ERNAPE NIJMEGEN 2022

13th Biennial Conference of the

European Research Network About Parents in Education

29-31 August 2022 Radboud University, Nijmegen

Book of Abstracts

Nijmegen

VOR VERENIGING VOOR ONDERWIJS RESEARCH

Research Institute Radboud
Social Cultural Science

Behavioural Science Institute

ERNAPE

Radboud University

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Content

Welcome to Nijmegen

As chair of the 13th conference of the European Research Network About Parents in Education and on behalf of the Behavioral Science Institute and the Research Institute Radboud Social Cultural Science, I am pleased to welcome you at Radboud University, Nijmegen.

After a period of social and educational disruptions due to the Covid-19-pandemic, we can gladly meet again in person. That is what this network is about, to meet fellow researchers and friends, to exchange ideas and research and to become inspired and motivated to explore new ways to develop our understanding of school-family-community partnerships.

The Covid-19-pandemic has put school-family-community partnerships at the center of educational policy and research. School closures across Europe and elsewhere have stressed the relevance and importance of good relationships between schools and families. In these times of crisis, parents faced increased responsibilities for the education of their children. A lot about school-family-partnerships can be learned from our experiences in the past years, for upcoming times of crisis, but also for less turbulent times in which schools and parents work together for the best of all children.

ERNAPE brings together all those interested in school-family-community connections and has established a research community in which researchers with an interest in school-family-community relationships share their ideas and work, bringing their own perspective into the scientific discourse. ERNAPE has become a multidisciplinary group of researchers in this field studying parents in education by using different theoretical lenses and also with a variety of research methods. Researchers with various disciplinary backgrounds employ qualitative, quantitative, and mixed-methods designs, with survey studies, small scale interview studies, intervention studies, critical narrative analyses, and so forth.

A flourishing research network is one that embraces this diversity and engages in strong efforts to build bridges across disciplinary boundaries and that enables dialogue between researchers with different research backgrounds. Therefore, this conference explicitly focuses on discussing different theoretical perspectives and research approaches on parents in education.

We have put together an exciting programme of keynote speakers and presentations of papers, posters and a symposium. We thank the city of Nijmegen and the Dutch Educational Research Association (VOR) for their generous support of our conference.

We wish you a good conference!

Eddie Denessen (Chair)

Keynote speakers

Keynote lecture 1: Robert Serpell

Professor of Applied Developmental Psychology, University of Zambia

Monday August 29, 13:30 – 14:30, EOS N 01.630

Implicit models of parenting for early childhood development and education

Three different models of the responsibility of parenting will be discussed as they relate to the psychological theories of Skinner, Piaget and Nsamenang: shaping the child's behavior, programming the child's understanding, and priming the child's disposition for his or her future social roles. Each of those metaphors resonates with cultural preoccupations of a society to which the theorist addressed his publications. Current debates on the relevance of Early Childhood Education reflect the different values of particular sociocultural groups. Building bridges between their implicit models is essential for promoting progressive social change. Some alternative approaches to that challenge in Africa will be analysed in terms of coordination and fusion of concepts in the middle ground between shared horizons and ostensible referents.

Robert Serpell is a Professor of Applied Developmental Psychology. Born and raised in England, he became a naturalized citizen of Zambia in 1979. He has served the University of Zambia as Head, Psychology Department, Director, Institute for African Studies and Vice-Chancellor. From 1989 to 2001 he was Director of Applied Developmental Psychology at the University of Maryland, Baltimore County, USA. Robert Serpell is lead author of several books including Culture's influence on behaviour (1976), The significance of schooling: life-journeys in an African society (1993), and Becoming literate in the city: the Baltimore Early Childhood Project (2005). His primary research interests are in cultural aspects of human development, intelligence, multilingualism, literacy, and developmental disabilities. His recent publications include 'Literacy and Child Development in a Contemporary African Society' in Child Development Perspectives, 14 (2020), and 'Culture-sensitive communication in applied developmental research' in Human Development, 64(2021).

Keynote lecture 2: Edith Hooge

Professor Boards and Governance in Education, President of the Educational Council of the Netherlands

Tuesday August 30, 11:00 – 12:00, EOS N 01.630

Parents at the front-row in schooling

In recent years, parents across Europe have become increasingly front-row in their children's education, forced to do more themselves. This is due to the sudden and recurring pandemic-related school closure in combination with the shortage of teachers and school leaders facing many education systems in Europe. Underlying this is the long-standing trend of increasing meritocracy, which drives parents into the treadmill of "diploma-cracy", sparing no expense to provide their children with additional (often private) education, tutoring or exam training on top of regular education. Drawing on the cross-fertilization of the literature on governance/leadership and parental involvement, Edith Hooge explores how these recent developments create opportunities for families and educators to co-construct schooling and how parents' agency can be harnessed to participate in school leadership and administration.

Prof. dr. Edith Hooge is full Professor on Boards and Governance in Education at TIAS, Tilburg University. Her research, publications and teaching revolve around policy, network governance and management in complex education systems, educational quality and accountability. During her career she always has connected science, policy and practice, participating as an expert in research and advisory processes on public administration and education. Since 2019, Edith Hooge serves as the Chair of the Dutch Education Council, the independent advisory body for government policy in the field of education, advising successive governments and parliaments on education policy and legislation. She also chairs the Police Education Council, which advises the Ministers of Justice and Security on police training and education. She studied educational science at the University of Amsterdam and after a postdoctoral program Public Administration, she received her PhD in 1998 at the University of Amsterdam.

Keynote lecture 3: Monique Volman

Professor of Education, University of Amsterdam

Tuesday August 30, 16:15 – 17:15, EOS N 01.630

Using students' funds of knowledge to enhance equity in education

Sociocultural diversity in classrooms can result in inequality, when discontinuities between school and home make children perform below their abilities. Funds of knowledge (FoK) theory makes a plea for building on the skills and knowledge that students acquire in their families, communities and peer groups, and that may not be recognised by teachers. It thus aims to contribute to breaking down deficit thinking and enhancing the inclusivity and equity of education. However, until recently the practice of building on students' FoK mainly relied on ethnographic home visits, which may obscure FoK that students develop elsewhere, and which is too time-consuming for most teachers. In her keynote Monique Volman will discuss recent theoretical insights and empirical research that aim to overcome these limitations. How can teachers connect students' FoK to the curriculum? What are the benefits for teachers, students and parent? And what are the challenges?

Prof. dr. Monique Volman is a professor of Education at the University of Amsterdam, where she leads the Educational Sciences program. She combines this position with her membership of the Dutch Education Council. A main focus in her research is how teachers can contribute to meaningful learning for a diverse student population. Another interest concerns inquiry-based working in schools, teacher research and teacher-researcher collaboration. She aims to build bridges between educational theory and practice and closely collaborates with teachers, school leaders and school boards, for example in the Educational Research Lab Amsterdam, which focuses on issues of diversity and equity in the classroom. Her work is published in journals like Journal of the Learning Sciences, Learning Environments Research, Professional Development in Education and Teaching and Teacher Education.

Keynote lecture 4: Jaap Seidell

Professor in Health Sciences, VU University Amsterdam

Wednesday August 31, 11:00 – 12:00, EOS N 01.630

Healthy lifestyle in children: we should all care

As in many other countries around the world, the Netherlands has a high prevalence of overweight and obesity in children. About 1 in 7 of children aged 2–19 years has either overweight or obesity. This is largely the result of unhealthy lifestyles that are already shaped in early life.

There is a general lack of food and health literacy caused by a lack of knowledge and skills necessary to make healthier choices. Parents and schools play an important role. But this individual approach is not sufficient. It is recommended to, nationally as well as locally, take an integrated-systems approach that tackles the obesogenic food environment as well as upstream and downstream determinants of obesity. Efforts should take a life course approach and be focused on promoting obesity prevention as well as improving the management of children who already have obesity. The national policies in the Netherlands rely heavily on self-regulation by stakeholders such as supermarkets, restaurants, and the food industry. Local policies and actions such as the whole-systems approach in Amsterdam are promising. Future directions include development of tools for the operationalization and evaluation of local systems approaches. Regulation by national and local governments is necessary to ensure a healthy food environment for children and their families, but health policies require intersectoral action.

Prof. dr. Jacob C. Seidell was appointed as full professor (2002-present) and head of the Institute for Health Sciences (2003-2013) at the VU University in Amsterdam and co-director of Sarphati Amsterdam, a multidisciplinary research institute that focuses on healthy development of children through healthier lifestyles and environments. His research focuses on the understanding of determinants of food choice and the effectiveness of (policy) interventions in the context of the prevention and management of non-communicable diseases in general and of obesity in particular. He is increasingly focused on the transition of food systems that is based on sustainability and health. He (co)-authored well over 500 scientific papers and chapters in books on these topics but he also writes columns and op-eds for leading national newspapers and he published four books on nutrition for the general public. He chaired numerous committees which produced dietary guidelines for the general population as well as for people with diabetes or obesity and he was a frequent consultant to the World Health Organization on these matters.

