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Parents as partners in learning

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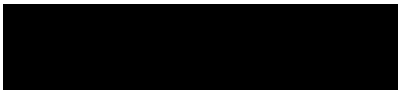
Parents as partners in learning

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Master of Education

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ABSTRACT

Globally, teachers and school leaders are increasingly encouraging parents to become more directly involved in their children's schooling and academic development. This study was designed to support the parents of students who experience difficulty with academic learning via a school-based Parent Mindset Program comprised of three parent engagement workshops delivered fortnightly over six weeks by a teacher. The Program was designed to support participants to practice growth mindset knowledge and skills at home with their child and receive feedback to support skill mastery. Cognitive tools were used to create the social process essential for learning by providing a point of reference and opportunities for parents to discuss, inquire, and problem-solve with other parents and the presenter. From the socio-cultural perspective, this study aimed to develop the capacity of parents as partners in learning to support their children during the time when they are not in the classroom and thus align the parents' contributions with the supportive approach used in the school. An intrinsic case study research design enabled the development of a deeper understanding of the phenomenon of parental engagement in their child's schooling. Three elements were found to have influenced the effectiveness of the parent engagement program's capacity to increase parental self-efficacy to engage in their child's schooling: demographic factors; participant motivation factors; and, the instructional design of the program.

DECLARATION

I certify this thesis does not, to the best of my knowledge and belief:

I.   Incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;

II.   Contain any material previously published or written by another person except where due reference is made in the text of this thesis; Or

III.   Contain any defamatory material.

Signed and Dated:

28 June 2019

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GLOSSARY

Growth Mindset   A growth mindset is the belief that intelligence is changeable; that you can develop your talents and abilities through hard work and practice.

Fixed Mindset   The belief that your talents and abilities are unchangeable regardless of the effort expelled.

Grit   Personal attributes that contribute towards successfully completing difficult tasks.

Parents/Caregivers   Parent or other adult guardian of a child enrolled in the school.

Parental Engagement All the ways that parents support learning through everyday activities, and during the time their children are not at school.

Parental Self-efficacy Expectations caregivers hold about their abilities to parent successfully. This includes beliefs in their capacity to influence their child and their environment in ways that foster their child's development and success.

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CHAPTER ONE: INTRODUCTION

1.1 INTRODUCTION

Various theoretical perspectives explore the complexity of children's learning, providing insights about how physical growth, intellectual development, environmental and social factors, and cognition influence learning in young children. To enrich and strengthen children's learning, primary schools are continually exploring innovative approaches to improve learning and engagement and enhance student outcomes. Such approaches are diverse, ranging from establishing partnerships with communities and families to support transitions into school, parent-volunteers for in-class learning support or homework programs; to learning enrichment extracurricular classes such as gifted and talented programs, learning intervention programs for students struggling with learning; social and emotional programs to support student wellbeing and innovative use of information and communication technologies.

In terms of critical success factors in children's learning, previous studies (Duckworth, 2016; Dweck, 2006, 2015; Hattie, 2009, 2012) have shown that parent engagement, alongside motivational factors, have a powerful influence in shaping children's learning beliefs and behaviours, offering a foundation upon which to build learning enrichment approaches. Whilst there are numerous research studies that provide support for this line of reasoning, two sources are particularly illuminating. First, Hattie's (2009) research on the parent engagement effect explains how the combination of parental encouragement and high expectations from students can impact improved student outcomes. Based upon a 15-year study, Hattie argues that consistent and sustained parent engagement throughout a child's development, could account for an additional two to three years' schooling for a child, adding extensively to a child's overall achievement. Furthermore, states Hattie (2012), not all parents know how to do this. Too often, parents do not understand the language of learning in schools. However, when schools actively taught parents the language of learning, parents learned how to help their children and home-school relations improved. Second, Dweck's (2015) research into why people succeed and how to foster success, provides rich insights into the role of motivation in learning. Specifically, her work on students' mindsets (i.e., how

they perceive their abilities) explains how students' achievement could be improved by changing their mindsets. Dweck's research (2006, 2015) has shown that students with the belief that their intelligence could be developed (i.e., adoption of a growth mindset) performed better than their peers who believed their intelligence was fixed (i.e., adoption of a fixed mindset). Further, Dweck has shown that when students learned through a structured program they could enhance their intellectual abilities and perform better academically. Her research further showed that enabling students by developing their capacities to focus on the learning process and gain effective learning strategies could foster a growth mindset and its benefits.

The proposed research drew upon these ideas in an interrelated way. It sought to recognise the powerful influence of parental mindsets and levels of engagement in their child's education on their children's sense of themselves as learners. The proposed research aimed to achieve this goal by providing parent engagement workshops designed to promote a growth mindset and build parental self-efficacy for engaging in their child's schooling.

1.2 CONTEXT

This study was conducted in an independent public primary school in a southern suburb of Perth, Western Australia. The researcher is the foundation principal of the school, currently in her twentieth year as a school principal in primary, secondary and special education contexts. The researcher has a strong interest in building home school partnerships to promote learning. The researcher is of the view that parents have a very important role to play in their child's learning experience and that they have significant power to influence student effort and to shape their child's beliefs about them self as a learner (Hattie, 2003, 2015). The researcher acknowledges that learning is complex and often parents lack the understandings and skills to help their child develop as a confident learner (Hattie, 2012). Dweck's (2006) concept of mindset beliefs and their influence on student attitudes about learning is used as part of a school-wide approach to support student achievement. Teachers explicitly teach and model key mindset concepts on learning, definitions of a fixed and growth mindset, praising the process of learning not the outcome, and the value of mistakes and effective effort. The research uses the work of Bronfenbrenner's (1994) ecological systems

theory as a lens through which to look at the layers of influence that impact on the growth of both parent and child throughout their lives, with acknowledgement that, microsystems do not always align in ways which ensure that children receive consistent communication from home and school about mindset and its links to successful learning. This research investigated a school-based parent engagement program designed to explore the complex phenomenon of parental beliefs about learning, talent and intelligence and the influence this has on parental self-efficacy for engaging in their child's schooling.

1.3 PROBLEM

The core purpose of schools is to strive to meet the academic and social needs of every student, and to leave no stone unturned in this endeavour. A complex challenge in fulfilling this core purpose is that of academically underperforming students compounded by families who are disengaged from their children's education.

Schools invest significant resources into teacher professional learning, improving pedagogical and instructional practices and providing in-school programs for students that target the specific learning needs of students who struggle with their learning. However, for some students, school intervention alone is not enough.

Globally, teachers and school leaders are increasingly encouraging parents to become more directly involved in their children's schooling and academic development (Borgonovi & Montt, 2012). The evidence on the benefits of parental involvement for children's overall academic and social well-being is irrefutable (Hattie, 2013; Ludicke & Kortman, 2012). The majority of parents want what is best for their children and seek the best education for them. Analysing data from "The Programme for International Student Assessment (PISA)", countries and economies that measured parental involvement, Borgonovi and Montt (2012) found that the majority of parents are participating in their child's educational life in one form or another. However, this research also found that parents are sometimes reluctant to directly assist their children with school work and may feel they do not have the skills to do so. Furthermore, few parents are participating in their child's education in the ways that have been shown by the research to be most effective. Parents do not intentionally set out to undermine their children

by subverting their efforts and limiting their achievement by turning them off learning. However, young children are highly sensitive to the messages they receive from their parents and parental evaluative feedback very often sends messages that solidify a sense of self which profoundly affects the way children go on to lead their life (Dweck, 2006).

The problem the study pursued is thus to cultivate a growth mindset in a specific parent group as a means to influencing positive parent engagement through improved skills and knowledge to better support their children's learning. This research aimed to provide school leaders and educators with valuable insight into the types of knowledge, skills and processes which empower parents to engage as equal partners in their child's education because expectations and aspirations of parents have a clearly established relationship to academic outcomes. Further, a parent's experience of efficacy and beliefs in their capacity to help their children is pivotal to their involvement in their child's schooling (Zimmerman & Hasselhorn (2010).

The role of family-school partnerships in facilitating children's school achievement is now broadly recognised, but research is incomplete regarding many aspects of this field (Daniel, 2011). Previous studies with young children have found the most effective parent training programs were those in which parents actively attain parenting skills rather than passively receive information about parenting. A key component in a successful parent training program was found to be requiring parents to practice with their child and receive feedback from the training provider to ensure parents' mastery of the skills being taught (Rossi, 2009). These research findings have important practical implications for this study and, along with adult learning principles, were embedded within the program design.

1.4 RESEARCH QUESTIONS

1. What design elements contribute to the effectiveness of a parent engagement program by increasing parents' self-efficacy to engage in their child's schooling?

2. How does parents' participation in a school-based parent engagement program focused on building a growth mindset influence their attitudes and perceptions about their own and their child's mindset?

3. How are parents beginning to represent a growth mind set in their learning interactions with their child?

1.5 SIGNIFICANCE

The above-mentioned research questions draw attention to the significance of the study. Five interrelated educational issues underpinned the significance of this research study.

Firstly, the effects of the home powerfully influence student attributes, which in turn is a strong and reliable predictor of student achievement (Hattie, 2012). Specifically, parent levels of expectation, encouragement and school engagement have a measurable effect on student learning (Hattie, 2009). Hattie argues that consistent and sustained parent engagement throughout a child's development, could account for an additional two to three years' schooling for a child, adding extensively to a child's overall achievement. This is supported by the work of Fear, Fox and Sanders (2012) who found "the relative influence of the home on student achievement is 60-80 per cent, while the school accounts for 20-40 per cent" (p. 7). Thus, evidence-based research has shown the need for parent engagement to support children's learning.

Secondly, not all parents feel confident in their role as co-educators. The lowest likelihood of engagement in their child's education occurs when this parental role construction is weak (Fear et al., 2012). Too often, states Hattie (2012), parents do not understand the language of learning in schools and this becomes a major barrier to their engagement. Thus, evidence-based research has shown the need to find new ways for parents and educators to work together to build trust and develop collaborative relationships.

Thirdly, parents' sense of efficacy impacts on the extent to which they are involved with their children's schooling (Fear et al., 2012). Parents with a higher sense of efficacy believe that they can help their children be successful in school, have higher expectations for their children to do well and more closely monitor their children's progress at school (Fear et al., 2012). These researchers further claim that students who experienced high parental engagement in school planned to stay at school longer. When parent self-efficacy is matched with a school culture of high care, the two produce a protective effect (Henderson & Mapp, 2002). Thus, evidence-based research has shown the need to strengthen parental efficacy to engage with their children's learning.

Fourthly, opportunities within schools for parents to learn about learning, talent and intelligence contribute to the development of positive learning behaviours in their children. Kurkul's (2011) research illustrated just how deeply children are influenced by their parent's mindset. Studies suggest that these mindsets can have significant effects on resiliency, learning, and student achievement (Dweck, 2006). In Moorman & Pomerantz's (2010) study, parents with a growth mindset were found to use fewer unconstructive practices likely to undermine their child's sense of self as a learner because they held the mindset that their child's ability is something that can be changed. Duckworth (2016) found that

> Regardless of gender, ethnicity, social class or parents' marital status, teens with warm, respectful, and demanding parents earned higher grades in school, were more self-reliant, suffered from less anxiety and depression and were less likely to engage in delinquent behaviour (Duckworth, 2016, p. 213).

Thus, evidence-based research has highlighted the potential power of an intervention on parents' mindset on a student's approach to their learning.

Finally, previous studies have shown (Fishel & Ramirez, 2005; Rossi, 2009) that not all parent education programs are effective in positively impacting student achievement. Design considerations in programs can influence outcomes. Henderson and Mapp (2002) found that higher student achievement is linked to programs and interventions that develop the capacity of families to support their children's learning at home. Rossi's (2009) meta-analysis identified components of training programs that had the greatest effect on parenting ability to support

student learning as those in which parents actively acquired parenting skills rather than passively receiving information about parenting. Rossi found that requiring parents to practice with their child and receive feedback was more likely to ensure parents' mastery of the skills being taught. Thus, evidence-based research has highlighted the importance of program design to effectively influence their attitudes and perceptions about their own and their child's mindset and strengthen parental efficacy to engage with their children's learning.

The significance of the present study was demonstrated in so far as it sought to connect the above-mentioned strands through implementation of a parent growth mindset engagement program at one primary school.

CHAPTER 2: REVIEW OF THE LITERATURE

2.1 INTRODUCTION

Chapter One introduced the context of this qualitative case study that explored the complex phenomenon of parental beliefs about learning, talent, and intelligence and the influence this had on parental self-efficacy for engaging in their child's schooling. The importance of this research was demonstrated through the implementation of a parent growth mindset engagement program in one primary school.

Chapter Two outlines the literature related to the themes of this research. The impact of the early childhood years on lifelong development with a particular focus on the importance of parents as a child's first educator. Parental engagement in their child's learning is situated within nested ecological systems which interact with and influence the ways in which a child grows and develops. Socio-cultural perspectives and their application for more succinctly aligning a child's mesosystem with their microsystem are examined. As the child's microsystem expands to include formal schooling, the fundamental role of parent involvement in schools and the associated connections to a child's academic and social success are discussed. The efforts of schools to enhance parents' capacity to understand how to help their child be successful at school are then explored. Examination of the literature is then narrowed to a focus on attitudes, mindset and theories of intelligence. The deep impact and influence of parent mindset on the wellbeing and academic school success of their child is established, highlighting the transformative power of efficacious parent mindset interventions on improving students' approach to their learning.

The literature within each theme provided a framework for the research and a platform for discussion of the findings. Chapter Two also introduces the theoretical and conceptual framework that underpinned the foundation for this intrinsic case study.

2.2 PARENTS AS FIRST EDUCATORS

Children develop within the context of the system of relationships that form their environment. Interactions, changes or conflicts within the child's microsystem impact their mesosystem and other layers of a child's environment (Bronfenbrenner, 1994). Thus, the importance of parents in the education of their children is not a new concept. Across the ages, it has become clear that the home is important and fundamental for human development; that parents require support in creating the most effective home environment; and that the early childhood years have a lasting impact on lifelong development (Berger, 1991). Aligning the child's mesosystem such that the home and school aspects of the child's microsystem provide congruent messages to the child proactively supports the child's growth, development and academic success (Bronfenbrenner, 1994).

Parents have been their children's first educators since prehistoric times as role models, caregivers, and guides. They taught their children the skills, customs, and values of the time, informed by their own life experiences, environment and culture. As civilization developed over time, formal education for children outside their homes was added. Greek society saw children as the future and believed how children were raised was important. Both Plato and Aristotle suggested that the quality of parenting had an effect on the child (Berger, 1991).

Modern formal parent education classes began occurring in the nineteenth century. Women's associations, colleges, parent cooperatives, governments, and schools led a growing concern about child development. USA federal programs in the 1960s, such as Head Start, Home Start, and Follow Through, reflected a growing focus on parent education and partnerships with parents. This focus continued through the next two decades with concerns about poorly educated youths, student dropouts, pregnant teenagers, and students living in poverty (Berger, 1991).

In the 21st Century, the powerful influence of parents as first educators has no less significance for child development and growth. Every child has a role model who pointed the way at critical moments and helped to develop their beliefs about self as an individual and as a learner. Every child is born with an intense drive to learn (Dweck, 2016). Babies seldom decide to give up on learning to sit up or to learn walking. Rarely do parents set out to intentionally undermine their child, to subvert their effort and limit their achievement by turning them off

learning. Yet young children are highly sensitive to the messages they receive from their parents and parental evaluative feedback very often sends messages that nurture views about self, which profoundly affect the way a child leads their life (Dweck, 2006).

Development of self-worth grows out of the ways key people in an individual's life have made them feel, and it can be argued that no one person has a greater influence on the development of a child's self-worth than their parents (Duckworth, 2016). Young children's instinct to copy their parents is strong, making parents every child's first and most influential educator. In fact, the very term "parenting" is derived from Latin and means "to bring forth" (Duckworth, 2016, p. 199).

Duckworth (2016) explains that a child's "grittiness", their ability to "stick" with things, is derived from their sense of self-worth.

> Regardless of gender, ethnicity, social class or parents' marital status, teens with warm, respectful, and demanding parents earned higher grades in school, were more self-reliant, suffered from less anxiety and depression and were less likely to engage in delinquent behaviour. (p. 213)

The ability to persist and to overcome setbacks is a particularly important trait for children who struggle with learning. Whilst Duckworth (2016) notes that further research is required to determine a "blueprint" (p.214) for parenting for grit, she draws on her experience as a researcher of grit to postulate that children who are able to stick with challenges have parents who model grittiness.

It is imperative that parents feel confident in their role as co-educators in order for parents and educators to work together to build trust and develop collaborative relationships. The learning required of students is constructed through historical, social and cultural contexts where social interaction plays a pivotal role in the development of human cognition (Martin, 2008). From the socio-cultural perspective, this study aimed to develop the capacity of parents to support their children during the time when they are not in the classroom and thus align the parents' contributions with the supportive approach used in the school.

If children who are struggling with learning are to have a much greater chance of living a life where all their capacities, dreams and aspirations are realised, schools must utilise every

resource available to them. It is clear that addressing students' curriculum and instructional needs is not enough. Schools must also harness the power of parents, building their positive expectations and aspirations for their children, and intervening to update parental beliefs about learning, talent and intelligence in order to develop self-efficacy for engagement in their child's schooling.

2.3 ATTITUDES AND MINDSET

As their child's first teacher and as a key influence on their child's academic and social success, the attitudes and mindsets of parents towards education and their own child's capacity to learn, have significant impact on student achievement in schools (Dweck, 2006). Parental attitudes are reflected in the ways that they think or feel about education and their own child's capacity to learn. A mindset is a more specific belief about intelligence and its malleability as a result of effort. Personal attributes that contribute towards successfully completing difficult tasks can also be influenced by both attitudes and mindset (Dweck, 2016).

Psychologists have long considered why some people succeed and others fail. Significantly, Duckworth (2016) identified that grit was a powerful indicator of high school graduation. Duckworth defines grit as having both passion and the ability to persevere in the face of challenge over time. In her theory of the psychology of achievement she explains how talent, effort, skill and achievement all fit together. According to Duckworth, talent is the speed at which one's skills improve when one invests effort. Achievement occurs when one takes up the acquired skills and actually uses them. In this algorithm, effort counts twice.

In her study of West Point graduates, Duckworth (2016) determined that talent did not equate to grit, and that having potential did not guarantee achievement. This finding was replicated in many other fields. Duckworth cites Chambliss' (1989) research which claims the most amazing human accomplishments can be broken down into countless ordinary elements. High level performance, it is asserted, is simply the "accretion of mundane acts" (Duckworth, 2016, p.36). This theory presented important implications for this research study. What personal attributes and attitudes support parents to maintain a mindset of belief in their child's capacity to learn, especially when learning appears to be a laborious process

for their child? How could a parental engagement program empower parents to instil in their children the perseverance and mindset required to overcome learning adversities?

The literature associated with mindset suggests that the diversity in students' responses to challenges and adversity may be caused by their intrinsic views of intelligence (Blackwell et al., 2007). Research suggests that mindsets can have lasting effects on resiliency, learning, and student achievement (Dweck, 2006). A growth mindset is the belief that intelligence is changeable; that one can develop one's talents and abilities through hard work and practice. Individuals with a growth mindset view intelligence as something that can be changed. They are intrinsically motivated by learning and will actively seek out opportunities for growth. Students with a growth mindset genuinely reflect on their weaknesses and proactively seek ways to enhance these weaknesses through hard work, the accretion of knowledge, and the improvement of their skill sets. Dweck's (2016) research has repeatedly shown that a growth mindset results in increased motivation and achievement in students such that challenges are perceived as an opportunity for growth. Failures are perceived only as setbacks with the understanding that one's own capacity has not yet been reached (Dweck, 2006).

In contrast, a fixed mindset is the belief that one's talents and abilities are unchangeable regardless of the effort expelled. Those students with a fixed mindset are less motivated by learning and more motivated by getting the right grade as proof of their level of intelligence. These students do not believe that intelligence is malleable throughout time—even through hard work, grit and determination. (Dweck, 2006). Duckworth (2016) notes that when one gives up on one's commitment to learning something, one's effort plummets to zero and one stops developing skill. If effort counts twice in the production of achievement, the development of a fixed mindset becomes even more devastating for students struggling with learning who need to expend significantly more effort to succeed with their learning.

For students with a fixed mindset, failure can be a catastrophic confirmation that they are not smart enough, or talented enough rather than being perceived as an opportunity for growth (Dweck, 2006; Fegley, 2010). Students with a fixed mindset fear making mistakes so much that they will deliberately reject challenging situations rather than risk not looking smart enough. Rather than applying effort to bolster their weaknesses, students with a fixed minded may even resort to deceit and cheating (Dweck, 2006).

