



# MEET THE PROJECT TEAM

Moray House  
School of  
Education

Scottish Book  
Trust

Psychological  
Services  
(CEC)

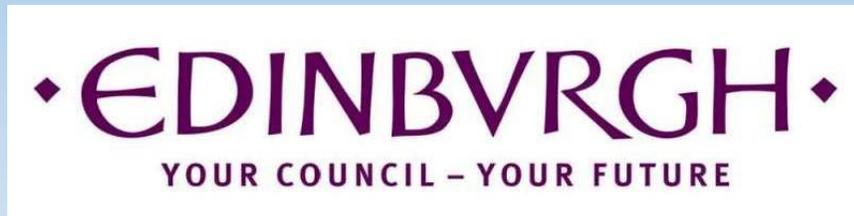
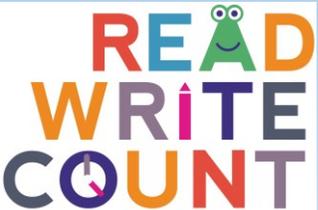
Edinburgh  
City Libraries  
(CEC)

Literacy  
Strategy  
Team  
(CEC)

Family  
Learning  
Team (CEC)

# Our Aims

- To support parental engagement under the Family Learning umbrella, currently supported by Community Learning and Development Family Learning
- To enable trainee teachers to develop their skills/practice around parental engagement with the child's learning



# Read, Write, Count

The screenshot shows the homepage of the Read, Write, Count website. At the top left is the logo with the text 'READ WRITE COUNT'. To the right is a search bar and the text 'Càidhlig They're counting on you' with social media icons for Facebook and Twitter. Below this is a navigation menu with buttons for 'Home', 'Read', 'Write', 'Count', 'Why', 'Ideas to keep', and 'Activity bags'. A banner below the menu says 'WHAT'S YOUR CHILD'S DREAM?' with a 'FIND OUT MORE' button. The main content area features the headline 'Make your child's life better in every way by learning every day.' followed by a paragraph: 'This is a place where parents and carers can find ways to help their children learn vital life skills like reading, writing and counting. The ideas and activities are simple, and either free or cheap to do. Most of them can also fit into your routine (e.g. at the shops or on the walk to school) so they'll take no time at all. They can, however, make a big difference to your child's life now, and in the future.' To the right of this text is a photo of a woman and a young boy reading a book together, with a 'Find reading ideas' button overlaid on the bottom.

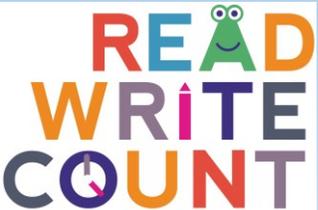
[readwritecount.scot](http://readwritecount.scot)

### Choose an everyday activity

This section displays three activity cards. Each card has a photo at the top, a title, a category icon, and a 'Try this' button. 1. 'Making a meal' (Read Activity) shows a woman and a child in a kitchen. 2. 'On the bus' (Write Activity) shows a boy looking out a window. 3. 'Around the house' (Count Activity) shows a man and a child playing.

### Find out how other families Read, Write, Count

This section features two content cards. The first is a video titled 'Shop 'til you Read, Write, Count' showing a girl in a supermarket aisle, with a 'Watch this video' button. The second is a photo story titled 'Every second counts' showing a man and a child counting items, with a 'Try this' button.



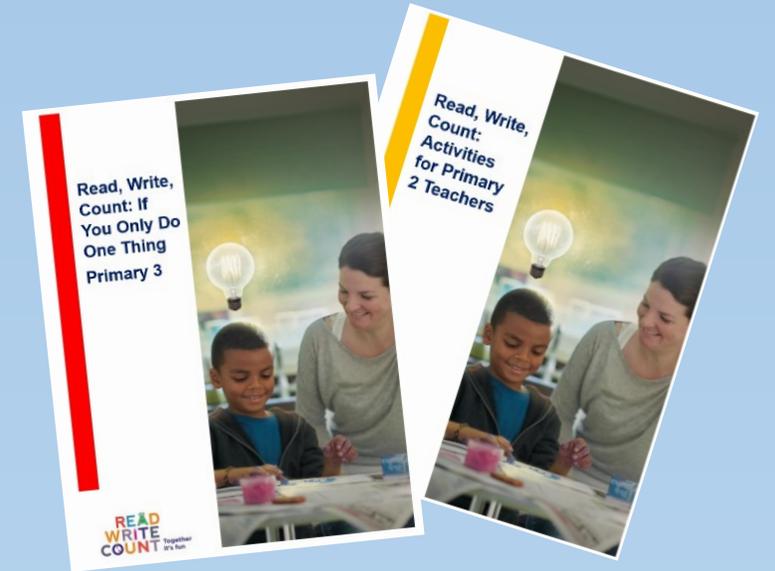
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# Read, Write, Count Bags



