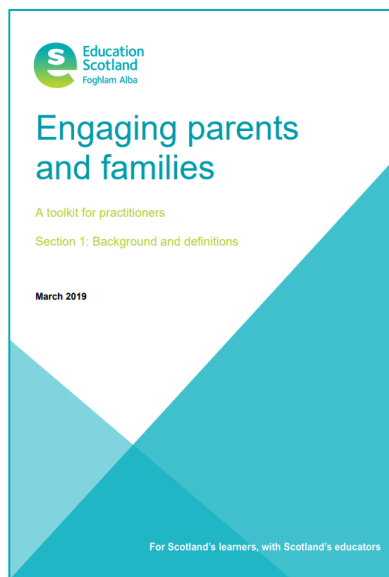
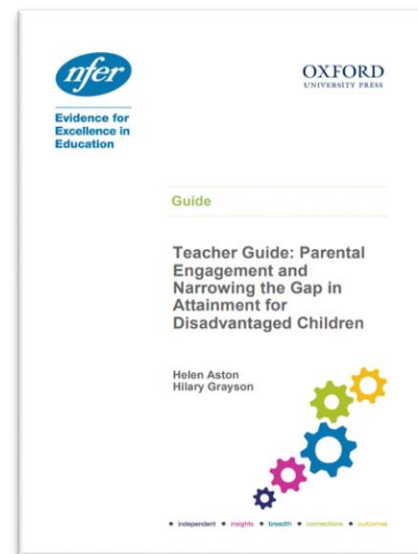




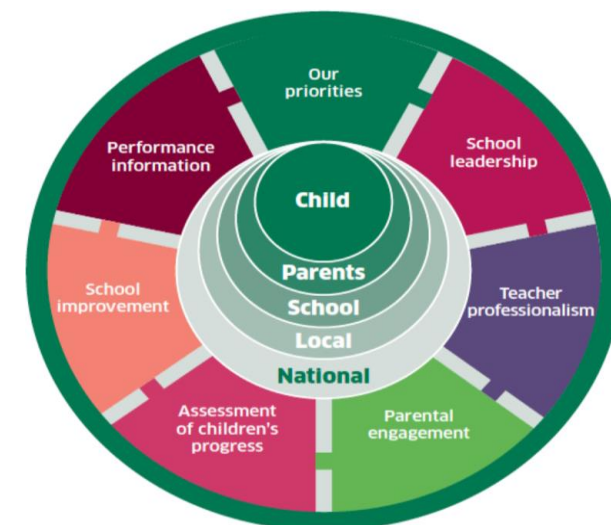
# Families and communities: supporting recovery and accelerating progress



[Engaging parents and families - A toolkit for practitioners \(education.gov.scot\)](https://www.education.gov.scot/publications/engaging-parents-and-families-a-toolkit-for-practitioners/)



[Teacher guide: Parental engagement and narrowing the gap in attainment for disadvantaged children \(nfer.ac.uk\)](https://www.nfer.ac.uk/publications/teacher-guide-parental-engagement-and-narrowing-the-gap-in-attainment-for-disadvantaged-children/)



[The National Improvement Framework: parent communication plan](https://www.gov.scot/publications/national-improvement-framework-parent-communication-plan/)



# Families and communities: supporting recovery and accelerating progress

The [National Standards for Community Engagement](#) provide 7 good-practice principles designed to improve and guide the process of community engagement.



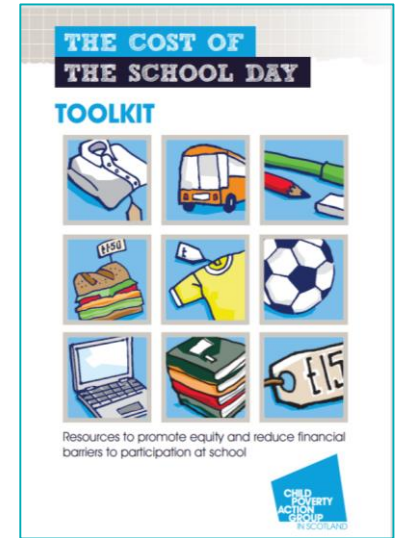
[Youth Work & Schools Partnerships: PEF Funding](#)



[Pupil Equity Funding: Looking inwards, outwards, forwards](#)  
([education.gov.scot](http://education.gov.scot))

# Families and communities: supporting recovery and accelerating progress

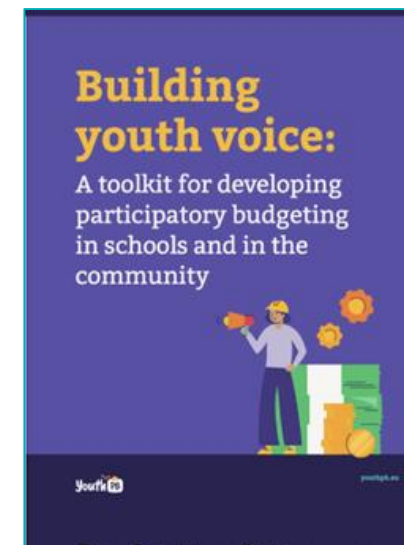
- Cost of the School Day
- Outdoor learning
- Employment and skills
- Digital engagement
- Mental health and wellbeing
- Community empowerment
- Participatory budgeting



