

National Teacher Parental Engagement Survey

Start of Block: Consent

Participant Information Leaflet

Title of Project: Training teachers to facilitate effective parental engagement
Name of Researcher(s): Catherine Jones (PhD student) + Professor Olympia Palikara (supervisor)

Introduction

You are invited to take part in a research study. Before you decide, you need to understand why the research is being done and what it would involve for you. Please take the time to read the following information carefully. Talk to others about the study if you wish. Please ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Who is organising and funding the study?

This study is organised by Catherine Jones under the supervision of Professor Olympia Palikara. The study is funded by an Economic and Social Research Council studentship (award number ES/P000711/1).

What is the study about?

The purpose of this study is to understand teachers' knowledge, skills and attitudes in relation to parental engagement. We want to know more about the training teachers have already received and about any further training that might be needed.

What would taking part involve?

Taking part involves completion of an anonymous online survey. This will take around 10 minutes.

Do I have to take part?

No. Participation in this study is completely voluntary and choosing not to take part will not affect you in any way. You can also choose to stop at any time, without giving a reason, by closing your internet browser. It will not be possible to withdraw your data after completing the survey because all data is fully anonymised.

What are the possible benefits of taking part in this study?

The results of the study will enable us to develop recommendations for evidence-based training to help teachers to facilitate effective parental engagement.

What are the possible disadvantages, side effects or risks, of taking part in this study?

There are no disadvantages, side effects or risks of taking part in this study.

Will my taking part be kept confidential?

Data will be collected through Qualtrics and will not include any identifying information (for example your name, place of work or contact details). All data will be fully anonymised at all stages of the study.

What will happen to the data collected about me?

All data will be fully anonymous at all points in this study. No personally identifiable data will be collected. Data will be stored securely in line with the University of Warwick's policies and procedures. Your rights to access, change or move your information are limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. This data may also be used for future research, subject to your consent at the outset of this research project. For further information, please refer to the University of Warwick Research Privacy Notice which is available here: <https://warwick.ac.uk/services/idc/dataprotection/privacy/notice/researchprivacynotice> or by contacting the Information and Data Compliance Team at GDPR@warwick.ac.uk.

What will happen to the results of the study?

The results of the study will be used as part of a PhD thesis and will be published in academic peer reviewed journals. We also hope to produce summaries for teachers and policy makers.

Who has reviewed the study?

This study has been reviewed and given favourable opinion by the Education Studies Department, University of Warwick.

Who should I contact if I want further information?

Catherine Jones (c.jones.27@warwick.ac.uk) or Professor Olympia Palikara (o.palikara@warwick.ac.uk)

Who should I contact if I wish to make a complaint?

Any complaint about the way you have been dealt with during the study or any possible harm you might have suffered will be addressed. Please address your complaint to the person below, who is a senior University of Warwick official entirely independent of this study:

Head of Research Governance
Research & Impact Services
University House
University of Warwick
Coventry
CV4 8UW
Email: researchgovernance@warwick.ac.uk
Tel: 02476 575733

If you wish to raise a complaint on how we have handled your personal data, you can contact our Data Protection Officer who will investigate the matter: DPO@warwick.ac.uk. If you are not satisfied with our response or believe we are processing your personal data in a way that is not lawful you can complain to the Information Commissioner's Office (ICO).

Consent form

1. I confirm that I have read and understand the Participant Information Sheet above. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected.
3. I understand that the anonymous data collected during the study will be used for a PhD thesis and related academic publications.
4. The final anonymised dataset may be placed into a repository so enable future use of the data. I am happy for my data to be used in future research.
5. I agree to take part in the above study.

☐ Yes

☐ No

Skip To: End of Survey If = No

End of Block: Consent

Start of Block: Section 1 - Prior training

Which of the following best describes your Initial Teacher Training?

- ☐ Undergraduate university-based teacher training course (e.g., BA or BSc with QTS)
 - ☐ Postgraduate university-based teacher training course (e.g., PGCE or PGDE etc.)
 - ☐ School-based teacher training course through TeachFirst
 - ☐ School-based teacher training course through Schools Direct or SCITT Provider
 - ☐ Other (please specify) _____
-

Did you complete your initial teacher training in England?