- Two books
- Maths games
- Writing prompts
- Notebook
- Pencil
- Activity guide for parents



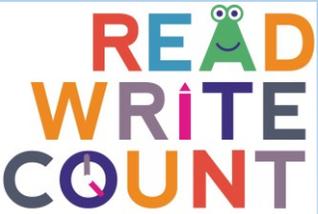
[scottishbooktrust.com/learning/read-write-count](http://scottishbooktrust.com/learning/read-write-count)

# A Context For Learning



# Niddrie Mill and Castleview Primary Schools

- Read, Write, Count at Niddrie Mill
- Project Wonderland (Lyceum Theatre) at Castleview



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# Read, Write, Count at Niddrie Mill

- December 2016
- Read one book out as a class
- Activity 'stations' where pupils (and their parents) could choose what they wanted to do
  - activities were designed to be fun and reinforce the themes in the book
  - e.g. puppets, wanted posters.

# Read, Write, Count at Niddrie Mill – feedback from parents

- Enjoyed spending time with their children in the classroom, and seeing some of the ways they are learning.
- Significant barriers to attendance during the school day – parents who work shifts or are on zero hours contracts.
  - One parent had taken a day of annual leave to come in.

# Project Wonderland at Castleview

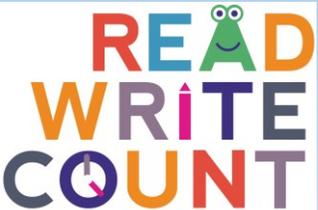
- December 2016 - Every Friday afternoon 1:30 – 3:30
- Drama and storytelling workshops – very physical!
- Ages 2 to 10 in attendance
- Parental participation – strong sense of inclusion
- Free tickets to the Lyceum Christmas production of *Alice in Wonderland*

# RWC and PW from a Secondary Perspective

- Programmes are as much (sometimes more) for the parents as for the pupils
- Creating parental networks and communities
- Enabling access to multiple literacies, including cultural
- Encouraging lifelong learning opportunities

# RWC and PW from a Secondary Perspective

How do we encourage parental communities and networks within a secondary context?



# RWC and PW from a Secondary Perspective

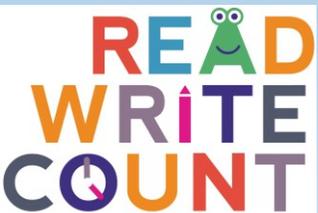
- Holyrood RC High School – Targeting Literacy through PEF
  - Inviting parents and pupils for ‘literacy evenings’ once a fortnight
  - Games: Scrabble and Bananagrams
  - Every pupil and **every adult** were able to choose a new book
  - Giving parents ideas about how they can reinforce literacy at home
  - Building relationships between teachers and parents, pupils and teachers

# Does the *Read Write Count* Project effectively engage parents?

## An exploration of the views of literacy co-ordinators

My overall aim was to explore how the *Read Write Count* project was implemented across one local authority. Through gathering the views of the literacy co-ordinators, I was able to gain insight into how they supported, promoted, and facilitated parental engagement in their schools.

