



# Family Learning: Engaging with Parents (Policy & Practice in Education Series No.25)

*Jeannie Mackenzie*

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In Scotland, the involvement of parents in their children's learning is of increasing concern following the 2006 Scottish Schools (Parental Involvement) Act. However, there is widespread apprehension that the legislation will do little to increase genuine involvement. In this book, author Jeannie Mackenzie makes a case for schools to take a fresh approach. She contends that in seeking to increase parental involvement in learning, schools tend to use means that are informed by the professional expertise of teachers, thus unintentionally distancing, disengaging, and disempowering the very parents schools most wish to reach. This practice is contrasted with that of family learning, which uses an appreciative, affirming, and accessible approach to better achieve the goal. The book sketches the history of family learning in Scotland and its connections with international developments. It proposes a working definition of family learning and means to measure its effectiveness. Family learning is located within social and situational theories of learning, and the book provides practical examples from across Scotland. The book will be of interest both at the strategic and the operational level, and will appeal to teachers, parents, policy makers, and adult educators.

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