How can I join and use E-STEP?

Visit the project website estep-project.eu and contact the **project partners** as national coordinators

Join the **communities** and national sub-communities supported by E-STEP
- portal.opendiscoveryspace.eu/community/teachers-and -parents-collaborative-community-669875

Find **course materials** at the Parents Academy
- www.opendiscoveryspace.eu/parents-academy

Questions about the E-STEP Training Framework?
Please contact Prof. Dr. Alexandra Kendall from BCU
Alexandra.Kendall@bcu.ac.uk

GO — Defining terms, auditing practice and identifying priorities

Staying focused on benefits for children and young people

Merging priorities and actions into existing development plans

Listening to parents and learners including through social media

Participatory action research to check milestones, monitor progress and refine actions

A 'roadmap' for parental engagement

Understanding and sharing evidence of impact (intended, contingent and serendipitous)

Services 10 m

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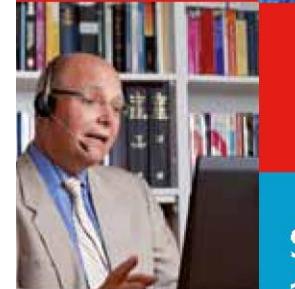 Dr. Alan Bruce,
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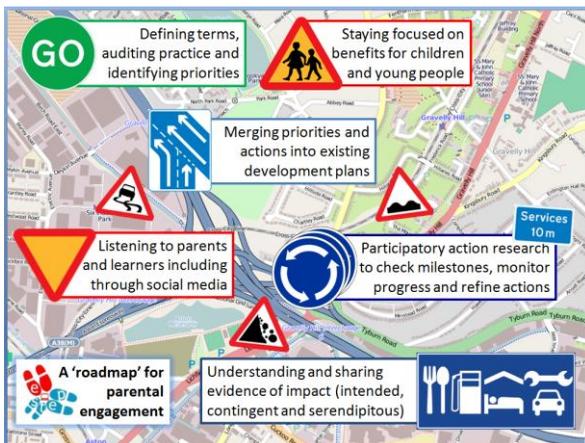N Kazantzaki Street, GR-26504, Patras

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Further Information:
http://estep-project.eu

e-step

Supporting teachers' and parents' partnerships through social networking technologies

The E-STEP Training Framework

E-STEP aims to develop, implement and evaluate a training programme for school education staff in order to prepare them to effectively engage parents in schooling, through social networking technologies.

The framework design is underpinned by an enquiry-based approach, participatory action research (PAR), that encourages inclusive, collaborative and co-constructionist approaches to institutional growth and development. PAR is process orientated and starts with reflexive engagement with the everyday experiences of participants in the school community on how parental engagement 'currently works' in their particular context.

The framework comprises three modules that, taken together, train participants to work competently and confidently with the PAR learning cycle, each module representing a stage in the classic PAR process: documenting and contextualising the current situation; working towards change; and understanding impact, affect and influence.
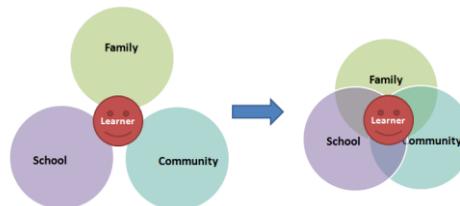
The programme of study will engage participants in the following modes of study:

- face to face, synchronous/asynchronous online activity
- analysis and synthesis of a range of texts in different formats
- participation in a range of learning activities including mini-lectures and workshops
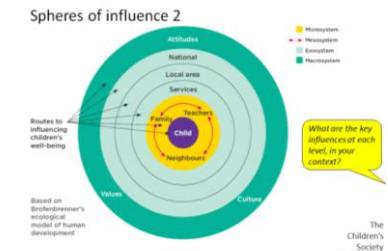- participate in digitally mediated interaction and learning

- research and data collection
- discussion and debate with peers
- discussion and debate with a wider range of stakeholders in the school community including trainees, young people, parents, other teacher and wider representatives of the local community
- elicitation and analysis of quantitative and qualitative data

Spheres of influence 2

Module 1: *Understanding Parental Engagement in Context*

... will introduce action research methodologies, modes and strategies and open up exploration of key concepts and definitions. Participants will be encouraged to experiment with social media (mainly using ODS communities) and engage in reflexive evaluation of existing practice, cultures, attitudes and values. These will include collection of pre-existing empirical material as well as generation of new data through implementation of more creative, experimental approaches such as story-telling and artefact production. A range of conceptual lenses will then be used to critique, analyse and make sense of this material so as to establish starting points for working towards change.

Module 2: *Working towards change: planning and implementing context specific parental engagement*

... will facilitate a series of interventions derived directly from the close examination of the school/college context undertaken in module one. Participants will agree strategic priorities for their own institution alongside a bespoke, context specific, 'road map' for change that will identify the key actions and dependencies (resources, roles, responsibilities, training needs) that will be required to realise the aspirations articulated in module one.

Module 3: *Parental Engagement in practice: understanding outcomes, impact and influence*

... will explore a range of strategies for documenting, describing and evaluating the outcomes of parental engagement in practice. It will support design, development and implementation of robust and rigorous evaluation tools that draw on a range of qualitative and quantitative traditions. This will enable institutions and communities to understand the outcomes, impact and influence of their parental engagement work through a range of lenses and to pay attention to anticipated, as well as the contingent and serendipitous, change and or development. This module will also explore strategies for sustaining momentum and enthusiasm for ongoing collaborative development in this key area of work.