Programme

Monday 29 August 2022	Tuesday 30 August 2022	Wednesday 31 August 2022
9:00 – 9:30 Registration pre-conference for PhD-students	**9:00 – 10:30** Session 3	**9:00 – 10:30** Session 6
9:30 – 9:45 Opening pre-conference	10:30 – 11:00 Coffee break	10:30 – 11:00 Coffee break
10:00 – 12:15 Workshops pre-conference		
10:00 – 12:00 ERNAPE Steering committee meeting	**11:00 – 12:00** Keynote 2	**11:00 – 12:00** Keynote 4
11:30 – 13:00 Registration and lunch	**12:00 – 13:00** Lunch	**12:00 – 13:00** Lunch
13:00 – 13:30 Opening	**13:00 – 14:30** Session 4	**13:00 – 14:30** Session 7
13:30 – 14:30 Keynote 1	**14:45 – 15:45** Session 5	**14:30 – 15:00** Closing ceremony
14:45 – 16:15 Session 1	15:45 – 16:15 Coffee break	**15:00 – 16:30** Closing reception
16:15 – 16:45 Coffee break	**16 :15 – 17:15** Keynote 3	
16:45 – 17:45 Session 2	**17:45 – 19:15** City walk	
18:00 Reception	**19:15** Conference dinner	

Monday 29 August 2022		
9:00 – 9:30	Registration pre-conference for PhD-students	The Yard (EOS, 1st floor)
9:30 – 9:45	Opening pre-conference	EOS N 01.310
10:00 – 12:15	Workshops pre-conference	EOS N 01.310
10:00 – 12:00	ERNAPE Steering committee meeting	EOS N 01.520
11:30 – 13:00	Registration and lunch	The Yard (EOS, 1st floor)
13:00 – 13:30	Opening	EOS N 01.630
13:30 – 14:30	Keynote 1: **Robert Serpell** Implicit models of parenting for early childhood development and education	EOS N 01.630
14:45 – 16:15	Session 1a: Perspectives on parental involvement	EOS N 01.310
	Session 1b: Schools and teachers' resilience in response to Covid restrictions	EOS N 01.320
	Session 1c: ICT tools for parental involvement	EOS N 01.520
16:15 – 16:45	Coffee break	The Yard (EOS, 1st floor)
16:45 – 17:45	Session 2a: Parental involvement in adolescence	EOS N 01.310
	Session 2b: Teacher-parent partnerships in early childhood education	EOS N 01.320
	Session 2c: Empirical approaches to understanding parental involvement in education	EOS N 01.520
17:45	Bus to City Hall	EOS entrance
18:00	Reception	City Hall Korte Nieuwstraat 6 6511 PP Nijmegen

Tuesday 30 August 2022		
9:00 – 10:30	Session 3a: Network approaches for school improvement on parental involvement	EOS N 01.310
	Session 3b: Qualitative and quantitative approaches in research on parental involvement	EOS N 01.320
	Session 3c: Empowering children's learning	EOS N 01.520
10:30 – 11:00	Coffee break	The Yard (EOS, 1st floor)
11:00 – 12:00	Keynote 2: **Edith Hooge** Parents at the front-row in schooling	EOS N 01.630
12:00 – 13:00	Lunch	The Yard (EOS, 1st floor)
13:00 – 14:30	Session 4a: Parental involvement in STEM domains	EOS N 01.310
	Session 4b: Teacher and student teacher perspectives on parental involvement	EOS N 01.320
	Session 4c: Reflections on parental involvement	EOS N 01.520
14:45 – 15:45	Session 5a: Parental involvement in at-risk contexts	EOS N 01.310
	Session 5b: Home-schooling in times of Covid	EOS N 01.320
	Session 5c: Parental involvement for students with special needs	EOS N 01.520
	Session 5d: Poster session	EOS N 01.525
15:45 – 16:15	Coffee break	The Yard (EOS, 1st floor)
16:15 – 17:15	Keynote 2: **Monique Volman** Using students' funds of knowledge to enhance equity in education	EOS N 01.630
17:30	Bus to city center	Het Valkhof Kelfkensbos 59 6511 TB Nijmegen
17:45 – 19:15	City walk	
19:15	Conference dinner	Restaurant Pelgrim Franseplaats 1 6511 VS Nijmegen

Wednesday 31 August 2022		
9:00 – 10:30	Session 6a: School-based interventions for parental involvement	EOS N 01.310
	Session 6b: School-family partnership in times of Covid	EOS N 01.320
	Session 6c: Multicultural and multilingual contexts of parental involvement	EOS N 01.520
10:30 – 11:00	Coffee break	The Yard (EOS, 1st floor)
11:00 – 12:00	Keynote 4: **Jaap Seidell** Healthy lifestyle in children: we should all care	EOS N 01.630
12:00 – 13:00	Lunch	The Yard (EOS, 1st floor)
13:00 – 14:30	Session 7: Symposium 'Shared responsibilities between family and school from an international perspective'	EOS N 01.630
14:30 – 15:00	Closing ceremony	EOS N 01.630
15:00 – 16:30	Closing reception	The Yard (EOS, 1st floor)

Parallel sessions

Session 1: Monday 29 August 14:45 – 16:15

Session 1a EOS N 01.310	**Perspectives on parental involvement**	Chair: Judith Stoep
	1a1. Alicja R. Sadownik and Adrijana Višnjić-Jevtić	Comparing theories on parental involvement as a way of uncovering their blind spots
	1a2. Loizos Symeou	The importance of families in their children's education
	1a3. Tugba Boz and Martha Allexsaht-Snider	Family engagement with coding and robotics practices: An activity theory perspective
Session 1b EOS N 01.320	**Schools and teachers' resilience in response to Covid restrictions**	Chair: Mienke Droop
	1b1. Asnat Dor	Teachers collaboration with parents of first-grade pupils during the COVID-19 pandemic
	1b2. Eleni Damianidou and Andri Georgiadou	Struggling with the pandemic of exclusion in the era of Covid-19: the parents' voice
	1b3. Petrie van der Zanden, Annemie Struyf, Frank Cornelissen, Femke Geijsel, Bieke Schreurs, Eddie Denessen and Peter Sleegers	How do schools resiliently shape school-family partnerships during COVID-19?
Session 1c EOS N 01.520	**ICT Tools for parental involvement**	Chair: Margriet van Hek
	1c1. Eszter Salamon, Péter Kollár and Luca László	SAILS – Parental Engagement in Safe & Autonomous Internet-based Learning
	1c2. Michelle Pieri, Giuseppina Rita Jose Mangione and Stefano Cacciamani	"Classes on the net " research project: The involvement and opinion of parents
	1c3. Fernanda Martins and Teresa Sarmento	An exploratory study on web pages of Portuguese schools as a resource for the participation of parents

Session 2: Monday 29 August 16:45 – 17:45

Session 2a EOS N 01.310	**Parental involvement in adolescence**	Chair: Pedro Silva
	2a1. Julia Melnikova	Students educational identities in the encounter between Norwegian high school and migrant families
	2a2. Jantien Gerdes, Sui-Lin Goei, Mariëtte Huizinga and Doret de Ruyter	True partners? Exploring family-school partnership in secondary education from a collaboration perspective
Session 2b EOS N 01.320	**Teacher-parent partnerships in early childhood education**	Chair: Helen Phtiaka
	2b1. Tuula Vuorinen and Limin Gu	Swedish preschool teacher students' views on collaboration between family and preschool
	2b2. Martine van der Pluijm and Amos van Gelderen	At home in language: optimizing a homebased prototype to provide differentiated support to lower-educated parents in support of their young children's oral language development
Session 2c EOS N 01.520	**Empirical approaches to understanding parental involvement in education**	Chair: Raquel-Amaya Martínez González
	3c1. Margriet van Hek and Gerbert Kraaykamp	Why Jane likes to read and John does not. How parents and schools stimulate girls' and boys' intrinsic reading motivation
	2c2. Danuta Uryga	Parents of school-going children – citizens, tourists, or temporary migrants? The social world perspective

Session 3: Tuesday 30 August 9:00 – 10:30

Session 3a EOS N 01.310	**Network approaches for school improvement on parental involvement**	Chair: Saskia van Schaik
	3a1. Rosanne Spruijt, Annelies Kassenberg and Martijn Willemse	Working together towards family-school partnership: what works?
	3a2. Judith Stoep, Mienke Droop, Marianne van den Hurk, Nicole Swart and Annelies Tamboer	Academic workplace educational opportunities: Teacher design thinking to intensify educational partnerships
	3a3. Beata Adrjan	Parents-teacher meetings in Polish school – like a way to understand parental involvement in education
Session 3b EOS N 01.320	**Qualitative and quantitative approaches in research on parental involvement**	Chair: Petrie van der Zanden
	3b1. Qazi Waqas Ahmed, Anna Rönkä and Satu Perälä-Littunen	Rural parents' narratives of involvement in their children's education
	3b2. Debbie Pushor and Esther Maeers	Unearthing root systems: The challenges of participatory action research on a school landscape
	3b3. Beata Karpińska-Musiał	Parental engagement auto-ethnographically revisited – in search for a reflective process of subjectivation of teachers, parents and pupils at school
Session 3c EOS N 01.520	**Empowering children's learning**	Chair: Loizos Symeou
	3c1. Eszter Salamon, Luca László and Frank Hennessey	ParENTrepreneurs – parenting skills for raising entrepreneurial children
	3c2. Anna Górka-Strzałkowska	Children's effort at school - school autobiography
	3c3. Ragnar Dienske, Mariëtte Lusse and Eddie Denessen	Parents and homework: creating inclusive interactive homework assignments

