

Parents as 'help', 'problem' or collaborators?

Friday 24th October
2014

Professor Liz Todd
liz.todd@ncl.ac.uk



**Teacher Education
for the Changing
Demographics of
Schooling: policy,
practice and
research**

**Seminar 2: Teacher
Practices for
Educating All
Students**

Inclusive teaching, inclusive schools

- How can we prepare teachers in inclusive schools/classrooms to work with parents?
- What role should teachers have with parents?

Policy context...

Scotland:

Getting It Right For Every Child (GIRFEC)
(Scottish Government 2009), Curriculum for
Excellence (CfE) (Scottish Government 2002),
formally implemented in 2011–12

England:

Pupil premium

Previously 'Every child matters', extended
services

Conceptualising schools, and thinking about the role of parents

Attainment vs holistic focus

Changing the conversation about how we think about parents

‘Intensive mothering expectations’

‘Parents at fault’

Examples of the role of parents in an inclusive school

Children’s communities

Poverty proofing the school day

Recipients of strengths-based support: video interaction guidance

Team building with parents and teachers

From ‘hard to reach parents’ to ‘hard to reach schools’?

A continuum of inclusive schooling



Varied assumptions... of the teachers role, of school, of parents, of the community

The role of a teacher is to teach: most inclusive action is to improve exam scores

This school is an exam factory

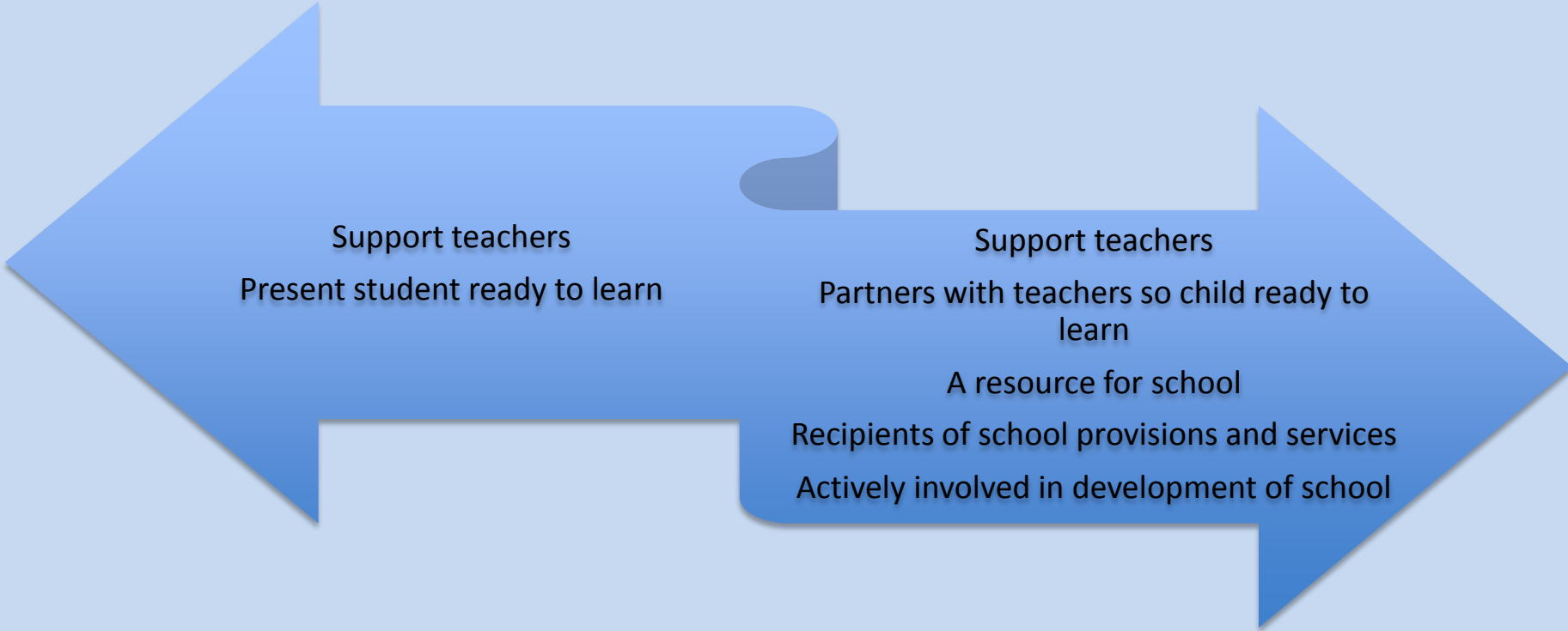
School cannot compensate alone for poverty
Children need all aspects of life to be supported in order to be ready to learn

The community is a valuable resource

All parents have skills and capital

Schools a major community resource

What is the role of parents?



Support teachers
Present student ready to learn

Support teachers
Partners with teachers so child ready to learn
A resource for school
Recipients of school provisions and services
Actively involved in development of school

Teacher education and parents

‘The goal of greater social justice is a fundamental part of the work of teacher education in democratic societies and we should never compromise on the opportunity to make progress towards its realization’ (Zeichner, 2009: 160).

Changing the conversation about how we think about parents

'Intensive mothering expectations'

'Parents at fault'



infected area

Half-term: things to do

Half-term: Searching for fun things to do this October holiday? Find **local events** in the run-up to Halloween or **get crafty** with a range of indoor activities.



- ➔ **Local: Halloween and half-term activities**
- ➔ **How to: Halloween craft videos**
- ➔ **Indoor activities for over-fives**

Could you write a novel?

Think you've got a novel in you, but despair of ever being published? The winner of our **fantastic competition** will be represented by renowned literary agency **Janklow and Nesbit** - so don't put it off, get writing now!



- ➔ **How to enter the competition**
- ➔ **One-day course: Get published**

24 cheats for winning at life

Want to get ahead of the pack? Mumsnetters share the little things they do to make their lives a lot easier. Use them.



- ➔ **24 cheats that'll help you win at life**
- ➔ **Mumsnet career hacks**
- ➔ **Tried and tested life hacks**

Twitter party with Nadia Sawalha

Join @Mumsnetbookclub on Twitter as Nadia Sawalha answers your foody questions, **Thursday 23 October** from 9pm. Tweet with **#NadiasFabulousFood** and you could win a luxury rural retreat.



- ➔ **Twitter party: find out more**
- ➔ **Mumsnet Book Club on Twitter**

On yer bike - can you cycle?
Oasis - definitely maybe overrated?