Anders and Pool (2016) argue for a third mindset, namely deliberate practice, as an approach to build skills. The principles of deliberate practice include maintaining an intense focus, staying on the edge of one's comfort zone, getting immediate feedback, identifying weak points and developing practice techniques designed specifically to address those weaknesses. Deliberate practice can be applied to many areas of life but the sustained purposeful effort it requires may be the best way to prepare students for a lifetime of successful learning.

Dockerman and Blackwell (2014) agree that mindset is influenced by peers, teachers, parents, and the wider culture. These researchers state, "The way that teachers, peers, and parents talk to students influences how resilient and persevering they will be" (p. 2). They further posit that if teachers cultivate a growth mindset in students by explicitly teaching core beliefs and smart strategies for perseverance supported by a positive classroom culture, then students' motivation, perseverance and achievement can be increased.

> Addressing challenges such as focusing attention, managing stress, learning new content and building memory, it provides students with strategies for helping their brains to get stronger and perform well. The message that intelligence is malleable and learning leads to physical and functional brain change provides a concrete and practical way to understand and practice a growth mindset. Concepts, language, and tools that teachers can use to reinforce a growth mindset in daily lessons help create a classroom culture that supports learning (p. 4).

This study drew on these findings to further align a child's mesosystem by increasing the effectiveness of parents' capacity to ensure that children receive consistent communication from home and school about mindset and its links to successful learning.

Two studies using Dweck's online Brainology and classroom mindset curriculum, contained mixed findings. Wilkins (2014) targeted increased student motivational behaviour and academic achievement amongst students in five middle schools. Baldridge (2010) aimed to determine whether an intervention designed to develop a growth mindset would increase the academic motivation of 9th grade students with reading difficulties, as students diagnosed as learning disabled have been found to display behavioural patterns which demonstrate low academic motivation. Whilst significant changes in students' mindsets,

effort beliefs, academic self-efficacy, and use of study skills strategies were not found, both studies suggest that further investigation is needed to determine the effectiveness of growth mindset interventions.

Research by Kurkul (2011) indicated that schools can develop key external protective factors to foster student learning and a growth mindset. Kurkul's research highlights the importance of the caring teacher-child relationship, high expectations, and the provision of opportunities which promote resilient functioning in children when learning a challenging academic task. Further, evidence has shown that:

> … building growth mindsets and positive school culture norms counteracts four major threats to learning and performance. These four threats are (a) stereotype threats, (b) negative Pygmalion effects (teachers who place low expectations on students cultivate low performance); (c) negative school culture norms, and (d) fixed mindsets. Principals need to remove such threats from the school environment as they attempt to reform student underperformance. (Guidera, 2014, p. 1)

This study aimed to extend the protective factors established by schools by building the self-efficacy of parents to engage in their child's schooling. The study recognised that parents are a powerful resource whose role is too often overlooked or under-developed by schools. Research shows this to be particularly pertinent for parents of children who struggle with learning. "Despite empirical support for these tenets, intervention programs servicing children with learning disabilities target the development of the child and overlook the important role that parents and teachers play in fostering children's resilience in learning" (Kurkul, 2011, p. 3). Guided by the research, this study focused on influencing parents' attitudes and mindset towards their child's learning, talent and intelligence illustrating the pivotal role mindset plays in student achievement, and the importance of consistent messages from all aspects of a child's mesosystem.

2.4 PARENTS AND MINDSET

Research undertaken by Stenzel (2015), Stern (2015) and Detwiler, et al. (2015) provide positive evidence that school norms and teacher mindset can strongly influence the mindsets of students in schools. But is this the whole equation? Can the same be said for the influence of parent mindset?

In his 2014 study which focused on "A quantitative study measuring the relationship between student mindset, parent mindset, and anxiety", Northrop (2014) concluded that parental and student mindset are indeed linked with a moderate correlation between a parent's mindset and their child's mindset. Northrup strongly recommended that schools provide opportunities for parents to learn about growth mindset to assist them to develop a growth mindset in their children.

Kurkul's (2011) research into the link between mothers' ability mindsets and the development of cognitive trust in toddlers highlighted the importance of cognitive trust in developing resilience in learning and found "there is a relationship between caregiver's mindsets and children's development of cognitive trust" (p. 26). Kurkul defines cognitive trust as the ability of an individual to perceive the availability of another individual to cooperate in helping one to achieve and overcome a challenging academic task. Cognitive trust strongly influences how likely a child is to ask for help when help is needed and Kurkul's study did indeed demonstrate that children are more likely to seek out an adult with a growth mindset for assistance. Kurkul (2011) found that "parents with a fixed mindset make it difficult for their child to be successful on academic tasks, thus causing the child to be helpless and perhaps give up on the completion of the task" (p. 11).

Congruent findings with Kurkul's (2011) ideas were found in research undertaken by Moorman and Pomerantz (2010), examining the role of mothers' mindsets about the malleability of children's ability. In Moorman and Pomerantz (2010) research, mothers of junior primary school children were induced to hold either a fixed mindset or a growth mindset. This group of mothers and children were observed as they worked on a set of challenging problems. The mothers who were identified as holding a fixed mindset on their child's abilities were found to be more likely to exhibit unconstructive involvement than those participants identified as holding a growth mindset. According to Moorman and Pomerantz (2010), children are at increased risk when their mothers view them as incompetent as the associated unconstructive practice from the mother interferes with the child's academic and emotional functioning. In Moorman and Pomerantz's (2010) study parents with a growth mindset refrain from using unconstructive practices because they view the child's ability as something that can be changed. The present study advocated for the need to further

investigate whether children who are frequently faced with learning challenges, may be more likely to be viewed as lacking competence and more likely to experience unconstructive practice from a parent which reduces motivation for learning.

The literature discussed in section 2.4 emphasises how deeply children are influenced by their parents' mindset and the potential power an intervention on parents' mindset can have on a student's approach to their learning.

2.5 PARENTAL INVOLVEMENT IN SCHOOLS

High levels of parental engagement are considered to be fundamental for optimal child development, wellbeing and academic success, although relationships between family factors and children's school success are complex (Bergonovi & Montt, 2012; Powell, Son, File, & San Juan, 2010). In reviewing the literature, there are several challenges in quantifying the influence of parental engagement on students' success at school. Across studies, the term *parental engagement* is often used interchangeably with terms such as *parental involvement* and also *parental participation*. Further, these terms are often used to describe a wide range of activities and approaches which have then been measured in a variety of different ways. These three variables make it difficult to specify the impact of home on school success and to quantify the impact of individual forms of parental engagement (Reynolds, 1992). Despite these challenges, the positive impact of parental engagement on academic attainment and wellbeing is strongly supported by evidence within the literature. For instance, Fear et al., (2012) state, "Specifically, it has been suggested that the relative influence of the home on student achievement is 60-80 per cent, while the school accounts for 20-40 per cent" (p. 7).

The Family-School and Community Partnerships Bureau commissioned the Australian Research Alliance for Children and Youth (ARACY) to identify evidence on the benefits of positive parental engagement, and what works to promote positive parental engagement (Fear et al., 2012). The study concluded that "positive parental engagement in learning improves academic achievement, wellbeing and productivity" and further concludes that "resourcing and effectively progressing parental engagement initiatives is warranted, if not essential to, education reform and the future of Australia" (p. 7). These findings reinforce international research that has shown that a range of parental engagement has a positive

impact on student achievement, such as higher grades, enrolment in higher level programs and classes, increased successful completion rates, lower drop-out rates, higher graduation rates, and an increased probability of commencing postsecondary education. In addition to educational achievement, parental engagement was found to be associated with more regular school attendance, more proficient social skills, improved behaviour, a greater sense of personal competence and efficacy for learning, and increased engagement in school work (Fear et al., 2012).

The relationship of parental involvement with both reading performance and enjoyment of reading, including awareness of effective summarising strategies, has been evaluated across countries and sub-groups within countries (Bergonovi & Montt, 2012). Findings reveal that levels of parental involvement vary across countries and economies and suggest that some forms of parental involvement are more influential than others. Reading to young children, engaging in discussions that promote critical thinking and setting a good example all rated highly (Bergonovi & Montt, 2012). Differences in parental involvement exist across the globe, however, encouraging higher levels of parental involvement may increase students' academic and non-academic outcomes and help reduce achievement discrepancies across socio-economic groups (Borgonovi, & Montt, 2012; Huntsinger & Jose, 2009).

The mounting evidence on the benefits of parental involvement for children's overall academic and social well-being is irrefutable (Hattie, 2013; Ludicke & Kortman, 2012). Most parents want the best for their children and are involved in their children's educational lives in one form or another. However, tensions arise when microsystems and mesosystems are misaligned and school staff and parents differ in their understanding of what effective parental engagement actually is (Ludicke & Kortman, 2012). Furthermore, the literature illustrates that parents are sometimes reluctant to directly help their children with school work because they feel they do not have the skills to do so and only some parents engage in their children's education in the most effective ways (Borgonovi & Montt, 2012).

The various research studies that have been discussed, consistently show that parental engagement has positive effects on children's academic and social achievements. However, not all forms of parental engagement are equally efficacious, and not all parents have the

skills to engage in their child's schooling in effective ways. This study drew on the literature discussed above to design a parental engagement program that could potentially empower parents with meaningful skills with which to fully engage as partners in their child's learning.

2.6 SCHOOLS AS TRAINING PROVIDERS AND INTERVENTIONS FOR PARENTS

As their child's first teacher and as a key influence on their child's academic and social success, the role of parents in providing learning opportunities at home that link with what their child learns at school is critical (Fear et al., 2012). Opportunities within schools for parents to learn about learning, talent and intelligence can contribute to the development of positive learning behaviours in their children.

Globally, parents are expected to be educationally involved in schooling in a number of different ways both within the school environment and within the home. These include parents assisting children in their learning and homework; ensuring school attendance and supporting good behaviour as reflected in the mandatory UK home-school agreements (Selwyn, Banaji, Hadjithoma-Garstka, & Clark, 2011).

Communication with parents is at the heart of effective practice in schools with the aim of educating parents how to best support their child to become successful both academically and socially. Communications of this sort vary widely both in content and mode of delivery and include messages in school diaries, teacher-parent meetings, class meetings, parent workshops, learning platforms, websites and apps. The effectiveness of both off-line and on-line forms of communication varies. Both forms of communication have been found to have a predominantly 'one-way' pattern of the school broadcasting messages to parents with mixed reception from parents (Selwyn et al, 2011).

Although the literature reflects the considerable time and effort schools spend on engaging parents in their child's schooling via communication strategies, there appears to be a lack of research regarding schools providing professional learning to parents available in the literature, despite Miedel and Reynolds' (2000) finding that participation in their child's schooling actually teaches parents skills and attitudes that assist them to help their children become more successful. High modality activities noted in their research included "parent education and training" (Miedel & Reynolds, 2000, p. 383).

Parent interventions programs are uncommon in schools but are increasingly accepted by school psychologists as being appropriate to their scope of practice. Fishel and Ramirez (2005) cite the American Psychological Association's Taskforce Guidelines on the Evidence Based Interventions in School Psychology as posing the question, does parent training actually change children's antisocial behaviour and classroom behaviour problems in schools? Fishel and Ramirez (2005) found that studies with an explicit parent training component, where parents not only received instruction and modelling of appropriate behaviours, but when also provided feedback on the behaviours that were modelled were found to be more successful than studies without parent training (Fisher & Ramirez, 2005).

Research regarding the efficacy of parent training programs and interventions, is more prevalent in the fields of building parents' capacity to effectively raise young children. An example of this is the Triple P-Positive Parenting Programme, an evidence-based universal parenting initiative ranging from the use of the media and brief messages to intensive family interventions for parents (Sanders, Cann, & Markie-Dadds, 2003). Research is also prevalent regarding children with ADHD, and children with significant behavioural challenges, which includes the systematic training of parents to implement specific behaviour management techniques in order to reduce a particular childhood problem (Valdez, Carlson, & Zanger, 2005). Following parent training interventions, compliance ratings on children with ADHD by parents and teachers increased and ADHD symptoms reduced (Schneider, Gerdes, Haack, & Lawton, 2013).

The effects of school-based intervention on parents' knowledge and understanding of nutrition, has also been a focus of research (Rausch, Berger-Jenkins, Nieto, McCord, & Meyer, 2015). At the end of both the first and second year of the program run by Rausch et al., parent participation was found to cause a statistically significant reduction in the reported consumption of unhealthy foods by participating parents. Data also suggested increased physical activity levels of study participants, however, the findings regarding parental knowledge and attitudes were less consistent.

Rossi (2009) conducted a meta-analysis of 77 parent training programs aimed at reducing young children's externalising behaviours to identify which components of the training had the greatest effect on parenting skills and could be applied to other parent training programs.

The most effective parent training programs were found to be those in which parents actively acquired parenting skills rather than when they passively received information about parenting. Three core program components were identified as producing effective parent training programs where the aim is to improve parenting skills and reduce child externalising behaviours. The first component involved teaching parents emotional communication skills such as active listening; helping children recognise and regulate emotions, and reducing negative communication patterns such as sarcasm. These skills were found to strengthen the parent-child bond and improve child compliance to parental requests. The second key component involved teaching parents how to positively interact with their child in everyday activities, showing enthusiasm and encouraging positive play choices. These parenting skills were found to be important in building the child's self-esteem. The third key component in a successful parent training program involved requiring parents to practice with their child during the program's sessions, enabling the training provider to provide immediate feedback and ensure parents' mastery of the skills being taught.

Rossi's (2009) meta-analysis of 77 parent training programs identified that teaching positive parent-child interactions; teaching positive parent-child emotional communication; and requiring parents to practice these new skills with their children are measurably more likely to promote changes in parental behaviour which impact on changes in child behaviour.

A review of 24 studies of parent involvement involving parents helping children at home with a view to improving academic achievement demonstrated wide ranging variances in effectiveness. Studies with an explicit parent training component, where parents not only received instruction and were modelled appropriate behaviours, but also were monitored and received guided practice, were more successful than studies without parent training (Fishel & Ramirez, 2005). The evidence reviewed in the literature suggests,

> interventions have the greatest impact when they are focused on linking behaviours of families, teachers and students to learning and learning outcomes, when there is a clear understanding of the roles of parents and teachers in learning, when family behaviours are conducive to learning, and when there are consistent, positive relations between the school and parents (Fear et al., 2012, p. 12).

According to Lieb and Goodlad (2005) an intervention for parents must be based on understanding how adults learn best and apply adult learning principles. Andragogy is the term to describe the art and science of facilitating adults to learn (Knowles, 1996). Knowles explained that adults have unique needs as learners and cannot simply be taught in the same manner in which children are taught (Knowles, 1996). Adults are voluntary, autonomous and self-directed. They have life experiences and knowledge and need to connect learning to this knowledge and experience base. Adults are goal-oriented and relevancy-oriented. They must have a clear purpose for learning something. Adults are practical, focusing on what is most relevant to them, and adults expect to be shown respect. Adults have barriers against participating in learning because, unlike children, adults have many responsibilities that must be balanced against the requirements of learning. Some of these barriers include issues with motivation, time constraints, self-efficacy, or interest levels, child care arrangements and transportation (Lieb, & Goodlad, 2005).

An intervention for parents must address principles of adult learning:
1. self-concept
2. adult learning experience
3. readiness to learn
4. orientation to learning
5. motivation to learn (Knowles, 1996).

Whilst there is limited research specifically about schools as training providers and interventions for parents in the literature, the literature pertaining to the provision of training programs for parents more generally had practical implications for the design of the program implemented in the present study. Schools invest significant time and resources into engaging parents with their child's schooling with mixed success. Programs which have yielded successful outcomes in the fields of psychology, health and child behavioural change can be drawn upon to identify and integrate the elements that were found to have the greatest positive effect.

2.7 PARENT MINDSET ENGAGEMENT PROGRAMS

"Parents play a critical role in providing learning opportunities at home and in linking what children learn at school with what happens elsewhere" (Fear et al., 2012, p. 7). The literature highlights the critical influence of parent mindset, via their aspirations, beliefs, values and actions, and establishes a comprehensive argument for efficacious parent-mindset engagement programs in schools.

As part of a joint initiative by the Australian Parents Council and Australian Council of State School Organisations committed to conducting research and providing practical support to parents and schools, Fear et al., (2012) established a clear platform for the need for efficacious parent-mindset engagement programs. Their research found that,

> parental aspirations and expectations for their children's education have a strong relationship to academic outcomes. In turn, a parent's sense of efficacy and belief in their ability to help their children is central to whether and how they become involved with their children's schooling (p. 11).

Yet, research also shows that parents of children with learning barriers such as disruptive behaviours, report stress and may experience negative beliefs about their role and ability to support their child's education. These beliefs may then have a negative influence on their actual participation in their child's learning. The literature suggests that parent motivational beliefs may serve as a crucial element of intervention to support engagement of families, and strategies and resources should be provided to families to help them to develop a growth mindset in their children (Garbacz, Kwon, Semke, Sheridan, & Woods, 2010; Northrop, 2014).

This research is further supported by literature which illustrates that primary and secondary students' motivation and competence are strongly related to their perceptions of their parents' values about achievement. A synthesis of literature on parent involvement and motivation found that, "When parents are involved, students report more effort, concentration, and attention. Students are more inherently interested in learning, and they experience higher perceived competence" *(*Gonzalez-DeHass, Willems, & Holbein, 2005, p. 117*).* When their parents show an interest in a child's education by getting involved, students are more likely to not only choose challenging tasks, but also to persevere through challenges, and report higher satisfaction with their schoolwork.

Furthermore, Gonida and Urdan's (2007) study on adolescents' perceptions of their parents found that parents are powerful role models for their children and communicate to children strategies for dealing with school. This study also found that when students see their parents set a good example, they see school success as more within their control. Further, when parents are engaged as a resource for academic tasks at home, the connection between the school and home environments is strengthened (Gonida & Urdan, 2007). Consequently, these researchers concluded that this contributes to the student feeling more capable of achieving academic tasks at school. When students see parents as role models and partners in the learning journey, it helps them perceive their own capabilities and performance positively (Gonida, & Urdan, 2007).

A meta-analysis on self-regulation training programmes found that the explicit teaching of self-regulation strategies empowered children to embrace academic challenges, including demonstrated positive effects in primary school contexts (Buettner, Dignath, & Langfeldt, 2008). The current study investigated a school-based growth mindset program that explored the complex phenomenon of parental beliefs about learning, talent and intelligence in order to gain a deeper understanding of the phenomenon of parental engagement in their child's schooling. The educational parent intervention program was supported by the use of video clips as learning tools to increase relevancy and motivation; group collaborative reflection to support parents' autonomous engagement in discourse on the constructs of learning, talent and intelligence; and provision of supportive feedback to encourage self-efficacy, improved knowledge, and changes in attitudes and behaviour associated with parents' engagement with their children's learning. Parents were encouraged to share their experiences of practising key skills at home with the participant group and to receive feedback from the presenter.

2.8 CONCLUSION

Families are the first educators of their children and their influence on their children's learning and development continues during the school years and long afterwards, passing on their values and beliefs. Previous studies have shown that parent engagement, alongside motivational factors, have a powerful influence in shaping children's learning beliefs and behaviours, offering a foundation upon which to build learning enrichment approaches. The

evidence presented in this literature review recognises the primary role of the family in education and supports the view that there is a further need for understanding in the area of mindset intervention for parents. The literature reviewed reflects a focus on interventions targeted at teachers and very young children or children in the secondary phase of schooling. The researcher found a lack of research, which specifically investigates school-based interventions to support parents to develop their knowledge about learning, talent and intelligence. This is despite the clear relationships between parent attitudes to learning and student attitudes to learning found in the literature (Garbacz, Kwon, Semke, Sheridan, & Woods, 2010; Northrop, 2014). Further, the research found a lack of research that addressed the need for schools to provide learning opportunities for parents of students who struggle with learning. The majority of interventions have focused on students with more specific labelled conditions rather than students who are in mainstream classes but who have been identified by their teachers as having low motivation for school tasks and a lived experience of academic struggle. The purpose of this research project was to investigate the influence of a parent engagement program focused on building a growth mindset to strengthen parental self-efficacy for improved engagement in their child's schooling.

