content regarding this term in direct instruction in ITE

- The experiences of student teachers in relation to parental engagement in learning, in their placements.

Due to the importance of parental engagement in learning for the academic and other outcomes for children and young people, these inconsistencies must be addressed.

Further, they must be addressed in ways that are intricately entwined in ITE, rather than a bolt-on extra (e.g., adding a lecture about the value of parental engagement to specific modules). As noted in the literature review, parental engagement in learning is not separate from, but rather intimately connected with, school based learning overall.

It would be well to build on the better relationships which have been fostered through the pandemic, between school staff and parents; these lessons should be integrated into the preparation of new teachers.

While we make interim suggestions in relation to ITE, we are not suggesting specific, wide ranging changes to all ITE programmes in Wales at the present time; rather, we are suggesting work with various stakeholders to lead to such changes, see below.

11.2. Recommendation 2: Seminar

For Welsh Government, we suggest that, in the short term, a daylong seminar to take place in summer 2021, with all ITE providers in Wales, and open to all student teachers, serving teachers, and all those who have been accepted onto ITE programmes for the coming year. This seminar, to be held virtually to allow for COVID restrictions and large numbers, should include the following:

- Presentations of the findings of this report

- Presentations on the nature and value of parental engagement

- Workshops among practitioners about how they currently support parental engagement in learning

- Workshops among practitioners about support they might put in place in the future for parental engagement in learning

- Workshops among practitioners about what has been learned during the pandemic about supporting parents to support learning at home: what have we learned, what might we continue?

The findings from this seminar would feed into the working group, see below.

11.3. Recommendation 3: Short term support for parental engagement in learning in ITE

We recommend that Welsh Government and ITE providers ensure that in the short term, all ITE providers are provided with a copy of this report, and an abbreviated outline of the nature and value of parental engagement, along with key readings which can be made available to students and NQTs as well as school staff and mentors.

11.4. Recommendation 4: Convene a stakeholder group to report on the mechanisms to embed understandings of the nature and importance of support for parental engagement in learning in ITE in Wales

We recommend that Welsh Government convene a stakeholder group to initiate a holistic inculcation of the concepts around parental engagement into school based education in Wales; there is clear support within Welsh Government documents already for this (Welsh Government 2015). This should include:

- Arriving at a clear definition of parental engagement in children's learning, to be used in the teaching standards and inspection.

- An examination, based on both this report and the workshops suggested above, of what has been learned through the pandemic (the Silver Linings).

- An examination of the place of support for parental engagement in learning in initial teacher education.

- An examination of the place of support for parental engagement in learning in the inspection process for schools.

- An examination of continuing professional development opportunities for serving teachers around the concept of parental engagement in learning.

- An examination of the teaching standards; we would suggest that consideration is given to changing 'collaboration with families' to 'support for familial engagement with learning' as this is clearer and more targeted.

It is important to note that we are not suggesting any form of direct inspection of parental engagement with learning (which is outside the remit of the schooling system) but rather of school based *support for* parental engagement in learning.

Annex 1. Further information on methods

The table below shows which tools were used to address the different research questions.

Research Question	Methodology adopted
1: What are ITE providers already providing in relation to parental engagement with learning?	Interview: Providers, Student Teacher, Mentors Case Study
2: How have parents engaged with learning during the COVID-19 lockdown?	Interview: Parents, Stakeholders Survey
3: How has parental engagement with learning been supported during the lockdown?	Interview: Providers, Parents, Stakeholders Survey Case Study
4: Has parental engagement with learning changed during the lockdown – if so, how?	Interview: Parents, Stakeholders Survey
5: How do schools, parents, student teachers and ITE staff see parental engagement with learning going forward?	Interview: Providers, Stakeholders, Student Teachers, Parents, Mentors Survey Case Study
6: How can the data gleaned from these sources be integrated into ITE to best support future learners?	Data analysis

Table 3 Questions and methods

Annex 2.   Positionality and the possibility of desirability bias

While qualitative and quantitative research may be both held to high standards in terms of validity and robustness, these elements manifest in different ways in different types of research (Malterud 2001). It is important, therefore, to examine the two issues of positionality and desirability bias, in relation to data collected overall and that collected by the principal investigator specifically.

All members of the research team were employed by two HEIs at the time of the research and both HEIs were providers of Initial Teacher Education. In this sense, it may be said that this report proceeds from a form of insider research (Mercer 2007). However, in order to provide as much opportunity for freedom of expression and lack of bias as possible, no respondents were interviewed by members of the research team who were responsible for their work. In all cases, students were interviewed by researchers who had no responsibility for or direct influence on their studies (although some students had attended a session on the subject of parental engagement provided by the principal researcher, see below). All interviews of providers and students were conducted by members of the research team who are not members of ITE teaching teams.

The issue of desirability bias must be addressed in this research. Social desirability bias occurs when respondents change their reported views to 'look better to others' or to feel better about themselves (or arguably, their work) in relation to the subject under discussion (Larson 2019, 534). In the case of this project, this bias might have occurred had respondents sought to report on their work or perceptions in ways that correspond to the literature in the field (rather than to the reality of their work or perceptions). This is particularly the case in relation to interviews conducted by one of the members of the research team, whose work in the field of parental engagement is well known. Respondents cited this person's work when asked what texts were used in teaching about parental engagement, others had heard lectures given by this member of the team. However, on analysing the data obtained, this bias does not appear to have impinged on the data.

Annex 3. Questionnaires

The questionnaires were hosted online. All questionnaires were headed and included graphic elements; these are not reproduced here for the sake of space. However, the first page of one survey is reproduced below:

Swansea University
Prifysgol Abertawe

PRIFYSGOL
BANGOR
UNIVERSITY

ITE Parent Engagement - parent survey (final)

Page 1

What is the purpose of the research?

We are conducting research into how parental engagement is presented and integrated into initial teacher education.

Who is carrying out the research?

The research is being carried out by research teams at Swansea University and Bangor University. The research has been approved by the College Research Ethics Committee in the College of Arts and Humanities at Swansea University.

What happens if I agree to take part?

If you agree to take part, you will be given the opportunity to fill in an online survey; this should take no more than 10 or 15 minutes to complete.

ITE Parent Engagement - ITE mentor

Please read this information carefully.

What is the purpose of the research?

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What will happen to the information I provide?

An analysis of the information will form part of our report at the end of the study and may be presented to interested parties and published in peer reviewed journals, conferences, related media and possibly used in teaching. Note that all information presented in any reports or publications will be anonymous and respondents will not be identifiable.

Is participation voluntary and what if I wish to later withdraw?

Your participation is entirely voluntary – you do not have to participate if you do not want to. If you decide to participate, but decide not to complete the survey, you are free to withdraw at any time, without giving a reason and without penalty.

Data Protection Privacy Notice

The data controller for this project will be Swansea University. The University Data Protection Officer provides oversight of university activities involving the processing of personal data, and can be contacted at the Vice Chancellors Office. The legal basis that we will rely on to process your personal data will be processing is necessary for the performance of a task carried out in the public interest. This public interest justification is approved by the College of Human and Health Sciences Research Ethics Committee, Swansea University.

The legal basis that we will rely on to process special categories of data will be processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes.

Any requests or objections should be made in writing to the University Data Protection Officer:-

University Compliance Officer (FOI/DP)

Vice-Chancellor's Office

Swansea University

Singleton Park

Swansea

SA2 8PP

Email: dataprotection@swansea.ac.uk

How to make a complaint

If you are unhappy with the way in which your personal data has been processed you may in the first instance contact the University Data Protection Officer using the contact details above.

If you remain dissatisfied then you have the right to apply directly to the Information Commissioner for a decision. The Information Commissioner can be contacted at: - Information Commissioner's Office,

Wycliffe House,

Water Lane,

Wilmslow,

Cheshire,

SK9 5AF

www.ico.org.uk

4 / 9

What if I have other questions?

If you have further questions about this study, please do not hesitate to contact us:

Dr Janet Goodall

School of Education

Swansea University

E : j.s.goodall@swansea.ac.uk

Yes

No - I do not want to take part

I confirm that I have read the above information and I would like to take part in the study by completing this survey. · *Required*

Yes

No - I do not want to take part

Survey

1. Where do the students you support as a mentor study?

Primary

Secondary

2. Do you teach in primary or secondary?

If secondary, which subject?

3. How many students do you support as a mentor?

4. What do you understand by the term 'Parental engagement in learning'?

5. Do you discuss the concept of parental engagement in learning with your mentees?

 Yes

No

Yes

No

6. Do you think parental engagement in learning is important to discuss with your mentees?

Why or why not?

Yes

No

Why or why not?

7. Do you recommend any reading around parental engagement in learning to students?

Yes

No

If yes, which readings do you recommend?

8. Do you think the importance of parental engagement with learning has changed due to the COVID 19 lockdown?

Yes

No

If yes, how has it changed?

9. Is there anything else you would like to say about parental engagement in learning?

Thank you

Thank you for your time. If you have any questions about this survey, please contact Dr Janet Goodall (j.s.goodall@swansea.ac.uk)

Please click the Finish button to submit your response

AGA Ymgysylltiad Rhieni - Mentor (terfynol)

Darllenwch y wybodaeth isod yn ofalus.

Beth yw pwrpas yr ymchwil?

Rydym yn cynnal ymchwil am y modd mae ymgysylltiad rhieni yn cael ei gyflwyno a'l integreiddio i addysg gychwynnol athrawon.

Pwy sy'n rhedeg yr ymchwil?

