

1. (Dis)Empowering Migrant Parents in Nordic Education and Social Work

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Discussant: Laid Bouakaz, Ph.D., Senior Lecturer, Department of Society, Culture and Identity, Faculty of Education and Society, Malmö University

Keywords: welfare state, migration, empowerment, citizenship, democratic collaboration

Internationally, the Nordic welfare states are renowned for their universalistic approaches to social rights and equal and free access to education and social services (Esping-Andersen 1990). However, this state benevolence comes with an ambiguous paternalism that seeks not only to educate children as future productive and active citizens, but also intervenes into parenting practices that are deemed inappropriate or counterproductive to pedagogical projects in education or social work (Moqvist 2003).

According to Dahlstedt and Lozic, “[t]he formation of citizens is not only about fostering children to become certain kinds of subjects, it is also about enabling parents to raise their children in a ‘desired’ direction, i.e. they also need to be fostered as parents” (2017: 211). Interventions in parenting practices take shape in a professional complex of guidance, responsabilization, and normalization. Concurrently, such disciplining interventions have been woven into a tremendous democratization of the relationship between parents and educational institutions and social services since the 1970s (Bouakaz 2009; Dean & Villadsen 2016), e.g. appearing as dialogical approaches and partnerships.

This political and professional attention paid to parents and parenting in relation to their children’s education seems to gain a more radical dimension in the case of migrant parents (Berg and Peltola 2015; Padovan-Özdemir and Moldenhawer 2016). Ever since the arrival of the first non-Western labour immigrants and refugees in the late 1960s, social and political rights have been increasingly premised on national sentiments of perceived cultural values and practices (Jöhncke 2011). This makes it harder for migrant parents to achieve recognition and full participation in so-called democratic partnerships and collaboration with educators

and social workers, causing educators to sometimes morally condemn migrant parents as disengaged in their children's education and, migrant parents experiencing inadequacy and impotence (Bouakaz 2009).

Lately, the so-called refugee crisis has once again ignited political as well as professional debate about the integration of children with a migrant background – calling refugee parents' parenting skills into question, especially in the case of parents who are not granted asylum but refuse or are unable to leave the country.

Nevertheless, recent research seems to pave the way for more inclusive and democratic forms of collaboration with migrant parents in education and social work. According to Erel, Reynolds & Kaptani, an empowering potential can be found in approaching migrant parents' "cultural work and their caring work, both within their families and in wider society" (2018: 69) as a way of practicing active citizenship, which can be used in democratic spaces of inclusive collaboration.

This symposium has a threefold ambition. One, to explore and discuss critical and comparative perspectives on how Nordic welfare state regimes of education and social work address migrant parents and intervene in their parenting practices. Two, to provide new and more nuanced representations of migrant parents and their parenting practices and engagement in relation to their children's education as sites of political struggle. Three, to pursue new and meaningful forms of democratic collaboration with migrant parents in Nordic education and social work.

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Challenges to Mutual Trust in the Collaboration between Migrant Parents and ECEC Practitioners

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Keywords: mutual trust, early education, migrant parents, partnerships, recognition

This paper discusses the dynamics and challenges of establishing and maintaining mutual trust between migrant parents and early childhood education and care practitioners (ECEC). A wellfunctioning partnership between parents and practitioners is a key component in increasing inclusion and reducing the reproduction of inequality in education and societal inequality in the long term. Deploying a model of mutual trust based on the philosophical ideas of Løgstrup (1997) and Baier (1986) and the sociocultural approach of Marková and Gillespie (2008), the analysis is based on a qualitative study in which 64 parents and 32 pedagogues from eight childcare centres in Denmark were interviewed individually and in groups. The paper shows how collaboration is based on a double performance of mutual trust in the others' willingness and ability to adequately care for the child. However, this mutual trust is challenged by structural, political, historical and interactional dynamics. Accordingly,

the initial mutual trust has been found weak as parents and practitioners differ in their perspectives of adequate and appropriate childcare, whilst parents are required to conform to the logics and premises of the daycare institution, whereby forms of marginalization are reproduced.

