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What can we learn about research on parental involvement? A review of leading academic Journals

Keywords: Parent involvement; parent-school relations; literature review;

Aims: Neoliberal policies demand that parents be more involved in their children's academic and personal development, particularly their school education. This has brought increased social and political interest in parental involvement (PI) as a factor in attainment levels among both children and schools (e.g., Boonk et al., 2018; Gillis, 2012; Hamlin, & Flessa, 2018). This study seeks to map out and characterize the current state of research on PI in the form of a literature review.

Methodology and Findings: The sample was drawn from leading (Q1) journals published 2014-2018 by searching for the following keywords in the Web of Science platform: parent participation, PI, parental engagement, parental empowerment, parent-teacher cooperation, parent-teacher relationships, parental entrepreneurship, parent involvement, parent-school partnership, parents-school collaboration.

We found 75 articles, of which 65 were relevant, and analyzed them in three stages:

First, each article was coded using a range of parameters (e.g., main theme, target population, age/school level, socioeconomic background, methodology).

Second, based on the coding, descriptive analyses (not presented) and a cluster analysis were conducted. Four distinct clusters emerged:

The first (n=5) is concerned with inequality, primarily inequality deriving from education policies, some of which are implemented in a way that targets “different” or “non-normal” groups (e.g. immigrants, specific ethnic groups).

The second (n=26) relates to academic and non-academic impacts (on the child, especially) of PI, mainly in the form of initiatives to cultivate parental input in the home setting.

The third (n=27) focuses on the school-parent relationship, particularly educator practices (e.g., teachers, principal).

The fourth cluster (n=6) relates to policies designed to involve parents (particularly of lower and higher socioeconomic status) in community-level activities.

Third, we conducted an in-depth content analysis of each article group. The findings from this stage are preliminary and will be analyzed further for presentation at the conference.

Conclusion: Our findings will illustrate the current direction of research and help steer future studies by highlighting gaps in the literature and areas requiring further exploration.

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Teachers' professionalism and relations with parents: Teachers' and parents' views

Keywords: Teachers' professionalism; parents; parent-teacher relations.

Objectives: The comprehensive neo-liberal policies legitimized parents to take an extended and active role in their children's education, including in schools (Posey-Maddox, 2014). These changes shaped the relationships between parents and teachers. Researchers showed that parent-teacher relationships are dual, involving collaborations alongside conflicts (Addi-Raccah & Grinshtain, 2018). This duality is related to parents' perceptions of the educational services their children receive in schools (Hornby & Blackwell, 2018), while in teachers' eyes, parental involvement in schools is frequently perceived as an intervention in their teaching profession (Addi-Raccah & Elyashiv-Arivi, 2008). However, teachers who are confident in their professional work are less concerned about parental involvement and may perceive parents as part of their profession (Rosenblatt and Addi-Raccah, 2018). This study

examines: (1) How teachers' professionalism is perceived by both parents and teachers? (2) What are the relations between teachers' professionalism and parent-teacher relations?

Method: The research included 325 teachers and 655 parents from 19 elementary schools, randomly sampled from the northern and central regions of Israel. The participants filled a questionnaire that included background variables; three measures of teachers' professionalism: estimation of teachers' work (Cronbach α = .69), influence over pedagogical issues (Cronbach = .80) and responsibility (Cronbach α = .70); and two measures of parent-teacher relations: collaboration (Cronbach α = .79) and conflict (Cronbach α = .82).

Findings: Teachers significantly perceived parent-teacher relationships as more collaborative and more conflictual than parents ($M=3.53$ and $M=2.37$ versus $M=3.74$ and $M=2.49$, respectively). Further, parents compared to teachers, perceived teachers to have lower influence in schools ($M=.75$ and $M=.85$, respectively). No significant differences were found regarding teachers' work estimation and responsibility. Multiple regression analyses revealed that parents and teachers who reported a high level of estimation of teachers' work and teachers' influence over pedagogy, perceived parent-teacher relations as more collaborative and less conflictual. Teachers' responsibility was only perceived by teachers (and not by parents) as an increase in collaboration.

Conclusion: Apparently, collaborative relationships with parents are based on teachers' professionalism. The findings indicate the need to support teachers' professionalism and integrate the relationships with parents as part of the profession (Epstein, 2018). In Israel, this has not yet been accomplished.

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Parent's places (non – places?) at school – ethnographic analysis of parents' evenings

Keywords: places - non places, parents' places at school, parents' evening, school culture,

Parents' evenings in a Polish school have a specific atmosphere. Collective meetings are the dominant form; the teacher discusses organizational and didactic issues with all parents. After this, the parents usually waiting for individual conversations. This meetings also have a kind of atmosphere; in a queue for a few minutes' meeting, the parents are waiting for an individual conversation. Ethnographic analysis of meetings with parents at school will allow us to search for answers to the question of the place (not-place) of parents in the school. As a theoretical framework I will use the concept of M. Augé (2010), which from an anthropological perspective describes two categories: place and non-place. Places in the author's concept are relational spaces, saturated with meanings, characterized by a specific time and spatial perspective. Non-places are foreign spaces, no-man's-eye spaces, non-identical, non-historical without relations, with a fuzzy perspective of time and place. In the ethnographic analysis I will try to interpret the places/non-place of parents in the school.

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Children, Parents, and Literacy Assignments. A Multifaceted Trinity of Interaction

Keywords: parental involvement, literacy assignments, third Grade

M. Akkermans-Rutgers will be presenting.

With this study, we focus on the trinity of parents, home-based literacy assignments, and, especially, children. Children are after all the pivotal actors in this triangle, but their voices are sparsely heard other than through reading test results.

On five Dutch elementary schools, seven classes worked with the parental involvement module of Success for All-the Netherlands from the first to the third Grade. The children and their parents were provided with at-home reading assignments and information on parental home-based literacy involvement. This study is designed around two leading questions: (1) Do the at-home reading assignments of Success for All-the Netherlands fit the needs of children and parents with varying attitudes and skillsets?, and (2) How do children and parents evaluate the at-home reading assignments of Success for All-the Netherlands?

We have conducted in-depth interviews with 26 third-Grade children and their parents (separately) and clustered the dyads with similar scores on four factors that research demonstrated to possibly influence the interaction between children, parents, and at-home reading assignments: basic literacy attitude parent, parental skills, parental expectations and aspirations, and perceived literacy skills (Boonk, Gijssels, Ritzen & Brand-Gruwel, 2018; Harkness, Super, Bermúdez, Moscardino, Rha, Mavridis et al., 2010; Jones & Prinz, 2005; Silinskas, Lerkkanen, Tolvanen, Niemi, Poikkeus & Nurmi, 2012; Van Steensel, 2006). Based on our own analysis, we added a fifth possible influencer: basic literacy attitude child.

Three profiles arose, forming an interpretational framework: motivated readers, incompatible readers, and generational non-readers. We can conclude that the SfA-assignments were evaluated the highest by and fit the needs of the generational non-readers best. The assignments supported these dyads breaking out of a negative literacy spiral that has been passed on for generations. The incompatible readers had the hardest time working with the assignments, due to the difference in basic literacy attitude between the child and the parent, but the assignments did fit their needs. The motivational readers appreciated the assignments, but they fit these dyads' needs the least due to a lack of challenge.

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DIGITAL GOVERNANCE - EXPLORING PUPILS' EXPERIENCES ON DIGITIZED HOME-SCHOOL COOPERATION

Keywords: Digitized home-school cooperation, actor-network-theory, governance

Schools are nowadays utilizing digital systems and devices actively, and they have also offered new channels for home-school cooperation. In this presentation, I will explore students' experiences on digitized home-school operation in the context of school administration software WILMA that has become a common channel for home-school cooperation in Finland. It is utilized from basic to secondary and upper secondary education. Through Wilma, students can, for example, check their grades, read announcements, get feedback and communicate with their teachers. Teachers can grade their students, register absences and update students' personal information, and communicate with students and their guardians. Furthermore, guardians can communicate with the teachers and follow their children's progress at school.

(Visma 2018.) However, Wilma does not come without challenges, and it is discussed in public discussion on a regular basis. Both teachers and parents may use Wilma in questionable ways, and students themselves can consider it even a criminal record.

In my presentation, I approach Wilma as a socio-material practice through the experiences of secondary school students. Theoretically, I posit the work on the field of material sociology, and especially on actor-network theory (Latour 2005) that has inspired me to approach Wilma as a network of human and non-human actors. I will also discuss Wilma as a technique of governance (see Foucault 1989; Kaisto & Pyykkönen 2010; Kaisto 2010) and ask, how do students adjust themselves and their behavior according to the rules of educational system. Data consists of interviews conducted among secondary and upper secondary school students, aged 13 to 18. Data is analyzed with the conceptual tools from actor-network theory and analytics of governance. Based on the data, the assemblage of Wilma consists of different positions of actors that are not static and ever-lasting, and that are of human and non-human origin. It is to oversimplify that, for example, teachers ‘possess the power’ in Wilma and that students (and their guardians) are mere defendants. Furthermore, Wilma appears as an entanglement of socio-material relations that both challenge and allow different actors to perform in the context of Wilma.

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Remoteness - a challenge for home-school cooperation?

Keywords: rurality, spatiality, remoteness, home-school cooperation

Anu Alanko & Unn-Doris Baeck will be presenting.

In our presentation, we approach home-school cooperation from the point of view of spatiality and rurality and discuss, how remoteness constructs home-school cooperation. Earlier research (e.g. Baeck 2010; Epstein & Sanders 2000; Evans 2013) has pointed out the importance of parents' involvement in their children's schooling. In Finland, equality is considered a central value in the educational system. However, children attend schools with different socio-economic backgrounds as well as in diverse geographical spaces. In educational research issues such as spatial inequality (e.g. Siekkinen 2017), rurality and education (e.g. Baeck 2015) and rural schools' closures (Autti & Hyry-Beihammer 2014) have acknowledged the controversial nature of educational equality. Our presentation is part of the project "RUR-ED Spatial Inequalities and Spatial Justice in Education", which focus is on how space affects educational inequalities in Norway, Finland and Canada. In this presentation, we concentrate on the Finnish data, which consists of ten interviews of secondary and upper secondary school students' parents. Our study follows the guidelines of qualitative research in exploring parents' experiences and meaning making processes.

Parents experience home-school cooperation as an important aspect of their children's schooling. However, as many families in rural areas live relatively far away from the schools, interaction between families and schools may face challenges; for example, how easily families can attend the parent's evenings and other events at school that are usually organized during the evenings or parent-discussions daytime when parents are working outside the community? Thus, spatial remoteness actively constructs how parents are able to interact with the schools. Data also suggests that remoteness has an emotional or a mental dimension. Many teachers commute to work from a larger city. According to parents, teachers living outside the municipality, lack local knowledge that would help them in their work but would also help them to attach to the place they work in. This raises questions about how available commuting teachers are, for example, in relation to home-school cooperation. Furthermore, remoteness seems to have something to do with parents' own school memories and how their own parents supported their schooling in general.

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Global perspectives on education and migration: Designing dialogic, equitable, and inclusive spaces for family engagement

Keywords: family engagement; migration; equity; inclusion; informal education

In 2018, the UN adopted a Global Compact for Safe, Orderly, and Regular Migration, asserting that migration defines our globalized world, connecting all of us across countries and regions of the world. The Global Compact systematically addresses migrants’-men’s, women’s and children’s- human rights, and, in particular, calls us to “provide inclusive and equitable quality education to migrant children and youth, as well as facilitate access to lifelong learning opportunities, including by strengthening the capacities of education systems and by facilitating

non-discriminatory access to early childhood development, formal schooling, non-formal education programmes for children for whom the formal system is inaccessible, on-the-job and vocational training, technical education, and language training to create conducive conditions that enable all migrants to enrich our societies through their human, economic and social capacities” (United Nations, 2018, p.23).

The 2019 ERNAPE Conference theme, “Parent Engagement as Power: Empowering Children, Schools, and Societies,” asks us to consider school and community contexts for education where democracy is enacted and experienced, a call that aligns with goals outlined in the UN Global Compact. In the paper presented here we outline principles of *life-long, life-wide, and life-deep learning* drawn from the work of the LIFE (Learning in Informal and Formal Environments) Center related to family engagement in multiple contexts and with culturally and linguistically diverse resources (González, et al., 2005; Banks, et al., 2007; Author, 2017; Authors, 2018; 2019). We illustrate the ways these principles align with the design of dialogic and equitable spaces for family engagement described by international researchers who have studied with educators and community members to include and integrate families and children who have migrated to their communities from different areas of the world (Christie & Szorenyi, 2015; Denessen, et al., 2007; Deslandes, et al., 2012; Li & Li, 2015). In conclusion we consider how the LIFE principles might be adapted to creating inclusive formal and informal spaces for family engagement practices that meet the goals, aspirations, and needs of families, children, and educators in different regions of the world experiencing migration.

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Attitudes to Parental Involvement in Preschool in Saudi Arabia: A parental perspective (with specific reference to mothers and female guardians)

Keywords: Parental involvement, preschool education in Saudi Arabia, Bourdieu's theory of practice, Hoover-Dempsey and Sandler's model of parental involvement process, mixed methods

New educational initiatives have been introduced by the Saudi government to increase parental involvement in education by 80% by 2030, this includes public preschool education. However, currently little is known about parents' attitudes and views that might enhance parental involvement practices in preschool education in Saudi Arabia. Parental involvement in

children's education is associated with significant positive outcomes for children, parents, teachers, and schools. Evidence consistently demonstrates that parents' attitudes and socioeconomic status are critical factors mediating the involvement of parents in their children's learning (Bennett, 2007; Calzada et al., 2015; Crozier, 2000; Crozier & Reay, 2005; Grant & Ray, 2013; Johnson et al., 2015; Lau, Li, & Rao, 2012; Mahmood, 2013; Murray, McFarland-Piazza, & Harrison, 2015; Share & Kerrins, 2013; Williams & Sanchez, 2011).

Parental involvement is a complex, multifaceted, and dynamic concept that cannot be sufficiently understood by using one singular research method. By using mixed methods in this research provided it with both breadth and depth.

This study is informed by Bourdieu's theory of practice (1977, 1990) as well as Hoover-Dempsey and Sandler's model of parental involvement process (1997, 2005). Bourdieu's concepts of habitus, capital, and field uncover the influencing structures, overt and covert, and how all these are connected, whereas, Hoover-Dempsey and Sandler's work conceptualizes the subjective motivations and their relationship to parental involvement practices.

Paper-based questionnaires were used in 16 randomly selected public preschools, with 358 parents' responses and interviews with 18 parents in the two case study preschools. The numeric data gathered from the questionnaires were analysed statistically. The interviews were transcribed and analysed thematically.

Questionnaire data showed that parents have positive beliefs and perceptions about parental involvement in preschool education. It also showed that parents are not so involved in preschool activities and meetings, yet surprisingly they were highly involved in all aspects of the child's life at home. The interviews revealed that parental involvement is influenced by disparate factors, including personal experiences and resources, communication, relationship with the preschool, and cultural expectations.

This research allows us to gain valuable insights into the factors influencing parental involvement in preschool education in Saudi Arabia.

The Research Questions

1. In what way are parents' attitudes associated with parental involvement activities and practices across preschool settings in Riyadh?
2. What are parents' conceptualizations about parental involvement; what are perceived to be the motivating and/or barriers to parental involvement across settings within the context of a sample of preschools in Riyadh?

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Parents of students - the barrier of educational change or the change agent?

Key words: educational change, barriers of change, change agent.

Research problem: The reason for taking up the subject was the willingness to understand the reasons for the invariability of the model of education prevailing in Polish schools, despite its rather obvious flaws.

Aim: The aim of the research was to investigate the question: *Do teachers perceive students' parents as a barrier to change or as a change agent?* The presented data come from an empirical study conducted as a part of the PhD thesis entitled: *The meanings ascribed by teachers to the barriers to change of the dominant educational model* [Polish: *Znaczenia nadawane przez nauczycieli barierom zmiany dominującego modelu kształcenia*].

Methodology: The study is based on the interpretative paradigm, idiographic approach, and social constructivism as a methodological orientation. Fifteen secondary school teachers took part in the study. The research method was an individual, qualitative interview. Research took place from December 2015 to July 2017. Due to the explorative nature of this study, there were no hypotheses.

Findings: Teachers participating in the study perceive parents of students almost exclusively as a source of barriers to change. They point out the negative impact of parents on teachers who are trying to work with creative teaching methods. Teachers emphasize the lack of parents' understanding for innovative teaching methods, their conservatism, as well as the perception of education mostly through the prism of their children's grades and results in exams. None of the teachers indicated parents as a source of changes in education. According to the participants of the study, parents are reluctant to engage in school life, are fastidious towards the school, and often have unrealistic expectations for their children.

Teachers' views on the parents of pupils and their role in education seems to be one-sided and certainly should not be accepted uncritically. Current trends in Polish education, such as the huge popularity of kindergartens and schools based on the Montessori method or the dynamic development of democratic schools (which are *de facto* often founded by parents), seems to indicate that parents are increasingly interested in changing the way their children are educated.

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How to measure parental involvement?

Key words: parenting, involvement, engaged parenting, questionnaire

Parenting (not only parenthood), like any other area of human activity, can be analyzed from the perspective of how the fulfillment of role is. The deficit of empirical methods relating to parental activities is noticeable, which justifies such searches. Engaged parenting is an expression of accepting the parental role. It is distinguished by responsive support related to child's development. I understand it as an optimal concentration on caring and educative tasks for a child. In such a case, parental activity is seen as a sign of balance between acknowledging dependence of a child and child's autonomy, inspiration for activity and protection against risk. Taking into account that the parental role is important both for adults and for the behavior and development of the child, the search for methods of describing the implementation of the parenting style seems to be particularly important.

For this reason, an attempt to create a tool, in which differentiating category of mother's and father's role is involvement in parenting was taken. The paper presents the concept of involvement, the operationalization and author's Parental Involvement Questionnaire. The process of constructing the questionnaire was multistage. In the study of which results were used to conduct analyses pertaining to the Parental Involvement Questionnaire 231 adults took part. The aim of the study was to validate the PIQ.

Studies emphasize that parental engagement leads to outcomes in the form of adult self-creation and the form of desired conditions relating to a child's development, mainly determined by the attitude of parental acceptance.

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Ethical challenges in researching minors and youth with refugee experience and the role of parents in the research process. An example of 1.5 Generation research.

Keywords: ethics, consent, relational autonomy, power relations

This presentation highlights some of the central ethical issues involved in undertaking research with refugees and forced migrants (McKenzie et al. 2007). It focuses on the role of parents and engaging parents in research with minors and youth with refugee experience. Firstly, it explores the difficulties of constructing ethical relations based on informed consent and engaging parents. Secondly, it focuses on such challenges as refugee participants' capacities for autonomy. Thirdly, it assumes that the research process should be based on the principle of reciprocal benefits for refugees and researchers.

Research questions: in what ways do young refugees (generation 1.5) represent themselves, and how they negotiate and construct their identities? We were interested in their identity work during their transition from a country of origin and hosting country. Poland in this case.

Aim: We are trying to reconstruct how dominant discourses are reproduced in term of youth cultural practices and symbols.

The methodology was based on the interpretative paradigm which assumes that the data is not the object but is created by the researcher and researched during the interaction. We assumed that this approach would allow us better access to meanings, opinions and feelings of participants. It was an integral part of the process. We used photo-elicitation interviews - visual images to elicit comments on photos. It was possibly the best way that could add validity and reliability to a word-based survey (Higgins, 2009) .

Findings:

- researchers should try to find ways to go beyond standard ethical principles in research and establish equal and beneficial for both sides of the relations
- researchers should try to involve parents into research process establishing deep and reciprocal relations avoiding exploitation.

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Supplementary schools. Complementary or rival for mainstream schools in Sweden.

Keywords: Supplementary schools, complementary schools, learner identity, parental involvement, minority parents.

Today's supplementary schools are a result of the rapid development of society in recent decades, globalization and the emergence of multicultural society (Abdelrazak, 2001; Hall m.fl., 2002; Reay & Mirza, 1997, 2005; Creese m.fl., 2010; Bouakaz, 2007, 2012). Reay and Mirza (1997, 2005) argue that supplementary schools should be seen as a response to exclusion, as well as good practice for integration and proof of parental involvement. The study is to investigate whether complementary schools pay special attention to children's and young people's cultural and educational needs more than what a state mainstream schools do.