Mae'r ymchwil yn cael ei gynnal gan y timau ymchwil ym Mhrifysgolion Abertawe a Bangor.

Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg yng Ngholeg y Celfyddydau a'r Dyniaethau ym Mhrifysgol Abertawe.

Beth fydd yn digwydd os cytunaf i gymryd rhan?

Os cytunwch i gymryd rhan, cewch gyfle i lenwi arolwg ar-lein; ni ddylai hyn gymryd mwy na 10 neu 15 munud i'w gwblhau.

Oes unrhyw risgiau'n gysylltiedig â chymryd rhan?

Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg. Nid oes unrhyw risgiau arwyddocaol yn gysylltiedig â chymryd rhan. Ni ofynnir unrhyw gwestiynau i chi a fydd
 yn galluogi eich adnabod chi.

Beth fydd yn digwydd i'r wybodaeth rwy'n darparu?

Bydd dadansoddiad o'r wybodaeth yn rhan o'n hadroddiad ar ddiwedd yr astudiaeth a gellir ei
 gyflwyno i bartïon â diddordeb a'i gyhoeddi mewn cyfnodolion, cynadleddau a chyfryngau cysylltiedig a adolygir gan gymheiriaid. Sylwch y bydd yr holl wybodaeth a gyflwynir mewn unrhyw adroddiadau neu gyhoeddiadau yn anhysbys.

A yw cyfranogiad yn wirfoddol a beth os hoffwn dynnu'n ôl yn ddiweddarach?

Mae eich cyfranogiad yn gwbl wirfoddol – nid oes rhaid i chi gymryd rhan os nad ydych chi eisiau gwneud hynny. Os penderfynwch gymryd rhan, ond penderfynu peidio â chwblhau'r arolwg, mae croeso i chi dynnu'n ôl ar unrhyw adeg, heb roi rheswm a heb gosb.

Hysbysiad Preifatrwydd Diogelu Data

Y rheolwr data ar gyfer y prosiect hwn fydd Prifysgol Abertawe. Mae Swyddog Diogelu Data'r

Brifysgol yn darparu goruchwyliaeth o weithgareddau prifysgol sy'n cynnwys prosesu data personol, a gellir cysylltu ag ef yn Swyddfa'r Is-Ganghellor.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu'ch data personol fydd bod prosesu yn angenrheidiol ar gyfer cyflawni tasg a gyflawnir er budd y cyhoedd. Mae'r cyfiawnhad budd cyhoeddus hwn wedi'i gymeradwyo gan Bwyllgor Moeseg Ymchwil Coleg Gwyddorau Dynol ac Iechyd, Prifysgol Abertawe.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu categorïau arbennig o ddata fydd bod prosesu yn angenrheidiol ar gyfer dibenion archifo er budd y cyhoedd, dibenion ymchwil wyddonol neu hanesyddol neu ddibenion ystadegol.

Dylid gwneud unrhyw geisiadau neu wrthwynebiadau yn ysgrifenedig i Swyddog Diogelu Data'r Brifysgol :-

Swyddog Cydymffurfio'r Brifysgol

Swyddfa'r Is-Ganghellor,

Prifysgol Abertawe,

3 / 9

Parc Singleton,

Abertawe,

SA2 8PP

Ebost: dataprotection@swansea.ac.uk

Sut i wneud cwyn

Os ydych chi'n anhapus gyda'r ffordd y mae eich data personol wedi'i brosesu, gallwch gysylltu â Swyddog Diogelu Data'r Brifysgol yn y lle cyntaf gan ddefnyddio'r manylion cyswllt

uchod.

Os ydych chi'n parhau i fod yn anfodlon yna mae gennych chi hawl i wneud cais uniongyrchol

i'r Comisiynydd Gwybodaeth am benderfyniad. Gellir cysylltu â'r Comisiynydd Gwybodaeth yn

:-

Swyddfa Comisiynydd Gwybodaeth

Wycliffe House,

Water Lane,

Wilmslow,

Sir Gaer,

SK9 5AF

www.ico.org.uk

Beth os oes gennyf gwestiynau eraill?

Os oes gennych gwestiynau pellach am yr astudiaeth hon, mae croes i chi gysylltu gyda ni:

Dr Janet Goodall

Ysgol Addysg

Prifysgol Abertawe

E: j.s.goodall@swansea.ac.uk

Rwy'n cadarnhau fy mod wedi darllen y wybodaeth uchod a rwy'n fodlon cymryd rhan yn yr

yn yr astudiaeth trwy lenwi'r arolwg hwn · *Required*

4 / 9

Ydw

Na - Nid wyf eisiau cymryd rhan.

astudiaeth trwy lenwi'r arolwg hwn. · *Required*

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Survey

Arolwg

1. Ble mae'r myfyrwyr yr ydych yn cefnogi fel mentor yn astudio?

Cynradd

Uwchradd

2. Ydych chi'n dysgu mewn ysgol gynradd neu uwchradd?

Os Uwchradd, pa bwnc?

3. Faint o fyfyrwyr ydych chi'n eu cefnogi fel mentor?

4. Beth ydych chi'n ddeall am y term 'ymgysylltiad rhieni â dysgu'?

5. Ydych chi'n trafod y cysyniad o ymgysylltiad rhieni â dysgu gyda'r myfyrwyr rydych chi'n eu

 mentora?

6 / 9

Ydw

Na

Ydy

Na

6. Ydych chi'n meddwl bod ymgysylltiad rhieni â dysgu yn bwysig i drafod gyda'r myfyrwyr rydych chi'n eu mentora?

Ydy

Na

Pam neu pam ddim?

Ydw

Na

7. Ydych chi'n argymell unrhyw ddarllen sy'n ymwneud ag ymgysylltiad rhieni â dysgu i fyfyrwyr?

Ydw

Na

Os ydych, pa ddarlleniadau ydych chi'n argymell?

8. Ydych chi'n meddwl fod pwysigrwydd ymgysylltiad rhieni â dysgu wedi newid oherwydd y cyfnod clo COVID 19?

Ydy

Na

Os ydyw, sut mae wedi newid?

9. Oes unrhyw beth arall fyswch chi'n hoffi dweud am ymgysylltiad rhieni â dysgu?

Thank you

Diolch am eich amser.

 Os oes gennych unrhyw gwestiynau am yr arolwg hwn, cysylltwch â Dr Janet Goodall (j.s.goodall@swansea.ac.uk)

Cliciwch ar y botwm 'Finish' er mwyn cyflwyno eich atebion

ITE Parent Engagement - NQT

Please read this information carefully.

What is the purpose of the research?

We are conducting research into how parental engagement is presented and integrated into initial teacher education.

Who is carrying out the research?

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Water Lane,

Wilmslow,

Cheshire,

SK9 5AF

www.ico.org.uk

What if I have other questions?

If you have further questions about this study, please do not hesitate to contact us:

Dr Janet Goodall

School of Education

Swansea University

E : j.s.goodall@swansea.ac.uk

Yes

No - I do not want to take part

I confirm that I have read the above information and I would like to take part in the study by completing this survey. · *Required*

Yes

No - I do not want to take part

Survey

1. Where did you study for your ITE?

2. When did you finish your ITE course?

Primary

Secondary

3. What phase do you teach: primary or secondary?

If secondary, which subject?

4. What do you understand by the term 'Parental engagement with learning'?

5. Do you think parental engagement with learning is important? Why or why not?

Yes

No

6. Did you hear the phrase 'parental engagement in learning' in any of your classes while
 you were studying ITE?

Yes

No

7. Was parental engagement in learning mentioned in more than one module of your
studies?

Yes

No

8. Was parental engagement with learning ever discussed while you were on your teaching
 placements?

Yes

No

If yes, what was said about parental engagement in learning?

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Yes

No

9. Was parental engagement with learning mentioned as a part of any interviews you had
 for teaching posts?

Yes

No

If yes, please tell us about what was discussed

Yes

No

10. Has your mentor discussed parental engagement in learning with you?

Yes

No

If yes, what has been said about parental engagement in learning?

11. Looking forward to the rest of your teaching career, how will you support parental
engagement in learning?

Yes

No

12. Do you think the importance of parental engagement with learning has changed due to
 the COVID 19 lockdown?

If yes, how has it changed?

13. Is there anything else you would like to say about parental engagement in learning?

Thank you

Thank you for your time.

 If you have any questions about this survey, please contact Dr Janet Goodall
 (j.s.goodall@swansea.ac.uk)

Please click the Finish button to submit your response

AGA Ymgysylltiad rhieni - ANG (terfynol)

Darllenwch y wybodaeth isod yn ofalus.

Beth yw pwrpas yr ymchwil?

Rydym yn cynnal ymchwil am y modd mae ymgysylltiad rhieni yn cael ei gyflwyno a'i integreiddio i addysg gychwynnol athrawon.

Pwy sy'n rhedeg yr ymchwil?

Mae'r ymchwil yn cael ei gynnal gan y timau ymchwil ym Mhrifysgolion Abertawe a Bangor. Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg yng Ngholeg y Celfyddydau a'r Dyniaethau ym Mhrifysgol Abertawe.

Beth fydd yn digwydd os cytunaf i gymryd rhan?

Os cytunwch i gymryd rhan, cewch gyfle i lenwi arolwg ar-lein; ni ddylai hyn gymryd mwy na 10 neu 15 munud i'w gwblhau.

Oes unrhyw risgiau'n gysylltiedig â chymryd rhan?

Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg. Nid oes unrhyw risgiau arwyddocaol yn gysylltiedig â chymryd rhan. Ni ofynnir unrhyw gwestiynau i chi a fydd

 yn galluogi eich adnabod chi.

Beth fydd yn digwydd i'r wybodaeth rwy'n darparu?

Bydd dadansoddiad o'r wybodaeth yn rhan o'n hadroddiad ar ddiwedd yr astudiaeth a gellir ei

 gyflwyno i bartïon â diddordeb a'i gyhoeddi mewn cyfnodolion, cynadleddau a chyfryngau cysylltiedig a adolygir gan gymheiriaid. Sylwch y bydd yr holl wybodaeth a gyflwynir mewn unrhyw adroddiadau neu gyhoeddiadau yn anhysbys.

A yw cyfranogiad yn wirfoddol a beth os hoffwn dynnu'n ôl yn ddiweddarach?

Mae eich cyfranogiad yn gwbl wirfoddol – nid oes rhaid i chi gymryd rhan os nad ydych chi eisiau gwneud hynny. Os penderfynwch gymryd rhan, ond penderfynu peidio â chwblhau'r arolwg, mae croeso i chi dynnu'n ôl ar unrhyw adeg, heb roi rheswm a heb gosb.

Hysbysiad Preifatrwydd Diogelu Data

Y rheolwr data ar gyfer y prosiect hwn fydd Prifysgol Abertawe. Mae Swyddog Diogelu Data'r

 Brifysgol yn darparu goruchwyliaeth o weithgareddau prifysgol sy'n cynnwys prosesu data personol, a gellir cysylltu ag ef yn Swyddfa'r Is-Ganghellor.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu'ch data personol fydd bod prosesu yn angenrheidiol ar gyfer cyflawni tasg a gyflawnir er budd y cyhoedd. Mae'r cyfiawnhad budd

cyhoeddus hwn wedi'i gymeradwyo gan Bwyllgor Moeseg Ymchwil Coleg Gwyddorau Dynol ac Iechyd, Prifysgol Abertawe.

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Dylid gwneud unrhyw geisiadau neu wrthwynebiadau yn ysgrifenedig i Swyddog Diogelu Data'r Brifysgol :-

Swyddog Cydymffurfio'r Brifysgol

Swyddfa'r Is-Ganghellor,

Prifysgol Abertawe,

Parc Singleton,

Abertawe,

SA2 8PP

Ebost: dataprotection@swansea.ac.uk

Sut i wneud cwyn

Os ydych chi'n anhapus gyda'r ffordd y mae eich data personol wedi'i brosesu, gallwch gysylltu â Swyddog Diogelu Data'r Brifysgol yn y lle cyntaf gan ddefnyddio'r manylion cyswllt

 uchod.

Os ydych chi'n parhau i fod yn anfodlon yna mae gennych chi hawl i wneud cais uniongyrchol

 i'r Comisiynydd Gwybodaeth am benderfyniad. Gellir cysylltu â'r Comisiynydd Gwybodaeth yn

:-

Swyddfa Comisiynydd Gwybodaeth

Wycliffe House,

Water Lane,

Wilmslow,

Sir Gaer,

SK9 5AF

www.ico.org.uk

Beth os oes gennyf gwestiynau eraill?

Os oes gennych gwestiynau pellach am yr astudiaeth hon, mae croes i chi gysylltu gyda ni:

Dr Janet Goodall

Ysgol Addysg

Prifysgol Abertawe

E: j.s.goodall@swansea.ac.uk

Ydw

Na - Nid wyf eisiau cymryd rhan

Rwy'n cadarnhau fy mod wedi darllen y wybodaeth uchod a rwy'n fodlon cymryd rhan yn yr astudiaeth trwy lenwi'r arolwg hwn. · *Required*

Survey

Na - Nid wyf eisiau cymryd rhan

Arolwg

1. Ble wnaethoch chi astudio ar gyfer eich AGA?

2. Pryd wnaethoch chi orffen eich cwrs AGA?

Cynradd

Uwchradd

3. Pa gyfnod ydych chi'n dysgu: cynradd neu uwchradd?

Cynradd

Uwchradd

Os Uwchradd, pa bwnc?

4. Beth ydych chi'n ddeall am y term 'ymgysylltiad rhieni â dysgu'?

Ydych chi'n meddwl bod ymgysylltiad rhieni â dysgu yn bwysig? Pam neu pam ddim?5. Ydych chi'n meddwl bod ymgysylltiad rhieni â dysgu yn bwysig?

Ydw

Nag ydw

Pam neu pam ddim?

Do

Naddo

6. Wnaethoch chi glywed yr ymadrodd hwn yn unrhyw un o'ch dosbarthiadau wrth astudio AGA?

Do

Naddo

7. Cafodd ymgysylltiad rhieni â dysgu ei grybwyll mewn mwy nag un modiwl o'ch astudiaethau?

Do

Naddo

8. Cafodd ymgysylltiad rhieni â dysgu ei drafod tra yr oeddech ar eich lleoliadau dysgu?

Do

Naddo

Os cafodd ei grybwyll, beth gafodd ei ddweud am ymgysylltiad rhieni â dysgu?

Do

Cafodd ymgysylltiad rhieni â dysgu ei grybwyll fel rhan o unrhyw gyfweliad a gawsoch ar gyfer

swydd ddysgu?

7 / 10 Cafodd ymgysylltiad rhieni â dysgu ei grybwyll fel rhan o unrhyw gyfweliad a gawsoch ar gyfer swydd ddysgu?

Do

Naddo

Os cafodd ei grybwyll, dywedwch beth gafodd ei drafod

Do

Naddo

10. Ydi eich mentor wedi trafod ymgysylltiad rhieni â dysgu gyda chi?

Do

Naddo

Os ydyn, beth sydd wedi cael ei ddweud am ymgysylltiad rhieni â dysgu?

11. Gan edrych ymlaen at weddill eich gyrfa dysgu, sut fyddwch chi'n cefnogi ymgysylltiad rhieni â

 dysgu?

12. Ydych chi'n meddwl bod pwysigrwydd ymgysylltiad rhieni â dysgu wedi newid oherwydd y cyfnod clo COVID 19?

Ydy

Ydy

Ydych chi'n meddwl bod pwysigrwydd ymgysylltiad rhieni â dysgu wedi newid oherwydd y

cyfnod clo COVID 19?

Na

Os ydy, sut mae wedi newid?

13. Oes unrhyw beth arall fyswch chi'n hoffi dweud am ymgysylltiad rhieni â dysgu?

Thank you

Diolch am eich amser.

Os oes gennych unrhyw gwestiynau am yr arolwg hwn, cysylltwch â Dr Janet Goodall (j.s.goodall@swansea.ac.uk)

Cliciwch ar y botwm 'Finish' er mwyn cyflwyno eich atebion

ITE Parent Engagement - parent survey

Please read this information carefully.

What is the purpose of the research?

We are conducting research into how parental engagement is presented and integrated into initial teacher education.

Who is carrying out the research?

The research is being carried out by research teams at Swansea University and Bangor University. The research has been approved by the College Research Ethics Committee in the College of Arts and Humanities at Swansea University.

What happens if I agree to take part?

If you agree to take part, you will be given the opportunity to fill in an online survey; this should take no more than 10 or 15 minutes to complete.

Are there any risks associated with taking part?

The research has been approved by the College Research Ethics Committee. There are no significant risks associated with participation. You will not be asked any questions that will identify you.

What will happen to the information I provide?

An analysis of the information will form part of our report at the end of the study and may be presented to interested parties and published in peer reviewed journals, conferences, related media and possibly used in teaching. Note that all information presented in any reports or publications will be anonymous and respondents will not be identifiable.

Is participation voluntary and what if I wish to later withdraw?

Your participation is entirely voluntary – you do not have to participate if you do not want to. If you decide to participate, but decide not to complete the survey, you are free to withdraw at any time, without giving a reason and without penalty.

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Water Lane,

Wilmslow,

Cheshire,

SK9 5AF

www.ico.org.uk

What if I have other questions?

If you have further questions about this study, please do not hesitate to contact us:

Dr Janet Goodall

School of Education

Swansea University

E : j.s.goodall@swansea.ac.uk

Yes

No - I do not want to take part

I confirm that I have read the above information and I would like to take part in the study by completing this survey. · *Required*

Yes

No - I do not want to take part

Survey

Thank you for taking part in this survey! We are keen to understand how parents have been supporting learning

 throughout the COVID-19 pandemic period.

1. How many children do you have living at home?

2. What is the age of your oldest child living at home?

3. What is the age of your youngest child living at home?

None

Secondary school (GCSE, A-level, O-level etc.)

College (NVQ, BTEC, etc.)

Bachelor's degree (BSc, BA)

Teaching qualification (PGCE)

Postgraduate degree (Masters, PhD, etc.)

Other

4. What is your highest level of educational attainment?

None

Secondary school (GCSE, A-level, O-level etc.)

College (NVQ, BTEC, etc.)

Bachelor's degree (BSc, BA)

Teaching qualification (PGCE)

Postgraduate degree (Masters, PhD, etc.)

Other

If you selected Other, please specify:

Every day

Some days a week

Not at all

5. Is your child currently going to school (e.g. the school site)?

Every day

Some days a week

Not at all

 Varies from week to week

Yes

No

6. Are you classed as a key worker for the purposes of your child's attendance at school?

Yes

No

7. Are you working from home?

Yes

No

If yes, how many adults in the family?