[Cost of the School Day Toolkit](#)



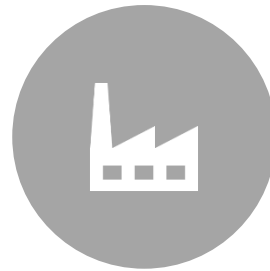
[Successful approaches to learning outdoors](#)



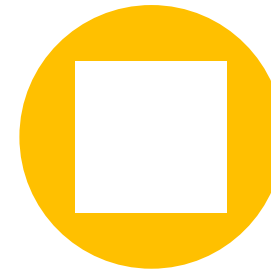
# Families and communities: supporting recovery and accelerating progress



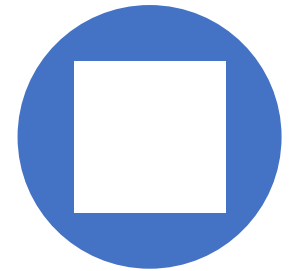
COMMUNITY CAPACITY  
BUILDING



CO-PRODUCTION



ASSET-BASED  
COMMUNITY  
DEVELOPMENT



COMMUNITY  
EMPOWERMENT



# Families and communities: creating conditions for success and sustainability

- Strategy and planning
- Data
- Approaches
- Leadership (social justice)

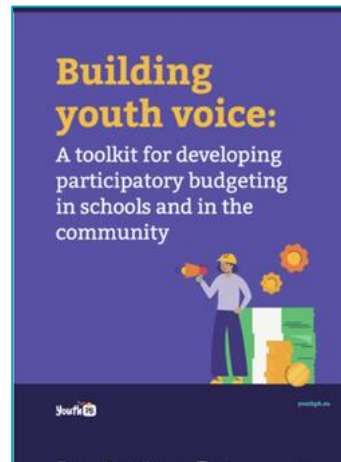


"If you want something new, you have to stop doing something old."

Peter F. Drucker

# References

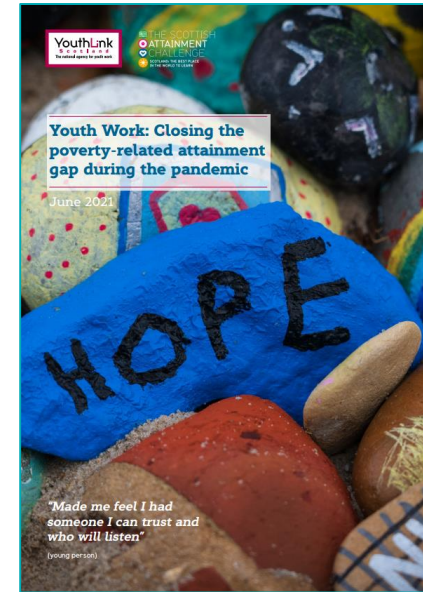
- [Children's Neighbourhoods Scotland - CNS operated from 2018 to March 2022 and this website will no longer be updated \(childrensneighbourhoods.scot\)](https://www.childrensneighbourhoods.scot/)
- [A-prelude-to-'building-back-better'-emma-formatted-1.pdf \(fraserofallander.org\)](https://www.fraserofallander.org/A-prelude-to-building-back-better-emma-formatted-1.pdf)
- [The-Economics-of-Parenting-emma-and-jonathan-formatted.pdf \(fraserofallander.org\)](https://www.fraserofallander.org/The-Economics-of-Parenting-emma-and-jonathan-formatted.pdf)
- [Review of Family Learning supporting Excellence and Equity \(education.gov.scot\)](https://www.education.gov.scot/Review-of-Family-Learning-supporting-Excellence-and-Equity)
- [Equity Audit](#)
- [Closing the poverty-related attainment gap: A report on progress 2016-2020](#)



[PB Scotland - Participatory Budgeting in Scotland](#)



[CfE Briefing 10 - CLD \(ioe.ac.uk\)](https://www.ioe.ac.uk/)



[Youth Work: Closing the poverty-related attainment gap during the pandemic](#)





## Jamboard Activity

In your own role/context consider from a local and regional perspective:



- **to what extent are you engaging with the parents of children and young people living in the most deprived communities and circumstances to achieve equity (consultation, planning and evaluation)?**
- **what could collaboration look like in the refreshed mission of the SAC and how can you lead and influence desired change(s)**

<https://jamboard.google.com/d/1U0HD46uZBjGM8daxiQUY0vR0OBxKahrIR2stEqX6F1k/edit?usp=sharing>