The outcomes are analyzed using the US Cultural Sociologist Jeffrey Alexander Civil Sphere Theory (CST) which provides a more dynamic, cultural, and democratically oriented model of contemporary society than either conflict or modernization theory. Alexander's concept of "civil repair" is central. Biesta (2006, 2009) refers to qualification, socialization and subjectification. These three functions are used to understand the outcomes.

The collection of the empirical data on which this paper is based has both a quantitative and a qualitative character and the study. However, the basic methodological approach is to be regarded as ethnographic. The results show that these schools tend to be very important identity stations where translanguaging is highly present and where students feel that their learner identity is an important aspect connected to the other forms of identities such as religious, cultural, social and ethnic.

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Education and Social Engagement as a Power. Resilience in the Seniors Biography Narratives

Keywords: resilience, biography narrative, senior, education, social engagement;

The following study was collated within the framework of the projects which I realized in the Daily Care Home of the Local Support Center in Gdansk from 2016 to 2018. The contents include my considerations based on available literature while preparing for further research.

I use qualitative method (Denzin, Lincoln 2009): the biography method and biography narrative (i.a. Konecki 2009; Kvale 2010; Lalak 2010). I focus on the issue of *resilience* (Rutter 1987) in pedagogical thought, especially in the school context and social relations. I am looking for external factors such as the safe neighborhood, membership of a pro-social organization (Borucka, Ostaszewski 2008).

Furthermore, these factors are in the biography narratives as a result of the author's personal observations and reflections. At the end I analyze all interviews where I find social engagement and education to make one more resilient my interviewers. In other words, seniors education and social engagement are their empowering. All of respondents to recalled the school as a one of the most important factor to make them more resilient. In addition to this, I show the importance of the social environment, education and family forces.

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Teaching in the Time of the Internet. A Case Study from Italy

Keywords: Internet social effects; empowerment of parents; new teaching responsibilities

General description

It is difficult to overestimate the importance of the Internet in transforming our culture and societies. The Internet is not just a technological and neutral tool, but it is a powerful element capable of changing the very roots of our lives. Concerns about the ways in which the Internet might affect the school system have been raised since its beginning, mainly concentrating on the cognitive and emotional effects exerted on youngsters. However, even stronger effects are taking place on the social side. The basic concepts of the *web* maintain close connections with the context of Californian counterculture of the 1960s, stemming from the desire of empowering people by disintermediating access to knowledge. This “long-running collaboration between San Francisco flower power and the emerging technological hub of Silicon Valley” (Turner,

2006) resulted in the disappearance of many traditional mediators. We buy plane tickets directly from airlines: so, no more travel agencies. We buy books on Amazon: so, no more bookshops. Teachers also, as institutional mediators between “culture” and society, are heavily affected by this trend, for what regards their relationships with both students and their parents.

Methods

In order to understand the impact of the *web* on the professional praxis of teachers, a case study (Ridder, 2017) was developed in a secondary school in Milano (Italy), providing a detailed picture of teachers’ daily work in managing their relationships with parents and students.

Conclusions

Comparing the results of our study with previous research findings, it is possible to detect important ongoing changes in teachers’ self-perception of their professional role.

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A parent engaging, or a parent engaged by a teacher in school education of a child at a younger school age

Keywords: parents, active and passive engagement, school education, a child at a younger school age

Depending on how parents engage in activities for the child, they can increase or decrease their chances of extending the repertoire of their own skills in contact with the child and can support

their child in science to a greater or lesser extent and participate in the his school education. In order to characterize the type of parents' involvement in supporting the learning of a child at a younger school age, the concept of classifying the participation of parents and teachers in the joint education and upbringing of the younger generation in terms of Volker Krumm was adopted. In terms of parents, he distinguishes four types of involvement. The first two are active, that is, "parents engage themselves", and the other two are passive, meaning "parents are engaged by teachers". Active involvement means participation in learning a child at home and active involvement of parents in the child's school situation. In turn, the parents' involvement in school on the initiative of the teacher and the participation of parents in learning the child at home from the inspiration of teachers were classified as passive. Taking into account the list of types of parents' involvement in the child's school education, it is worth trying to determine which of them are actually displayed by parents. Survey research was initiated. A questionnaire for parents was used. The aim of this research is to present parents' opinions at a younger school age closer to their own complicity in school education, indicating which types of involvement are represented by parents and determining to what extent the commitment variant adopted by parents is the right approach. The ventures undertaken by the surveyed parents usually fall within the scope of active and passive participation in supporting a child in science (especially in the home environment), although measures should be taken to strengthen the active and passive involvement of parents in the organization and the course of child education at the school.

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Parents in primary schools. Co-production and co-creation as innovative tools of democratization education policy in Poland

Co-production and co-creation, understood as users' involvement in both planning public policies and the provision of public services, has been recognized as new ways of improving the quality of publicly financed services, which enable to minimize public finances (Pestoff, Brandsen&Verschuere eds. 2012; Brandsen, Steen&Verschuere eds. 2018) This makes them pragmatic tools of reforming current welfare states. On the other hand, however, co-production and co-creation –by making service users' active citizens instead of giving them only the right to “vote with their feet”- have been claimed as promising ways of democratization public policies (Pestoff, 2009).

The aim of the paper is to utilize co-production and co-creation approach to recognize current state, trends and obstacles in parents' involvement in primary education in Poland. Analyses are carried out on three different levels, including primary schools, municipalities and country-level. The paper presents the ways, tools, and directions, which are used by parents as individuals gathered at schools and acting in the form of more (third sector organizations) or less (social movements) institutionalized organizations to shape education policy and provide education services. The paper presents how primary education –treating as an institutional pool (Fligstein, Adam 2011)- is modified by its main actors (parents', local governments, government and its agencies, and education trade unions), and whether or not it is open for greater parents' involvement.

Author's previous research (Ciepielewska-Kowalik 2016) revealed that since 1989 citizens have been undertaking different kinds of activities aimed at improving their role as education users, starting with running third sector schools, through expressing their active abjection towards different governmental reforms.

The paper presents author's results of her research carried out within the project financed by National Science Centre, and devoted to co-production in education policy. Both qualitative and quantitative methods have been used there, including quantitative parents' research in primary schools, and qualitative research of third sector organizations running primary schools, and qualitative research on education experts (academics, politicians, third sector's and social movements leaders, local governments' organizations leaders).

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High Stakes, High Risks in the Parent-School Relationship. A discussion of parent-school relationships and the expenditure of labour, with reference to marginalised groups.

Keywords: intensification of parenting; race and social class; emotional labour

Parental involvement in children's schooling involves three types of labour: domestic labour (e.g. providing meals, the school uniform, ensuring the child gets to school on time), professional labour (e.g. supporting homework, listening to the child read, providing educational experiences), and emotional labour (the personal investment, emotional expenditure as a result of the pressures their children experience in the school context) (Crozier 2005a). In this paper I will discuss this typology within the discourse of the intensification of parenting (Crozier 2019). Parents' involvement in their children's education both in relation to school as well as outside of school, has become competitive and highly pressurised for most parents in the West. As well as being time consuming and costly, it also involves the expenditure of emotional labour. Whilst this is the case for most parents, in this paper I focus on parents who are in various ways 'disadvantaged'. These parents may have low incomes,

limited educational qualifications, be unemployed or might be from a Black or Minority Ethnic (BME) group who experience racial discrimination and prejudice.

In order to explore further these ideas of intensification I revisit some empirical studies I have undertaken previously (Crozier 2004, 2005b, 2009). Through the analysis I will demonstrate the impact of both the intensification of the expectations on parents, in terms for example of the emotional costs and also the outcomes for these parents of their extensive efforts and show what limited results this resulted in for their children. In order to analyse and make sense of these processes and behaviours I employ Bourdieu's (1990) concepts of habitus and field together with Critical Race Theory (Gillborn 2012) and Whiteness theories (Garner 2007; Bhopal 2018) and Hochschild (1983) on emotional labour.

The research studies (Crozier 2004, 2005b, 2009) adopted an interpretivist paradigm and involved qualitative interviews and thematic data analysis.

In conclusion I argue that rather than schools focusing on the parent as 'the problem', schools, teachers, and community workers need to work collectively with parents to develop and ensure more respectful behaviours and to address the material disadvantage and structural and ideological barriers that prevent BME and 'disadvantaged' parents participating in their children's education.

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PARENTS AS STUDENTS: FINDING THE BALANCE

Keywords: parents, work-family-school conflict, returned students, second chance schools

Despite the considerable number of non-traditional students re-enrolling at second chance schools for returned adults in Cyprus, the high dropout rate is a growing concern. Since typically non-traditional students have multiple roles and conflicting responsibilities from the different domains, i.e. work, family and school (Kirby, Biever, Martinez and Gomez, 2004), questions arise regarding the actual factors, which are related to dropout behaviour within this population. Hence, the study's purpose was to examine the potential impact of the conflict between work, family and school on absenteeism from high-school, and the role academic motivation might have, for non-traditional students in Cyprus.

The main research questions were: a) what is the relationship between work-family-school conflict and dropout behavior for non-traditional students in Cyprus? b) what is the impact of academic motivation on dropout behavior?

In order to answer the above questions, we conducted a mixed method research. The main research tools were the semi-structured interview with former returned adults with dropout behavior and a structured questionnaire for the students of a second chance school in Cyprus.

Thematic analysis indicated that the interviewees abandoned second chance school because they could not respond to their multiple role of being parents, workers and students simultaneously.

The findings from statistical analysis confirmed the above view, since a positive correlation was found between absenteeism and working hours ($r=0.412$, $p<0.01$) or having children ($r=0.309$, $p<0.05$). Moreover, it was found that 41% of the participants experienced work-family-school conflict. Intention to dropout was higher for students that experienced work-family-school conflict compared to those who did not ($\chi^2=5.523$, $p<0.05$) and for men compared to women ($\chi^2=4.554$, $p<0.05$). It is noteworthy that academic motivation was negatively related to intention to dropout ($r=-0.560$, $p<0.01$).

In conclusion, it seems that being a parent, a worker and a student is not an easy job. Trying to find the balance between the demands from the different domains may result to work-family-school conflict, which may lead to dropout. However academic motivation may mediate the above relationship, increasing the likelihood of returned adults graduating from high-school.

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Collaborative School-Family (S-F) Relationships using the Expansive Learning Cycle to Enhance Parents Empowering in Helping their Child in Literacy

Keywords: Parental involvement, school-family collaboration, expansive learning cycle, change laboratory method, literacy.

The benefits of parental involvement specifically in literacy have been well documented over the years (Hawken, 2009; Dail & Payne, 2010; Villas-Boas, 2010). It has also been shown that when introducing new ways of doing things, parents often show resistance (Deslandes & Barma, 2018; Dodd, 1999). It is with a view to improving s-f collaboration in the context of a new reading method La Planète des Alphas that we conducted a research intervention. The aim of this paper is to describe how teachers question their own practices and interact with parents (activity system boundary crossing) to seek and give help and to put forward new models of pedagogical actions. Our goal is to shed light on how the learning process took place. Referred

as expansive learning when the transformation becomes collective (Engeström, 2015), a typical sequence of actions comprises six phases: questioning, analysis, modeling new models, examining and testing the new model, implementing and reflecting on the process. These phases are coherent with the Change Laboratory methodology (CL) that we employed and which is rooted in the Cultural-Historical Activity Theory (CHAT) helpful with its triangular representation of six interconnected poles : subjects, object-oriented tools, community, rules and division of labor. Five CL sessions conducted in the 2016-2017 school year gathered researchers, school principal, 1st grade teacher and parents and 2 K-teachers and parents. The sessions were videotaped and each one lasted for about 90 minutes. The data were coded and analyzed using maxqda 2018 software. Categorization of the sense units was done through the analysis of expressions of transformative agency used in our previous studies. In the findings section, we highlight stimuli that were used to foster discussion and we report the tensions and contradictions identified at the system poles and between them. We then discuss the instrument-producing activity that were visualized and implemented as new models and how they alleviated tensions. Reflection on the CL process will give space to discuss ways to pursue on improvement in accompanying teachers wishing to better equip parents in the context of literacy.

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The Individualized Education Program: Do teachers and parents collaborate?

Keywords: individualized education program, special education, teacher-parent collaboration, teachers' experience

This qualitative research was designed to understand Israeli teachers' experience of the planning and implementing of the Individualized Education Program (IEP) for students with disabilities. The IEP is planned annually according to the regulations of the Israeli Ministry of Education, and aims to respond accurately to the unique needs of every child with disabilities. IEPs, found to reduce disparities in school outcomes (Hinojosa, Hinojosa, Nguyen, & Bright 2017), are based on diagnosis (medical/psychological), the child's familiarity in different learning-related settings, school team work, and collaboration with parents. The demonstrated benefits of teacher-parent collaboration for improving students' academic achievements and overall functioning (Epstein, 2013; Sanders, 2008; Skouteris, Watson, & Lum, 2012) are of prominent importance in special education (Hedin & DeSpain, 2018; Slade, Eisenhower, Carter, & Blacher, 2018). However, despite awareness of these benefits, interaction and cooperation between teachers and parents are often quite limited (Ratcliff & Hunt, 2009). Considering these limitations, and recognizing that parents are an important factor in IEP, the

current research will explore the way teachers experience and manage collaboration with parents in IEPs.

Method: Twenty teachers (15 women, 5 men) underwent semi-structured open interviews, following the four-question research protocol designed for this study. Thematic analysis was used and based on Sabar Ben-Yehoshua's (1995) protocol for qualitative data analysis.

Findings revealed that teachers perceive the parents as relevant figures in planning and implementing IEP. When collaboration with parents was achieved, teachers evaluated their own work as more accurate, efficient, and pleasant. However, many teachers noted that parents' voice is not highly considered in the complex of IEP factors, especially in cases of culture or socioeconomic gaps. This finding indicates that although teachers acknowledge parents' importance in the IEP, they require more guidance to enable them to better activate parent-teacher collaboration.

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The school-family relationship in primary education. Parents' perspectives in the age of the minimal self

Keywords: parents' beliefs and expectations; parents' educational responsibilities; new forms of teacher-parent alliance?

With Western societies experiencing socio-anthropological upheaval, the school-family relationship is changing radically. But in what direction?

Our study seeks to understand the perspectives of parents of school students, an increasingly heterogeneous group. How do they experience the school-parent relationship? What expectations and beliefs inform their conception of it? What competences do they require of educators?

Methods/methodology

Our study is concerned, ultimately, with human experience (Polkinghorne, 1989, p. 45) and our objective is to arrive at a faithful description of what the participants expressed. We decided this was best served by a naturalistic paradigm and a phenomenological-eidetic approach whereby, in order to apprehend the true qualities of things, the researcher's personal theories are set aside.

We were especially interested by the possibility of adopting the perspective of the other (the parents, in this case) in the context of a complex, multistranded relationship, and collecting their conceptualisations and interpretations of reality in a way that adheres as closely as possible to the qualities of the phenomenon, an approach we believe can contribute strongly to this field. With these objectives, during 2017 and 2018 the researchers administered 101 interviews

involving 103 parents (57 mothers, 46 fathers, with both a child's parents in two cases). The selection of participants (who all volunteered) was not premeditated, insofar as they were identified through chance personal acquaintances with parents of primary school children in various towns/provinces in northern Italy (Lombardy, Veneto and Trentino-Alto Adige). With the participants' consent, the interviews were recorded and transcribed so that the data could be re-examined in their original form (Silverman, 2001).

Research findings and/or conclusions

The analysed data paints a mixed picture, with a range of different parent 'types', and an increasingly multistranded relationship between family and school. In particular, given the growing influence of social media and the social-anthropological and economic changes affecting society, the role of communication processes is greater than ever.

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Refugee Children's Educational Journeys Elicited in Multilingual Family Math Workshops

Keywords: Family engagement; refugee families; early childhood education; inclusive practices

With unprecedented forced displacement of people around the globe today, creating inclusive family engagement practices that acknowledge the nuanced experiences of refugee families is critical. In this research, we embrace previous literature positioning culturally and linguistically diverse families' school engagement with respect to mathematics and science from a strengths-based critical standpoint (Authors, 2015; Civil, Planas, & Quintos, 2012; Delgado-Gaitan, 2001; Hammond, 2001; Martin, 2006). We are studying the multilingual family math workshops component of a 2-year exploratory project MATH (blinded) focused on developing a support mechanism for young refugee children, their families, and teachers in four different cities in Turkey, the country with the highest number of refugees in the world. In the workshop held in the second year of the project, we worked with 40 different families including mothers, fathers, grandparents, and elder siblings, a majority of whom were from Syria, with a few from Iraq. In the workshop, families, teachers, and children rotated through two different interactive sessions: a family conversation and a mathematics activity. Drawing on the ecologies of parental engagement framework (Calabrese Barton et al., 2004), the research question was: What can we learn about refugee families' and children's experiences holistically with respect to children's education both in home and resettlement countries as they author spaces for themselves in a multilingual family math workshop context? We engaged families in educational journey mapping (EJM) (Annamma, 2016; Fine & Sirin, 2008), an authentic and agency-based method eliciting people's experiences over time and across contexts and their complex positionalities. Guided by an open-ended prompt, the families created EJMs for their children's education through drawings and written expressions followed by further verbal

articulations. Our multimodal analysis (Jewitt, 2009) revealed that families clearly distinguish their children's experiences across time and space due to the forced displacement experience. Building upon the previous distressing experiences later accompanied by resilience practices, families shared powerful stories about how their children are showing potential not only in academics but also in their socio-emotional daily practices within a network of support including family members, community members, peers, and teachers.

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Effective Communities of Practice regarding the education of students with learning disabilities in mainstream settings: an empirical study.

Keywords: Communities of Practice, inclusive education, parent-teacher relations, learning disabilities

Communities of Practice (CoP) is a social learning theory that views learning as a process of *Community* members' engagement to a *Domain of Knowledge*, while interacting in a systematic way over time using *Shared Practices* (Wenger, Mc Dermott & Snyder, 2004). Meaningful interactions, collaboration and shared accountability are key ingredients not only of successful CoP, but also of effective parent/teacher partnerships in educational settings (Epstein, 2008; Lewis, 2017). Based on CoP theory, Luluvein (2007; 2010) proposed the '*networking*' relation as a successful type of relation among 10 variations of parent/teacher relations, when they collaborate towards the inclusion of children with learning disabilities (LD) in educational CoP. In this study, we investigated if CoP theory is applicable in school settings; we also explored Luluvein's '*networking*' model in Greek mainstream schools. In light of the above, we formed 20 units of parent/teacher participants. Each unit contained the parents (mother/father) and the teachers (general/special education) of a student with LD, receiving support in resource room settings. CoP theoretical framework was employed as a template of analysis of the 80 semi-structured interviews realized in order to identify an effective parent/teacher relationship, according to Luluvein's '*networking*' model. Thematic analysis was used for analyzing the qualitative data. The data analysis revealed that CoP theory may work as a template of analysis in educational settings and can be used as a tool to promote more effective parent-teacher relations. Specifically, six types of relationships were revealed in the present study, namely the conflictual (n=2/20, 10.0%), the typical (n=2/20, 10.0%), the in-between (n=7/20, 35%), the evolving (n=4/20, 20%), the functional (n=4/20, 20%), and the collaborative relationship (n=1/20, 5%). According to the participants the '*collaborative*' relation was perceived as the most meaningful relationship and it was characterized by: a) a shared understanding of purpose, b) parent/teacher mutual engagement in joint enterprise, c) informal, regular and meaningfully perceived interactions with continuous flow of information between parent/teacher regarding the child's educational needs, d) shared practices, although no typical educational plan was implemented, and e) equally evaluated parent/teacher contributions to the child's education. The results are discussed in terms of enhancing parent-teacher collaboration in an endeavor to promote more inclusive educational settings for children with LD.