Laptop

Tablet

Smart phone

Other

8. What electronic devices do you use to support learning at home?

Laptop

Tablet

Smart phone

Other

If you selected Other, please specify:

9. How many of each of the devices do you use to support learning at home? (e.g., how many laptops, tablets,

 smartphones etc.)

10. How much do you agree with the following statements?

How much do you agree with the following statements?

Disagree

strongly

Disagree

somewhat

Neither agree nor disagree

Agree somewhat

Agree strongly

Please use this box to give more details about your answer, if you would like to do so

At the beginning of the first lockdown in March, I felt confident supporting my child's/ children's

learning at home

Disagree strongly; Disagree somewhat; Neither agree nor disagree; Agree somewhat; Agree strongly

Now, I feel confident supporting my child's/children's learning at home

Disagree strongly; Disagree somewhat; Neither agree nor disagree; Agree somewhat; Agree strongly

At the beginning of the first lockdown in March, we had appropriate resources

(laptop, computer, wifi) to support learning at home

Disagree strongly; Disagree somewhat; Neither agree nor disagree; Agree somewhat; Agree strongly

Now, we have appropriate resources (laptop, computer, wifi) to support learning at home

Disagree strongly; Disagree somewhat; Neither agree nor disagree; Agree somewhat; Agree strongly

At the beginning of the first lockdown in March, I felt supported by my child's/children's

school to help my child learn at home

Disagree strongly; Disagree somewhat; Neither agree nor disagree; Agree somewhat; Agree strongly

Now, I feel supported by my child's school to help my child learn at home

at least once a week

once every two weeks

less than once every two weeks

Disagree strongly; Disagree somewhat; Neither agree nor disagree; Agree somewhat; Agree strongly

11. During term time, I hear from my child's school/teacher:

Email

Whatsapp

School based app (Google Classroom, Schoop etc.)

Phone

Other

at least once a week

once every two weeks

less than once every two weeks

12. My child's school communicates with me through (please tick all that apply):

Email

Whatsapp

School based app (Google Classroom, Schoop etc.)

Phone

Other

If you selected Other, please specify:

13. Of these, which do you prefer? Why?

14. Has the experience of learning at home during lockdown changed your view of your child's school? If so, how?

15. Has the experience of learning at home during the lockdown changed your view of how you can support learning at home? If so, how?

Attended live online lessons with my child

Supervised my child's homework

Checked my child's homework

Ensured my child was on time for online sessions with school

Helped my child with worksheets

Talked to my child about their learning

Read with/to my child

Listened to my child read to me

Outdoor activities

Arts and Crafts

Helped my child learn things that weren't related to what they were doing in school

16. We are very interested to capture the wide range of activities parents have undertaken to support their children's learning. Please choose any activities from this list that you have undertaken with your child/children.

Attended live online lessons with my child

Supervised my child's homework

Checked my child's homework

Ensured my child was on time for online sessions with school

Helped my child with worksheets

Talked to my child about their learning

Read with/to my child

Listened to my child read to me

Outdoor activities

Arts and Crafts

Helped my child learn things that weren't related to what they were doing in school

If unrelated to school, what did you help them learn and how?

17. Please use the text box to tell us of anything else that you've done during this time to support learning.

18. What would you like teachers to know about parents' engagement in learning, going forward?

Thank you for your time.

If you have any questions about this survey, please contact Dr Janet Goodall (j.s.goodall@swansea.ac.uk)

Please click the Finish button to submit your response

AGA Ymgysylltiad Rhieni - arolwg rhieni (terfynol)

Beth yw pwrpas yr ymchwil?

Rydym yn cynnal ymchwil am y modd mae ymgysylltiad rhieni yn cael ei gyflwyno a'i integreiddio i addysg gychwynnol

athrawon.

Pwy sy'n rhedeg yr ymchwil?

Mae'r ymchwil yn cael ei gynnal gan y timau ymchwil ym Mhrifysgolion Abertawe a Bangor. Mae'r ymchwil wedi'i

chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg yng Ngholeg y Celfyddydau a'r Dyniaethau ym Mhrifysgol

Abertawe.

Beth fydd yn digwydd os cytunaf i gymryd rhan?

Os cytunwch i gymryd rhan, cewch gyfle i lenwi arolwg ar-lein; ni ddylai hyn gymryd mwy na 10 neu 15 munud i'w

gwblhau.

Oes unrhyw risgiau'n gysylltiedig â chymryd rhan?

Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg. Nid oes unrhyw risgiau arwyddocaol yn

gysylltiedig â chymryd rhan. Ni ofynnir unrhyw gwestiynau i chi a fydd yn galluogi eich adnabod chi.

Beth fydd yn digwydd i'r wybodaeth rwy'n darparu?

Bydd dadansoddiad o'r wybodaeth yn rhan o'n hadroddiad ar ddiwedd yr astudiaeth a gellir ei gyflwyno i bartïon â

diddordeb a'i gyhoeddi mewn cyfnodolion, cynadleddau a chyfryngau cysylltiedig a adolygir gan gymheiriaid. Sylwch y

bydd yr holl wybodaeth a gyflwynir mewn unrhyw adroddiadau neu gyhoeddiadau yn anhysbys.

A yw cyfranogiad yn wirfoddol a beth os hoffwn dynnu'n ôl yn ddiweddarach?

Mae eich cyfranogiad yn gwbl wirfoddol – nid oes rhaid i chi gymryd rhan os nad ydych chi eisiau gwneud hynny. Os penderfynwch gymryd rhan, ond penderfynu peidio â chwblhau'r arolwg, mae croeso i chi dynnu'n ôl ar unrhyw adeg, heb roi rheswm a heb gosb.Os

penderfynwch gymryd rhan, ond penderfynu peidio â chwblhau'r arolwg, mae croeso i chi dynnu'n ôl ar unrhyw adeg,

heb roi rheswm a heb gosb.

Hysbysiad Preifatrwydd Diogelu Data

Y rheolwr data ar gyfer y prosiect hwn fydd Prifysgol Abertawe. Mae Swyddog Diogelu Data'r Brifysgol yn darparu

goruchwyliaeth o weithgareddau prifysgol sy'n cynnwys prosesu data personol, a gellir cysylltu ag ef yn Swyddfa'r Is-

Ganghellor.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu'ch data personol fydd bod prosesu yn angenrheidiol ar gyfer

cyflawni tasg a gyflawnir er budd y cyhoedd. Mae'r cyfiawnhad budd cyhoeddus hwn wedi'i gymeradwyo gan Bwyllgor

Moeseg Ymchwil Coleg Gwyddorau Dynol ac Iechyd, Prifysgol Abertawe.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu categorïau arbennig o ddata fydd bod prosesu yn angenrheidiol ar

gyfer dibenion archifo er budd y cyhoedd, dibenion ymchwil wyddonol neu hanesyddol neu ddibenion ystadegol.

Dylid gwneud unrhyw geisiadau neu wrthwynebiadau yn ysgrifenedig i Swyddog Diogelu Data'r Brifysgol :-

Swyddog Cydymffurfio'r Brifysgol

Swyddfa'r Is-Ganghellor,

Prifysgol Abertawe,

Parc Singleton,

Abertawe,

SA2 8PP

Ebost: dataprotection@swansea.ac.uk

Sut i wneud cwyn

Os ydych chi'n anhapus gyda'r ffordd y mae eich data personol wedi'i brosesu, gallwch gysylltu â Swyddog Diogelu

Data'r Brifysgol yn y lle cyntaf gan ddefnyddio'r manylion cyswllt uchod.

Os ydych chi'n parhau i fod yn anfodlon yna mae gennych chi hawl i wneud cais uniongyrchol i'r Comisiynydd

Gwybodaeth am benderfyniad. Gellir cysylltu â'r Comisiynydd Gwybodaeth yn :-

Swyddfa Comisiynydd Gwybodaeth

Wycliffe House,

Water Lane,

Wilmslow,

Sir Gaer,

SK9 5AF

www.ico.org.uk

Beth os oes gennyf gwestiynau eraill?

Os oes gennych gwestiynau pellach am yr astudiaeth hon, mae croes i chi gysylltu gyda ni:

Dr Janet Goodall

Ysgol Addysg

Prifysgol Abertawe

E: j.s.goodall@swansea.ac.uk

Ydw

Na - Nid wyf eisiau cymryd rhan

Rwy'n cadarnhau fy mod wedi darllen y wybodaeth uchod a rwy'n fodlon cymryd rhan yn yr astudiaeth trwy lenwi'r

 arolwg hwn.

Ydw

Na - Nid wyf eisiau cymryd rhan

Arolwg

Diolch am gymryd rhan yn yr arolwg hwn! Rydym yn awyddus i ddeall sut mae rhieni wedi bod yn cefnogi

 dysgu trwy gydol cyfnod pandemig COVID-19.

1. Faint o blant sydd gennych chi gartref?

2. Beth yw oedran eich plentyn hynaf sy'n byw adref?

3. Beth yw oedran eich plentyn ieuengaf sy'n byw adref?

Dim

Ysgol uwchradd (TGAU, Lefel A, Lefel O ayyb.)

Coleg (NVQ, BTEC, ayyb.)

Gradd baglor (BSc, BA)

Cymhwyster dysgu (PGCE)

Gradd olraddedig (Meistr, PhD, ayyb.)

Arall

4. Beth yw eich lefel uchaf o gyrhaeddiad addysgol?

Dim

Ysgol uwchradd (TGAU, Lefel A, Lefel O ayyb.)