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Blaming the Parents or Blaming “the System”? : Education and Parenting in the Limbo of the European Asylum System

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Keywords: asylum system, childhood, parenting, ethics, day-care

In Denmark, the issue of children living under difficult circumstances in the deportation centres Sjølsmark and Avnstrup has recently been the topic of moral outrage and heated public debates. Political views range from left-leaning and activist voices who hold that placing children in such living conditions constitutes a violation of basic human rights – to the right wing view that the parents are to blame for their children’s predicament, since it is their duty to leave the country. How can parents maintain their role as parents in a situation where their sense of agency is largely restricted by bureaucratic procedures? Based on ethnographic fieldwork among families of rejected asylum seekers, this paper focuses on what it is like to be a parent under such circumstances. The paper accounts for the parents’ experiences, which shift between hope and loss of hope - and it argues that children have an all-important role for many rejected asylum seekers in Europe, since they embody a future in an imagined utopian elsewhere (Bloch 1986).

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Parenting Programs and the Need for Cultural Adjustment?

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Keywords: cultural adjustment, migrant background, selective parenting program, universal parenting program

This paper departs from a current debate about cultural adjustment of universal manual based parenting programs. The purpose of such programs is to support parents in their parenting role and to prevent the maltreatment of children. Theories about attachment, social behaviour and social learning have been essential in the development of parenting programs. Certification and special training is required for those organising and implementing the programs. Most of these worldwide parenting programs were first selective and tried out on a specific risk group. Over time, they were developed into universal, evidence-based programs. Although this has been the most common path of development, several researchers and practitioners have argued that cultural adaptation has been crucial in order to make the programs relevant for different target groups (Parra Cardona et.al. 2012; Meija et. al. 2015). The goal has been to meet special needs among specific groups that otherwise would be overlooked and excluded (Furlong and McGilloyay 2015). This paper is based on qualitative data gathered from two parenting programs in Sweden addressing parents with migrant background as target group. The aim is to analyse possibilities and shortcomings of selective parenting programs and cultural adjustments aimed for migrant parents (Gustafsson 2019; Lucas 2011).

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Enacting Citizenship in Diverse School-Home Collaboration

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Keywords: migrant parents, co-creation, respectable parenting, intervention-based ethnography, Denmark

Research has shown how migrant parents of school-aged children are met by racialised pathologising discourses (Padovan-Özdemir & Moldenhawer 2016) restricting their agency and marginalising their contributions to institutionalised school-home collaboration (Theodoru 2007).

This paper has a critical-constructive ambition of advancing these findings.

Drawing on Berg and Peltola's (2015) notion of respectable parenting as normatively regulated and desired by all parents, this paper explores educators' and migrant parents' experiences and thoughts about respectable parenting in a Danish context of school-home collaboration. Additionally, the paper discusses how educators' and migrant parents' collaborative problem-solving enables migrant parents' enacting citizenship and sense of empowerment.

The analysis is based on an intervention-based ethnography (Joseph 2010) including participant observations and interviews with educators and migrant parents participating in a four-day cocreation process facilitated by the research team.

The paper shows how the co-creation process and methods repositioned migrant parents as resourceful and agentic. However, the educator dominated problem discourse was maintained and the migrant parents' attempts at critique were marginalised. Hence, the paper argues that the organisation of diverse school-home collaboration should allow for difference in respectable parenting as a pre-condition for migrant parents' enacting citizenship and contributing equally to the collaboration.

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Interpreting as Co-Facilitation in Multi-Lingual School-Home Co-Creation

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Keywords: community interpreting, enacting citizenship, linguistic diversity, refugee parents

This paper explores the complex collaboration between facilitators, interpreters and participants in multi-lingual school-home co-creation.

Involving interpreters is a costly and time-consuming process but all participants can benefit from it. Interpreters make interpreting visible as more than verbatim translation. Parents get the opportunity to be participants and not just listeners (Rogasner 2010). And, the professionals are qualified by the knowledge and engagement shared by the interpreters and parents in terms of transforming concepts and values from one language – and cultural context – to another (Gustafsson, Norström & Fioretos 2012a; Leanza 2005; Pösö 2014).