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Understanding and implementation of parental involvement in Norwegian educational policy and practice field - and further effect on motivation and achievement in mathematics learning

Keywords: Parental involvement, Mathematics, Education policy, Development program, Motivation

General description

Parental involvement is crucial for the students' achievement in general and in mathematics (Boonk, Gijsselaers, Ritzen, & Brand-Gruwel, 2018; Milner-Bolotin & Marotto, 2018). Foremost among many is high expectations from parents, regardless of e.g. the student's grade level and ethnicity (Neuenschwander, Vida, Garrett, & Eccles, 2007; Wilder, 2014). Is this knowledge and research perceived and considered in Norway?

Research question

The research presented was a first step and focused on a national school development program implemented to improve the quality of Norwegian schools, and hence the student's mathematic achievement and motivation from early age levels. The research aimed to examine the role of parental involvement in the program, and gain insight into how parental involvement was implemented in practice field during the program. The research question was: What is the understanding and implementation of parental involvement – in a development program and practice field in Norway?

Theoretical and methodical approach

Parental involvement can be seen both as an educational and sociological phenomenon and relate to social constructivist learning theories. The research design is for that reason inspired by Epstein's (1987) influential theory of overlapping spheres, with coherence and interaction between individuals as important elements. The first step research was carried out autumn 2018 to investigate practice in a medium-sized municipality with about 4000 children in 17 kindergartens and 13 elementary schools, and part of the national school development program. The research implemented a survey among teachers represented all units.

Key research findings

First, parental involvement was in the development program interpreted as school-home collaboration (Kunnskapsdepartementet, 2007). This is a limited view, and, in addition, it seemed further to be more and more under-communicated and downgraded (Kunnskapsdepartementet, 2015) with subsequent weak implementation to the closer we came to the school practice field (Siddiq et al., 2018). Second, there was varying quality of practice and limited understanding of the importance of parental involvement in home among teachers. As a conclusion; the research revealed an area of improvement for mathematic achievement and motivation and opened for further research on causal relationships between parent involvement and children learning in mathematics.

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Tânia de Freitas Resende

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When engagement becomes “colonization”: parental involvement in a Brazilian public school and the challenges to democratic management.

Keywords: parental involvement; public school; colonization; democracy

Tânia de Freitas Resende will be presenting.

The paper discusses, from a sociological perspective, the participation of a small group of parents, who call themselves "Family Commission", in a public school in the city of Belo Horizonte (Minas Gerais, Brazil). In Brazil, the most privileged socioeconomic groups attend private schools, while public ones serve the majority of the population, predominantly, low-income groups. However, the school where the commission was set up - enjoys a relative prestige in the community – receiving a significant number of middle-class students, many of them transferred from the private school, for financial reasons, difficulties in academic achievement and/or adaptation. During a broader research on family-school relationship in the school, it was observed that some of these families systematically accompanied the children's school life and sought to interfere in various aspects of the school's functioning, finally creating the “Family Commission” as an instance of direct participation at the direction of the establishment. The Commission's work offers rich empirical material for a deeper analysis on family involvement in school. After a systematic observation of the meetings during a semester and conducting interviews with Commission members, we could perceive the ambiguity of the interaction established: on the one hand, a systematic space for dialogue and partnership is created; on the other hand, the empowerment of the Commission parents does not necessarily mean a more profound democracy in school, as it relates more closely to the type of family engagement called "colonization" by Van Zanten (2009). Most Commission members already have social advantages deriving from their position in the social space (economic resources and university degree) and gain even more power of expression and persuasion by presenting their demands in a privileged sphere, directly to the principal without the mediation of other existing democratic management bodies, such as a collegiate.

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Steering documents as conditions for parental involvement. How to deal with the democratic deficit in Nordic, Anglo-Saxon and German countries?

Key words: conditions for parental involvement, ECEC, steering documents, democratic deficit, sustainability goals

This paper identified the key ECEC policy documents across a number of European and Australasian countries for parent and educator involvement. Reciprocal and responsive parent and educator involvement has been shown to be a strong predictor for young children's positive wellbeing, overall development and learning outcomes (Borgonovi & Mont, 2012). With use of document analysis (Bowen 2009) a systematic comparison was undertaken across eight countries which represent different values, traditions and ways of organizing early childhood education and, different requirements to involve parents in their ECEC

The findings indicate a wide variation of operationalization of parental involvement's in the ECEC sector. Nevertheless all the analyzed steering documents seem to assume a *democratic deficit* (Van Laere, Van Houtte, & Vandenbroeck 2018), that is, parents across all countries are not involved in determining goals and modalities of their involvement. The implications of this

finding will be discussed and suggestions made on how this democratic deficit can be addressed in terms of sustainability goals for the ECEC sector (UN 2015).

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The impact of the implementation of an evidence-based prevention family program at schools on the family-school-community links.

Keywords: family-school-community links, Family Competences program, socioeducative interventions

During the present school year the organization, implementation and evaluation of the Universal Family Competences program (Orte et al. 2013) is taking place in 17 schools in the Balearic Islands and Castilla-Leon. The implementation of this program has been possible with the involvement and commitment of regional administration responsible in education, networking with the University and third sector institutions operating at the community. An important step in the support to the reinforcement of the family-school- community links has been the incorporation of a professional expert in socioeducative interventions at primary schools (PTSC in Spanish) and secondary schools (TISOC in Spanish). These two professionals work as mediators among the family and the school and the encouragement of family participation at schools is one of their main functions.

One of the goals of the ongoing research is to analyse how these processes are taking place and assess which are the procedures and relations that better promote and facilitate the development of permanent links of collaboration among the family, the school and the community. The **hypothesis** of the analysis is that the support at parenting and Family programs implemented in schools has positive effects in family participation and family involvement in school issues (Epstein & Salinas, 2004). The main **research questions** are: 1) To what extent the results linked with the objectives of the PCF program (enhance family relations, increase positive parenting, improving adolescent's social skills...) improve children's performance at school and results in a higher involvement of the families in their children's school development? and 2) To what extent the whole process of organizing, implementing and evaluating the program boost schools-families-community collaboration and helps developing new and permanent collaboration dynamics.

This paper **aims** to present a description of these processes and the results of the preliminary assessment of the program during the present school year. The **methodology** focus on the analysis of three focus groups, that shall be conducted after the end of implementations: one with the PTSC and TISOC involved in the coordination and delivery of the program, another with the participant parents and a third one with the school board.

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Influence of parental involvement, family type, and environmental factors on Peruvian children's academic achievement. Review of literature

Keywords: academic achievement, socio-economic status, parental involvement, family types, Peru

Enrique G. Gordillo will be presenting.

A review of existing literature was conducted in order to find out what is already known regarding the influence of family functioning and family characteristics on Peruvian children's academic achievement. The goal was to learn which family factors (i.e., parental involvement, socio-economic status, mother's education, type of parents' bond, etc.) have been found to be associated with poor or optimum school results. Literature shows that although there has been some increase in academic achievement in recent years among Peruvian children (Gordillo, 2013; Miranda, 2008), this is not enough for national nor international standards (Guadalupe, Burga, Miranda, & Castillo, 2015). There is an important gap in students' results linked to residence area, language spoken at home, socio-economic status, etc. (Cueto, 2007; Sánchez, Escobal, & Pazos, 2018). Several factors have been identified as being associated to poor academic results, such as having a poorly educated mother, living in a poor environment, with poor level of opportunities to learn, having parents that are little involved in child's school education, etc. (Balarin & Cueto, 2008; Sánchez et al., 2018). Regarding parental involvement, Peruvian rural parents report that they cannot understand what is expected from them as how to get involved in their children's school life. They also report having little time to get involved, as they employ most of their time in struggling for finding economic means to survive. However, they report that they find little to none comprehension regarding these matters from teachers, as the latter only tend to focus on how the former just do not assist to parents-teacher meetings (Balarin & Cueto, 2008).

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Developing a Learning Neighborhood to Support the Students and Parents' Learning in Winter Break: A Case Study from China

Keywords: Parental involvement, community engagement, democracy and education, learning city

Jiacheng Li will be presenting.

The parents, students and teachers are living in the certain neighborhood, and can they develop a leaning community to support themselves?

The case school has conducted the research about winter break for several years. Focusing on the winter break of 2019, in January 2019, the district officers, case school leaders, parents and students, and other stakeholders renewed the Committee for Winter Break Leaning, which was established by them in 2017. Then, more researches were conducted related to parents' learning, students' involvement in community management, the local cultural activities, etc.

The paper puts forward the following research questions:

1. How is the committer operated by different stakeholders?
2. What are the outcomes of developing such committee for students, parents, community members, and teachers?

Based on the theories of learning society, human development, and school-family-community collaboration, the authors finished the pre-interview of students and parents in January 4, 2019. After the winter break, the authors will adopt random interview with parents, student, teachers, and community officers. The authors will collect the self-reports from the students and parents too. The first author has the chances to do more onsite observation.

The followings are the expected conclusions:

The ecology of supporting the parents and students' learning has been improved, and new resources had been developed.

Parents and teachers are the key members, and the continuing efforts of every member are important for the learning neighborhood.

The neighborhood had developed a learning-culture, and community democracy has been developed.

This research will be continued, and more aspects of the learning neighborhood will be discovered by the continuing efforts.

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Developing the Novice Teacher's Capacity of Collaborating with Parents: A Case Study from a Chinese Primary School

Keywords: school-family collaboration, teacher development, parent involvement

Huifen Gu will be presenting.

One day in August 2018, four parents visited the case school principal on behalf of all parents, and persuaded the principal to keep the same Banzhuern, the supervisory teacher in Chinese school, teaching the students in the coming semester. One of the reasons is that the teacher had a very good relationship with parents, and the parents worried about the new teacher who may has little awareness and weak skills to work with parents in the near future.

It is true that some teachers are incapable of working with parents. With the quick development of the case school, there are always about 50 novice teachers each year. Most of them are college gradulators but with little experience about school-family collaboration.

The paper puts forward such research questions:

1. What is the meaning for novice teachers to develop the skills of collaborating with parents?
2. How to develop the school-based in-service training project for novice teachers about school-family collaboration?

This study is based on the theory of family-school collaboration, and the theory of teacher and school development.

From August 2017 to 2019, the case school developed the training program about this topic. The authors adopt random interview and discussions with the novice teachers, in-service trainers and principals. Questionnaires will be applied too.

The followings are the expected conclusions:

1. The teachers' development in the area of school-family collaboration is very much needed.
2. The school can design the in-service training program and involve the novice teachers into the school-family collaboration practice.
3. The novice teachers benefit from the training and can get good feedback from the parents and students.

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Preparing teachers for family-school cooperation: a Swedish perspective

Keywords: Swedish teacher education, preservice teachers, family-school cooperation, teacher training program managers

International studies indicate that preservice teachers are inadequately prepared to conduct effective family-school partnership (Epstein, 2013; Epstein & Sandra, 2006; Willemse et al. 2016). It calls for more attention in teacher training programs towards preparing teachers with a sufficient competence for family-school cooperation (Alanko, 2018; Evans, 2013; Lehmann, 2018; Mutton, Burn & Thompson, 2018; Saltmarsh, Barr, & Chapman, 2014). This study aims to explore and gain understanding of how the Swedish teacher education addresses the topic of family-school cooperation. The investigation is based on teacher training program managers' knowledge and perceptions. The following research questions are addressed: How is the topic of family-school cooperation currently covered in teacher training programs? What are program managers' perceptions about the preparedness of student teachers' competence for family-school cooperation? How do program managers view the prospects for change in the future? The data were collected through an online survey based on the US national survey (Epstein and Sanders, 2006) with an adaptation to the Swedish context. The results show that the topic for family-school collaboration is generally offered as a theme in certain courses, and is usually integrated into school-based internship placement (VFU). The majority of respondents believe that this competence is very important to the teacher profession, especially in three of the six areas of involvement, namely communication, volunteering and decision-making (Epstein, 2011). More than half of the program managers do not perceive that student teachers are prepared with sufficient competence for family-school cooperation. However, a number of respondents do not expect that major changes in the programs will be implemented in the near future. The teacher profession is a more complex and practical profession. Despite the importance of the topic, it is impossible to prepare teachers with all the competences they need in their future professional work. The most important thing for future teachers is to gain knowledge about and acquire a positive attitude towards seeing and using parents' diverse cultural, ethnic, socio-economic, linguistic and academic backgrounds as a resource but not an obstacle to family-school cooperation.

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Parenting Role Beliefs: Multiple Perspectives from a Suburban Chinese Classroom

Keywords: parenting roles, multiple perspectives, Chinese society, parental engagement, popular media

Hsiu-Zu Ho will be presenting.

In recent decades, research examining beliefs about gender roles among the Chinese population has shown that parenting roles are becoming less gender-bound in contemporary Chinese

society. In the context of socioeconomic and political changes, fathers are apparently becoming engaged in their children's lives. As depicted in contemporary Chinese media, father-children relationships in everyday family activities are being modeled. Utilizing a sample of 34 third-grade students from a suburban Chinese classroom, the present study investigated parenting role beliefs from multiple perspectives -- those of the students, as well as their parents. The study adopts a social-constructivist theoretical framework that parenting roles are shaped by social networks within a local culture. Quantitative analysis (including descriptive and inferential statistics) was conducted on responses to surveys administered to both students and their parents.

The main research questions addressed: (1) Gender differences in parenting role beliefs for both parents and children; (2) Association between students' academic rankings and their own parenting role beliefs; (3) Association between perceived sociocultural influences and respondents' parenting role beliefs; and (4) Whether the levels of parental activity engagement are related to the child's gender.

Results of the study revealed no gender differences in parenting role beliefs for neither parents nor students. In addition, children's academic ranking was found to be significantly associated with their own parenting role beliefs and with their parents' engagement in specific activities. Furthermore, parents' perceived influence of watching popular reality television shows was positively correlated with more egalitarian parental role beliefs. Parental influence, as perceived by students, was positively correlated with students' own parental role beliefs, such that the more children felt their parents played an important role in their parental role beliefs, the more egalitarian their beliefs. Interestingly, child gender differences were indeed found in parents' activity engagement. Both fathers and mothers were found to be more involved in selected activities when their child is a girl as compared to a boy.

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The Impact of Course Bank on Children's Education by Improving Parents' Scientific Literacy. Take a 50-year-old community-family cooperation in Shanghai as an example

Scientific literacy refers to the understanding of scientific knowledge, scientific research processes and methods, and the impact of science and technology on society and people. Parents are the first teachers of children. Improving parents' scientific literacy has great influence on children: 1. Stimulating children's scientific curiosity; 2. Developing children's scientific research consciousness and mastering scientific research methods from an early age; 3. Being interested in exploring the science around them, learning to express scientific knowledge and trying to change the world around them with scientific knowledge. The development of a child's literacy depends on the environment he was exposed to when he was young.

Community: Built in the 1960s, with a history of more than half a century, it is close to University. Community development is a microcosm of Shanghai. From the time of construction, teachers were the main residents, to the present, 1/3 of them are teachers, 1/3 of them are university tenants, and 1/3 of them are migrants.

Sample: 10 families with 5-7-year-old children living abroad spent their childhood in Shanghai. Because their schools are scattered, they can only use the help of the community. The problems of these families: 1. The cost of living is high, and the cost of education is high. 2. Lack of discipline for children. 3. Parents are not interested in learning and improving their scientific literacy.

Cooperation with the community: through the Wechat platform, popularize and publicize the score of parents' scientific literacy course, exchange one lesson for their children's knowledge, change one volunteer to guide their children's learning, and change one time for parents to take their children to visit the science laboratory and Library of the University.

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Research on the Relation between Parent Participation, Self-education Expectation and Academic Achievement Based on Structural Equation Model——A Case of China

Keywords: Parental Educational Participation; Academic Achievement; Self-educational Expectations; Chinese student

At present, Parental involvement how affected students' academic achievement is still controversial and concerned. In the context of Chinese education and culture, Chinese parents' educational participation has its own characteristics, and even some have a certain degree of utilitarianism and blindness (such as sending children to attend training classes and remedial classes, etc.). This paper attempts to explore the mechanism of interaction between parental involvement, self-educational expectations, and academic achievement, and explores how the different dimensions of parental involvement influences children's self-educational expectations and academic achievement.

This paper used the China Education Following Survey (CEFS) 2013-2014 baseline data to analyze the impact of parents' participation in school education on students' academic achievement in the context of China's education system, about 20,000 students. And then the

Bootstrap method is used to establish a structural equation model(SEM) to test the intermediate effect between self-education expectation and parental involvement and academic achievement. Parental involvement in this study included parent-child communication, supervision (jobs, school performance, recreational activities, etc.), activities with children (reading, visiting museums, etc.) and helping with homework. Academic achievement adopts standardized scores of three grades of students' Chinese , mathematics and foreign language. Self-educational expectation refers to the level of education that students want to achieve. This paper found parental involvement can significantly predict students' self-educational expectations ($\beta = 0.075$, $p < 0.000$); self-education expectations can significantly predict academic achievement ($\beta = 0.371$, $p < 0.000$). The total indirect effect of self-education expectation between parental involvement and academic achievement is 0.028 ($p < 0.000$), confidence interval is 0.016-0.039, not contain zero, so the mediation effect is significant. Parental involvement affects students' self-educational expectations, which affects their academic achievement.

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Development of Immigrant Parents School Engagement in the perspective of Immigrant Integration City Policy in Gdańsk

Keywords: migrant parents, urban integration policy, parents' empowerment

The political context of the research was the process of creating and implementing a city migration policy - Immigrant Integration Model in Gdansk. This is the result of work of the intersectoral and interdisciplinary team that President Paweł Adamowicz set up in May 2015. It included over 140 people representing over 80 various entities. The goal of the team's work was to prepare a strategy for the integration new residents of the city. Despite the fact that the majority of decisions related to the education of migrant pupils in Polish schools are governed by central regulations (the Education Act and ordinances of the minister of education dedicated to migrant students), the city self-government actively creates urban social policy in the area of migration that strengthens and complements modest central solutions.

Objectives

The aim of the study is to describe the process of development the urban social policy in the aspect of immigrant parents school engagement.

The course of the study

The research was based on focus interviews conducted in: 1. groups of teachers, educators and people managing educational institutions, 2. self-study group of migrant students' teachers, and 3. group of migrant parents.

Results

In the process of an extremely rapid increase the number of migrant pupils in Gdansk schools (2016 - 154, 2018 - 500), three stages in the schools approach to the presence and involvement of migrant parents in their children's education can be described.

The first stage is characterized by the absence and omission of parents' presence, helplessness and lack of initiative against the language barrier. A lack of cognitive and empathetic component in the understanding of the psychological and socio-cultural situation of migrant families resulting in "invisibility" of migrant parents in schools.

The second stage, associated with the increase in the number of migrant students migrating in schools and the increase the activity of their parents as agents of children's educational success, can be called the stage of "breaking the critical mass". The parents' potential and their abilities were realized, and the practices of active inclusion of parents in the educational and social life of the school were launched. The processes of including migrant parents into education take place at various levels of school organization.

The third stage of parents' "empowerment" is related to the implementation the culturally responsive instruments of opening schools to migrant parents, through systematic support of school staff by increasing intercultural competence of school managers and school teams.

The implementation of the Immigrant Integration Model results in the development of support areas and the inclusion of migrant parents, in particular:

- supporting them as parents of Polish school students,
- development of intercultural assistants in Gdansk schools with the participation of migrant parents,
- development and diverse representation of migrant parents in school life,
- participation of migrant parents in creating an effective school-parents information and communication system.

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The effectiveness, dilemma and development of home-school cooperation in school safety education. An experimental research in China

Keywords: Home-School Cooperation; Parental involvement; safety education;

Research Background

Sichuan is a province with frequent earthquakes, mudslides and mountain landslides in China. Shanghai is a developed city in China, it is important to prevent fire and road-traffic safety. Therefore, student safety education is very worthy of attention. In April 2016, East China Normal University and Save the Children collaborated to form a team of home-school cooperative research project, cooperated with 10 schools in Ya'an City of Sichuan and Minhang District of Shanghai, and provided them with resources for two years, including teacher training, disaster evacuation drills, expert guidance, first aid kits, and emergency supplies.

Safety education is one way of parental involvement. Is parental participation effective and helpful in student safety education? How to improve students' safety knowledge and ability in home-school cooperation?