Coleg (NVQ, BTEC, ayyb.)

Gradd baglor (BSc, BA)

Cymhwyster dysgu (PGCE)

Gradd olraddedig (Meistr, PhD, ayyb.)

Arall

Os dewisoch Arall, nodwch yma:

Bob dydd

Rhai dyddiau'r wythnos

5. A yw eich plentyn yn mynd i'r ysgol ar hyn o bryd (e.e., safle'r ysgol)?

Bob dydd

5 / 11 dyddiau'r wythnos

Ddim o gwbl

Amrywio o wythnos i wythnos

Ydw

Na

6. Ydych chi'n cael eich adnabod fel gweithiwr allweddol at ddibenion presenoldeb eich plentyn yn yr ysgol?

Ydw

Na

7. Ydych chi'n gweithio o adref?

Ydw

Na

Os ydych, sawl oedolyn yn y teulu?

Cyfrifiadur

Laptop

Tabled

Ffôn symudol clyfar

Arall

8. Pa ddyfeisiadau electronig ydych chi'n eu defnyddio i gefnogi dysgu gartref?

Cyfrifiadur

Laptop

Tabled

Ffôn symudol clyfar

Arall

Os dewisoch Arall, nodwch yma:

9. Sawl un o pob un o'r dyfeisiadau ydych chi'n eu defnyddio i gefnogi dysgu gartref? (e.e., sawl cyfrifiadur, laptop, tabled,

 ffôn symudol clyfar ayyb.)

10. Faint ydych chi'n cytuno â'r datganiadau isod?

Anghytuno'n

gryf

Anghytuno

rhywfaint

Ddim yn

cytuno

nac yn

anghytuno

Cytuno

rhywfaint

Cytuno'n

gryf

Defnyddiwch y blwch hwn i roi mwy o fanylion

am eich ateb, os hoffech chi wneud hynny

Ar

 ddechrau'r

 cyfnod clo

 cyntaf ym

 mis

 Mawrth,

 roeddwn

 yn teimlo'n

 hyderus yn

 cefnogi

 dysgu fy

mhlentyn/
plant
gartref

Anghytuno'n gryf; Anghytuno rhywfaint; Ddim yncytuno nac yn anghytuno; Cytuno rhywfaint; Cytuno'n gryf

Nawr,
rwy'n
teimlo'n
hyderus yn
cefnogi
dysgu fy
mhlentyn/
plant
gartref

Anghytuno'n gryf; Anghytuno rhywfaint; Ddim yncytuno nac yn anghytuno; Cytuno rhywfaint; Cytuno'n gryf

Ar
ddechrau'r
cyfnod clo
cyntaf ym
mis
Mawrth,
roedd
gennym
adnoddau
addas
(laptop,
cyfrifiadur,
wifi) i
gefnogi
dysgu
gartref

Anghytuno'n gryf; Anghytuno rhywfaint; Ddim yncytuno nac yn anghytuno; Cytuno rhywfaint; Cytuno'n gryf

Faint ydych chi'n cytuno â'r datganiadau isod?

Nawr, mae gennym adnoddau addas (laptop, cyfrifiadur, wifi) i gefnogi dysgu gartref

Anghytuno'n gryf; Anghytuno rhywfaint; Ddim yncytuno nac yn anghytuno; Cytuno rhywfaint; Cytuno'n gryf

Ar ddechrau'r cyfnod cloi cyntaf ym mis Mawrth, roeddwn yn teimlo fy mod yn cael cefnogaeth gan ysgol fy mhlentyn/ plant i helpu fy mhlentyn i ddysgu gartref

Anghytuno'n gryf; Anghytuno rhywfaint; Ddim yncytuno nac yn anghytuno; Cytuno rhywfaint; Cytuno'n gryf

Nawr, rwy'n

teimlo fy

mod yn

cael

cefnogaeth

gan ysgol

fy

mhlentyn i

helpu fy

mhlentyn i

ddysgu

gartref

o leiaf unwaith yr wythnos

unwaith bob pythefnos

llai nag unwaith bob pythefnos

Anghytuno'n gryf; Anghytuno rhywfaint; Ddim yncytuno nac yn anghytuno; Cytuno rhywfaint; Cytuno'n gryf

Defnyddiwch y blwch hwn i roi mwy o fanylion am eich ateb, os hoffech chi wneud hynny

11. Yn ystod tymor yr ysgol, clywaf gan athro/ ysgol fy mhlentyn:

Ebost

Whatsapp

Ap ysgol (Google Classroom, Schoop ayyb.)

Ffôn

Arall

o leiaf unwaith yr wythnos

unwaith bob pythefnos

llai nag unwaith bob pythefnos

12. Mae ysgol fy mhlentyn yn cyfathrebu â mi drwy (ticiwch pobeth sy'n berthnasol):

Ebost

Whatsapp

Ap ysgol (Google Classroom, Schoop ayyb.)

Ffôn

Arall

Os dewisoch Arall, nodwch yma:

13. O'r rhain, pa un sydd orau gennych? Pam?

14. A yw'r profiad o ddysgu gartref yn ystod y cyfnod clo wedi newid eich barn am ysgol eich plentyn? Os felly, sut?

15. A yw'r profiad o ddysgu gartref yn ystod y cyfnod clo wedi newid eich barn am sut y gallwch gefnogi dysgu gartref? Os

 felly, sut?

16. Mae gennym ddiddordeb mawr mewn dal yr ystod eang o weithgareddau y mae rhieni wedi'u cyflawni i gefnogi dysgu eu plant. Dewiswch unrhyw weithgareddau o'r rhestr hon rydych chi wedi'u cyflawni gyda'ch plentyn/ plant.

Mynychu gwersi byw ar-lein gyda fy mhlentyn

Goruchwylio gwaith cartref fy mhlentyn

Gwirio gwaith cartref fy mhlentyn

Sicrhau fod fy mhlentyn ar amser ar gyfer sesiynau ar-lein gyda'r ysgol

Mae gennym ddiddordeb mawr mewn dal yr ystod eang o weithgareddau y mae rhieni wedi'u cyflawni i gefnogi dysgu

eu plant. Dewiswch unrhyw weithgareddau o'r rhestr hon rydych chi wedi'u cyflawni gyda'ch plentyn/ plant.

Help fy mhlentyn gyda taflenni gwaith

Siarad gyda fy mhlentyn am eu dysgu

Darllen gyda/ i fy mhlentyn

Gwrando i fy mhlentyn yn darllen i mi

Gweithgareddau awyr agored

Celf a Chrefft

Helpu fy mhlentyn i ddysgu pethau nad oeddynt yn gysylltiedig â'r hyn yr oeddynt yn ei wneud yn yr ysgol

Os ddim yn gysylltiedig â'r ysgol, beth wnaethoch chi eu helpu i ddysgu a sut?

17. Defnyddiwch y bwlch yma i ddweud wrthym am unrhyw beth arall yr ydych wedi'i wneud yn ystod y cyfnod hwn i gefnogi

 dysgu.

18. Beth hoffech chi i athrawon ei wybod am ymgysylltiad rhieni â dysgu, wrth symud ymlaen?

Diolch

Diolch am eich amser.

 Os oes gennych unrhyw gwestiynau am yr arolwg hwn, cysylltwch â Dr Janet Goodall (j.s.goodall@swansea.ac.uk)

Cliciwch ar y botwm 'Finish' er mwyn cyflwyno eich atebion

ITE Parent Engagement - ITE provider

Please read this information carefully.

What is the purpose of the research?

We are conducting research into how parental engagement is presented and integrated into initial teacher education.

Who is carrying out the research?

The research is being carried out by research teams at Swansea University and Bangor University. The research has been approved by the College Research Ethics Committee in the College of Arts and Humanities at Swansea University.

What happens if I agree to take part?

If you agree to take part, you will be given the opportunity to fill in an online survey; this should take no more than 10 or 15 minutes to complete.

Are there any risks associated with taking part?

The research has been approved by the College Research Ethics Committee. There are no significant risks associated with participation. You will not be asked any questions that will identify you.

What will happen to the information I provide?

An analysis of the information will form part of our report at the end of the study and may be presented to interested parties and published in peer reviewed journals, conferences, related media and possibly used in teaching. Note that all information presented in any reports or publications will be anonymous and respondents will not be identifiable.

Is participation voluntary and what if I wish to later withdraw?

Your participation is entirely voluntary – you do not have to participate if you do not want to. If you decide to participate, but decide not to complete the survey, you are free to withdraw at any time, without giving a reason and without penalty.

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The legal basis that we will rely on to process special categories of data will be processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes.

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Vice-Chancellor's Office

Swansea University

Singleton Park

Swansea

SA2 8PP

Email: dataprotection@swansea.ac.uk

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Wycliffe House,

Water Lane,

Wilmslow,

Cheshire,

SK9 5AF

www.ico.org.uk

What if I have other questions?

If you have further questions about this study, please do not hesitate to contact us:

Dr Janet Goodall

School of Education

Swansea University

E : j.s.goodall@swansea.ac.uk

Yes

No - I do not want to take part

I confirm that I have read the above information and I would like to take part in the study by completing this survey. · *Required*

Yes

No - I do not want to take part

Survey

1. What institution do you work in?

2. What programmes related to ITE do you teach on?

Primary

Secondary

Both

3. What phase do you teach: primary or secondary?

Primary

Secondary

Both

If secondary, which subject(s)?