This paper builds on interviews and observations from an intervention-based ethnography experimenting with co-creation processes in school-home collaboration in Denmark with the objective of enhancing refugee parents' possibilities of enacting citizenship. A Danish-Arabic interpreter was involved in the study. Deploying the notion of community interpreting (Jacobsen 2009, Pöhhacker 1999), this paper contributes to the question of how much and with what consequences the interpreter engages as active participant (Jacobsen 2009; Rudvin 2002). In addition, the paper shows that using interpreters as co-facilitators can improve refugee parents' possibilities for enacting citizenship.

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2. From Concepts to Evaluation of School-Family-Communities Partnerships Considering Diverse Actors

Chairperson: Dr. Beatriz Rodríguez-Ruiz, University of Oviedo (Spain)

Discussant: Dr. Raquel-Amaya Martínez-González, University of Oviedo (Spain)

Keywords: School-Family-Communities Partnerships, Framework, Evaluation, Diverse Actors

Research carried out on the relationship between schools, families and community entities underlines the need for these agents to coordinate effectively to facilitate the process of personal, academic and social adaptation of children and adolescents. This is more convenient as societies become more complex and demanding for citizenship, increasing the likelihood of social inequalities. The studies carried out on the effects that can be expected from this relationship indicate benefits for children and adolescents, as well as for families, teachers and the school, improving the coexistence climate, effectiveness and educational quality of the latter. Therefore, it is necessary to analyze the processes and factors that affect this relationship and its potential effects.

This symposium presents a selection of studies published in 2019 in the special issue of the *Aula Abierta*, 48 (1) Journal, on Relationships between Schools, Families and

Community Entities. These studies address current issues about these relationships, analyzed from different actors and with an international perspective. Five works from Brazil, Canada, Cyprus, Portugal, Spain and the United States are presenting, offering both a conceptual and evaluative perspective of the subject and results of research carried out with quantitative and qualitative methodologies.

A first conceptual work is approached by Dr. Rollande Deslandes (Université du Québec à Trois-Rivières, Canada), with the theme *A framework for school-family collaboration integrating some relevant factors and processes*. After that, Dr. Esperanza M^a Ceballos presents a study based on a survey about *Expectations of trainee preschool and primary teachers on child development in different family structures*, conducted by the team composed of Dr. Beatriz Triana, Dr. Esperanza M^a Ceballos and Dr. Juan A Rodríguez (University of La Laguna, Spain). The third study is qualitative, presented by Dr. Loizos Symeou (European University Cyprus), in which together with Ms. Maria Savva analyze *Parental Involvement in Primary School Education in Cyprus: What do the main stakeholders say?* Next, Dr. Rosa María da Exaltação Coutrim (Federal University of Ouro Preto, Brazil) and Dr. Pedro Silva (Higher School of Education and Social Sciences-Polytechnic Institute of Leiria, Portugal) present a qualitative comparative study between Portugal and Brazil entitled *Other Subjects in the Family-School Relationship: The role of grandparents in the educational process of grandchildren*. Finally, Dr. Joyce L. Epstein presents an approach carried out together with Dr. Steven B. Sheldon (Center on School, Family and Community Partnerships, John Hopkins University, Baltimore, USA) on *The Importance of Evaluating Programs of School, Family and Community Partnerships*.

As a whole, the studies included in this symposium provide interesting recommendations for research, practice and educational policies regarding the issues addressed.

PAPERS WITHIN THE SYMPOSIUM

A framework for school-family collaboration integrating some relevant factors and processes

Dr. Rollande Deslandes

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Keywords: Integrative framework, school-family collaboration, parental involvement, factors, processes.

Collaboration between the school and the family is increasingly privileged as one of the means to promote educational success and perseverance. This is based among other things on a sharing of responsibilities between parents and teachers. Although knowledge has evolved in relation to collaborative school-family relationships, it has far from developed in all Quebec schools. The division of responsibilities appears more rhetorical than practical. More work must be done. The objectives of this paper are to (1) conduct an overview of parental involvement and school-family collaboration literature under the angles of concept definitions and influential factors; and drawing on Hoover-Dempsey et al.'s models (1997; 2010), (2) to propose an integrative model of factors and processes linked to parental involvement and school-family collaboration. It appears to be timely to have parents and teachers sitting together and share their vision in order to develop a common understanding and a collective vision of the current situation regarding school-family collaboration. The proposed integrative framework is intended to provide a tool to the main actors eager to engage in a reflective activity.

