Talking Points: ERNAPE in the Arctic!

In August we attended the 10th biennial European Research Network About Parents in Education (ERNAPE) conference, 350km north of the Arctic Circle, in Tromso, Norway. Academics and practitioners from 27 countries came together to discuss research and innovation in building relationships between schools, parents and communities; and the event was an exciting opportunity to hear about world-class research in the area of parental engagement. The next ERNAPE conference will be in 2017 at Roehampton Institute, London, UK. For more details on ERNAPE please visit the website: http://www.ernape.net/prima.html

Please keep us informed of any conferences you are organising or planning to attend in 2016 (and beyond) that would be of interest to PERN members. Email details to us at: pern@canterbury.ac.uk

Please also contact us if you would like to share your research in an area of interest to PERN readers, or suggest a topic for the next Talking Points.

Inside:
Parents and EY
Education in Shanghai

“We (educators) should understand well that we are servants rather than supervisors. This relationship must be reflected in child care activities, since parents are the ones who understand their children most.”

• Ding Yu: Director, Baoshan Early Learning Center

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Parents and Early Years Education in Shanghai

Find out how an early education centre in China is taking an integrated and research-driven approach to working with parents in ‘Three Questions’ with Ding Yu, Director of the Baoshan District Early Education Center in Shanghai, China

In November 2014 three members of our Research Centre were invited to Shanghai in China by the Baoshan District Bureau of Education to share ideas about early childhood education. During our trip we visited the Baoshan District Early Education Center (The Center) and were very impressed by this state of the art facility particularly in respect of their advocacy of research-based practice, successful interdisciplinary collaboration between education, health and social services and the purposeful involvement of parents in all these aspects of their operation. We asked Ding Yu, Director of The Center to tell us more about their approach and particularly how they cultivate their relationship with parents and guardians.

Professors Sacha Powell and Kathy Goouch and Dr Sarah Christie, all from The Research Centre for Children, Families and Communities in Canterbury with Ding Yu (Director), in the garden of the Baoshan District Early Education Center

Q1: Can you give a brief overview of the approach of The Center?

A: We have been championing the idea that education involves research and research drives education. Therefore, from the Center’s inception onwards, we have based research projects on the problems arising in educational practices, with the aim of realizing our educational goals on a step-by-step basis.
Q2: What are the key philosophies of The Center in respect of your relationship with parents?

A: We negotiate with parents on an equal footing. We understand well that we are servants rather than supervisors. This relationship must be reflected in child care activities, since parents are the ones who understand their children most. Given that children are from diverse family grounds, we need to act upon the parents’ child-rearing experiences to propose rational suggestions, serving the parent’s heart and soul.

It is most important that we should translate each early education center into a familial atmosphere, where parents can feel at home and relaxingly communicate with other families, children can play with their peers, and teachers put forth suggestions on child rearing. This is exactly what other environments can lack.
Q3: Can you tell us more about how you negotiate this relationship with parents and guardians in practice?

A: We adopt a number of practices which help us to build strong and effective relationships with parents and guardians. These include:

- **Extended training, coaching and influence**

  Training for parents and professionals includes: theory and practice of early education of infants; growth of emotional intelligence of the children aged between 0 and 3; design of games for children aged between 0 and 3; international approach to education of children aged between 0 and 3; establishment and development of parent-child relationship; child care philosophy; interpersonal communication skills; environment creation; understanding of children’s behaviours, language, intelligence, emotional and psychological development; diet and nutrition of children; daily health care and treatment for common childhood illnesses.

- **Information communication**

  The Center's website provides information relating to parent-child relationship promotion activities, training programs and a platform for parents to communicate with teachers about children’s educational problems.

- **Growth Archive**

  A 'Growth Archive' is developed for each child and records and analyses their responses to activities and programs available at The Center. Through these records and analyses parents can interpret their children's behaviours. The Center also holds regular meetings, where guardians (which may mean, parents, grandparents or nurses) can interact with us on a face to face basis.

- **Menu-based service**

  The Center makes a diversity of service options available to parents. These services are constantly updated to respond to requests from parents.

- **Visualisation**

  The Center asks guardians to observe the behaviours of children participating in activities and personally participate in such activities before they join in educational workshops. The Center staff use cameras to record the process, show the video to parents analyse the children's behaviour and arrange follow up activities.

Many thanks to Ding Yu for providing us with this intriguing insight into her centre. If you would like to make contact with Ding Yu, please email us at PERN@canterbury.ac.uk and we will be happy to pass your emails on.
Recent research: Journal Articles

The Micro-Politics of Parental Involvement in School Education in Hong Kong: Ethnocentrism, Utilitarianism or Policy Rhetoric!


**Description:** The impact of parental involvement on school management has been recognized by many education professionals and policy-makers. Thus parental involvement in school education becomes one of the prime focuses in the current education reform movement in Hong Kong. Particularly, specific guidelines and policies for involving parents at various levels of children's education have been spelled out in many governmental policy documents. This article reports on an interpretive study that explores the micro-politics of parental involvement in school education in two primary schools in Hong Kong. By analyzing the interviews with 14 parents, eight teachers and two principals, together with the field-notes of participant observations in two case study schools, three propositions of power relations between parents and teaching professionals emerge. The findings indicate that in the process of encouraging parents' participation in school education, teaching professionals demonstrated ethnocentric attitudes towards parents; the notion of "parents as resources" were for pragmatic purposes; and the conception of "parents-as-school-governors" was of policy rhetoric in the process of implementation of home-school cooperation.

"Simply the Best for My Children": Patterns of Parental Involvement in Education


This article explores parental involvement in the educational trajectories of children in Europe. The analysis is embedded in the framework of the three dominant contemporary social processes that have been acknowledged as crucial factors for the educational and life trajectories of young people today, i.e. familiarization, institutionalization, and individualization. The article draws on qualitative data gathered during interviews with parents of lower secondary school students in disadvantaged city areas within the research project, GOETE, in eight European countries. The analysis focuses on specific behavioral aspects that were identified as the most relevant in our empirical evidence: parental educational aspirations and future plans for their children, the role of parents in decision-making in educational transitions and trajectories, parental participation in the school, and parental support with schoolwork. The most striking finding is the persistent emphasis on individual responsibility for both students and parents in terms of education. Parents realize that the future of their child not only depends on the work of the teacher but also to a great and growing degree on parents as coeducators. This parental awareness results in a high level of confidence in the power of education, which is met by parental skepticism when they experience a lack of school support and distant parent-teacher relationships and communication.
Exploring Teaching Professionals’ Constraints in Implementation of Parental Involvement in School Education.


This article presents a qualitative study aiming at exploring how teachers’ attitudes are affected due to increased parental involvement in times of reform. By capturing the thoughts and perceptions of parents and teachers and conducting participant observations in two primary schools, it is found that there were implicit and explicit ideological demarcations among teachers. ‘Altruism’ and ‘isolationism’ are two types of overt value-orientations encompassed in teachers’ perspectives towards parental involvement. Four positive value-forces, namely ‘welcome’, ‘devotion’, ‘joint effort’, and ‘renewal’ are identified from altruistic teachers’ responses to change whereas four negative value-forces, namely ‘fear’, ‘reticence’, ‘avoidance’ and ‘withdrawal’ emerge from those isolationistic teachers with orientations which often sustain educational conservatism.


Data is from a society with progressively funded compulsory education. College-educated parents tend to demonstrate higher degrees of parental involvement (PI). Eight out of nine PI-indicators relate to children’s learning time when unobserved heterogeneity is controlled. Two PI’s effects on effort differ, according to parental education. Inequality in effort is exacerbated in the first four years of elementary education. While studies on effort (e.g. Carbonaro, 2005; Kariya, 2000, 2013) have revealed relationships among students’ effort (e.g., self-reported learning time), socioeconomic status, and school-related factors (e.g., tracking) through secondary education data, whether and how the effort gap emerges and widens in the early years of compulsory education have not been researched. This study investigates the beginning of inequality in effort by using four waves (from first- to fourth-grade students) of the Longitudinal Survey of Babies in the 21st Century, collected in Japan. The results indicate that college-educated parents tend to employ parenting practices that directly and indirectly shape children’s learning time; inequality in effort exists, and it becomes exacerbated partly because of parenting differences in a society with a relatively equal elementary education system.

Exploring Culturally Relevant Texts With Kindergartners and Their Families


This article shares a monthly curricular model that can help teachers and families bridge the gap between home and school by using literature and response inspired from the cultures in the classroom. Integrating culturally responsive texts and family response journals into the classroom and the home can help children,
their families, and peers make critical connections to the literature as well as understand diversity as a productive resource. This yearlong curriculum model took place in a diverse kindergarten classroom that included children and families representing a wide range of socioeconomic and cultural backgrounds. This article focuses on three months of the curricular structure where families engaged in literature focused on adoption. Findings demonstrated that families' responses led to expanded views of family structures and cultures and provided space for critical conversations around texts in the home and school. Authentic family and child responses are included in the article.

Developing positive school–home relationships through structured conversations with parents of learners with special educational needs and disabilities (SEND)


Parents play a crucial role in their children's education, and their active involvement can lead to better outcomes. However, evidence suggests that parental engagement and confidence among perhaps the most vulnerable group of learners – those with special educational needs and disabilities – may be lower than for those without difficulties. We report on research exploring a model for developing positive home–school relationships, known as ‘structured conversations with parents’, which was implemented as part of a comprehensive intervention to improve outcomes for learners with (the achievement for ll pilot). Our research design utilised both quantitative and qualitative elements, including school-level surveys, parent questionnaires, interviews with key personnel and stakeholders, and case studies of pupils/parents in participating schools across 10 local authorities in England. Our analyses suggest that the structured conversations with parents were successful in achieving their intended outcomes, albeit with important caveats in relation to issues of individual differences, implementation fidelity/adherence and sustainability.