4. What do you understand by the term 'Parental engagement with learning'?

5. Do you have any experience in supporting parental engagement with learning?

Yes

No

If yes, please tell us about your experience

Yes

No

6. Do you think parental engagement in learning is important?

Yes

No

If yes, please say why you think it's important

7. Do you think it is important that ITE students learn about parental engagement in learning? Why or why not?

Yes

No

8. Does the phrase 'parental engagement in learning' arise in your teaching of ITE?

Yes

No

If yes, please tell us how

Yes

No

9. Do you recommend any reading around parental engagement in learning to students?

Yes

No

If yes, which readings do you recommend?

Yes

No

10. Do you think the importance of parental engagement with learning has changed due to
 the COVID 19 lockdown?

Yes

No

If yes, how has it changed?

11. Is there anything else you would like to say about parental engagement in learning?

Thank you

Thank you for your time.

 If you have any questions about this survey, please contact Dr Janet Goodall
 (j.s.goodall@swansea.ac.uk)

Please click the Finish button to submit your response

AGA Ymgysylltiad Rhieni - Darparwyr AGA (terfynol)

Darllenwch y wybodaeth isod yn ofalus.

Beth yw pwrpas yr ymchwil?

Rydym yn cynnal ymchwil am y modd mae ymgysylltiad rhieni yn cael ei gyflwyno a'i integreiddio i addysg gychwynnol athrawon.

Pwy sy'n rhedeg yr ymchwil?

Mae'r ymchwil yn cael ei gynnal gan y timau ymchwil ym Mhrifysgolion Abertawe a Bangor. Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg yng Ngholeg y Celfyddydau a'r Dyniaethau ym Mhrifysgol Abertawe.

Beth fydd yn digwydd os cytunaf i gymryd rhan?

Os cytunwch i gymryd rhan, cewch gyfle i lenwi arolwg ar-lein; ni ddylai hyn gymryd mwy na 10 neu 15 munud i'w gwblhau.

Oes unrhyw risgiau'n gysylltiedig â chymryd rhan?

Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg. Nid oes unrhyw risgiau arwyddocaol yn gysylltiedig â chymryd rhan. Ni ofynnir unrhyw gwestiynau i chi a fydd
yn galluogi eich adnabod chi.

Beth fydd yn digwydd i'r wybodaeth rwy'n darparu?

Bydd dadansoddiad o'r wybodaeth yn rhan o'n hadroddiad ar ddiwedd yr astudiaeth a gellir ei
gyflwyno i bartïon â diddordeb a'i gyhoeddi mewn cyfnodolion, cynadleddau a chyfryngau cysylltiedig a adolygir gan gymheiriaid. Sylwch y bydd yr holl wybodaeth a gyflwynir mewn unrhyw adroddiadau neu gyhoeddiadau yn anhysbys.

A yw cyfranogiad yn wirfoddol a beth os hoffwn dynnu'n ôl yn ddiweddarach?

Mae eich cyfranogiad yn gwbl wirfoddol – nid oes rhaid i chi gymryd rhan os nad ydych chi eisiau gwneud hynny. Os penderfynwch gymryd rhan, ond penderfynu peidio â chwblhau'r arolwg, mae croeso i chi dynnu'n ôl ar unrhyw adeg, heb roi rheswm a heb gosb.

Hysbysiad Preifatrwydd Diogelu Data

Y rheolwr data ar gyfer y prosiect hwn fydd Prifysgol Abertawe. Mae Swyddog Diogelu Data'r
Brifysgol yn darparu goruchwyliaeth o weithgareddau prifysgol sy'n cynnwys prosesu data personol, a gellir cysylltu ag ef yn Swyddfa'r Is-Ganghellor.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu'ch data personol fydd bod prosesu yn angenrheidiol ar gyfer cyflawni tasg a gyflawnir er budd y cyhoedd. Mae'r cyfiawnhad budd cyhoeddus hwn wedi'i gymeradwyo gan Bwyllgor Moeseg Ymchwil Coleg Gwyddorau Dynol ac Iechyd, Prifysgol Abertawe.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu categorïau arbennig o ddata fydd bod prosesu yn angenrheidiol ar gyfer dibenion archifo er budd y cyhoedd, dibenion ymchwil wyddonol neu hanesyddol neu ddibenion ystadegol.

Dylid gwneud unrhyw geisiadau neu wrthwynebiadau yn ysgrifenedig i Swyddog Diogelu Data'r Brifysgol :-

Swyddog Cydymffurfio'r Brifysgol

Swyddfa'r Is-Ganghellor,

Prifysgol Abertawe,

Parc Singleton,

Abertawe,

SA2 8PP

Ebost: dataprotection@swansea.ac.uk

Sut i wneud cwyn

Os ydych chi'n anhapus gyda'r ffordd y mae eich data personol wedi'i brosesu, gallwch gysylltu â Swyddog Diogelu Data'r Brifysgol yn y lle cyntaf gan ddefnyddio'r manylion cyswllt

 uchod.

Os ydych chi'n parhau i fod yn anfodlon yna mae gennych chi hawl i wneud cais uniongyrchol

 i'r Comisiynydd Gwybodaeth am benderfyniad. Gellir cysylltu â'r Comisiynydd Gwybodaeth yn

 :-

Swyddfa Comisiynydd Gwybodaeth

Wycliffe House,

Water Lane,

Wilmslow,

Sir Gaer,

SK9 5AF

www.ico.org.uk

Beth os oes gennyf gwestiynau eraill?

Os oes gennych gwestiynau pellach am yr astudiaeth hon, mae croes i chi gysylltu gyda ni:

Dr Janet Goodall

Ysgol Addysg

Prifysgol Abertawe

E: j.s.goodall@swansea.ac.uk

Rwy'n cadarnhau fy mod wedi darllen y wybodaeth uchod a rwy'n fodlon cymryd rhan yn yr astudiaeth trwy lenwi'r arolwg hwn. · *Required*

Ydw

Na - Nid wyf eisiau cymryd rhan

astudiaeth trwy lenwi'r arolwg hwn. · *Required*

Survey

1. Ym mha sefydliad ydych chi'n gweithio?

2. Ar ba gyrsiau sy'n ymwneud â AGA ydych chi'n dysgu?

Cynradd

Uwchradd

Y ddau

3. Pa gyfnod ydych chi'n dysgu: cynradd, uwchradd neu'r ddau?

Cynradd

Uwchradd

Y ddau

Os Uwchradd, pa bwnc/pynciau?

4. Beth ydych chi'n ddeall am y term 'ymgysylltiad rhieni â dysgu'?

Oes

5. Oes gennych chi unrhyw brofiad yn cefnogi ymgysylltiad rhieni â dysgu?

Oes

Nag oes

Os oes, dywedwch wrthym am eich profiad

Ydi

Na

6. Ydych chi'n meddwl bod ymgysylltiad rhieni â dysgu yn bwysig?

Ydi

Na

Os ydi, dywedwch pam eich bod yn meddwl ei fod yn bwysig

7. Ydych chi'n meddwl ei fod yn bwysig i fyfyrwyr AGA ddysgu am ymgysylltiad rhieni â dysgu?

Ydy

Na

Pam neu pam ddim?

Ydy

Na

Ydi'r ymadrodd 'ymgysylltiad rhieni â dysgu' yn codi wrth i chi ddysgu ar AGA?

7 / 10 Ydi'r ymadrodd 'ymgysylltiad rhieni â dysgu' yn codi wrth i chi ddysgu ar AGA?

Ydy

Na

Os yw'n codi, dywedwch wrthym sut:

Ydw

Na

9. Ydych chi'n argymell unrhyw ddarllen yn ymwneud ag ymgysylltiad rhieni â dysgu i fyfyrwyr?

Ydw

Na

Os ydych, pa ddarlleniadau ydych chi'n argymell?

Ydy

Na

10. Ydych chi'n meddwl bod pwysigrwydd ymgysylltiad rhieni â dysgu wedi newid oherwydd y

 cyfnod clo COVID 19?

Ydy

Na

Os ydyw, sut mae wedi newid?

11. Oes unrhyw beth arall fyswch chi'n hoffi dweud am ymgysylltiad rhieni â dysgu?

Thank you

Diolch am eich amser.

 Os oes gennych unrhyw gwestiynau am yr arolwg hwn, cysylltwch â Dr Janet Goodall

 (j.s.goodall@swansea.ac.uk)

Cliciwch ar y botwm 'Finish' er mwyn cyflwyno eich atebion

ITE Parent Engagement - Student teachers

Please read this information carefully.

What is the purpose of the research?

We are conducting research into how parental engagement is presented and integrated into initial teacher education.

Who is carrying out the research?

The research is being carried out by research teams at Swansea University and Bangor University. The research has been approved by the College Research Ethics Committee in the College of Arts and Humanities at Swansea University.

What happens if I agree to take part?

If you agree to take part, you will be given the opportunity to fill in an online survey; this should take no more than 10 or 15 minutes to complete.

Are there any risks associated with taking part?

The research has been approved by the College Research Ethics Committee. There are no significant risks associated with participation. You will not be asked any questions that will identify you.

What will happen to the information I provide?

An analysis of the information will form part of our report at the end of the study and may be presented to interested parties and published in peer reviewed journals, conferences, related media and possibly used in teaching. Note that all information presented in any reports or publications will be anonymous and respondents will not be identifiable.

Is participation voluntary and what if I wish to later withdraw?

Your participation is entirely voluntary – you do not have to participate if you do not want to. If you decide to participate, but decide not to complete the survey, you are free to withdraw at any time, without giving a reason and without penalty.