Topics

| Active

| I'm On

➔ **In the news on Mumsnet Talk**

- ➔ **Oscar Pistorius sentenced to five years**
- ➔ **Actress Lynda Bellingham dies aged 66**

➔ **Recipe of the week**

Planning a Halloween or Bonfire Night party? These **honey soy cocktail sausages** always prove popular.

Harry Venning

The Guardian, Wednesday 17 February 2010



This is interesting! According to a new book, children don't thrive on parental approval, attention and encouragement. What makes them genuinely happy and well-balanced is seeing their parents showing each other affection in a loving relationship.

Really? That is interesting



And another good reason not to have kids.



Stevens
Appelby
COMICS

A CAROUSEL of CHILDREN through the AGES

THE OLD-FASHIONED CHILD:



THE VICTORIAN CHILD:



THE 1930s CHILD:



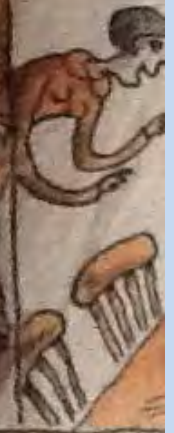
THE 1950s CHILD:

When I grow up I'm going to be a teenager.



THE 1960s CHILD:

I'm not for a cheer hor



ugh the AGES

THE 1950s CHILD:

When I grow up I'm going to be a teenager.

A what?



THE 1960s CHILD:

I'm making LSD for my chemistry homework.

Super!



THE MODERN CHILD:

Blam blam blam!
Pecow!
Kachunk kachunk!
Blam blam!

HEARD BUT NOT SEEN.



THE MODERN PARENTS:

SILENT...

SEEN BUT NOT HEARD.

If you tell me what to do I'll rant and scream!!

I want chocolate for supper...



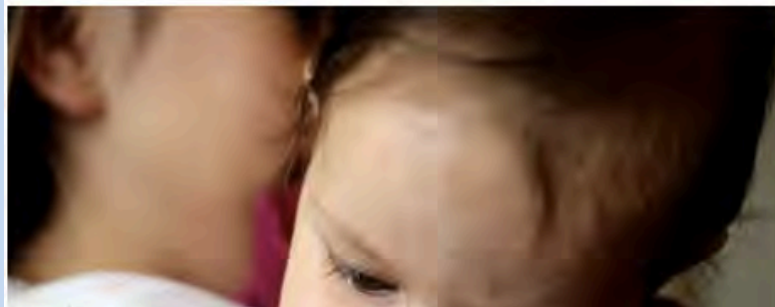
HOME > EDUCATION > EDUCATION NEWS

Children are unruly if mothers rush back to work

Middle-class mothers who return to work too soon risk turning their children into unruly pupils who perform badly at school, research suggests.

By Tim Ross, Social Affairs Editor
Published: 7:30AM BST 16 Oct 2010

9 Comments



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Education News

News

UK News

Primary education

Babies don't suffer when mothers return to work, study reveals

- Findings overturn earlier research on working mothers
- Gains of being in employment outweigh disadvantages

Tracy McVeigh and Anushka Asthana

The Observer, Sunday 1 August 2010

[Article history](#)



50,000 stay-at-home mothers are forced back to work in the past 12 months

By BECKY BARROW

Last updated at 7:52 AM on 14th October 2010

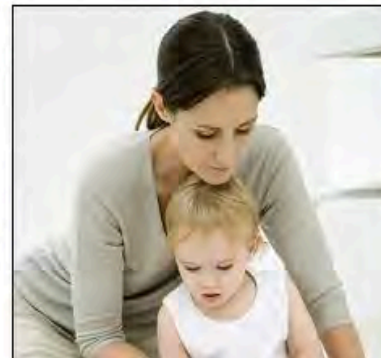
[Comments \(181\)](#) | [Add to My Stories](#)

Around 50,000 stay-at-home mothers have been forced back to work over the past year, official figures revealed today.

The statistics highlight the financial nightmare facing women who are being crippled by a toxic combination of super-size mortgages and rising household bills.

The number of stay-at-home mothers has plunged to just 2.07million, the smallest number since records began in 1994.

On a positive note, the figures, from the Office for National Statistics, show





Changing the conversation about how we think about parents

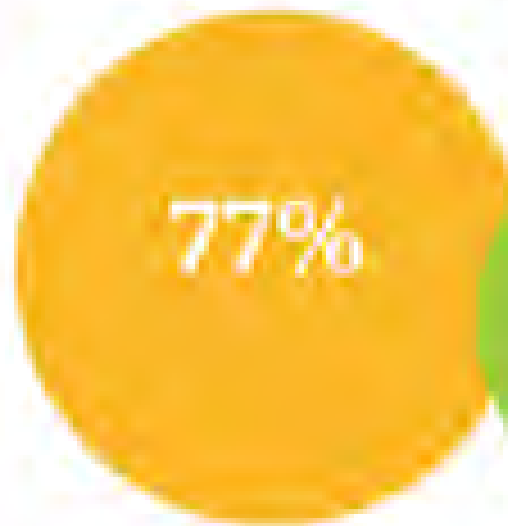
Intensive mothering expectations

‘Parents at fault’

Higher education: achievement

Likely to apply to university and likely to get in

Richest 20%
of population



Poorest 20%
of population



77%

49%

Current issues in education:

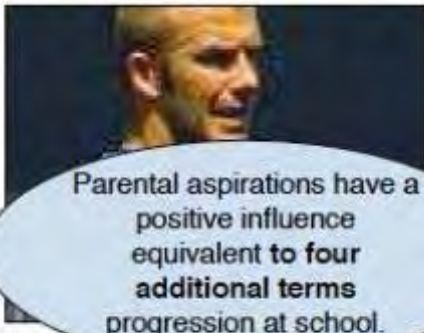


- The 'attainment gap' – in 2013, at age 11, 60% of pupils claiming free school meals (a measure of deprivation) in England achieved level 4 or above in Reading, Writing and Maths as against 79% of other pupils – a gap of 19%
- In 2013, at age 11, 45% of Looked After Children (LAC) achieved level 4 or above as against 76% of other children (Source: DfE, April 2014)

Aspirations, aspirations, aspirations...



Educational and career aspirations developed during adolescence can have lifelong significance, influencing future occupational outcomes.



Parental aspirations have a positive influence equivalent to **four additional terms** progression at school.



Young people with higher aspirations have **greater motivation and higher educational attainment** than their peers, as do those whose parents hold higher educational aspirations for them.