Kerriann Kerr



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# Literature

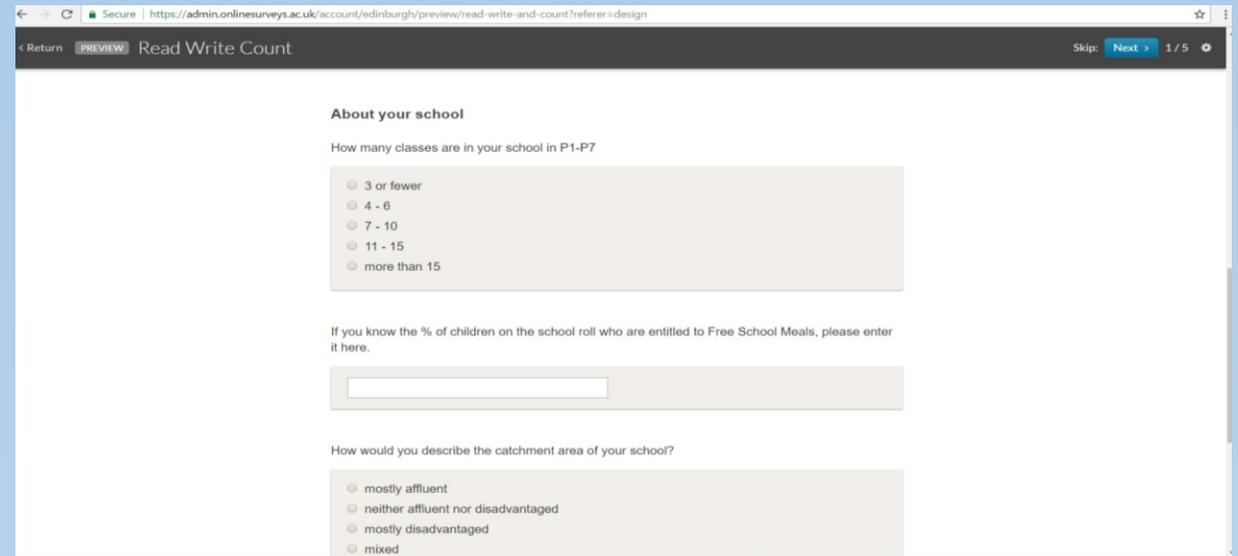
- **Barriers to parental engagement** (LaRocque, Kleiman and Darling, 2011)
- **Families in most need of support** (Nutbrown *et al.*, 2016; Jones, 2009).
- **Three-step continuum model** shift from involvement to engagement (Goodall and Montgomery, 2014)

# Research questions

1. How do literacy co-ordinators **understand the role** of parental engagement in **supporting** children's learning?
2. What **strategies** do schools use **to promote** parental engagement?
3. What **challenges**, if any, do literacy co-ordinators identify in **facilitating** parental engagement?
4. In what ways, if at all, are the *Read Write Count* resources being **used in schools to support** parental engagement?

# Data collection

Of the population of 88 literacy co-ordinators, data were collected from 17 - through a questionnaire using a secure external survey website



## Findings: *Parental Engagement*

When asked their understanding of parental engagement, around ½ the literacy co-ordinators described it as involving engaging parents 'actively' with their child's learning

What 'active' involvement looked like varied across schools.

More than ½ mentioned their parent council as a key form of parental engagement

*"Lots of PTA activities, summer fair, Christmas market, movie afternoons, ceilidh, discos"*

*"attend meetings with the head teacher to discuss the School Improvement Plan and changes... to Policy."*



# Findings: Familiarity with *Read Write Count*

Would receiving support from a *Family Learning Worker* be likely to benefit their school in its work with parents?

7 'yes'

8 'did not know enough about family learning workers to be able to answer the question'

1 'no'

1 'other'

## **Findings: *Read Write Count***

*'As a school with a very active parent body who generally hold a good understanding of the importance of literacy and numeracy and the ways to support their child's learning in these areas, some parents did find the activity suggestions to be a little patronising.'*

*'An activity event would have been useful for parents and children, as ways the resources could be used could have been shown to families.'*

*'They really appreciated the maths resources as beforehand, they did not really know how to do age appropriate maths at home with younger children.'*

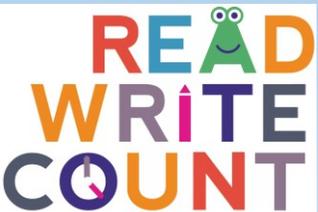
# My thoughts...