Data Protection Privacy Notice

The data controller for this project will be Swansea University. The University Data Protection Officer provides oversight of university activities involving the processing of personal data, and can be contacted at the Vice Chancellors Office.

The legal basis that we will rely on to process your personal data will be processing is

necessary for the performance of a task carried out in the public interest. This public interest justification is approved by the College of Human and Health Sciences Research Ethics Committee, Swansea University.

The legal basis that we will rely on to process special categories of data will be processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes.

The legal basis that we will rely on to process special categories of data will be processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes.

Any requests or objections should be made in writing to the University Data Protection Officer:-

University Compliance Officer (FOI/DP)

Vice-Chancellor's Office

Swansea University

Singleton Park

Swansea

SA2 8PP

Email: dataprotection@swansea.ac.uk

How to make a complaint

If you are unhappy with the way in which your personal data has been processed you may in the first instance contact the University Data Protection Officer using the contact details above.

If you remain dissatisfied then you have the right to apply directly to the Information Commissioner for a decision. The Information Commissioner can be contacted at: - :-

Information Commissioner's Office,

Wycliffe House,

Water Lane,

Wilmslow,

Cheshire,

SK9 5AF

www.ico.org.uk

What if I have other questions?

If you have further questions about this study, please do not hesitate to contact us:

Dr Janet Goodall

School of Education

Swansea University

E : j.s.goodall@swansea.ac.uk

Yes

No - I do not want to take part

I confirm that I have read the above information and I would like to take part in the study

by completing this survey. · *Required*

I confirm that I have read the above information and I would like to take part in the study by completing this survey. · *Required*

Yes

No - I do not want to take part

Survey

1. Where are you studying?

PGCE

BA with QTS

Other

2. What sort of programme are you on?

PGCE

BA with QTS

Other

If you selected Other, please specify:

Primary

Secondary

3. Primary or Secondary?

Primary

Secondary

If secondary, which subject?

2nd year

3rd year

Other

If your programme is longer than one year, what year are you on?4. If your programme is longer than one year, what year are you on?

I am on a one year programme

2nd year

3rd year

Other

I am on a one year programme

If you selected Other, please specify:

5. What do you understand by the term 'Parental engagement with learning'?

6. Do you think parental engagement with learning is important? Why or why not?

Yes

No

7. Have you heard the phrase 'parental engagement in learning' in any of your classes?

Yes

No

8. Has parental engagement in learning been mentioned in more than one module of your studies?

Yes

9. What has been said about parental engagement in learning?

Yes

No

I haven't been on placement yet

10. If you have been on a placement, was parental engagement in learning mentioned during your placement?

Yes

No

I haven't been on placement yet

If yes, what was said about parental engagement with learning?

11. Looking forward to your teaching career, how will you support parental engagement in learning?

12. Do you think the importance of parental engagement with learning has changed due to the COVID 19 lockdown?

Yes

No

If yes, how has it changed?

Yes

No

13. Is there anything else you would like to say about parental engagement in learning?

Thank you

Thank you for your time.

 If you have any questions about this survey, please contact Dr Janet Goodall

 (j.s.goodall@swansea.ac.uk)

Please click the Finish button to submit your response

AGA Ymgysylltiad Rhieni - Myfyrwyr (terfynol)

Darllenwch y wybodaeth isod yn ofalus.

Beth yw pwrpas yr ymchwil?

Rydym yn cynnal ymchwil am y modd mae ymgysylltiad rhieni yn cael ei gyflwyno a'i integreiddio i addysg gychwynnol athrawon.

Pwy sy'n rhedeg yr ymchwil?

Mae'r ymchwil yn cael ei gynnal gan y timau ymchwil ym Mhrifysgolion Abertawe a Bangor. Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg yng Ngholeg y Celfyddydau a'r Dyniaethau ym Mhrifysgol Abertawe.

Beth fydd yn digwydd os cytunaf i gymryd rhan?

Os cytunwch i gymryd rhan, cewch gyfle i lenwi arolwg ar-lein; ni ddylai hyn gymryd mwy na 10 neu 15 munud i'w gwblhau.

Oes unrhyw risgiau'n gysylltiedig â chymryd rhan?

Mae'r ymchwil wedi'i chymeradwyo gan Bwyllgor Moeseg Ymchwil y Coleg. Nid oes unrhyw risgiau arwyddocaol yn gysylltiedig â chymryd rhan. Ni ofynnir unrhyw gwestiynau i chi a fydd yn galluogi eich adnabod chi.

Beth fydd yn digwydd i'r wybodaeth rwy'n darparu?

Bydd dadansoddiad o'r wybodaeth yn rhan o'n hadroddiad ar ddiwedd yr astudiaeth a gellir ei gyflwyno i bartïon â diddordeb a'i gyhoeddi mewn cyfnodolion, cynadleddau a chyfryngau cysylltiedig a adolygir gan gymheiriaid. Sylwch y bydd yr holl wybodaeth a gyflwynir mewn unrhyw adroddiadau neu gyhoeddiadau yn anhysbys.

A yw cyfranogiad yn wirfoddol a beth os hoffwn dynnu'n ôl yn ddiweddarach?

Mae eich cyfranogiad yn gwbl wirfoddol – nid oes rhaid i chi gymryd rhan os nad ydych chi eisiau gwneud hynny. Os penderfynwch gymryd rhan, ond penderfynu peidio â chwblhau'r arolwg, mae croeso i chi dynnu'n ôl ar unrhyw adeg, heb roi rheswm a heb gosb.

Hysbysiad Preifatrwydd Diogelu Data

Y rheolwr data ar gyfer y prosiect hwn fydd Prifysgol Abertawe. Mae Swyddog Diogelu Data'r Brifysgol yn darparu goruchwyliaeth o weithgareddau prifysgol sy'n cynnwys prosesu data personol, a gellir cysylltu ag ef yn Swyddfa'r Is-Ganghellor.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu'ch data personol fydd bod prosesu yn

 angenrheidiol ar gyfer cyflawni tasg a gyflawnir er budd y cyhoedd. Mae'r cyfiawnhad budd

 cyhoeddus hwn wedi'i gymeradwyo gan Bwyllgor Moeseg Ymchwil Coleg Gwyddorau
Dynol

 ac Iechyd, Prifysgol Abertawe.

Y sail gyfreithiol y byddwn yn dibynnu arni i brosesu categorïau arbennig o ddata fydd bod

 prosesu yn angenrheidiol ar gyfer dibenion archifo er budd y cyhoedd, dibenion ymchwil

 wyddonol neu hanesyddol neu ddibenion ystadegol.

Dylid gwneud unrhyw geisiadau neu wrthwynebiadau yn ysgrifenedig i Swyddog Diogelu
Data'r Brifysgol :-Dylid gwneud unrhyw geisiadau neu wrthwynebiadau yn ysgrifenedig i
Swyddog Diogelu

 Data'r Brifysgol :-

Swyddog Cydymffurfio'r Brifysgol

Swyddfa'r Is-Ganghellor,

Prifysgol Abertawe,

Parc Singleton,

Abertawe,

SA2 8PP

Ebost: dataprotection@swansea.ac.uk

Sut i wneud cwyn

Os ydych chi'n anhapus gyda'r ffordd y mae eich data personol wedi'i brosesu, gallwch

 gysylltu â Swyddog Diogelu Data'r Brifysgol yn y lle cyntaf gan ddefnyddio'r manylion
cyswllt

 uchod.

Os ydych chi'n parhau i fod yn anfodlon yna mae gennych chi hawl i wneud cais
uniongyrchol

 i'r Comisiynydd Gwybodaeth am benderfyniad. Gellir cysylltu â'r Comisiynydd Gwybodaeth
yn

 :-

Swyddfa Comisiynydd Gwybodaeth

Wycliffe House,

Water Lane,

Wilmslow,

Sir Gaer,

SK9 5AF

www.ico.org.uk

Beth os oes gennyf gwestiynau eraill?

Os oes gennych gwestiynau pellach am yr astudiaeth hon, mae croes i chi gysylltu gyda ni:

Dr Janet Goodall

Ysgol Addysg

Prifysgol Abertawe

E: j.s.goodall@swansea.ac.uk

Ydw

Na - Nid wyf eisiau cymryd rhan

Rwy'n cadarnhau fy mod wedi darllen y wybodaeth uchod a rwy'n fodlon cymryd rhan yn yr astudiaeth trwy lenwi'r arolwg hwn. · *Required*

Rwy'n cadarnhau fy mod wedi darllen y wybodaeth uchod a rwy'n fodlon cymryd rhan yn yr astudiaeth trwy lenwi'r arolwg hwn. · *Required*

Ydw

Na - Nid wyf eisiau cymryd rhan

Survey

1. Ble ydych chi'n astudio?

TAR

BA gyda SAC

Arall

2. Pa fath o gwrs ydych chi arno?

TAR

BA gyda SAC

Arall

Os wnaethoch ddewis Arall, nodwch:

Cynradd

Uwchradd

3. Cynradd neu Uwchradd?

Cynradd

Uwchradd

Os Uwchradd, pa bwnc?

Ail flwyddyn

Trydedd flwyddyn

Arall

Rwyf ar raglen blwyddyn

Os yw eich cwrs yn hirach na blwyddyn, ym mha flwyddyn ydych chi?4. Os yw eich cwrs yn hirach na blwyddyn, ym mha flwyddyn ydych chi?