- ☐ Yes
 - ☐ No
-

Do you have Qualified Teacher Status (QTS)?

- ☐ Yes
 - ☐ No
-

 Validation: number between 1970 and 2024

What year did you complete your initial teacher training?

During your teaching career, have you received training on any of the topics below?
For each topic, please indicate if it was included in your initial teacher training and/or covered by professional development activities since you qualified.

	Included in my initial teacher training	Included in my professional development since qualifying	No training received
What parental engagement is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Why parental engagement is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which parental engagement activities are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to identify and remove barriers to parental engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to build parents' confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to build parents' skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to conduct effective parent-teacher meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to build trusting relationships with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to engage parents who have had negative experiences of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to engage parents who speak a different first language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to engage parents from different cultures or countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to engage parents experiencing poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Start of Block: Section 2 - Parental engagement knowledge



Validation: at least 25 words

In your own words, please explain as fully as possible what you think is meant by the term **“parental engagement”**. Please include **examples** of what strong parental engagement looks like. (25 word minimum)

For each of the parental engagement activities below, please indicate to what extent you think they impact on students’ achievement.

	Consistently negative impact	Likely negative impact	Inconclusive	Likely positive impact	Consistently positive impact
Parents reading with children at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents attending school events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents talking with their children about learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents helping with homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents setting high academic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Section 2 - Parental engagement knowledge

Start of Block: Section 3 - Parental engagement skills

Please indicate the extent to which you agree or disagree with each of the statements below.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
I am confident in my ability to facilitate parental engagement with children's learning in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to facilitate parental engagement with children's learning outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to engage with parents who speak other languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to engage with parents who have had negative school experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to engage with parents experiencing poverty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to conduct effective parent-teacher meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to identify and remove barriers for parents who are not visibly engaged with their children's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to signpost parents to educational resources and educational activities beyond the school gates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to signpost parents to other sources of support for non-educational concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Section 3 - Parental engagement skills

Start of Block: Section 4 - Parental engagement attitudes

Thinking about your current school community, please respond to the statements below.

	Far too low	A little too low	About right	A little too high	Far too high
The current level of parental engagement with teachers and school events is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The current level of parental engagement with children's learning outside school is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with each of the statements below.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Teachers should be trained to communicate with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should be trained to identify and remove barriers to parental engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and teachers should be equal partners in children's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All parents want their children to receive a good education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some parents at my school don't care about their children's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking to parents takes up too much of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the names of the parents for most children that I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with parents can have a large positive impact on children's outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more training on how to engage parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents without academic qualifications can't effectively support their children's education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each of the statements below, please indicate whether you think it **should be part of a teacher's job** to offer this for all parents, some parents, or not part of a teacher's job at all.

	For all parents	Only for some parents	Not at all
Reporting to parents at least termly on their child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly communicating with parents about what their children are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to parents' queries in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating engagement with learning at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consulting parents on decisions that impact their children's education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building parents' confidence in supporting learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining or demonstrating relevant parts of the curriculum for parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signposting parents to online educational resources (e.g. apps, websites, documentaries etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signposting parents to physical educational resources (e.g., libraries, museums, events etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signposting parents to external services for non-educational support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking information from parents about their children and their family circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with parents at times convenient to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with parents at places convenient to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Section 4 - Parental engagement attitudes

Start of Block: Section 5 - Current practice

How often do you carry out each of the activities below?

	Never	Annually	Termly	Monthly	Weekly	Daily
Communicating with parents about payments (e.g. trips, dinner money etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacting individual parents about poor behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacting individual parents about good behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacting individual parents about poor academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacting individual parents about good academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with parents about what their children are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to parents' queries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consulting parents on decisions that impact their children's education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working directly with parents to build their academic understanding/ confidence supporting learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signposting parents to digital educational resources (e.g., apps, websites, documentaries etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signposting parents to physical educational resources (e.g., libraries, museums, events etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signposting parents to external services for non-educational concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Seeking information from parents about their children's needs or interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking information from parents about their family circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with parents at places convenient to them (e.g., home visits or community meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following best describes your communications **with individual parents**?