Preparing for parents: how Australian teacher education is addressing the question of parent-school engagement


Parent-school engagement is widely embraced as a policy and educational ideal, yet to date there are few studies of how teacher education prepares students for this important aspect of their professional lives. In this paper, we consider findings from a recent Australian study that explored how the issue of parent-school relations is currently addressed in Australian initial teacher education programmes. The study is situated within the broader policy context of teaching standards. Our findings challenge suggestions that parent-school engagement is largely absent from pre-service programmes, and although the study recognizes gaps and discontinuities, it also identifies four key domains in which initial teacher education currently prepares students for parent engagement. We argue that students are being prepared for parent-school engagement in a variety of ways, but that there is insufficient continuity to ensure that all beginning teachers have a thorough understanding of how to work effectively with parents.
ESL teacher advocacy beyond the classroom

Haneda, Mari  Alexander, Mariko

Is Part Of: Teaching and Teacher Education, July 2015, Vol.49, pp.149-158

Since parental engagement in children's schooling is known to improve their academic achievement, it is important to know what characterizes those teachers who provide relevant parental support. This study of 34 US elementary-school ESL teachers found that, while of those teachers who engaged in advocacy for and support of immigrant families, most were multilingual and could communicate with them, a small number of monolingual teachers also acted as advocates. What characterized these advocate teachers was intercultural competence (Byram, 1997), gained through substantial intercultural experiences. On this basis, suggestions are made for school organization and ESL teacher recruitment and preparation. ESL teachers with Intercultural Competence (IC) advocated for immigrant families. Development of IC was related to L2 proficiency and intercultural experience. An advocacy orientation was related to prior intercultural experience.

I would like them to get where I never got to: Nonresident fathers' presence in the educational lives of their children

Author: Jethwani, Monique ; Mincy, Ronald ; Klempin, Serena


Through the lens of social role theory, provider role strain and father ‘presence’, a qualitative design was used to explore nonresident fathers’ perceptions of their role in their children's education and the ways in which they are actively engaged in their children's educational lives. Findings revealed that nonresident fathers with diverse racial, educational and occupational backgrounds (N=39, mean age=35) experienced regret over not meeting their own educational goals and they attributed their inability to consistently support their children financially to their educational failures. These low to moderate income fathers hoped to prevent their children from experiencing the same disappointments and financial hardships that they did and consequently emphasized the importance of education to their children. Fathers reported being present in their children's educational lives as advisors, teachers and/or investors. As advisors, fathers encouraged their children to stay in school and to not make mistakes that might derail them from their educational goals. As teachers, fathers provided cognitive support. Finally, fathers aimed to invest in their children’s education by saving money for their educational futures. Programs and policies that promote educational presence are likely to influence the educational outcomes of children with nonresident fathers. Recommendations include educational savings accounts and an emphasis on educational engagement in responsible fatherhood policies and programs. Qualitative design explores nonresident fathers’ presence in children’s education. Fathers experience provider role strain and regret over educational failures. Strain and regret motivates father engagement in education. Fathers are educationally present as advisors, teachers and/or investors. Implications for responsible fatherhood programs and policies are discussed.
Home-Based Parental Involvement in Young Children’s Learning Across U.S. Ethnic Groups

Author: Suizzo, Marie-Anne; Pahlke, Erin; Yarnell, Lisa; Chen, Kuan-Yi; Romero, Sylvia


Despite a growing body of research on school-based parental involvement, our knowledge of home-based involvement beliefs and practices, and how these vary across ethnic groups, remains limited. Our study addresses this gap by exploring how the meanings of educational achievement and parents’ roles in young children’s learning vary across ethnic groups. The aim of this study was to construct a detailed picture of the landscape of parental home-based involvement with children and to gain a deeper understanding of the beliefs, meanings, and goals underlying parents’ interactions. Forty-one middle-class Mexican American, African American, and European American mothers participated in semi-structured interviews about their goals and interactions with their children in the domain of education. We identified seven themes across the interviews and constructed two cultural models of parental academic socialization: determination with intervention, more typical of ethnic minority group mothers, and trust and laissez-faire, more common among European American mothers.

Aggression in primary schools: the predictive power of the school and home environment

Author: Kozina, Ana


In this study, we analyse the predictive power of home and school environment-related factors for determining pupils’ aggression. The multiple regression analyses are performed for fourth- and eighth-grade pupils based on the Trends in Mathematics and Science Study (TIMSS) 2007 (N = 8394) and TIMSS 2011 (N = 9415) databases for Slovenia. At the national level, the Lestvica agresivnosti aggression scale was administered in both TIMSS cycles. For home environment variables, we included those related to socio-economic status, pupils’ educational aspirations, parental activities with their children and pupils’ free time activities. The results show that the variables related to socio-economic status, spare time activities and parental activities are significant predictors. The results differ in both analysed data-sets. For school environment variables, we include those related to socio-economic status, pupils’ attitudes towards school and school subjects and pupils’ achievement in mathematics. We find that the variables related to school climate and students’ self-confidence are significant predictors. These results are stable in both years. The predictive power of the school characteristics model (including only the school environment variables) is larger (based on the proportion of explained variance) compared with the home characteristics model. The hierarchical linear model of data from 2007 to 2011 shows small differences in aggression between schools. The inclusion of two data cycles collected in two
time-periods allows us to observe changes in aggression predictors over time. Practical implications are finally included.

**Communicating with parents of children with special needs in Saudi Arabia: parents' and teachers' perceptions of using email for regular and ongoing communication**

**Author:** Dubis, Snaa; Bernadowski, Carianne

**Is Part Of:** British Journal of Special Education, 2015, Vol.42 (2), pp.166-182

The purpose of this study, by Snaa Dubis from Al-Manan University,audi Rabia, and Carianna Bernadowski from Obert Orris University, was to investigate parents' and special education teachers' perceptions of using email as a component of parental involvement in the academic and/or behavioural performance at school of pupils with special needs. Survey research was utilised to measure parents' and teachers' perceptions of using email in Riyadh, Saudi Arabia. The survey was distributed to 261 participants: 104 parents of preschool or primary school pupils with special needs and 157 special education teachers. The results indicated that in terms of attitudes and beliefs about using email, the majority of parents (78%, n = 81) and teachers (77%, n = 121) had a positive attitude toward using email to increase involvement and engagement between parents and teachers. Although email communication in the and Western Europe is quite widespread, the prospect of using technology for parental involvement is a new concept to many Saudi parents. Results indicate that both audi and non-audi parents and teachers would be willing to use email as the primary tool for communication between home and school.

**Including Fathers in the Picture: A Meta-Analysis of Parental Involvement and Students' Academic Achievement**

**Author:** Kim, Sung Won; Hill, Nancy E.

**Is Part Of:** Journal of Educational Psychology, 2015 [Peer Reviewed Journal]

Extant research on parental involvement in education has been conducted largely without respect to which parent is involved. The implicit assumption is that family–school relationship frameworks function similarly for fathers and mothers. Although there is a growing body of research examining fathers' involvement in education, this assumption has not been tested. In this meta-analysis, we examined the relative strength of the association between educational involvement of fathers versus mothers and achievement of school-age children (kindergarten to 12th grade). The association of involvement with achievement over time (i.e., longitudinal studies) was stronger than for cross-sectional studies. Parental involvement in education was positively associated with student achievement and the relation between involvement and achievement was equally strong for fathers and mothers, although mothers' mean levels of involvement were higher than fathers'. Moderator analyses across the different types of involvement suggested that school-based involvement and intellectual enrichment at home was more strongly related to achievement for mothers than for fathers, although there were no differences in mean levels of involvement.
Building partnerships with low-income families of students with Attention Deficit Hyperactivity Disorder: Implications for professional school counselors

Author: Cole, Rebekah ; Cowan, Rebecca ; Craigen, Laurie


Parental involvement is vital in helping students with attention deficit hyperactivity disorder (ADHD) perform successfully in schools. Often, low-income families are not involved in their children’s education. Therefore, the school counselor’s role in partnering with families of students with ADHD to work for their children’s academic and social success in school is addressed. Effective ways professional school counselors can encourage parental involvement, such as trainings and family education programs, are also explored.

The underutilized potential of teacher-to-parent communication: Evidence from a field experiment

Author: Kraft, Matthew A. ; Rogers, Todd


Parental involvement is correlated with student performance, though the causal relationship is less well established. This experiment examined an intervention that delivered weekly one-sentence individualized messages from teachers to the parents of high school students in a credit recovery program. Messages decreased the percentage of students who failed to earn course credit from 15.8% to 9.3%—a 41% reduction. This reduction resulted primarily from preventing drop-outs, rather than from reducing failure or dismissal rates. The intervention shaped the content of parent–child conversations with messages emphasizing what students could improve, versus what students were doing well, producing the largest effects. We estimate the cost of this intervention per additional student credit earned to be less than one-tenth the typical cost per credit earned for the district. These findings underscore the value of educational policies that encourage and facilitate teacher-to-parent communication to empower parental involvement in their children’s education. Surveys show parents receive remarkably little communication from teachers. We analyze a weekly one-sentence teacher-to-parent messaging intervention. It reduced the percentage of students who failed summer courses from 16% to 9%. Messages emphasizing behaviors students needed to improve had the largest impacts. Policies increasing teacher-to-parent communication can be extremely cost effective.
Parental involvement in mathematics: giving parents a voice

Author: Wilder, S.


Understanding why parents become involved in their children’s education is crucial in strengthening the relationship between parental involvement and academic achievement. The present study focuses on the parental role construction and parental self-efficacy. The resulting trends suggest that parents, regardless of their self-efficacy, may assume the ‘equal partnership-focused’ parental role regarding their children’s mathematics education. The results also demonstrate that there may be a conflict in the way parents and teachers construct this parental role. While parents assumed the ‘equally shared’ role, teachers maintained the belief that the responsibility, although shared to a certain degree, should be primarily on teachers. Article ahead-of-print.

