Practice Week: Literature Review

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| Name of research paper: |
| Working with Parents to support children’s learning |
| Authors and dates: |
| Education Endowment Foundation  October 2021 |
| Brief overview: |
| This EEF guidance report reviews the best available research to offer schools and teachers four recommendations to support parental engagement in children’s learning.  Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. |
| Key findings |
| Critically review how you work with parents: if the aim is only to improve academic outcomes than classroom is best place for this to happen. Should review then focus on areas that have better evidence, listed as following.  Provide practical strategies to support learning at home. Help parents create routines and good homework habits, warning that direct parental assistance with homework isn’t always effective. Initiatives to encourage summer reading and shared book reading are effective.  Tailor communications. Encourage a positive dialogue. Contact should be personalised, and this is often much more effective and successful. Ensure contact is linked to learning and promotes and celebrates success. Ensure it is 2 way, consulting parents with how they can be involved. ½ of parents surveyed felt they had not been consulted.  Offer more sustained and intensive support where needed. Talk to parents about what would help and target to avoid widening gaps. Carefully avoid stigmatising and blaming. When planning group based parent initiatives give careful thought to time and location, as well as creating an informal and welcoming environment. Consider home visits for younger children. |
| Hyperlink to article |
| [Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) |

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| Name of research paper: |
| Mobile Technology and Family Engagement: Texting Intervention Increases Head Start Parent’s Engagement in Parent-Child Activities. |
| Authors and dates: |
| Lisa B Hurwitz, Alexia R Lauricella, Ann Hanson, Anthony Raden and Ellen Wartella.  Harvard Graduate School of Education  March 2016 |
| Brief overview: |
| Research study designed to explore impact of text messages in increasing parental engagement with home-based learning activities with their child.  The study ran for six weeks. There was a cohort of parents who were given access to daily text messages offering parent-child activity tips covering a wide range of topics – including Literacy, Numeracy and Creative Play ideas. There was a control cohort of parents who did not have access to the daily text messages. |
| Key findings |
| Parents who received the text information:   * were positive about the offer; and * reported they engaged with more activities with their child at home – specifically the pretend play; telling stories; describing what they are doing.   The study concluded, texting parents was effective at   * driving up parental engagement in home learning; * supporting FATHERS to engage with home learning activities - especially pretend play; art and craft activities; singing songs; telling stories; and * supporting parents of BOYS to engage with more home learning activities – especially pretend play; telling stories; art and craft activities. |
| Hyperlink to article |
| <https://archive.globalfrp.org/publications-resources/publications-series/family-involvement-research-digests/mobile-technology-and-family-engagement-texting-intervention-increases-head-start-parents-engagement-in-parent-child-activities> |

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| Name of research paper: |
| Engaging Parents in Parenting Programmes: Lessons from Research and Practice. |
| Authors and dates: |
| Nick Axford, Mina Lehonten, Dwan Kaukji, Kate Tobin and Vashti Berry  Elsevier – Children and Youth Services Review  Social Research Unit  March 2012 |
| Brief overview: |
| The paper sought to address the evidence around why when evidence-based parenting programmes are implemented in ‘real world’ settings they often fail to produce the results shown in efficacy trials.  The paper looked to review the evidence and research around engaging with parents. |
| Key findings |
| The paper concluded that for successful parental engagement you needed:   * a clear recruitment process ( identifying WHO will be best placed to be invite to join the intervention) * good communication and liaison with stakeholders * incentives for recruitment and retention (WHY should the parents come to the intervention – outcomes focused) * active and creative outreach work (best to engage with those trusted by the parents eg community leaders etc) (best to use many opportunities to engage with parents prior to intervention beginning/ while it is happening) * to invest in building relationships with parents you wish to invite to interventions * to make intervention programmes easily accessible (Transport? Childcare? Addressing parental needs around Literacy etc) * to have realistic expectations (not to expect parents to commit to series of workshops ‘cold’) |
| Hyperlink to article |
| <https://mnprek-3.wdfiles.com/local--files/engaged-families/Engaging%20parents%20in%20parenting%20programs.pdf> |

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| Name of research paper: |
| Parental involvement on student academic achievement: A meta-analysis |
| Authors and dates: |
| Maria Castro et al, February 2015 |
| Brief overview: |
| This paper provided an analysis of research into parental involvement and academic achievement through an analysis of 37 studies in Primary and Secondary Schools. The results showed that parental models most linked to high achievement are those focusing on general supervision of the children’s learning activities. |
| Key findings |
| * + Strong association when families have high academic expectations, when measured globally rather than specific areas of knowledge. Also when parents maintain communication with the school about all school activities.   + Should be wary that parental involvement is multifaceted and multidimensional and therefore it’s great complexity makes it difficult for a single study address all angles and effectiveness.   + Most effective when viewed holistically, considering: overall participation, communication with children on school issues, homework (parents establish routines and not direct help), parental expectations, and ensure parental attendance at range of school activities. |
| Hyperlink to article |
| [Parental involvement on student academic achievement: A meta-analysis - ScienceDirect](https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000032) |