Rwyf ar raglen blwyddyn

Ail flwyddyn

Trydedd flwyddyn

Arall

Os wnaethoch ddewis Arall, nodwch:

5. Beth ydych chi'n deall am y term 'Ymgysylltiad rhieni â dysgu'?

6. Ydych chi'n meddwl bod ymgysylltiad rhieni â dysgu yn bwysig? Pam neu pam ddim?

Do

Naddo

7. Ydych chi wedi clywed yr ymadrodd yma yn unrhyw un o'ch dosbarthiadau?

Ydy

Na

Do

Naddo

8. Ydi ymgysylltiad rhieni â dysgu wedi cael ei grybwyll mewn mwy nag un o fodiwlau eich cwrs?

Ydy

Na

9. Beth sydd wedi cael ei ddweud am ymgysylltiad rhieni â dysgu?

7 / 10

Do

Naddo

Nid wyf wedi bod ar leoliad eto

10. Os ydych chi wedi bod allan ar leoliad, cafodd ymgysylltiad rhieni â dysgu ei grybwyll yn ystod

 y lleoliad?

Do

Naddo

Nid wyf wedi bod ar leoliad eto

Os ydyw, beth gafodd ei ddweud am ymgysylltiad rhieni â dysgu?

11. Wrth edrych ymlaen i'ch gyrfa dysgu, sut wnewch chi gefnogi ymgysylltiad rhieni â dysgu?

Do

Naddo

Ydych chi'n meddwl bod pwysigrwydd ymgysylltiad rhieni â dysgu wedi newid oherwydd y

cyfnod clo COVID 19?12. Ydych chi'n meddwl bod pwysigrwydd ymgysylltiad rhieni â dysgu wedi newid oherwydd y cyfnod clo COVID 19?

Do

Naddo

Os ydyw, sut mae wedi newid?

13. Oes unrhyw beth arall fyswch chi'n hoffi dweud am ymgysylltiad rhieni â dysgu?

Thank you

Diolch am eich amser.

 Os oes gennych unrhyw gwestiynau am yr arolwg hwn, cysylltwch â Dr Janet Goodall

 (j.s.goodall@swansea.ac.uk)

Cliciwch ar y botwm 'Finish' er mwyn cyflwyno eich atebion

Annex 4.   Coding Framework

Code name
1 flowers...[4]
2 wellbeing
3 phases
3.1 primary
3.2 secondary
4 Quotable passage
5 community
6 Definition of Parental Engagement
6.1 Parental Engagement w learning
6.2 Change in perception of Parental Engagement
6.3 Partnership
6.4 Parental Involvement with school schooling
6.5 Co- teachers
6.6 Support for the school
6.7 communication
6.7.1 dialogue
6.7.2 Information school to home
6.7.2.1 reporting
6.7.3 Information home to school
7 Parental Engagement in ITE
7.1 Parental Engagement texts
7.2 Parental Engagement in ITE Mentors
7.3 Parental Engagement in ITE Portfolios
7.4 Parental Engagement in ITE Placements
7.5 PE in ITE Teaching
8 other
9 Lockdown and PE
10 Importance of PE
11 PE in own work
12 Deficit views
13 role

---

[4] 'Flowers by the Wayside' is suggested as a convenient code for data which is valuable but does not fit immediately into any other category Kuckartz, U. and S. Rädiker (2019). <u>Analyzing qualitative data with MAXQDA</u>, Springer.

Annex 5.   Interview Information

ITE Lead Interview Schedule: Parental Engagement Collaborative ITE Research

(Introduce self, make sure respondent has read information sheet (go over again if needed) and ensure consent form has been signed)

Thank you for agreeing to be interviewed for this project; we appreciate your time and expertise!

Question	Category
What is your role?	Role
How do you understand the concept of parental engagement with learning?	Definition of PE
How does the concept of parental engagement with learning figure in your work?	PE in own work
How important do you think it is for student and trainee teachers to think about/learn about/understand the concepts of parental engagement in learning? Or for teaching staff in general?	Importance of PE
(If appropriate, depending on role) Do you think teaching staff, NQTs and student teachers understand the concept and value of parental engagement in learning? Why or why not?	Others' understanding of PE
Do you think the experience of lockdown has had an effect on perceptions of the importance of parental engagement in learning? If so, how – what has changed?	Lockdown and PE
Is there anything else you'd like to mention on this subject?	Other

Thank you for your time!

Parents' Focus Group: Parental Engagement Collaborative ITE Research

(Introduce self, make sure respondent understand the research, get consent to take part and consent to record)

Thank you for agreeing to be interviewed for this project; we appreciate your time and expertise!

How do you understand the concept of parental engagement with learning?

How important do you think it is for student and trainee teachers to think about/learn about/understand the concepts of parental engagement in learning?

Do you think the experience of lockdown has had an effect on perceptions of the importance of parental engagement in learning?   If so, how?

How confident do you feel in supporting your children's learning? Has that changed at all during the lockdown periods?

What sorts of things do you do to support learning? Has that changed during the lockdown periods? How?

Is there anything else you'd like to mention on this subject?

Thank you for your time!

Student ITE focus group Schedule: Parental Engagement Collaborative ITE Research

(Introduce self, make sure respondents understand the research, get consent to proceed, get consent to record)

Thank you for agreeing to be interviewed for this project; we appreciate your time and expertise!

Question	Category
What is your role? What, where are you studying?	Role
How do you understand the concept of parental engagement with learning?	Definition of PE
How does the concept of parental engagement with learning figure in your work? Into what you hope to do?	PE in own work
How important do you think it is for student and trainee teachers to think about/learn about/understand the concepts of parental engagement in learning? Or for teaching staff in general?	Importance of PE
(If appropriate, depending on role) Do you think teaching staff, NQTs and student teachers understand the concept and value of parental engagement in learning? Why or why not?	Others' understanding of PE
Do you think the experience of lockdown has had an effect on perceptions of the importance of parental engagement in learning? If so, how – what has changed?	Lockdown and PE
Is there anything else you'd like to mention on this subject?	Other

Thank you for your time!

List of interviewees – by role

Numbers were assigned broadly chronologically

1	Provider
2	Provider
3	Provider
4	Provider
5	Stakeholder
6	Provider
7	Provider
8	Provider
9	Focus Group Parents
10	Focus group student teachers
11	Focus group student teachers
12	Provider
13	Provider
14	Mentor's focus group
15	Student teachers
16	Parent
17	Stakeholder
18	Head Teacher, Lead Partnership School

Annex 6. Case Study Reading Tracking Information

<u>READING BOOK BAND TRACKING DATA</u>

<u>Reception a-20 chn[5]</u>

<u>Impact of lockdown</u>

50% of children have moved from picture books to stage 1 books

15% maintained stage 1

<u>No data of end of spring 2 to compare (usual teacher not in)</u>

<u>Reception b-19 chn[6]</u>

<u>Impact of lockdown</u>

100% of children maintained their reading book band during lockdown

<u>Impact of back to school</u>

32% of children have moved up a bookband since return

<u>Year 1-30[7]</u>

<u>Impact of lockdown</u>

10% moved 1 bookband

3% moved 2 bookband

13% moved in total

87% maintained reading levels

<u>Impact of back to school</u>

43% moved 1 bookband since return

13% moved 2 bookband since return

56% moved bands since return

44% maintained

---

[5] Continue to monitor. 50% currently on stage 1. 80% of children should be on Stage 1 or above by May, increase to 90% by July.

[6] Continue to monitor. Increase % moving to stage 1 (currently58%) to 80% by May, 90% by July.

[7] Lockdown didn't show any regression in reading. Some movement of book bands during lockdown.

Since return-over half have made positive movements in book band levels

Year 1/2-30 children[8]

<u>Impact of lockdown</u>

27% moved 1 bookband during lockdown

3% moved 2 bookband

30% in total moved forward during lockdown

70% maintained book levels

No regression

<u>Impact of back to school</u>

13% moved 1 book band

17% moved 2 or more book bands

30% moved forward 70% maintained levels

Year 2 -29 children[9]

<u>Impact of lockdown</u>

93% remained on same book band and maintained reading level through lockdown

7% regressed

<u>Impact of back to school</u>

34% of children have moved 1 book band

7% of children have moved 2 book band

41% movement in total, 59% maintained levels

Those who had regressed during lockdown are back on track and have made progress in the half term.

---

[8] Lockdown didn't show any regression in reading which is positive. 30% of children moved to a higher book band in the lockdown and the rest maintained.

Since return to school, a further 30% have made progress in the half term.

[9] 7% regression in the class during lockdown. The rest maintained levels. Since return to school 41% have progressed to a higher book band and those who regressed are back on track and reading above the level they were before the lockdown.

Annex 7.   Courses attended by parents at case study school

Arts and Crafts
Autism Awareness,
Bingo
Child Care Level 1 Course
Child Care Level 2 Course.
Child Psychology Level 1
Child Psychology Level 2
Children In Need Coffee Morning ,
Christmas Fete
Class Activities,
Class Engagement Events,
Cooking
Cooking Session
Elklan Level 1
Elklan Level 2
Emergency Services Day ,
End Of Year Trips
Families Connect
Family Engagement Days,
Food Hygiene Course.
Helping Hands
Level 1 Play Course,
Macmillan Coffee Morning ,
Nurture Course.
Parent And Child Welsh/Maths/Phonics Course.
Playbox
Reading
Relationship Based Play.
School Fetes,
Sign Language.
Sports Day And Fate
Sports Days,
Therapy To Help My Child
Well-Being Wednesday
Youth Justice Level 1

Annex 8.   References

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