Parental involvement and university graduate employment in China

Author: Liu, Dian


In the expanded higher education in China, middle-class students are found to have better access to job information than their underprivileged counterparts; they also gain better jobs in the labour market. Researchers have turned to social capital theory to explain this phenomenon, claiming that middle-class students with wider social network and higher status contacts are more likely to acquire better jobs. Instead of following the social capital approach, this study examines the job search discrepancy between two student groups by investigating the role of parents, that is, parental involvement both prior to and during the graduates’ job search, and the influence of parents in the job search. Sixty-fourth-year students from middle-class and underprivileged social backgrounds in Wuhan were interviewed from 2011 to 2012. Based on these data, middle-class parents are more extensively involved in the job search of their children by offering social ties, constructing middle-class accredited qualities for their children and supervising the job search behaviour of their children. By contrast, underprivileged parents know little about the campus life and job searching experiences of the children. Thus, these parents participate less actively in the job search of their children. Article ahead-of-print.
A 3-Year Study of a School-Based Parental Involvement Program in Early Literacy

Author: Crosby, Susan Ann; Rasinski, Timothy; Padak, Nancy; Yildirim, Kasim


Multidimensional aspects of parental involvement in Korean adolescents’ schooling: a mediating role of general and domain-specific self-efficacy

Author: You, Sukkyung; Lim, Sun Ah; No, Unkyung; Dang, Myley

Is Part Of: Educational Psychology, 03 April 2015, p.1-19 [Peer Reviewed Journal]

This study examined the relation of parental involvement with Korean adolescent academic achievement and self-efficacy, and the mediating role of academic self-efficacy in this relationship. We investigated the effects of parental involvement in both overall and domain-specific self-efficacy and academic achievement across three academic subjects (reading, English and mathematics). We conducted structural equation modelling analysis with the responses of 6,334 students from the Korean Education Longitudinal Survey. Our results were that first, academic self-efficacy partially mediated the relation between parental involvement and academic achievement. Specifically, domain-specific self-efficacy mediated the relations between parental involvement and academic achievement across three academic subjects (reading, English and mathematics), but these relations varied across subjects. Second, among multidimensions of parental involvement, parental participation and parental supervision had significant effects on adolescent academic achievement compared to parental expectation. This indicates that higher parental participation and parental supervision increased academic self-efficacy in Korean youth, which in turn, improved their academic achievement. Article ahead-of-print.

The Impact of Parental Involvement, Personality Traits and Organizational Support on Satisfaction

Author: El-Hilali, Nabil; Al-Rashidi, Layla

Is Part Of: Procedia - Social and Behavioral Sciences, 22 April 2015, Vol.177, pp.408-419

The study argues that there are a number of factors that influence job satisfaction of school teachers including: Parental Involvement, Personality Trait (Extraversion and Agreeableness) and Organizational Support (Professional development, Workload and Distribution of Justice). The research uses a questionnaire as a data collection instrument which targeted women primary
school teachers from an educational region in Kuwait. Key results found that parental involvement, agreeableness, professional development and distribution justice are factors that significantly influence the level of school teachers' job satisfaction. Others findings indicate differences between nationalities and marital status of teachers when perceiving workload, distributive justice and satisfaction. The study adds to the existing knowledge of education from Kuwait where this type of study is scarce.

Black Families and Schooling in Rural South Carolina: Families' and Educators' Disjunctive Interpretations of Parental Involvement

Author: Myers, Michele


The positive impact on children's educational trajectories when effective home-school partnerships are established has been extensively documented. This article shares findings from a 13-month research study in a rural, southern community in South Carolina that sought to investigate the nature of the "partnerships" formed between educators and families, while challenging stereotypes and misperceptions that prevent such partnerships from unfolding. In doing so, the researcher makes visible the experiences of Black families, students, and schools in communities rarely studied—poor, rural Black communities in the southern United States. The researcher uses the actual words of the teachers and parents to make visible the disjunctive interpretations about one of the major themes from the study, parental involvement as relationships. Finally, the researcher offers implications for educators and parents as they do the work necessary to form relationships that really benefit students.

The Relationship Between Maternal Education and Children's Academic Outcomes: A Theoretical Framework

Author: Harding, Jessica F. ; Morris, Pamela A. ; Hughes, Diane


The importance of maternal education for children's academic outcomes is widely recognized, and yet the multiple potential mechanisms that explain this relationship are underexplored. The authors integrate theories of human, cultural, and social capital with 2 developmental psychology theories—bioecological theory and developmental niche theory—to draw attention to how maternal education may influence children's academic outcomes through a range of parenting mechanisms, some of which have been largely neglected in research. This framework provides a more complete picture of how maternal education shapes proximal and distal influences on children's academic outcomes and the ways in which these mechanisms interact and reinforce one another across time and context. The implications of this framework for future family research are then discussed.
A Structural Model of Parent Involvement with Demographic and Academic Variables

Author: Choi, Namok; Chang, Mido; Kim, Sunha; Reio, Thomas G., Jr.


Parental involvement is well documented as a significant contributor to the self-efficacy and academic achievement of students. A structural equation model of parent involvement with family socioeconomic status, student gender, parents aspirations for their children, mathematics efficacy, and mathematics achievement was tested to examine whether parent involvement in the 10th grade remains relevant to achievement. A sample of data pertaining to 8,673 10th graders from the Educational Longitudinal Study was analyzed. The results indicated that the fit of the measurement model to the data was good ($\chi^2 = 3081.62$, df = 87, $p = 0.0$, normed fit index [NFI] = 0.96, comparative fit index [CFI] = 0.96, root mean square error of approximation [RMSEA] = 0.064), as was the structural model ($\chi^2 = 3470.69$, df = 94, $p = 0.00$, NFI = 0.96, CFI = 0.96, RMSEA = 0.065). Although the effect was small in magnitude, parent involvement in advising had a significant indirect relationship with mathematics achievement via mathematics efficacy of 10th graders.

The role of parents in young people's education—a critical review of the causal evidence

Author: Huat See, Beng; Gorard, Stephen


There is currently a considerable body of research suggesting that parental involvement is linked to young people’s attainment at school. It is also generally agreed that a number of factors such as parental background, attention, warmth and parenting style are associated with children’s later life outcomes. However, although widely assumed on the basis of these associations, the nature of this causal link has not yet been established. This paper summarises what would be needed to demonstrate that enhanced parental involvement produced better attainment and other outcomes, based on establishing an association, the correct sequence of events, sensitivity to intervention and an explanatory mechanism. It then reports on the findings of a systematic review of available and relevant studies, based on this approach. The search for evidence on the impact of attitudes, expectations and behaviour on attainment yielded 1,008 distinct reports. Of these, 77 were directly about the impact of parental involvement. These confirm that parental involvement and attainment are linked, and in the correct sequence for a causal model. There are several plausible mechanisms to explain why parental involvement might have an impact. And most crucially and unlike all other areas linking attitudes and behaviour to attainment, there is
promising evidence that intervening to improve parental involvement could be effective.

**Parental race as symbolic and social capital: teacher evaluations of part-white biracial and monoracial minority students**

**Author:** Davis, Tomeka M.

**Is Part Of:** Race Ethnicity and Education, 19 June 2015, p.1-29 [Peer Reviewed Journal]

As the number of biracial individuals in the US continues to grow, so does research focused on them. While some of this literature examines how biracials fare on a host of social outcomes, little research examines whether part-white biracials are able to use their whiteness as a resource to gain additional resources or rewards. This research seeks to close this gap. Using data from the 1st grade wave of the Early Childhood Longitudinal Study-Kindergarten-Class (ECLS-K), I examine whether the parental involvement of white mothers of black/white and Hispanic/white biracial students leads to higher teacher ratings for these children compared to their monoracial minority counterparts. I find the involvement of white mothers’ results in higher teacher ratings for part-white biracial children, but only when the teacher is white. I conclude that whiteness serves as a symbolic and social capital resource that enhances biracial educational outcomes when it is invoked. Article ahead-of-print.

**Impacts of Intersection Between Social Capital and Finances on Community College Students’ Pursuit of STEM Degrees**

**Author:** Kruse, Tracy; Starobin, Soko S.; Chen, Yu (April); Baul, Tushi; Santos Laanan, Frankie


This quantitative study examined how social capital and finances influenced community college students’ intent to transfer to a four-year institution within STEM (science, technology, engineering, and math) fields. Focusing on the community college students enrolled in a rural midwestern state, the authors employed a structural equation modeling to investigate a set of large-scale survey data. The authors identify the factors related to social and cultural capital, finances, and external factors that pull students away from their studies. This was done to determine the relationships among these predictors and their direct and indirect effects on transfer intentions. Cabrera, Nora, and Castaneda’s (1992, 1993) integrated model of student retention was utilized to build the hypothetical model for this study. Significant findings from the study included a strong direct effect on the transfer intention from social capital, and a smaller effect from family encouragement, work–study, and parent education. The final model also identified social capital factors related to parental education levels, family encouragement, parent involvement in high school, and access to institutional agents. Debt aversion did play a role in the model, although not a part of social
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Summer 2015

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capital as originally hypothesized. Implications for policy, practice, and future studies were summarized based on the findings.

Changing patterns of parent–teacher communication and parent involvement from preschool to school

Author: Murray, Elizabeth ; Mcfarland-Piazza, Laura ; Harrison, Linda J.


This study investigated the nature of parent involvement and parent–educator communication in prior-to-school early childhood settings and school, to explore relations to social capital variables and consistencies and changes in practices over time. Parent interview and teacher questionnaire data from two waves of the Longitudinal Study of Australian Children were analysed. Results indicated that parental involvement and communication decreased as children moved from prior-to-school settings to school. Educators in both settings reported using similar strategies to promote parent involvement and communication, but there were setting differences for parents' ratings of communication effectiveness. Using regression analyses, family socio-economic position (SEP), home language (English versus other), Indigenous status and home educational activities were examined as predictors of parent involvement and communication strategies, and effectiveness. Results showed that parents who were more engaged in education activities at home were more involved in their child's early childhood and school settings, had more frequent communication with educators and rated educator communication effectiveness more highly. SEP and home language were less consistent predictors, and Indigenous status was not associated with any of the measures.