2.9 CONCEPTUAL FRAMEWORK

A valid qualitative study is based in a conceptual framework drawn from theories and research relevant to the phenomenon being examined (Neuman, 2014). The framework arising from this literature review, illustrated in Figure 1 (below), illustrates the complex systems which underpin parental engagement in their child's schooling and the ways in which those systems interact with each other. The processes by which the school-based engagement program influences parental self-efficacy for increased engagement in their child's schooling, ultimately aims to create more successful students.
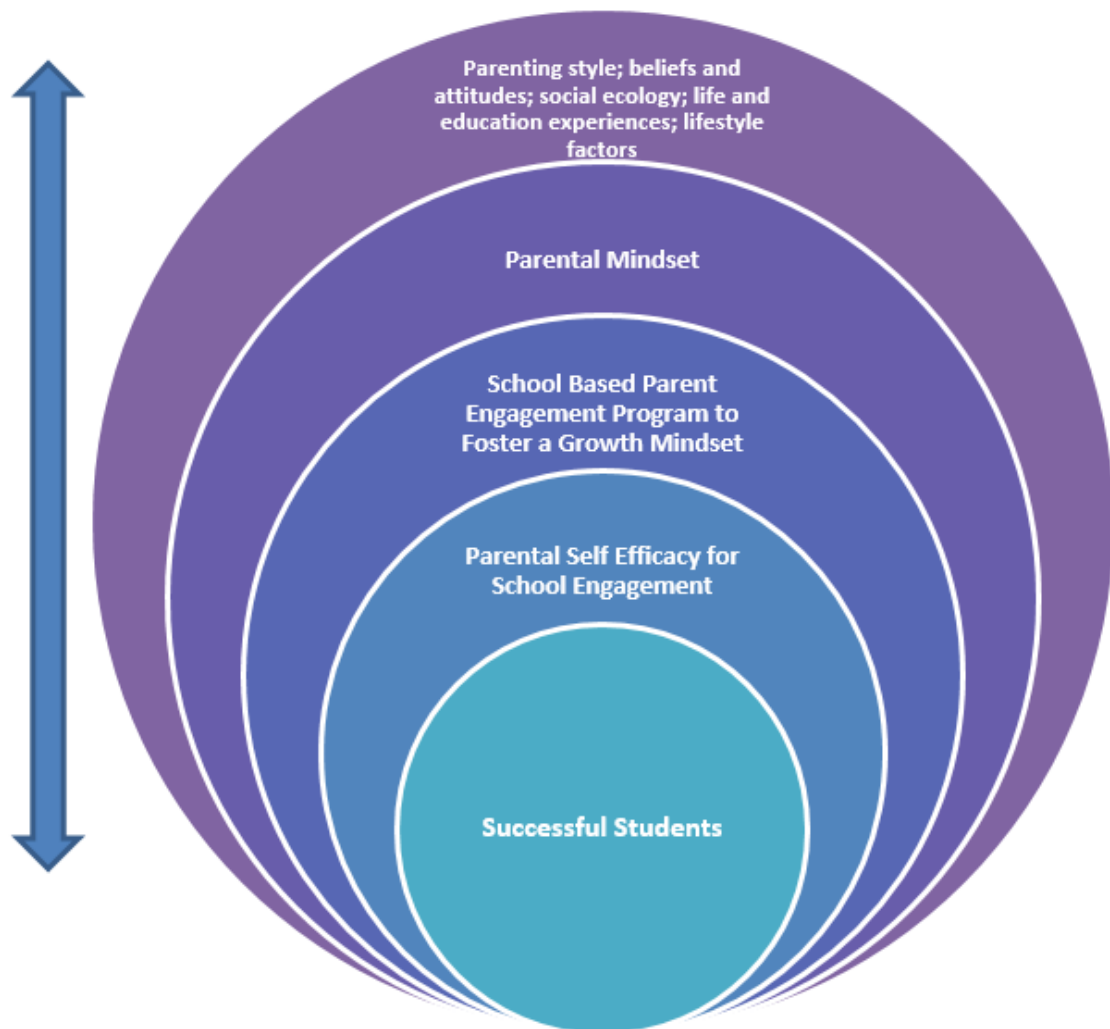
Figure 1. Conceptual framework

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

In Chapter Three the methodology used in this qualitative research study will be discussed. An intrinsic case study research design enabled the investigation of how a single group of parents engaged with a school-based growth mindset program in order to develop a deeper understanding of the phenomenon of parental engagement in their child's schooling (Gerring, 2004). This case study is intrinsic because it considered how a phenomenon is influenced by the context in which it is situated and by virtue that it enabled the researcher to study the phenomenon in depth within its natural context (Crowe et al., 2011).

In the following discussion the research questions are listed, and the theoretical framework and design of the study are outlined to provide an overview of how the research was conducted. The role of the researcher and an overview of the parent engagement program are provided. The data collection for each of the phases of the research is described, detailing the participants, data instruments, procedure, limitations and method of data analysis for each phase.

3.2 RESEARCH QUESTIONS

Neuman (2014) states that the research questions within a qualitative paradigm look beyond the actual phenomenon being examined. In this research, looking beyond parents' engagement in their children's learning related to a specific mindset program to discover "the why's and the how's" (Neuman, 2014, p.73) that underpin the ways in which parents engage with their children's learning. This goal of gaining a deep and detailed understanding of the phenomenon necessitated that the research questions investigate and spotlight the "details and ambiguities inherent in human behaviour" (p. 73).

Research Questions:

1. What design elements contribute to the effectiveness of a parent engagement program by increasing parents' self-efficacy to engage in their child's schooling?

2. How does parents' participation in a school-based parent engagement program focused on building a growth mindset influence their attitudes and perceptions about their own and their child's mindset?

3. How are parents beginning to represent a growth mind set in their learning interactions with their child?

3.3 METHODOLOGY

3.3.1 Theoretical Framework

A Constructivist View of Learning

A constructivist theoretical lens informed the study. In educational research, the constructivist perspective on learning is focused on how learners actively create (or 'construct') knowledge out of their experiences. This view of learning places importance on prior 'knowing' and experience of the learner which is influenced by the social and cultural contexts in which they live, and agency of the learner. The theoretical underpinnings for this study were drawn from a number of different theorists, including Piaget, Bruner, Vygotsky, Dewey, Lave and Wenger, Rogoff.

Piaget (1977) explained the nature of human development and knowledge, stating that individuals gradually acquire, construct, and use knowledge. Although Piaget's theory was focused on explaining children's development as successive stages from birth to adulthood (i.e., sensorimotor, pre-operational, concrete operational, and formal operational), he provided cognitive tools for explaining how learning happens. It is this aspect of Piaget's theory that provided a useful insight in this study. Piaget (1977) theorised that learning involves progressive reorganization of mental processes resulting from maturation and environmental experience. Piaget (1969) explained further that human intelligence is adaptive, and functions through what he referred to as operative and figurative intelligence.

The former involves the active component of intelligence that can take on new information (i.e., dynamic or transformational aspects of reality), and the latter involves the more-or-less static aspects of intelligence for representing things that remain constant (i.e., representation that retains mind states). Drawing from Piaget's explanations about children's learning, it can be extrapolated that human beings construct an understanding of the world around them based upon their experience, and in their everyday life they experience discrepancies (i.e., cognitive dissonance) between what they already know and what they discover in their environment, and they have the capacity to adjust their ideas by either assimilating or accommodating the new information into their existing structures of knowledge (i.e., schema) (Piaget, 1977). This would suggest that parents' notions about learning are constructed as a consequence of their own experience in the world. In their interactions with their child they may experience discrepancies between what they know about how learning happens and what their child is presenting with. Depending on the degree of similarity or difference in their prior and current experience, parents will assimilate or accommodate their knowledge about learning, exercising both operative and figurative intelligence. Therefore, targeted change can be influenced through parent education programs that recognise and address cognitive dissonance in these two aspects of intelligence in supportive ways.

Bruner (1996), like Piaget also viewed learning as an active process in which learners construct new ideas or concepts based upon their past and current knowledge. Bruner (1996) explained that the learner takes on an active role by selecting and transforming information, and making decisions, by relying on their cognitive structure. Cognitive structure, also referred to as "schema or mental models" (by Piaget) helps the learner understand and organise their experiences, and "go beyond the information given" (Bruner, 1986, p. 68). Bruner's ideas guided the present study in terms of instructional practice, by specifically encouraging participants in the Parent Mindset Program to discover effective learning practices by themselves, through direct experience of supporting their child at home. Another idea drawn from Bruner's theory is the engagement of active dialogue (i.e., socratic learning) between the instructor and the learner (i.e., the parents). Bruner theorised that the instructor should translate the information to be learned into a format appropriate to the learner's current state of understanding, and this can be achieved when the curriculum is organised in a spiral manner, allowing the student to continually build upon what they have already learned.

The articulation of Bruner's (1966) theory of learning in the Parent Mindset Program focused on three major aspects. First, is the predisposition towards learning; this involved valuing participants' motivations to wanting to gain knowledge and skills to better support their child with a lived experience of academic struggle. Second, is the way in which the body of knowledge was structured so that it could be readily grasped by parents; this involved tapping into motivation and affect, whilst presenting knowledge in a way that easily translates into practical skills. Third, is the most effective sequences in which to present material; this involved planning and organising the sequence of workshops, and the content within each session, as well as the pacing of the sessions across the six-week time frame.

Overall, Bruner's (1986) theory provided the following critical insights for designing and delivering the Parent Mindset Program. It was essential to create the experiences and contexts that fostered a readiness to learn in participants. It was vital to structure the instruction in ways that could be easily grasped by participants (i.e., spiral organisation). Given the limited length of the Program, it was important to provide conditions that encouraged participants to extrapolate key principles or generalise the skills they were learning so that they would gain confidence and skills that would allow them to go beyond the information given to them in the Program itself, to have a transformative effect.

Vygotsky offered a more holistic approach to understanding psychological development compared to Piaget and Bruner. He argued that human psychological development emerged through interpersonal connections and actions occurring within a given socio-cultural environment (Vygotsky, 1987). This interconnectedness Vygotsky explained, occurred through language, culture, society, and tool-use, that placed individuals in a "zone of proximal development". This social constructivist theory emphasises the influence of the socio-cultural and historical contexts on learning.

In his earlier work during the 1920s, Vygotsky theorised about the significant roles of cultural mediation and interpersonal communication. He argued that higher mental functions were developed through social interaction and represented the shared knowledge of a culture. In terms of learning, this is explained as 'internalisation', which occurs when an individual demonstrates 'knowing how.' This concept was of relevance in this study in so far as the researcher conceived that the practice of fostering growth mindset knowledge and skills for

developing children's learning was possibly outside the scope of parents' everyday interactions with their child. The researcher interpreted that parents' mastery of growth mindset knowledge and skills is needed for performing these practices which are valued by the school culture, through their everyday interactions with their child at home. A further aspect of internalisation is 'appropriation' (Vygotsky, 1987), in which individuals take tools and adapt them for personal use and might include using them in unique ways. By 'internalising' growth mindset knowledge and skills, it was surmised that parents will be able to 'appropriate' these tools for fostering children's learning in ways that related to their unique personal life situations.

In his later work during the 1930s, Vygotsky proposed a more holistic explanation of psychological development, where learning results from interpersonal connections and actions occurring within a given socio-cultural environment (Vygotsky, 1987). Zone of Proximal Development (ZPD) is a metaphor Vygotsky (1987) used to describe the potential of human cognitive development under current conditions. The ZPD is the 'intellectual space' between the learner's current ability and the ability they can achieve with the aid of a 'more knowledgeable other' (MKO) (who could be the teacher / presenter, or peers). The advancement through and attainment of the upper limit of the ZPD is limited by the instructional and scaffolding strategies used by the MKO. Thus, Vygotsky theorised that learning should always precede development in the ZPD. In the present study, The Parent Mindset Program sought to position parents in a ZPD with both peers and instructor taking on the role of MKO, to scaffold their learning of growth mindset knowledge and skills. Through the learning content and experiences, activation of interpersonal connections was sought, whilst intentionally locating their learning in different socio-cultural environments (i.e., in the classroom, online, and in the home).

Vygotsky's (1997) ideas on concept formation and the interrelation between language and thought development, provided further insights (as cited in Rieber & Woollock, 1997). In this aspect of work, Vygosky established the explicit and deep connection between speech (both silent inner speech and oral language), and the development of mental concepts and cognitive awareness. Vygotsky described inner speech as being qualitatively different from verbal external speech. This idea guided the present study in so far as the researcher recognised that participants' knowledge and understanding of growth mindset, can be developed through use

of practical verbal techniques (oral language). Participants' growing cognitive awareness will be represented as an interrelationship between language and through development, as growth mindset oral language and silent inner speech (attitudes about intelligence).

Dewey's pragmatism provided a further theoretical lens for the study. Dewey argued that education and learning are social and interactive processes, and thus educational institutions are fundamentally social institutions through which social reform can and should take place (Martin, 2003). Although Dewey was referring to schools, students and societal transformation, his ideas have been extrapolated with application to a narrower context - parent education, adult learners, and mindset transformation. To support this interpretation, the researcher considered Dewey's ideas that education should provide content knowledge and a place to 'to learn how to live', and to use the skills gained for the greater good, including social consciousness (i.e., parents fostering improved academic performance of their child) (Rud, Garrison, & Stone, 2009). Dewey's ideas were insightful in so far as it helped the researcher consolidate the idea that for the Parent Mindset Program to be most effective, the content must be presented in a way that allows participants to relate the information to their prior experiences, thus deepening the connection with the new knowledge on growth mindset.

Further theoretical directions were derived from Lave's pioneering work in the area of situated learning and communities of practice. This work was advanced through her collaborations with Wenger (Lave & Wenger, 1991). They explained, "Situated learning takes as its focus the relationship between learning and the social situation in which it occurs" (p. 14). Lave and Wenger (1991) theorised that learning is situated in certain forms of social co-participation, rather than in the acquisition of propositional knowledge. For them, learning was conceptualised as a social process in which knowledge is co-constructed, situated and located in a specific context, and embedded within a particular social and physical environment. This idea informed the present study, in so far as learning in the parent engagement program was envisaged as a social, interactive process, where parents co-constructed their understanding of growth mindset through dialogue and shared experience, situated within the context of a specific type of engagement with their child's learning, with a view to improvement in the child's academic achievement.

Rogoff's (2003) idea of cultural variation in learning processes and settings, provided a further lens that guided the present study. Specifically, her ideas on the cultural aspects of collaboration, learning through observation, roles of instructors, and opportunities to participate in cultural activities is of interest. Rogoff (2009) argued that learning occurs as people participate in shared endeavours with others, showing that the community of learners play active but often asymmetrical roles in sociocultural activity. This idea provided a lens to recognise the cultural aspects of parents' learning through shared observation, collaboration and practice, where roles could be asymmetrically based.

To sum up, the constructivist basis of the Parent Mindset Program was informed by multiple theoretical influences, including experiential learning, cognitive dissonance, mental models, socio-cultural learning, internalisation and appropriation, transformation, and situatedness.

Adult Learning Principles

Knowles' (1996) principles of adult learning, provided the andragogic foundation for the Parent Mindset Program. Knowles' six principles aimed at improving adults' motivation to learn was integrated into the curriculum and instructional design.

First, the 'need to know', or the reason for learning something was made explicit from the outset. The rationale and aim of the Program were clearly articulated in a pragmatic way, in order to amplify their 'adult learners' need to know' (i.e., understanding the reason for learning specific things). The clear goal of building parents' capacity to support their child's success at school provided a strong impetus for learning.

Second, Knowles (1996) explained that adults learn best through experience. This principle was integrated into the Program by using targeted practical learning activities to apply their growth mindset knowledge and develop their skills. Mistakes were harnessed as learning opportunities for growth and development.

Third, Knowles (1996) stressed the importance for adults to feel a sense of responsibility for their decisions about their own learning (and in this study, their children's learning also). To achieve this, the workshop presenter engaged participants in dialogue to elicit feedback

about what they would like to learn more about; this strategy served as means for integrating participant input into the planning. Similarly, participants were encouraged to share video to demonstrate their new skills and self-evaluate their learning.

Fourth, Knowles (1996) asserted that adult have a readiness orientation to learning. Adults are most interested in learning subjects that have immediate relevance to their personal or work lives. This principle was integrated by making direct connections between what they were learning, and how this knowledge can be applied with immediacy to transform aspects of their child's learning, making the learning process pragmatic purposeful.

Fifth, Knowles (1996) emphasised that adult learners adopt a problem-centred as opposed to a content-centred orientation to learning. This principle was articulated by presenting real-world scenarios and challenging situations that parents were likely to encounter in their everyday experiences of their child's learning, as a focus to drive their learning in meaningful ways. In trying to solve the problem/challenge, participants were guided situationally and intuitively to unpack the learning content through seeking solutions to real-world problems.

Knowles' (1996) sixth and final principle of adult learning is motivation. By motivation, he meant that adults respond better to internal drivers, rather than external drivers. This principle was articulated by continuously reinforcing the intrinsic benefits for themselves and for their child for understanding and applying growth mindset principles. This connected to the intrinsic joy associated with feelings of success in supporting one's child to learn, and potentially seeing one's efforts materialise in academic success.

Collectively, these six principles were weaved through the Program in ways that valued participants as autonomous and self-directed learners. Their life experiences and breadth and depth of knowledge was used as a resource for learning, inherently improving their engagement with the Program. Cooperative learning strategies guided self-inquiry and social learning. Relevance and immediacy were strengthened through a spiral curriculum which connected their own past and current lived experience, with scope for attitudinal and behavioural change. This parent intervention program drew intensively on theoretical knowledge of how adults learn in both its design and implementation (Lieb & Goodlad, 2005).

3.3.2 Research Design

A qualitative research design was chosen to explore the complex phenomenon of parental beliefs about learning, talent and intelligence and the influence this has on parental self-efficacy for engaging in their child's schooling. Qualitative research (Neuman, 2014) enables a stronger focus on depth, rather than breadth. In this study, the researcher drew upon qualitative methods because the "goal is to develop a deep understanding of a phenomenon as it is experienced in a particular setting rather than to draw broad conclusions about a particular aspect of human behaviour" (p.71). The adoption of a qualitative approach using an intrinsic case study design enabled the exploration of how a phenomenon is influenced by the context in which it is situated and enabled the researcher to study the phenomenon in depth within its natural context (Crowe et al., 2011). The issue that was investigated is of genuine interest to the researcher being the school principal (Crowe et al., 2011).

The qualitative research paradigm aligned with the philosophical and theoretical assumptions of the study, particularly the acknowledgement that the complex social systems and layers within these systems effect growth and development, which promotes alignment of the mesosystem (Bronfenbrenner, 1994), through the vehicle of the home-school connection. The qualitative design of this study supported a constructivist exploration of an individual's perception of the world they live in and the social interaction so crucial in the development of human cognition (Martin, 2008). This qualitative research design enabled an exploration of parental self-efficacy for engagement from multiple perspectives whilst empowering participants to tell their stories and provide the researcher greater flexibility to better understand the participants' experience (Baxter & Jack, 2008). Individual cases within the research enabled the use of multiple perspectives which facilitated a deeper understanding of the phenomenon being studied and added strength to the research findings (Baxter & Jack, 2008). The intrinsic case study approach allowed this researcher to intensely study a single group of parents as they engaged with a school-based growth mindset program to develop a deeper understanding of the phenomenon of parental engagement in their child's schooling (Gerring, 2004).

The context for the study was limited to a single setting—the primary school to which the participants' children attend—and the purpose of the research was to explore the details specific to those participants' thoughts and actions (Neuman, 2014).

3.3.3 Role of the Researcher

To mitigate the power imbalance of the principal as researcher, the researcher coordinated the research independently of the parent engagement program and did not present the parent workshops nor conduct the semi-structured interviews. The researcher analysed de-identified data, identified patterns and themes in the data and drew assumptions and conclusions.

The three engagement workshops were presented to participants by the literacy and numeracy intervention teacher with an independent interviewer conducting the semi-structured interviews.

3.3.4 Study Setting

The study was located within one primary school in the Peel region of Western Australia. The three two-hour parent engagement workshops were held at the school premises immediately after the school day commenced.

3.3.5 The Parent Mindset Program

The Parent Mindset Program contained three parent engagement workshops delivered fortnightly over six weeks by a teacher. The workshops are based on the Stanford University Project for Education Research That Scales (PERTS) Mindset Kit, modified by the researcher to better suit adult learning principles (Knowles, 1996) and the Western Australian socio-cultural context (Brinkman, Gregory, Goldfield, Lunch & Hardy, 2014). The PERTS Mindset Kit is freely available online. Each session included opportunities for participants to learn new information via interactive engagement with video, written and oral texts; make connections to their own child and family; reflect on the usefulness of elements of that week's workshop; and share what they had experienced and learned since the previous workshop. The Program was designed by the researcher to support participants to practice skills and knowledge at home with their child and receive feedback from the teacher/presenter to support skill mastery. The participants were provided a handbook to record notes, reflections and home

activities, and were also invited by the teacher/presenter to join a Connect Community, a secure Department of Education online communication tool, which also operates as a social media platform. The handbook, video and Connect Community posts were three cognitive tools used to create the social process essential for learning; this provided a point of reference and opportunities for parents to discuss, inquire, and problem-solve with other parents and the teacher/presenter.

3.4 RESEARCH PROCEDURES

3.4.1 Participants

The participants in the study were a group of nine parents whose students were enrolled in one Western Australian independent public primary school. Participants all had children who were participating in an intensive school-based intervention program to supplement classroom instruction and accelerate their child's literacy or numeracy academic progress.

