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How Families and Professionals form Learning Communities for Empowerment and Diversity: An action research-based work model

Studies that have critically examined emancipatory policies and programs shed light on how minority parents are perceived as 'in lack of knowledge' and 'in need of empowerment' (Gillies, 2005; Van den Berg, 2016), presenting conceptual and practical dilemmas attached to the notion of empowerment in education and social services. In this poster presentation we illustrate what caring and effective contemporary-empowering collaboration between families and professionals can look like, by introducing the Dutch 2017/18 action research-based work model *Het Beschermjassenhuis* (Tjin A Djie & Zwaan, forthcoming). Drawing upon social learning theory (Wenger, 2010) and transcultural-systemic family studies (Moro, 1990; Van Bekkum, Helberg, Tjin A Djie, & Zwaan, 2010), *Het Beschermjassenhuis* explores a work model in which families and professionals form a learning community together. Drawing on their own familial and cultural histories through biographical-narrative dialogue and 'transcultural resonance', families and professionals gather multiple perspectives on educational and social issues. Results indicate that by positioning professionals as 'learners', families are upgraded to a 'knowledge-owning' status and the knowledge created collectively is anchored to enhance future practice. As such, notions of expertise, knowledge production and justice in family-professional collaboration are challenged, enhancing the empowerment of both families ánd professionals.

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Parenting Styles: Unique Links to Taiwanese Adolescent Mental Health and Academic Performance

Yin Yu will be presenting.

While research from both Eastern and Western cultures identify parenting style as an important predictor of adolescent well-being and academic performance, few studies have examined the links among parenting styles, adolescent mental health, and academic performance in Taiwan. Moreover, although the effects of parenting styles on adolescent mental health or academic outcomes have been studied, the findings vary across cultures. Additionally, relatively few studies have focused on understanding parenting styles in the context of parent-adolescent dyads, given that mothers and fathers are different in a variety of their parenting characteristics. The present study examines the influences of Taiwanese parenting styles on adolescent mental health and their academic performance. Specifically, our research questions are: What is the relationship among parenting style (support vs. control), adolescent mental health, and adolescent academic performance? Do paternal and maternal parenting styles exhibit differential effects for sons and daughters in both mental

health as well as academic performance? Ruth Chao's (1994) concept of training provided the study's theoretical base. This study utilized data from the second wave of the Taiwan Educational Panel Survey (TEPS), a sample of 16,178 Taiwanese students (8,377 male and 7,801 female) surveyed in 2003 as 9th graders. Results of multi-group structural equation modeling demonstrate the beneficial effects of paternal and maternal support as well as the detrimental effects of paternal and maternal control on the mental health of both sons and daughters. In addition, paternal control was negatively associated with both sons' and daughters' academic performance. However, maternal control was found to be positively related to the academic performance of sons, but this effect was not significant for mother-daughter dyads. Finally, mental health status was negatively associated with academic achievement for both sons and daughters. Findings of the present study indicate that adolescent mental health and academic performance are each uniquely predicted by paternal and maternal parenting styles. Moreover, maternal and paternal parenting styles indeed have differential consequences for their sons and daughters. Additionally, the negative relationship between adolescent mental health and academic performance indicates the need to emphasize the impact of excessive academic pressure on Taiwanese adolescent mental health.

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Cooperation Between Teachers and Parents of Foreign Students

Keywords: cooperation, collaboration, communications, teacher, parents of foreign students

Recent years have contributed to the creation of many publications about the important role of parents in the education process and their cooperation with the school for fuller and more comprehensive development of the child. The role of parents, although not explicit, is increasingly appreciated by teachers and pedagogues in the process of adapting and building a satisfactory educational path for children and adolescents. Today, however, as a result of migratory movements of the population, the school is facing a new challenge: work in a culturally diverse environment. One of the issue is including foreign students and their parents in the school community. In the face of the constantly increasing number of foreign pupils in Polish schools, it is extremely important to know to what extent the Polish education system supports the dialogue and partnership between teachers and parents of foreign children.

The essence of this paper is the presentation of the results of pilot studies conducted by the author in the Warsaw school environment. The aim of the research is to get to know the scope of cooperation and communication between teachers and parents of foreign students in Warsaw schools. The research was based on a cooperation model by Joyce L. Epstein (2010), referring to: parenting, communication, volunteering, learning at home, decision making and collaboration with the community.

The presented research has the character of a diagnostic survey and it is an attempt to answer the following research questions: How are the forms and methods of cooperation between teachers and parents of foreign pupils developed? How are the problems and difficulties that

are being overcome? How are parents encouraged to build a school community? What parenting factors make it difficult or impossible to act for the partnership of teachers and parents?

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Mothers addicted to alcohol in the process of re-learning the role of mother

The overpowering presence of alcohol in the life of a parent (gradually dominating and subordinating his other spheres of life) is a factor undoubtedly influencing the role of parent. The influence of alcohol, especially in the form of alcohol dependence, influences the way of parenthood and determines its quality. Certainly, the use of alcohol, alcohol abuse and alcohol addiction are factors of influencing on the behavioral aspect of the role of the mother – its implementation.

The aim of my scientific (pilotage) study was to recreate the process of learning the role of motherhood, in the past and now, by women addicted to alcohol. The main conclusion: mothers who started addiction therapy created a new vision of functioning as a mother – a kind of new concept of the mother's role. They learned the role of the mother in a certain sense again.