Co-constructing beliefs about parental involvement: Rehearsals and reflections in a family literacy program

Author: Mangual Figueroa, Ariana ; Suh, Sora ; Byrnes, Meredith


Examining parent–teacher discourse reveals norms for communicative competence. The development of confianza can lead to a shift in roles and beliefs. Graduate students gained new insights into parental and teacher competence. Participants both reproduced traditional parent roles and critiqued those roles. Graduate students’ initial stances, and their shifting beliefs, can be situated along a continuum of understanding. This article examines the ways in which participants in a six-week family literacy program—graduate students, immigrant parents, and their children—co-constructed a set of norms for appropriate parental involvement during a role-play activity in which they rehearsed placing and receiving phone calls between parents and school staff. The findings highlight an important tension: on the one hand, the graduate students’ actions and stances during the role-plays reveal a set of normative beliefs about what constitutes competent parental behavior in schooling contexts; on the other hand, the graduate students’ participation in the program was
formative in challenging and extending (not simply reproducing) those beliefs. The authors suggest that graduate students’ initial stances, and their shifting beliefs, can be situated along a continuum of understanding—viewing teachers’ beliefs along such a continuum can help teacher educators to support them in developing more culturally-sustaining modes of teaching when working alongside immigrant families.

A Cross-Cultural Exploration of Parental Involvement and Child-Rearing Beliefs in Asian Cultures

Author: Frewen, A. R. ; Chew, E. ; Carter, M. ; Chunn, J. ; Jotanovic, D.


Parental involvement (PI) and child-rearing beliefs were examined amongst parents whose children attended state-run kindergartens across Singapore. A total of 244 parents completed an online survey consisting of a Child-Rearing Beliefs Scale, a PI Scale, and demographic details. Results indicated respondents were generally low-income earners with high rates of bilingualism. Two-thirds of parents had enrolled their kindergarten children in extra classes, with half of parents indicating that academic achievement was their highest priority. Ethnic differences were noted, with Chinese parents showing less involvement at home and school and less emphasis on the development of creative and practical skills and conforming behaviors than parents from other Asian backgrounds. This effect was independent from the effects of gender, parental education, and income. These results confirm the importance parents place on academic achievement in Singapore, but also, along with, extend prior research to suggest that inter Asian differences exist.

Parental Involvement and Developmentally Appropriate Practices: A Comparison of Parent and Teacher Beliefs

Author: Demircan, Özlen ; Erden, Feyza Tantekin


The purpose of this study was to investigate the relationship between developmentally appropriate practices (DAP) and parental involvement beliefs of preschool teachers and the parents of preschool children. Data were collected from 279 teachers and 589 parents via a demographic information questionnaire, "Teachers’ Beliefs Scale" [Jones, L. D., Burts, D. C., Buchanan, T. K., & Jambunathan, S. (2000). Beginning prekindergarten and kindergarten teachers' beliefs and practices: Supports and barriers to developmentally appropriate practices. "Journal of Early Childhood Teacher Education," 21, 397-410]; "Parents' Beliefs Scale" [Yen, Y. (2008). "Parents' beliefs about developmentally appropriate practice in early childhood programs in Taiwan" (PhD thesis). Retrieved from ProQuest Dissertations and Theses database (UMI No.3352157)] and the "School and Family Partnerships Questionnaire" [Epstein, J. L., & Salinas, K. C. (1993). "School and family partnerships: Surveys and summaries." Baltimore, MD: Center on School, Family, and Community Partnerships, John
The results underline the relationship of parental involvement beliefs of teachers and parents with their DAP and Developmentally Inappropriate Practice (DIP) beliefs, as well as providing that DAP or DIP beliefs are not independent in their nature; they are influenced by parental involvement beliefs.

The Politics of Parental Involvement: How Opportunity Hoarding and Prying Shape Educational Opportunity

Author: Lyken-Segosebe, Dawn ; Hinz, Serena E.

[Peer Reviewed Journal]

As more state legislatures join the debate on school-choice and parent-trigger legislation, their discussions draw attention to an evolving landscape outside school walls where parental action shapes educational opportunity. Parents wield their political, social, economic, and cultural capital to secure the best educational outcomes for their children. This paper identifies the political frames that distinguish the educational opportunity-seeking behavior of middle-, working-, and lower-class parents. Rational choice and interest group theories are used to explain the politics of middle-class opportunity hoarding by way of tracking and school-choice practices. Policy entrepreneurship and interest group theory provide the frameworks to explain the support for vouchers and parent-trigger laws by lower- and working-class parents as part of their opportunity-prying efforts.

Guanxi and school success: an ethnographic inquiry of parental involvement in rural China

Author: Xie, Ailei ; Postiglione, Gerard A.

[Peer Reviewed Journal]

This study examines the differential patterns of school success of rural students as a result of China’s market transition. The process dimension, how families from different social backgrounds within rural society get involved in rural schooling and how this contributes to the inequality of school success within rural society, is investigated. The data analysis suggests that schools as institutions provide few official channels for rural parents to participate in rural schools and help their children to achieve school success. This raises the importance of families’ strategic initiatives to employ guanxi within family, community and between school and family. These make the point that guanxi and their employment have become an important mechanism for social inclusion and exclusion in the competition for advantages in school success in post-socialist China. Article ahead-of-print.

Parenting for social mobility? Home learning, parental warmth, class and educational outcomes
Parenting has come to play a pivotal role in breaking intergenerational disadvantage and increasing children’s life chances and social mobility through practices such as parental support with their learning and education. Using a UK representative sample from the Millennium Cohort Study, the present study examined the unique and cumulative contribution of children's characteristics, parenting practices and family’s socio-economic background to children’s educational outcomes at the end of Key Stage 1 (age 7). Consistently with previous studies, the findings showed that family’s socio-economic background made a substantive contribution to teacher-rated reading, maths and sciences. Despite much emphasis within family policy on parents as being central in tackling educational inequality, certain aspects of parenting such as involvement with home learning, parental warmth and discipline did not explain a significant amount of variance in teacher-rated reading, maths and sciences. These findings are likely to contribute to debates regarding the role of parents in reducing the achievement gap and the enduring influence of social class on young people’s school outcomes, drawing important implications for family policy.

Effect of Parent Involvement and Parent Expectations on Postsecondary Outcomes for Individuals Who Are d/Deaf or Hard of Hearing

The purpose of this article is to investigate the potential role of parent involvement and parent expectation in post school outcomes for individuals who are d/Deaf or hard of hearing (DHH). Students who are DHH have lower retention and employment rates than their peers. Recognizing the importance of family in developmental outcomes for all individuals, this article focuses specifically on the role of parents in facilitating postsecondary outcomes. In an effort to address gaps in the literature in this area, this study utilizes the National Longitudinal Transition Survey 2 (NLTS-2) dataset to measure the effect of parental involvement and expectations as individuals who are DHH transition from secondary grades into a variety of post school settings. Overall, none of the parental involvement variables were statistically significant when controlling for student and parent demographics. The parental expectation variables that had a statistically significant impact on outcomes included expectations to live independently, to be employed, and to pursue postsecondary education. This article discusses findings in the context of operationalization of study constructs in the NLTS-2 and literature related to transition and parental involvement for students who are DHH.

Understanding Learners’ Perceptions of Chaotic Family aspects affecting School Truancy and Non-School Attendance: A South African Perspective

Author: Breda, Maynard John van
This study explores truants’ perceptions of their parents’ attitudes towards and involvement in their education and how this impact on their school attendance and attainment. A thorough study of the latest research and available literature on school truancy revealed that parental disengagement is becoming one of the major causes of all types of challenging behavioural problems adolescents present with, including truant behaviour. A total of three hundred eighth grade learners participated in an anonymous survey which measured adolescent's perceptions of their parents’ interest and involvement in their education. The research findings suggest that the respondents, particularly those who featured as classical truants, perceived their parents/ caregivers to display an unfavourable attitude towards their schooling. Presenting the findings, the author argues that truancy appears to be a complex social issue and that poor parenting is itself likely to be a cause of several behavioural problems including truancy among children. Therefore, it is strongly recommended that Education and Social Services take account of the findings of findings from parental involvement research if they are serious about improving both children’s’ school attendance and attainment.

Parents as Participants in Their Children's Learning

Author: Njeru, Margaret


Research has repeatedly proven that parental participation in the education of their children plays a major role in their academic performance and general development. Children whose parents and families in general stay engaged in their education have been shown to perform better than those who do not receive such family support. In Kenya, the subject of parental participation has not received much attention in terms of research, and roles of parents in their children's education are not normally well defined. Based on observation, parental participation remains low especially in the rural areas. This is a conceptual paper that provides a general background of the topic and then theorizes on some issues that hinder parental participation in their children's education. Field research on the topic is expected to follow.


Author: van Hek, Margriet ; Kraaykamp, Gerbert ; Wolbers, Maarten H.J.

Is Part Of: Research in Social Stratification and Mobility, June 2015, Vol.40, pp.29-38 [Peer Reviewed Journal]

Studies changing influences of family resources on female–male educational attainment. Compares effects of mother's and father's resources for Dutch cohorts from 1930 to 1984. Includes socio-economic and cultural resources, and parent–school involvement. The impact of family resources has become less sex specific over cohorts. Father's resources seem to lose importance over cohorts.
faster for men than for women. This study investigates cross-temporal gender differences in the effects of family resources on educational attainment in the Netherlands. Our research question reads: to what extent has the influence of parental socio-economic features, cultural resources and school involvement on the educational attainment of women and men in the Netherlands changed over time? Employing three waves of the Family Survey Dutch Population (N=6059), we test our hypotheses on the changing impact of parental background characteristics on male–female educational attainment. A general expectation is that all family resources have become more favorable to girls over time. Our results first show that especially in the earlier cohorts the effects of parental educational resources were gender-specific: mother's education affected women's educational attainment most, whereas father's education predominantly influenced men's. Second, our results indicate that only for girls, growing up with a working mother becomes increasingly beneficial over time. Finally, the impact of father's occupational resources seems to lose importance over time faster for boys than for girls.