- Clear difference across catchment areas in both views on parental engagement and use of *Read Write Count* resources
- Inspired as both a parent and a teacher to do more to support parents to engage in their child's learning
- understanding the challenges that each setting brings in facilitating parental engagement

# Working with families with English as an Additional Language (EAL): is there a role for Read, Write, Count?

Overall aim was to investigate how teachers and professionals understand the opportunities and challenges afforded by the Scottish Book Trusts' RWC, for supporting their work with families with English as an additional language.

Robyn Ivory



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# What some previous literature has said...

- Importance of communication
- Panferov (2010) – most effective forms of communication are those offered in parents first language
- Offering resources in first language is extremely important
- Bookbug offers resources in other languages

# Research questions

1. How do teachers and other educational professionals approach parental engagement with families where English is an Additional Language (EAL)?
2. What particular opportunities and challenges do they identify?
3. How accessible do teachers and other professionals believe the RWC materials are for families with EAL? What suggestions, if any, are offered for how the RWC materials may be adapted for families where English is an Additional Language?

# Method of data collection

Semi- structured interviews with:

- Primary school teachers (3)
- Bilingual parent
- Local librarians (2)
- Family Learning Worker
- EAL teacher

# Context and Methodology

- One school in an affluent area
- 5 nursery-primary 3 teachers
- Semi-structured interviews

# What I found...

- Four main themes: engaging with parents, barriers to parental engagement, support in place for families with EAL and ways in which Read, Write, Count (RWC) could be developed.
- Main ones to be discussed are barriers to parental engagement and ways in which RWC could be developed.

# Barriers to parental engagement

Cultural differences *" They [parents] don't know that they are expected to come into the school, they are not aware, you know culturally they are not expected to be invited in because their children's learning is seen as being the job of the school. That whole idea of parental engagement being important is quite a new idea to a lot of the bilingual families" (FLW)*

Language barriers *"...if you've got the language barrier, if the parents haven't got very good English it can be difficult then to give them advice or explain and give them appropriate things to do at home with their child, to help them get to a certain level."*  
(Teacher 1)

# Ways in which RWC could be developed

*"if you are unable to read in English, you can't even read the book so it is not as easy (for those who do not speak English)" [parent]*

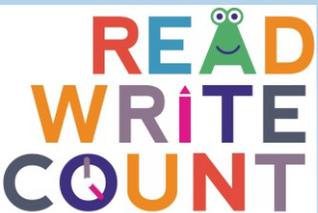
*"They could also do it [RWC books], in English for parents that maybe struggle to read themselves, so you could have it in English as well so they've got like a Jackanory type thing, where you've got somebody holding up the book and reading it." (Teacher 2)*

*"People have been asking if SBT want to produce new books in different languages because Bookbug is around and lots of people are really interested that Bookbug is in different languages" (Librarian 2)*

# Teacher perceptions of parental engagement, family literacy and the RWC project in an affluent area

- How do early years teachers understand and define parental engagement and how do they promote it in their own practice?
  - What role, if any, do early years teachers think family literacy has in the development of children's literacy?
  - What do early years teachers understand to be the purpose of RWC, and what role, if any, do they see for the RWC materials in supporting parental engagement?
- \*Universal vs. targeted approaches?

Anni MacKay



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# Context and Methodology

- One school in an affluent area
- 5 nursery-primary 3 teachers
- Semi-structured interviews

# Overall findings

- Perceived high 'capital' levels
- 'Transfer of knowledge'
- High family literacy levels
- *"it's a fine balance between not patronising our parental body by saying ok come in, we're going to show you. It's doing it in such a way where we're actually saying come in and support us not come in and we're going to tell you what to do, come in and support us, support your child"[my emphasis].*

# Overall findings

School context strongly influenced perceptions

*"I think [the children] bring a wealth of knowledge with them, you see that particularly in this area"*

*"I think it's probably just a bit of a flying start in a way if [children have] been exposed to literacies since the day they were born"*

# Conclusions

Universal vs. targeted initiatives?