Expectations of trainee preschool and primary teachers on child development in different family structures

Dr. Beatriz Triana

Dr. Esperanza M.^a Ceballos

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Keywords: family structure, school, diversity, expectations, trainee teachers.

The social prejudices of teachers regarding unconventional families can be another obstacle in the family-school relationship. For this reason, the expectations of 220 undergraduates taking teaching degrees on the adaptation of children growing up in different family structures are explored. A quantitative survey with incidental sampling was carried out, presenting descriptive data and contrasts for non-parametric tests. Participants responded to 19 items

using a 10-point Likert scale. The results show a less prejudiced view of diversity. However, the traditional nuclear family continues to receive expectations of better adaptation. It is followed by the heterosexual biparental adoptive family and the shared custody condition after a breakup. The worst expectations fall on blended families, especially in the presence of a stepmother and her children, or the case of single-parent families with sole custody. In general, the highest expectations of adaptation are associated with conditions of biparentality, heterosexuality, existence of biological links with the main caregiver (especially with the mother), and a low number of new members joining the family. Thus, although social prejudices seem to be moderated, it is necessary to provide more teacher training on the specific challenges of different family structures.

Parental involvement in Primary School Education in Cyprus: What do the main stakeholders say?

Dr.Loizos Symeou
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European University Cyprus, Cyprus

Keywords: parental involvement, stakeholders, decision-making, primary education, Cyprus.

This paper presents the findings of the first part of a three-stage mixed method research study which investigates parental involvement in primary school education in Cyprus, and in particular the role of parents in this sector of education of Cyprus. The findings presented in this paper are based on the analysis of four interviews from major stakeholders in Cyprus. The interviewees consisted the former Director of Primary School Education, the Chairman of Cyprus Primary Schools Teachers' Union, the Chairman of the Pancyprian Confederation of Parents' Association of Primary School Education, and the Chairman of the Pancyprian School of Parents. The paper discusses how those involved in policy and decision-making perceive parental involvement in the primary school education sector in Cyprus and highlights that even though this study is the first to investigate the issue among the involved stakeholders there is a lack of change in the field compared to other studies published in the last 25 years in Cyprus and especially as far as parental involvement in decision-making and policy influence.

Other subjects in the family-school relationship: the role of grandparents in the educational process of grandchildren

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Keywords: Family-school relationship; Intergenerational co-education; Relation between grandparents and grandchildren.

The current article intends to present the results of a research done in Portugal and in Brazil, a research whose main purpose was to better understand how grandparents relate to their grandchildren and offer support in their education. The research followed a qualitative approach; in order to better understand the routine of the relation between grandparents and grandchildren, there were 14 interviews with grandfathers and grandmothers in the city of Mariana – Brazil, and 7 in Leiria - Portugal. The data revealed that, in spite of the socioeconomic differences among the interviewed, in both cities the grandparents (most of whom had a low level of education) do not act directly on the process of education of the grandchildren. However, they offer important support to the children's education, whether by managing the schedules of the in-school and out-of-school activities, or by transmitting values appreciated by the school. They are, therefore, important agents in the care for grandchildren so that they have the necessary conditions for a good performance at school.

The importance of evaluating programs of school, family and community partnerships

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Keywords: Evaluation; school, family, and community partnerships; programs of family and community engagement; simple-to-complex evaluations.

Educators know that “What gets measured gets done.” Historically, however, they have avoided evaluating programs and practices of school, family, and community partnerships. They focused, instead, on evaluating other components of school organization (e.g., curriculum, achievement test scores), and weakened programs of family and community engagement. Studies indicate that when school-based partnership teams take time to evaluate their efforts, they demonstrate a seriousness of purpose that leads to more equitable outreach to engage all families in their children’s education, and more goal-linked engagement activities that contribute to student success in school. This article presents information on no-cost, low-cost, and costly ways to evaluate the quality and progress of plans and practices of family and community engagement. We discuss the difference between evaluating program implementations and evaluating program results. We identify more than a dozen tools and templates that make it possible for all schools to organize, evaluate, and continually improve their partnership programs.