Following ethics approval from the Human Research Ethics Committee at Edith Cowan University and System Performance External Research Applications Evaluation and Accountability Directorate Department of Education (WA) and Department of Education Ethics Committee, a letter was sent to parents inviting them to attend a parent information session about the study. At the parent information session, parents were provided with an outline of the purpose of the study and expectations of parents volunteering to participate in the Parent Mindset Program and the associated research. As a purposive sampling technique, all parents attending the information session were invited to volunteer to participate in the six-week study. A small group of nine parents volunteered for the program. This purposive sampling technique enabled the researcher to identify appropriate participants willing to share their knowledge and experiences as a parent of a primary school aged child struggling with their learning and how this impacts on parental willingness or ability to engage in their child's schooling (Tongco, 2007).

3.5 DATA COLLECTION

3.5.1 Data Collection Strategies

Intrinsic case study approaches involve the collection of multiple sources of evidence, strengthening the triangulation of evidence (Eisenhardt, 1989). This study employed five key data collection strategies designed to provide rich and multiple lenses through which to answer the research questions as summarised in Table 1.

Table 1

Research questions and data collection strategies

Research Questions	Data Collection Strategies
1. What design elements contribute to the effectiveness of a parent engagement program by increasing parents' self-efficacy to engage in their child's schooling?	• Workshop discussions as summarised by the teacher/presenter on anchor charts • Semi-structured interviews • Self-assessment survey
2. How does parents' participation in a school-based parent engagement program focused on building a growth mindset influence their attitudes and perceptions about their own and their child's mindset?	• Self-assessment survey • Connect posts • Anchor chart summaries of workshop discussions • Semi-structured interviews
3. How are parents beginning to represent a growth mind set in their learning interactions with their child?	• Connect posts • Anchor chart summaries of workshop discussions • Semi-structured interviews • Self-assessment survey

3.5.2 Demographic Survey

At the commencement of Workshop 1 of the Parent Mindset Program, the participants completed a demographic survey designed to identify factors which may influence a respondent's participation in the Parent Mindset Program. Information from the demographic survey was later cross-tabulated with other data sources to compare how responses varied between individuals/sub-groups. Participants provided data relating to five demographic items including age, ethnicity, education, marital status and employment status. All items were presented as alternative choice questions (see Appendix A).

3.5.3 Self-Assessment Survey

During Workshop 1 of the Parent Mindset Program, the participants also completed a self-assessment survey (see Appendix B) of open-ended questions which were analysed for themes relevant to the research questions including mindset beliefs and levels of, and feelings about, engagement with the school about their child's education.

Table 2

Self-assessment questions workshop 1

Self-Assessment Questions	Research Questions
Why have you chosen to participate in these parent workshops?	What design elements contribute to the effectiveness of a parent engagement program by increasing parents' self-efficacy to engage in their child's schooling?
What do you know about mindset and how it affects learning?	How does parents' participation in a school-based parent engagement program focused on building a growth mindset influence their attitudes and perceptions about their own and their child's mindset?
How do you feel when you think about your child's learning at school?	When parents update their knowledge about mindset, how does this influence their perceptions of their child's capacity to learn?
What do you hope to get out of participating in these parent workshops?	How are parents beginning to represent a growth mind set in their learning interactions with their child?

Participants completed a second self-assessment survey in Workshop 3 and the researcher analysed for this to identify possible changes to mindset beliefs and feelings of self-efficacy about engagement with the school about their child's education (see Appendix C). Parents responded to both surveys in writing and each survey took less than 15 minutes to complete. Each item on the survey was linked to a specific research question, as shown in Table 2.

Table 3

Self-assessment questions workshop 3

Self-Assessment Questions	Research Questions
Would you recommend participation in this program, to other parents? Why/why not?	What design elements contribute to the effectiveness of a parent engagement program by increasing parents' self-efficacy to engage in their child's schooling?
What understanding have you gained about mindset and how it affects learning?	How does parents' participation in a school-based parent engagement program focused on building a growth mindset influence their attitudes and perceptions about their own and their child's mindset?
Following your participation in the program, how do you feel when you think about your child's learning at school?	When parents update their knowledge about mindset, how does this influence their perceptions of their child's capacity to learn?
Did participating in these parent workshops meet the hopes you held for the program when you first enrolled?	How are parents beginning to represent a growth mind set in their learning interactions with their child?

3.5.4 Connect Posts (Written text)

Participants were invited to join a secure, dedicated online community, Connect, securely hosted by the Department of Education. The Connect community established for this research was a 'closed' community, with only the teacher/presenter and participants having access. Connect communities allow members to post comments and reply to the comments of others'. Although most participants were expected to be regular users of Connect, as it is in

use as a communication platform at the school, the teacher/presenter provided additional technical assistance to support participants in gaining proficiency in using more advanced features of Connect to upload posts that demonstrated their at-home practice of skills learned in the parent workshops. The researcher was not a participant in the Connect discussions, nor did the researcher have access to the Community. All data derived from this source was first de-identified by the teacher/presenter, enabling the researcher to collect evidence of parent application of skills learned, track growth in participants' understanding of concepts learned and also their growth in parental self-efficacy to engage as equal partners in their child's education, whilst retaining the anonymity of the participants.

3.5.5 Anchor Chart Summaries of Workshop Discussions

The teacher/presenter recorded participants' discussions and feedback on anchor charts throughout the Parent Mindset workshops. These were used as a further data source. This data collection strategy enabled the researcher to collect non-identifiable evidence of parent application of skills learned, track growth in their understanding of concepts learned and also monitor for changes in parental self-efficacy to engage as equal partners in their child's education.

3.5.6 Semi-Structured Interviews

Semi-structured interviews facilitated the collection of further data about the ways in which the parent mindset program impacted the participants' sense of self-efficacy and capacity to engage as equal partners in their child's education. Interviews enabled the researcher to collect data in a more flexible way than just surveys, and allowed the interviewer to develop and clarify respondents' ideas (Bell, 2010). At the completion of the six-week program, semi structured interviews with three volunteer participants were conducted by an independent interviewer in a private office on the school grounds. The researcher provided the independent interviewer with both questions (see Appendix D) and guidelines, including probes, designed to focus the interviews whilst maintaining the capacity for open-ended responses and the exploration of unexpected dimensions which may have arisen during the interview (Neuman, 2014). The interviews explored participants' mindsets and sense of self-efficacy and capacity to engage as equal partners in their child's education. The open-ended questions supported the independent interviewer to not limit the responses from the participants and to discuss the topic in detail (Eisenhardt, 1989). The independent interviewer

made use of cues and used probing questions regarding beliefs about learning, intelligence talent; the capacity of students struggling with learning to become successful learners; participants' sense of self-efficacy to engage as equal partners in their child's education; and participants' feedback about the ways in which the program itself facilitated that sense of self-efficacy. All interviews were audio recorded and later transcribed by an independent transcription service. All transcriptions were verified by the participants, and checked by the independent interviewer to ensure no identifying data was present, before being analysed by the researcher.

3.5.7 Parent Handbook

All participants were provided with a parent handbook within which to take notes during the workshops, record workshop reflections and evidence of home activities. Parent handbooks remained the property of the participant at all times and did not form part of the data collection process.

3.6 DATA ANALYSIS

3.6.1 Data and Framework Analysis

Data was analysed using framework analysis, a flexible analysis process allowing the researcher to either analyse the data after all data had been collected or to do data analysis during the collection process. The analysis stage involved a five-step process where the gathered data was sifted, charted and sorted in alignment with key issues and themes (Ritchie & Spencer, 2002). Table 4 shows how each data collection technique was analysed using Framework Analysis.

Table 4

Data analysis using Framework Analysis.

Framework Analysis Stage	Steps and Strategies
Familiarization	The researcher became familiarized with the transcripts of the data collected (i.e., anchor chart summaries, self-assessment surveys, semi-structured interview transcripts, Connect posts) and developed an overview of key ideas and recurrent themes and made a note of them.
Identifying a thematic framework	The researcher recognized emerging themes or issues in the data set using the notes taken during the familiarization stage. The researcher made judgments about the meaning, relevance and importance of issues, and about connections between ideas. The key issues, concepts and themes that were expressed by the participants then formed the basis of a thematic framework that was used to filter and classify the data.
Indexing	Indexing involved identifying portions or sections of the data that corresponded to a particular theme. This process was applied to all textual data collected.
Charting	The specific pieces of data that were indexed in the previous stage were next arranged in charts of the themes that consisted of headings and subheadings that were drawn during the thematic framework.
Mapping and interpretation	Mapping and interpretation involved the analysis of the key characteristics as laid out in the charts. This provided a schematic diagram of the event/phenomenon and guided the researcher in their interpretation of the data set.

3.6.2 Data Storage

Data that was collected via paper was stored in a locked drawer in the principal's office. This data was then electronically collated by the researcher, and original paper records shredded thereafter. Data that was collected electronically was stored on an external USB and stored in a locked drawer in the principal's office, in accordance with the ethics approved research procedures.

3.6.3 Reliability and Validity

In all forms of data collection, it is imperative to assess the reliability and validity of the methods being used (Bell, 2010). Triangulation was used in this study as a strategy for improving the validity and reliability of the findings of this the research (Golafshani, 2003). The use of multiple sources of data to strengthen data triangulation is advocated as a method of increasing the internal validity of a study, that is, the extent to which the method is appropriate for answering the research questions. Data collected in a variety of ways should lead to similar conclusions, and approaching the same issue from different perspectives can help develop a deeper and richer understanding of the phenomenon (Crowe et al., 2011). Triangulation of the data via the multiple methods of data collection employed in this research has enabled cross checking of the findings and strengthened the researcher's capacity to confirm or challenge the emerging themes (Bell, 2010).

3.6.4 Bias

The researcher was aware that by being the school principal and researcher there was a danger of bias (Bell, 2010). To mitigate potential for bias, the researcher continually questioned the practices being used and critically analysed all data for both confirming and unconfirming instances (Miles & Huberman, 1994, as cited in Bell, 2010). To address the issue of principal as researcher the three parent workshops were presented to participants by a teacher/presenter with an independent interviewer conducting the semi-structured interviews. Additionally, the data obtained from workshops and the Connect community was deidentified prior to the research examining it. Transcripts from interviews were verified by participants, to confirm accurate data collection. The researcher made use of peer examination of the data to verify accuracy in interpretation of emerging themes (Eiseinhardt, 1989).

3.6.5 Limitations

A criticism of the case study approach can be a lack of scientific rigour, providing little basis for generalisation that may be transferable to other settings (Crowe et al., 2011). Immediate limitations of this study include: the context, as the study was conducted in one school; the small sample size of nine parents, with participants all coming from one school; and the length of the study being restricted to six weeks. The researcher addressed these concerns by drawing on a conceptual framework (as presented in Chapter 2); maximising transparency by describing in detail the steps involved in the participant recruitment process, careful data collection to maintain participant anonymity, rigorous data analysis processes to allow multiple perspectives to emerge, outlining the researcher's role and level of involvement; employing a respondent validation strategy, and using peer examination to remain open to alternative explanations to maximise the trustworthiness of the data analysis (Crowe at al., 2011).

3.6.6 Ethical Considerations

The ethical conduct of this research was guided by the approval for the conduct of the project by Edith Cowan Research Ethics Committee and the System and School Performance Directorate of the Department of Education. The processes adopted ensured participant consent, maintained the privacy of each individual participant, and managed the data in a secure manner retaining confidentiality of information.

Confidentiality is important in protecting the privacy of all participants, building trust and rapport with participants, and maintaining ethical standards of the research process (Baez, 2002). Confidentiality breaches via deductive disclosure are of particular concern in qualitative studies which often contain rich descriptions of study participants (Kaiser, 2009).

The researcher addressed issues of confidentiality both at the outset of the research study and at the point of data collection in order to ensure informed consent and build trust with participants. Participants were sent written invitations to attend a parent information session where they were informed about the research project before data collection began. Consent forms were signed by all participants. The identity of participants has remained confidential. To ensure anonymity, all identifying characteristics have been changed in the analysing and reporting of data.

Of concern to this researcher, is whether the community with whom participants have relationships will be able to identify a participant given their knowledge of him or her via deductive disclosure. To address this, the researcher removed identifying characteristics to create a clean data set that does not contain information that identifies participants; however, the researcher acknowledges that the contextual identifiers in individual participants' personal stories may remain. The researcher also considered whether specific quotations and examples could lead the participants to be identified via deductive disclosure. Where required, details in the data were modified without altering the original meaning of the data. The researcher had intentionally chosen the use of anchor charts to summarise and record participants' sharing about their experiences as a tool to gather relevant data without identifying individual participants.

Further measures taken to protect confidentiality in this study was managed by requiring the teacher/presenter, independent interviewer, and the transcriber to sign confidentiality agreements.

3.7 SUMMARY

Chapter Three outlined the qualitative methodology employed in this study. A range of qualitative data sources were discussed, and the case put forward explaining the choice of an intrinsic case study research design to answer the research questions. An intrinsic case study approach enabled the researcher to explore in detail the factors that impacted on parental beliefs about learning, talent and intelligence and the influence this had on parental self-efficacy for engaging in their child's schooling. The findings of the analysed data are discussed in Chapter Four and conclusions of the study are presented in Chapter Five.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

Chapter Three explained the methodology used in this qualitative research study. An intrinsic case study research design enabled the investigation of how a single group of parents engaged with a school-based growth mindset program in order to develop a deeper understanding of the phenomenon (Gerring, 2004) of parental engagement in their child's schooling.

The purpose of Chapter Four is to provide a detailed analysis of the data outlining the factors that impacted on parental beliefs about learning, talent and intelligence and the influence this had on parental self-efficacy for engaging in their child's schooling. An overview of the data collected through the various sources will be presented and then analysed, making links to relevant literature to situate the findings within a wider body of knowledge. Finally, a summary will conclude the chapter, providing an insight into the following chapter where conclusions from the study will be drawn and recommendations made.

4.2 THE STUDY CONTEXT

This study located within a primary school in the Peel region of Western Australia, aimed to support the parents of students who experience difficulty with academic learning through participation in a series of three workshops delivered fortnightly over six weeks during Term 2. Based on the PERTS Mindset Kit, the researcher modified the program to better suit adult learners (Knowles, 1996) and the Western Australian socio-cultural context (Brinkman et al., 2014). The focus of each session is supplied in Table 5.

Table 5

Overarching focus of the Parent Mindset Program workshops based on the PERTS Mindset Kit

Session	Duration	Knowledge and Skills
Workshop 1	60 minutes	What is a Growth Mindset? Growth Mindset Beliefs Neuroplasticity
Workshop 2	60 minutes	Practicing Process Praise Modelling Mistakes Growth Mindset Language Neuroplasticity and Practice
Workshop 3	60 minutes	Failure Mindset Mistakes Growth Mindset Language

Each session included opportunities for participants to learn new information via interactive engagement with video, written and oral texts; make connections to their own child and family; reflect on the usefulness of elements of that week's workshop; and share what they had experienced and learned since the previous workshop. The Program was designed to support participants to practice skills and knowledge at home with their child and receive feedback to support skill mastery. The handbook, for participants to record notes, reflections and home activities, video content, workshop discussions and Connect posts were cognitive tools used to create the social process essential for learning. Collectively, these provided a point of reference and opportunities for participants to discuss, inquire, and problem-solve with other parents and the teacher/presenter. This strategy is located within a constructivist learning paradigm that espouses the view that learning is constructed through historical, social and cultural contexts in which social interaction plays a pivotal role in the development of human cognition (Martin, 2008).

Workshop 1 (see Appendix J) commenced with an intentional focus on community building to support participants to build their relational capacity. Group norms to articulate agreement between participants about how they would learn together were discussed and established, and an outline of the workshop's agenda was shared with participants. Short, informational videos were then used to introduce growth mindset related concepts and cooperative learning strategies supported participants to make connections from the information back to their own life experiences and share their thoughts and ideas with others. The workshop ended with a discussion and about how participants would practice raising their awareness of mindset moments with their children in the hours when they are not at school. Participants were encouraged to share what they noticed online using the Connect Community throughout the following two weeks.

Workshop 2 continued to build the relational capacity of the group and reminded participants of the group norms. Cooperative learning strategies encouraged participants to reflect upon their experiences over the two weeks since the first workshop and to share these experiences with others. The agenda set the focus for the workshop and, again, short informational videos were supported by collaborative strategies to support participants to identify information most relevant to their own experiences. Once again, participants were encouraged to share a mindset video with their children at home to show they were practicing a strategy they had learned with their children at home.

Relational capacity, reflection and group sharing were the focus for the start of Workshop 3. Workshop 3's agenda focused participants on deeper reflection about their perceptions and beliefs about their child as a learner, and also on developing a deeper understanding of the strategies they had learned to encourage a growth mindset in their child. Three participants volunteered to participate in individual interviews following the conclusion of the Program.

In addition to the content focus of the workshops, the Program was modified to suit adult learners (Knowles, 1996), using a constructivist approach to learning (Martin, 2008), as discussed in Chapter 3. Table 6 highlights these design features of the program, as they occurred within the workshops.

Table 6

Adult and constructivist learning principles embedded in the design of the Parent Mindset Program workshops

	Constructivist Learning Principles	Adult Learning Principles
Workshops	- Direct experience - Operative and figurative intelligence - Mental models - Spiral organization of curriculum - Interpersonal connections - Socio-cultural connections - Language - Zone of proximal development - Scaffolding - Interactivity - Situated learning - Co-construction of meaning - Learning community	- Strengthening self-concept through reflection and relational capacity - Inquiry routines to inform need to know - Drawing on learner's experience through inquiry processes - Connections to real-life context to build readiness to learn - Problem orientation to learning through homework activities

4.3 DATA COLLECTED

4.3.1 Data Collection Tools

Intrinsic case study approaches involve the collection of multiple sources of evidence, strengthening the findings through triangulation of data (Eisenhardt, 1989). This study employed five key data collection strategies designed to provide rich and multiple lenses through which to answer the research questions:

1 Self-assessment surveys – open-ended questions were analysed for evidence of parental mindset beliefs and levels of self-efficacy regarding engagement with child's schooling and education.

2 Connect posts – parental posts on a secure, closed, online community were analysed for evidence of parental at-home practice of skills learned in the program workshops.

3 Anchor chart summaries of workshop discussions – were analysed for non-identifiable evidence of parental application of skills learned, growth in understanding of concepts learned and also in parental self-efficacy to engage as equal partners in their child's education.

4 Semi-structured interviews – were analysed for evidence of the impact of the parent mindset program on the participants' sense of self-efficacy and capacity to engage as equal partners in their child's education.

5 Demographic survey – was analysed for factors which may influence parental participation in the program.

A summary of the findings from each data source follows to demonstrate the scope of data that informed the findings of this study.

4.3.2 Demographic Survey

At the commencement of Workshop 1 of the Parent Mindset Program, nine participants completed a demographic survey designed to identify factors which may influence a respondent's participation in the Parent Mindset Program. Participants provided data relating to five demographic items including age, ethnicity, education, marital status and employment status. All items were presented as alternative choice questions (see Appendix A). The vast majority of participants were between the ages

of 35-44 years. They were married or with a partner and had completed post-secondary school qualifications, however, only one participant was currently working full-time, with half of the participants marking "homemaker" as their current form of employment.

4.3.3 Self-Assessment Survey

Participants completed two self-administered pen and paper surveys in Workshop 1 and 3, respectively. Nine participants completed Survey 1 and three participants completed Survey 2. The surveys were comprised of open-ended questions which were then analysed for themes relevant to the research questions including mindset beliefs and levels of, and feelings about, engagement with the school about their child's education. Some of the prominent ideas communicated by participants in Survey 1 included an intrinsic motivation for choosing to participate in the Program. Participants reported an enjoyment of learning and a desire to better improve their skills to support their child's learning. Participants also reported a mixed understanding of growth mindset, although most reported supporting a "positive mindset" in general. Worry and feelings of anxiousness were commonly reported by participants when they reflected on how they felt about their child's learning at school. Some participants reported feeling happy that their child attended a school which were responsive to student and family needs. All participants reported the desire to learn more information and strategies during the Program which would help them support their child's education.

Survey 2 was analysed to identify possible changes to mindset beliefs and feelings of self-efficacy about engagement with the school about their child's education. These generally pointed to an agreement that participants would recommend the Program to other parents. Participants reported a perceived increase in understanding and skills for supporting their child's learning. They were able to clearly articulate their understanding of growth mindset and reported feelings of increased happiness and confidence when they thought about their child as a learner. All participants agreed that the Program had met their expectations. They reported having learned more information and having a deeper connection to skills and strategies to support their child's learning.