Assessing the Quality of Parent-Teacher Relationships for Students with ADHD.

Author: Mautone, Jennifer A ; Marcelle, Enitan ; Tresco, Katy E ; Power, Thomas J


Family involvement in education, including the quality of family–school communication, has been demonstrated repeatedly to have a substantial effect on child development and success in school; however, measures of this construct are limited. The purpose this study was to examine the factor structure and concurrent validity of the Quality of the Parent–Teacher Relationship, a subscale of the Parent–Teacher Involvement Questionnaire, in a sample of children with attention deficit hyperactivity disorder (ADHD). Participants were 260 parents and teachers of children diagnosed with ADHD in Grades kindergarten to 6. Results provided support for a two-factor model, consisting of separate factors for parents and teachers, and correlational findings provided support for concurrent validity. This measure appears to have utility in assessing parent–teacher relationships and evaluating the effectiveness of family–school interventions.

Experiences of parents with the Reading to Learn approach: a randomised control trial initiative to improve literacy and numeracy in Kenya and Uganda

Author: Abuya, Benta A. ; Oketch, Moses ; Ngware, Moses W. ; Mutisya, Maurice ; K. Musyoka, Peter


Parental involvement in their children's schooling is in recognition that establishing the context in which a child attends school is important. Reading to Learn (RtL) was implemented in two districts of Kwale and Kinango in Kenya and of Amolatar and Dokolo in Uganda. This paper looks at parental involvement and their experiences with RtL. Data are obtained from survey responses at baseline and focus group discussions with parents at endline. Findings indicate that parents are key actors in literacy and numeracy of their children. The study
underscores the role of parents and context in literacy activities and policy implementation.

Is There a Home Advantage in School Readiness for Young Children?

Author: Schaub, Maryellen


The desire to understand the "home advantage" has spurred a large body of research describing the contribution of differences in family background and parenting styles to school readiness and the achievement gap. Using the National Household Education Survey at two time points provides a fuller picture of the trends in parenting and cognitive activities with young children before the onset of formal schooling. The results presented here show that although more educated parents participate more in cognitive activities with their young children before the onset of formal schooling. The results presented here show that although more educated parents participate more in cognitive activities with their young children in 1991 and 2001, participation is increasing for all parents. This is true for a widely expected parental activity, reading to your child, and for a direct instruction activity, teaching letters, words, and numbers. It is also true for the more creative activities of music, arts and crafts, and telling stories. Contrary to images of some families as deficient and others as overly exuberant, all families in this sample are increasing engagement with their young children in a range of cognitive activities aimed at school readiness because parents as well as children get socialized to the culture of schooling. Modern American schooling requires parents to be engaged in the education process of their children and attempt to create advantage for them.

Parents' experiences of teacher outreach in the early years of schooling

Author: Daniel, Graham R.


Parent involvement in family–school partnerships is widely acknowledged as supporting children's schooling outcomes. This involvement, however, reduces as children move through the school grades, and can be lower in families from disadvantaged backgrounds. Teacher facilitation of parent involvement, or teacher outreach, is strongly linked to the establishment and maintenance of parental involvement in these partnerships. An understanding of teacher outreach is therefore necessary to inform the development of effective outreach practice in schools. Drawing on longitudinal data from a nationally representative sample, this research investigated parents' experiences of teacher outreach in the early years of formal schooling. Overall, perceived teacher outreach declined between Year 1 and Year 3. Families from low socio-economic backgrounds reported similar experiences of teacher outreach as families from other backgrounds. Families from Aboriginal and Torres Strait Islander backgrounds experienced lower levels of teacher outreach in both Year 1 and Year 3, and a greater reduction than other families between these years. Families from culturally and linguistically diverse backgrounds experienced lower levels of outreach in Year 1, but a similar level to parents from other backgrounds in Year 3. The implications of these findings for family–school partnership practice, professional learning and further research are considered. Article ahead-of-print.
Middle-class parents’ educational work in an academically selective public high school

Author: Stacey, Meghan


This article reports the findings of a study on the nature of parent–school engagement at an academically selective public high school in New South Wales, Australia. Such research is pertinent given recent policies of ‘choice’ and decentralization, making a study of local stakeholders timely. The research comprised a set of interviews with parents and teachers (n = 15), through which parents – all members of the school’s Parents’ and Citizens’ group – theorized and explained their involvement with the school, and teachers spoke about their views on this involvement. Results are organized around three themes: ‘how parents worked to nurture their children’s schooling’, ‘reasons behind parents’ involvement with the school’, and ‘communication and use of parental resources by the school’. Overall it was found that while parents were making significant efforts to involve themselves in the education of their children and with the school more broadly, the reasons for their involvement were not always consistent, but instead revealed a range of motivations for and conceptions of parents’ roles within schools, which at times were at odds with the teachers’. Through this, the study contributes to our understanding of middle-class parent engagement at an unusual and particular type of school. Article ahead-of-print.

Parenting practices and children’s academic success in low-SES families

Author: Mayo, Aziza ; Siraj, Iram


Given the disadvantaged position of working-class children in the education system, it is important to understand how parents and families might support their children to succeed academically. This paper reports on 35 case studies that were conducted as part of the Effective Provision of Pre-School, Primary and Secondary Education (EPPSE 3–16) research project. Using in-depth interviews with children and parents this study investigates parental involvement with school and learning during primary and secondary school years in working-class families with children who are academically succeeding above prediction and children who are progressing as predicted, given their background characteristics. The paper provides descriptions of emotional and practical support for academic learning in these families and discusses how parents explain their involvement or lack thereof. This paper identifies differences in socialisation practices between the two groups of working-class families: ‘accomplishment of natural growth’ in families with children progressing as predicted (Lareau, 2003) and ‘active cultivation’ in families with children succeeding above prediction.

An Impact and Feasibility Evaluation of a Six-Week (Nine Hour) Active Play Intervention on Fathers’ Engagement with Their Preschool Children: A Feasibility Study
Research has demonstrated the benefits of father involvement with their children and a link between uninvolved fatherhood and societal problems. Children's Centres (n = 15) received 6 × 90-minute active play sessions designed to foster 6 aspects of parental engagement. Fathers' engagement and attitudes to child physical activity were measured pre- and post-intervention via questionnaire. Acceptability of the intervention was explored through participant and staff focus groups. Results showed no effect on overall time fathers spent with their child during the week (t (36) = 0.178, p = 0.860) and the weekend (t (36) = 1.166, p = 0.252). Qualitative results demonstrated the sessions provided opportunities for fathers to spend quality time with their children. Parenting self-efficacy increased across the subscale control, t (36) = -2.97, p = 0.04. Fathers increased awareness of their role in motivating their child to play (z = -2.46, p = 0.01). Further longitudinal research is recommended.

Influence of misaligned parents' aspirations on long-term student academic performance

Author: De Boer, Hester; Van Der Werf, Margaretha P. C.


This article deals with the concept of misaligned parents' aspirations, its relationship with student background characteristics, and its effects on long-term student performance. It is defined as the difference between parents' educational ambitions for their child and the child's actual capacities. Multilevel regression analyses on a sample of 10,433 Dutch students, who were followed for 5 years, showed that misaligned aspirations are related to parental education level and ethnicity, and have a small/medium positive effect on student performance. Based on ecology theory, we proposed that misaligned aspirations relate to differences in parent involvement, student achievement motivation, and teacher expectation bias, and that these factors subsequently influence student performance. The findings, however, indicate that this only applies to teacher expectation bias.

School involvement of parents of linguistic and racial minorities and their children's mathematics performance

Author: Chang, Mido; Choi, Namok; Kim, Sunha


The goal of the study was to provide empirical findings on the effects of different types of parents' school involvement (PSI) on their children's mathematics performance. For PSI, we explored parent participation in parent–teacher conferences, voluntary parental involvement in school activities, parent informal contact with school or teachers, and parental phone contact with school or
teachers. In addition, we paid focused attention to families of linguistic and racial minority groups who may have different dynamics of PSI for children's schooling and academic achievement. We conducted comprehensive descriptive statistics and multilevel longitudinal modelling using a nationally representative database, the Early Childhood Longitudinal Study (ECLS-K), to establish study conclusions with high validity and generalizability. The results showed that four different types of PSI had differential effects for different linguistic and racial groups. The study findings have practical suggestions and implications for educational researchers and practitioners.

**Race/Ethnicity and Early Mathematics Skills: Relations Between Home, Classroom, and Mathematics Achievement**

**Author:** Sonnenschein, Susan ; Galindo, Claudia


This study used Early Childhood Longitudinal Study—Kindergarten Cohort data to examine influences of the home and classroom learning environments on kindergarten mathematics achievement of Black, Latino, and White children. Regardless of race/ethnicity, children who started kindergarten proficient in mathematics earned spring scores about 7–8 points higher. There was significant variability in the home and classroom learning environments of Black, Latino, and White children and associations with these children's mathematics scores. Nevertheless, reading at home was a significant predictor for spring mathematics scores for all groups. If children started kindergarten proficient in mathematics, the Latino–White mathematics gap, after controlling for home and classroom factors and other covariates, was no longer significant. However, the Black–White mathematics gap remained significant. If children did not start kindergarten proficient in mathematics, both the Latino–White and Black–White mathematics gaps remained significant.

**Family-school Cooperation in the Context of Inclusion of Children with Special Educational Needs**

**Author:** Rodrigues, Florbela Batista ; Campos, Sofia ; Chaves, Cláudia ; Martins, Conceição

**Is Part Of:** Procedia - Social and Behavioral Sciences, 16 January 2015, Vol.171, pp.309-316

Although current legislative measures recognize parents participation in school life, several difficulties remain and many barriers need to be broken down as there are still uncomfortable situations to be dealt with between school and parents. In this context, the aim of this study is to identify and to interpret parents, teachers and students’ opinions concerning parental involvement and
This study was carried out in an interpretative and descriptive paradigm which involves children with Special Educational Needs (SEN), their families and the relationship between them and the schools their children are attending. It is an exploratory, cross-sectional study, with convenience sample of 119 parents, 22 kindergarten teachers and teachers and 168 students attending a school situated in a rural area in the interior centre of Portugal. The four instruments used were adapted from Zenhas, A. (2006) and Dias, J. (1999). The results were analyzed through a descriptive statistics program, SPSS 19.0, which allowed us to discover that parents’ participation in their children's school life is still very incipient. The conclusion that it is up to school to assume a relevant role in coordinating with the families, to outline the objectives of the intervention and which strategies should be adopted to enable the increasing level of participation of families and implement policy measures where all stakeholders (parents, students with special educational needs and teachers) feel more included.

