

# WHOLE-STAFF CPD SESSION

A two-part session to train all staff in parental engagement in careers and to get staff to work with parents directly to find out what they need.

## Activity objectives

### Part 1

- To ensure staff have a good understanding of the careers and education options landscape today.
- To introduce staff to the importance of parental engagement around careers.
- To ensure staff feel confident talking to parents and students about future options.
- To secure buy-in from staff in delivering activities.

### Part 2

- To get parents' ideas on future parental engagement activities.
- To help staff understand what parents know and believe about careers and options.
- To deepen staff and parents' engagement in the careers programme.

## How to use it

- In an INSET or other CPD session to upskill all staff.
- Can be delivered in two parts separately:
  - Part 1 – staff only training
  - Part 2 – working directly with parents

## Delivery time

Part 1 – 🕒 45 minutes

Part 2 – 🕒 60 minutes virtually or longer in person

## Need to know

- This presentation is a template and should be edited to suit the knowledge of staff.
- It includes an **introduction** to Talking Futures, three **films**, an overview of Gatsby's research, a **taster** activity and a **co-creation activity** with parents to help you plan future provision.
- A small group of parents will need to be invited to support Part 2 of the session.

## Links to parental engagement recommendations

- Combine home and school.
- Co-create with parents.

For more information on recommended principles for parental engagement go to [Good Parental Engagement](#).

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## Preparing the session

### Part 1

- Circulate the [Talking Futures toolkit](#) to staff as a pre-read in advance of the session.
- The slides in the template include delivery notes.
- Adapt the template to suit the knowledge of the people attending the meeting. Many staff members will have a good understanding of the careers and education options landscape. However, they may not be familiar with new qualifications such as T-levels, and might favour one route over another.
- If you're meeting in person, you will need to print out the conversation starter cards. If you're meeting virtually, you can signpost staff to the [Conversation starter activity](#) online.
- Complete the slides at the end of the session with information about your planned activities.

### Part 2

- For the second part of the session you will need to plan an activity parents can do with the staff in the training session. The Delivery steps below give an example of how this can be done.
- You will need to invite parents to attend the session. These could be members of your PTA or Parent Council, parent governors or parents who have previously engaged with a careers activity. Alternatively, the activity can be advertised more widely to parents through your communication channels to see who would be interested in taking part. If you can, try to get contributions from parents who don't usually get involved.
- The number of parents invited will depend on logistics and how many teachers are involved. Parents may feel more willing to participate with another parent they know, paired up with a few teachers. You may want to consider running a smaller session with department leads to focus on a subject specific parental engagement event, rather than with all staff at one time (this is particularly applicable in colleges where a whole staff event with parents would not be feasible).
- Decide in advance how you are going to group parents and teachers together for the activity.
- If you are delivering the session in person allow more than 60 minutes and include a break in the middle where parents and teachers can chat more informally, building that relationship between families and teachers.
- Communication about the activity to parents should emphasise how they are being especially invited to help shape the support that parents receive around careers and that it's their opportunity to feed in what they would want from a careers session.

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## Delivery notes for Part 2

Step	Activity	Time
1.	Explain the objectives of the session as outlined in the presentation notes and play the options film. Ask parents and staff if anything in the film surprised them.	🕒 10 minutes
2.	Split attendees into mixed groups of parents and teachers, and as a way for groups to get to know each other, ask parents and staff to share their own education and careers routes, and (where applicable) what their child is considering at the moment. There are question prompts in the presentation.	🕒 10 minutes
3.	Ask the groups to report back on what parents need from the school/college to be able to support their children make choices about education and future careers.	🕒 10 minutes
4.	Staff and parents work in groups to co-create parental engagement activities that solve the problems identified at the previous stage. There are question prompts in the presentation.	🕒 20 minutes
5.	Have the groups share back their ideas and capture them. Thank them very much for their input and feed back that you will be incorporating their ideas in future sessions. Finish with an overview of upcoming careers activities.	🕒 10 minutes

## After the session

- Follow up with attendees, both staff and parents, to find out what they thought of the session. You could do this by sending out a short survey or speaking directly to a selection of attendees to ask them about their experience.
- SLT may be interested to know how the co-creation activity was received as this could be an approach used more broadly to engage parents in other areas of school/college life.
- Review the activities that have been created and decide which are most feasible to take forward and would bring most benefit to your careers programme. Share a summary of the ideas with everyone who attended to help them reflect on the session and what was achieved.
- Aim to deliver at least one of the proposed activities this academic year. To do this you may need a small group of people to help plan the activity in more detail – this could include a couple of the teachers and parents who were in the original session.
- Remember when planning the new activity to think about how you will evaluate its impact within the context of your wider careers provision, guidance on doing this is included [here](#).