Engaging with Parents

National Careers Leader and Learning Conference
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Anthony Barnes
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我在美国做妈妈

这个故事证明了：
在教育孩子方面，东方父母比西方父母更成功

[美] 蔡美儿 著

**BATTLE HYMN OF THE TIGER MOTHER**

在成功的背后，是痛苦的文化冲突，
短暂的光荣瞬间，还有我面对13岁孩子的诸多无奈。

MY SON WANTS ME AT HIS JOB INTERVIEWS
Curling parents

Little Emperors
Why engage with parents?

The term ‘parent(s)’ is used throughout to refer to parent(s), guardian(s) and carer(s).
Why engage with parents?

• Parenting style can affect achievement, adjustment to schooling, adaptability and resilience
• Mothers (especially) have a significant role
• The level of education of the father (especially) has a strong impact on the child’s engagement with education
• Family functioning and interactions have an impact, e.g. gendered expectations, choice conflicts between parent and child
• The family’s resources (e.g. social and cultural capital) and networks can make a big difference to the child’s career prospects
• Parent-child discussions at home can have a significant positive effect on children’s behaviour and achievement

Katznelson & Pless, Altman
<table>
<thead>
<tr>
<th>GB/QC</th>
<th>Performance indicators/Evaluation criteria</th>
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<tbody>
<tr>
<td>GB1.2</td>
<td>The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers, and employers to access and understand it</td>
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<tr>
<td>GB1.3</td>
<td>The school’s programme should be regularly evaluated with feedback from pupils, parents, teachers, and employers as part of the evaluation process</td>
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<tr>
<td>QC1.2i</td>
<td>Promoting awareness and understanding of the careers programme - including via the school’s/college’s website - by students, teachers, parents/carers, and employers/opportunity providers using clear and accessible language</td>
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<tr>
<td>GB2.2</td>
<td>Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children</td>
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<tr>
<td>QC2.2i</td>
<td>Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their child’s career development</td>
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**GB = Gatsby Benchmark**  **QC = Quality in Careers**
Developing the home-school relationship

We can identify three main approaches:

*Informing*

The school informs parents about what it is doing in careers.

*Involving*

The school involves parents in school-led activities, e.g. option choices.

*Engaging*

The school works together with parents to promote career learning and development (co-construction).

Careers leaders will probably identify elements of all three approaches in their current practice with engagement the least well-developed aspect.
What do parents say they want from the school in its role as a career guidance provider?
Some parents:

• do not want the school to interfere with their plans for their child

• do not know where to start, e.g. if their child will be the first in the family to go on to higher education

• want to leave careers advice up to the school, e.g. those parents who work long hours and have little time for ‘forward thinking’

• want help with becoming more confident and better-informed parents when it comes to talking about careers with their child

• would like the school to provide opportunities for them to have three-way conversations: teacher-parent-child

• want social justice
Discussion

- What impact can parenting style have on young people’s career decisions?

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Parenting Styles

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How different dimensions of parenting impact on children’s career development

‘Parental role construction’ is an important concept in home-school partnership. It relates to the differences in the way that parents perceive and define their role in meeting their child’s emotional needs, setting boundaries and facilitating learning (see box below).

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<th>Impact on career learning and development of child</th>
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<td><strong>Support and challenge</strong></td>
<td>Warmth, praise, acceptance, responsiveness and enjoyment of their child build a sense of security, self-esteem, self-confidence and self-efficacy. Appropriate challenges and expectations encourage children to develop personal agency and to aspire and achieve. Lack of support can engender anxiety, uncertainty and lack of trust.</td>
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<td><strong>Control and structure</strong></td>
<td>Highly directive control and structures inhibit self-regulation, personal autonomy and decision-making. The portrayal of tiger mums and helicopter parents in the media illustrates this kind of authoritarian control which exposes children to negative criticism, restrictions and threats. Lack of control may lead to neglect and a chaotic environment for the child. Authoritative control provides routines, boundaries and stability. It encourages negotiation, compromise and flexible monitoring</td>
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<tr>
<td><strong>Cognition and socialisation</strong></td>
<td>Stimulation (e.g. through conversation), suggestions and scaffolding (e.g. through structuring learning for the child) facilitate career thinking and learning. Parents’ habitual or daily influences facilitate academic socialisation (i.e. engagement in learning) and help children to acquire social and cultural values, skills and access to networks.</td>
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Careership and young people’s horizons for action (Phil Hodkinson, 2009)