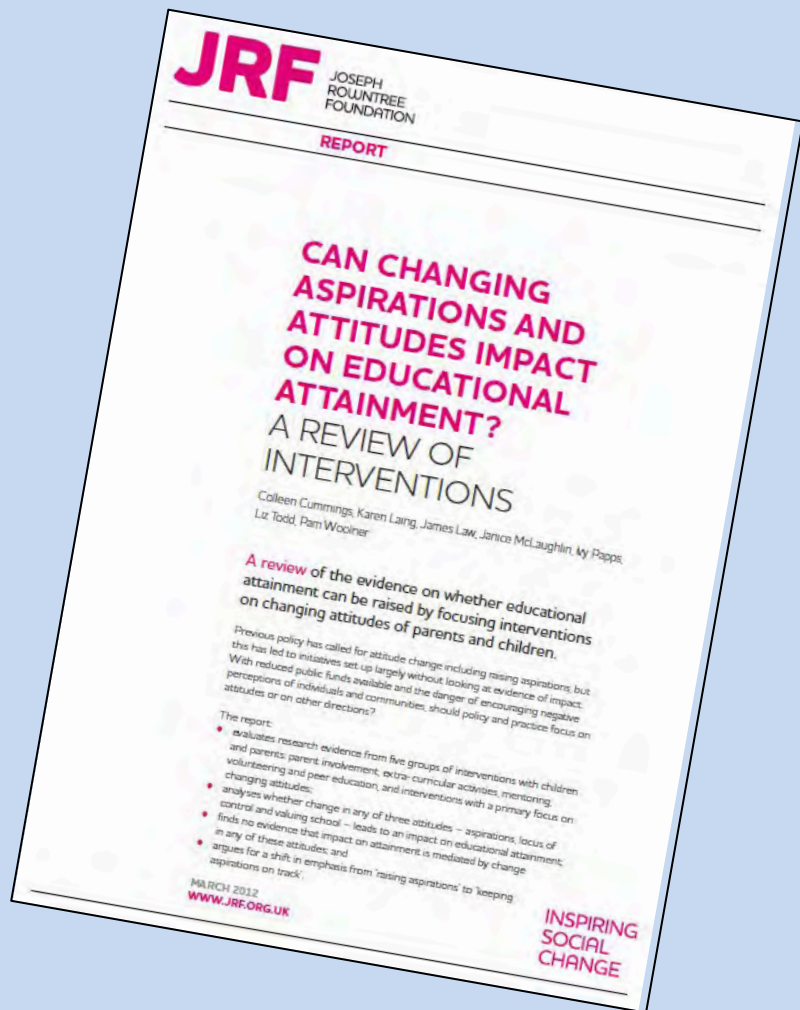
Educational and career aspirations developed

‘Shaping Aspirations’

The main findings from primary research

- **Disadvantaged young people and their parents have high aspirations**
- **Aspirations realistic and pragmatic, not ‘star struck’**
- **Knowledge of educational pathways limited**
- **Period 13-15yrs critical**
- **Importance of place – one size does not fit everywhere**

St Clair et al (2011) <http://bit.ly/nw9ZHm>



- No evidence that the achievement gap can be closed by interventions to ‘raise aspirations’
- Young people of all income groups have high aspirations
- Parents from disadvantaged backgrounds have ambitious aims for their children, give importance to school and do what they can to support them
- School staff and others may need to revise upwards views of child and parent aspirations
- Keep learning trajectories on track, reinstate ambitions, informed support over time when needed