- ☐ I rarely communicate with individual parents and my focus is on providing group information. For example, I use mostly mass communications such as letters or online posts to give whole class updates.
- ☐ I sometimes communicate with individual parents and my focus is on responding to concerns. For example, I reply to queries and reach out to them if there is a problem.
- ☐ I often communicate with individual parents and my focus is on two-way communication. For example, I have two-way conversations with parents about positive and negative developments related to their child's behaviour and learning.
- ☐ I regularly communicate with individual parents and my focus is on proactively building relationships with them. For example, I seek parental input, learn about their individual context and follow up regularly to build trust over time.
- ☐ None of the above

End of Block: Section 5 - Current practices

Start of Block: Section 6 - Barriers

What **prevents you** from engaging with parents more (please select all that apply).

- ☐ ☒ Nothing – There are no barriers that prevent teachers engaging more with parents.
- ☐ Lack of time
- ☐ Lack of training
- ☐ Lack of confidence
- ☐ Lack of resources
- ☐ I don't feel it is part of my job
- ☐ Other (please specify)

What **prevents parents** from engaging more **with teachers and school events** (please select all that apply).

- ☐ ☒ Nothing – There are no barriers that prevent parents engaging more with teachers.
 - ☐ Parents not caring
 - ☐ Parents lacking skills
 - ☐ Parents not speaking English
 - ☐ Parents too busy to attend events
 - ☐ Parents not being able to arrange child care
 - ☐ Parents not being able to afford transport costs
 - ☐ School events held at inconvenient times
 - ☐ School events held in inconvenient places
 - ☐ School events are intimidating for parents
 - ☐ School staff not speaking community languages or providing translation
 - ☐ School events not allowing parents to bring younger children
 - ☐ Attitudes of school staff are off putting for parents
 - ☐ Other (please specify)
-

What **prevents parents** from engaging more **with learning at home** (please select all that apply).

- ☐ ☒ Nothing – There are no barriers that prevent parents engaging more with learning at home
- ☐ Parents not caring
- ☐ Parents lacking skills
- ☐ Parents not speaking English
- ☐ Parents too busy to engage with their children's learning
- ☐ Parents lacking confidence to engage with their children's learning
- ☐ Parents don't know how to engage with their children's learning
- ☐ Parents don't have educational resources at home (e.g. books, games, apps etc.)
- ☐ Parents are unaware of education resources in the community (e.g. museums, libraries etc.)
- ☐ Other (please specify)

End of Block: Section 6 - Barriers

Start of Block: Section 7 - Covariates

This final section includes questions about workload, stress, self-efficacy, social status and parenthood. We are interested in whether any of these factors relate to teachers' parental engagement practices.

The next four questions ask you about your feeling and thoughts **during the last month**. In each case, please indicate **how often** you felt or thought a certain way.

	Never	Almost never	Sometimes	Fairly often	Very often
1. In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In the last month, how often have you felt that things were going your way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree or disagree with each of the statements below.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I will be able to achieve most of the goals that I have set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When facing difficult tasks, I am certain that I will accomplish them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I think that I can obtain outcomes that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can succeed at most endeavours to which I set my mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to successfully overcome many challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can perform effectively on many different tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to other people, I can do most tasks very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when things are tough, I can perform quite well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Validation: number between 0-50

During term time, how many hours are you **contracted** to work **per week**?

Reference points for teachers working in English state schools:

Full time = 32.5 hours per week

0.8 FTE = 26 hours per week

0.6 FTE = 19.5 hours per week

0.4 FTE = 13 hours per week

0.2 FTE = 6.5 hours per week

 Validation: number between 0-100

How many hours do you **actually** work per week?

Please include all work completed both at home and in school.

My current workload is...

☐ Manageable

☐ Unmanageable

Think of a ladder with 10 steps representing where people stand in the United Kingdom. At **step 10 are people who are the best off** – those who have the most money, the most education, and the most respected jobs. At **step 1 are the people who are worst off** – those who have the least money, least education, and the least respected jobs or no job.