Social Capital and Determinants of Immigrant Family Educational Involvement

Author: Tang, Sandra


Family educational involvement has been identified as a particularly beneficial practice for the achievement and behavioral outcomes of all students, including ethnic-minority students from families who have low levels of income, education, and English language proficiency. Despite the associated benefits, however, not all families are involved in their child's education and the explanation for differing involvement patterns has not been fully explored. The author examines precursors to parent educational involvement with an emphasis on immigrant families who may face more involvement barriers using the immigrant sample from the Child Development Supplement of the Panel Study of Income Dynamics (N = 189). Results provide limited support for the Hoover-Dempsey and Sandler theoretical model for family involvement; self-efficacy and perceived opportunities for involvement predicted immigrant families’ home-based involvement. No antecedents, however, predicted school-based involvement. In addition, results suggest expanding this model to include social capital, which significantly predicted immigrant families’ home-based involvement activities.

Gender and habitus: parental involvement in students' subject choices in China

Author: Sheng, Xiaoming


This article employs the concepts of habitus to provide an in-depth analysis of the ways in which gender differences are played out in parents’ and students’ choices of undergraduate subjects. Studies focusing on how gender and social class reinforce each other in terms of students’ undergraduate subject choices have not been conducted in China. This article reports a mixed method study, comprising a large-scale questionnaire and semi-structured interviews. Drawing on both the
quantitative and qualitative data, this study reveals that undergraduate subject choices remain strongly gender-differentiated. The qualitative data show the impact of family habitus, in particular the social-classed views of parents, on the decision-making process. It is noted that social class leads working-class students to make less gender-stereotypical choices than students of the middle-class origin.

'Me, my education and I': constellations of decision-making in young people’s educational trajectories

Author: Walther, Andreas; Warth, Annegret; Ule, Mirjana; Du Bois-Reymond, Manuela


How do the educational trajectories of young people develop differently at the transition between lower and upper secondary education and training – even amongst students labelled as disadvantaged with regard to social background, gender or ethnicity? The aim of the article is to understand the role of decision-making in the emergence of educational trajectories. Based on the analysis of qualitative interviews with students from schools in disadvantaged areas, patterns of educational trajectories are discerned with regard to the ruptures they involve, the destinations they take and the degree of choice young people have. The in-depth analysis of exemplary cases, however, reveals that even within similar patterns of trajectories decision-making processes occur in different ways. Therefore, constellations of decision-making are elaborated which cross-cut the patterns of educational trajectories. The fact that both institutional structures of different education systems and individual biographical orientations do make a difference reveals the complexity of educational trajectories in the interplay of structure and agency.

Making learning visible – parents perceptions of children’s learning outdoors

Author: Rouse, Elizabeth


Parents as partners in their children’s learning is predicated by a notion of a mutual understanding of the learning as shared by educators. Documenting learning in early childhood education and care (ECE & C) settings has evolved from more traditional developmental approaches to include photographs, artefacts and social stories to make learning visible for parents. However, while educators are using these approaches to document learning in ECE & C settings, the shared understanding of the learning for parents is not always mutually understood. The paper presents a small-scale case study, which examined the way parents in one long day ECE & C service which had recently redeveloped an outdoor play area to bring in more natural affordances to support the children’s learning and development. The paper reports on the perceptions of two parents with children attending this Centre in how the educators were making visible the learning and development afforded the children through engaging in this newly designed space. The study found that while educators were using a range of
documentation approaches, the parents had little shared understanding of their children as engaging in this space. Article ahead-of-print.

**Paying for Higher Education in England: Funding Policy and Families**

**Author:** West, Anne ; Roberts, Jonathan ; Lewis, Jane ; Noden, Philip

**Is Part Of:** British Journal of Educational Studies, 02 January 2015, Vol.63 (1), p.23-45

Responsibility for meeting the costs of higher education in England has moved inexorably away from the government toward the family with the introduction of tuition fee and maintenance loans. Although an important public policy issue, there is limited research on how the policy impinges on the private sphere of the family. This paper focuses on financial support given by parents, including difficulties and constraints along with their perspectives of and responses to student loan debt, and students’ views of their financial independence. In-depth interviews with 28 parent–student dyads revealed different patterns of support. Some parents, contrary to policy assumptions, felt responsibility for their children's student loan debt and acted to avoid, minimize, or cushion the debt. There was evidence of financial stress for less affluent families. However, students with no parental support and high levels of government funding felt financially independent. The findings suggest that more affluent families were able to protect their children from student loan debt in different ways, whilst those with lower incomes were not able to do so, apparently creating a new form of inequality.

**Task persistence mediates the effect of children’s literacy skills on mothers’ academic help**

**Author:** Kikas, Eve ; Silinskas, Gintautas

**Is Part Of:** Educational Psychology, 27 May 2015, p.1-17

This longitudinal study aimed at examining the relationship between children's task persistence, mothers' academic help, and the development of children’s literacy skills (reading and spelling) at the beginning of primary school. The participants were 870 children, 682 mothers, and 53 class teachers. Data were collected three times – at the beginning and the end of Grade 1 and at the end of Grade 2. Better literacy skills predicted higher persistence in completing school tasks and, correspondingly, higher persistence was related to better subsequent skills. Also, lower task persistence at the end of Grade 1 corresponded to more frequent academic help from mothers in Grade 2. Moreover, children’s literacy skills predicted mother’s later academic help via task persistence: the lower the children’s literacy skills were, the less task persistence children exhibited, and the more mothers engaged in academic help later on. Article ahead-of-print.

**Empowering Parents in the College-Planning Process: An Action-Inquiry Case Study**

**Author:** Hallett, Ronald E. ; Griffen, Jacalyn
Involving parents in the college-planning process is essential to increasing access for students from low-income communities of color. Using the action inquiry model, we explore how collaboration between a school district and a university can empower parents to engage in meaningful conversations and planning related to college access. This qualitative case study draws from 3 years of data gathered from the development and implementation of a college-access program designed for underperforming middle and high school students who would be first-generation college students. Our findings suggest that parents want access to specific information, desire a deeper connection with other parents going through the process, and lack proper knowledge to feel empowered to lead discussions with their children.

Educational success among elementary school children from low socioeconomic status families: A systematic review of research assessing parenting factors

Author: Watkins, Charity S. ; Howard, Matthew O.

Description: Prior research has focused primarily on the educational benefits of high socioeconomic status (SES). Little is known about educationally successful youth from low-SES backgrounds, and no published review has systematically evaluated the methodological characteristics of research in this area. The primary aim of this report was to systematically review methodological characteristics of research identifying parenting factors conducive to the educational success of low-SES youth. A secondary aim was to briefly summarize the substantive findings of research in this area. A bibliographic search of 11 electronic databases, a manual search of two journals, and reference harvesting yielded 30 English-language studies published between 1994 and 2014 employing quantitative, qualitative, and mixed-method designs that met a-priori study eligibility criteria. Studies of parent–school involvement, parental expectations for current and long-term academic performance, and warm, responsive, and consistent parenting styles identified the strongest predictors of academic achievement among low-SES elementary school children. Findings for parent–school involvement differed depending on whether the parent behaviors were performed in the home (e.g., helping with homework) or school environment (e.g., attending parent–teacher conferences), with home-based parent-involvement activities found to have stronger positive associations with children's academic achievement. Further investigation of parenting behaviors and beliefs that are positively associated with the academic success of children from low-SES families is needed.

Unequal academic achievement in high school: the mediating roles of concerted cultivation and close friends

Author: Carolan, Brian V.


Building from the classic Wisconsin model of status attainment, this study examines whether a specific style of parenting, concerted cultivation, and a close friend’s school-related attitudes and behaviors mediate the relationship between a family’s socioeconomic status and their child’s academic achievement in the United States. Using a recursive path model on nationally representative panel data of high school students (N = 10,350), the results confirm a direct association between socioeconomic status and concerted cultivation. In addition, concerted cultivation and close friends are shown to mediate the relationship between a family’s socioeconomic status and their child’s academic achievement. Article ahead-of-print.

‘Doing transitions’ in education

Author: Cuconato, Morena; Walther, Andreas


According to an interactionist perspective, educational trajectories are neither structurally determined nor are they the result of individual (rational) choice. Instead, they emerge from complex negotiation processes between young people and intervening others, particularly teachers and parents, and imply different levels of action and meaning-making. This introduction first presents the overall approach of the European project, Governance of Educational Trajectories in Europe that analyzes educational trajectories from a life course and governance perspective. Second, it introduces the key concepts cross-cutting the articles in this issue such as transitions, gate-keepers vs. significant others, cooling out, and decision-making before presenting a summary outline of them.