4.3.4 Connect Posts

A closed online community site was created using *Connect,* the Department of Education's integrated online environment for staff, students and parents in public schools. This online forum provided a social space for participants to communicate and interact with each other during the Program. Participants were encouraged to use the discussion forum as a secure group social media channel to share their individual experiences about how they were gaining at-home practice of the skills gained in the workshops. Affordances of the Connect tools allowed participants to post text messages, audio messages, images, and video. Only participants and the workshop facilitator had access to this forum. The workshop facilitator had responsibility for monitoring participants' online activity and responding to their posts with encouragement. All text comments from Connect posts were extracted and de-identified by the workshop facilitator and shared with the researcher. Identifiable data such as images / photos, audio and video clips did not form part of the data, for reasons of participant privacy.

The following provides a summary of the data that was collected from Connect.

Table 7

Summary of Connect data

	Theme for home-based practice of skills: Noticing Fixed-Mindset and Growth-Mindset "moments" at home.	Theme for home-based practice of skills: *Neuroplasticity: Where in life can you use a Growth Mindset?*
	Week 1 - 2	Week 3-4
Number participated	8	6
Number of text posts	4	2

Connect posts were analysed for evidence of parental at-home practice of skills learned in the Mindset Program workshops. The content of Connect posts reflected the enthusiasm with which participants applied their new learning. Participants shared examples from their everyday interactions with their children such as helping with homework and playing outside and at parks, to illustrate ways in which they had successfully applied growth mindset strategies.

4.3.5 Anchor Chart Summaries of Workshop Discussions

Anchor charts refer to a cognitive organisational tool which enables the recording of group feedback in a way which protects the identity of any contributing participant. They can be useful for making thinking visible in cooperative learning situations.

During the interactive workshops in response to specific questions and activities, participants expressed their ideas and cooperatively exchanged personal experiences to build group knowledge. These ideas were captured verbatim on anchor charts, which provided the researcher with useful summaries representing how participants were thinking and feeling about the Program content, and its relevance to their life.

The anchor charts did not contain any identifying information. The seven anchor charts that formed part of the data related to:

- *"What part of today's agenda was most interesting?"*: Collectively the ideas shared conveyed participants' enjoyment of discussing with other parents and the opportunity to learn something new. There was convergence of thought around the view that participants were best placed to support each other as they were experiencing similar parenting issues with their children.
- *"What stuck with you today?"*: Collectively the ideas conveyed a growing awareness of the impact their own mindset has on their child's mindset. A commonly identified thought was the need for participants to change their own mindset in order to model a positive mindset to their children.
- *"How did you go recognising Growth-Mindset and Fixed-Mindset moments at home?":* Collectively the examples shared demonstrated that participants had actively sought to notice their child's mindset at home. There was consensus that their children responded with a Fixed Mindset in moments of challenge.

- *How would you represent your mindset over the last two weeks? Colour Symbol Image:* Collectively the examples shared conveyed a growing self-awareness amongst participants regarding their own mindset and mindset driven behaviours. There was consensus that this process was an ongoing cycle of monitoring one's own cognition and language before responding to a given situation. Participants reported carrying success with this process.

- *Reflection Thinking Routine - Square, Triangle, Circle*: Collectively the ideas conveyed that participants had a strong understanding of the Growth Mindset principles. There was consensus as to the value of sharing with other parents and the need for continued practice.

- *"Who is my child as a learner? Who am I in my child's education?":* Collectively the ideas conveyed acceptance that the development of a Growth Mindset is not a simple task nor a short journey. There was consensus that parents' mindset and behaviours have a significant impact on child mindset and behaviours.

The content of the anchor charts were analysed for non-identifiable evidence of parental application of skills learned, growth in understanding of concepts learned and also in parental self-efficacy to engage as equal partners in their child's education.

4.3.6 Semi-Structured Interviews

At the completion of the six-week Program, semi structured interviews with three volunteer participants were conducted. Initially the data was checked by the interviewees for accuracy and potential for deductive disclosure before the de-identified data was provided to the researcher for analysis. Interview data was analysed for evidence of the impact of the Parent Mindset Program on the participants' sense of self-efficacy and capacity to engage as equal partners in their child's education. This process involved reading and re-reading the data multiple times to interpret ('reading between the lines'), code, and then theme the data to identify patterns.

4.4 DATA ANALYSIS

Data was analysed using framework analysis, a flexible analysis process allowing the researcher to either analyse the data after all data had been collected or to do data analysis during the collection process. The analysis stage involving a five-step process where the gathered data was sifted, charted and sorted in alignment with key issues and themes (Ritchie & Spencer, 2002) is outlined in Table 8.

Table 8

Data collection and analysis table

Research Question	Data Source	Analysis Strategy	Emergent Theme
What design elements contribute to the effectiveness of a parent engagement program by increasing parents' self-efficacy to engage in their child's schooling?	• Workshop discussions as summarised by the teacher/presenter on anchor charts • Semi-structured interviews • Self-assessment survey	Familiarization, Identifying a thematic framework, Indexing, Charting, Mapping and Interpretation.	Parental reflections on participating in the Mindset Program
How does parents' participation in a school-based parent engagement program focused on building a growth mindset influence their attitudes and perceptions about their own and their child's mindset?	• Self-assessment survey • Connect posts • Anchor chart summaries of workshop discussions • Semi-structured interviews	Familiarization, Identifying a thematic framework, Indexing, Charting, Mapping and Interpretation.	Parental self-efficacy

How are parents beginning to represent a growth mind set in their learning interactions with their child?	• Connect posts • Anchor chart summaries of workshop discussions • Semi-structured interviews • Self-assessment survey	Familiarization, Identifying a thematic framework, Indexing, Charting, Mapping and Interpretation.	Parental self-efficacy; parental awareness, parental behaviour change, and the reciprocal relationship between parental and child mindset and behaviour.

The analysis of the data obtained is presented in two sections pertaining to the key themes, and associated sub-themes:

1. Parental reflections on participating in the Mindset Program

    1.1 Parental motivations for participating in the program

    1.2 Parental perspectives on the value of having participated in the program

2. Parental self-efficacy

    2.1 Parental self-awareness

    2.2 Parental behavioural change

    2.3 Reciprocal relationship between parental and child mindset and behaviour

Each section discusses the relevant data and presents key findings drawn from the interpretation of the data.

4.5 PARENTAL REFLECTIONS ON PARTICIPATING IN THE MINDSET PROGRAM

Two sub-themes were identified from the data which illustrate participants' motivations for participating in the Mindset Program and design elements which they found both valuable and engaging:

1. Parental motivations for participating in the Mindset Program
2. Design elements linked to engagement and enjoyment of the Mindset Program.

4.5.1 Parental Motivations for Participating in the Mindset Program

During Workshop 1 of the Parent Mindset Program, the participants completed two surveys. Data from the Demographic Survey was analysed for themes or patterns which provided insight into motivation for participation in the Mindset Program. The vast majority of participants were between the ages of 35-44 years. They were married or with a partner and had completed post-secondary school qualifications, however, only one participant was currently working full-time, with half of the participants marking "homemaker" as their current form of employment.

Self-assessment Survey 1 was analysed for themes relevant to the research questions including mindset beliefs and levels of, and feelings about, engagement with the school about their child's education. Self-assessment Survey 2 was analysed for changes to mindset beliefs and feelings of self-efficacy about engagement with the school about their child's education.

The first question within Survey 1, asked participants why they had chosen to participate in these parent workshops. The first question within Survey 2 asked participants if they would recommend participation in these parent workshops to other parents. These questions were included to determine whether specific design elements of the Program contributed to parent engagement by increasing parents' self-efficacy to engage in their child's schooling.

Overwhelmingly, all participants identified the intrinsic desire to better help their child with their learning as their main motivation for participating in the Parent Mindset Program. Responses such as "*I believe parents are children's #1 educators and working with schools we can support our children to the best of our ability",* and, *"In the hopes to better help my son to achieve better results and for me to understand him better"* encapsulate the sentiments expressed by all the participants in both surveys.

Half of the nine participants also identified a secondary motivator for choosing to participate in the Program – the love of learning new things. Phrases such as "*I enjoy learning",* and, *"I enjoy opportunities to learn new things"* provide evidence that half the participant group experienced an intrinsic source of motivation for their participation.

Participant responses such as *"Anything I can do to help my child, I will. Any help offered is much appreciated. I enjoy learning"*, and, "*I enjoy opportunities to learn new things. Especially when it can help my child progress"* demonstrate that, for many parents, the Mindset Program provided an opportunity to meld the extrinsic desire to better help their child with the intrinsic enjoyment of learning.

Due to unforeseeable factors, including ill children, only three participants were able to attend the third and final workshop and complete Survey 2, however, all

respondents stated they would recommend the Program to other parents, evidence that their experience within the Program did, in fact, provide them with the tools and learning which had originally formed the motivation for their voluntary participation.

Reasons provided for recommending the Program focused on the ability of the Program to provide parents with information that makes them more effective in supporting their children, positively reinforcing the content and skills development focus of the Program (see Table 5). Participants' responses reflected their belief that they had learned new and valuable skills: "*These programs provide parents with the information to more effectively support our children regardless of their learning level!*"; *"Yes, I would definitely recommend this program to other parents because you gather a much better understanding of growth mindset, how to deal and lead by example at home and what they teach in school."* The participants' statements provided here demonstrate the perceived value of the content and skills development focus that was embedded within the Parent Mindset Program, and attest to the findings from previous research discussed in Chapter 2. In particular, these participants' views are similar to the research findings of Lieb and Goodland (2005) whose study found that focusing on what is most relevant for participants ensures there is a clear purpose for learning and increases motivation for learning and engagement.

4.5.2 Design Elements Linked to Engagement and Enjoyment of the Mindset Program

Semi-structured interviews with three volunteer participants, enabled the collection of data in more flexible ways than just surveys, including the ability to develop and clarify respondents' ideas (Bell, 2010). The open-ended questions within the semi-structured interviews supported the independent interviewer to not limit the responses from the participants and to discuss the topic in detail (Eisenhardt, 1989). This enabled the interviewer to explore more deeply what design elements of the Program were valued by participants as increasing their engagement with the Program and enjoyment from participating in the Program.

4.5.2a Sharing with Other Participants

Conclusively, all three participants interviewed agreed that the opportunity to talk, discuss, and listen to the experiences, feedback, and perspectives of other parents was a highly engaging element in the Mindset Program. Phrases such as: *"I liked the opportunity to work in groups"; "It's great how it's structured to start with to basically get you talking to the other people in the group about yourself";* and *"it seemed to work with us really openly sharing our experiences"* demonstrate this claim.

However, the true impact and value of parental voice in the Program can be summed up in this interview statement: *"people would react with words of comfort and reassurance that we're all in the same boat that kind of that level of safety grew, you know. Safety to share what you're actually going through. It's okay, we're all - we're having a hard time too."*

This theme also emerged in data from earlier anchor chart summaries of participants' discussions and sharing, where participants commented *"I really enjoy hearing other people's examples and thoughts as they are going through similar things as me"* and, *"I found talking and discussing with the other parents really interesting and it shows us that we are all trying and gives us support."*

Whilst interviewed participants agreed that the structure of the *"short excerpts"* approach to the workshops was *"enough information for you to absorb",* they also noted that the workshops *"would've worked better with more participants. It just sometimes was a little bit limited by our low numbers."*

The participant comments supplied above overwhelmingly positively reinforce the integration of adult learning principles and constructivist learning principles in the design of the Parent Mindset Program (see Table 6), and concur with research discussed in Chapter 2. In particular, the views expressed by participants resonate with the findings in research studies by Rossi (2009) and also Lieb and Goodland (2005). Rossi's (2009) meta-analysis of 77 parent training programs highlighted the importance of teaching parents communication skills, including active listening; teaching parents how to positively interact with their children; and providing parents with opportunities to practice their new skills with their children and receive feedback.

The (2005) study conducted by Lieb and Goodland found that successful parent training workshops apply adult learning principles such as voluntary participation, explicit connections between parents' life experiences and the purpose for learning, and practical, relevant content.

4.5.2b Feedback and Modelling from Other Participants

Research by Fishel and Ramirez (2005) into evidence-based interventions involving parents found that studies with an explicit parent training component, where parents not only received instruction and modelling of appropriate behaviours, but also provided feedback were found to be more successful than studies without parent training. Indeed, feedback from other participants was noted as a highly valued and an engaging element of the Program. Interviewed participants commented that it was *always great to listen to someone else's perspective, because you go, ah, I haven't actually thought about that, and you can take that on board as well"* because *"everyone brings a different idea to the room"* and this *"gets you thinking, it keeps you interested, and then you get our feedback from it as well. It keeps it flowing. The time went quick."* The capacity of participant modelling and feedback to be a force for change for other participants is encapsulated by anchor chart comments, such as *"I came away last Monday with a different mindset myself, and I soon became really aware of so many opportunities to encourage that in my children also."* Yet again, these comments affirm the critical importance of the design elements based on adult learning and constructivism.

4.6 PARENTAL SELF-EFFICACY

Data from Survey 1 showed that participants commenced the Program with a clear desire to increase their self-efficacy by learning new skills and using tools which would enable them to better support their children with their learning at school.

Three sub-themes were identified from the data related to development of participants' self-efficacy:

1. Participant self-awareness

2. Participant behavioural change

3. Reciprocal relationship between parental and child mindset and behaviour

4.6.1 Participant Self-Awareness

Commencing in Workshop 1 and throughout each of the three workshops, participants were introduced to concepts related to mindset - specifically fixed and growth mindsets – complemented with discussion and reflection tools to support them to make connections to prior knowledge and current contexts in relation to themselves and their children.

Responses from anchor charts reveal that participants experienced an increase in self-awareness, both of themselves as individuals in terms of having a growth or fixed mindset, and also of themselves as parents, specifically their perceptions, that their own parenting styles encouraged a fixed or growth mindset in their child.

In each of the three workshops, participants' responses reflected an increasing capacity for them to make connections between their own mindsets and behaviour and the mindsets and behaviour of their children. Progressively, across the workshops, participants reflected more deeply on their past, present and future mindsets and behaviours and that of their children.

In Workshop 1, anchor chart data showed participants had a positive openness to the mindset information they received as they noted the need to *"practice by example, being positive and show that struggling is when your brain is growing"* and identified the need to *"change my mindset to help my children"*. Participants' growing self-awareness about the ways in which their own behaviours impact on their children are illustrated in reflections such as *"the way I approach my child and encourage them has a great impact on what they are capable of"* with connections being made to *"the things we say to our children without thinking"* which impact on their child's mindset and approach to learning.

At the commencement of Workshop 2, participants reflected on their mindset during the interim two weeks with growing self-awareness a predominant theme.

Participants reported an ongoing cycle of *"stopping in the moment, thinking how to respond, then acting."* Elaborating, a participant shared the experience of *"constantly questioning your thought processes and whether they're growth mindset or fixed mindset and could I say this another way?"* Fireworks, stars and shining lights were symbols used to describe *"a-ha"* moments of deeper understanding and clarity regarding this process. However, not all participants experienced the same degree of success in translating new mindset beliefs into changed behavioural patterns, suggesting that increased self-awareness and behavioural change are not automatically linked. A stop-sign was symbolically used by a participant to describe the behaviours the participant knew she needed to change alongside the elaboration: *"I know what I need to do but haven't been able to get it into practice yet."*

Responses, as recorded on anchor charts throughout Workshop 2 reveal that participants continued to deepen their understandings about the brain and learning, the influence of mindset on one's experience of mistakes, the relationship between praise, effort and achievement, and the power of language in encouraging a growth or a fixed mindset.

By the end of Workshop 2, participants expressed their clear awareness of the need for them, as parents, to *"lead by example"* by showing their children, for example, *"that it is ok to make mistakes"*. Consistently, participants expressed their deep awareness of the power of their words to shape their children's mindset and behaviours. Participants identified that *"my words have big impact on those around me"*, *"words are powerful"*, and the need to *"reflect how I want my children to act"*. However, not all participants were confident about their capacity to change their behaviours at home: *"I feel that I do need to see how I go putting this into practice"*, *"more suggestions on making sure we make good choices"* and *"more techniques on developing growth mindset to pass on to our children when they fall into fixed mindset"* reflect the tension between knowing and understanding how one's own mindset and behaviours impact on one's child's mindset and behaviours, and actually consistently applying this knowledge and understanding in everyday life. As one participant succinctly shared, *"change doesn't magically happen overnight."*

In Workshop 3, participants articulated further increased awareness of the complexities between their child's mindset and their child's ongoing challenge with learning. Wrote one participant, "*Sometimes the learning process is challenging – the process can seem hard without necessarily the desired result. My child always keeps trying, but occasionally 'feels dumb'.*" Participants, themselves, expressed increased levels of self-efficacy. "*I am the supporter, teacher and encouragement. With my learned GM I feel more confident as a parent, now, with my child's learning than what I did*" explains a participant. Writes another, "*I have learnt that I need to show all my mistakes so that my children understand that these mistakes are human and that we learn from them. I am so influential in the words I use as a parent as to how my children's mindset can change and develop.*" However, challenges to successfully partnering in their child's learning were not one dimensional. One participant reported sometimes feeling "*frustrated as I struggle to grasp exactly how to provide support*" and another shared feeling "*concerned I'm not helping enough.*"

These participant responses reflect the ongoing challenges faced by parents whose children have a lived experience of difficulty with academic learning. Despite frustrations sometimes expressed by their children, participants' responses reflect high levels of self-efficacy when reflecting on self as a partner in their child's learning. Even so, parental frustration and worry about whether they are doing 'enough' are ever present.

4.6.2 Participant Behavioural Change

Responses recorded on anchor charts demonstrate that participants applied their new mindset knowledge and skills with their children in the two weeks between Workshops 1 and 2 with considerable success, suggesting they experienced immediate increases in self-efficacy to better support their children. As one participant shared after Workshop 1: "*I came away last Monday with a different mindset myself, and I soon became really aware of so many opportunities to encourage that in my children also.*" Participants reported examples demonstrating evidence of changed parental behaviour in terms of ways in which they verbally responded to their children: "*changing how you respond to moments of doubt or challenge*" and

"changing the way I spoke with him and gave him the tools". In turn, their children responded positively to this new approach, with participants reporting *"this process seemed to really help her"; "he succeeded with so much pride"; "then he tried"; and "we now call homework Brain Training".* Whilst participants experienced considerable success in their application of new skills and knowledge, it is worth noting that their success related mostly to non-academic contexts.

Between Workshops 2 and 3, participants reported that they had successfully made changes in their parenting behaviours. Participants articulated their careful use of language designed to support a growth mindset, and their ability to model making mistakes. They continued to "*reword*" their feedback to their children in growth mindset terms including *"changing how we praise"*, "*allowing mistakes*", and "*showing my mistakes*". Data collected from participant interviews provides further evidence of participants' capacity to embed new behaviours in "*day to day conversations*" with their child such as whilst washing the dishes and discussing *"You can't do it yet ... what part are you stuck with? What can we do?"* One participant reported, *"it led me to having a go at a couple of things in front of my kids purposefully".*

Interview data further illustrates the impact growing parental self-efficacy can have on learning at home and family life in general. Participants reported: *"I am encouraging him to choose more books"; "It was just showing her that this works better ... and she was like, oh I can do it".* One participant self-reflected that *"before I probably would have been like c'mon just get on with it ... whereas this time I changed my kind of wording and my mindset."* Another participant confirmed *"when we talk about things I have a totally different approach ... I wish I had this sooner." "I think it makes the household calmer ... like I feel I've talked better and have a better relationship with them even".*

However, participants' responses also reflected the challenge of maintaining growth mindset language and behaviours when faced with their child's ongoing lived experience of struggling with academic learning. Participants shared the need to

continue to "*rephrase a lot of what is said around schoolwork*", and not keep "*falling back into fixed mindset*." One participant identified the need to continue to "*check-in with yourself to continue your own growth mindset to guide your child*". As one participant shared, the growth mindset information was "*very new to me as a parent ... I never even considered mindset before I came on the workshop*."

It is, perhaps, unsurprising that participants' comments reflect an acceptance that growing and maintaining a growth mindset, for both self and child, are ongoing labours requiring continual self-reflection and learning. This reality is summed up by a participant who reflected they were still working on cultivating a growth mindset "*as a family ... I think we all will be forever to be honest.*" The findings from this data are supported by Dweck, (Gross-Loh, 2016), who explains that nobody has a growth mindset all the time. Instead, the mindset journey includes a growing self-awareness of one's own triggers for a fixed-mindset. Dweck explains that these triggers need to be recognised and worked on over time.