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3. Re- Constructing the ‘Good’ Parent: Co-operation, Intensification, Contestation

Chairs

Karen Ida Dannesboe
Aarhus University, Denmark

Kirsten Hutchison, Anne Cloonan, Louise Paatsch
Deakin University Melbourne

Discussant

Gill Crozier DPhil FRSA

Professor of Education, School of Education, UK

Keywords: early childhood, parents, home – school, partnerships, digital technologies

This symposium focuses on the relationships between formal institutions of education such as schools, kindergartens and early childhood education and care settings and the informal environment of homes and families, to explore the complex relationships between education institutions, families and communities.

Internationally there is increased emphasis on welfare state policies and programs aimed at improving what are often named “parenting skills;” parental capacities to support their children’s development, education and wellbeing. This focus seems to be embedded in at least two different, but connected international discourses. On the one hand, many western countries see investment in early childhood as crucial for the development of future citizens. This is often linked to economic arguments that investing in early childhood is a benefit not only for children themselves, but also for society (e.g. Heckmann, 2011), and results in increased attention on the practices and policies of organisations such as schools and early childhood education and care. On the other hand, discourses of intensive parenting emphasise the importance of a child-centred parenting style, which is seen as pivotal for children’s development (e.g. Furedi 2002; Lee et al. 2014; Forsberg 2009; Hays 1996). Intensive parenting, aligned with the concerted cultivation first identified by Annette Laureau (2006) is one example of the more or less formalized rules and codes of conduct that have emerged over recent years, which define expectations about how parents should raise their children (Lee et al. 2014).

Both tendencies seem to rest on the assumption that if parents act according to certain standards and norms, they will improve the well-being and academic development of their children. This may occur through parents collaboration with professionals in childhood welfare institutions, through involvement with services such as parenting support programs, or early childhood education and care and with schools. This symposium seeks to explore some of the ways in which these institutions interact with parents and the implications for parenting practices.

The symposium welcomes proposals from research into parenting programs, early childhood education and care, parenting styles and learning technologies aimed at all parents or particular groups of families (such as ethnic minority parents, and socio-economically disadvantaged families in a range of local and national contexts). Central questions discussed in this symposium are: how do professionals work with parents using different technologies and programs and to what effects? What notions of parenthood, childhood and family life are mobilized, and perhaps challenged through professionals' work with parents? How do parents engage in such initiatives? What are their purposes for doing so? What are the implications for parents' daily lives with children, for their child rearing practices and perceptions of themselves as parents?

This symposium brings together a range of papers exploring lived experiences of parenting, home-school and early childhood education and care 'partnerships' in the twenty-first century.

Participants with papers:

Mothering, migration and digital media

Heidi E.D. Bønnhoff

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Key words: digitization, child care, mothering, availability, migration

The continuous implementation of the principle "digital first choice" in public services affects the everyday lives of citizens who must communicate and seek information through digital platforms. My PhD project in social work views the digitization of the welfare services from the standpoint of 16 migrant mothers from so-called low-digitalized societies. By using institutional ethnography (Smith 2005) as a methodology, I'm exploring how mothering is being done in relation to institutions such as kindergartens, schools, afterschool programs and organized leisure activities. For the ERNAPE conference, I will present an article where I focus on how mothering in a digitalized society implies a lot of tacit knowledge both about mothering itself and about mothering in relation to digitalized institutional complexes. The

findings indicate that this tacit knowledge can be challenging to obtain for migrant mothers from less digitalized societies, as language and digital skills are largely taken for granted in the design of the digital services. Findings further indicate that digitization of child care require a high level of availability from the mothers in their everyday lives.