Methodological Design

This research project used the questionnaires and interviewed a random sample of 10 schools in the initial stage of the project in 2016 and the end of the project in 2018. In 2016, a total of 1,804 student questionnaires, 1513 parent questionnaires, and 115 teacher questionnaires were issued. In 2018, a total of 1,607 student questionnaires, 912 parent questionnaires, and 133 teacher questionnaires were issued; In 2016, a total of 40 students, 51 parents, 56 teachers, 16 principals, and administrative staff were interviewed; the number of interviews in 2018 was similar to that in 2016.

Research findings

After analyzing the questionnaires and interviews, we found out that home-school cooperation is the driving force for safety education. In the case of providing the same number of resources for each school, the more parents participated in school safety education activities, the more students have learned safety knowledge and abilities. Meanwhile, the competence of teachers and the degree of their responsibilities also have certain impacts on students.

School safety education needs diversified resource and home-school cooperation to achieve good results. It is necessary to pay attention to scientific research on safety education and management so that schools can explore research and sustainable development independently.

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How does the connections between families, school and local society facilitate inclusion?

Keywords: Location, commuting, 'local ties of communities', city region, inclusion

General description: Project 'School-In' is an innovative research project funded by the Norwegian Research Council. It is a partnership between five municipalities in a city region of

Southern Norway and the University of Agder. Research findings show that expectations in the local community are decisive for inclusion (Midtsundstad & Langfeldt, 2018). The project aims to explore how school organizations can benefit from changing the interplay between school and local society (Horrigmo, 2015; Göransson & Nilholm, 2014).

The research question for this presentation is: What role does the interplay between location, commuting, and 'local ties of communities' have on schools conditions for inclusion?

We investigated and explored the consequences of schools' geographical location (Soja, 2010; Beach et al. 2017; 2019) in the city region by two cases and argue that the interplay between the three dimensions; 1) location, 2) in- and out –commuting, and 3) 'local ties of communities', are differently constructed. By adapting to local constructed characteristics, schools can develop support for inclusion to be democratic and to serve the purpose of social and cultural growth (Corbett & White, 2014).

We conducted a comparative case study of two different places A and B, that are both located in the outskirts of the city region, have similar size and equal socioeconomic status. The comparison is based on findings from focus groups discussions with school staff, structured group interview with students and interviews with local informants, questionnaires, documents and local observations (Andersen, 2013).

The research findings show that in place A there are fewer demographic changes and higher stability than in place B. Place A has out-commuting, but B has both in- and out- commuting and can be described as a more 'porous community' which is reinforced by the youth's 'leisure commuting and teachers' in-commuting. Place A is constructed by strong internal ties and has a profound collective understanding. These findings illustrate the school's different potential for creating an inclusive learning environment and will be further discussed.

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Effects of GDPR on parental involvement. A study of Icelandic compulsory schools

Keywords: GDPR, Parental involvement, Compulsory schools, GDPR influence on school practices, GDPR influence on parental involvement

The implementation of the European Union's GDPR (General Data Protection Regulation, 2016/679) and its embodiment in Icelandic Act no. 90/2018 have raised many questions in Icelandic compulsory schools. That data protection is necessary is undisputed as it means privacy and respect, and freedom from manipulation. But at first glance, GDPR seems to be counteracting prevailing policies for opening up the country's compulsory schools and strengthening their roles within their communities. In Iceland and in other Nordic countries, legislation and policy documents have presented an increased emphasis on the home-school relationship, and steps have been taken in recent years to give parents a more significant position in the schools (Bæck, 2009; Jónsdóttir & Björnsdóttir, 2014; Kristoffersson, Gu & Zhang, 2013).

The main aim of this study is to reveal how GDPR affects school practices and influences parental involvement. This paper concerns the signs of changes on schools' official websites and use of social media, and parents and school staffs' impressions of GDPR during its first year in effect. Data were gathered in spring 2019 in four case studies in compulsory schools. The case studies included analyses of the schools online, i.e. websites and contributions to social media, and two semi-structured interviews: one with a school leader and a teacher, and one with two parents who were actively participating in their child's school. The findings include several signs of GDPR affecting parents' possibilities to follow their child's studies, for example, by receiving photos. The changes in schools' uses of social media are confirmed, and GDPR's implementation has raised several issues related to insecurity amongst school staff.

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Supporting sexuality of people with intellectual disabilities - dimensions of being a participating parent

Keywords: participating parents, disability, sexuality, supporting, people with intellectual disabilities

Sexuality is constructed as a sphere available only to healthy and fully efficient people. That excludes and marginalizes people with disabilities (both intellectual and manual). Attitudes described in literature touching upon sexuality of people with intellectual disabilities are primarily concepts based on the discourse of tolerating, improving, eliminating and accepting. Tolerance is perceived through the prism of treating the disabled person only as a child who will never be granted status equal to the one of an adult. This construct is often strengthened by actions undertaken by parents who are fully aware of their children's sexuality or with a conscious lack of support for sexual development and thus blocking the opportunities for their development.

The research problem presented in the following speech concerns dimensions of "being" a participating parent in the field of supporting the sexuality of adult children with intellectual disabilities. The conducted research is based on the methodological matrix of multi-sited ethnography, taking into account the multidimensional perception of functioning of people with intellectual disabilities, their sexuality, and kinds of support their parents offer them.

What support do parents offer to their adult children with intellectual disabilities? How do they define and categorize sexuality of their children? What strategies do they consider to be the most effective? What practices evolve and how they evaluate the results of their activities?

These questions, based on the data obtained from the research, will set the base for further considerations that are based on theoretical and empirical experiences of parents' involvement in the processes of supporting sexuality of people with intellectual disability, as well as raised social issues of constructing their subjectivity, independence and emancipation.

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“We’re supposed to be a team”. Co-constructing family engagement in schools to prepare students for postsecondary readiness

Keywords: Family engagement, partnership, 21st century, co-constructed

Families desire a relationship with schools that acknowledged them as part of the educational process for their children. A common refrain from families is that they have a strong desire to see their students succeed but want to share this responsibility with the schools. Because families have these desires to be partners, and strong home-school relationships matter, family engagement needs to be developed that also targets elevating the expectations and commitment of the various stakeholders involved in the educational process (Froiland, Peterson & Davison, 2013; Weiss, Caspe & Lopez, 2006). Family engagement has sustained effects on children as early as the elementary level (Toldson & Lemmons, 2013). Therefore, families can have a positive impact on academic achievement by preserving a strong hope that their children will flourish in their postsecondary endeavors (Froiland et al., 2013). However, schools’ perception of family engagement presents barriers to valuing families as key stakeholders in the preparation of students for the 21st century. As the purpose of this research was to examine family engagement in preparing students for the 21st century, the key question discussed is, “What are the perceptions of various stakeholders regarding family engagement in preparing students for the future?”

Through the lens of the existing literature and a new theoretical framework, the researcher explored the perspectives of family engagement and how schools can pursue a co-constructed partnership. This research used a case study design. Through semi-structured

interviews with families, teachers, principals, and administrators, and through observations, and document review, the results of the study revealed that families desired deeply to work as a team in the education of their children all the way through college and beyond. However, family engagement as a partnership was perceived differently by teachers, and other administrators.

This study is significant in that it highlights the opportunities for schools to develop co-constructed relationships leading to a culture of family engagement that continues from birth all the way through working adults. However, the multiple forms in which they have hopes and dreams, and in which they support and promote education from preschool and beyond must be considered.

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Opening School Doors: Engaging migrant parents using social media and technology

Keywords: digital, migration, inclusion, lifelong learning

Eszter Salamon will be preseting.

A partnership of six organisations from five European countries (Germany, UK, Greece, Austria and Belgium) in the Open School Doors project is aiming at reinforcing teachers' awareness, motivation, knowledge and skills that will enable them to strengthen parents' roles in schooling with special focus on parents with migrant background, using social media properly as one of the best parent engagement strategies.

Based on desk research carried out via a literature review and analysis of impactful practices, a training framework has been designed, tailored to teachers learning profile and needs, equipping them with all the attitudes, values, knowledge, skills and life-long learning competences to enable them support and sustain parental engagement in school communities. Covering the topics of parental engagement basics, establishing a common vision and values, working effectively with newly arrived families, spaces and places, literacies and digital literacies, and communities and culture, the training provides comprehensive guidance to teachers on promoting and encouraging effective cooperation between parents and teachers. Pilot training seminars have taken place across the partnership (both F2F & online) addressing parents, teachers, stakeholders, policy makers in a two phases implementation process and refining the training in between the two.

This paper is introducing the methodology and results of the preliminary research done to inform the design of the course and summarise the pre and post phase research done with training participants.

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Promoting effective play-based learning in kindergartens: A holistic approach

Keywords Play-based learning, holistic support model, pedagogical practices, whole-child development, mixed study

Abstract

While the benefits of play for young children have been widely recognized (e.g. Rubin, Fein and Vandenberg 1983; Saracho, 2012; Vygotsky, 1966), much less attention has been paid to characterize effective play-based learning by investigating the influences of teachers, families and kindergartens (Pyle, DeLuca & Danniels 2017). This study adopted the triangle of factors model (Grimmer, 2018) as conceptual framework to illustrate how the influences as sources of

support that facilitate the play-based learning implementation. This study is contextualized with an emphasis on taking a holistic approach to examine the effectiveness of implementation.

This study employed mixed-method to collect both quantitative and qualitative data. Combining two sets of data from teacher questionnaires and focus group interviews, findings can be useful to explore the effectiveness factors and serve the triangulation purpose. There are 50 Hong Kong kindergartens participated in a University and School Partnership project between 2015 and 2017 for implementing play-based curriculum with professional team of the University. A total of 286 questionnaires were collected and nine focus groups were conducted in depth following the survey. The questionnaire consisted of 28 items measuring the aspects of families, teachers, kindergarten factors contributing to the implementation of effective play-based learning. In each focus group, we asked six major questions and a series of follow-up questions where necessary. The qualitative study attempted to collect kindergarten teachers' perceptions regarding (1) What do you consider upon practicing play-based learning? And (2) How do you think kindergartens and parents can support teachers in implementing play-based learning?

Results of this study presented a holistic support model to identify facilitating and hindering factors regard to three aspects: teachers' enactment of play pedagogy, school collaborative culture and home-school cooperation. The proposed model suggests the confounding effects were making a difference to teachers' articulation of play pedagogy, schools' reflective and collaborative culture and parental involvement in play. All these are conducive to effective implementation. The holistic support model can extend our understandings which provide practitioners and researchers with a systematic perspective of how to develop effective play-based practices in kindergartens and considerations of potential challenges come with implementation.

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Parental Involvement Contributes on Family Cultural Capital. *Based on Taoyuan Private Primary School in J District in Shanghai*

Keywords: parental involvement; family cultural capital; migrant children

Under the urbanization, the development problem of the migrant in cities become an inevitable topic in China today. Many studies reveal that the family cultural capital of the migrant works is insufficient, which exerts passive effects on the development of their children. The study focuses on exploring the relationship between parental involvement and family cultural capital (FCC). The authors selected Taoyuan migrant as a case which has conducted home-school reformation for more than two years, using the methods of interview, questionnaire and observation to get two mains findings. First, the model of parental involvement has changed from *self-elimination* to *active-participation*, in which process that Taoyuan played a very important role. Besides, the *active-participation* made contributions on: (1) static FCC, including the books quality and quantity, parents' education knowledge, fathers' educational roles, the recognition and confidence in the rural cultural capital; and (2) operational FCC, including the family educational behavior, language ability and family cultural life.

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Overcoming the impact of parental gender bias and parents' previous experiences on STEM teaching

Keywords: gender bias, STEM, teacher competences

Eszter Salamon will be presenting.

This paper is aiming at summarising results of the needs analysis carried out in the form of desk research and focus groups on national and European levels, introducing the training modules developed for parent-related topics and showing results of these modules' piloting in the course of the ELITE project on STEM teacher competence development. In the needs analysis phase one of the aims was to explore the areas teachers need professional development support at, in relation to working with parents.

Although the project introduced a national approach providing for local school system specificities (and thus resulted in a diverse training curriculum), the parent-related topics of gender bias and parents' attitudes based on previous experiences with STEM have been identified as common in all participating countries (Greece, Germany, the Netherlands and Bulgaria). The thematic areas of supporting teachers in overcoming the impact of parental gender bias and parents' previous (negative) experiences with their own STEM education on their children's learning outcomes and attitudes were developed for fostering parental engagement and thus parents gaining ownership over children's learning, based on Epstein's partnership approach and the Successful Educational Action framework developed by Flecha et al.

The ELITE Strategic Partnership was set up to support teachers' professional learning for competence development, targeting specifically in-service educators in the STEM domain. It has addressed the following objectives:

- To deepen understandings on the requirements for STEM teachers' competence development at national levels, as conceptualized and expressed by policy makers, policy mediators and practitioners – including parental engagement;
- To develop, deploy and evaluate the effectiveness of an innovative, inquiry-based learning methodology for STEM teachers' flexible and reflective professional development for competence development in fields directly related to the STEM domain and making STEM teaching more effective eg. by parental engagement;
- To support the uptake of the proposed innovative professional learning methodology by teacher training curriculum stakeholders, for better alignment of policy envisions relating STEM education to actual practice.

The inquiry-based modules have been piloted with pre-service and in-service teachers, providers of non-formal STEM learning (namely Children's Universities) and groups of parent leaders. The paper is primarily showing outcomes of the research phase of piloting activities, but also highlights some of the interventions implemented.

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A Dialogic Science Learning Community with Families and Teachers: “I was Always Afraid of Doing Something Wrong”

Keywords: community-based science learning program, dialogic education, family-school partnership, science teaching, teacher professional development

Martha Alleksaht-Snider will be presenting.

Few studies of inclusive science education describe science learning communities that involve teachers, students, and families (see Hammond, 2001, for an exception). To extend understanding of the potential of these kinds of inclusive spaces for supporting all participants, we present research from the Steps to College through Science (STC) Bilingual Family Workshops that we conducted between 2013-2017, together with secondary science teachers and Latino families and students. Drawing from Freire’s (1970, 2005, 2013) principles of dialogic education, we analyze a case study (Merriam, 2009) of Teresa, who was the only bilingual secondary science teacher attending the workshops, as she reflected on her experiences with Latino students and families. Our research question was: How did Teresa conceptualize her perspectives and practices of working with Latino emergent bilingual students and their families in the context of science education? We engaged in narrative thinking (Freeman, 2017) as we analyzed individual interviews, participant observations, and written documents based on our interactions with Teresa.

Our findings indicated that Teresa’s participation in the workshops led her to restructure her work with her students and their families through dialogue-based learning interactions in the classroom and through actively working with parents as willing partners to engage students in bilingual science learning both in and beyond school. Teresa linked these practices to her growing confidence about resisting the mono-cultural and monolingual practices of the middle school where she taught. Building on Hammond’s (2001), Upadhyay’s (2009), and Arreguin-Anderson’s (2013) research, our findings extend ideas about the power of dialogic learning communities, showing how teachers can develop close relationships with students, families,

and colleagues in ways that support teachers in navigating the challenges and tensions of teaching science in today's conflicted sociopolitical context. We challenge policy makers and teacher professional developers and educational researchers to create, disseminate, and sustain such dialogic learning communities that are essential to empower critically conscious teachers who otherwise may feel alone in their efforts to bring inclusive, multicultural, and bilingual practices to their classrooms, their schools, and their communities.

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What does the state know (and want to know) about parental participation?

Keywords: school-parents partnership, parental involvement, parental participation, evaluation in education, external evaluation

School-parents cooperation is recognized as one of the key areas of modern schooling development. Educational law opens possibilities for partnership: parents are entitled to submit applications and opinions to the principals and other in-school institutions, have some impact on the principal election. A parental board is – theoretically – responsible for identification of upbringing and profilactics priorities and preparing the improvement plan. When the school board is established, their competencies are wider, including enacting the statute, consulting the budget. School-parents partnership was established as one of the standards in external evaluation in 2009. This educational standard is based on the participation ladder, including three levels: information, consultation and decision. Both legal requirements and tool used to their evaluation were a subject to major change since 2009, which is a good basis to show how parental participation is being conceptualized.

Our presentation is focused on two main issues: what are the visions of school-parents partnership in the external evaluation and what data actually says about parental participation. We are going to use data from external evaluation performed all-over Poland since the last changes in legal framework (2017). 94 schools were evaluated under this standard since its new version has been introduced. Data used in the analysis are both qualitative (survey on almost seven thousands of parents and over two thousands of teachers) and quantitative (90 IDIs with principals and FGIs with parents and teachers).

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Parental support in the development of a small child with normal development, with a disability, and disabled. Comparative study

Keywords: child 0-3 years old, child at risk of disability, disabled child, parent / parents of a small child, development support in the home environment

General description

The considered issues evoke the nature of support of the development of every child provided by parents and emphasizes the values of interactions in the home environment.

Theoretical framework

When analyzing the phenomenon of child development support, one should reach for the socio-interactive paradigm of the mental development of Bronfenbrenner's child; the transactional model of Sameroff's development emphasizing the role of mutual exchange of traits, actions of the child and parents; the concept of L. Wygostki focused on the zone of the nearest development; techniques of educational interactions highlighted in the studies of B. White's syndrome; occasional training of S. Szuman; episodes of R. Schaffer's joint involvement; building the scaffold of J. Bruner and D. Wood as well as the intermediary teaching of R. Feuerstein.

Research questions, objectives

The aim of the research was to determine the types and the level of parental support in the home environment provided to young children with normal development, at risk of disability, and disabled. Research topics have been specified in the following form: 1. What is the level of parental support for a child with normal development, a child at risk of disability, a disabled child? Are there significant differences between support groups in this respect, and if so, what is their nature? 2. What is the level of support for particular types of parental support for a child with normal development, a child at risk of disability, a disabled child? Is there a significant difference in that level between the types, and if so, what is its nature?"

Methods

The study employed a self-made tool, a questionnaire "Types of parental support of a young child", B. Kosewska.

Research findings

The conducted research allows formulating practical recommendations for building and improving the quality of parental care for a small children with various development at the age of 0-3:

- building awareness of the essence, of the conditions of optimal development of the child in the first year of life in all social groups,
- creating conditions for staying with the child during the day, the possibility of building and developing, among others, language competences; the suggestion is, for example, to establish nursery care points - a daily caregiver,
- broadening knowledge, increasing skills in the development of independence, self-determination, and implementation of behavioral techniques in the process of upbringing; organizing workshops aimed at developing the above-mentioned spheres of development, tools supporting the process of bringing up a small child.

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School - a communication minefield. Parents of children with ASD as hostile or invisible participants in the education

Keywords: inclusion, teacher-parent collaboration, parents' experience, communication barriers, students with autism spectrum disorder.

Parents are part of education, participants in processes taking place at school – inter alia the inclusion process. They can become the strength of education, empower children and the society, but can also become invisible or hostile. The main aim of my presentation is to discuss the phenomenon of disturbed relationship of teachers and parents of pupils with ASD. I have placed this problem in the theoretical framework of the critical pedagogy of inclusion. In this presentation, selected data collected during a project implemented in a triangulation convention are used. The main aim is to demonstrate three pillars emerging from the study, which the relationship between parents and teachers should be based on: trust, social sensitivity and proper communication. The project was carried among parents of students with autism spectrum disorder.

One group of parents particularly exposed to being only apparent participant in the education process of their children are parents of children with special educational needs. Making them real participants in the inclusion process is not a simple task, because they are particularly vulnerable to parental burnout due to the lack of psychological support, respite care, everyday coping with a difficult educational, therapeutic, medical, social, economic and stereotypical reality, and with their own fatigue.

The study revealed the parental ability to become real partners in the inclusive school culture if the relationship between them and teachers / school headmasters is based on three pillars.

1. Social sensitivity meant as the ability to recognize needs, expectations, values, beliefs of other people and as readiness to take appropriate actions.
2. Trust meant as a support factor, not a naive, unreflective entrustment.
3. Communication, which is the core of trust. Communication barriers make the communication in the educational process difficult and sometimes even impossible.

All three pillars are going to be illustrated with fragments of transcription of in-depth interviews with parents of students with autism spectrum disorder. The last part of the presentation is devoted to introducing communication barriers.

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Activities for social change - the voice of parents

Keywords: parental self-creation, educational interventions, social change

Activities undertaken by parents, both those of an organizational and educational nature, and not often also political, are more and more often a significant force in the closest environment - family, school, local community, on the arena of national activities. Both individual and collective, parental self-creation, whose processes, important from a democratic point of view, take place in social environments of self-organization, is today an important area of educational interventions.