Discourses of the good parent in attributing school success

Author: Thomas, Sue; Keogh, Jayne; Hay, Steve


Recent education policy places a heavy emphasis on parents in relation to students' success at school. This paper explores how parents and teachers account for school success. Using membership categorisation analysis, it interrogates data collected in different interview situations across sites over a period of 20 years. The analysis shows how parents and teachers use talk as moral work to conversationally constitute particular agreed versions of the category ‘parent’. This category is interactively assembled through the use of category-bound attributes that construct deficit discourses of parents that explain student achievement. The analysis demonstrates that parents are complicit with teachers in producing versions of being a good parent wherein they are held responsible for their children’s school success and that minimises the responsibility of the school. These findings raise questions both about who is responsible for schooling and about current contradictory policy emphases on parent and teacher responsibility for school success.
Do grandparents matter? A multigenerational perspective on educational attainment in Taiwan

Author: Chiang, Yi-Lin; Park, Hyunjoon


This paper examines multigenerational educational attainment in Taiwan. We address potential heterogeneity of grandparent effects by parents' education. We propose students of more educated parents benefit more from grandparents' education. The findings support our hypothesis, referred to as the augmentation hypothesis. Grandparents’ education increases educational inequality by parents’ education. In response to the growing interest in multigenerational effects, we investigate whether grandparents’ education affects grandchildren’s transitions to academic high school and university in Taiwan. Drawing on social capital literature, we consider potential heterogeneity of the grandparent effect by parents’ characteristics and propose that grandparents’ education yields differential effects depending on parents’ education. Our results show tenuous effects of grandmother’s and grandfather’s years of schooling, net of parents’ education. However, the positive interaction effects between grandparents’ and parents’ years of schooling indicate that grandparents’ additional years of schooling are more beneficial to students with more educated parents than for students with less educated parents. The diverging gap in the likelihood of attending academic high school or university between students with parents in higher and lower ends of the educational hierarchy, along with increased levels of grandparents’ education, supports our hypothesis that grandparents’ education augments educational inequality by parents’ education.

The relationship between siblings’ college choices: Evidence from one million SAT-taking families

Author: Goodman, Joshua; Hurwitz, Michael; Smith, Jonathan; Fox, Julia


Recent empirical work has demonstrated the importance both of educational peer effects and of various factors that affect college choices. We connect these literatures by highlighting a previously unstudied determinant of college choice, namely the college choice made by one’s older sibling. Data on 1.6 million sibling pairs of SAT-takers reveals that younger and older siblings’ choices are very closely related. One-fifth of younger siblings enroll in the same college as their older siblings. Compared to their high school classmates of similar academic skill and with observably similar families, younger siblings are about 15–20 percentage points more likely to enroll in 4-year colleges or highly competitive colleges if their older siblings do so first. These findings vary little by family characteristics. Younger siblings are more likely to follow the college choices of their older siblings the more they resemble each other in terms of academic skill, age and gender. We discuss channels through which older siblings’ college choices might causally influence their younger siblings, noting that the facts documented here should prompt further research on the sharing of information and shaping of educational preferences within families. Data on 1.6 million sibling pairs of SAT-takers reveals that younger and older siblings’ choices are very closely related. One-fifth of younger siblings enroll in the same college as their older siblings. Controlling for rich covariates, younger siblings are 15–20
percentage points more likely to enroll in 4-year colleges or highly competitive colleges if their older siblings do so first. Younger siblings are more likely to follow the college choices of their older siblings the more they resemble each other in terms of academic skill, age and gender. These facts should prompt further research on the sharing of information and shaping of educational preferences within families.

Parental factors in children's motivation for learning English: a case in China

Author: Butler, Yuko Goto


Schools in China and elsewhere are starting to teach English as a second language or foreign language (FL) to students at increasingly earlier ages. Although young learners (YLs), due to their developmental stage, are likely to be particularly susceptible to the influence of parents, parents’ roles in YLs’ motivation to learn English as an FL is not well understood. Moreover, we don’t fully understand why YLs lose their motivation to learn English by their upper elementary school years. Using self-determination theory, this study examined how parents’ socio-economic status (SES) and behaviours and beliefs about their children’s English education influenced children’s motivation to learn English in China. The participants were 198 fourth-, 191 sixth- and 183 eighth-grade students and their parents. Data were gathered using a series of surveys distributed to all the students and their parents, as well as interviews with 96 focus group students. Parents had substantial but varying influences on their children’s motivation, depending on their SES backgrounds and their children’s grade level. Whereas higher SES parents adjusted their behaviours according to their children’s changing needs, lower SES parents tended to remain controlling and often failed to foster their children’s self-competence and self-determined motivation. Higher SES parents’ abilities to provide their children with greater opportunities to use English outside of school were increasingly advantageous for the children’s development of self-determined motivation as their grade level increased.

Student Participation and Parental Involvement in Relation to Academic Achievement

Author: Niia, Anna ; Almqvist, Lena ; Brunnberg, Elinor ; Granlund, Mats


This study shows that students, teachers, and parents in Swedish schools ascribe differing meanings and significance to students’ participation in school in relation to academic achievement. Students see participation as mainly related to social interaction and not academic achievement, whilst teachers view students’ participation as more closely related to activity and academic performance. Despite these differences, teachers and students are in close agreement regarding activities of a social nature. Teachers' and parents' ratings of parents' involvement in school demonstrate a higher agreement, but also correlate negatively with the academic achievement of the student. This is likely because communication is more frequent with parents of underachieving students than
students demonstrating high academic performance. The partly inconsistent results in previous research regarding the relation between participation and academic achievement can here be explained by the choice of raters, as this connection only exists in ratings carried out by teachers.

**Does Parent Involvement and Neighborhood Quality Matter for African American Boys' Kindergarten Mathematics Achievement?**

**Author:** Baker, Claire E.

**Is Part Of:** Early Education and Development, 03 April 2015, Vol.26 (3), p.342-355

Research Findings: There is growing evidence that home learning stimulation that includes informal numeracy experiences can promote math-related learning in school. Furthermore, national studies suggest that children who start kindergarten with stronger math skills are more likely to succeed in high school. This study used a large sample of African American boys to examine family, neighborhood, and demographic predictors of math achievement at kindergarten entry. Hierarchical regression analyses revealed that mothers who engaged in more frequent home learning stimulation that included informal numeracy experiences (e.g., playing counting games) had sons who entered kindergarten with more advanced math skills. In addition, older, more educated mothers with fewer children living in their homes had sons with more advanced math skills at kindergarten entry. Practice or Policy: Findings suggest that home-based parent involvement that helps children make sense of numbers in ways that are meaningful for them can promote math skills at kindergarten entry.

**Parental Involvement and Intrinsic Motivation with Primary School Students**

**Author:** Pavalache-Ilie, Mariela ; Ţîrdia, Felicia-Antonia


The interest that the parents show towards the evolution of their children and the assistance that they offer with the homework are among the predictors of academic success and of the adaptation to the school environment. The present study investigates the relationship between parental involvement towards the school (evaluated according to the frequency of interactions with the teacher and the teacher’s perception on the quality of this interaction), the intrinsic motivation for learning and the educational performance. The participants in the research are students in the 3rd and 4th grade and their teachers. The results confirm the hypothesis that school performance is significantly associated to the level of parental involvement and of intrinsic motivation.

**Attitudes and Practices of Parents: Disadvantage and Access to Education**

**Author:** De Luigi, Nicola ; Martelli, Alessandro

**Is Part Of:** European Education, 02 January 2015, Vol.47 (1), p.46-60
This article focuses on different ways in which socially disadvantaged parents engage with their children’s educational experiences, and provides evidence of the role they play in opening or narrowing their children’s access to education. Disadvantaged parents are usually associated with weak or difficult educational trajectories for their children, because of their lower level of economic, cultural, and social capital. Nevertheless, this association does not operate as an automatic mechanism. Indeed, against a backdrop of persisting inequalities, research data show a plurality of intra-class and intragroup dynamics, with disadvantaged parents having diverse ways of avoiding blaming processes, saving dignity, and acting as proactive agents for their children’s educational career.

The Change from Parent Education to Parent Involvement in Korea

Author: Lee, Hajeong


In the study of early childhood education, the relationship of teachers and parents is continuously discussed by the reason the connection of them helps children development. The range of the relationship includes diverse level, In the case of Korea, for example, when the parents take part in the activities that intended to network with teachers, the word of “Parent Education” was usually used in the kindergarten and daycare center, which expressed that parents are objects for education. However, recently the word of “Parent/Family Involvement” is widely started to use, which includes the meaning that parents stand equality with teacher.

Educational Partnership in Primary Education

Author: Gurlui, Ileana


The purpose of this study is to highlight the need for educational partnerships in primary education in order to develop optimal educational process. The paper presents the results of a study conducted at two schools in Alexandria, who developed partnerships with educational authorities, institutions (medical units, police, church), local economic agents. The results show that the school grow with the evolution of the local community, and life is influenced by what happens in the community. Therefore the forms of partnership are developed mainly on those components whose main beneficiary is the student, and access to various community resources leads to the existence of well-developed and recognized schools locally and not only(beyond).

Improving Public Schools Through the Dissent of Parents: Opting Out of Tests, Demanding Alternative Curricula, Invoking Parent Trigger Laws, and Withdrawing Entirely
Some parents and caregivers, frustrated by low academic performance of their local school, emphasis on testing, or the content of the curriculum, have worked independently or formed parent groups to speak out and demand improvements. Parents and families enact solutions such as opting out of tests, developing alternative curricula, invoking parent trigger laws, and withdrawing their children from public schools. When engaged well, these outcries of family dissent can be used to improve public schools and to keep them truly public. In this article, I define good dissent and show how it keeps schools healthy. I examine the actions, publications, and web sites of major parent organizations and individual parents to argue that some parents are demonstrating good and admirable dissent that can help improve school quality, parent satisfaction with schools, and student experiences in them; others not only fail to employ good dissent, but may actually be hurting the viability of our public schools and the type of graduate they produce.

Transactional development of parental beliefs and academic skills in primary school

This study examined transactional development of mothers' beliefs (self-efficacy, success attributions of a child's success to maternal effort) and children's academic skills. Six hundred sixty-eight children and their mothers were evaluated twice: at the beginning of the first grade and at the end of the third grade. Mothers' beliefs were measured with a modified Teacher Efficacy Scale; math and reading skills were assessed with tests. The results showed that mothers' self-efficacy was not related to a child's academic skills. Mutual negative relations between attributions of a child's success to maternal effort and children's academic skills were identified. When children's initial skills were low, mothers' success attributions increased. In turn, mothers' higher success attributions at the beginning of school predicted children's lower skills at the end of the third grade. Mothers' higher education was related to their higher self-efficacy and lower success attributions. The findings emphasise the need to educate parents about attributions and the best ways to support their children's academic development.