4.6.3 Reciprocal Relationship Between Parental and Child Mindset and Behaviour

In the two weeks between each workshop, participants were asked to apply their mindset learning at home with their child and then share back with the group about their experiences. At home with their children, participants shared videos via Connect posts about mindset related topics such as growth and fixed mindset, how the brain develops and learns, and effort and persistence. Participants then endeavoured to practice their new learning with their child when fixed mindset life-moments arose. Data collated from online Connect posts, anchor charts and interviews unveil a reciprocal loop of participant behaviour impacting on child behaviour which then again impacts participant behaviour.
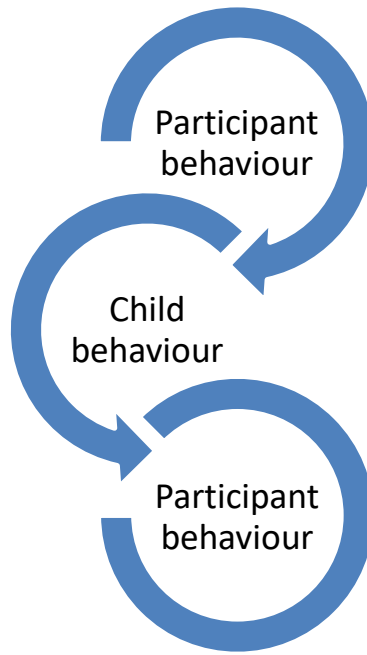
Figure 2. Reciprocal relationship between parental and child mindset and behaviour

On Connect and in anchor charts, participants shared examples of their child stepping into the role of mindset coach: *"He also reminded me today as I was getting frustrated with the screwdriver, he told me to" keep trying mum, you can't do it yet but you will if you keep trying"*. Children also encouraged their parents to persevere: *"My kids also remind me and encourage me when I have the moments of doubt - I love that Growth Mindset isn't just raised by the Adult. Kids can recognise it too."* On Connect, participants also shared family moments which reinforced to them that their own parenting behaviours were having a whole-of-family positive effect: *"I watched my children encouraging each other when we doing an obstacle course. They changed the can't to can without me monitoring. I just watched and smiled, didn't get involved."* Interview data also illustrates this reciprocal relationship between parent and child mindset and behaviours. *"I just find that generally we sit down better in our discussions ... and actually it opens up ... instead of me instructing I'm getting them to think better."* Reported one participant: *"we're making more of an enjoyable journey ... experimenting with things differently which is opening his mind to realising that there's a different way of learning as well ... he's much more willing to have a go"* and *"I'm much more open mind, much more growth mindset as to what I'm asking him to*

achieve … I think I underestimated how much more my children can do when they put their mind to it."

Evidence of the participants' increased self-efficacy is articulated through data demonstrating their growth in self-awareness about their own mindset and also the mindset of their child. Further, participants provided illustrations of their changed behaviours as reflected in new parenting approaches to encouraging their children to persevere in their learning. Participants shared examples of their efforts to both model and parent in ways which demonstrate a growth mindset reflecting their renewed beliefs in their child's capacity to learn. In turn, positive changes in their child's mindset-related behaviours served to reinforce a growth mindset amongst participants.

4.7 ANALYSIS

4.7.1 Parental Reflections on Participating in the Mindset Program

When considering motivation for participation in the Parent Mindset Program, it is notable that participation was enabled by participants' current employment status of either part-time at work or full-time as a homemaker. Simply put, the parents who volunteered for the Program had the time available to do so. The commonality of age group is another pattern in the data worthy of consideration. The vast majority of participants were between the ages of 35-44 years and at a stage of life when their focus has shifted from living life with only the need to care for oneself, to a stage of life characterised by the care of others. Participants had previously demonstrated an interest in learning, as was reflected by the high number of participants who had not only completed secondary education but had gone on to complete post-secondary qualifications at tertiary institutions. The participants also reported being in stable domestic partnerships. These demographic elements combine to create a profile of women who have a demonstrated history of openness to learning; who have the stability and time available to invest into building their own capacity to perform more highly within their current main occupation – the raising of their children.

An intrinsic desire to better help their child with their learning was identified by all participants as their main motivation for participating in the Parent Mindset Program. The drive to help their child overcome adversity is unsurprising. Rarely does a parent set out to intentionally undermine their child, subvert their effort and limit their achievement by turning them off learning. Yet young children are highly sensitive to the messages they receive from their parents and parental evaluative feedback very often sends messages that nurture views about self (Dweck, 2006).

A secondary motivator identified by some participants for choosing to participate in the Mindset Program, was their love of learning new things, particularly when it was linked to building their capacity to help their child. As young children's instinct to copy their parents is strong, parents are every child's first and most influential educator (Duckworth, 2016).

Reasons provided by participants for recommending the Program focused on the capacity of the Program to provide parents with information that makes them more effective in supporting their children. Participants' responses reflected their belief that they had learned new and valuable skills. This belief is supported by researchers Dockerman and Blackwell (2014) who agree that mindset is influenced by peers, teachers, parents, and the wider culture. They concluded that if a growth mindset is cultivated in students by explicitly teaching core beliefs and smart strategies for perseverance, then students' motivation, perseverance and achievement can be increased. The literature also suggests that parent motivational beliefs may serve as a crucial element of intervention to support engagement of families, and strategies and resources should be provided to families to help them to develop a growth mindset in their children (Garbacz, Kwon, Semke, Sheridan, & Woods, 2010; Northrop, 2014).

Conclusively, throughout the Program, participants agreed that the opportunity to talk, discuss, and listen to the experiences, feedback, and perspectives of other parents was a highly engaging element of the Program. This finding aligns with research conducted by Fishel and Ramirez (2005) which found that studies with an explicit parent training component, where parents not only received instruction and modelling of appropriate behaviours, but also provided feedback were found to be

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more successful than studies without parent training. Further, Rossi's (2009) meta-analysis of parent training programs identified that teaching positive parent-child interactions; teaching positive parent-child emotional communication; and requiring parents to practice these new skills with their children are measurably more likely to promote changes in parental behaviour which impact on changes in child behaviour.

4.7.2 Parental Self Efficacy

Three key elements were identified as contributing to participant self-efficacy: participant self-awareness; participant behavioural change; and, the reciprocal relationship between parent and child mindset and behaviour.

Responses from the workshops reveal that participants experienced an increase in self-awareness, both of themselves as individuals in terms of having a growth or fixed mindset, and also of themselves as parents in terms of ways in which participants perceived that their own parenting styles encouraged a fixed or growth mindset in their child. In each of the three workshops, participants' responses reflected an increasing capacity for them to make connections between their own mindsets and behaviour and the mindsets and behaviour of their children. Progressively, across the workshops, participants reflected more deeply on their past, present and future mindsets and behaviours and that of their children. In his 2014 study: 'A quantitative study measuring the relationship between student mindset, parent mindset, and anxiety', Matthew Northrop concluded that parental and student mindset are indeed linked with a moderate correlation between a parent's mindset and their child's mindset. Fittingly, Northrup (2014) strongly recommended that schools provide opportunities for parents to learn about growth mindset to assist them to develop a growth mindset in their children.

Participant responses demonstrate that participants applied their new mindset knowledge and skills with their children with considerable success and reported having successfully made changes in their parenting behaviours. Participants particularly articulated their careful use of language designed to support a growth mindset, and their ability to model making mistakes, suggesting they experienced increases in self-efficacy to better support their children. This ability to persist and to

overcome setbacks is a particularly important trait for children who struggle with learning. Duckworth (2016) draws on her experience as a researcher of grit to postulate that children who are able to stick with challenges have parents who model grittiness.

However, participants' responses also reflected the challenge of maintaining growth mindset language and behaviours when faced with their child's ongoing lived experience of struggling with academic learning. The literature also shows that parents of children with learning barriers report stress and may experience negative beliefs about their role and ability to support their child's education. Worryingly, these beliefs may then have a negative influence on their actual participation in their child's learning (Garbacz et al., 2010). Ardelt and Eccles (2001) research found that parents who had not yet developed strong self-efficacy found it difficult to persevere with promotive behaviours when faced with challenges.

The data also unveiled a reciprocal loop of participant behaviour impacting on child behaviour which then again impacted participant behaviour. The literature illustrates the synergies between parental mindset and behaviours and the child's mindset and likelihood to interact with a parent about a challenge. Kurkul's (2011) research into the link between mothers' ability mindsets and the development of cognitive trust in children, found that parental mindset influenced whether a child perceived them as available to help with a challenging task or not. It seems evident, then, that a child who perceives their parent to be available for help may be more likely to trust that the parent is open to growth mindset coaching. This finding is also supported by Moorman and Pomerantz (2010) on examining the role of mothers' mindsets about the malleability of their children's ability. The participants in their study who were identified as holding a fixed mindset on their child's abilities were found to be more likely to exhibit unconstructive involvement than those participants identified as holding a growth mindset. Understandably, children who experience their parents' behaviours as unconstructive are less likely to consider them open to growth mindset coaching.

4.8 CHAPTER SUMMARY

Analysis of the data collected from surveys, anchor charts, Connect posts and interviews revealed two main themes regarding parental beliefs about learning, talent and intelligence and the influence this had on parental self-efficacy for engaging in their child's schooling. Participant reflections, as recorded on anchor charts and in interviews, revealed their motivations for participating in the Program and their perspectives on the value of having participated in the Program. Participants were of an age, education and availability to be able to participate in the Program. Participants expressed the desire to learn new skills in order to be able to better support their child in their learning and agreed that participation in the Program had achieved this goal, although this experience was not shared equally amongst all participants. Increased participant self-efficacy was demonstrated through participants' growth in self-awareness about their own mindset and related parenting behaviours and through their capacity to intentionally practice a growth mindset for themselves and in their actions with their children. Data analysis further revealed a reciprocal relationship between parental and child mindset and behaviour.

Parents are powerful role models for their children and communicate to children strategies for dealing with school. As demonstrated by literature, when students see their parents set a good example, they see school success as more within their control. Further, when parents are engaged as a resource for academic tasks at home, the connection between the school and home environments is strengthened (Gonida, & Urdan, 2007). It is imperative, therefore, that parents feel confident in their role as co-educators in order for parents and educators to work together to build trust and develop collaborative relationships.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The present study was designed to explore the factors that impact on parental beliefs about learning, talent and intelligence and the influence this had on parental self-efficacy for engaging in their child's schooling. The purpose of this chapter is to draw conclusions for each of the three research questions, discuss limitations of the study, and to provide some recommendations for future practice and research.

5.2 RESEARCH OVERVIEW

In a context where schools are increasingly encouraging parents to become more directly involved in their child's schooling and academic development, school leaders and educators are seeking insight and knowledge into the types of knowledge, skills and processes which empower parents to engage as equal partners in their child's education. This study sought to investigate the influence of a Parent Mindset Program, focused on building a growth mindset, to strengthen parental self-efficacy for improved engagement in their child's schooling. Three core principles underpinned the study.

First, an acceptance that the effects of the home, powerfully influence student attributes and are a strong and reliable predictor of student achievement guided this research. Drawing on Hattie's (2009, 2012) research which argues specifically, parent levels of expectation, encouragement and school engagement, have a measurable effect on student learning. The challenge this study focused on was the issue that not all parents feel confident in their role as co-educators. In agreement with Hattie's (2012) contention that a major barrier to parent engagement is their limited understanding of the language of learning in schools, the study explored ways in which parents and educators could work together to build trust and develop parents' understanding of the language of learning.

Second, the research literature articulated the belief that parents' sense of self-efficacy impacts on how they are involved with their children's schooling. Drawing on the work of Fear et al., (2012) the researcher pursued the notion that parents with a higher sense of self-efficacy believe that they can help their children be successful in school, have higher

expectations for their children to do well and more closely monitor their children's progress at school. Within the context of a high care school culture, the researcher implemented a six-week parent education program designed to improve parent self-efficacy, as Henderson and Mapp (2002) found that such a school culture created protective factors.

Third, recognising the powerful influence of parents' mindset on children's learning behaviours, the study offered volunteer parents an opportunity to participate in a parent education program to learn about learning, talent and intelligence, with a view to fostering positive learning behaviours in their children. In agreement with Mapp's (2002) contention that building the capacity of families to support their children's learning at home contributes to higher student achievement, the researcher drew on the research by Rossi (2009) to design a parent education program with components found to have the greatest effect on parenting ability to support student learning, specifically explicit instruction, modelling, monitoring and guided practice.

5.3 RESEARCH QUESTIONS

1. What design elements contribute to the effectiveness of a parent engagement program by increasing parents' self-efficacy to engage in their child's schooling?

2. How does parents' participation in a school-based parent engagement program focused on building a growth mindset influence their attitudes and perceptions about their own and their child's mindset?

3. How are parents beginning to represent a growth mind set in their learning interactions with their child?

5.4 CONCLUSIONS

5.4.1 Effectiveness of the Parent Mindset Program

The findings in this study show that there are three elements which influenced the effectiveness of this Parent Mindset Program's capacity to increase parental self-efficacy to engage in their child's schooling: demographic factors; participant motivation factors; and, the instructional design of the program.

Volunteer participants in the Mindset Program presented with some common demographic characteristics relating to age, education, employment and marital status. This suggests that a particular participant profile is more likely engagement-ready for a school-based parent engagement program. Demographically, the participants collectively enjoyed home support, stability and time available to invest into building their own capacity to perform more highly within their current main occupation –raising their children.

Participants' motivation was a further factor that influenced the effectiveness of the Program. Intrinsic motivation expressed as a love of learning new things, engaging in learning to build their capacity to help their child, and a general enthusiasm and openness to new ideas were indicative of participant motivation. The intrinsic desire to positively influence their child's learning was evidenced in participants' willingness to apply new skills at home.

The instructional design of the Program was a further influencing factor. The Program was designed to establish a safe and welcoming learning environment where participants were encouraged to get to know each other and feel comfortable to share their experiences and ideas through the use of a range of cooperative learning strategies. Conclusively, throughout the Program, participants agreed that the opportunity to talk, discuss, and listen to the experiences, feedback, and perspectives of other parents was a highly engaging element of the Program. In this cooperative, socio-emotional climate, participants reported feeling reassured that other people were going through the same experiences as themselves. They reported that they learned from listening to each other's experiences and ideas and that they felt supported in their own endeavours to apply their learning. This practical focus and socially interactive methods made the program appealing to adult 'learners'. Participants reported they would recommend the Program to other parents because they perceived that what they

had learned and their experience of the Program made them more effective in supporting their children.

5.4.2 The Relationship Between Increased Self-Awareness, Mindset Beliefs and Behavioural Change.

The findings in this study show that participants experienced an increase in self-awareness, both of themselves as individuals in terms of having a growth or fixed mindset, and also of themselves as parents, specifically in their perceptions that their own parenting styles encouraged a fixed or growth mindset in their child. Participants' responses throughout the Program reflected an increasing capacity for them to make connections between their own mindsets and behaviour and the mindsets and behaviour of their children. Progressively, participants reflected more deeply on their past, present and future mindsets and behaviours and that of their children. Not all participants experienced the same degree of success in translating new mindset beliefs into changed behavioural patterns, suggesting that increased self-awareness and behavioural change are not automatically linked.

As participants continued to deepen their understandings about the brain and learning, the influence of mindset on one's experience of mistakes, and the relationship between praise, effort and achievement, they reported a growing awareness of the power of their words to shape their children's mindset and behaviours. Some participants reported this realisation as an empowering epiphany. For some participants, there was a tension between knowing and understanding how one's own mindset and behaviours impact on one's child's mindset and behaviours, and actually consistently applying this knowledge and understanding in everyday life.

Whilst many participants reported increased levels of self-efficacy in their capacity to influence their own and their child's mindset, some participants articulated increased awareness of the complex relationship between their child's mindset and their child's ongoing challenge with learning. The challenges to successfully partnering in their child's learning were, for some participants, not one dimensional and were affected by context. Participants reported noticing that their child's mindset was more receptive to parental influence when in a non-academic context. These participant perceptions reflect the ongoing challenges faced by parents whose children have a lived experience of difficulty with academic learning.

5.4.3 How Are Parents Beginning to Represent a Growth Mind Set in Their Learning Interactions with Their Child?

The findings in this study show that participants successfully applied their new mindset knowledge and skills with their children, evidence that they experienced increases in self-efficacy to better support their children. Participants shared examples of their efforts to both model and parent in ways which demonstrate a growth mindset reflecting their renewed beliefs in their child's capacity to learn. However, whilst participants experienced considerable success in their application of new skills and knowledge, it is worth noting that their success related more often to non-academic contexts.

Following their reported increased awareness of the power of their words, participants shared examples demonstrating evidence of changed parental behaviour in terms of the ways in which they verbally responded to their children. Participants articulated their careful use of language designed to support a growth mindset, and their ability to model making mistakes. They continued to carefully phrase their feedback to their children in growth mindset terms and reported perceptions that this contributed to a more harmonious home environment.

Participants perceived their greatest challenge to be maintaining a growth mindset when supporting their child with academic learning. In the context of academic learning, participants reported experiences of falling back into fixed mindset and perceived that more effort was required to maintain growth mindset language and behaviours. Participants reported an ongoing process of metacognition involving self-monitoring and self-regulating their own fixed-mindset responses to their child's difficulty with academic learning.

The data also unveiled a reciprocal loop of participant behaviour impacting on child behaviour which cycled back to again impact participant behaviour. Participants reported that their children had internalised the growth mindset messages and applied them in a role of mindset coach to their parents, encouraging their parents to try and to persevere. Positive examples of this reciprocal relationship between parent and child mindset and behaviour were notably most common in non-academic contexts.

5.5 OTHER CONCLUSIONS

The study was successful in terms of participant engagement. Data shows that the Program did influence participant attitudes about mindset and did bring about change in participant behaviours – resulting in increased self-efficacy overall. However, the information presented to participants in each of the three workshops was, metaphorically, just the tip of the iceberg for the journey that was really required of them. The act of processing the workshop information required participants to transition through multiple psychological stages as they rapidly identified their own past and present mindsets, reflected on their perceptions of ways in which those mindsets had effected their own development, influenced their parenting of their children, and impacted their perceptions about their child's capacity to learn; the enormity of which was well beyond the scope of short intervention to unravel. In addition, participants were trying to translate those stages for their children. This journey through multiple psychological transition points varied for each participant depending on the personal life experiences they brought with them into the Program. Some participants were able to seamlessly embed growth mindset perspectives, language and behaviours, whilst other participants perceived significant challenges to incorporating growth mindset beliefs, language and behaviours for themselves and their children. This process of change was invariably deeply personal and varied for each participant, consequently impacting their engagement with the Program and the outcomes of individuals and the study itself.

5.6 LIMITATIONS OF THE RESEARCH AND GENERALISABILITY

The generalisability of these results is subject to certain limitations. The researcher acknowledges that this study was conducted with a small group of participants (n=9) within one school context over a short period of six weeks. The participants may not be representative of the broader parent population. However, the findings of the study are consistent with those found in other settings and can be seen to add relevant information to the body of knowledge regarding a means of fostering effective parent engagement in schools.

The design and content of the workshops are replicable in schools. The information used in the study workshops is sourced from a reputable and respected program which is freely

available online. Cost effective in terms of human and physical resources, the study could be implemented in another school.

5.7 RECOMMENDATIONS

Despite the limited duration of this study and the rapid process of change required from participants, participants reported increased self-efficacy as evidenced through perceived growth in self-awareness, attitudinal change and behavioural change. This complex process of multiple transitions is experienced differently by individuals and requires time to fully develop and evolve. In future iterations of this study, this change process would be supported by initially requiring participants to only reflect on and apply the principles of growth mindset to themselves only and over a more extensive period of time. The validity of data could also be strengthened by extending the time between workshops to enable participants increased time to process the information, more fully develop their self-awareness, consequently allowing increased time to make small behavioural changes. After participants have transitioned through these stages for themselves, they would then be well placed to support their child to transition through these socio-emotional and behavioural change processes. Additional support for participants to moderate their expectations for themselves and their children could be provided to participants via regular school resources such as the school chaplain or school psychologist services.

With these improvements in mind, further research is required to fully determine the relationship between parental mindset and effective parent engagement in schools. A follow-up workshop with study participants, after a period of time, to determine whether their new knowledge about mindset continues to influence their engagement with their child's education and also the ways in which they interact with their child about their child's learning, would further inform conclusions about the success of the program. A follow-up workshop could also explore participants' ongoing support needs in terms of engaging fully in their child's education. The short timeline within this study makes it premature to determine any connections between participation in this study and student academic improvement. Future research focusing on building parents' curriculum knowledge is required.

Future iterations of the study would also be well informed by contributions from the wider staff body in the school. The sharing of preliminary findings with staff would enable staff to consider ideas for both the future expansion of the study and also their own involvement in building the capacity of parents to engage in their child's education. Opening opportunities for the wider staff and parent population to participate in future workshops may be considered dependent on resourcing.

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APPENDIX

Appendix A: Information Letter for the School Board and Consent Form

Edith Cowan University

School of Education

2 Bradford Street

Mount Lawley

WA 6050

Phone: ████████

Dear Makybe Rise Primary School Board

I am studying for a Master of Education degree at Edith Cowan University, and am undertaking a research study titled, 'Parents as Equal Partners in Learning' under the supervision of Dr Kuki Singh. This letter provides information about my research and seeks endorsement from the Board for the research to proceed at **Makybe Rise Primary School.**

Over my time as a school principal, I have found that parents have a very important role to play in their child's learning experience and that they have significant power to influence student effort and to shape their child's beliefs about themself as a learner. However, parents sometimes lack the understandings and skills to help their child develop as confident learners. There is strong research evidence suggesting that effective parent engagement can account for two to three years schooling for a child. Based on this reasoning, my research study values the importance of family-school partnerships in keeping with internationally recognized best practice, and fosters parent engagement as a powerful strategy for improving student learning.