Thinking back to when you were a child at school, where would you have placed your family on this ladder?

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----



Are you a parent?

☐ Yes

☐ No

Skip To: End of Block If Are you a parent? = No

Do you currently have school-age children?

☐ Yes

☐ No

End of Block: Section 7 - Covariates

Start of Block: Section 8 - Demographics

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ Prefer not to say

Which of the following best describes your ethnicity?

- ☐ White
 - ☐ Asian
 - ☐ Black
 - ☐ Mixed or multiple ethnicities
 - ☐ Other ethnic group (please specify)
-

 Validation: number between 20-70

How old are you?

 Validation: number between 0-50

How many years have you been teaching?

What level do you teach?

- ☐ Primary school
- ☐ Middle school
- ☐ Secondary school

What year group(s) do you teach? (please select all that apply)

- ☐ Reception
- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5
- ☐ Year 6
- ☐ Year 7
- ☐ Year 8
- ☐ Year 9
- ☐ Year 10
- ☐ Year 11
- ☐ Year 12
- ☐ Year 13

Which of these best describes your role in school?

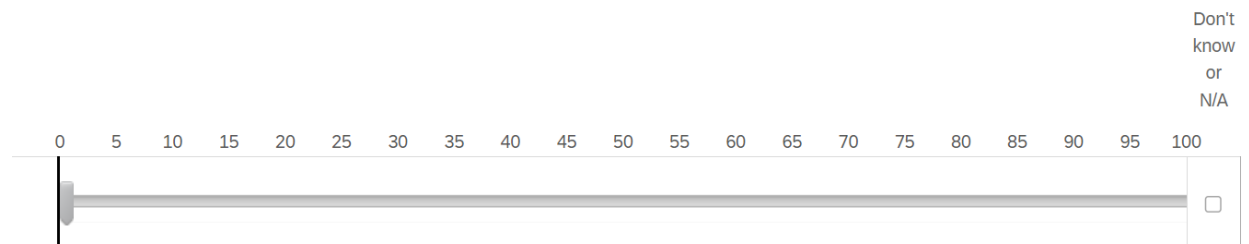
- ☐ Classroom teacher
- ☐ Senior leader
- ☐ Headteacher

Which of the following best describes your school type?

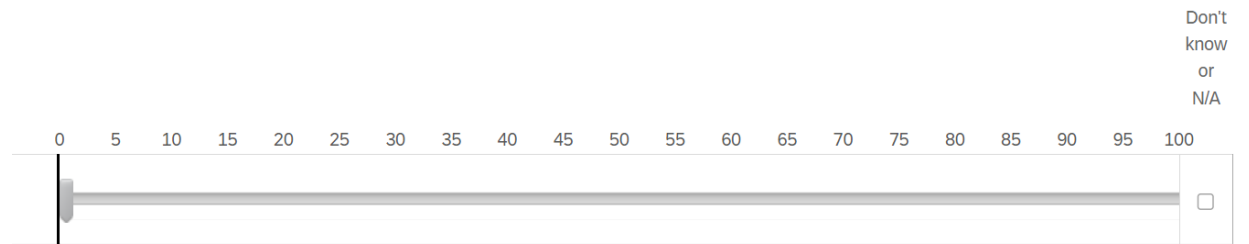
- ☐ Mainstream state school
- ☐ Mainstream independent school
- ☐ Special school
- ☐ Pupil referral unit

The last two questions ask for some important contextual information about your school. If you are not sure, you can find the information at: <https://www.find-school-performance-data.service.gov.uk/> Enter the name of your school, click 'absence and pupil population', the information will be displayed in the table.

Approximately what percentage of children at your school attract pupil premium funding?



Approximately what percentage of children at your school do not speak English as their first language?



End of questions. Thank you so much for your time.

You can use this space for any other comments related to your experiences with parents and your training for parental engagement.

Thank you. Your response has been recorded.

If you've been affected by any of the topics covered in this survey, you can contact Education Partnership Support – a UK charity offering free help, advice and support for teachers. <https://www.educationsupport.org.uk/>