

**M1.5a**
**Family Learning works because:**

	True	False	Both
All parents care about their children’s education.			
Sometimes parents need support to recognise the value of their own contribution to their children’s learning.			
The children are always in the same room as the adults.			
Everyone’s contribution is respected, encouraged, and acknowledged.			
It uses a strengths-based model, building on what parents and children already know and can do.			
The topics and activities are always fixed clearly in advance.			
Programmes are flexible so that parents’ and children’s experiences, interests, and concerns can be built in.			
Children and adults do exams together so can help each other.			
Individual ways of learning and accessing information are identified, discussed, and catered for on programmes through the range of activities and resources provided.			
Adult activities allow for in-depth discussions in which peer learning and support plays a key role.			
Tutors can point out where parents are going wrong.			
It is informal and non-threatening so that, not only children, but adults who do not see themselves as learners can have a positive experience of learning.			
It is designed to engage learners in a range of practical activities that encourage reflection in a safe, non-judgemental learning environment.			
The most intelligent children help their parents.			
Whatever the context or topic, the methodology used for delivery creates enthusiasm and engagement in learning.			

**M1.5b****Family Learning Principles**

- A belief that all parents care about their children's education alongside a recognition that sometimes support is needed to enable them to value their own contribution to their children's progress.
- Respect for individuals where everyone's contribution is encouraged and acknowledged.
- Models are strengths-based, building on what parents and children already know and can do and their life experiences.
- Programmes are flexible so that parents' and children's interests and concerns can be built into programmes.
- Individual ways of learning and accessing information are identified, discussed, and catered for on programmes through the range of activities and resources provided.
- Adult activities and programmes allow for in-depth discussions in which peer learning and support plays a key role.
- The family learning environment is informal and non-threatening so that, not only children, but adults who do not see themselves as learners can have a positive experience of learning. This frequently leads to self-development and adults being empowered to explore new directions.
- Family learning is designed to engage learners in a range of practical activities that encourage reflection in a safe, non-judgemental learning environment.
- Whatever the context or topic, the methodology used for delivery creates enthusiasm and engagement in learning.