Session 4: Tuesday 30 August 13:00 – 14:30

Session 4a EOS N 01.310	**Parental involvement in STEM domains**	Chair: Limin Gu
	4a1. Cory Buxton, Diana Crespo, Barbara Ettenauer and Jay Well	Family engagement to support STEM learning in the LaCuKnoS project
	4a2. Arve Fiskerstrand	Correlation between parental involvement and children's mathematical outcome in Norway – The position of values
	4a3. Mana Ece Tuna, Martha Allexsaht-Snider and Elif Karsli-Calamak	Teacher-parent-child interactions in multilingual mathematics workshops with refugee families
Session 4b EOS N 01.320	**Teacher and student teacher perspectives on parental involvement**	Chair: Margriet van Hek
	4b1. Finn Ó Murchú, Áine Lynch and Catherine Cross	Working with parents to support their children's learning: preparing student teachers to work with parents for the benefit of all
	4b2. Beatriz Rodríguez-Ruiz, Lara Fernández-Freire and Raquel-Amaya Martínez-González	Fathers' and mothers' involvement from the teachers' perspective
	4b3. Sandra Ryan	Student teachers' preparation needs for parent engagement
Session 4c EOS N 01.520	**Reflections on parental involvement**	Chair: Eddie Denessen
	4c1. Debbie Pushor and Esther Maeers	Leadership towards parent engagement: Creating efficacy vs resistance
	4c2. Maria Mendel	The parental movement for the interest of publicness: Where action is possible and freedom can appear
	4c3. Rebecca Winthrop and Emily Markovich Morris	Let's talk: Starting conversations on parents and family beliefs and engagement in education

Session 5: Tuesday 30 August 14:45 – 15:45

Session 5a EOS N 01.310	**Parental involvement in at-risk contexts**	Chair: Maria Mendel
	5a1. Annelies Kassenberg and Mariëtte Lusse	Increasing educational opportunities for students in poverty
	5a2. Elif Karsli Calamak and Feyza Tantekin Erden	Family engagement practices of teachers who work on building equitable teaching with refugee children
Session 5b EOS N 01.320	**Home-schooling in times of Covid**	Chair: Petrie van der Zanden
	5b1. Eszter Salamon, Luca László and Judit Horgas	New education deal between families and schools after COVID-19
	5b2. Alexei Medvedev, Jörg Belden and Claudia Matthiesen	Between home and schooling: parental engagement in the times of pandemic 2020-2022. A German version
Session 5c EOS N 01.520	**Parental involvement for students with special needs**	Chair: Judith Stoep
	5c1. Kacper Kowalski	Family in digital inclusion of people with intellectual disability – resource or barrier?
	5c2. Marina Spyrou and Helen Phtiaka	The impact that Covid-19 had on people with disabilities regarding their everyday lives, mental health and education
Session 5d EOS N 01.525	**Poster session**	Chair: Mienke Droop
	5d1. Carmen Rodríguez-Menéndez, Carmen Mª Fernández-Gacía and Elena Rivoir-González	Parental separation anxiety as a determinant of parenting: a self-determination perspective
	5d2. Mª Elena Rivoir-González, Mª del Carmen Rodríguez-Menéndez and Carmen Mª Fernández-García	The role of families of migrant university students in Spain in their academic educational trajectories

Session 6: Wednesday 31 August 9:00 – 10:30

Session 6a EOS N 01.310	**School-based interventions for parental involvement**	Chair: Michelle Pieri
	6a1. Martijn Willemse, Anita Blonk and Monique Nelen	Including families in schools working with SWPBIS
	6a2. Mirjam Stroetinga	Primary school principals about upbringing-related collaboration with parents
	6a3. Silvia Ferrante, Guido Benvenuto and Irene Stanzione	Working towards partnership: a research-training programme with Italian school teachers
Session 6b EOS N 01.320	**School-family partnership in times of Covid**	Chair: Saskia van Schaik
	6b1. Eszter Salamon, Luca László and László Bóka	Hungarian parents' experiences and views of school closures and school restrictions related to COVID-19
	6b2. Marta Wiatr	Homeschooling "by force" in the first wave of Covid-19? Parents' experiences of the remote education and the lack of home-school partnership
	6b3. Ana Carla Ferreira and Pedro Silva	School digital practices in a time of pandemic: A case study
Session 6c EOS N 01.520	**Multicultural and multilingual contexts of parental involvement**	Chair: Raquel-Amaya Martínez González
	6c1. Kathryn McIntosh, Cory Buxton, Barbara Ettenauer, Karen Thompson and Nelly Patino-Cabrera	Teachers learning lessons from multilingual family engagement during COVID-19
	6c2. Dorien Petri, Margreet Luinge, Annelies Kassenberg, Eddie Denessen and Klaas van Veen	Cultural knowledge for primary school teachers
	6c3. Joaquín Parra-Martínez, María José Martínez-Segura and María Ángeles Gomariz-Vicente	Involvement of families in the school and climate of coexistence in a multicultural context

Session 7: Wednesday 31 August 13:00 – 14:30

Session 7 EOS N 01.630	**Symposium 'Shared responsibilities between family and school from an international perspective'**	Chair: Hélène Leenders
	7a1. Jessica Kruska and Sabrina Bonanati	Shared responsibility in Germany and it's 'partnership'-like rhetoric
	7a2. Paola Dusi	From (mis)alliances to new alliances? Shared responsibility among parents and teachers for education in Italy
	7a3. Audrey Addi-Raccah	Between vision and reality: Parent and school responsibilities in Israeli education
	7a4. Hélène Leenders and Johan de Jong	Shared responsibility between parents and schools in Dutch policy documents on education and youth care, and its implementation in practice
	7a5. Caroline Villiger	Exploring 'shared responsibility': Research results from official education policy documents and best practice examples from Switzerland
	Discussant: Mariëtte Lusse	

Abstracts parallel sessions

Session 1a: Perspectives on parental involvement

1a1 Comparing theories on parental involvement as a way of uncovering their blind spots

Alicja R. Sadownik, Faculty for Teacher Education, Arts and Sport, Western Norway University of Applied Sciences, Norway; and Adrijana Višnjić-Jevtić, Faculty of Teacher Education, University of Zagreb, Croatia

The international community of researchers agrees on the importance of parental involvement in education, starting with the very the period of early childhood education (ECE). Even many diverse theories and models are used to theorise the phenomenon of parental collaboration, there is a lack of discussions on what the diverse conceptual toolkits, by providing diverse languages of reflection, enable and limit us to see (and oversee), and thus reflect on (or take for granted).

The aim of this paper is to provide a comparative and critical overview over theoretical frameworks and models that are included in Early Years Teacher Education programs in Norway and Croatia, in order to theorise ECE's collaboration with children's homes. These are: Bronfenbrenner's ecological theory (Bronfenbrenner, 1979), theory of social capital (Coleman, 1988), Epstein's model of School/Parents/Community Partnerships (Epstein 1995), Hornby's model for participation (Hornby 2000), Cultural Historical Wholeness Approach (Hedegaard 2005), the social theory of Bourdieu (Bourdieu & Passeron, 1990) and new materialism (Barad 2007).

By comparing, contrasting, and discussing these theories settings we aim to unmask pre-assumptions, blind spots and implicit, taken for granted biases possibly underpinning them.

1a2 The Importance of Families in their Children's Education

Loizos Symeou, European University Cyprus

In this paper presentation I challenge the position of why should Schools and Families work together. In doing so, I revisit a number of interrelated and interconnected notions in order to respond to the challenge posed: what is the school, what is the family, what has changed in the rhetoric to how we perceive schools and families. I suggest that schools and the expectations from them have nowadays changed and I claim that despite changes it is the school that still needs to take the initiative to lead what used to be called family involvement.

1a3 Family Engagement with Coding and Robotics Practices: An Activity Theory Perspective

Tugba Boz, Dublin City University; and Martha Allexsaht-Snider, University of Georgia

Drawing on a multi-year study of coding and robotics teaching in elementary schools that employed the lens of activity theory (AT) for analysis, we outline implications for designing family engagement with coding and robotics. The teaching of coding and robotics for all children is increasing at the elementary level (Authors, 2021; Lye & Koh, 2018). This study of an effort to include and sustain coding and robotics in elementary teaching situated teachers and schools as embedded in their larger social and organizational settings and realities, pointing to the need to actively engage families in such new educational endeavors.

Our data sources were administrator and teacher interviews. We used AT as our analytical framework as it allowed us to examine human actions and activities in their collective nature as they occurred "at varying levels of context… and over time scales that are appropriate to each contextual level" (Cole, 2016, p. 1686). At first, children's learning of coding and robotics was seen as a desirable asset for the future workforce. Later, administrators and teachers expanded their views, observing that coding and robotics can be also used to develop children's logical reasoning, problem solving, and collaboration skills. Examining a key element of AT, community, our study revealed that parent support is necessary to sustain coding and robotics practices, as these emerging technologies are still in early stages of development in elementary schools. For example, one teacher expressed her interest to include parents in her teaching of robotics, I've reached out to lots of parents; come and help with robotics club… I don't feel like in our community it's a great importance right now… I feel like parent buy-in and support with robotics is really important too.

We argue that to sustain emerging technologies such as robotics in elementary schools successfully, families need to be actively participating in such practices alongside teachers (Feng et al., 2011). We discuss the implications of the research with teachers and administrators for designing hands-on workshops to engage families, children, and teachers in exploring coding and robotics together (Govind et al., 2020; Lin & Liu, 2012; Roque, 2015).

Session 1b: Schools and teachers' resilience in response to Covid restrictions

1b1. Teachers collaboration with parents of first-grade pupils during the COVID-19 pandemic

Asnat Dor, Max Stern Academic college of Emek Yezreel, Israel

Based on the proven advantages of teacher-parent collaboration (Aasheim, et al., 2018; Kim & Asbury, 2020), the current qualitative research aims to deepen our understanding of the ways teachers handled their work with first graders and

communicated with their parents, during the COVID-19 pandemic. The insights gained could improve educators' ability to pinpoint the type of support teachers need to maintain collaboration with parents, for the benefit of children.