Evidence from the programme:
<http://bit.ly/KNC01>



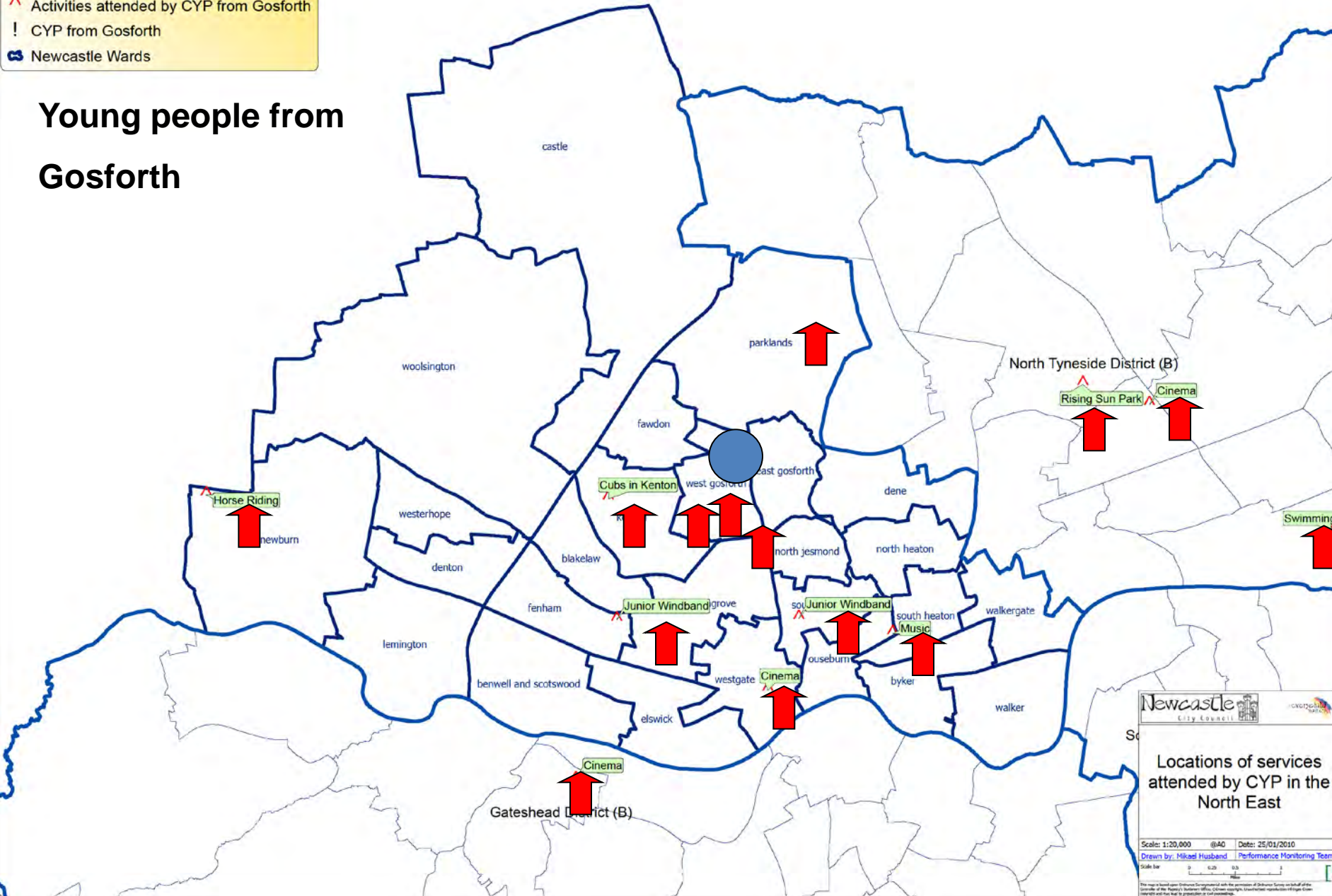
Institutionalised low expectations

A primary school head teacher spoke of the realisation of his own expectations. This primary school, under his leadership, is a community-orientated school and makes much imaginative and effective provision to redress underachievement. The head realised that when the child whose mother is a high ranking professional failed to learn to read his thought was not to worry as this would happen soon. When the same happened to the child of a non-professional parent, he did not have the same expectations.

Key to Map:

- ^ Activities attended by CYP from Gosforth
- ! CYP from Gosforth
- 📍 Newcastle Wards

Young people from Gosforth



Newcastle City Council

Locations of services attended by CYP in the North East

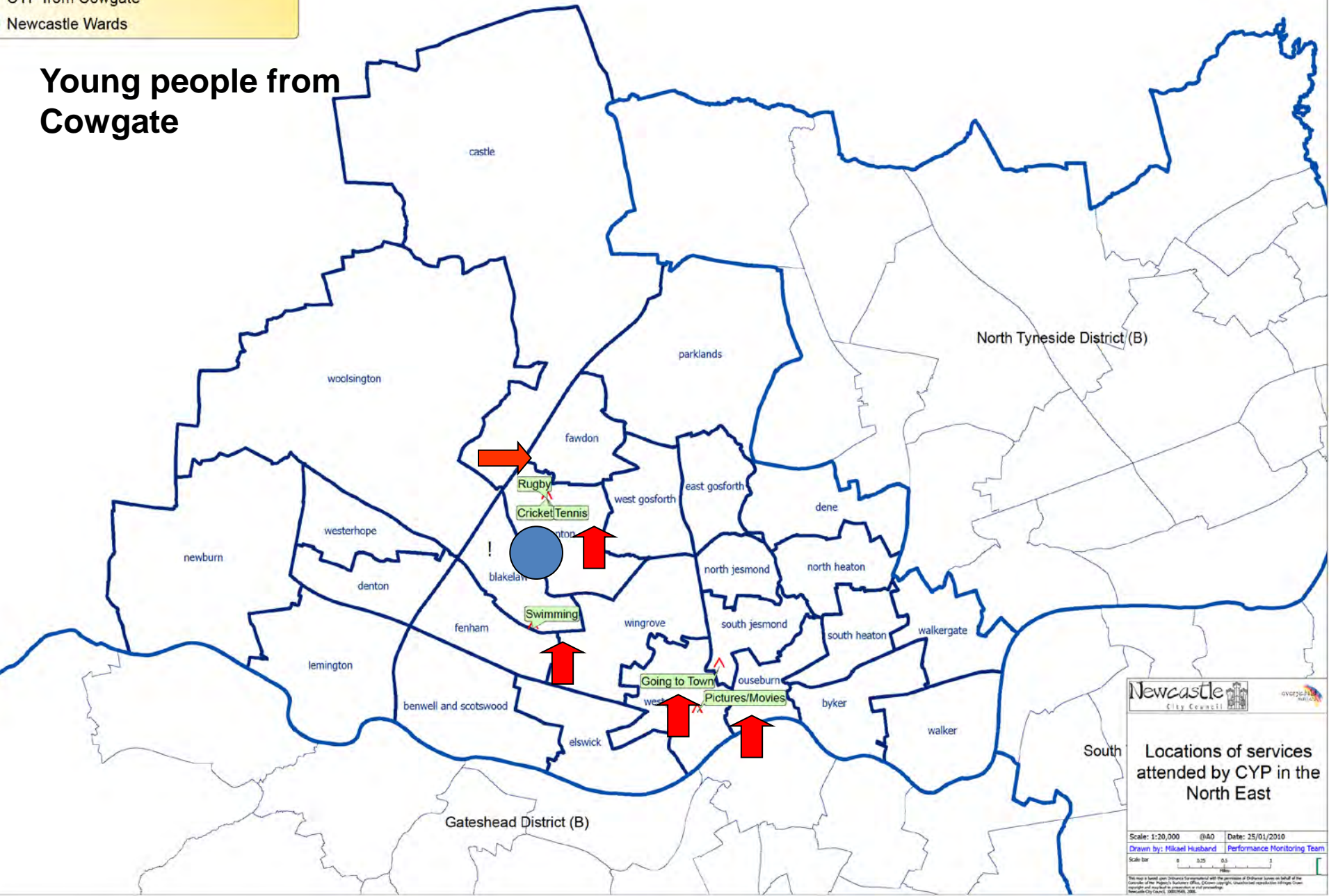
Scale: 1:20,000 @A0 Date: 25/01/2010
 Drawn by: Mikael Husband Performance Monitoring Team

Scale bar: 0 0.25 0.5 1

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Key to Map:
 Activities attended by CYP from Cowgate
 CYP from Cowgate
 Newcastle Wards

Young people from Cowgate



Newcastle City Council  

Locations of services attended by CYP in the North East

Scale: 1:20,000 @A0 Date: 25/01/2010
 Drawn by: Mikael Husband Performance Monitoring Team