Home learning technologies: reconstructing the role of parents in cooperation between early childhood and care institution and families

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Denmark has a long tradition for early childhood education and care (ECEC) and cooperation with parents. Since the 90'es there has been an increased political focus on learning in early childhood education and care institutions in Denmark (Bach et al 2019). Recently, ECEC institutions have been assigned with the task of improving children's learning at home and building a stronger cooperation with parents (Socialministeriet 2018). Today parents are not only held responsible for their children's lives at home, but also for ensuring that pedagogues have the best possible opportunities to support children's development at ECEC institutions (Dannesboe et al 2018). In this paper, I present preliminary findings from an ethnographic study of Danish pedagogues' use of home learning technologies (games, books, etc.). I investigate how pedagogues use different learning technologies and how they instruct parents to create so-called 'learning situations' with their children as part of family life. Focusing on the implications of home learning technologies in pedagogue-parent cooperation, the paper discusses changes and challenges in parents' engagement, the reconstruction of the role of parents and the production of certain notions of learning, childhood and parenthood.

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Parental Engagement in a Digital Age: Tensions and Enactments

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Keywords: parental engagement, home- school, digital technologies, agency, children, parents

Connecting the worlds of home and school, remains a significant and enduring issue for school communities. In contemporary times, digital technologies are viewed as essential components of life and the consequent impact of digital literacies on children's lives and learning is the focus of a significant body of research (e.g. Pandya, 2018; Sefton Green 2016, 2013; Selwyn et al 2018). However, less is known about the impact of digital technologies on home-school relationships. The use of technologies has intensified teachers' work, through imperatives to develop innovative learning environments within and beyond classrooms, and also to communicate with parent communities. Research in 10 Australian schools was conducted to explore how digital technologies are reshaping parent-teacher relationships, adding to the significant body of research into children and young people's engagement with digital technologies in and out of school. Drawing on two qualitative studies exploring digital literacies and parental engagement in learning from these studies, we foreground some of the challenges of, and possibilities for, sustaining meaningful parental engagement with schooling in a digital age. Findings suggest inquiry-based approaches for connecting home and school learning which position children, teachers and parents as agentic and creative.

Not like other children. Parenthood when children are classified as special needs children

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Keywords: Collaboration – parents – pedagogues - ECEC – special needs

Denmark has a long tradition for establishing educational settings specifically for children in different forms of marginalized and at-risk-situations (Bengtsson & Kristensen 2006). The past decade has seen an increasing tendency of defining difficulties in the form of psychiatric diagnoses, while at the same time the demand for inclusion has been increasing (Petersen & Hansen eds. 2019). Based on an ethnographic study in three Danish early childhood education and care (ECEC) institutions this presentation addresses issues related to what happens when ECEC staff meet with parents in teacher-parent conferences as children are about to start primary school. Based on participant observation in ECEC institutions' daily practice, sound recordings of teacher-parent conferences and interviews with ECEC staff and parents I explore the social practice surrounding children who are problematized.

When children are classified as having special needs, the parent role is affected as well as the relationship between parents and ECEC pedagogues. Furthermore, conflicts seem to be more frequent when these parents meet with ECEC pedagogues (Kjær et al. 2015; Bengtsson & Middelboe 2001). In this presentation, I explore how such a problematization of a child affect the role and self-image of parents, and study how parents cope with this new positioning of their parenthood. I identify and analyze different coping strategies and see them as ongoing meaning-making processes dealing with questions of identity and normality.

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Intensive mothering is not enough. Being a good mother in today's Norway, seen from the standpoint of a Somali single mother

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Much sociological research substantiates that parents, both in and beyond Norway, have to do and display “intensive” parenting to pass as good parents. In my postdoc project, I use institutional ethnography (Smith 1987, 1999, 2005) to explore the everyday lives of women with a refugee background living in Norway. For the ERNAPE conference, I will present an article in progress from this work. In the article, I explore the experience of one of my informants and social forces that transcends it, but shapes it. I unfold the process leading up to her getting a letter from the Child Welfare Services, a process involving many professionals connected to her kids’ schooling. This process demonstrates that doing intensive mothering is not enough. In my informant’s experience, different professionals activating a number of specific ideas about parenting, childhood and family life becomes visible. It is her failure to live up to these standards that makes her kids’ school ask the Child Welfare Services for an “evaluation” of the family.

Teachers working in hospitals – what do partnerships look like?

**Elizabeth Rouse
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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?