*"I think for us, yes, I think they do have a role but I'm not sure how big a role it is, I think a lot of our kids have books at home and go to the library with their families"*

*"I'm in two minds about it actually to be honest, a good proportion of our parents do still take their children to libraries and that's not the case in all areas of the country and there are still that minority here that wouldn't go but mostly our children do visit libraries and have a wealth of books to have a look at and read and enjoy."*

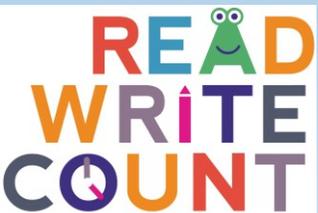
# Themes from across the 6 projects

- Jodie, Anna and Hollie's projects
- Themes across the projects
- Implications for Moray House

# Exploring how the numeracy element of Read, Write, Count is used in one primary school, including opinions from associated health professionals.

- Data were generated with parents (18), family nurses (5) and primary teachers (4)
- All wanted to see numeracy materials in BookBug.
- Parents were much more likely to use resources (87%) when the children had been introduced to them in class than when they had not (20%).

Jodie Kemp



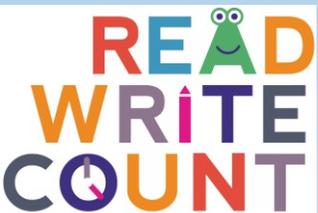
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# Do Family Learning initiatives make a difference to parental confidence and engagement?: parental perspectives of *Bookbug* and *Read Write Count!* and associated workshops

- 48, P1-3 parents responded to a questionnaire, 11 of whom had attended a FL workshop.
- Over 75% of those who attended a workshop regularly used the materials at home compared with 33% of those who did not attend.
- 9 out of 11 said their confidence had improved or improved 'very much'. All found the workshops useful, 10 out of 11 would attend another similar workshop.
- Around half of those who had not been invited to a workshop said they would like to attend something similar.

**Anna Stembridge**



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# Exploration of the attitudes of pre-service teachers towards parental engagement and how this is impacted through their involvement in the Moray House Read Write Count project.

- Interviews with 6 ITE students
- learned most about parental engagement on placement
- Identified things to be added to their programme
- Increased awareness of the importance of parental engagement
- The importance of avoiding a deficit approach

**Hollie Strang**



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# Drawing out some themes...

- Different understandings of parental engagement
- Assumptions about parents as a homogenous group
- The potential of RWC is currently under-exploited
- Numeracy elements very welcome, need for more
- The importance of services such as libraries and adult and community learning

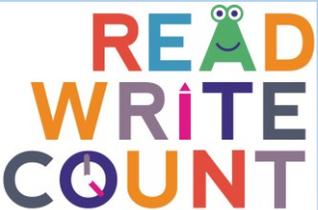
# Implications for Moray House

- Students have made some great suggestions about what they'd like to see
- We would like to see MHRWC continue in some form
- Proposal to invite 3<sup>rd</sup> year's to learn more about parental engagement and using the RWC resources before placement
- Inviting PGDE students and MAPrimary students to feed back examples of practice they see on placement to SBT

# City of Edinburgh Council Next steps

Raising Attainment-Closing the Gap

An opportunity for parents and children to work meaningfully together

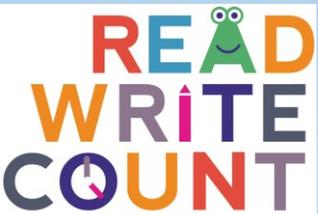


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# Operational plans

- Preparations for 2017 gifting underway-gathering information on numbers, arranging courier to deliver bags, informing Head teachers
- Information session for Literacy Co-ordinators, with input from SBT and opportunity to share good practice held in May.



# Training and Development

- CPD for teachers will be planned for next session, to be jointly delivered by Scottish Book Trust and Family Learning
- CPD will include ideas for designing activities to use with parents and children
- Information from student research shared with CEC Literacy Improvement Team, and QIEO and Development Officer with responsibility for Numeracy, to be discussed at first team meeting next session

# Points for discussion

- Within your school, can you identify a member of staff who could be a link person for the programme next session?
- Is there any training required to help your school with Read Write Count-e.g. gifting, parental involvement, using the resources?
- Would you be willing to allow a student teacher flexibility to work with parents and/or Family Learning during their placement?