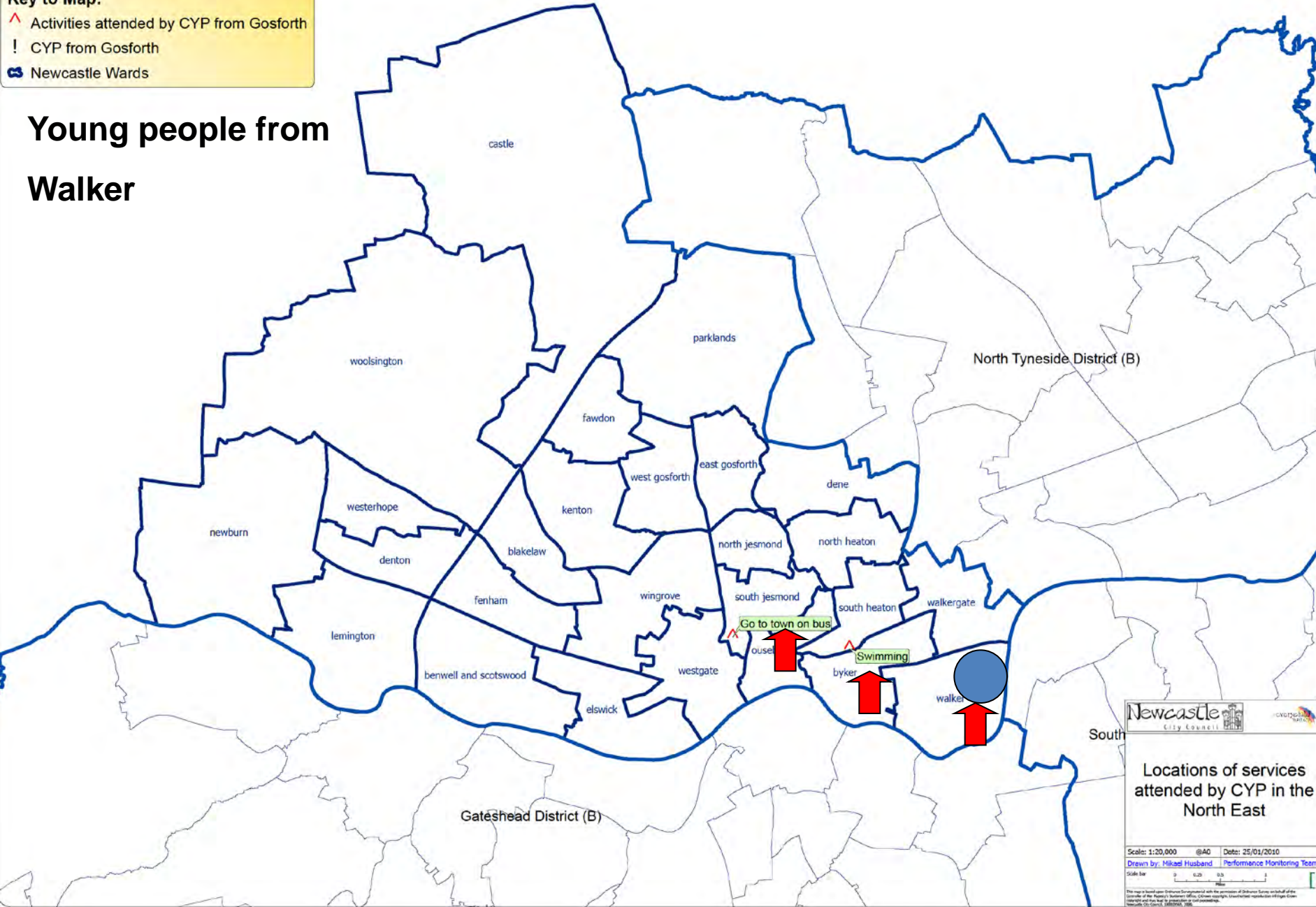
Scale bar: 0 0.25 0.5 1 Miles

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Key to Map:

- ▲ Activities attended by CYP from Gosforth
- ! CYP from Gosforth
- 🗺 Newcastle Wards

Young people from Walker



Newcastle City Council

Locations of services attended by CYP in the North East

Scale: 1:20,000 @A0 Date: 25/01/2010
 Drawn by: Mikael Husband | Performance Monitoring Team

Scale bar: 0 0.25 0.5 1

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Policies aimed at the disadvantaged...

- **Increase in participation in university education disproportionately benefited middle classes (Elias and Purcell 2012)**
- **Support by parents for children to attend out of school activities contributes to the advantage experienced by middle-class children in educational success (Vincent and Ball 2006; Vincent et al. 2008a; Vincent et al. 2008b; Ball 2010)**
- **A number of policies to do with school choice, gifted and talented and parental involvement are suggested to have reproduced educational advantage rather than to have contributed to reducing disadvantage (Reay 2004a)**

1. How many children live in poverty in the UK?

- 1.5M
- 3.5M
- 0.5M

3. What proportion of girls under 16 get pregnant in the UK today?

- 42%
- 23%
- 0.6%

Is this rising or falling?

4. How many poor children have at least one parent in work?

- 10%
- 20%
- 60%

500,000 troubled families cost taxpayers £30billion a year: Cameron set to announce extension to scheme to help them study unveiled scale of the problem

- Half a million problem families currently costing taxpayers £30billion a year
- 120,000 families each on average responsible for one police call out a month
- Prime Minister David Cameron to announce assistance scheme extension

By JOHN STEVENS FOR THE DAILY MAIL

PUBLISHED: 22:52, 17 August 2014 | UPDATED: 11:41, 18 August 2014



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Half a million problem families are costing taxpayers more than £30billion a year, according to a major study which reveals for the first time the true extent of the rise of Britain's underclass.

Hundreds of thousands of households are causing a serious drain on public resources with 'off the barometer' dysfunctional behaviour, according to a Government initiative set up in the wake of the 2011 riots.

David Cameron will today announce a major extension of the scheme, which was initially set up to help 120,000 of the most seriously troubled families, after it uncovered the vast scale of the problem.

In other measures, tens of thousands of couples will also receive free relationship counselling sessions to help them stay together.



Study of the interactions between parents of disabled babies and professionals, 39 families

Parents generally struggle more with coming to terms with fragmented service than the 'disabilities' of their children.... Parents still experience secrecy and lack of information around decisions made about their children

Clavering, Goodley and McLaughlin (2007, p. 8)

Interim conclusion.....

- Ideas of parenting change over the years: parenting happens in a socio-cultural context
- Current parenting discourse impacts on schools
- Parents interact with schools/ education in heterogeneous ways
- Parents are often 'blamed': policies like 'raising aspirations' are about blame and do not take account of context
- From 'hard to reach parents' to 'hard to reach schools'



“The children we work with every day, there’s other ways to narrow the gap for them and there’s other ways to make sure they’re happy in school and it’s got to come from parents and we need to have more time to discuss with them their children. Isn’t there a quote that you can’t keep doing the same thing and expect different results? You can’t just go round saying we’re a really open school.....how do we become inclusive for all parents not just the ones who want to be active in school.” (Deputy Head Teacher)

Examples of the role of parents in an inclusive school

Children's communities: integrated community schools

Poverty proofing the school day

Recipients of support - video interaction guidance

Team building with parents and teachers

professionals and parents work best together.....

