**Family Learning works because:**

## M1.5a

|  |  |  |  |
| --- | --- | --- | --- |
|  | True | False | Both |
| All parents care about their children’s education. |  |  |  |
| Sometimes parents need support to recognise the value of their own contribution to their children’s learning. |  |  |  |
| The children are always in the same room as the adults. |  |  |  |
| Everyone’s contribution is respected, encouraged, and acknowledged. |  |  |  |
| It uses a strengths-based model, building on what parents and children already know and can do. |  |  |  |
| The topics and activities are always fixed clearly in advance. |  |  |  |
| Programmes are flexible so that parents’ and children’s experiences, interests, and concerns can be built in. |  |  |  |
| Children and adults do exams together so can help each other. |  |  |  |
| Individual ways of learning and accessing information are identified, discussed, and catered for on programmes through the range of activities and resources provided. |  |  |  |
| Adult activities allow for in-depth discussions in which peer learning and support plays a key role. |  |  |  |
| Tutors can point out where parents are going wrong. |  |  |  |
| It is informal and non-threatening so that, not only children, but adults who do not see themselves as learners can have a positive experience of learning. |  |  |  |
| It is designed to engage learners in a range of practical activities that encourage reflection in a safe, non-judgemental learning environment. |  |  |  |
| The most intelligent children help their parents. |  |  |  |
| Whatever the context or topic, the methodology used for delivery creates enthusiasm and engagement in learning. |  |  |  |

1.5a

## M1.5b

**Family Learning Principles**

**Family Learning works because:**

# A belief that all parents care about their children’s education alongside a recognition that sometimes support is needed to enable them to value their own contribution to their children’s progress.

# Respect for individuals where everyone’s contribution is encouraged and acknowledged.

# Models are strengths-based, building on what parents and children already know and can do and their life experiences.

# Programmes are flexible so that parents’ and children’s interests and concerns can be built into programmes.

# Individual ways of learning and accessing information are identified, discussed, and catered for on programmes through the range of activities and resources provided.

# Adult activities and programmes allow for in-depth discussions in which peer learning and support plays a key role.

# The family learning environment is informal and non-threatening so that, not only children, but adults who do not see themselves as learners can have a positive experience of learning. This frequently leads to self-development and adults being empowered to explore new directions.

# Family learning is designed to engage learners in a range of practical activities that encourage reflection in a safe, non-judgemental learning environment.

# Whatever the context or topic, the methodology used for delivery creates enthusiasm and engagement in learning.

1.5b