The transition from kindergarten to school is one of the most significant transitions in life, and entails a variety of behavioral linguistic-cognitive abilities (Senechal & young, 2008; Soares et al., 2015). The pandemic, with its quarantines and lockdowns, disrupted learning routines, instantaneously replacing them with online teaching (Bansak & Starr, 2021). However, first graders, who had not yet acquired basic learning skills could not learn independently without close support at home, and knowledge gaps were created (Asmawati & Hidayat, 2020). First-grade teachers also faced significant challenges, having to maintain learning routine for children they hardly knew, and who had little or no classroom exposure (Kim & Asbury, 2020).

Research questions
1. What were teachers' main challenges teaching first-grade pupils online?
2. How did teachers cooperate with their pupils' parents during this period?

Methodology
Following approval from the college Ethics Committee, 12 first- and second-grade teachers, with at least five years teaching experience, underwent a semi-structured in-depth interview(Akpınar, 2021; Bansak & Starr, 2021; Kim & Asbury, 2020). The interviews were recorded, transcribed and went through content analysis.

Preliminary Findings
Question 1 (challenges): Two categories: (1) Technological challenges for teachers and families, (2) Identifying needs without prior acquaintance. Question 2 (collaboration): Two categories: (1) Supporting families, (2) Making efforts to contact families.
Discussion
Teachers were aware of the critical situations imposed upon their young pupils and their parents. Recommendation: Increase technical and emotional support to teachers get from school personnel, thus enhancing their ability to support

1b2. Struggling with the pandemic of exclusion in the era of Covid-19: the parents' voice

Eleni Damianidou and Andri Georgiadou

According to Bourdieu (1984), social action takes place in a field, which represents the dominating system of power relations. Social positions in the field are not randomly allocated; in contrast their availability depends on constraints and rules imposed by the most powerful. The displacement of disadvantaged students is more than evident in the era of the pandemic of fear, when inequalities, social exclusion, blind obedience and the dominance of the powerful were imperceptibly legitimized based on the alibi of the panacea of social distancing (Marks, Athos & Spar, 2020). Within this framework, the following questions arise: a) Who was kept close and who was kept afar? b) How induced fear became the path towards the legitimization of exclusion? c) What were students distanced for? To address the above questions, we employed a

qualitative methodology with the aim to gain in-depth accounts from 18 parents of disabled children and develop grounded theory. We focused on two dualistic counterparts, i.e. non-disabled/disabled and eligible/not eligible to learn, trying to understand and transgress the above intersecting bifurcations.

Discussions with the participants focused on what they thought about the way education systems responded to the pandemic and the factors that defined equal opportunities in learning; what place and identity was attributed to their children in the above learning process; how they experienced the phenomenon of keeping some students close and others afar; and what were the implications of school closure for disabled students. As indicated in this study after school closure the students that were kept close were the ones with unrestricted access to remote learning, better knowledge of technology and less in need of teacher support, i.e. students predestinated to take a high position in social hierarchy and become protagonists in the neoliberal market. In contrast, disabled students were pushed down to the lowest level of social hierarchy, as not 'fitting' the powerful ideal that is eligible for having access to quality learning. Our contribution then includes a better understanding of how education in times of crises tends to be organized based on a universal prototype of the powerful and thereby purportedly eligible to learn student.

1b3. How do schools resiliently shape school-family partnerships during COVID-19?

Petrie van der Zanden, Radboud University; Annemie Struyf, University of Amsterdam; Frank Cornelissen, University of Amsterdam; Femke Geijsel, TIAS School for Business and Society, Bieke Schreurs, University of Amsterdam; Eddie Denessen, Radboud University; and Peter Sleegers, BMC; The Netherlands

During the COVID-19 pandemic, Dutch secondary school students were several periods involved in distance learning. This required adjustments from teachers, parents and students. In particular, pupils from low SES backgrounds were at risk of educational disadvantage. For example, research by Bol (2020) showed that during the COVID-19-era low SES students received less support from parents and had fewer facilities (e.g., computers and workplace) available at home compared to high SES students. Guaranteeing education for all students prompted schools to respond resiliently (Williams et al., 2017) by realizing or strengthening school-family partnerships. In particular, realizing basic conditions for learning, communication, and parental involvement at home were crucial during the pandemic (Epstein et al., 2002). Resilience means that schools are able to quickly pick up signals, formulate solutions for them (cognitive response), react quickly and appropriately (behavioural response) and, if necessary, use resources from the internal and external context (enhancing effect of the context) (Williams et al., 2017). Our research question was: To what extent did secondary schools respond resiliently in shaping school-family partnerships during school closures in the COVID-19 pandemic?

A cross-sectional survey design was used. A total of 310 questionnaires were completed by teachers, school leaders, and care coordinators from 30 secondary schools, and analyzed with multilevel- and regression analyses. First, the results showed that schools quickly identified a lack of basic conditions for learning and took timely actions to resolve it. Further, it was striking that a lack of parental involvement at home was experienced as the largest problem during school closures, whereas the cognitive and behavioral responses to this problem were the lowest. Second, we found that cognitive (β=-.17; t(173)=-3.09; p=.00) and behavioral responses (β=.15; t(173)=3.62; p< .01) are significant predictors of the quality of school-family partnerships after school closures, controlling for the quality of school-family partnerships before school closures. Third, it appeared that the internal context of the school (e.g., team involvement, Λ=.66, F(40,252)=1.48, p=.04) and cooperation with external partners (Λ=.65, F(28,252)=2.20, p<.01) can strengthen the cognitive and behavioural responses of schools. This study illustrates how schools were able to analyze the situation and take appropriate actions in shaping school-family partnerships during the COVID-19-era.

Session 1c: ICT Tools for parental involvement

1c1. SAILS – Parental Engagement in Safe & Autonomous Internet-based Learning

Eszter Salamon, Péter Kollár, and Luca László

With the ultimate aim of developing a resource providing families with practical guidance on navigating a virtual context that may also include virtual learning and what the use of each tool, social network or platform implies, desk research was carried out on international and national legislation, existing research as well as inspiring practices in 2021-22.
The SAILS initiative, and the resource for parents in it, implements a rigorous risk mitigation approach – as opposed to risk prevention. Previous research and the experiences during school closures and lockdowns have clearly shown that there is a skills gap, especially among professional educators and parents aged 45+. The aim of the research was to find ways to help increase parents' digital literacy levels and empower them for parenting in the digital age. The risk mitigation approach is based on responsible digital citizenship, free, informed choices, and as little restrictions as possible. Desk research done in SAILS towards it includes supporting parents in understanding how technology works, understanding the rights of their children and their rights online (with special focus on balancing the right to safety to other equally important child rights, and implications of the GDPR), understanding the risks and benefits of online presence, clarifying confusion around screen time, and helping to develop family strategies in a way that considers cultural and individual differences. Legislative mapping aiming at summarising the international legislation around a safe digital childhood and the national implementation of these regulations as well as other national legislative and quasi-legislative elements. The key finding was that a safe and healthy digital childhood is provided for in international legislation while some national legislative regulations may be over-restrictive both violating the rights of children and

parents. When collecting and analysing inspiring – not surprisingly – the teams has only found very few national examples in the participating countries (Greece, Spain, Hungary and the Netherlands). Thus, the authors have included less specific inspiration, primarily from industry, the Council of Europe and the DigiLitEY COST Action that are aiming at parents in all project countries.

1c2 Classes on the net " research project : The involvement and opinion of parents

Michelle Pieri, Università degli Studi di Trieste; Giuseppina Rita Jose Mangione, INDIRE; and Stefano Cacciamani, Università della Valle d'Aosta

A pedagogical use of information and communications technology (ICTs) has a great potential for small rural schools and requires rethinking educational and organizational models in scenarios of remoteness (Mangione & Cannella, 2020; Pieri, 2021).

"Classes on the net" is a hybrid model (combining online synchronous, asynchronous and face-to- face activities), based on the idea of working with classrooms as Knowledge Building communities (Scardamalia & Bereiter, 2010; Cacciamani & Messina, 2011). The "Classes on the net" is an educational model capable of improving the management of small and isolated classes characterized by multigrade classes (Allaire, Laferrière, Gaudreault-Perron & Hamel, 2009). In "Classes on the net", delocalized classes aim to design a common disciplinary path involving student groups in parallel in the same activities by adapting calendars, spaces, and teacher roles (Mangione & Cannella, 2020) Teachers of delocalized classes share cooperative educational practices such as "pairs aidants", "mentorat" or "delocalized equipe" by using Video conferencing and Knowledge Forum (KF) (Mangione & Pieri, 2019).

"Classes on the net" was experimented for the first time in Italy in Abruzzo small schools that adhered to the National Movement of Small Schools (INDIRE), in collaboration with the Centre scolaire du Fleuve et des Lacs (Ministère de l'éducation et de l'enseignement supérieur du Québec), Italian University Line (IUL), Ufficio scolastico Regionale (USR) of Abruzzo and an expert of University of Valle d'Aosta, is engaged in training and experimenting innovative methods to help small schools' teachers to overcome the limits deriving from remoteness (Mangione & Cannella, 2020).

The "Classes on the net" research project involved 12 small schools of Abruzzo, 11 digital animators, 31 teachers, 6 observers (school principals). The present study examined, in particular, the involvement of parents in the research project and their opinion about the research project. We will present, in particular the results of a focus group carried out at the end of the research project with the parents about these topics.