My research will investigate ways of empowering parents to engage as equal partners in their child's education because the expectations and aspirations of parents have a clearly established relationship to academic outcomes for children. The research will involve parent engagement in three workshops

run in the evenings at the school premises, over a six-week period in Term 1, 2018.   These workshops will be based on the Stanford University Project for Education Research That Scales (PERTS) Mindset Kit. Data for the study will be obtained through surveys, interviews and written-text comments posted by parent participants on a closed Connect Community forum set up specifically for this study.   The study will be completed in Term 2, with the final report available in June 2018.   Further details of the study follow.

What does participation in the study involve?

Up to 20 parents of children currently engaged in the school's Maths and Literacy intervention programs will be invited to participate in the study Additional participants will include a teacher-presenter of the parent enrichment program, an independent interviewer and a transcriber.

Parents who choose to participate in this research are invited to:

- Attend three parent workshops at the school, delivered fortnightly over six weeks by one of the intervention teachers, Ms Ingersole The workshops are based on the Stanford University Project for Education Research That Scales (PERTS) Mindset Kit.
- Actively engage in the workshops to gain new information, make connections to their own child and family, reflect on the usefulness of that week's workshop and share with other parents during the workshops what they have experienced and learned since the last workshop.
- Apply the knowledge gained by practicing the skills at home with their child and sharing examples of how they are implementing the knowledge and skills gained. This program is designed to work in a respectful and supportive way so that parents do not experience discomfort.
- Receive feedback and support from the intervention teacher and other parents.
- Record notes and reflections in a handbook supplied to individual participants.
- Engage in a closed Connect Community solely for the purposes of communicating with other participants and the presenter about your experiences relating to the program. The researcher (i.e. the Principal) will not have access to this Connect community. The workshop presenter may provide the researcher with selected anonymous text comments from parents for inclusion in data analysis Comments will be selected that demonstrate evidence of parent application of skills learned, growth in understanding of concepts learned and also in parental self-efficacy to engage as equal partners in their child's education.
- Complete a demographic survey which collects background information such as age category, level of education, marital and employment status. This information will be used to see if the effectiveness of the intervention varies depending on parent background.
- Complete a written self-assessment survey at the beginning and end of the workshops to find out how useful the workshops were.
- The intervention teacher will assign each parent participant with a unique identification number to place on each of the three surveys completed so that the researcher can link their responses to each survey without knowing their identity. Only the intervention teacher will know which number is linked to each person's name and she will sign a confidentiality agreement to not disclose this information to anyone.
- Volunteer to participate in an interview with an independent interviewer at the end of the program. The independent interviewer will be Mrs Louise Reich, Student Services Coordinator at Makybe Rise PS. Three participants will be interviewed; the interview will be audio recorded before being transcribed by an external transcription service which has signed a confidentiality agreement. Any personal information which may identify anyone will be removed from the transcripts by Louise Reich and parents will have the opportunity to check the transcripts before they are passed to the researcher for analysis.

T**he school intervention teacher** will be invited to participate in this research in a research-assistant role to:

- Present three 2-hour parent workshops at the school, delivered fortnightly over six weeks. The workshops are based on the Stanford University Project for Education Research That Scales (PERTS) Mindset Kit, which will be supplied to you to follow.
- Support parents through the workshop activities to practice some skills and knowledge at home with their child and provide feedback and support to them via the Connect Community forum.
- Create opportunities for parent participants to learn new information, make connections to their own child and family, reflect on the usefulness of the week's workshop and share what they have experienced and learned since the last workshop. This will take the form of informal workshop discussions, encouragement for participants to record written reflections in the personal handbook supplied to them, and to participate in the Connect Community.
- Invite participants to join a Connect Community solely for participants in this research and facilitate the online community activity. This will include contacting parents via Connect between workshops to provide encouragement and feedback where required.
- Invite participants to complete a demographics survey and two self-assessment written surveys.
- Attend briefing sessions with the researcher before and after each workshop.

The independent interviewer invited to participate in the study will be a teacher not directly involved in teaching children of the parent participants. The independent interviewer will assume a research assistant role to:

- Conduct and record interviews with three parent volunteers.
- Employ appropriate questioning techniques to develop and clarify respondents' ideas. Briefing will be supplied by the researcher to guide this process.

The independent transcriber will be engaged to provide a professional transcription service. This will involve presentation of the audio recordings from interviews into written text.

In my role as **researcher** I will:

- Conduct briefing sessions with the intervention teacher before and after each workshop.
- Conduct briefing sessions with the independent interviewer before and after each interview.
- Work with the independent transcriber to ensure confidentiality of the data.
- Ensure the teacher/presenter provides interview transcripts to parents for verification.
- Analyse de-identified data, identify patterns and themes in the data and draw assumptions or conclusions.
- Author a thesis outlining:
    1. Recommendations for effective ways to build trust and collaborative relationships with parents that increase their active engagement in their child's schooling.
    2. Recommendations for effective ways to build parental knowledge about growth mindset and parental skills to model and teach growth mindset behaviours to their child.
    3. A replicable program for schools to use to increase parent engagement.

Voluntary participation and right to withdraw

Participation in this research project is voluntary and there will be no consequences relating to any decision by an individual or the school regarding participation, other than those described in this

letter. Decisions made by potential participants will not affect the relationship with the researcher / principal and Makybe Rise PS. Participants have the right to withdraw from the project at any stage. Following withdrawal from the project, no further data will be collected pertaining to parent participants who have chosen to withdraw, however data that has already been collated will remain part of the research project.

What will happen to the information collected and is privacy and confidentiality assured?

The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education Child Protection policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times.

All data collected will be anonymous. The names of the participants will not be recorded. Information that identifies anyone will be removed from the data collected. All data will be strictly confidential, with only the researcher, the intervention teacher and the researcher's university supervisors having access to the data. The data will be stored securely in a locked filing cabinet in the researcher's office for a minimum period of 5 years, after which it will be destroyed. This will be achieved by using Edith Cowan University's secure system for research data disposal.

The study offers several potential benefits, including a data driven approach to strengthen the school's engagement with the parent community, and improve its approaches to supporting learners outside the classroom. The study findings will also be used to improve professional learning for teachers and school leaders regarding the design, experiences, and outcomes of the program, and will be used for professional publications. The participants will be given access to reports written about the project and findings will be shared with the participating parents. Consistent with Department of Education policy, a summary of the research findings will be made available to the participating site(s) and the Department. You can expect this to be available *Term 2 2018*.

The data will be used only for this project, and will not be used in any extended or future research without first obtaining explicit written consent from participants.

Has the research been approved?

The research has been approved by the Office of Research Edith Cowan University Project 9300*,* and has met the policy requirements of the Department of Education as indicated in the attached letter.

Who do I contact if I wish to discuss the project further?

If you would like to discuss any aspect of this study with a member of the research team, please contact me on ▮▮▮▮▮▮▮▮ If you have any concerns about the research project and wish to talk to an independent person, you may contact: **Research Ethics Officer Edith Cowan University 270 Joondalup Drive JOONDALUP WA 6027 Phone: (08) 6304 2170 Email: research.ethics@ecu.edu.au**

How does the Board indicate a willingness to endorse school participation in this research project?

If you have had all questions about the project answered to your satisfaction, and are supportive of **Makybe Rise Primary School's participation in this research,** please complete the **Endorsement Form on** the following page.

This information letter is for you to keep.

Thank you for your consideration.

Steph McDonald

Principal

Makybe Rise Primary School

ENDORSEMENT FORM FOR SCHOOL BOARD CHAIR

RESEARCH PROJECT: PARENTS AS EQUAL PARTNERS IN LEARNING

The request for Makybe Rise Primary School Board to endorse the school's participation in the above named research project has been considered by the Board. On behalf of the Board, I note the following.

- I have read and understood the information letter about the project, or have had it explained to me in language I understand.
- I endorse the school to be involved in the project, as described **in the information letter.**
- I have taken up the invitation to ask any questions I may have had and am satisfied with the answers I received.
- I understand that participation in the project is entirely voluntary.
- I understand that parents are free to withdraw that participation at any time without affecting the family's relationship with their child's teachers or their child's school.
- I support the use of contributions made to this research to be used in professional learning for teachers at the school, or for use in educational contexts including academic publications.
- I understand that the Board can request a summary of findings after the research has been completed.

Name of School Board Chair (printed): _____

Signature of School Board Chair: _____   Date: /   /

Appendix B: Information Letter for Parents and Consent Form

Steph McDonald

Edith Cowan University

School of Education

2 Bradford Street

Mount Lawley

 WA 6050

Phone: ███████

INFORMATION LETTER FOR PARENTS

RESEARCH PROJECT: PARENTS AS EQUAL PARTNERS IN LEARNING

Dear Parents

Steph McDonald, Principal of Makybe Rise Primary School, is inviting up to 20 parents of children participating in the school's literacy and/or numeracy intervention programs to participate in school-based research investigating parents as partners in their children's education. This research is being conducted by the Principal in part fulfillment of the requirements for a Masters degree in Education at Edith Cowan University under the supervision of Dr. Kuki Singh.

This research project values the importance of family-school partnerships in keeping with internationally recognized best practice, and fosters parent engagement as a powerful strategy for improving student learning. Research indicates that effective parent engagement can account for two to three years schooling for a child. This project investigates ways of empowering parents to engage as equal partners in their child's education because the expectations and aspirations of parents have a clearly established relationship to academic outcomes for children.

What does participation involve?

Parents who choose to participate in this research are invited to:

- Attend three parent workshops at the school, delivered fortnightly over six weeks by one of the intervention teachers, Ms Ingersole. The workshops are based on the Stanford University Project for Education Research That Scales (PERTS) Mindset Kit.
- Actively engage in the workshops to gain new information, make connections to their own child and family, reflect on the usefulness of that week's workshop and share with other parents during the workshops what they have experienced and learned since the last workshop.

- Apply the knowledge gained by practicing the skills at home with their child and sharing examples of how they are implementing the knowledge and skills gained. This program is designed to work in a respectful and supportive way so that parents do not experience discomfort.
- Receive feedback and support from the intervention teacher and other parents.
- Record notes and reflections in a handbook supplied to individual participants.
- Engage in a closed Connect Community solely for the purposes of communicating with other participants and the presenter about your experiences relating to the program. The researcher (i.e. the Principal) will not have access to this Connect community. The workshop presenter may provide the researcher with selected anonymous text comments from parents for inclusion in data analysis Comments will be selected that demonstrate evidence of participants' application of skills learned in the workshops, growth in understanding of concepts learned and also in particpants' ability to engage as equal partners in your child's education.
- Complete a demographic survey which collects background information such as age category, level of education, marital and employment status. This information will be used to see if the effectiveness of the intervention varies depending on parent background.
- Complete a written self-assessment survey at the beginning and end of the workshops to find out how useful the workshops were.
- The intervention teacher will assign each parent participant with a unique identification number to place on each of the three surveys completed so that the researcher can link their responses to each survey without knowing their identity. Only the intervention teacher will know which number is linked to each person's name and she will sign a confidentiality agreement to not disclose this information to anyone.
- Volunteer to participate in an interview with an independent interviewer at the end of the program. The independent interviewer will be Mrs Louise Reich, Student Services Coordinator at Makybe Rise PS. Three participants will be interviewed; the interview will be audio recorded before being transcribed by an external transcription service which has signed a confidentiality agreement. Any personal information which may identify anyone will be removed from the transcripts by Louise Reich and parents will have the opportunity to check the transcripts before they are passed to the researcher for analysis.
- Whilst it likely that the researcher could possibly identify participants, by noticing them arriving / leaving workshops, it will not be possible for the researcher to link specific data to individual participants, thus ensuring that all information supplied by participants will remain anonymous.

Voluntary participation and right to withdraw

Participation in this research project is voluntary and there will be no consequences relating to any decision by an individual or the school regarding participation, other than those described in this letter.

If participation in this project triggers in individuals any feelings of discomfort around supporting their children's learning, further support through the confidential school chaplain service will be available, if desired.

Decisions made about participation will not affect the relationship with the research team or Makybe Rise PS. If you choose to participate, you will have the right to withdraw from the project at any stage. If you withdraw from the project no further data will be collected, however data that has already been collated will remain part of the research project.

What will happen to the information collected and is privacy and confidentiality assured?

As outlined in the participation statement above, data in this study will comprise multiple sources, including interviews, surveys, collated summary statements of participant experiences taken from workshops, and text-statements extracted from the closed Connect Community forum by the intervention teacher. All data collected by the researcher will be anonymous. The names of the participants will not be recorded. Information that identifies anyone will be removed from the data that is collected and opportunity provided to participants to review the data to ensure participants cannot be identified. All data will be strictly confidential, with the researcher, and the researcher's university supervisors having access only to the de-identified data. The intervention teacher, interviewer and transcriber are required to sign confidentiality agreements to ensure the identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education Child Protection policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information provided by participants, is assured at all other times.

The data will be stored securely in a locked filing cabinet in the researcher's office for a minimum period of 5 years, after which it will be destroyed. This will be achieved by using Edith Cowan University's secure system for research data disposal.

The findings of the research will be used to strengthen the school's engagement with the parent community, and improve its approaches to supporting learners outside the classroom. The findings will also be used to improve professional learning for teachers and school leaders regarding the design, experiences, and outcomes of the program, and will be used for professional publications.

Care will be taken to ensure presentations and publications of findings will not identify the school or individual participants. However, due to the small number of participants from one school, it may still be possible for the identity of the school and individual participants to be recognized.

The participants will be given access to reports written about the project and findings will be shared with the participating parents. Consistent with Department of Education policy, a summary of the research findings will be made available to the participating site(s) and the Department. You can expect this to be available *Term 1 2019*.

The data will be used only for this project, and will not be used in any extended or future research without first obtaining explicit written consent from participants.

Has the research been approved?

The research has been approved by the Office of Research Edith Cowan University Project 9300*,* and has met the policy requirements of the Department of Education as indicated in the attached letter.

Who do I contact if I wish to discuss the project further?

If you would like to discuss any aspect of this study with a member of the research team, please contact me on ▮▮▮▮▮▮▮ . If you have any concerns about the research project and wish to talk to an independent person, you may contact: **Research Ethics Officer Edith Cowan University 270 Joondalup Drive JOONDALUP WA 6027 Phone: (08) 6304 2170 Email: research.ethics@ecu.edu.au**

How do I indicate my willingness for the school to be involved?

If you have had all questions about the project answered to your satisfaction, and are willing to participate in the Parents as Equal Partners Project, please complete the **Consent Form** on the following page and return it to Mrs Ingersole. Mrs Ingersole will keep the consent forms securely stored at all times, and will not reveal your identity to anyone else, including the researcher.

This information letter is for you to keep.

Thank you for your consideration and potential interest in this project.

Kind Regards

Steph McDonald

Principal

Makybe Rise Primary School

CONSENT FORM FOR PARENTS

RESEARCH PROJECT: PARENTS AS EQUAL PARTNERS IN LEARNING

- I have read and understood the information letter about the project, or have had it explained to me in language I understand.
- I am willing to be involved in the project, as described **in the information letter.**
- I have taken up the invitation to ask any questions I may have had and am satisfied with the answers I received.
- I understand that participation in the project is entirely voluntary.
- I am willing to become involved in the project, as described.
- I understand that I am free to withdraw that participation at any time without affecting the family's relationship with my child's teachers or my child's school.
- I understand that data collected up to the point of my withdrawal from the study may still be used in the research study.
- I understand that the contribution I make to this research will be used in presentations and publications of the findings and care will be taken to not identify the school or any individual participants. I also understand that due to the participation of just one school in the research project and a small number of parents, it may still be possible for the school and individual participants to be recognised.
- I understand that I can request a summary of findings after the research has been completed.

Name of Parent/Carer (printed):

Signature of Parent: Date: /   /

Appendix C: Information Letter, Consent and Confidentiality Form for Workshop Presenter

Steph McDonald

Edith Cowan University

School of Education

2 Bradford Street

Mount Lawley

WA 6050

Phone: ████████

INFORMATION LETTER FOR WORKSHOP PRESENTER

RESEARCH PROJECT: PARENTS AS EQUAL PARTNERS IN LEARNING

Dear MS Ingersole

Steph McDonald, Principal of Makybe Rise Primary School, is inviting up to 20 parents of children participating in the school's literacy and/or numeracy intervention programs to participate in school-based research investigating parents as partners in their children's education. This research is being conducted by the Principal in part fulfillment of the requirements for a Masters degree in Education at Edith Cowan University under the supervision of Dr Kuki Singh. As the intervention teacher, you are invited to participate in this research as a research assistant, as outlined below.

The reason for this research project is that the importance of family-school partnerships are internationally recognized and parent engagement is powerful in improving student learning. Research indicates that effective parent engagement can account for two to three years schooling for a child. This project investigates ways of empowering parents to engage as equal partners in their child's education because the expectations and aspirations of parents have a clearly established relationship to academic outcomes for children.

What does participation involve?

If you choose to participate in this research, you will:

- Co-present with the researcher an information session for parents including distributing information letters and consent forms to parents.
- Collect consent forms from interested parents Present three 2-hour parent workshops at the school, delivered fortnightly over six weeks. The workshops are based on the Stanford University Project for Education Research That Scales (PERTS) Mindset Kit, which will be supplied to you to follow.

- Support parents within the workshops to practice some skills and knowledge which they could use at home with their child and to provide feedback and support to them, based on their experiences.
- Following each structured workshop, you will include opportunities for parents to learn new information, make connections to their own child and family, reflect on the usefulness of that week's workshop and share what they have experienced and learned since the last workshop. This will take the form of informal workshop discussions, encouragement for participants to record written reflections in the personal handbook supplied to them, and to participate in the Connect Community via text comments.
- Invite participants to join a Connect Community, which you will establish solely for participants in this research, and facilitate the online community activity. You will contact parents via Connect between workshops to provide encouragement and feedback where required.
- Assign each participant a unique numerical identification code to enter onto their surveys so that their responses can be linked across the surveys without revealing their identity to the researcher.
- Ask participants to complete a demographic survey and two self-assessment written surveys. Provide the researcher with selected anonymous text comments from the Connect Community established for the projects, which demonstrate evidence of parent application of skills learned, growth in understanding of concepts learned and also in parental self-efficacy to engage as equal partners in their child's education.
- It is important that the comments selected do not contain any identifying information so that the participant's identity cannot be deduced.
- Attend briefing sessions with the researcher before and after each workshop
- Provide the names of three parents willing to participate in interviewers to Mrs Louise Reich, the Student Services Coordinator at Makybe Rise primary school, who has agreed to interview them, so that their identities remain anonymous to me as the Principal and researcher.
- Agree to ensure that the data and other materials related to this study under your care are kept in a secure location not accessible to anyone else You will be required to sign a confidentiality agreement to this effect.

Voluntary participation and right to withdraw

Participation in this research project is voluntary and there will be no consequences relating to any decision by an individual or the school regarding participation, other than those described in this letter. Decisions made will not affect the relationship with the research team or Makybe Rise PS. If you choose to participate, you will have the right to withdraw from the project at any stage. If you withdraw from the project no further research related tasks as described above will be required of you. However data that has already been collated from your facilitation in the project will remain part of the research project.

What will happen to the information collected and is privacy and confidentiality assured?

The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education Child Protection policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times.

All data collected will be anonymous. Your name and the name of parent participants will not be recorded. All information will be strictly confidential. Information that identifies anyone will be removed from the data collected before it is provided to the research team. The data is then to be stored securely in a locked filing cabinet in the researcher's office. The data will be stored for a

minimum period of 5 years, after which it will be destroyed. This will be achieved by using Edith Cowan University's secure system for research data disposal.

The findings of the research will be used to strengthen the school's engagement with the parent community, and improve its approaches to supporting learners outside the classroom. The findings will also be used to improve professional learning for teachers and school leaders regarding the design, experiences, and outcomes of the program, and will be used for professional publications. Care will be taken to ensure presentations and publications of findings will not identify the school or individual participants. However, due to the small number of participants from one school, it may still be possible for the identity of the school and individual participants to be recognized. The participants will be given access to reports written about the project and findings will be shared with the participating parents and the presenter. Consistent with Department of Education policy, a summary of the research findings will be made available to the participating site(s) and the Department. You can expect this to be available *Term 2 2018*.

The data will be used only for this project, and will not be used in any extended or future research without first obtaining explicit written consent from participants.

Has the research been approved?

The research has been approved by the Office of Research Edith Cowan University Project 9300*,* and has met the policy requirements of the Department of Education as indicated in the attached letter.