Habitus
ways of thinking, ways of acting, habits, tastes, dispositions

Capital
cultural, social, economic, symbolic

Field
positions, forces, contexts
What do schools want from parents?
Case Studies

- Parents Turn
  https://derby.openrepository.com/handle/10545/623103

- INSPiRED Teenager programme
  https://www.careersadviceforparents.org/inspiredteenager.html

- PACTS (Parent as Career and Transition Supports)
  Brotherhood of St Laurence/Melbourne Institute
INSPIRED

Identity
Needs and Wants
Strengths, Talents and Skills
Passions and Interests
Impact and Contribution
Relationships
Environment
Direction and Goals
PACTS

Workshop One – Beginning to Explore
• Finding a place to start
• Communicating with young people about careers
• Occupational categories
• Careers/vocational instruments
• Learning to use the Job Guide
• Skills connection

Workshop Two – Career and Transition Services
• Career services and resources
• Training and further education options: High School Certificates, VET in Schools, SBATs, TAFE and University
• Apprenticeships and Traineeships
• What is Group Training?

Workshop Three – Jobs
• Tackling the employment market
• Telephone skills for job seeking
• Preparing for interviews
• Job Services Australia
Top tips for Careers Leaders in engaging parents in their child’s career learning and development

1. Develop your approach to conferencing (and link to personal guidance)
2. Optimise your use of communication channels with parents (including social media, webinars, website)
3. Encourage parents to tell their own career story
4. Understand more about raising aspirations (e.g. know about time discounting preferences and risk aversion)
5. Develop a themed curriculum for partnership based on co-construction (likely issues inc. qualification pathways, LMI, financial planning, future of work, child employment by-laws)
6. Evaluate the partnership regularly
Communication channels

- impromptu conversations
- letters home
- articles in parents’ newsletter/e-newsletter
- questionnaires (given out at parents’ evenings or posted online)
- posters and displays (including plasma screens)
- presentations and discussions at parents meetings
- report meetings on progress and attainment
- leaflets and booklets
- individual consultations
- careers pages on the school website
- blogs, texts, micro-blogging
- discussions with the Parents Council
Telling your story

• As a child, what did you want to be when you grew up?
• Is there a job which runs in your family?
• What role did family members play in your own career decisions while you were growing up?
• What help with making career decisions did you get at school?
• How did you make your last big career decision?
How would you go about devising a strategy for extending parental engagement?
Devising a strategy for extending parental engagement

- Consolidate understanding of the uses and abuses of social media – set aside time to learn about specific tools, safety and security
- Organise SLT support – agree who can post
- Set goals and plan ahead
- Inform your parent community (but avoid pitfalls like ‘the greatest thing since sliced bread’)
- Make time to post and reply
Useful resources

- [http://www.parentalguidance.org.uk/](http://www.parentalguidance.org.uk/)
- [https://www.cascaid.co.uk/news-case-studies/parents-guide-careers-guidance/](https://www.cascaid.co.uk/news-case-studies/parents-guide-careers-guidance/)
- The Complete University Guide [https://www.thecompleteuniversityguide.co.uk/preparing-to-go/advice-for-parents/](https://www.thecompleteuniversityguide.co.uk/preparing-to-go/advice-for-parents/)
- Which? University [https://university.which.co.uk/advice/advice-for-parents/the-parent-guide-to-university](https://university.which.co.uk/advice/advice-for-parents/the-parent-guide-to-university)
- Target Careers – Resources for parents and teachers [https://targetcareers.co.uk/parents-and-teachers](https://targetcareers.co.uk/parents-and-teachers)
- [https://www.parenthub.co.uk/](https://www.parenthub.co.uk/)