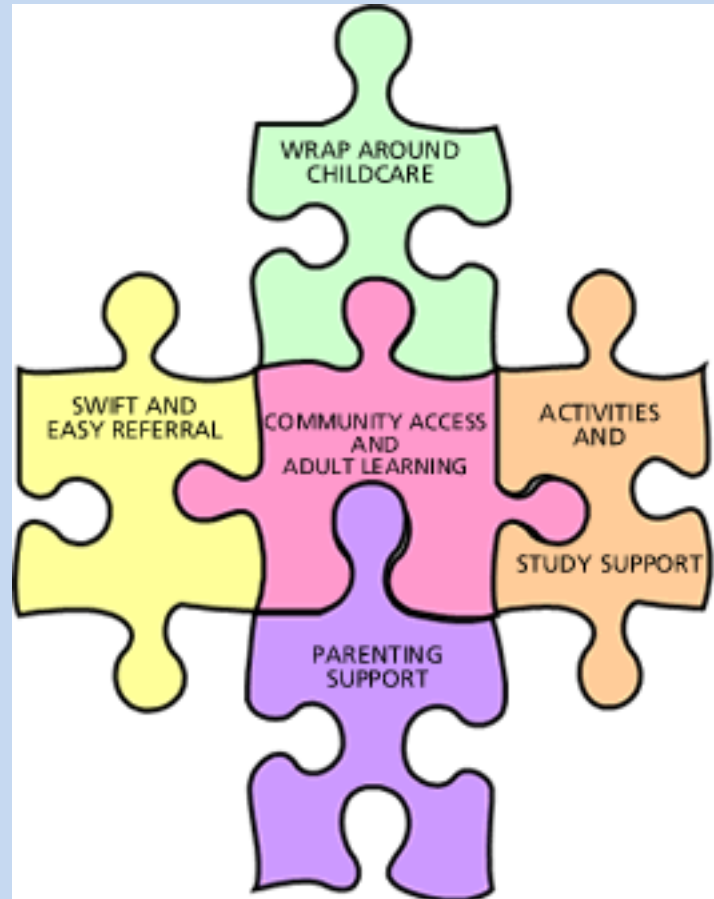
when they view their roles as constantly shifting and developing. Rather than viewing parents (or professionals) as ready made individuals fit for the purpose of parents, enabling professionals accept and support the uncertainties and questions of parenting and care rather than writing them off as 'in denial' or ignorant. Consequently, in this dynamic process parents adopt roles of the *extended carer* including advocate for their child; activist for parents of disabled children; administrator of medical interventions and family lynchpin. Clavering et al (2007, p8)



Relational Agency

a capacity to offer support and to ask for support from others...One's ability to engage with the world is enhanced by doing so alongside others.The fluidity of such relationships is important not encouraging dependency and encouraging a capacity to both seek and give help when engaging with the world (Edwards & Mackenzie, 2005, p. 294).

[Edwards 2007, p1](#)



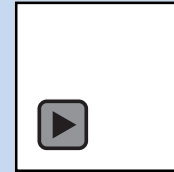
I was finding, because of the nature of the community, when I looked at my role as a headteacher which is about leading the learning and the teaching, so much of my time was being taken up dealing with the social work issues... I did a review over a four week period of my time and 60% of that time was social work related and that's not where my strengths are. My strengths are in teaching and learning. (primary head teacher – now has time to commit to teaching and learning)

We've got parents in the school working as learning support assistants, two are learning support assistants, our college assistants were our dinner ladies...We've trained them up through NVQs and they are now our college assistants. They work full time for us. Two of them work on reception and repro-graphics having also got desk top computer skills, three of them in student support helping with issues to do with the school.(head teacher)



- parent values school learning and expresses this through attending family literacy sessions
- sessions are enjoyed and the parent takes up the offer to enrol on other courses
- the parent's child enjoys seeing the parent in school
- the child and parent find they have a common experience of the people and culture of the school to draw upon
- school seems a less alien environment for the parent so questions can be asked and problems can be sorted out with staff in a more timely manner
- the parent now has new qualifications and is successful in gaining a job in the school kitchen
- the child is supported in giving value to learning due to a reaffirmed value of educational qualifications for the parent and the parent's continued interest in the value of schooling for child

Parents involved in 'Parents Action in the Community Team' and local Sure Start



I've done an access to higher education course and I'm going to sign up to go to uni to do a social work degree...It's only through doing the PACT work and being in Sure Start and working with [name] that I'm now going to do it and there are lots of other parents wanting to get qualifications like me.' 'I used to be really shy and not do or say things but at Sure Start I was made to feel I was on the same level as staff and the staff here [at the FSES] are so down to earth and now I feel comfortable talking to anyone...when I come to extended school meetings or I come to see [name of head at FSES] you can say what you think and know people will listen to your point of view. People don't look down on me...Who'd have thought I'd be in a head teachers office talking to people about my work...they help me advertise and organise things and I feel pride when I see three coaches full that I've helped organise...people know we organise things for the community and we've got backing from schools, shops and other organisations and we really feel respected...I don't know, it's just a good feeling. (Parent, 22/06/06)

The Harlam Children's Zone pipeline





Poverty proofing the school day



Do you know who is poor in your school?

Children & Young people were discriminated against and stigmatised in schools (often unintentionally)

- Exams and resources
- Extra-Curricular activity
- Food and the administration of FSM
- Governance & School Leadership
- Homework
- Resources
- Tutor Groups
- Uniform

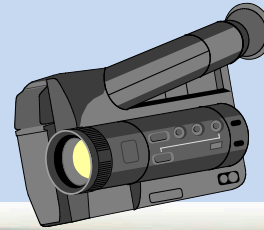


Main issues

Problems buying what you need for school

- Its hard to pay for uniforms when you have bills, its £90 for the bills. It really is. (Boy, 12, Cowgate)
- Its hard to buy stationary, to do your homework, and all the paper and pens (Girl, 11, Fenham)
- They get picked on because they' ve got ripped trainers (Boy, 11, Cowgate)

Video feedback



Video Interaction Guidance™

WORKS by

- using edited video clips of “better than usual” interaction of the client in interaction with someone important to them
- and supporting reflection and increase awareness within a collaborative mediated dialogue



Using VIG



- Video taken of parent and child at home
- Video taken of teacher and child in the classroom
- Educational psychologist discusses pre-prepared clips of video, where interaction is ‘working’ – with the teacher, parent and child – separately and together
- The video clips are very short
- The educational psychologist aims to have a learning conversation – to develop different narratives and to co-construct meaning
- Educational psychologist videos own interaction with teacher, parent and child and discusses this in supervision

Parent: ...you have this barrier up all the time you know, cos it's kind of like you

Teacher: It's not that he doesn't know how to...to behave in the correct way, he just

Teacher: Really I think it's .. attention seeking if something happens, or he's decided that he doesn't like... what

Parent: I just haven't got a clue...but it's quite upsetting and it's becoming like a vicious circle at home you know...it's affecting everybody. And then nothing's getting any better (Interview 1, pg.1, 33)

Teacher: Relief that what I was trying to say

you

u

(1

Teacher: ...allowed me to see his relationship with mum and his sisters, and allowed erm [parent] to see his relationship with myself and other children...and neither

Parent: So I think you know, watching the video interaction and seeing the way she was with him, and he was with her...because if it was just for the camera's you...you'd have been able to tell...(Interview 3, pg.22, 1

Parent: Now we...we're all working together and he [child] knows it ...And he knows we're...we're there for him, but we're all there for each other as well...