Who do I contact if I wish to discuss the project further?

If you would like to discuss any aspect of this study with a member of the research team, please contact me on ⬛⬛⬛⬛⬛⬛ If you have any concerns about the research project and wish to talk to an independent person, you may contact: **Research Ethics Officer Edith Cowan University 270 Joondalup Drive JOONDALUP WA 6027 Phone: (08) 6304 2170 Email: research.ethics@ecu.edu.au**

How do I indicate my willingness for the school to be involved?

If you have had all questions about the project answered to your satisfaction, and are willing to participate in the study, please complete the **Consent Form** on the following page.

This information letter is for you to keep.

Thank you for your interest in the project.

Kind Regards

Steph McDonald

Principal

Makybe Rise Primary School

CONSENT FORM FOR TEACHER PRESENTER

RESEARCH PROJECT: PARENTS AS EQUAL PARTNERS IN LEARNING

- I have read and understood the information letter about the project, or have had it explained to me in language I understand.
- I am willing to be involved in the project, as described **in the information letter.**
- I have taken up the invitation to ask any questions I may have had and am satisfied with the answers I received.
- I understand that participation in the project is entirely voluntary.
- I am willing to become involved in the project, as described.
- I understand that I am free to withdraw that participation at any time without affecting my relationship with my students' families or my students' school.
- I understand that data collected up to the point of my withdrawal from the study may still be used in the research study.
- I understand that I can request a summary of findings after the research has been completed.

Name of Teacher (printed):

Signature of Teacher: Date: /   /

Teacher Presenter Confidentiality Agreement

Parents as Partners in Learning

I declare that I will not reveal any details of the material I experience/record for the research project being conducted by Steph McDonald who is undertaking this project for the purposes of a Master of Education degree.

I recognise that to do so would be in breach of participant confidentiality, and of ethical guidelines for research.

I agree to maintain strictest confidentiality of the research data I will be recording. I will not reveal any parent, student and or school details associated with this research project. I recognise that to do so would be in breach of participant confidentiality, and of ethical guidelines for research.

I agree to ensure that while data or other materials related to work that I am doing for Steph McDonald are in my care, they will be kept in a secure location until they can be returned, and that they will not be accessible to others entering my work place.

Name:

Business name (if applicable):

Postal Address:

Phone number:

Signature: _____Date:_____

Researcher:

Appendix D: Information Letter, Consent, and Confidentiality Form for Interviewer

Steph McDonald

Edith Cowan University

School of Education

2 Bradford Street

Mount Lawley

 WA 6050

Phone: ████████

INFORMATION LETTER FOR INTERVIEWER

RESEARCH PROJECT: PARENTS AS EQUAL PARTNERS IN LEARNING

Dear Ms Reich

Steph McDonald, Principal of Makybe Rise Primary School, is inviting up to 20 parents of children participating in the school's literacy and/or numeracy intervention programs to participate in school-based research investigating parents as partners in their children's education. This research is being conducted by the Principal in part fulfillment of the requirements for a Masters degree in Education at Edith Cowan University under the supervision of Dr Kuki Singh. You are invited to participate in this research as a research assistant to interview volunteer parents, as outlined below.

The reason for this research project is that the importance of family-school partnerships are internationally recognized and parent engagement is powerful in improving student learning. Research indicates that effective parent engagement can account for two to three years schooling for a child. This project investigates ways of empowering parents to engage as equal partners in their child's education because the expectations and aspirations of parents have a clearly established relationship to academic outcomes for children.

What does participation involve?

If you choose to participate in this research, you will:

- Attend a briefing session with the researcher before interviews commence to discuss the research questions and interview protocols.
- Liaise with the teacher facilitating parent workshops to identify three parents willing to be interviewed.
- Conduct three audio recorded interviews with the three parent volunteers.
- Pass the audio recordings to the external transcription service.
- De-identify any personal details within the transcripts.

- Provide an opportunity for the parent volunteers to check the de-identified transcripts before passing them to the researcher for analysis.
- Agree to ensure that the data and other materials related to this study under your care are kept in a secure location not accessible to any unauthorized persons and agree not to reveal the identity of any participating parents to the researcher. You will be required to sign a confidentiality agreement to this effect.

Voluntary participation and right to withdraw

Participation in this research project is voluntary and there will be no consequences relating to any decision by an individual or the school regarding participation, other than those described in this letter. Decisions made will not affect the relationship with the research team or Makybe Rise PS. If you choose to participate, you will have the right to withdraw from the project at any stage. If you withdraw from the project no further research related tasks as described above will be required of you. However data that has already been collated from your facilitation in the project will remain part of the research project.

What will happen to the information collected and is privacy and confidentiality assured?

The identity of participants and the school will not be disclosed at any time, except in circumstances that require reporting under the Department of Education Child Protection policy, or where the research team is legally required to disclose that information. Participant privacy, and the confidentiality of information disclosed by participants, is assured at all other times.

All data collected will be anonymous. Your name and the name of parent participants will not be recorded. All information will be strictly confidential. Information that identifies anyone will be removed from the data collected before it is provided to the research team. The data is then to be stored securely in a locked filing cabinet in the researcher's office. The data will be stored for a minimum period of 5 years, after which it will be destroyed. This will be achieved by using Edith Cowan University's secure system for research data disposal.

The findings of the research will be used to strengthen the school's engagement with the parent community, and improve its approaches to supporting learners outside the classroom. The findings will also be used to improve professional learning for teachers and school leaders regarding the design, experiences, and outcomes of the program, and will be used for professional publications. Care will be taken to ensure presentations and publications of findings will not identify the school or individual participants. However, due to the small number of participants from one school, it may still be possible for the identity of the school and individual participants to be recognized. The participants will be given access to reports written about the project and findings will be shared with the participating parents and the presenter. Consistent with Department of Education policy, a summary of the research findings will be made available to the participating site(s) and the Department. You can expect this to be available *Term 2 2018*.

The data will be used only for this project, and will not be used in any extended or future research without first obtaining explicit written consent from participants.

Has the research been approved?

The research has been approved by the Office of Research Edith Cowan University Project 9300, and has met the policy requirements of the Department of Education as indicated in the attached letter.

Who do I contact if I wish to discuss the project further?

If you would like to discuss any aspect of this study with a member of the research team, please contact me on ███████. If you have any concerns about the research project and wish to talk to an independent person, you may contact: **Research Ethics Officer Edith Cowan University 270 Joondalup Drive JOONDALUP WA 6027 Phone: (08) 6304 2170 Email: research.ethics@ecu.edu.au**

How do I indicate my willingness for the school to be involved?

If you have had all questions about the project answered to your satisfaction, and are willing to participate in the study, please complete the **Consent Form** on the following page.

This information letter is for you to keep.

Thank you for your interest in the project.

Kind Regards

Steph McDonald

Principal

Makybe Rise Primary School

CONSENT FORM FOR INTERVIEWER

RESEARCH PROJECT: PARENTS AS EQUAL PARTNERS IN LEARNING

- I have read and understood the information letter about the project, or have had it explained to me in language I understand.
- I am willing to be involved in the project, as described **in the information letter.**
- I have taken up the invitation to ask any questions I may have had and am satisfied with the answers I received.
- I understand that participation in the project is entirely voluntary.
- I am willing to become involved in the project, as described.

- I understand that I am free to withdraw that participation at any time without affecting my relationship with my students' families or my students' school.
- I understand that data collected up to the point of my withdrawal from the study may still be used in the research study.
- I understand that the contribution I make to this research project will be used in presentations and publications of the findings and care will be taken to not identify the school or any individual participants.   I also understand that due to the participation of just one school in the research project and a small number of participants, it may still be possible for the school and individual participants to be recognised.
- I understand that I will be required to sign a confidentiality agreement indicating that I agree to maintain the anonymity and privacy of individual participants and their contributions to the research project as outlined in the information letter.
- I understand that I can request a summary of findings after the research has been completed.

Name of Interviewer (printed): _____

Signature of Interviewer: _____   Date: /   /

Confidentiality Agreement: Interviewer

Parents as Partners in Learning

I agree not to reveal any details of the material I record for the above-mentioned research project being conducted by Steph McDonald, who is undertaking this project for the purposes of a Master of Education.

I recognise that to do so would be in breach of participant confidentiality, and of ethical guidelines for researchers/research assistants.

Further, I will ensure that while data or other materials related to work that I am doing for Steph McDonald are in my care, they will be kept in a secure location until they can be returned, and will not be accessible to others entering my work place.

Name:

Business name (if applicable):

Postal Address:

Phone number:

Signature: _____ Date: _____

Researcher:

Appendix E: Confidentiality Agreement for Transcriber

Confidentiality Agreement

Parents as Partners in Learning

I agree to not reveal any details of the material I type/analyse for the above-mentioned research project being conducted by Steph McDonald, who is undertaking this project for the purposes of a Master of Education.

I recognise that to reveal details of the research would be in breach of participant confidentiality, and of ethical guidelines for research.

Further, I agree to ensure that while data or other materials related to work that I am doing for Steph McDonald are in my care, they will be kept in a secure location until they can be returned, and will not be accessible to others entering my work place.

Name:

Business name (if applicable):

Postal Address:

Phone number:

Signature: _____ Date:

Researcher:

Appendix F: Interview Questions and Guidelines

Interview Questions	Guidelines
Introductory Script: Hello, thank you for meeting with me and for participating in the research project. Our interview today is being audio recorded and will then be transcribed by an independent transcription service. You will have the opportunity to check the transcript before it is passed to the researcher for analysis. In this interview, I'm interested in hearing about your journey with your child and their learning and also your journey with this research project.	
1. **What would you like us to know about your family and your child who attends our Intervention Program?**	
2. **Can you tell me what you liked about the workshops?**	1. (this is a question is aimed at understanding which **design elements** of the workshops parents found engaging: creation of a friendly and safe environment, collaboration with others, feedback from presenter, use of Connect, videos … a. That sounds important can you tell me more about that?

	b. Try and encourage them to unpack each element they liked eg. *Why* did they like talking with other participants? c. Can they give examples?
3. **Has your understanding of growth mindset changed or developed as a result of the workshops?**	a. Encourage participants to elaborate
4. **Has your focus on growth mindset influenced your perceptions of your own mindset and your child's mindset?**	a. Encourage participants to elaborate
5. **Has your focus on growth mindset influenced your perceptions of your child's capacity to learn?**	a. Encourage participants to elaborate and give examples
6. **Can you give examples of how you are using growth mindset in your interactions with your child?**	a) Interactions involving academic learning b) Interactions involving non-academic learning
7. **Do you have any feedback for the researcher about how to improve the program or anything to change or do better?**	

Appendix G: Demographic Survey for Parents

Demographic Survey Questions
Q.1 What is your age? Please circle • Under 18 • 18-24 years old • 25-34 years old • 35-44 years old • 45-54 years old
Q.2 Ethnicity origin: Please specify your ethnicity • Australian • Indigenous Australian • British • New Zealand • European • African • Asian • Pacific Islander • Other
Q. 3 What is the highest degree or level of school you have completed? Please circle • No schooling completed • Primary school • Completed Year 10 • High school graduate • Trade/technical/vocational training • Bachelor's degree • Master's degree • Doctorate degree

Q. 4 What is your marital status? Please circle

- Single, never married
- Married or domestic partnership
- Widowed
- Divorced
- Separated

Q5. Employment Status: Are you currently…?

- Employed for wages
- Self-employed
- Not currently working
- A homemaker
- A student
- Armed Forces
- Retired
- Unable to work

Appendix H: Self-Assessment Survey for Parents Workshop 1

Self-Assessment Questions	Response
Why have you chosen to participate in these parent workshops?	
What do you know about mindset and how it affects learning?	
How do you feel when you think about your child's learning at school?	
What do you hope to get out of participating in these parent workshops?	

Appendix I: Self-Assessment Survey for Parents Workshop 3

| Self-Assessment Questions	Response
Would you recommend participation in this program, to other parents? Why/why not?	
What understanding have you gained about mindset and how it affects learning?	
Following your participation in the program, how do you feel when you think about your child's learning at school?	
Did participating in these parent workshops meet the hopes you held for the program when you first enrolled?	

Workshop 1: Learn About Growth Mindset

Welcome and Community Building: Name Tent (McAndrews, 2013),
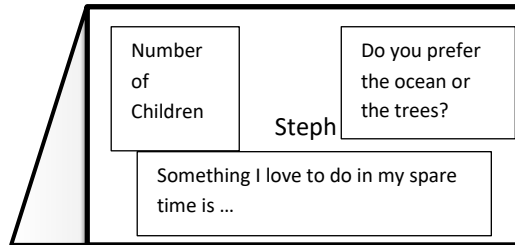
This is My Friend (Gibbs, 2001)

Have everyone introduce each other using the phrase "This is my friend" and referring to the information on their friend's Name Tent.

Establish Group Norms   AEIOU (Von Frank, 2013)

Connect Community   Download app and log in

Handout Program Handbook

Share the Agenda for this session   Self-Assessment and Demographic Survey
Video: What is a Growth Mindset?
Growth Mindset Beliefs
Home Work
Exit Ticket

Video: **What is a Growth Mindset?** (3 minutes)
Discussion: What are the key messages?

1. The beliefs children have about intelligence, effort, and struggle impact the choices they make about learning.
2. People tend to hold one of two different beliefs about intelligence:
   a. Children with a growth mindset believe that intelligence can be developed. These students see school as a place to develop their abilities and think of challenges as opportunities to grow.
   b. Children with a fixed mindset believe that intelligence is fixed at birth and doesn't change or changes very little with practice. These students see school as a place where their abilities are evaluated, they focus on looking smart over learning, and they interpret mistakes as a sign that they lack talent.

What do these messages mean for your child?

Discuss with your shoulder partner/Quickwrite
Write thoughts on a post-it.
Give One Get One Pass It On: Read your post-it to your partner; swap post-its and then read your new post-it to another person; swap post-its and so on…
Post all the post-its on an anchor chart.

Video:	**Which mindset is "right?"** (3 minutes) What are the key messages?

1. The brain changes and develops throughout life – a process called neuroplasticity. Certain experiences cause new connections in the brain to form or strengthen, making the brain smarter by literally rewiring it.
2. London taxi drivers have to give their brains a workout when they navigate the complicated streets of London. Research suggests this has an impact on the brain. The part of the brain responsible for spatial awareness is bigger in taxi drivers compared to other Londoners. And the longer a person has been a taxi driver, the bigger that part of the brain.

Discussion:	What do you think this means about your child's learning?
Reflect on your own beliefs	Short Two Question Mindset Survey

1. You can learn new things but you can't really change your basic intelligence.
2. Your intelligence is something you can't change very much.

Home Study	Read about the research Noticing GM and FM "moments" at home:

- Can you notice mindset "moments" at home?
- Share your "moments" with the group on Connect

Reflection Quickwrite Exit Ticket	What stuck with you today? Which part of today's agenda did you find most interesting or valuable? **Write** on two post-its:

1. What stuck with you?
2. Which part of today's agenda was most interesting?

Workshop 2: How Can Parents Instil a Growth Mindset?

Welcome and Community Building:	**Name Tent**
	On the Name Tent, write where your favourite destination would be if time and money was no object.
	Stand on the Map
	Roughly outline where the equator, north and south are to participants and ask everyone to go and stand on the map at their favourite destination (as per Name Tent).
	In small groups, everyone shares where they are and a little bit about why it's their favourite destination.
Group Norms	AEIOU
Collaborative Sharing	How did everyone go recognising GM and FM 'moments' at home? Were there any light bulb moments for you?
	Share with a shoulder partner.
	Write a light bulb moment or example of a GM moment on a post-it and post to the anchor chart.
Reflection	Colour Symbol Image
	On a small card: Choose a colour that represents your mindset in the last two weeks. What symbol represents your mindset in the last two weeks? Draw an image that represents your mindset in the last two weeks. Share out. Use blu-tack to post these to the anchor chart.
Share the Agenda for this session	Group Sharing Reflection: CSI Parenting for Growth Mindset: 1. Practicing Process Praise 2. Modelling Mistakes 3. Growth Mindset Language How Practice Re-Wires the Brain Reflection: Triangle Square Circle Home Study

Video:	**Three Ways Parents Can Instil a Growth Mindset**
	(3 minutes)
Discussion:	What are the key messages?

The way parents talk about ability and learning can have powerful effects on their kids' beliefs. Below are three ways parents can instil a growth mindset. And remember, developing a growth mindset in yourself and in your kids is a process that takes time. Have a growth mindset about developing a growth mindset!

1. Recognize your own mindset: Be mindful of your own thinking and of the messages you send with your words and actions.
2. Praise the process: Praising kids for being smart suggests that innate talent is the reason for success, while focusing on the process helps them see how their effort leads to success.
3. Model learning from failure: When parents talk positively about making mistakes, kids start to think of mistakes as a natural part of the learning process.

Group Activity:	**Practising Praise**

Which of these statements convey a GM?

Group Activity:	**Reflect on your failure mindset**

Short survey: How much do you agree with these statements?

Group Activity:	**Modelling Making Mistakes**

Read about modelling mistakes. Mark the text.
Brainstorm "teachable" moments at home to model mistakes using a GM.
Quickwrite: What's working well at home? Even better if?

Group Activity:	**Growth Mindset Language Chart**

Everyone falls into fixed mindset thinking sometimes. The first step toward fostering a growth mindset in our children is to become aware of language that signals one mindset or the other. Here are some questions to think about:

Milling to Music:

1. How often do you notice and praise effort, strategies, and progress?
2. What thoughts did you have this week when your child struggled? How could you frame their struggle in a growth mindset way by helping them understand that this is when their brain is growing most?
3. What thoughts did you have when your child excelled? How could you frame their success in a growth mindset way, e.g., by talking about the process that went into their success?
4. What kinds of fixed and growth-mindset statements did your child make?

Brainstorm comments/phrases that you or your child say that signal a GM or FM.

Write each example on a post-it and post on an anchor chart after the brainstorm has finished.

Video: **Neuroplasticity: How Practice Re-Wires the Brain**

How is this particularly important information for your child?

Reflection   ▭ Something I learned that squares with my beliefs.
                            ▲ Three points that I remember.
                            ◖ What's still circling for me? What questions do I still have? Which part of today's agenda did you find most interesting or valuable?

Home Study   Watch the "Neuroplasticity" video with your child on YouTube.
                            Talk with your child about where in life they could use a growth mindset.
                            - Share your mindset conversations with the group on Connect

                            Choose one of the three strategies for parenting for a growth mindset to practice this fortnight.

                            What will you be hearing, seeing, feeling?

Workshop 3: Parenting for a Growth Mindset?

Welcome and Community Building: Name Tent (McAndrews, 2013), Something I know now that I didn't know before

Group Norms   AEIOU (Von Frank, 2013)

Collaborative Sharing   How did everyone go parenting for a growth mindset?
What worked well?
Even better if?
Where to for you and your child from here?

Parents complete a Y chart at their table and then share back with the group.

Share the Agenda for this session   Group Sharing
Reflection: Who is my child? Who am I?
Parenting for Growth Mindset:
4.   Reflect on Your Failure Mindset
5.   Mistakes
6.   Growth Mindset Language
Self-assessment survey
Interviews
Where to from here?

Reflection   Who is my child as a learner?
Who am I as a partner in my child's education?

Parents complete these sentence starters on worksheet provided…

Group Activity: **Reflect on your failure mindset**

Short survey: How much do you agree with these statements?

Group Activity: **Mistakes Grow Your Brain**

Read about mistakes. Mark the text.
Brainstorm "teachable" moments at home to model mistakes using a GM – each idea on a post-it note.
Post all ideas to an anchor chart.

Group Activity: **Growth Mindset Language Chart**

Everyone falls into fixed mindset thinking sometimes. The first step toward fostering a growth mindset in our children

is to become aware of language that signals one mindset or the other. Here are some questions to think about:

Gallery Walk: Respond to anchor chart questions (each participant carries a pen with them)

5. How often do you notice and praise effort, strategies for persevering, and progress?

How often do I…		
Praise Effort	Praise strategies	Praise Progress

6. What thoughts did you have this week when your child struggled? How could you frame their struggle in a growth mindset way?

What thoughts did you have this week when…	
Your child struggled?	How could you frame their struggle in a growth mindset way?

7. What thoughts did you have when your child excelled? How could you frame their success in a growth mindset

way, e.g., by talking about the process that went into their success?

What thoughts did you have when your child excelled?	How could you frame their success in a growth mindset way

8. What kinds of fixed and growth-mindset statements did you hear this week?

What kinds of fixed and growth-mindset statements did your child make? Brainstorm comments/phrases that you or your child say that signal a GM or FM.	
GM	FM

Self –assessment Survey   Parents complete self-assessment survey

Semi Structured Interviews   Call for three volunteers.

Gain permission for their contact details to be given to Louise Reich who will contact them to organise a time for the interview.

Where to from here?   Group collaborative decision-making