Love's labor lost: emotional agency in a school worker's story of family advocacy

Author:
This study reports on the dilemmas of practice experienced by a parent–school facilitator, Melanie, within a large urban school district. Melanie struggled to reconcile her commitment to families in her school with the demands placed on her by an administrative ideology that viewed families as adversaries. Her attempts to manage the conflicts induced by this situation remained trapped in a polarizing discourse of families as marginalized within an insensitive school system. Using a theoretical framework that intertwines dialogism with the role of emotion in socially just education, I analyze Melanie's narrative to uncover the ways in which she enacted her ideological commitments while constructing the position of her school administration as indefensible. I deploy such analysis to animate the links between emotional labor within challenging schooling contexts and an equally politicized stance of engagement to accomplish the ends of social justice.

**Mother educational involvement as a mediator between beliefs, perceptions, attachment, and children's school success in Taiwan**

**Author:** Chen, Hui-Hua ; Newland, Lisa A. ; Liang, Yi-Ching ; Giger, Jarod T.


This study was designed to examine possible direct and indirect pathways from mothers’ beliefs, mothers’ perceptions, mother-child attachment, and mothers’ involvement to children's school success. Mothers and their 8- to 11-year-old children (n = 100) in urban central Taiwan participated in this study. Mothers completed questionnaires regarding their beliefs, perceptions, educational involvement, and their child's school achievement. Children completed an attachment measure and standardized assessments of school adjustment and academic self-concept. Findings revealed that mother involvement was related to mother beliefs and perceptions, but not to efficacy or attachment. Children’s school success indicators were related to teachers, perceived invitations for involvement, mother-child avoidant attachment, and mothers' involvement. Path analysis revealed that mothers' involvement completely mediated pathways from mother beliefs and perceptions to child school success. Findings suggest that the model is useful within a Taiwanese population, but should be further tested. Article ahead-of-print.

**Understanding silence: an investigation of the processes of silencing in parent–teacher conferences with Somali diaspora parents in Danish public schools**

**Author:** Matthiesen, Noomi Christine Linde


This article questions the dominant understanding that immigrant and refugee parents in parent–teacher conferences are silent because they come from a culture where one does not question the authority of the teacher. Instead, it is argued that they become silent through certain interactional processes. Building on material from an explorative case study of the home–school relations of
Somali diaspora families in Danish public schools, the article argues that while these parents have many opinions about their children’s education that they wish to convey, there are institutional and interactional processes in the parent–teacher conference that systematically silence their voices. The understanding of culture as a stable structure that persons are situated within in a top-down manner is thus challenged, arguing that dynamic here-and-now interactions unfolding in a specific practice result in persons becoming, rather than being, silent.

Parents appraise schools: A study of counter-narratives

Author: Rogers, Rebecca; Brefeld, Rosa

Is Part Of: Linguistics and Education, April 2015, Vol.29, pp.46-58

Parents use counter-narratives to impact their children's literate trajectories. We identified five kinds of counter-narratives and associated discourse practices. Counter-narratives are diverse in their form and function. We examine the counter-narratives parents tell about their children's literacy development and their involvement with schools. Situated in the contested terrain of parental involvement, we ask: When parents tell counter-narratives, what structure and topic do they take? We conducted interviews with thirty-one parents whose children struggled with reading or writing. Drawing on the tools of narrative analysis and critical discourse analysis, we identified five different kinds of counter-narratives. The counter-narratives are diverse in thematic focus and grammatical structure. They vary in how they couple critique with action, alternate vision, acceptance or an emerging counter-narrative. We define each type of counter-narrative, give a representative example and identify the discursive features associated with each type. In the discussion we present an expanded notion of counter-narratives that foregrounds the epistemic privilege of parents.

What do mothers say? Korean mothers' perceptions of children's participation in extra-curricular musical activities

Author: Cho, Eun


A recent study of Korean middle-class mothers' perceptions and parenting practices associated with children’s participation in musical activities reported unique forms of musical parenting, which closely correspond with previous studies of concerted cultivation in Western middle-class families. Are these unique patterns exclusive to middle-class families? This study aims to explore typical Korean mothers’ general perceptions and parenting practices regarding their children’s participation in extra-curricular musical activities. In addition, this study also looks at how their perceptions and musical parenting practices differ from those of Korean middle-class mothers. Fourteen Korean mothers, whose children (aged 5 to 15) were engaged in some type of musical activities, participated in in-depth telephone interviews that explored their beliefs, expectations and parenting practices regarding their children's musical activities.
Findings, analysed through the lens of concerted cultivation, revealed that most mothers had strong beliefs about the values and significance of their children's musical engagement. However, in spite of the mothers' strong beliefs and their active support, the extent to which mothers supported their children's extracurricular musical activities varied considerably, depending on their socio-economic status, and some other prominent characteristics (e.g. high competitiveness, musical involvement as a way to reinforce their social status) shared by Korean middle-class mothers did not emerge in the current study.

**Raised parental expectations towards higher education and the double bind**

**Author:** Low, Remy Yi Siang


This paper is concerned with the participation of students from low socio-economic status (SES) families and communities in Australian higher education. One means of achieving this, as purported by the Australian Government and various universities, is through the raising of family aspirations or expectations. In this paper, I explore the localised effects of raised family aspirations as they are understood within the lived experiences of some students from a low SES context. Based on the interactions in four focus groups of eight participants and five follow-up individual interviews run in a low SES school in Western Sydney, I draw broadly on the method advanced by Giorgi [1985. Phenomenology and psychological research. Pittsburgh, PA: Duquesne University Press] to attend to how certain forms of high expectations communicated by parents may have a deleterious effect on student aspiration and attainment insofar as it positions the latter in a ‘double bind’. Such a situation can be inferred to significantly reduce the incentives for higher education participation.

**In-school parent education: new arguments for an old proposition**

**Author:** Pang, Ming Fai; Go, Luis

**Is Part Of:** Learning: Research and Practice, 05 April 2015, p.1-11

Parents in dysfunctional family situations and those in intact well-functioning families have distinct requirements for parental learning and parent education. For intact well-functioning families, a developmental–educational paradigm for parent education is more appropriate. Although school-based parent education is ideal for well-functioning families, most policy makers and school leaders have overlooked the utility of this approach. Recent studies, however, have provided further support for in-school parent education. This paper presents some of the results from new research on parental learning and offers findings in support of in-school parent education. Article ahead-of-print.
Fitting it all in: how mothers’ employment shapes their school engagement

Author: Haley-Lock, A. ; Posey-Maddox, L.


Although incompatibilities between work and home life are well studied, less is known about the implications of employment for another key life role, particularly for working mothers: being a ‘school-engaged parent’. Using data from in-depth interviews with 17 employed mothers in a mid-size Midwestern city, recruited from a diverse sample of 95 survey-taking parents, we examined the mechanics of how mothers' employment conditions shaped their involvement in their children's schools. We observed patterns between occupational status – professional and low-wage jobs, particularly – and when and how mothers engaged. Some with job schedule flexibility and paid time off were more often and easily able to participate in school activities, while others faced barriers to or negative consequences from using such supports. Several mothers lacked any time-related accommodations from their jobs. Yet all mothers pushed themselves to be involved, even as they had to make hard calculations about their work lives to do so. The findings extend research on the ‘life’ side of work–life research and point to the limits of U.S. education reform’s emphasis on family engagement, suggesting that varied bundles of employment conditions stratify parents' school participation in ways that may be difficult for schools to accommodate. Article ahead-of-print.

Ambiguous belonging and the challenge of inclusion: parent perspectives on school membership

Author: Scorgie, Kate


Boundary ambiguity occurs when members of a family are confused or uncertain regarding roles, responsibilities and subsystem configurations within the family. Research suggests that perception of boundary ambiguity is associated with family stress despite internal and external resource availability. It has been suggested that research on family boundary ambiguity be broadened beyond the family unit to the interface between family and community. This study utilised boundary ambiguity, and paradoxical dilemma as sensitising concepts to guide a secondary analysis of narrative data from interviews conducted with 28 parents of children with a range of disabilities pertaining to the interface between home and school. Findings confirmed evidence of boundary ambiguity and boundary intrusion in parents’ perception of whether the child and family were considered valued members of the school community, and in ambiguous parental role assignments, such as information gatherer, child advocate and teacher. In addition, ambiguous situations often triggered paradoxical dilemmas that affected home–school relationships.
Books:


Resources:

- Parental engagement toolkit and factsheets:
  

- Information on apps to that support parent-school communication and engagement:
  
  http://engagingparentsinschool.edublogs.org/2015/05/04/five-of-the-best-apps-that-help-teachers-communicate-with-parents/
  

- Link to handouts from the 2015 California Head Start Parent and Family Engagement conference:
  
  http://caheadstart.org/2015conference_materials.html

Conferences and Events:

5-6 October 2015 Siegen, Germany


For more information, see the Homepage of the conference

8-10 October 2015 Belgrade, Serbia

European Society for Research on the Education of Adults (ESREA) Network on Gender and Adult Learning Conference: "Contemporary Issues and Perspectives on Gender Research in Adult Education. History, Philosophy, Methodology and Practice"

Further information please see the Conference Website
Parents in Education Research Network Newsletter

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5 - 6 November 2015          Bonn, Germany
Federal Institute for Vocational Education and Training (BIBB) Conference:
Economics of Vocational Education and Training: Markets ● Institutions ●
Systems
For further information please see the website:

21 November 2015          London, UK
Fee including lunch is £10. To book please go to
https://www.ticketsource.co.uk/date/185434

13 - 16 March 2016          Kassel, Germany
University of Kassel and DGfE Congress: Spaces for Education.
For more information, please see the Congress Website

3 - 4 June 2016          Osnabrück, Germany
Conference of University of Osnabrück and University of Victoria, Canada:
Social prejudice on campus: What do we know, what do we need?
For more information, click here http://www.sozialisation.uni-osnabrueck.de/index.php/de/conferences

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