The institutionalization of parenthood

Lene S. K. Schmidt

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Keywords: ECEC, policy, practice, parental co-operation, institutional life

Central to transnational and national policies for early childhood education and care is the cooperation between pedagogues and parents. A cooperation aiming at enhancing the early learning potential of the child (OECD 2012). This development in policy seems to foster a new type of institutionalization, namely that of parenthood. Thus, not only the child, but also the parents become a political target for goals and ideals of the society. The parents are often viewed as simultaneously a catalysator for their child's learning, and as a risk to the fulfillment of such learning potential. This ambivalence is, however, not just a macropolitical matter, but becomes part of the very institutionalization of parenthood in the micropolitical

matter of institutional life. For instance in relation to the programs, tests, technologies and guidelines taken into use in the cooperation with parents.

This paper focuses on the institutionalization of parenthood, the ambivalence that it holds and the conflicting ideals and practices that dominate when parents and pedagogues set out to do 'cooperation'. The departure is a socio-cultural policy analysis (Levinson & Sutton 2001, Schmidt & Petersen 2017) combined with ethnographic fieldwork in selected, Danish day care institutions (Schmidt 2017).

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4. Teachers Involving Parents in Schoolwork and School Transitions

Chairperson	Eddie Denessen
Discussant	Rollande Deslandes
Symposium convener	Mariëtte Lusse

Summary of the symposium

Strong school and family partnerships contribute to students' academic achievement and motivation for school. Positive effects of parental support at home, which includes pedagogical support and guidance on educational choices (Lusse, Notten & Engbersen, 2019), is widely acknowledged (e.g. Bakker, Denessen, Dennissen, & Oolbakkink-Marchand, 2013;

Castro et al., 2015; Desforges & Abouchar, 2003; Epstein, 2011; Hill & Tyson, 2009; Jeynes, 2012). Particularly, parental home involvement in low-SES and immigrant families may help reduce their children's educational disadvantages (Higgins, Kokotsaki, & Coe, 2012; OECD, 2012; Van Voorhis, 2011). However, most parents are uncertain of their role in the homework process and experience low levels of self-efficacy in supporting their children's education. This may result in a distant role construction in relation to the school (Hoover-Dempsey & Sandler, 2005).

Although teachers play a central role in engaging parents in student learning, they experience difficulties in providing concrete suggestions for the involvement of parents at home (Bakker et al., 2013; Lusse, 2013); with children on homework (Deslandes, 2009; Epstein, 2017); and involvement in educational choices, such as choosing particular vocational training courses (Lusse et al., 2019; Kuijpers, Lusse, Strijk, & van Schie, 2018). Many teachers would benefit from concrete tools to support parents in this respect. Because the most common way parents relate to their child's education is on homework (Symeou, 2009, p. 80), redesigning the homework process could be an interesting way of promoting parental engagement at home.

This symposium will examine three interventions targeted at teachers' actions to support parents' interests in their child's learning (Deslandes, 2009). The interventions are linked through the theory, research, and development of the Teachers Involve Parents in Schoolwork (TIPS) interactive homework process (Epstein & Van Voorhis, 2001). TIPS assignments guide students to discuss something interesting they are learning at school with a parent or family partner. The process has proven effective for increasing parental involvement and improving student achievement (Epstein, et al., 2019; Epstein & Van Voorhis, 2001, 2012; Jeynes, 2012; Hoover-Dempsey & Sandler, 2005; Patall et al., 2008; Van Voorhis, 2011).

The symposium includes a short summary of TIPS research and development. Results will be presented from a U.S. study of interactive homework to stimulate conversations of students in the middle grades and their parents about their anxieties and hopes for a successful transition to high school. Next, two projects from the Netherlands will be presented on interventions to involve Dutch parents with low-SES and minority backgrounds. One project is the first stage of a study of interactive homework for children in grades 5 and 7. Teachers and researchers developed assignments and improved them based on feedback from students and parents. The other Dutch project is a study on improving parental involvement in educational choices. This intervention developed with fourteen schools for pre-vocational

education involves home assignments that provoke student and parent conversations about choosing educational programs that may affect students' futures.