The aim of this presentation is to try to expand the field of reflection and socio-pedagogical action, which - placing the focus of parents' attention - would be an expression of work to overcome the ongoing crises, mainly humanitarian and democracy. The work on breaking them is directly connected with the overarching task of social pedagogy identified by Helena Radlińska: the search for and recognition of forces hidden in the environment, in order to change and compensate for deficiencies and unmet needs - "deity in potentia in deity in actu" (Radlińska, 1961, pp. 360-371). The parents' striving for action is directed towards "being better". This prospective character manifests itself in a pragmatically oriented desire for a future change in the reality of which they are participants. Parental self-creation can be understood as the emergence of "human forces" that is "values of the individual and groups of people in order to implement the eternal pursuit of improvement".

In order to get a closer look at the significance of our parents' activities on the educational, local and political arena, we have asked a group of parents to write letters in our research project. They are supposed to provide a parental voice aimed at investigators of parenting topics, teachers and politicians who directly and indirectly influence the reality with which the respondents face. The research group consists of parents who, through their actions - both individual and collective contributed to significant changes both in the situation of themselves and their children, as well as the entire social group they are a part of. A qualitative analysis of the obtained research material will allow us to present the attitudes, needs and goals determining the actions of parents involved in movements seeking social change.

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Parental Reasons Behind Children's Participation in Street Protests

Keywords: children's participation, street protests, children's rights, parental political socialization

In the international legal order, public participation of children is a binding standard (Brzozowska-Brywczyńska, 2013)(Brzozowska-Brywczyńska). However, the actual public participation of children faces many obstacles, such as a traditional approach to the role of the child in the family and in the society, matched with the requirement to ensure children's safety during public assemblies, where there is always a risk of violence (Kowzan et al., 2018). In the Eastern Europe educators and prominent philosophers inspired by Hannah Arendt (Arendt, 1959) are generally for the exclusion of children from the public sphere of political struggle. Their point of reference for the assessment of children's participation is often the experience of totalitarian regimes, where children and youth subjected to state or revolutionary mobilization were often involved in uncompromising engagement, also against parents or life (Sterrett, 2012). Nevertheless, children are participating in protests. That is why we became interested in the process of normalisation of protesting children, and we asked parents, assuming that in their explanations they will refer to the well-being of their children rather than to the Convention on the Rights of the Child.

Our data consisted of 20 short interviews with parents or guardians of children participating in street protests. Interviews were inspired by phenomenographic approach, but they were limited to one question only: „What does it mean for you to protest together with your child?“, followed by various deepening questions. Interviews were conducted in March 2018 in Gdansk during the annual Manifa demonstration and during so called Black Friday Protest. Both demonstrations were strongly associated with the feminist movement.

As a result of the analysis we extracted several categories (i.e., teaching, learning, leaving the house, identity) which gathered much of the explanations of the phenomenon of children's participation in protests. We linked them with sub-categories (i.e., taking care, making banner, giving example) which seemed to govern a move between main categories. Eventually, we've managed to create a circular model presenting some sort of algorithm for children's participation in protests, in which „leaving the house” turns into „teaching”, because of the parental „care”. Then „teaching” turns into „learning”, when children prepare their “banners” and watch reactions on them. The model is circular, because once you are in, participation of your children in demonstrations becomes obvious. The results might be helpful for schools where protests are organised together with children, parental acceptance for it is obligatory and there is a need for discussing the issue beforehand.

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Data of the ‘objectified child’ as a co-actor in the cooperation between parents and professionals in Danish daycare

Keywords: Cooperation between parents and professional in Danish daycare; screening programs; Policy studies; Ethnographic studies; Forms of knowledge.

In recent years, Danish daycare institutions make use of an increasing numbers of social technologies in cooperation between professionals and parents. National and municipal programs intend by means of testing and screening programs to create 'knowledge' (data) about the individual child as a background for 'early intervention'. All Danish daycare institutions are obliged to tests three-year-old children's language skills as part of a national program. Moreover, most daycare institutions are obliged (or at least strongly urged) by the municipality to apply screening programs to test and to shape profiles of the individual child's competences in relation to physical, **motor**, **emotional**, social and cognitive dimensions.

Based on an ethnographic field study we argue that these data of the individual child create a 'digital copy of the child' that appears as an 'independent' co-actor in the conversation between pedagogues (educators) and parents in shape of an 'objectified child'. In many ways this 'digital copy' constitutes an alienating doppelgänger of the child. However, as we will show in an analysis of a case, this digital copy does not stand unchallenged, but is negotiated in relation to what we have chosen to call local form of knowledge in the cooperation between parents and pedagogues (educators). The case is a conversation between parents and professionals in relation to the 3 years old Ahmed's transition from nursery to kindergarten. Ahmed has immigrant background and his low score in the (Danish) language test is a central topic in conversation.

Theoretically we are informed by ethnographic of policy "in which actors, agents, concepts and technologies interact in different sites, creating or consolidating new rationalities of governance and regimes of knowledge and power" (Wright and Shore 2011) and especially we focus on how policies of test-regimes meet and influence everyday life in daycare institutions.

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„All the world’s a stage...” - parents’ roles in an educational act of children

Keywords: various parents engagement schemes, involvement in education, parents-school-child relationship, parents’ roles in education

In the face of increasing parental involvement in children’s education, new challenges come to pedagogical researches, such as monitoring and describing such engagement, its causes and results etc. These new areas concern both theoretical and practical dimensions.

The main subject of the paper is to present the four types of parents’ involvement in educational process of children. It was indicated on the basis of research carried out in different schools’ types. The question was: which types of involvement in child’s education do parents present and how does it correlate with children’s development.

The quantitative and qualitative research was performed. Parents were asked to fill in an extensive questionnaire and a few of them took part in an interview. Moreover, the schools were investigated according to the type of parents involvement which they support.

Following William Shakespeare’s words that *„All the world’s a stage”* the authorial classification was based on the theatrical language and named every parents’ involvement type after different kinds of taking part in an act. The final result was specifying such kinds of involvement which influence the child’s development in a positive way and the ones that disrupt it. Additionally, it turned out that the scheme of involvement depends on a school type and it is strongly related to upbringing process types.

Such results create a possibility to formulate the indication which may help parents and schools to create the best model of engagement in children's educational process to let them grow optimally.

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Organizing a transition activity: Narrative of a mother in childcare

Keywords: transition practices, childcare, kindergarten, partnership with families, parent support

Véronique Menand will be presenting.

The transition from childcare to kindergarten (the first year of primary school) can be critical to both children's and parents' sense of belonging at school (Gouvernement du Québec, 2010). Valuing parents' knowledge and expertise and working collaboratively to support children's transitions are recommended practices (Griebel & Niseel, 2013; Hopps, 2014; Ruel et al., 2015). Cross-sector communication and continuity are unfortunately a challenge to implement in Quebec (Ruel et al., 2015). Furthermore, transition practices organized by schools are well documented, but those organized in the prior-to-school sector are not often reported in the literature (Lehrer et al., 2017). This intrinsic narrative case study explored one mother's experience organizing a transition practice, in collaboration with her son's educators and the parents of children from the same childcare centre who were attending kindergarten in various local schools. The objective of the study was to document how the mother made sense of this experience, which consisted of inviting children to take pictures of their school and classroom, and then filming them presenting the photos to their peers at the childcare centre. In addition, the video was shown to a group of mothers of children in school and childcare, in an effort to encourage a support network amongst parents. Based on narrative content analysis (Riessman, 2008) of two individual interviews with the mother before and after these activities took place, we will present findings related to the factors that drove her to initiate the activity, her reflections comparing her own worries to other parents' more relaxed attitude, and her relationship with the childcare center, focusing on educational values (Sellenet, 2012), the concept of partnership with families (Feyfant, 2015; Hadley & Rouse, 2018; Hedges & Lees, 2010) and parental support needs and experiences during the transition from childcare to school (Lehrer et al., 2017).

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Making the Learning Happen by the Parent-Child Reading Program: A Study in a Migrant School in Shanghai, China

Keywords: Parent-Child Reading Program; Migrant Children; Parent Involvement; Lifelong learning ability

Under urbanization, a large number of rural people have poured into cities, making education problem for migrant children become a an inevitable topic in China today. In Shanghai, restricted by the “Hukou Policy”, most of the migrant children can only attend a private primary school specially designed for them rather than a local public primary school. Studies have shown that migrant families have many deficiencies in reading compared with the residents who have favorable living environment. This phenomenon is harmful to the survival and development of migrant students. However, there are few targeted studies to explore the problem about using public reading resources to promote their development through cooperation between parents and schools.

In order to find the current reading situation of migrant families, the study selected 50 migrant families that belong to a class in S Private Primary School in Shanghai as the research participants. With the methods of interviewing, observation and questionnaire, the Parent-Child Reading Program is designed and conducted by the cooperation between universities and primary schools, the purpose is to explore: 1) How does the program influence utilization capability of the public reading resources of parents and schools? 2) What are the changes of the learning ability of teachers, parents and students in the activity?

It is hoped that through these study, 1) the reading quantity and quality of migrant children will be improved; 2) the ability of migrant families to use public reading resources will be advanced; 3) the collaboration between parents, teachers and community will be more effective; 4) lifelong learning ability of students, parents and teachers will made significant progress.

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Family Routines Matter: Examining the Interaction of Family Structure, Family Routines and School Engagement

Keywords: *School engagement, Family structure, Family routines, Parenting, Single-parent*

Overview

As parents, teachers, and school leaders examine ways to increase student engagement it is important to examine both family processes as well as family structure (Ginther & Pollack, 2004). Traditionally, single-parent households have been viewed as problematic and linked with lower academic outcomes (Woessmann, 2015). However, family structure itself is not the sole causal mechanism. Often the differences in outcomes between single-parent and two-parent households are a matter of family processes, economic resources or other factors rather than the mere presence of two adults (Malczyk & Lawson, 2019). The current research examined the impact of family structure and family routines on school engagement. The specific research questions were: 1) Do single-parent and married parent households participate in similar levels of family routines and rituals? 2) Do routines and rituals impact school engagement? 3) Is there a difference in the impact of family routines and rituals on school engagement based on family structure?

Methods

The analysis is based on a longitudinal data set from the Flourishing Families Project. Families are from a large northwestern city in the United States. The subsample for this project included data from waves 3-8 and consisted of 291 two-parent families and 143 single-parent families. The sample is diverse in its inclusion of families from differing races and income levels. Families were contacted by researchers and completed an in-home assessment interview that included a questionnaire assessing various family processes. The key variables of interest included in this analysis were family structure, family routines and rituals, and school engagement.

Findings

Consistent with previous findings, results suggest that family structure (e.g. Zimiles & Lee, 1991) and family routines (Spagnola & Fiese, 2007) impact school related outcomes. Additionally, results suggest that interaction effects between family structure and family routines on school engagement were not significant. Overall, this highlights the benefits of family routines and rituals regardless of family structure. Children in families with more rituals

and routines demonstrated higher levels of engagement regardless of family structure. Results were consistent across different racial groups and families from varying economic levels.

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The need to support positive parenting with parents of teenagers. Implications for schools and communities

This study is framed in the typologies established by Epstein (2011) to encourage collaboration between schools, families and communities. Specifically, it addresses the quality of parents-children relationships (Typology 1-Parenting) understanding it influences children's learning and their school success (Martínez-González, & Álvarez, 2005). At present, many families tend to consult teachers about parental guidelines that help them relate positively with their children in order to stimulate their schoolwork. On the other hand, the Recommendation 2006/19 of the Council of Europe establishes the need to institutionally support families so that they can exercise their parental role positively, contributing to reventing school conflicts, absenteeism, drop-out or school failure. The studies carried out on parental educational involvement indicate that it decreases as the educational stage of the children increases, especially when the latter are

adolescents (Hill & Tyson, 2009). There are also significant statistical differences according to the educational level of the parents (Menheere & Hooge, 2010). In this framework of analysis, the following questions arise: 1) What parental competences can be identified in parents with teenage children? 2) Are there significant statistical differences in these competences according to the educational level of the parents? 3) How can schools advise parents to promote their parental skills? Accordingly, the objective of this study was to analyze the parental competences of 1422 parents (670 fathers and 752 mothers) with adolescent children, in order to identify needs in this regard and possible lines of parental advice in the schools. To this end, a comparative quantitative study was carried out taking into account parents' literacy standards. The results indicate that those with higher educational levels show more constructive parental skills than the others, and that families with lower educational levels need greater support in their educational role. This concludes the convenience of developing in the schools parenting programs (positive parenting), which can also boost relations with the community (Typology 6-Communities) (Martínez-González, 2009; Martínez-González, Rodríguez-Ruiz, Álvarez, & Becedóniz, 2016).

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Sustainability of school-based parent projects: Lessons learnt from the evaluation of the project Schulmentoren (2014 - 2020)

Keywords: Parent mentoring, school-based projects, out-of-school partners, success criteria and sustainability

Schools can be reliant on cooperation with other partners when it comes to implementation of projects or programs or provision of certain services like training or supervision. To meet this kind of demand, the municipality of Hamburg launched 2014 the Schulmentoren project carried out by the regional School Ministry and a Hamburg-based agency of social projects called KWB (Medvedev/Vaccaro 2015). The project addresses parents, students as well as adult volunteers and trains them as mentors for schools and neighborhoods. The project is being implemented at more than 30 schools in Hamburg in socially deprived areas.

Nearly all social projects financed from public funds are supposed to create reliable well-functioning structures before the funding expires. In fact, many projects disappear without leaving any trace even in a short-term perspective. In other words, the issue of project sustainability remains one of the crucial topics at practical level.

The main goal of the external evaluation of the Schulmentoren project (Ramboll 2019) was to find out and describe possible scenarios how schools can go on with the project without ideal, technical, material and other support from outside they used to have in the course of 6 years. The contribution shares relevant findings from the evaluation report on the issue of sustainability from the point of view of an out-of-school partner.

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The parent-teacher relationship-a social practice in an institutional setting

Keywords: parent-teacher relationship, social practice, structure, agency

This presentation takes up on the issue of parent-teacher relationship in Swedish compulsory schools and constitutes the groundwork for my doctoral thesis. In Sweden, there is relatively little knowledge on the topic and researchers stress the need for more critical studies and in different school settings (Erikson, 2004; Bouakaz, 2007; Swedish Research Council, 2015). The aim of this study is to get an insight on parents' and teachers' experiences of this relationship and to explore the different factors that might affect it, e.g. institutions and individuals. Regarding research questions, the first one explores cultural beliefs (views on parenting, child-upbringing etc.) that parents and teachers bring in their encounter and examines what happens when these beliefs 'meet'. Moreover, the second question consists of two parts; the first examines how and to what extent school culture affects the way parents and teachers position themselves in this relationship while the second part explores the way and the extent parents and teachers make use of their own voice and/or self-reflexivity in shaping their relationship. Finally, the study focuses on parents of diverse sociocultural resources and ethnic backgrounds and the last question therefore explores the way and the extent these factors affect the relationship and parents' involvement in school. Theoretically, the studied phenomenon is viewed as a form of social practice; the result of the interplay between structure and agency (Bourdieu, 1977). Structure here refers to those rules and ideals that frame the relationship and agency concerns individuals' self-reflexivity and previous experiences. The main theoretical tools are the concepts of *habitus*, *doxa* and *capital* and are based on Pierre Bourdieu's *Theory of Practice* (Bourdieu, 1977). In terms of methods, the study made use of qualitative interviews with parents and teachers as well as observations in individual parent-teacher meetings. Some of the key-findings are: the possibility of "micro-changes"-use of individual practices to transform one's relationship from negative to positive, existence of two-way moral-value transfer-from teachers to parents and from parents to teachers, the effect of school management

on teachers' and parents' practices as well as parents' socioeconomic status as a major influence-factor.

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Building A Culturally Responsive Framework for School Engagement with Immigrant Parents

Keywords: Immigrant parents, parent engagement, qualitative research, funds of identity, culturally responsive schools

A robust body of research provides evidence that learning is improved when families and schools collaborate (Epstein, 1995; Fan & Chen, 2001; Pushor, 2012). Parental involvement is widely cited as crucial to the educational success of immigrant children, but is difficult to implement effectively (Doucet, 2011; Lowenhaupt & Montgomery, 2018; Tobin, Arzubiaga, Adair, 2013). Immigrants to the United States have been expected to follow traditional frameworks for parent involvement, which actually hinder their engagement in schools (Crozier and Davies, 2007; Isik-Ercan, 2018; Schneider & Arnot, 2018). A growing body of research

views immigrant parents as cultural mediators and active agents of their children's learning (Isik-Ercan, 2018, p. 69) who can help educators guide their children's educational experiences in culturally responsive ways.

This qualitative research was conducted at a university laboratory school located in the Midwestern United States. The school serves 150 children from 18 months through age 6 from a variety of cultural, socioeconomic, and linguistic backgrounds. A case study approach was utilized to answer the research question: How do parents who are immigrants define their roles and responsibilities in the education of their young children? Data were drawn from parent surveys distributed to the entire international/immigrant population and from semi-structured interviews conducted with 10 immigrant parents - 9 mothers and 1 father.

This study is unique, as it focuses on highly educated parents from a variety of backgrounds who have migrated to the US for reasons ranging from being granted political asylum to pursuing opportunities for educational and career advancement.

Data analysis was conducted using a funds of identity approach (Esteban-Guitart, 2016). Research findings highlight the ways immigrant parents support and enrich their children's educational experiences despite being rarely seen in school. We conclude by discussing ways educators can build on the knowledge, effort, and determination immigrant parents bring with them from home into school and highlight changes the school has made in response to the needs of this learning community.

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The educational strategies of Black Ugandan British parents in England

Keywords: Double class identities, intersectionality, concerted cultivation, social class

Lareau strongly associates education advantage or disadvantage with the different types of parenting practices amongst different social classes (Lareau, 2002, 2003, 2011). This paper takes Lareau’s valuable study a step further to suggest that parental engagement in concerted cultivation/ An accomplishment of Natural Growth is not specifically attached or fixed to specific social classes as identified by Lareau in her study. The intersectionality of Black Ugandan British parents’ double class identities with the parents’ culture informs parental engagement in concerted cultivation. Whilst revealing class complexities, this paper illustrates the importance of understanding the intersections of class and culture in the studies of parental involvement in children’s education. This paper draws on data from an ethnographic doctoral study which explored how Black Ugandan British parents support their children’s learning

within their home environments in England. The study comprised ten families with refugee and asylum seeking-backgrounds in two London boroughs. Adopting an ethnographic and an interpretive approach allowed the exploration of how the parents supported their children's education over time through data collected via long-term interactions, observations and semi-structured interviews. Yosso's (2005) concept of community cultural wealth was adopted to analyse the data and data was also theorised using Critical Race Theory.

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Language and violence: theory for practice based research about parents in education

My lecture will contribute to the development of theoretical ideas which can inform practice based research about parents in education by looking at the important role of language. Its main topic is the brutalization of language and the consequences for the development of human beings in the context of Martin Buber's philosophy of dialogue.

Language is not mere communication, but also an expression of our thinking and behavior. Language reflects social relationships. Therefore one must be concerned about how fast language (language of parents, too) in the present is changing, how quickly taboos break away. There is talk of "human capital" or of people as "costs on two legs". The financialization of society, which reduces people to their (market) value, becomes clear. Our language has clearly adapted to the rules of our consumer and disposable society and those rules do not stop at people either.

This change of language has a great impact for the development of human beings.

The American philosopher Judith Butler explains the hurtful power of words by saying that people come only to existence through language: we rely on language, even to be. Thus, our personal name gives us a place in the fabric of social space and historical time; but this place, marked and claimed by the name, is not given once and for all, but must be constantly acquired and achieved anew. Therefore, we need to be addressed by others in order to become a subject at all. Our personal recognition in speech puts us in the social world; our personal denial expulses us from the social world.

Judith Butler's remarks are based on considerations by Martin Buber. He should be addressed at this point, because he is sensitive to the linguistic interaction with others. Dealing with Martin Buber's theory, especially in the present, can help us to understand the important role of language for the development of individuals and societies.