1c3 An exploratory study on web pages of Portuguese schools as a resource for the participation of parents

Fernanda Martins, Instituto de Educação, University of Minho Portugal

Nowadays, schools, around the world, can use technology as a new communication and participation tool, aimed at the educational community in general and at parents in particular. In Portugal, all schools or at least a very significant number of them have web pages. In the wake of Garreta Bochaca Y Macià Bordalba (2017), these web pages generically have three functions: 'descriptive', 'informative' and 'illustrative'. Is spite of the importance of the functions identified, web pages cannot be considered, by definition, an intrinsically 'interactive', 'collaborative' or even 'dialoguing' space. The websites of schools can respond mainly to a strategy of unilateral communication and 'display' in a technological space (Lopez del Ramo, 2013). In this context, this is defined as a space of static and unidirectional content.

In more recent times the development of the technology itself has allowed to reconfigure the functions of web pages of various sectors (Lopez del Ramo, 2013). In this framework and also in the continuity of exploratory works that we previously developed (Martins 2017a, 2017b), we intend in this communication to analyze whether the web pages of schools have been reconfigured as a resource of participation for educational actors in general and, specifically, for parents. In other words, we want to know if the schools' web pages have participation resources (Lopez del Ramo, 2013), namely, to identify the different types of resources and subtypes of each resource, such as: contact (email, phone), comments /suggestions (general and private), social network links (Facebook, twitter), online chat . The universe of research corresponds to the schools of the district of Porto, and we use the method of consultation and observation of web pages from the standpoint of a user.

In terms of results, we hope to obtain data that allows us to know whether or not there exist participation resources for parents on those pages and, if so, how they are presented, whether access to them is more or less easy, and how parents use them.

Session 2a. Parental involvement in adolescence

2a1. Students Educational Identities in the Encounter between Norwegian High School and Migrant Families

Julia Melnikova, Volda University College, Norway

In the encounter between school practices and family dispositions, high school students negotiate who they are at school, what their future should be, the educational and employment choices that are feasible and not. Migrant parents are often portrayed as possessing higher educational aspirations on behalf of their children in their quest for social mobility (Ball, & Nikita, 2014; Portes, 2012). Teachers in Norway see supporting the adolescents' autonomy as central for high school and

possibly in conflict with traditional forms of parent involvement (Vedeler, 2020). There is little research about whether and how high school parent involvement practices contribute to developing educational identities for students whose parents are immigrants at this transition point.

With a Bourdieusian lens, in this paper, I explore the research question of how high school students with migration backgrounds negotiate their educational identities and futures. The ease with which students play the school field game depends on the degree to which their new dispositions are orchestrated with those embodied in at-home socialization (Bourdieu, & Passeron, 1990).

I draw on my multi-perspective study of encounters between migrant families and schools at three high schools in Norway. This paper focuses on an urban school that primarily teaches Norwegian-born children of migrants. I have interviewed students (8), their teachers (4), and, where students were open for it, their parents (3 mothers and one father), and observed teacher-student conferences (20). The interviews lasted from 30 to 60 minutes, addressing family, teacher, and school histories, experiences, plans, and dreams.

Preliminary analysis that was done both at the institutional narrative level and thematically across schools (Stake, 2013) displays that the family's role in translating students' dreams into future strategies is complicated by expectations of student autonomy and boundaries for what is doable and valuable as communicated by the school. The students shared specific plans about further studies and success in life, but some feared that, like their parents, they would fail in life. Most parents support students in subtle, indirect ways and may have a broader understanding of success. A link with parent involvement practices is critically assessed.

2a2 True Partners? Exploring Family-School Partnership in Secondary Education from a Collaboration Perspective

Dr. S.L. Goei, Hogeschool Windesheim / VU Amsterdam; Dr. M. Huizinga, VU Amsterdam; and Prof. dr. D. de Ruyter, Universiteit voor Humanistiek; The Netherlands

Summary
Research shows that family-school partnership has positive effects on academic achievement, well-being and motivation of students. The present study, drawing on interview data from Dutch parents of secondary school students, aims to explore underlying structures in family-school partnership and opportunities for improvement. Family-school partnership is regarded as boundary crossing in collaboration between experts. We used a framework for analysing interdisciplinary collaboration to scrutinize partnership from the perspective of collaboration between equal agents. The main questions being: what levels of co-work can we observe in parents' accounts of family-school partnership, and to what extend can parents' experiences in family-school partnership be understood as collaboration?

Method
In total, 24 parents participated. We conducted 11 individual semi-structured interviews and 3 focus group interviews. Data were analyzed using a template analysis, allowing for the extension of the initial code scheme, being the framework. The framework relates dimensions of knowledge sharing in boundary crossing to dimensions of co-work, dimensions of group identity, dimensions of trust, and dimensions of proximity, availability and agency.

Findings
The analysis showed that cooperation, coordination and collaboration can be observed in the data. The most common level of co-work, however, is cooperation. As for the extension of the template, we related emerging agentive roles of parents and levels of equality in family-school partnership to levels of co-work.

Implications
The contribution of the present study lies in breaking down a fuzzy concept like family-school partnership into smaller, more tangible, components. Defining levels of co-work and isolating different agentive roles and different levels of equality, helps to deepen our understanding of the interrelated aspects in family-school partnership.

Session 2b: Teacher-parent partnerships in early childhood education

2b1. Swedish preschool teacher students' views on collaboration between family and preschool

Tuula Vuorinen, Malardalens University ; and Limin Gu, Umeå University

International studies indicate that preservice teachers are inadequately prepared to conduct effective family-school partnership (Epstein, 2013; Willemse et al. 2016) and first year preschool teachers may find working with families especially challenging (Mahmood, 2013). It calls for more attention in teacher training programs towards preparing teachers with a sufficient competence for family-school collaboration (Alanko, 2018; Evans, 2013; Lehmann, 2018; Mutton et al., 2018; Saltmarsh et al., 2014). This study aims to explore and gain an understanding of Swedish preschool teacher students' views on family-school relationships and collaboration as well as their perceptions of own competence development during the education for future work in this field. The following research questions are addressed:
1. To what extent do preschool teacher students have previous experience of family-school collaboration and how is it experienced?
2. What conditions in collaboration with parents are considered important, and what challenges they perceive as critical?
3. How do teacher students appreciate their readiness to cooperate with parents?

Data were collected using an online survey, including both open-ended questions and questions with Likert-scale. The questionnaire was answered by 151 preschool teacher students (semester 1 - 7). Preliminary results show that more than half of the

participants [n=90] have experience of collaboration in preschool, in their role as parents or/and through their previous work in preschool, and a majority experienced the collaboration as enjoyable. Almost all participants fully agree [n=137] with the statement that it is important to collaborate with parents. Communication is regarded as the most important prerequisite for collaboration, followed by respect, understanding and commitment. A considerable majority [n=124] completely agree that they are aware of the preschool's collaboration assignments. However, they estimate their readiness to collaborate with parents to varying degrees.

2b2. At home in language: optimizing a homebased prototype to provide differentiated support to lower-educated parents in support of their young children's oral language development

Dr. Martine van der Pluijm, Rotterdam University of Applied Sciences, Rotterdam; Dr. Amos van Gelderen, Rotterdam University of Applied Sciences, Rotterdam; The Netherlands

There is strong empirical evidence that the home literacy environment of young children impacts their school performance (Sénéchal & LeFevre, 2014). In particular, oral language development of young children deserves attention as it is a key factor in literacy development (Shanahan, 2006). Parents with low education levels often have difficulties with promoting language development at home and can influence language and literacy levels of their children in a negative way (Hart & Risley, 2003). There is a paucity of studies on how to support these parents adapted to their specific needs (Fikrat-Wevers et al., 2021). Previously, we developed and tested an adaptive program to professionalize teachers in building partnerships with parents in support of children's oral language development at school (Van der Pluijm, 2020). Recently, we developed an additional prototype to support parents at home.

At the Ernape conference we present the results of a pilot study that aims to evaluate the usability of this new adaptive prototype for family coaches to extend the program at school with the needed support at families' homes. The central research question is: What modifications of the prototype are needed to provide differentiated home support to lower educated parents in support of their young children's oral language development? We conducted this study by engaging ten professional family coaches and fifteen assistants who implemented the prototype at the homes of twenty-two children (age 2-6) with lower educated parents. The coaches and assistants were trained to use the prototype for identifying strengths and opportunities in the family environment and use adapted parent-child activities to enrich the home language environment. The duration of this weekly support was adapted to parents' needs. We evaluated the usability of the prototype by investigating perspectives of coaches, parents and teachers, using qualitative data resources (logbooks, observations, interviews). The data were coded by two independent coders until intercoder agreement was reached.

The findings show that coaches, teachers and parents evaluate the prototype as compatible to their roles and relevant to contribute to children's language development. Modifications are needed to sustain the connection between the program at school and at home.

Session 2c: Empirical approaches to understanding parental involvement in education

2c1. Why Jane likes to read and John does not. How parents and schools stimulate girls' and boys' intrinsic reading motivation

Margriet van Hek, Radboud University; and Gerbert Kraaykamp, Radboud University; The Netherlands

Student's reading engagement and intrinsic motivation are strongly related to their reading proficiency and performance (Logan & Medford, 2011). Not only does intrinsic reading motivation lead to better reading skills and better educational performance, intrinsic motivation may spill over to other domains of children's development, like improving concentration and feelings of competence, or a broadening of interests and perspectives, making it an important topic for investigations on children's overall learning. It seems that motivation and engagement are powerful keys for policy makers, parents and teachers to enhance student's reading proficiency and thereby reduce gaps between groups of students.