See it's eye opening because I thought I was bad, I ...I thought I was...wasn't doing a very good

Child: I've got eight plus points in a day and I've got ten plus points in a week.... [teacher is] best teacher I've had...for a start she's dead funny!

Parent: ...It made me think of her differently
you know

Teacher:[child] is much more willing to
engage and more willing to understand
where I'm coming from...that I am trying
to support him...so I think in that way in
our relationship it's made an impact
(Interview 4, pg.13, 21)

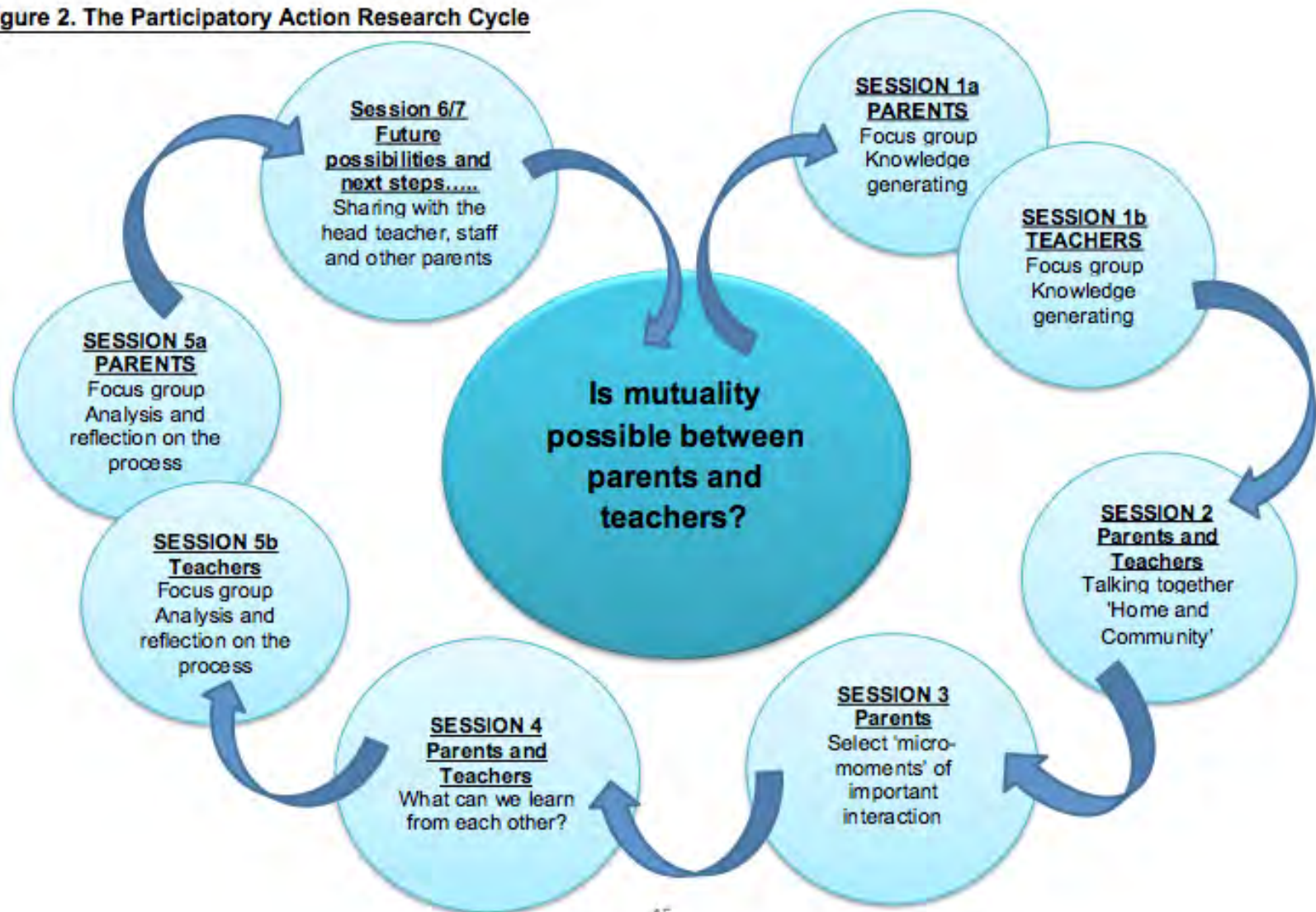
Parent
through
me...
know

was...she did...ave it in for him, all
the time....she know what I knew about
him ...because she was going through
exactly the same...(pg.23, 20)

Teacher: ...what I witnessed on the tapes is the sort of relationship I thought mum has with [child] anyway, and I had full faith in the fact that mum has a good relationship with [child] and is supporting him in whatever way

Parent: It...it...it's been quite emotional, I've been in a lot of tears haven't I?...Erm, but it's been lovely to see the progress that we've [parent and child] made together, and I think we've become a lot closer
(Interview 3, pg.1,31)

Figure 2. The Participatory Action Research Cycle





Dialogic Space

a space in which different perspectives are held in tension in a way which does not lead to resolution but produces sparks of insight, learning, and creativity

Wegerif [2009, p118](#)







“...there’s certain people in the group that I had misconceptions about if I’m being quite honest. There were certain ideas about people.... and they’ve really surprised me..... Just how sensitive some people are and how thoughtful they are. It has made me think that, it’s going to make me sound like a right snob I don’t mean it like that, I mean that if you take the time to get to know people they have got things to say that are of value.... to you and to the whole school. You just have to take the time to get to know what they are all about.” (Deputy Head)