The conclusions of the presentation focus on recommendations formulated from the perspective of the needs of researchers in the issue of parents in education.

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Academic Expectations, Parental Involvement, Family Income, Parents' Education Level as Predictors of Child Achievement

Key words: Academic Success, Parental Involvement, Parental Expectation

E.Nihal Lindberg will be presenting.

Today, academic success is one of the most important key components of getting a good college degree, having a good job and reaching a wealthy life conditions in future. Individual variables such as intelligence (Rohde & Thompson, 2007), intrinsic motivation (Steinmayr & Spinath, 2009), expectation for future (Walkey, McClure, Meyer, Weir, 2013) and school and education system related variables have been important determinants of academic success, On the other hand, today, family-related variables such as parent' education level (Davis-Kean, 2005), family socio-economic status (Dandy & Nettelbeck, 2002), parental involvement (Jeynes, 2007), parental expectation (Phillipson & Phillipson 2007) are considered as important indicators of academic success. In this regard, the main objective of this study is to develop a model of the effects of parental variables (parental involvement, parental expectation, parent's educational and socioeconomic level) on academic success of secondary school students. To gather quantitative data of the study, *Parent Survey of Family And Community Involvement In The Elementary and Middle Grades* developed by Sheldon and Epstein (2007) was delivered to 420 parents with different educational and economical backgrounds. The parental expectation was questioned by a question of "How much more do you think your child, who is now in secondary school, will continue his education?". The level of final-year grade of students submitted by their parents who filled the scale was used for analyses. There is one dependent variable that is academic success and four independent variables which are PI, parental expectation, parents' education and socioeconomic level. The relationships between these variables were analyzed by calculating suitable correlation coefficients. Results showed that parents education level, parental expectation and school – family relations and home-based

parental involvement as being sub-categories of Parental Involvement have statistically significant relations with academic success. By using the significant variables, regression model was tested in order to explain the variance of the academic success. The results showed that parental expectation, school – family relations, and parental education level served as the predictors of academic success. On the other hand, the most important predictors of the academic success was the parental expectation.

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Learning from the Community-Engaged Practices of a “Kid Success” Neighborhood

Keywords: *school-community partnerships; family literacy; Latinx; culturally relevant pedagogy; care*

Family literacy programs have long been a method of family engagement used by schools and community organizations. Critics have found many programs to be deficit-based and prescriptive (Auerbach; Purcell-Gates; Rodriguez-Brown), while other enrichment-based programs take into account the cultural and linguistic assets of participants (Ladson-Billings; Anderson et. al; Rodriguez-Brown). However, there has not been sufficient research to explore the engagement strategies used in the *context* surrounding family literacy programming. This paper is informed by a single case study of the community-engagement model employed by an urban neighborhood center in a largely Latinx and poverty-impacted U.S. city. This center has accepted a role in a local school-community partnership initiative to focus on early literacy in the neighborhood. In this study I use ethnographic methods to explore the model of community engagement the center is using and how families experience their participation at the center. These questions were investigated through interviews, observations, and survey analysis: *How does the model of community engagement used at a neighborhood community center influence how the staff and leadership of the center respond to community members' language and culture? How do the families who participate in literacy programs at the community center view their role at the community center and in schools?* The preliminary findings of the study highlight a model of engagement that is culturally and linguistically responsive and characterized by humanizing pedagogy, bidirectional learning and care (Wilson). Instead of seeing the neighborhood in terms of deficits, the community center engages the strengths of participating families by seeking to learn from them and work with them (Baquedano-Lopez et. al). In this paper, I argue that organizations participating in school-community partnerships would benefit from using similar models of engagement to learn from and respond to the families they seek to serve with their literacy programs (Montoya-Ávila et. al). In conclusion, this project, by closely examining one thriving model of community-engagement in a Detroit neighborhood, sheds new light on the importance of the *context* of school-community partnerships.

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“I *still* don’t understand...”: Photo-elicitation and parents in rural communities in North Central Nigeria

Keywords: rural, photo-elicitation, methods, primary school, Nigeria

Photo-elicitation interviews, or PEIs, are interviews carried out with the aid of photographs or other visual aids to elicit information from respondents (Harper, 2002). Bates, McCann, Kaye & Taylor (2017) identify three types, two of which include open, participant driven (where participants are requested to provide photo(s) relevant to the research interest) and researcher-driven (researcher provides photos and uses them to stimulate discussion) PEI. With the aid of disposable, one-time use cameras purchased in the United Kingdom, this study sought to carry out open-participant driven PEIs with parents in two rural communities in North Central Nigeria to illuminate their perspectives on the primary schooling of their children. Moreover, open, participant-driven PEIs was seen as a way to alter the researcher-participant power dynamic by empowering parents to define what they deemed important (Copes et al., 2018) without influence from the researcher (Bates et al., 2017), thereby aligning with the study's constructivist epistemology which seeks to understand participants' own construction of their lived realities. However, an inability to find a place to develop the cameras in the towns nearest the fieldwork sites and across the country's two major cities necessitated an alternative to the disposable cameras. Furthermore, in practice, PEI proved technically challenging and culturally strange to rural parents. As such, the outcome of the technique was a combination of the two types of PEIs which I term *researcher-facilitated, participant-driven* PEI. This paper explores how I navigated and partially addressed the constraints of PEI during data generation with parents in rural North Central Nigeria in order to produce this outcome.

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A Case Study of a Tutoring Program as Catalyst for Strengthening Family-School-Community Partnerships in the Atayal Indigenous Tribe in Taiwan

Keywords: Family-School-Community Partnerships, indigenous education, community tutor, Boyo-Schools' Collaborative Tutoring Program

Hui-Ju Pai will be presenting.

In Taiwan, schools, families, and tribal communities are the main pillars of indigenous education. The outcome of education in rural areas has been greatly impacted by factors such as family structure, high rate of teacher turnover, and economic mobility. The Boyo-Schools' Collaborative Tutoring Program, which serves the Atayal indigenous tribe in three schools (two elementary schools and one middle school) in Yi-Lan County, Taiwan, bridges this gap. The program recruits and trains locals as tutors to solve several problems in this rural community, such as the shortage of teaching staff and the lack of after-school care. Qualitative analysis, including interviews and document reviews, was conducted by employing a thematic analysis approach.

The main guiding question emerged: In what ways does the Boyo-Schools Collaborative Tutoring Program promote family-school-community partnership? The guiding question then led to the following three primary questions: (1) What roles do these critical partners play? (2) How does the family-school-community partnership work in practice? (3) What are the successes and challenges?

Results of the study revealed the program enhances parents' awareness of their responsibilities towards their children, invites the community to take part in the activities of the program, promotes the collaboration among teachers, family members, and the community tutors towards improving student behavior and academic performance as well as provides professional support in fields such as education, research, counseling, social work and publications. In addition, the Boyo Social Welfare Foundation provides not only academic tutoring but also support services for underserved families, follow-up services for junior high school graduates, and the establishment of school support networks.

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Pinelopi Patrika

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Relations between professionals and mothers of children with developmental disabilities: the voices of mothers.

Keywords: mothers' views, children and adolescences with developmental disabilities, professionals, empowerment

Pinelopi Patrika will be presenting.

Raising a child with disability is a complex and contradictory experience associated with many challenges. This experience is often described as a 'pile-up' of demanding roles, multiple needs, and stressful pressures that parents should be in a position to address effectively. Research on the experiences of parents of children with disabilities has shown that medical, socio-psychological and educational services are crucial factors in the process of supporting them to deal with the challenges involved (Hodge & Runswick-Cole, 2008; French & Swain, 2001). In turn, the role of professionals is of paramount importance as they can empower families by acting as a source of information, offering practical and emotional support and introducing new coping mechanisms (Avis & Reardon, 2008; Graungaard & Skov, 2006; Skotko, 2005). In light of the above, the present large scale qualitative study aimed to explore the way(s) mothers of children/adolescents with disabilities experience and perceive their relations with the professionals working in medical/diagnostic centers and schools as well as the support they received by them. Data were gathered through semi-structured interviews with 73 mothers of children and adolescents with developmental disabilities aged 11 to 17 years old. The participants originated from 7 cities, in urban/suburban areas in the southern and central parts of Greece. The data were analyzed according to the principles of thematic (inductive data-driven approach) and content analyses. The analysis revealed that the participating mothers were receiving a wide range of services from different professionals.

However, their accounts indicated that there was a lack of coordination among those services. They were also found to experience both conflicting and restrictive beliefs and practices in their relations with professionals (i.e., rejecting/ignorant versus supportive/caring behaviors). Additionally, the majority of mothers identified a variety of needs both for them and their child; nevertheless, unmet needs and the lack of state provisions in terms of therapies for their children were some of their most dominant reported concerns. Lastly, the analysis revealed that mothers' responses were not differentiated according to the type of services, the degree of disability or the area they live. Implications for research and practice are discussed.

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Dorien Petri
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Teachers, parents, and children about cooperation in bullying

Keywords: bullying, parent-teacher cooperation, primary education

Dorien Petri will be presenting.

Bullying at school is an emotionally charged topic that significantly tests the relationship between parents and teachers. Parents believe that teachers need to act more effectively and that they should communicate better about the bullying in the classroom (Roede & Felix, 2009). Many (beginning) teachers feel inadequately prepared for cooperating with parents. They need more skills and knowledge in communication and cooperation with parents in general (Hiatt-Micheal, 2001) and especially in the case of bullying (Melnick & Meister, 2008). There is also substantial uncertainty among teachers about the definition, recognition, and detection of bullying (Oostdam, 2015; Oldenburg, Bosman & Veenstra, 2016). Research stresses the importance of the cooperation between teachers and parents in tackling bullying in the classroom (Munniksmma, Huitsing, Oldenburg, Van der Ploeg & Veenstra, 2014). However, little is known about what works in parent-teacher cooperation to solve bullying at school.

Therefore, the aim of this study is to explore the perceptions of parents, teachers, and children concerning parent-teacher cooperation in the case of bullying at school. Insights obtained from this study can be used to identify target areas to improve the cooperation between teachers and parents when bullying occurs between primary school children.

Qualitative, narrative research was conducted to gain insight into the experiences of teachers, parents, and children. Data were collected from stories about bullying and parent-teacher cooperation in three primary schools in the North of the Netherlands. We used convenience sampling to select ten parents, ten teachers, and five children from each school. We collected 628 stories from these target groups.

All selected stories (57) about bullying at school were processed and coded in AtlasTi.

Results show three important factors for cooperating effectively in the fight against bullying: 1) teachers must be informed (by parents or the child) about the bullying; 2) parents need to be taken seriously (respectful treatment); 3) teachers should inform parents about their actions in the classroom and the progress they make with their students in the case of bullying.

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Parenting a child with disability in the Greek-Cypriot context: possibilities and constraints according to the experience of fifteen fathers

Keywords: fatherhood, disability, acceptance, challenges

Giorgos Konstantinidis will be presenting.

Theoretical framework

It seems that the presence of a disabled child is a turning point in most men's lives. It transforms their lives and the way that family works (Bragiel & Kaniok, 2014; Darling, Senatore, & Strachan, 2012) as well as how children themselves experience disability (Bonsall, 2013). Moving through a wave of emotional transition and feeling a possible personal fault for their child's disability, fathers are expected to overcome additional difficulties and obstacles that fathers of children without disabilities will never encounter (Shandra, Hogan & Spearin, 2008).

Research questions - objectives

The modern research attempts to discover the multifaceted and multidimensional role that fathers develop within the family, especially in cases where the family hosts a disabled child whereas challenges of everyday life are higher and more complex. Thus, this presentation aims to illustrate: (a) how do men impersonate paternity (b) what does it mean to be a father of a disabled child in the Greek-Cypriot context; and (c) what attitudes do fathers adopt towards disability.

Methodology

A qualitative research model was applied. Fifteen fathers who were married and lived with a disabled child participated in this research (phenomenological approach). Data were collected as follows: Oral history (15 participants; 2 interviews per participant), focus group (3 participants) and observation (7 participants). Anonymity and confidentiality procedures were followed.

Findings

Fathering forces some men to find work that provides more money and allows them to develop more effectively the role of provider. In addition, childbirth seems to significantly enhance masculinity. Most fathers interact with their disabled child through entertainment activities, while they show reduced interest in education and care duties.

In relation to the second research question, it has been found that paternity is a period of conflicting emotions. Nobody is pre-prepared to become a parent of a disabled child. Disability is identified as the uninvited visitor from whom they think they can escape. After travelling abroad they realise that disability has a permanent status. Hence, they are engaged in an early intervention and support to their disabled child.

It takes a long time for fathers to achieve acceptance, whereas with a lack of a positive attitude there is a risk of abandoning the disabled child. By accepting disability, they greatly increase their satisfaction in the paternal role. In addition, they claim that disability has a positive effect on their lives. The main problem they face is the negative attitudes of society (fear towards disability), especially since the decriminalisation of abortions has revived the notion that death is better than life with disability. However, the strong rhetoric that the Orthodox Church has developed around the issue of abortion and their personal experience prevents most fathers from disapproving of abortion, contending that lives of the disabled people are just as valuable as any human life.

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Tripartite school conflicts and non-consensual democracy. An attempt of autoethnographic analysis.

Keywords: conflict, parents, teachers, students, non-consensual democracy

The article presents an analysis of four school conflicts on the parent-teacher line. I am trying to prove that the teacher-parental conflict is always actively involved with the student, with his paidocentric position in the family, subjectivity and authority as the third party in the process of democratic dialogue (B. Śliwerski 2007). I use the analytical autoethnography method, the most appropriate from my point of view, based on a subjective approach, the analysis of feelings and reactions, self-observation, first-person narrative, analysis of the researcher's notes and own narratives, forcing the full participant in the studied environment (complete member researcher), analytical reflexivity, data transcending. (C. Ellis 2004, L. Anderson 2014).

The school in my article is perceived as a place of conflict which is an unobvious expression of democratic dissent and a difficult way of achieving commonality, which is a condition of democracy. The conflict is an indispensable social element and the basis of relations of subjective character, characteristic of democratic forms of social life (Rancière 1999, Coser 2009).

Confronting this with knowledge developed around the idea of non-consensual democracy, which is based on discord (dissensus) after the reading (J.Rancière 1999, L. A. Coser 2009, G.Biesta 2015, L.Koczanowicz 2015, K. Wajszczyk 2015, P. Młynek 2010, M. Mendel 2001) I assume that not only the occurrence of conflicts is a problem, but the lack of orientation on the positive meaning of the situation of disagreement and attitudes related to attaining it and ensuring equality for others in the practice of dialoging participants in school life.

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Interaction Ritual Chains Approach to Transferring Children's Knowledge between School and Family

Keywords: interaction rituals, symbols, memory, neurosociology, emotions

In the talk, I would like to bridge the theoretical gap between the body of literature about educational inequalities that describe macro-patterns and ethnographical studies of learning and education. I follow the way of Randall Collins which said that “social structure *is* nothing more,

on the most fine-grained empirical level than repeated patterns of face-to-face interaction”. To understand educational inequalities better than by indicating abstract explanations of “parents habitus” and “cultural capital”, one should create theoretical frames that make it easy to capture the patterns of interactions. I would like to make a sketch of such a frame on the basis of interaction ritual chains theory (Collins 2005; Collins 1998).

From an interactional point of view, educational inequalities are emerging when the performance of one child is formally assessed as worse than the performance of another child. The performance, including answering on the teacher’s questions, writing the essays, filling the standardized tests, is using of ideas, knowledge, and skills previously acquired from other interactions – lessons or learning being alone, that would be collectively called symbols.

Symbols are circulating from interaction to interaction, and their distribution is depending on different factors such as the flow of emotional energy, mutual attention, and spatial borders. People that acquired symbols through emotionally-loaded interaction want to share them and are trying to transfer them to another interaction, so are trying to use them. This is the reason why family, and especially parents, are so important. The family is the second, the largest, the dimension of children’s interaction. Symbols that are exchanging with family could be suitable, or not, with those that are acquired in school. If symbols from school are useless in the long term, they are systematically forgotten and interaction in schools became processing of symbols at idling speed.

In the talk, I would like to refer this theoretical frame to empirical data, quantitative, qualitative and neurological, as well as to specify in more details how it could be further developed.

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Teachers working in hospitals – what do partnerships look like?

Keywords: Teachers in hospital; Early years; Family partnerships; Social ecology; Rogoff’s planes of analysis

Partnerships are one of the key practice principles guiding the practice of early years teachers in Australia. Both the professional standards for teachers (AITSL, 2011) and the national early years learning framework (DEEWR, 2009) identifies teachers' roles in working with parents and other professionals, and in create environments where children and families are actively encouraged to collaborate with educators about children's learning. However for teachers working with children in hospital, establishing and maintaining partnerships are challenged due to the complexities which arise when children and families are faced with serious, and at time life threatening, illnesses. This paper will present the preliminary findings of a project undertaken with teachers working in large paediatric hospital in Australia, which explored their perceptions of the relationships they develop with families as they reflect notions of partnership. Drawing on Bronfenbrenner's social ecological model (1979) the project was guided by the following research questions:

What are the nature of the relationships between early years teachers working with children and families in hospital as they reflect a notion of partnership?

What impacts early years teachers working with children and families in hospital in developing effective partnerships with children and families?

A qualitative case study methodology was used for the study in which four early years teachers working in the hospital setting participated in an individual interview which explored their perceptions of the relationships they have with families of children who were patients at the hospital. Using Rogoff's three planes of analysis (2008), what emerged was that the teachers saw their role in supporting the children's learning whilst in hospital as important, and forming relationships with families as a key component of their work. The teachers strongly identified that whilst they developed positive relationships with the families, it was the value that parents placed on education that created the context for them to work effectively as partners in the child's learning. The teachers also acknowledged that their role as teachers was valued by hospital staff, however there was minimal engagement with other professionals in relation to sharing of information and transdisciplinary planning.

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Examining parent partnerships in early childhood settings from multiple stakeholders - Listening to parents, educators, teachers, directors and principals

Keywords: partnerships, families, multiple perspectives, educators

In Australia, early childhood and primary school settings recognise the important role of teachers in engaging in partnerships with families. Policies and curriculum documents support the importance of parent partnerships. Researchers, both nationally and internationally, have identified engaging with families as critical to ensuring optimum educational outcomes for children (Emerson, Fear, Fox & Sanders, 2012; Topor, Keane, Shelton & Calkins, 2010). However, the family-school engagement literature lacks consensus on what this means, fails to provide a clear definition (Bakker and Denesson, 2007) and often measures something that is not understood or valued by families from diverse backgrounds (Whitmarsh, 2011). Sen suggests that “development consists of the removal of various types of unfreedoms that leave people with little choice and little opportunity of exercising their reasoned agency” (1999, p.xii). The researchers worked with five diverse early childhood settings to examine how educators engaged with parents to remove “unfreedoms” and recognise their power and agency. A mixed methods approach, specifically explanatory sequential design (Creswell & Plano-Clark, 2011) was chosen for this study as there was a need for both quantitative and qualitative data collection and analysis to explore the complexity of parent partnerships. Phase 1 utilised

current validated tools that measured parent involvement (Epstein and Salina, 1993 & Gehlbach, Mapp & Weissbourd, 2012) and stakeholder interviews with parents, educators and setting leaders to draw out existing and differing perceptions. Phase 2 included a practitioner inquiry project to empower parents and educators. This paper aims to challenge current paradigms of partnerships including moving beyond instrumentalisation of partnership practice as historically research often positions parents as the deficit or the problem. Preliminary findings of the study suggest that the educators recognised the need to shift the power from the setting to the parent and remove “unfreedoms”. This shift resulted in parents feeling validated, respected and empowered. These findings provide an opportunity for researchers and practitioners to challenge their perspectives and practices of parent partnerships and to theorise and critique current approaches.

