

A Taxonomy for Terms of Engagement (Day 2013).

Overarching category	Codes	Terms of engagement	Literature themes and references
1. Relationships, communication and partnership to enable the engagement of parents	<ol style="list-style-type: none"> 1. Key qualities and requirements for a significant person whom parents can engage with in school. Parents feeling judged and put down by teachers and school staff 2. Requirements, conditions and strengths of schools for communication, conducive to the development of constructive relationships with parents 3. The nature of relationships and experiences between parents and schools enabling equality, partnerships and empowerment 	<ol style="list-style-type: none"> 1. A relationship with a key person in school who can: <ul style="list-style-type: none"> – champion parents' wishes – take forward their concerns – make things smooth and easy – is open and friendly – is on the same wave length – is sensitive, approachable and non-condescending in communication 2. More and better communication such as: <ul style="list-style-type: none"> – seeing someone when parents need to – problems to be acted on straight away – being able to go into school any time 3. Schools being: <ul style="list-style-type: none"> – approachable, open and responsive – treating parents as equals – schools and parents want the same things for their children 	<p>The two way partnership and close relationship needed for engagement (of vulnerable parents)</p> <p>(Harris & Goodall, 2007; Kemp et al., 2009; Kirkpatrick et al., 2007; Crozier, 1999)</p> <p>Expertise and requirements of staff for engagement</p> <p>(Hogue et al., 1999; Kirkpatrick et al., 2007; DCSF, 2008; Kemp et al., 2009)</p> <p>Communication effectiveness and issues (DCSF, 2008)</p>

Table 3. (Continued).

Overarching category	Codes	Terms of engagement	Literature themes and references
2. Needs, fears and barriers	<ol style="list-style-type: none"> 1. Practical barriers for parental engagement 2. Parents' isolation, loneliness and frustration and the need for wider empathy 3. Perceived fears and barriers between schools and parents 4. Home/school boundaries, intrusiveness/defensiveness? 	<ol style="list-style-type: none"> 1. Flexibility needed by schools with: <ul style="list-style-type: none"> – Time to meet parents – Consideration of costs, public transport and child care 2. Parents wish for empathy from other parents and for them to be aware of their child's needs. Some parents feel lonely, isolated and frustrated 3. Parents and schools may be hiding behind barriers with issues and difficulties and selecting covert means of communication 4. Pre-requisites including a relationship of trust over time; clear boundaries and a non-judgemental approach may be needed for home school working 	<p>The nature of individualisation and bespoke measures for engagement</p> <p>(Harris & Goodall, 2007; Kemp et al., 2009; Hogue et al., 2009; Kirkpatrick et al., 2007; DCSF, 2008)</p> <p>Barriers to engaging with parents</p> <p>(Crozier, 1999; Crozier & Davies, 2007; Harris & Goodall, 2007)</p>
3. Parents' suggestions for engaging all parents	<ol style="list-style-type: none"> 1. Having fun with other parents and their children 2. Activities and workshops in school 3. Working alongside their child and learning with them 	<ol style="list-style-type: none"> 1. Activities that are interesting but not too difficult for their children to do with them in school 2. Parents feel self-conscious when their children find an activity difficult in a group situation 3. Flexibility needed with times for activities and workshops especially with working parents. 	<p>Parental engagement promotes achievement</p> <p>(Harris & Goodall, 2007)</p>