It's broke barriers down, not that we ever had a problem seeing the teacher but you now see the ones who were in here in a different sort of light. They are human and feel better to talk to them. You know that they are there and they know that we are as parents so it's nice obviously. *(Parent)*

It's nice to hear the teachers interacting. I know it sounds daft but – you see her as a teacher, you don't see her as a Mam do you know what I mean? Either Mrs T, Mrs D or Mrs C. To us they're just like teachers, so when they actually talk about their own children you think they are a little bit human. I'm not saying they're not human, we know they are, but it's nice to think well they do have children they have something in common with us. (parent)

You don't think of yourself as coming across as an authoritarian figure do you? But I suppose you do because when we walk down to the yard and we're all together and we're all in our school coats and we're chatting teacher talk, I suppose to some parents on the yard it might look like a very kind of 'us and them'. (teacher)

I think it's allowed us to see them as more than just a parent figure. As individual people in their own right who have things in common with you and see things from the same page as them. Whereas it's usually a very quick let's get sorted what I need to get sorted about your child and there's not the time to get to know them as people and what they really think. (teacher)

I think it's different in the yard, I don't know about you but, especially the teachers who have been in here because I had nothing really to do with them in the school as being in their class. But even in the morning when I'm standing in the yard, they're like "hiya, ee it's freezing today" just it's always been "hiya" or "morning" but it's gone beyond that now. It's more friendly. (Parent)

Conclusions

- Inclusive schools have an holistic focus, school as a community resource, community as a school resource
- Modes of interacting with parents should be found that are based on mutual respect, listening and enabling diversity
- All parents (whatever their background) have skills and resources, have the capacity to collaborate with the school, and some may value support from the school
- From 'hard to reach' parents to 'hard to reach' schools

Concluding the examples..

Children's communities – integrated schools – holistic systemic response to parents

Poverty proofing the school day – recognising economic resources of parents impacts on children at school

Recipients of strengths-based support: video interaction guidance – individual change without blame

Team building with parents and teachers - developing respectful and listening relationships

Full service extended schools national evaluation

Colleen Cummings, Alan Dyson, Ivy Papps, Daniel Muijs, Diana Pearson, Carlo Ruffo, Lucy Tiplady, Liz Todd: Newcastle University, University of Manchester, Tecis Ltd

<http://www.ncl.ac.uk/cflat/ESnetwork.htm>

Evaluation of the Pupil Premium

Case Study Research team: Jo Bragg, Alan Dyson, Diane Harris & Kirstin Kerr, The University of Manchester; Karen Laing and Liz Todd, Newcastle University

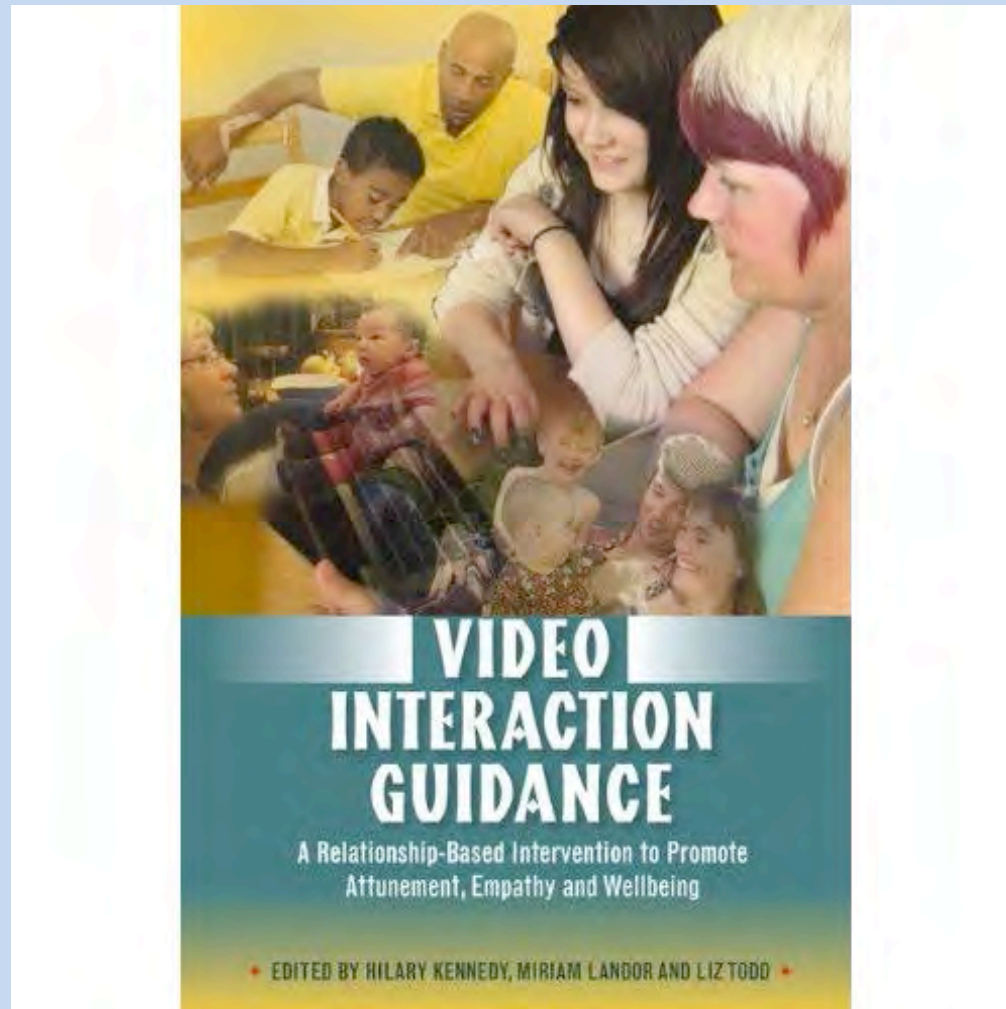
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf

Should interventions focus on aspirations?

Cummings C, Laing K, Law J, McLaughlin J, Papps I, Todd L, Woolner P. (2012) [Can changing aspirations and attitudes impact on educational attainment? A review of interventions.](#) York: Joseph Rowntree Foundation.

<http://www.jrf.org.uk/media-centre/raising-aspirations-educational-gap>

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- Todd, L. (2007) *Partnerships for Inclusive Education. A critical approach to collaborative working*. London: Routledge. Shortlisted (in top 4) for the NASEN/ TES Academic Book Prize.
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- Todd L. (2003) [Disability and the restructuring of welfare: The problem of partnership with parents](#). *International Journal of Inclusive Education*, 7(3), 281-296
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<http://www.videointeractionguidance.net>