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Tracking Pre-service Teacher Attitudes to and Sense of Efficacy in Relation to Family Engagement

Keywords: pre-service teacher education; family engagement; family-school-community partnerships; parental involvement

The need for professional development of teachers in relation to family-school collaboration has been established by researchers for over twenty years (Shartrand et al, 1997) in the USA (Epstein, 2013; Evans, 2013; Epstein and Sanders, 2006), Australasia (e.g., Saltmarsh, Barr and Chapman, 2014) and in Europe (Willemse et al, 2016; 2018). However, despite increased legislation requiring schools and teachers to adopt a partnership approach in their work as well as the introduction of accreditation requirements for teachers, changes in teacher education courses have been slow. It is common worldwide that most teacher education programmes do little to prepare teachers to establish relationships with parents or to pay attention to the place and voice of parents in their children's schooling (Pushor and Ciufferelli Parker, 2013; Weiss, Kreider, Lopez, and Chatman, 2005;). The few studies on teacher preparation for family engagement in European countries (Willemse et al, 2016) indicate that teacher education programmes pay little attention to familyschool collaboration (de Bruine et al, 2014; Willemse et al, 2016). Likewise in Ireland to date there has been little preparation of preservice teachers for engaging parents in their children's school learning.

Drawing on Epstein's theoretical framework of parental involvement, this research aims to document the knowledge, skills and attitudes of a group of Irish pre-service teachers before they undertook a course on family engagement and immediately after the course. The study will follow up with them after a year of teaching along these lines. This paper will present the preliminary findings from a questionnaire completed by a group of student teachers in Ireland in Spring 2019. The questionnaire elicited their knowledge, skills and attitudes about family engagement before and after they took a course on working with families.

Analysis and interpretation of data from participants should (a) enhance our understanding of student teachers' knowledge, skills and attitudes towards family engagement, (b) expand ways to support beginning teachers in developing their family engagement practices, and (c) inform the development of courses in initial teacher education and continuing professional development.

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Cake as a manifestation of (the lack of) family agency in the context of (pre)school

Keywords: cake, parental agency, parental involvement, school, ECEC

Agency, no matter if individual or collective, is always performed in relation to other actors, and, therefore, in a public space. Thus, it requires certain practices of representation and the materialization of agents' participation in the public sphere. The representation involves "becoming public" in a form of collective/togetherness where "action is possible and freedom can appear" (Biesta, 2012). While, the materialization refers to the level of artefacts that can both mediate (Henning & Kirova 2012) and objectify the activity/agency performed (Arroyo-Kalin 2004, Barad 2003).

In this paper I focus on a special form of the materialization of parental agency – cake. During the Polish subnetwork of ERNAPE, both the teachers, parents, researchers, and municipal representatives mentioned the "cake" (most often baked by the parents). It seemed to involve a diverse array of emotional reactions that range from expressions of gladness that families are doing something at (pre)school to cynical laughter about cake as pretend involvement or the materialization of (pre)school disagreement over greater parental involvement in the content of education and care institutions.

In this text I examine cake entering the (pre)school through the eyes of the parents living in different cultural contexts and sharing their experiences of "cake" and "(pre)school" on parental internet discussion forums conducted in Polish, Norwegian, and Danish. Thus, I use netnography (Kozinets 2015) as a method for generating our research material, which is then analyzed with qualitative content analysis (Mayring 2010).

The results show that cake can manifest both a sense of agency as well as the lack of it following the "imperative of harmony" (that many parents experience as a demand constructed by both the institution of (pre)school as well as other parents) and as a way of interrupting and resisting it. In the concluding remarks, I focus primarily on the conditions for family interruptions in the context of (pre)school and on the intergenerational character of them. By interruptions I refer to Biesta's definition of introducing "an incommensurable element – an event, and experience and an object – that can act both as a test and as a reminder of publicness" (Biesta, 2012:693).

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School *websites* and parents: a new interaction reality?

Key words: *websites of school*, parents, communication and participation

The introduction of the new technologies of communication and information contributes to the emergence of new *interaction* channels, the so-called *channels of technological communication*. (Garreta Bochaca & Macia Bordialba, 2017). In school too, in the *long and complex march from clip to click* (Fernandez Enguita and Vázquez Cupeiro, 2017), we are assisting to the emergence of these channels and, in this scope, we are particularly interested in the reconfigurations at work in the way parents communicate and participate in school settings. Faced with this reality, we question whether these new forms of interaction are a contribution to informing and *committing* parents in their children's school or if, on the contrary, they induce a conception of progenitors while *consumers*, with a passive role in the decisions of the school

organization. Starting with these assumptions, we conducted an exploratory research, based on a specific technological means, the *websites* of school groupings in Portugal. Specifically, from different criteria, we selected a small set of groupings of schools and conducted a content analysis to their *websites*. In our analysis, we confined ourselves to some categories, such as: i) the grouping having, or not, a *website*; ii) the website contemplating, or not, a forum for parents to communicate with the school, namely a space for suggestions and complaints, and finally, iii) the *website* of the grouping having a space for the dissemination of information regarding Parent and Guardian Associations. From this small research, which is still in a process of getting more in-depth conclusions, we have drawn provisionally the following trend: *websites* do not constitute, in most of the grouping of schools studied, an instrument that enables and encourages the *voice* of the parents; that is, they do not present, in addition to their informational role, in a unidirectional sense, a *communicative-participatory* function between the parents and guardians and the school.

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How to be a better parent than the one I had? "Good" parenthood in the era of late modernity - an analysis of a single biography

Keywords: “good” parent discourse, reflexivity, late modernity, biography

Assuming that we live in a time of late modernity (Beck, Giddens & Lash, 2009; Giddens, 2012), the author claims that one of the most important competencies of people in today's society is their reflexivity. Gradually, more areas of our everyday life, including parenthood, are subjected to reflection. The "good" parent project, as part of the reflexively

constructed identity, is very often built in opposition to the vision of "toxic" parenthood (Forward, 1996),

The main language applied to describe the "good" parent is the therapeutic discourse, largely based on the psychological expert systems (Beck, 2009). In "therapeutic culture" (Illouz, 2008, 2010) an "self" is embedded in his childhood, while the relationship with their parents, provide an explanation for adulthood. An adult person who understands his personality in such a way, gives a powerful rank to parenthood, so that when they decide to become a parent, they raise the reflective question: How not to be the "toxic" parent? The collision of two models of parenting - socialized (included in the biography) and secondarily reflexively acquired (expert knowledge) - can create the distinct tension for young parents.

In accordance with the Polish researcher Danuta Urbaniak-Zajac (Urbaniak-Zajac, 2005), the author acknowledges that what appears in the biography of an individual may be a manifestation of wider social processes, therefore a biographical study, allows us to deepen our understanding of the socio-cultural processes we are currently undergoing. In accordance with these beliefs, the author, based on the analysis of a single biography, intends to present the already mentioned tensions, regarding to parenthood. The presented biography, as an element of the author's broader research, will concern an adult person brought up in a family with an alcohol problem - that is, a person with the Adult Children of Alcoholics syndrome (ACoA). On the one hand, people with ACoA very often perceive their parents as "toxic", which means that in adulthood they strive to pursue a different model of parenthood; on the other hand, these people, who undergo psychotherapy, acquire knowledge of expert systems that increases tensions between what is socialized and what is reflexively acquired.

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Intracultural differences in parental beliefs and practices toward children's play

Keywords: Parental beliefs, parental involvement, play, young children, intracultural differences

Play is essential to young children's learning and development. Previous studies provided strong evidence on the value of play in acquisition of cognitive, social and emotional skills in early childhood (Ginsburg, 2007; Kemple, 2017; Cohen & Mendez, 2009). These studies noted the importance of adopting play-based learning strategy in kindergarten context, but less is known about parents' play beliefs and practices at home. Indeed, parent-reported is not always evident in the current study. Unlike Western culture, the dichotomy between play and learning remain ambiguous in Chinese parents' understanding of play. In addition to the differential parents' beliefs across cultures, conflicting views about the conception of play also occurred within cultures (Fisher, Hirsh-Pasek, Golinkoff, & Gryfe, 2008; LaForett & Mendez, 2017; Parmar, Harkness, & Super, 2004). Using qualitative method, this study aims to understand Hong Kong parents' perceptions toward the nature and purpose of play, investigate how they structure the home for play with their children aged between 3 to 6 years and the extent of parents engaging in children's play.

Upon interviewing with forty parents, they believed that play was an important vehicle for whole child development which led to benefits of learning for young children. Findings further

revealed diverse understandings of play and patterns of participation in children's play between two groups of Hong Kong parents. One group of parents defined play as child-initiated activities, they were likely to provide with children's constructive and interactive play at home. While another group of parents had educational/ learning-oriented beliefs, they were more valued play as an instrumental use of developing children's various skills. However, some parents' play beliefs were not actually acted in their practices. Gaps between parents' beliefs and practices play at home are found through parents reporting.

This study contributes to collect first-hand parent data about their perceptions of play. Results of the study reflected the intracultural differences in play beliefs among Hong Kong parents. It may imply the need of developing effective strategies and supportive family environments to enhance parental understanding of play and learning. Results also extended our knowledge by understanding the degree and pattern of parental involvement in play activities.

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Parent - difficult partner for the teacher. From the research on an innovative project in the school in Ursynów

Keywords: school, teachers, research project, innovation, cooperation, change

The article refers to an innovative project introduced in the school in Ursynów which was presented in the central press under the slogan of the school that does not give homework. At the beginning, it aroused a great interest of parents, local self-government, local and central press. It was based on extended activities of both teachers and parents that in fact went beyond the topic of homework.

There has been a lot of talk about the school in Ursynów. On the one hand, there were words of support, recognition for innovation, idea, head teacher. On the other hand, conflicting goals and actions have become more and more apparent. Some parents did not accept school innovations and also some teachers protested against additional duties. The conflict was growing around the project and at the same time a new version of the innovative didactic and educational program was slowly arising. The need to build a new model of cooperation between the school and parents and the local community became more and more apparent.

The school turned to the Academy of Special Education for assistance in the activities of connecting parents, teachers, educational authorities and the local environment. The task was taken by PhD students and APS employees as a part of the methodology of quantitative and qualitative research. The research is to show the readiness of parents and teachers to introduce school innovations, to reveal values and stereotypes of parents and teachers about raising children and functioning of the school. As a result, it is to show how much it is possible to build a school community of teachers and parents. The initial diagnosis of this problem is based on scales and measurements.

In the first stage of the research (March 2019) a survey for teachers was conducted. In June this year we will turn to parents with almost the same questions. In the designed presentation submitted to ERNAP, we will present a comparison of the statements of both groups.

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The role of Parent Involvement Workers to increase both home-based and school-based parental involvement in a disadvantage neighbourhood in Rotterdam

Keywords: Parental Involvement, home-based involvement, school-based involvement, Parent Involvement Worker (PIW), primary schools.

Talitha Stam will be presenting.

A great deal of research has been done into parental involvement, which has shown, among other things, that home-based involvement is the most effective form of parental involvement for the development of the child (Lusse et al., 2019, Bakker et al., 2013). In this paper, we elaborate on Epstein's (2001) typologies on Parental Involvement for a theoretical understanding of both home-based and school-based parental involvement. In the Netherlands, Parent Involvement Workers (PIW) have specifically been deployed to increase parental involvement in disadvantaged primary schools. PIWs organise various social and learning activities for parents, such as morning coffees to meet other parents as well as computer lessons in specially allocated parents' rooms in the schools. Up until now little scientific research has been done into the role of PIW.

In an explorative field study at six disadvantage primary schools in Rotterdam, the Netherlands, we examine to what extent PIWs are able to increase both home-based and school-based parental involvement. For this, in each school we held focus group discussions with 6-8 (n=30) teachers, focus group discussions with 8-10 (n=50) parents in parents' rooms, interviews with 4 PIWs, and did weekly observations during parents' activities in the schools. Our findings indicate that parents' activities organised by PIWs to some extent did increase the school-based involvement for those parents who participated in the activities, as they were more frequently in the schools. But it did not increase their home-based involvement, which was proven to be crucial for the development of the child. An explanation could be that activities in parents' rooms were not well connected with learning goals in children' classrooms.

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Rural, secondary school parents' sense of community: Insights from Alberta, Canada

Keywords: rural, secondary school, sense of community, Canada

The topic of parents in rural secondary schools is a ground that has been lightly treaded compared to urban elementary school contexts. And although more research attention is being paid to secondary school contexts (e.g. Seitsinger, 2019; Watson & Bogotch, 2015), Semke and Sheridan's (2012) review of research on rural parent involvement reported only 18 studies. My study objectives were to (1) contribute to a rural-specific empirical base regarding parents' relationships with schools, and (2) reconceptualize secondary school parents' experiences through the notion of community. The latter aim is a response to research that suggests secondary school parents feel displaced, unwanted, and unneeded (Author, 2013). The commonly used term, parent involvement, tends to index elementary school traditional activities (e.g. volunteering, helping with homework), which fails to capture parents' roles or interests beyond primary grades.

Inspired by Bauman's (2001) claim that community is a word that has a 'feel,' I aimed for insight into the (non)communal nature of parents' experiences as members of the school community. I utilized sense of community theory (McMillan & Chavis, 1986), which is framed

by four dimensions: belonging, purpose, influence, and connection. The study was conducted in Alberta, Canada, where the Ministry of Education has mandated through a Professional Practice Standard (2018) that teachers and principals foster effective relationships with parents. I individually interviewed 21 rural parents, and held focus groups with parents at three rural schools. To be confident regarding rural-specific findings, I followed up with individual interviews with 13 urban parents throughout the province. There were striking differences between rural and urban parents' sense of community, and nuances worth discussing in both contexts. For rural parents, community is experiential; for urban parents, community is instrumental. Community fulfills an emotional need for rural parents, and urban parents' needs from the school are cognitive. Importantly, I learned the danger of assuming that rural spaces are cozy and comfortable through the concept of "legacy families"—those families who have lived in the community and attended the school for generations, and who knowingly and unknowingly inherit the power to reinforce time-honored boundaries of belonging.

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Predicting Career-specific Parental Behaviour

Keywords: Parental support, school-family partnership, career development, adolescent

Monique Strijk will be presenting.

Adolescence is a very important period for student's careers. Ideally during this period students develop career competencies (Kuijpers & Scheerens, 2006) that help them shape their career paths. During this process students can benefit from supportive career-specific parental behaviour (Diemer, 2007; Dietrich & Kracke, 2009). However, not all parents know how to best support their child's career development (Sage, 2004). Guiding parents in this process can help improve the career development of students (Whiston & Keller, 2004). Although it has been suggested that schools could play a role in offering this guidance (Lusse, Engbersen, & Notten, 2019), there is little empirical evidence on how this can be achieved.

Following Dietrich and Kracke (2009) we distinguished three types of parental career behaviour styles: the supportive style, the interfering style, and the lack of engagement style. The main question guiding this study is: what is the influence of parents' perceptions of the school-family partnership on parental career behaviour styles? In our analyses we took into account important factors that can be influenced by the school: student and parent perceptions of parental career involvement (e.g., Hoover-Dempsey et al., 2005) and the parent-child relationship.

We collected data by conducting questionnaires among pre-vocational secondary education students (722) and their parents (181). After establishing model fit and performing reliability analyses on our questionnaires, we conducted multilevel regression analyses

Our results show that parents who experience a stronger school-family partnership provide their children with career-related support more often. A conflictual parent-child relationship

predicted parental interference behaviour and lack of engagement. This study also shows that student' perceptions of parental career involvement is related to the career-specific parental behaviour. Overall, this study strengthens the hypothesis that schools play a significant role in career related parental support.

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Primary school teachers' practices of and thinking about collaborating with parents on upbringing

Keywords: Teacher parent collaboration; upbringing; teacher education; teacher thinking; values

In this paper results of an empirical research on teacher-parent collaboration on upbringing are presented. The research questions concerned the topics teachers mention when being asked about collaborating with parents on upbringing; teachers' collaboration practices; and related teacher thinking. These are relevant research topics, since in teacher education learning to collaborate on upbringing is a neglected subject, and today's world faces growing complexities such as decreasing social connectedness and a lack of diversity appreciation.

Upbringing in this study is understood as adults' support to children's personal development. The term 'adults' refers to upbringing as a common effort of both parents and teachers. Teachers contribute to upbringing explicitly and implicitly, through what they teach and the way they teach and through their influence on the classroom climate and social relations, and their personal professional relation with the child(ren) (Kohlberg & Hersh, 1977; Veugelers, 2010). From an ecological approach to human development (Bronfenbrenner, 1979) teacher-parent collaboration on upbringing is of interest.

A narrative research method of letter writing was used, following the example of McKenna and Millen (2013). Primary school teachers were invited to write a letter to a hypothetical pre-service teacher about their collaboration practices and related thinking. Thirty-four letters were gathered, from a heterogeneous group of teachers and schools. Analysis was done using Atlas Ti, and concerned the topics and experiences of collaborating with parents on upbringing teachers described and the teachers' values in relation to upbringing and to collaborating with parents on upbringing.

Findings are that teachers come across issues related to upbringing frequently; upbringing issues refer to the 'learning to behave-' and the 'learning to be-' aspects of personal development in their daily teaching and care; these issues puzzle teachers, especially when value positions of the teacher and parent involved differ. Analysis of teacher values regarding collaboration and upbringing resulted in distinguishing three teacher-types, to be outlined in the presentation: teachers mainly focussed on information exchange, on reaching practical agreements or on reflecting on their own values.

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Protesting parents as a significant social and educational phenomenon. Andragogical inspirations

Keywords: socialization, protest, parents, biography, learning

The aim of the presentation is to show the problem of protesting parents as an element of a wider research on the learning potential of rebellion. This thread appeared as one of the elements of the category called socialization to rebellion (Szczygieł, 2018).

The purpose of author's broader project is, inter alia, to describe and understand the learning mechanisms of adults participating in various forms of rebellion. The subject of research is the learning potential of rebellion. In this research project, the author uses a biographical perspective (Urbaniak-Zajac, 2011). Within it, the biography is understood in a processual way and study the processes of constructing the identity of social actors. The biographical method focuses on the subjective level of experience in the socio-cultural context (Alheit, 2009; Merrill, 2001). The empirical material is analyzed in a phenomenographic way (by comparing different and common threads in the analyzed biographies).

In the narrations of the "rebellious" people several threads about their childhood and participation in protests along with their parents were discovered. The phenomenon of joint action of families in public space is important from the point of view of education and society, especially in the context of increasing social discontent and the crisis of liberal democracy (Castells, 2017). The analyzed narrations show that protesting parents could potentially have had a large impact on the involvement of the respondents in social and political affairs, which can be seen as an important citizen issue.

The research subject is situated here in the andragogical research stream. Many of its elements are also the research subjects in the field of social pedagogy and sociology. We are talking here

about the relationships between (wo)man and her/his social environments and significant pedagogical places (Mendel, 2017) as well as the issue of collective actions.

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Successful mentoring model approaches to support vulnerable parents for better learning outcomes of children

Keywords: disadvantages, mentoring, inclusion, Roma

Eszter Salamon will be preseting.

Disadvantaged parents tend to be less involved in their children's schooling for multiple social and economic reasons. Family background (both socio-economic status and parents' own level of education) have influence on children's performance and well-being at school. Parenting programmes have a proven positive effect on both parents and their children. Mentoring programmes are especially positive given the approach that treats mentees as equal partners, resulting in a partnership approach also in home-school relationship. Our holistic approach is interconnecting family, school and community related factors in order to increase children's well-being and bonding to school based on the assumption that children who have closer relationships with their parents and being provided by emotional support show better academic performance, have less detentions and decreased truancy, as well as higher level of social competence.

Produced to be the research base for the parent mentoring programme Parent'r'us this paper summarizes approaches to and successful examples of parental engagement / involvement of vulnerable parents in the learning of their children, gives an overview of successful methodologies and examples of mentoring targeting vulnerable people. To this end literature resources and inspiring practices have been collected and then analysed, with the following aims:

- Draw a clear picture of the state-of-art research around parental engagement and involvement to offer a theoretical basis for the work of the project consortium. The related literature review has been done with those parents in focus who traditionally are more difficult to reach for the school and/or considered less successful in supporting their children's learning.
- To assess and describe mentoring models that have proven to be successful in other contexts, to analyse them from the project's point of view in order to provide a methodological basis for the work of the Consortium.
- Elaborate on certain cases of successful parental engagement / involvement, i.e. mainly EU, nationally or locally funded projects. The rationale behind the intensive search of such cases was to identify practices that combine parental engagement practices with mentoring in order to work towards social inclusion and provision of equitable opportunities to education.