We ask two research questions:
- To what extent do socialization activities in the family and school differently affect the intrinsic reading motivation of girls' and boys' in secondary school?
- To what extent do socialization activities in school differently compensate for limited family reading socialization of girls and boys in secondary school?

Two-level analyses were performed in SPSS with a total of 25,618 students in 1,430 schools and 8 countries. Results show that, as expected, girls report considerable more intrinsic reading motivation than boys. With regard to parental socialization, we find that all three forms of parental reading socialization stimulate girls' and boys' intrinsic reading motivation. The reading opportunity structure at home (number of books in the family home) and passive reading socialization (parents' own reading) exert stronger effects for girls than boys, which was expected in hypothesis 2. Contrary to what was expected in hypothesis 3, reading facilities in school do not affect either girls' or boys' intrinsic reading motivation. Effects of other school variables differ between girls and boys. Contrary to hypothesis 4, a good disciplinary climate in language classes only stimulates girls' intrinsic motivation. In accordance with hypothesis 4, a competitive learning climate in school and teachers' stimulation of reading engagement exert a stronger positive effect on boys' reading motivation. Testing hypothesis 5, we find that school resources especially stimulate the motivation of students who already received abundant reading socialization at home, pointing at an accumulation of family and school resources. Especially students with a good

reading opportunity structure (i.e. a lot of books) at home seem to profit from this additional school reading socialization. This finding is in accordance with the accumulation hypothesis (DiPrete & Eirich, 2006; Hemmerechts et.al, 2017) and reflects the so-called Matthew effect; schools seem to stimulate the motivation of those with many reading resources acquired earlier in the family. The question that is central to this study is, however, if this is true in a similar vein for both girls and boys. In this regard we find that boys, but not girls, who received abundant reading socialization at home particularly benefit from a competitive climate at school. Boys with many books at home also benefit more than girls from a good disciplinary climate. One interaction however points in a different direction; teachers' active stimulation of reading engagement is, only for boys, more effective in stimulating the intrinsic reading motivation of those who have few books at home.

2c2. Parents of school-going children – citizens, tourists, or temporary migrants? The social world perspective

Danuta Uryga, Maria Grzegorzewska University; and Marta Wiatr, Maria Grzegorzewska University

The paper presents a rare research approach to parental involvement in education. The approach is based on the theoretical framework of the social world developed by different authors: T. Shibutani, A. Strauss, A. Clarke, A. Schutz, P. Berger& T. Luckmann. The social world framework allows for the analysis of the process of creating a unique culture (symbolic universe) with its "inhabitants" focused on and around the performance of a specific activity (core activity), its limits, as well as its heterogeneous structure (segmented, intersected, and "budding"). Although research on the school as a social world is conducted in Poland and internationally, the study of parents' involvement in this world is rarely the focus of these studies. In this paper, we focus on the role of parents and the dynamic process of the definition of this role in the social world of the school.

The study presented here was conducted from 2017 to 2018 in a primary school considered by various bodies to be an innovative school, dynamically changing, and student-needs oriented (Uryga, Wiatr, 2022). The aim of the research was to understand the cultural/symbolic elements that create/inhibit the change in the school environment. It utilized the ethnographic case study method (Stake, Merriam). The data were collected by observations, document analyses, individual and group interviews with parents, teachers, and administration employees. The obtained data were analyzed using the grounded theory strategy (Charmaz) and the situational analysis methods (Clark).
With regard to the subject of the study, namely the role of parents in education, it allows for a different perspective than those resulting from the use of the categories of "involvement" and "engagement" (Barton, Drake, Perez, Louis, & George, 2004), or types of involvement (Epstein&Sanders, 2002), which have an established position among researchers of this subject. The proposal we present: examining this

phenomenon from the perspective of the social world view allows for the identification of barely tangible processual phenomena, within which there are implicit (unconscious) negotiations of the meanings within the social world: at its splits, edges, and fringes, on the status and place of parents in the social world.

Session 3a: Network approaches for school improvement on parental involvement

3a1. Working together towards family-school partnership: what works?

Rosanne Spruijt, Hanze UAS; Annelies Kassenberg, Hanze AUS; and Martijn Willemse, Windesheim AUS; The Netherlands

General description on research questions
Research suggests that teachers and parents might be better equipped to tackle school bullying when they collaborate (Axford et al., 2015; Gaffney et al., 2021; Huang et al., 2019). Despite the various efforts to secure family-school partnerships, parents' involvement in schools' antibullying interventions remains limited (Gaffney et al., 2021). Motivated to improve their family-school anti-bullying collaboration, three Dutch primary school communities took part in a participatory action research (Brydon-Miller & Maguire, 2009) project. From 2019-2021, educational professionals and parents worked together supported by researchers, to pinpoint areas for improvement, and develop targeted solutions for their schools. The applied approach was similar to 'action teams for partnership' (Epstein, 2018), which has been argued to increase parent engagement to attain schools' development goals. In this study, we evaluated the project with participating parents, educational professionals, and researchers, to discover how they reflect on the process and its outcomes. Our aim was to find out whether (and how) the participatory action research approach helped school communities to work towards family-school partnership to tackle bullying.

Methods
Semi-structured interviews were conducted with participating parents (n=3/5), educational professionals (n=7/10) and researchers (n=3/3), through video calls which were recorded and transcribed. Content analysis was conducted to gain insight in participants' experiences in the collaborative process of conducting research and designing solutions, and the perceived outcomes for themselves and their school.

Expected outcome
In this contribution, we critically reflect on our participatory action research approach, aiming to offer some guidance to community members and researchers looking to conduct similar studies. Overall, participants valued the collaborative process, and mentioned beneficial outcomes for themselves and/or their schools. Evaluations of the developed solutions, however, were mixed. Participants' experiences were mainly related to alignment of interests and goals, group and community building, and exchange and coordination, as well as school- and contextual factors. While securing

long lasting change remains challenging, participatory action research seems to be a fruitful approach to work towards family-school partnership.

3a2 Academic Workplace Educational Opportunities: Teacher Design Thinking to Intensify Educational Partnerships

Judith Stoep, Expertisecentrum Nederlands/Radboud University; Mienke Droop, Radboud University; Marianne van den Hurk, Radboud University; Nicole Swart, Expertisecentrum Nederlands; and Annelies Tamboer, De Ommelander; The Netherlands

In the Netherlands, educational opportunities of children of low and high educated parents are increasingly diverging, resulting in a significant educational gap in numerous social domains (Van de Werfhorst, 2015; De Lange et al., 2015. From an equal opportunity perspective, it is not justifiable that children of equal ability differ in school success solely because of their parents' income and education situation (Denessen, 2017).

As a part of the educational policy, the Dutch government facilitates four academic workplaces to raise educational opportunities for disadvantaged pupils in schools. The WOAN is a partnership of three primary school organizations, a university, a teacher training institute at a university of applied sciences, as well as two knowledge-based institutes. The workplace aims to bring together knowledge from research and practice and to support teachers in practical research within three themes: applying effective instruction, having high expectations about students, collaborating with parents.

In this presentation we will discuss the project on collaboration with parents. According to Epstein (2011), the spheres of influence of families, schools, and the community jointly exert influence on a child's development. The extent to which these spheres of influence overlap depends, among other things, on sociocultural values of school and family, as well as on the education level and the parents' country of origin. For students of low-educated parents with a history of migration, the overlap between the school and home environment is generally smaller than for students with high educated native-born parents. This is the reason why action is sought to bridge such gaps, as partnership between parents and teachers can positively contribute to school success (Bakker et al., 2013). The two central questions in the WOAN are:
- How can teachers support parents in their child's learning so that they can contribute to their child's crucial learning goals?
- What are effects on educational partnership of approaches currently used to improve collaboration between teachers, parents and pupils, and how can we increase the impact?

In this presentation, we will discuss the method of Teacher Design Thinking (Van Vijfeijken et al., 2015) the R&D procedure that is used within the WOAN, to

demonstrate how teachers develop a program for literacy partnerships with parents from various socioeconomic and cultural homes.

3a3. Parents-teacher meetings in Polish school – like a way to understand parental involvement in education

Beata Adrjan, University of Warmia and Mazury in Olsztyn

In 1989 in Poland the political system has changed. All areas of the new democratic state began to change. Democracy also entered the school. Parents were becominge more mature in their participation in school. However, the established way of meeting in Polish schools has remained the collective meeting with parents. In ethnographic research on parent meetings, I seek to answer the question; how parents meetings construct parents as participants of their children's education at school.

The theoretical framework is based on an analysis of the concepts of parental involvement in school: functional (Parsons), participatory (Epstein, Mendel), critical (Krumm, Foucault).
Research questions focused on ethnographic conversation analysis (Rapley) at three levels: report analysis, semantic analysis, and interpretive analysis. The research areas: meeting structure, thematic field present/absent during meetings, organization of the meeting space, rules for regulating communication during meetings, roles taken by meeting participants.
The purpose of this research is to answer questions about how the meeting constructs parents' involvement in education. Conclusions will be made on this questions too.

Session 3b. Qualitative and quantitative approaches in research on parental involvement

3b1. Rural parents' narratives of involvement in their children's education

Qazi Waqas Ahmed, University of Jyvaskyla; Anna Rönkä, University of Jyvaskyla; and Satu Perälä-Littunen, University of Jyvaskyla; Finland

Previous research shows that children do not learn only at school; instead, they learn from different sources, such as parents and other adults in society (e.g., Epstein, 2018; Damianidou & Phtiaka, 2018). Parents teach their children at home by constructing their concepts, reliance, social competence, and self-confidence, upholding their learning, development, and success (e.g., Puhrová, 2018; Epstein, 2018; Tekin, 2011). Their efforts bring a variety of benefits reciprocally for both school and parents. For instance, it increases the parent's confidence, extends trust, and builds a positive image of the school (Epstein, 2018). The significance of parental involvement in children's education has been acknowledged by teachers, educators, and parents (Đurišić & Bunijevac, 2017; Markström, 2013; Bempechat & Shernoff, 2012).