Interactive homework to involve parents in the transition to high school

Joyce Epstein, Johns Hopkins University, USA (presenting)

Douglas Mac Iver, Martha Mac Iver, & Steven Sheldon, Johns Hopkins University, USA

Keywords: TIPS-Transitions, transition to high school, school and family partnerships, middle grades

Summary

Schools are working to engage parents in their children's education, but studies indicate that engagement decreases at points of transitions to new schools. The decline in family engagement is particularly critical when students move from middle grades to high school (Mac Iver, et al., 2018). Research suggests that students who adjust quickly to high school are more likely to focus on their academic subjects. Educators need strategies to help more students make successful transitions.

At Johns Hopkins University, we are working with districts and schools to learn whether middle grades students benefit from structured conversations with a parent about their anxieties and hopes for high school, and whether families, too, can be prepared for this transition. Four *TIPS-Transitions* interactive homework activities on attendance, course passing, grade point average, and plans for success were developed and tested in four schools in socio-economically, racially, and linguistically diverse communities. Analyses of 168 activities revealed patterns of mother/father engagement and male/female homework completion. Parents' reports that they enjoyed the interactions were strongly correlated with agreement that they learned something about how to remain engaged in their teen's education in high school. The activities were reviewed and improved based on feedback from students and parents.

Interactive homework to involve parents in learning

Ragnar Dienske, Rotterdam University of Applied Sciences, the Netherlands (presenting)
Mariëtte Lusse, Rotterdam University of Applied Sciences, the Netherlands (presenting)
Eddie Denessen, University of Leiden, the Netherlands

Keywords: TIPS Interactive Homework, designing homework assignments, middle grades

Summary

Parents help their child succeed in school when they show an interest in their child's school learning (Desforges & Abouchaar, 2003; Diemer et al., 2014; Hill & Tyson, 2009; Piquart, 2016). However, homework can be a major source of stress in families (Markow et al., 2007). Less-formally educated parents may doubt their self-efficacy in supporting their children (Desforges & Abouchaar, 2003), and a controlling attitude of parents may discourage children to interact with their parents about homework (Deslandes, 2009; Pomerantz et al., 2007). Therefore, homework should be designed with care and purpose. Some homework should place the student in a leading role and the parent a supportive role, and provoke positive interactions between student and parent (Van Voorhis, 2011).

In this presentation, the designing process of twelve assignments in six schools in the Netherlands will be discussed. This design-study aimed to validate the feasibility of developing assignments to engage all parents and to ensure that they evoke positive student-parent interactions. In this design-study, assignments were repeatedly adjusted based on feedback from parents and students in focus groups, observations of student-parent pairs performing an assignment at home (Pino-Pasternak, 2014), and return rates and structured feedback of the assignments.

Interactive homework to involve parents in educational choices

Monique Strijk, Rotterdam University of Applied Sciences, the Netherlands (presenting)
Mariëtte Lusse, Rotterdam University of Applied Sciences, the Netherlands (presenting)

Keywords: Parental support in educational choices, TIPS educational choices, prevocational education

Summary

To prevent vulnerable students from dropping out of school, it is important they make conscious and informed education and career choices (Kuijpers, Meijers & Gundy, 2011). Although students indicate that their parents are their main discussion partners about educational choices (e.g., choice of vocational education, Klaassen, Vreugdenhill & Boonk, 2010), schools are not used to preparing parents for this role (Lusse, et al., 2019). In this study, 14 schools for pre-vocational education in the Netherlands investigated how they could support parents to guide their child's school career. The project resulted in an approach including 17 interactive homework assignments.

Surveys with repeated measures of 518 students and 111 parents in experimental and control conditions demonstrated that interactive homework assignments (whether or not combined with other interventions) had a positive influence on career behavior of students. In focus groups, 29 parents reported having more and better conversations with their child; 87 students indicated the assignments helped them to reflect; and 52 teachers said the assignments helped students and parents prepare for parent-teacher meetings and conferences (Kuijpers et al., 2018). A guide (Lusse, Kuijpers, Strijk, Diender & Hermans, 2018) and movie (Strijk & Lusse, 2018) were developed to help schools implementation the assignments.

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