Methodically authors worked on the basis of desk research, a combination of research literature review and an analysis of inspiring practices with a proven positive track record. In the first two section the authors make a desk research report of parental engagement and mentoring, and in the last part they have made an attempt to summarise advantages, challenges and elements

that need attention of implementing a mentoring model for parental engagement, especially in the learning of individual children.

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Family literacy practices and investigation of factors, that are relevant and should be taken into account in the cooperation of educators and parents

Keywords: Literacy practices, parents beliefs, home environment, early childhood education, home-school collaboration.

Chrysoula Tsirmpa will be presenting.

Families play a major role in building a sustainable basis for lifelong literacy skills of children as they acquire in the family context foundational knowledge about written language even before attending any formal education. However, parents haven't the same beliefs about literacy, what means to be literate and how one can foster literacy and many researchers have identified a gap between home and school literacy practices. In recent years, the importance of parents' beliefs in literacy of their children has increasingly been recognized, as they seem to determine the literacy practices that follow. The purpose of this study is to investigate family literacy practices and beliefs about literacy among parents of children of preschool age and explore the factors, that are relevant and facilitating the transition to school literacy. In order to investigate this topic, we used a mixed-method approach combining quantitative and qualitative data. In the survey participated 168 parents of preschool children attending the 13 public kindergartens in the city of Pyrgos, in Greece, during the school year 2017-2018. Data collected from parents through two questionnaires and semi-structured interviews. The first findings indicate that we could categorize parents in two groups, according to their beliefs about literacy: Facilitative and Conventional. Facilitative parents have a more active role in children's education and are engaged in more and different literacy practices than Conventional parents. A solution to bridge the gap between home and school is to think about parents' beliefs about literacy and the factors that are relevant, their needs, the different characteristics of home-environment and to try to tailor educative programs for parents based on those notions. In Greece, there is no wide-scale research about this topic, so the current research will cover the relevant research gap and will help us to understand families' cultural models that will serve as the foundations for competent collaborations between early childhood educators and families.

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Polish parental grass-root movement as a struggle for recognition of LGBT+ youth and children

Keywords : parental grass-root movement, parental NGO, parents of LGBT+ persons

The subject of the paper is a new area of parental activity in Poland, undertaken by the parents of LGBT+ children, adolescents and young adults in the form of creating parental NGOs and self-help groups. This new field of parental activity has existed in Poland for only a decade.

The broad goal of these initiatives is the improvement of the situation of LGBT+ persons in Poland, which is unfavorable due to discriminatory practices (Abramowicz 2007, Makuchowska & Pawłęga 2012, Godzisz & Knut 2018). The paper is based on research carried out by the author in 2018 and 2019 in the parents' newly founded association.

The theoretical frame of the study is the category of *recognition* (Honneth 2012) – the psychosocial basis for development of human identity and fulfillment. Being denied recognition harms individuals morally, leading to contestation of existing social relations, and, as a result, emancipatory social change. The activity of Polish parents of LGBT+ persons may be seen as a struggle for recognition of their children (and themselves as parents). The research questions concerned both the detailed image of parental activities and the discourses (ideas, ideologies) in which these activities gain their justification.

The study was designed in accordance with the perspectives of social constructionism (Berger & Luckman, 2010) and critical discourse analysis (Duszak & Faircolugh 2008). The method was case study, including the techniques: individual in-depth reviews, focus-group reviews, document analysis.

The results of the research show that parental activity takes place in the areas indicated by Honneth as key for human wellbeing: the families, the legal regulations and institutions, and the sphere of social values. There are three main ways of justifying parental activity: the discourse of concern, of claim and of community. There are also some features of the parental activities that justify calling them a parental social grass-root movement (Kuczyński 1991) that can make society more inclusive.

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Learning from Creating Spaces for Family Engagement with a Focus on Linguistic Diversity

Keywords: Multilingualism, Family Engagement, Informal Education

In this presentation we will invite the audience to reflect on the role of language in creating spaces for family engagement. For this purpose, we draw on data collected through two implementations of a series of family workshops called Familias Aprendiendo. The workshops were designed for Latino families who live in the United States, who have children in elementary school, and whose dominant language is Spanish. The workshops have an overall focus on mathematics and are intended to create opportunities to reinforce Spanish and bilingualism as valuable learning resources. Each series of workshops are supposed to last 10 sessions, with each session implemented weekly. The workshops are implemented by researchers and volunteers and are designed to last for a semester, alternating between family sessions and sessions in which parents and children work separately. Data is collected through note taking, field notes, photographs, audio-recording, video-recording, and unstructured parent interviews; forms of data collection are alternated in each session based on the needs of the participants.

It is in the context of these workshops that we consider the role that language plays in family engagement; how it can become a resource to build community and to support families in

pursuing the goals that they have for their children's education. We support our analysis and understanding by drawing on our experience of the world as multilingual, and also considering Translanguaging's view of language, which Garcia and Wei (2014) explain as the "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds." (p. 45). From these perspectives, we consider the following research question: (1) How does a focus on linguistic diversity help us create more inclusive spaces for family engagement?

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Combating bullying: How can competing become cooperating and when do parents want to be involved in the fight?

Keywords: bullying, parent- teacher cooperation, role perception, elementary school.

Gabriëlla Dekker-Calado will be presenting.

Numbers of anti-bullying programs are used in elementary schools: some of them scientifically proven to reduce bullying (Huang et al., 2019). Even though there are some strong indications that bullying in elementary schools is declining, the problem is still globally existent (Rigby & Smith, 2011). Despite the fact that scholars agree on that the cooperation between parents and teachers is of great importance in the combat against and the prevention of bullying (Munniksma et al., 2014; Cross et al., 2012), the emphasis of these anti-bullying programs is

mostly placed on the actors who act within the school and relatively little attention is paid to the role of parents.

Besides scholars, also teachers acknowledge the importance of parents in the fight against bullying. From recent research we have learned that teachers find it difficult to cooperate with parents of children that are involved in a bullying situation (Petri & Kassenberg, 2019). In our systematic review we explore what is already known about how teachers and parents can effectively cooperate in situations of bullying. Differences in expectations about what role a teacher plays in school according to parents and teachers can complicate the cooperation in the fight against bullying. (Hale et al. 2000). Also we looked into what role parents believe they have in the combat against bullying: do they feel responsible for and are they willing to contribute in the prevention of bullying or do they see themselves merely acting in a curative approach: when a bullying situation is already existent? From the design of most anti-bullying programs we have learned that the role of parents in the prevention of bullying is relatively small.

Systematic searches were conducted in six electronic databases: PsycINFO, Education Resources Information Center (ERIC), SocINDEX, Springerlink, Academic Search Premier and web of science. Peer reviewed articles were selected based upon selection criteria and presented in a flowchart.

Keywords: bullying, parent- teacher cooperation, role perception, elementary school.

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Conditions for parental involvement in early childhood education: Croatian, Norwegian, and Polish ECE steering documents and teacher education curricula

Keywords: conditions for parental involvement, steering documents, ECEC, teacher education

Access to ECE settings is mentioned by the United Nations as one of the sustainable goals for people, planet and prosperity (United Nations 2015). However, the quality of ECE services and children's wellbeing in them depends on parental involvement (Borgonovi & Mont, 2012). This paper examines and compares the ECE steering documents and early years teacher education (EYTE) programs of three European countries. The steering documents and teacher education programs are seen by the authors as conditions for parental involvement, which means that they are the first level to reflect upon and to improve. The research method used in our reading of the steering documents and curricula was document analysis (Bowen 2009). The results of the analysis are presented below.

Norwegian steering documents focus on parental involvement, but this is addressed only peripherally in EYTE. Moreover, the steering documents focus on dialogue with parents in relation to individual children. The EYTE programs, however, include literature that describes rather collective forms of parental involvement where joint parental interest are promoted.

Polish steering documents designate parents as actors in ECE, and the available literature describes various forms of parental partnerships with educational institutions. Nevertheless, the content presented and discussed with students differs widely from university to university and embraces practices that range from discussions on research and theoretical models to following parenting blogs and social media groups.

Since 1956, **Croatian** legal regulations have stressed the importance of parental collaboration with (pre)schools. The National Curriculum of ECE identifies partnerships with families as one of the most important principles safeguarding children's wellbeing in the education and care system. While the EYTE curricula on this matter differs from university to university, more emphasis is placed on the topics of parental involvement and partnership with parents. Nevertheless, the parental perspective on such partnerships is still missing.

Our conclusions indicate that there is a need for greater consistency between policy documents and EYTE curricula. We argue that the realizing this goal will happen through the dialogical involvement of all the stakeholders, actors, and users related to the ECE sector.

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"It's pretty much about attitudes ...": parents view on building teams with preschool practitioners

Keywords: parent, preschool, early childhood education, collaboration, relationship

The purpose of this study was to explore parents' perspectives on, and experiences of, home and preschool collaboration. The presentation aims are (1) to describe what parents consider

important when collaborating with preschool practitioners and (2) to describe how parents perceive the process of building relationships with preschool practitioners. The research process follow the procedures significant for constructivist grounded theory. Data consist of individual interviews with 10 parents who have one or several children attending preschool in Sweden. Results show how parents seek to shoulder their parental responsibilities from afar by 'remote parenting'. The concept 'remote parenting' is often understood as parents guiding or controlling their youngsters from afar. In this case, the concept is however widened to include practitioners since parents do not have the possibility to address their children directly. In some situations, practitioners become the eyes and hands of the parents when the latter seek to individualize and individualize preschool activities and routines. Parents stress the necessity to build trusting and authentic relationships with practitioners based on continuity, transparency, knowledge, inclusion and equality. A mutual understanding of each other's roles and perspectives, and a shared responsibility of the child's well-being, facilitate the process of building strong relationships between home and preschool. The relationship building process is hampered by a lack of will, responsibility, continuity and openness. Parents seek for 'personal professionals' as they stress the need to get to know the practitioners, not only as professionals but also as individuals. The result may, by visualizing parents view on home and preschool collaboration, enhance teambuilding processes that will benefit children overall well-being, learning and development.

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Vasilis Kalopisis

Social Enterprise Puzzle

Eszter Salamon

Parents International

Supporting parents of children with intellectual disabilities by online training for inclusion

Key words: disabilities, inclusion, rights, parent training

Eszter Salamon will be presenting

Six organizations from five European countries (Greece, Norway, Germany, Denmark and Belgium) has come together to produce an e-learning platform for parents of children with intellectual disabilities. The e-platform was developed on the basis of a needs analysis research and contains 6 training modules aiming at providing training, awareness raising and/or attitude change, covering the topics of improving communication, stress management, transition to adulthood, sexuality, ageing, and human rights. The platform is free to use and the trainings are available in English, Greek, Norwegian, German, Danish and Portuguese (with French to be added later). Parents from several European countries have been informed about it in group meetings, supported to use it and invited to complete the module(s) of their interest.

During the implementation phase impact assessment has been done using questionnaires pre-training, immediately after the training modules and 3 month later. By the time of the ERNAPE conference the research results will be available and analyses.

In this paper presentation the results of the needs analysis phase (focus groups and survey) as well as the outcomes of the impact assessment will be presented. The aim of our research is to show how such a training can help to improve general life quality of children with disabilities, but especially how their level of inclusion increases due to their parents' increased ability to communicate with the educational institution and to treat them as competent partners to the largest extent possible.

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The Ambiguous Meanings of Parental Engagement in the Reflexive Modernization Era: Parental Educational Initiatives in Poland

Keywords: Parental engagement, parental initiatives, reflexive modernization, ideologies, quasi-schools

This paper focuses on the exceptional contribution from a group of parents who decide to abandon public education and create for their children new, better educational environments - called quasi-schools (Uryga & Wiatr, 2015). The first four quasi-schools were created in Poland in 2013. Today, dozens of them are in operation.

The parents' determination, obstinacy, and readiness to assume risk and responsibility for a child's education seem to fit in the ideals of strength, resistance, participation and emancipation. After closer examination, the parents' actions seem to reveal something more, which calls for more detailed examination.

I used research started in 2014, aimed to explore the essence and basis of the phenomenon (extraordinary parental involvement in child education) and to grasp its meaning from different perspectives (empowerment, engagement, participation on the one hand, and psychologization, discipline, depowerment of social realm, and exclusion on the other hand).

The research questions concerned the parents' actions themselves (their repertoire, forms and scope), the meanings given to these actions by parents and wider discourses/ideologies in which parental activities find their justification.

The research questions set an exploration within the theoretical framework of social constructivism (Berger & Luckmann 1966) and poststructuralism (Foucault); some attributes of parental actions (reflexivity, risk taking and responsibility) introduced the concept of reflexive modernization (Beck, Giddens, & Lash, 1994) to the theoretical framework.

This qualitative, exploratory study employed the case study method which applied strategies of constructivist grounded theory (Charmaz 2006) and discourse analysis embedded in sociology of knowledge (Keller 2005). Interviews with 11 parents involved in quasi-schools (mothers and fathers of preschool and schoolchildren) were conducted and analyzed.

The analysis allows 1) to identify parental discursive and non-discursive practices, the mechanisms and processes active in constructing the parents' role and their engagement in education as well as 2) to reconstruct the multifaceted meanings of parental involvement in late modernity.

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‘Hard to Reach’ Parents but not Hard to Research: A Critical Reflection of Gatekeeper Positionality in a Community Based Methodology

Keywords: hard-to-reach, parental engagement, qualitative methods, social inclusion, community

General Description: Conducting research with under-represented, overlooked and service resistant groups poses challenges but can lead to valuable discoveries that inform the development of policy or practice. In this presentation, a reflective account of a community-based methodology will be provided, which targeted families experiencing poverty who did not engage with the school system. The research context in which this methodology took place sought to provide a phenomenological understanding of how these parents perceived their role in their child’s education, and what challenges they felt they faced, both at home and in school. This community-based methodology proved effective in recruiting and obtaining data from five focus groups (n=27) and a series of in-depth interviews (n=50).

Methodology: The research to which this reflective account refers to used a recruitment strategy embedded in community centres, using informal gatekeepers (Emmel, et al., 2007) as the primary source for recruitment, followed by snowball sampling. All data collection took place in community centres, at times chosen by the parents. The reflective account refers to the experience of parents accessing the research, rather than accessing the education system, which was the overarching theme of the research project. These reflections are supported by accounts from parents that emerged during the data collection to help illustrate the lived experience of parents in accessing such gatekeepers.

Research Findings and Conclusions: The perceived positionality of the gatekeeper is discussed, explained using Tajfel and Turner's social identity theory (1979), with particular focus on in-group, out-group identity perceptions. Reaching parents through informal gatekeepers (such as community centres) provided an environment where parents felt more comfortable accessing this research opportunity, as parents self-categorised as belonging to the same social group. Attempts to engage with parents through more formal settings, such as schools, were

unsuccessful, Adopting a methodology primarily used in social work, a community engagement framework for reaching parents is presented, which attempted to overcome the organisational barriers of communication and setting, as described by Boag-Munroe and Evangelou (2012). This distinctive trans-disciplinary approach to recruiting and listening to parents who may not traditionally engage with schools serves to provide guidance to other researchers who may wish to understand the educational experiences of parents who are often excluded from traditional research methods, such as surveys or school based research. Teachers can also benefit from the insights gained through informing their engagement practices with parents and families who they have had little contact with previously.

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Gendered Notions of „Good“ Parents. Good Parent discourses in educational journals.

Keywords: Gendered Parenthood, „good“ parent discourses, discours analysis, science research.

In our past and present we find diverse models of „good“ parents. They particularly correlate with various socio-structural and socio-cultural contexts and are transformed through changing times. They are negotiated by different social forces such as economy, religion, policy and science and become dominant references in social fields and time periods under which parents as representatives of parenthood are noticed and rated. These ideas become specifically apparent for parents in their spaces of interaction, e.g in the field of education, making them

realise what it means to be addressed in certain ways. In my paper I will show some research findings of a discourse analysis of educational journals in Austria during the course of the twentieth century until today. Thereby I focus on the way how parenthood and parenting are negotiated in this discourse of education professionals, reconstruct the persistency and mutability of the construction of gender and discuss the meaning and purpose of using gender to regulate the figures of „good“ parents as well as the question who are the ones who enjoy the advantages of this gendered figures by drawing on Norbert Elias's „civilizing of parents“, Jacques Donzelot's „Policing of Families“ and Pierre Bourdieu's concept of the „family as a realized category“.

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The effects of transformational leadership and teacher invitations on parental involvement: A study in elementary schools in Java, Indonesia

Keywords: Parental involvement; teacher invitation; transformational leadership; elementary schools; Indonesia

Kartika Yulianti will be presenting.

School leaders and teachers are two important components of the school organization that have the responsibility to initiate the school policy to promote parental involvement. In this study, we aimed to study these direct and indirect effects of transformational leadership for parental involvement on parental involvement practices. We attempted to answer two research questions:

- (1) Does Transformational Leadership for Parental Involvement (TLPI) promote parental involvement in primary schools?
- (2) If so, to what extent is the effect of transformational school leadership indirect, via teachers' invitations for parental involvement (TIPI)?

Three theoretical frameworks guided this study. First, Hoover-Dempsey and Sandler's model of parental involvement with the emphasis on specific invitations to involvement from teachers and schools. Second, Epstein's six types of parental involvement framework. Third, the transformational leadership model in educational settings developed by Leithwood and colleagues. From these frameworks a survey with three measures was developed. First, a parental involvement questionnaire that was adapted from Epstein's six types of parental involvement framework. Second, the Transformational Leadership for Parental Involvement Questionnaire (TLPI-q) that we developed mainly based on the transformational leadership model developed by Leithwood and his associates. Third, the Teacher Invitations for Parental Involvement Questionnaire (TIPI-q) that was inspired by Epstein's six types of parental involvement framework. The survey was administered to 90 teachers of 18 primary schools spread across the Island of Java, Indonesia. We found that transformational leadership did not have significant direct effects on parental involvement. We did find some significant effects of teacher invitations on parental involvement which could partly be explained by transformational leadership practices in their school. We conclude that transformational leadership for parental involvement is important for schools and teachers to build school-family partnerships and that teachers profit from these leadership practices to promote parental involvement.

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Support for underage mothers in the school environment. The perspective of school staff in Poland

Keywords: teenage motherhood; support students in school, school-family collaboration

Theoretical framework

Premature parenthood is an untimely and critical event in teenagers' lives. Usually underage mothers experience a conflict in fulfilling the existing roles of being a student and a teen girl with the new role of mother. This experiences can have negative psychological, social and educational consequences for the young mother and her children. That is why the issue of support received by this group of parents is important (Bidzan 2007, Erdmans, Black 2015, Skowrońska-Zbierzchowska 2010, Hoffman, Maymard 2008).

After the family, the school is the first environment in which a pregnant teenager can expect support from students and teachers. The situation of underage mothers in the school environment, both before and after the birth of a child, is diverse. Experiences of obtaining support from teachers and students dominate, but discriminatory practices are also described. Polish research to date on this subject is based on the narratives of teenage mothers or fathers (Skowrońska-Pućko 2016, Skowrońska-Zbierzchowska 2010). However, there is a lack of research showing this problem from the point of view of school staff.

Research questions – objectives

In 2018 I conducted a pilot study, the aim of which was to learn what experience in providing support to schoolgirls - teenage mothers school employees have.

The paper puts forward such research questions: What kind of support for underage mothers does the school offer? What is the cooperation between the school and parents (guardians) of underage mothers? Has the school developed a permanent policy (principles of procedure) of providing support for pregnant students? What is the attitude of teachers and other students towards their underage mothers? What are school staff 'reflections of the effectiveness of support provided to teenage mothers?

Methodology

Appropriate researches are conducted from January 2019 using the following method: expert interview, semi-structured. The research was carried out with one or two people from the school staff: a school pedagogue/psychologist or teacher. The research will cover 15 schools (primary

or secondary) from the area of 3 cities in the northern part of Poland where the birth rate among teenagers is high.

Findings

Preliminary results suggest that the schoolgirls during pregnancy and after childbirth receive emotional support from teachers. Pupils, while continuing their education usually take advantage of an individual course or attend lessons traditionally.

It is expected that the conclusions received will show good practice in providing support in the school environment by teachers. They will indicate to what extent and in what way cooperation with parents of teenage mothers is undertaken? What are the shortages in this respect? What is important in creating a network of support for teenage mothers in the local environment?

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