The literature concerning parental involvement in children's education mainly emerges from developed countries (Kim, 2018). Studies have highlighted a dire need for research on home-school cooperation in developing countries (e.g., Pobbii, 2020; Hasnat, 2015). This research from a rural developing country will add new knowledge to the existing literature concerning parental involvement. Hence, we adopted a narrative research approach to expand knowledge and highlight features of rural parents' perceptions of involvement. It allows us to deepen the investigation and understanding of the phenomenon through parents' views and experiences with socio-cultural contexts (Muylaert et al., 2014). The present study unpacks the rarely heard narratives of rural parents about their involvement in children's education.

The paper's discussion section has not been completed yet (article in progress). However, based on the data analysis (preliminary findings), we cautiously expect that new knowledge and contributions to a new understanding have already surfaced, offering a broader understanding of parental involvement and its barriers. The results demonstrated some features that do not fall into the earlier definitions of parental involvement. The findings revealed that providing food and clothes, sparing children from domestic chores, and letting them go to school are also considered parental responsibilities.

3b2. Unearthing root systems: The challenges of participatory action research on a school landscape

Dr. Debbie Pushor, Professor, University of Saskatchewan; and Esther Maeers, PhD student, University of Regina

Objectives and Research Question:
Using participatory action research (PAR), we conducted a three year research study into systematic parent engagement, designed to give place and voice to parents and staff in all aspects of the research. While parents embraced opportunities for engagement in the research, many staff and leaders did not. The question arose, How can PAR be used as a methodological approach in an institutional setting in which a pre-existing power hierarchy is at play?

Theoretical Framework:
Our theoretical approach with PAR reflects a situatedness in community organizing, wherein personal, community, and institutional transformation are understood to take place when organizing agents ensure communities are rooted in a shared history, identity, and common traditions around organization (Warren & Mapp, 2011). Recognizing these roots are needed to nourish the growth of something new, it is of central importance to create shared understanding, common vision, strong relationships, and relational power within a community organizing framework (Warren & Mapp, 2011).

Methods/Methodology:

Intending to use PAR to bring about change in the lives of children, parents, and families, our aim was to instill school, parent, community voice in the design and implementation of the research, conducting it with and for them (Elwood, Martin, Hanson, et al, 2012). In unearthing the ground on which the school was situated, we were met with a deep, established, pervasive system of 'roots,' those school policies and practices that maintained the school as 'protectorate' (Pushor, 2012). This root system caused us to try a series of different methods, always striving towards collaboration and co-decision making at each stage of this study. As a result of the pre-established root system, collaborative approaches to systematic parent engagement did not have room to grow.

Outcomes/Results:
What became visible within the deeply-embedded root system were long held beliefs around roles and responsibilities of teachers and administration, hierarchical power relations, and policies around supervision, permission, and time (Dworski-Riggs & Langhout, 2010). For PAR to be an effective methodology in an institutional setting, work must first be done to interrupt taken-for-granted hierarchical structures and power relations. New roots cannot grow where old roots exist.

3b3. Parental engagement auto-ethnographically revisited – in search for a reflective process of subjectivation of teachers, parents and pupils at school

Beata Karpińska-Musiał, Institute of English and American Studies Faculty of Languages University of Gdańsk; Poland

In the proposed paper I would like to discuss Lima and Kuusisto's (2019) argument about the need to view dialogue between parents and teachers at school more within the parental engagement framework than the concept of so far involvement. There are crucial differences that differentiate these categories, levels of equality and subjectivation (c.f. Lindegaard 2016) being just a few. I want to research more aspects which I consider constructive to a reframed model of parental engagement, with special consideration given to the rocking balance between meritocratic and democratic models of school culture.

For this aim I will present chosen elements of empirical research run in the autoethnographic approach (AE) in the years 2020-2021. Being myself a mother of 3 sons, teacher educator, researcher in pedagogy and communication studies, I will selectively analyze my own auto-narrative, which constitutes a wider AE research of my motherhood in relation to own academic career (Karpińska-Musiał 2021). Parts of this 1-st person narrative relate to being a '3 times' parent at schools' of various types and levels and they will represent the first methodological field text (1). Additionally, I will expand this narrative with (2) observations made continuously as a mother of the university and high school students. The third field text shall be (3) Action Research made by me as an academic teacher working with pre-service student teachers who reflect upon educational success of their English language pupils as it is understood by

their parents, especially in terms of assessment and homework. The final field text referred to will be (4) elements of student's reflective diaries where they recall own school experience or problems observed at school practices (co-autoethnography).

Major objective of this qualitative research is to explore the research problem, which is the change of parent-teacher communication/partnership for the more successful subjectivation of students and themselves. It highly determines the culture of school as institution, its people (subjects) and processes of education. The research results might occur to be unpredictable. It may turn out that there it is hard to observe clear preference between democratic and meritocratic models of school culture, as there are neither easy ways to sketch out dominant family models in Poland nor to easily match them with subjective teachers' and parents' competencies, personality traits or socialization.

3c. Empowering children's learning

3c1. ParENTrepreneurs – parenting skills for raising entrepreneurial children

Eszter Salamon, Luca László, and Frank Hennessey

The focus of ParENTrepreneurs, an EU-funded strategic partnership is to support parents and carers in developing their own and their child's entrepreneurial mindset and skills; especially, a sense of initiative, self-awareness and self-efficacy, creativity, and developing a growth mindset. By entrepreneurial skills, we refer to life skills that help an individual actively participate in society, to the holistic knowledge, skills and mindset that individuals need to achieve their potential and flourish in a fast-changing world. The parENTrepreneurs framework was developed for parents as the primary educators of their children with the aim of supporting them in this role. The framework also supports parents in having their existing entrepreneurial skills recognised and validated. The aim is to stimulate reflection in parents and give them the tools to take their entrepreneurial skills to the next level by continuing to learn and support their child to become an independent, active member of society. The approach is based on positive parental engagement to strengthen parents' informal learning. Parental engagement in the learning of a child is considered as an activity that is separate from education at school, but school and family should find synergies between each other. This is especially important to implement this approach in view of recent education research (Salamon-Verboon 2021.) showing that professional educators often lack these skills and subsequently do not implement methodologies developing them, thus education in them remains with the family.
In this paper presentation, the desk-research based iteration to the ParENTrepreneurs Competence Framework is briefly described. The core of the paper is action research done during the implementation of the training developed on the basis of the training with the participation of over 150 parents from 6 European countries, and focuses on the link between the competences included in the framework and their impact on the

form and intensity of parental engagement. The research was done by surveying trainers and trainees as well as analysing pre and post skills tests.

3c2. Children's effort at school - school autobiography

dr Anna Górka-Strzałkowska, Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej w Warszawie Instytut Pedagogiki Katedra Pedagogiki Społecznej

In my article I show the child's effort and children's rights in education. I would like to point out how the school as an institution respect and violates the rights of children (various rights, e.g. social law)? Korczak writes that a child's effort is a biological, social, and developmental effort. Referring to the words of J. Zinecker, the child slowly builds his biography in an effort and with a growing sense of responsibility (Zinecker, 2004). He builds it, among others, in the school space, which J. Korczak defined in terms of developmental forces, potentials, allowing to bring out what is best in a child (Smolińska-Theiss, 2014). I am looking for trouble in everyday school life to show the rights of children.

The theoretical framework of my research is, on the one hand, childhood and children's rights in various perspectives (childhood as a social status; the child's social world), on the other hand - school as the environment of a child's life and activities (Radlińska, Winiarski).

In my research, I pose the following question: How difficult is the role of a pupil for a child, how does the child define and fulfill it, what forces and resources does it mobilize? School biography as a subject of study. A child as a researcher of his educational biography and researcher in the "My school day" program. Currently, I am carrying out the research phase of creating "school autobiography" by students. It is a method of involving children in childhood research that is exhibited in pedagogical literature (Jarosz, 2016; Brzozowska-Brywczyńska, 2014). Children act as researchers, experts in their lives, use a specific language, and build specific narratives. This children's narrative becomes the subject of a pedagogical analysis focused on questions, not only what the children say, but how they say and why (Wasilewska, 2013).

Research on children's "school difficulties" is classic environmental research, which consists in "going out into the field" and describing the existing reality, "what is". The researcher immerses himself in the school reality.

3c3. Parents and homework: creating inclusive interactive homework assignments

Ragnar Dienske, Rotterdam University of Applied sciences; Mariëtte Lusse, Rotterdam University of Applied Sciences; Eddie Denessen, Radboud University, Nijmegen & Leiden University; The Netherlands

Parental involvement at home supports the achievement (Bakker et al., 2013; Castro et al., 2015), of students from all socioeconomic backgrounds (Desforges & Abouchaar, 2003). Epstein and Van Voorhis (2001) have developed a homework approach to enhance parental involvement at home, Teachers Involve Parents in School-work (TIPS). Interactive Homework assignments, which are the core of the TIPS-approach, are designed to elicit parent-child discussions about schoolwork. Research shows that these assignments indeed benefit students' achievements in several school subjects (Epstein & Van Voorhis, 2001; Van Voorhis, 2001, 2003, 2011).
The idea is that all parents (regardless their socioeconomic status or their experience in formal education) can participate in homework interactions, because the assignments do not require strong academic skills or highly positive school-oriented attitudes. To make the assignments accessible, Epstein and Van Voorhis (2001) identified the following design criteria:
The assignment
1) Can be done in or around the house
2) Is curriculum bound
3) Connects school skills to the world at home
4) Evokes positive social interaction
5) Is enjoyable
6) Gives parents a supportive role

We have been tailoring interactive homework assignments to the Dutch context and with those assignments we aim to accomplish that all parents engage in interactions with their children. Teachers and researchers designed 24 assignments for parents and students (ages 10 – 14) which we are implementing in 13 schools the Netherlands in urban areas.
Based on the return rate of the assignments, we conclude that we have not succeeded in our attempts to engage all parents to perform the assignments together with their child.
We suspect that some additional design criteria would be needed to engage all parents. Therefore our research question was: which additional design criteria for interactive homework assignments can be defined that help create more inclusive interactive homework assignments?
To answer this question we've held focus-group meetings with parents and students. During these focus-groups we ask participants about their experience and we ask participants about their opinions of a more inclusive approach to interactive homework.

At the ERNAPE conference we will present a synthesis of the results of these focus-group meetings and make recommendations for design criteria that lead to a design of more inclusive interactive homework assignments.

Session 4a: Parental involvement in STEM domains

4a1. Family Engagement to Support STEM Learning in the LaCuKnoS Project

Cory Buxton, Diana Crespo, Barbara Ettenauer, and Jay Well; Oregon State University, Oregon, USA

The Language, Culture and Knowledge Building through Science (LaCuKnoS) Project is testing and refining a teaching model that brings together current research about the role of language in science learning, the role of cultural connections in students' science engagement, and how students' science knowledge builds over time (Buxton & Lee, 2022). The outcome of this project will be to provide an integrated framework that can guide current and future teachers in preparing all students with the conceptual and linguistic practices they will need to succeed in school and in the workplace (U.S. Department of Labor, 2019). One key component of the teacher professional learning model brings teachers, students and families together as co-learners and co-teachers through a series of family STEM workshops (Kirmaci et al., 2019). We argue that the role of families and communities is critical in reaching the goal of broadening participation in STEM, and that new collaborations among science teachers, students, families, and community members must be central to such efforts. Little research has been conducted on how professional development programs can support science teachers to cultivate a broadened vision of science teaching and learning linked to the assets and resources of families and communities from backgrounds that are underrepresented in STEM careers. This includes families from rural communities and from linguistic and ethnic minorities. Theoretically, we use legitimation code theory (LCT; Maton 2013a) and systemic functional linguistics (SFL; Halliday, 2004) to consider how teachers and families can work together to support students in building language and knowledge structures that are aligned with the norms that are valued in the STEM disciplines.

Specifically in this presentation we address the research question: In what ways does participation in the LaCuKnoS family workshops change families' engagement in science co-learning to support their familial: (a) language development; (b) cultural connections; (c) knowledge building in science; and (d) STEM aspirations? Using initial data from the first year of the project we analyze student survey responses, teacher focus groups, and family interviews conducted in the format of a family card game to provide initial answers to this research question.

4a2. Correlation between parental involvement and children's mathematical outcome in Norway – The position of values

Arve Fiskerstrand, Department of Science and Mathematics, Volda University College

Parental involvement has for decades been confirmed as a significant factor in children's mathematical outcomes (Boonk et al., 2018). As an example, parental expectations and values highly correlate with children's mathematical achievement, regardless of grade level and ethnicity (Hong et al., 2010; Wilder, 2014). In addition, clear correlations have been demonstrated between the parents' socioeconomic status of education and ethnicity and children's educational outcome (Broer et al., 2019). Parents thus constitute an influencing factor for children that cannot be overlooked in school and educational practice and research. In the Norwegian context, however, we do not find minimal research that deals with the link between indicators of parental involvement and children's mathematical outcomes. This study is searching for answers to whether the parent's socioeconomic status, the parents valuing of and involvement in mathematics correlate with children's mathematical achievement, affection, and engagement.

The study is based on data from the Norwegian SPEED project (Haug, 2017) wherein a total of 2376 children aged 10 to 16 years from 29 schools in medium-sized municipalities in two periods completed validated questionnaires and mathematics tests. In addition, the teachers and parents answered questionnaires and one-to-one links between the children and their parents and teachers were established.

Involvement and outcome indicators were validated by detecting internal covariation between integrated variables in principal component exploratory factor analysis, and the results are strengthened by the fact that correlations are being detected by double measurements at one-year intervals on the same sample. Preliminary results by bivariate and partial correlating analyses in SPSS shows that high parental values of children's achievement correlate with a high level of parental education and high children's achievement in mathematics. Parents' positive values related to both children's achievement and education also seem to have a mediating effect on the correlation between other parental involvement indicators and children's mathematical outcomes, both achievement, affection, and engagement. Theoretically, the result will be considered discussed against value theories or the home environment as a variant of community practice theory.

The study provides a basis for implying an emphasis on parents 'role in children's education in Norway and suggests that parents' values related to mathematics and education are important for children's outcomes in mathematics.

Mana Ece Tuna, Psychological Counselor, Private Practice; Martha Allexsaht-Snider, University of Georgia; Elif Karsli-Calamak, University of South Carolina & Middle East Technical University

In March, 2022, as the world witnesses Ukrainian refugees fleeing a Russian invasion, support for teachers working with displaced refugees is extremely urgent (MacEwen, et al., Bengston, & Heinz, 2020; UNESCO, 2020). Drawing on an adapted version multimodal analysis (Karsli-Calamak et al., 2020a), cross-cultural research with families (Mejía-Arauz, et al., 2018; Rogoff, et al., 2017), and positioning theory (McVee, 2011), we conducted a video study of teachers in Turkey leading multilingual mathematics workshops with refugee families (Karsli-Calamak et al., 2020b). Our goal was to gain insight about how teachers can be supported to learn with and from families, an area identified by scholars considering parent power (Mandel, 2020) and reimagining parental involvement (Castelli & Denessen, 2019), as in need of further research. We investigated two questions: How do teachers arrange space and materials and position themselves, families, and children to facilitate communication in the multilingual setting of the mathematics workshop? and, What can multimodal analysis of these interactions reveal about children's, parents', and teachers' collaborative thinking and communication? A snapshot of one workshop scene we analyzed follows: Exploring patterns, the teacher asked questions to both parents and children. He showed an image, asking, "Do you know what this is, children?" A girl raised her hand, and answered, "Black-white-black-white." In response to the teacher's query if she knew the animal, the girl replied, "Zebra." The teacher looked directly at her, smiling and pointing at her, saying, "Well done to you." The girl sat proudly with her arms crossed. The teacher added, "Yes, it's a zebra isn't it? That is, the horse in pajamas." Circling the zebra image with his hand, he continued in a joking tone, "That's what we say (in Turkish)." A mother, laughing and using her hands, asked the translator: "What's the Arabic for zebra?" The teacher also laughs. To conclude, we argue that the variety of multimodal means of communication that we found teachers, parents, translators, and children using to build common feeling and understandings could serve as inspiration for educators and teachers working in diverse contexts with refugee children and families.

Session 4b: Teacher and student teacher perspectives on parental involvement

Finn Ó Murchú; and Áine Lynch

Since 2017 to present the National Parents Council (NPC) in Ireland has offered an Initial Teacher Education module to final year student (candidate) teachers in their preparations for Working with Parents to Support their Children's Learning. This work

is lead and delivered by NPC and involves varying levels of engagement with three initial teacher education providers. The paper shares the findings from pre and post module attitude surveys undertaken by each cohort in each setting (n= 100). In turn, a follow-up series of interviews was undertaken with two cohorts (n=10) from one such provider and involved the class of 2020 and of 2021. These students attended the same institution with one focus group completing the module online in 2020 and the other sample group completing their programme face-to-face in 2021. An interpretivist paradigm is adopted in capturing the perspectives of student and newly qualified teachers (Clarke & O' Donoghue 2017). Framed in the context of parent and teacher preparation research (Epstein, 2018; Epstein and Sanders, 2009; Mandarakas, 2014) findings indicate that students at the time, and subsequently, value the engagement with the NPC. The praxis shock and resulting context sensitive issues emerge as key findings. Of note is the value bestowed by participants on the transferable skills associated with the initiative and the manner in which the workshops supported the twin axis of competence and confidence associated with working with parents to support their children's learning.

Beatriz Rodríguez-Ruiz, University of Oviedo; Lara Fernández-Freire, Infant Education Teacher; and Raquel-Amaya Martínez-González, University of Oviedo; Spain

Research on parental involvement at school indicates that contacts with the school are mainly made by mothers; maybe due to the traditional distribution of educational duties according to parents' gender (Liable and Caro, 2004; Martínez-González et al., 2021; Hsu et al., 2011). Teachers' perspective on the matter confirms this tendency (Valdés et al., 2009); this involvement being more frequent in preschool or primary school than in high school (Gomáriz et al., 2019). The social, economic and cultural changes of recent decades in Spain, introduced gradual movement on the matter with a progressively greater and more active involvement of fathers (Maganto et al., 2010); thus raising the question of whether fathers' involvement is today equally than that of the mothers. Accordingly, the objective of this study was to analyze and compare both mothers' and fathers' involvement in their children's education according to teachers' perspective. 292 Spanish preschool and primary school teachers from rural and urban areas participated. The Family-School Relationship Trust Scale Partnership for School Success Program (Sinclair et al., 1993) adapted to the Spanish context by Martínez-González (1994) was applied to collect information. A subsample of teachers also participated in focus groups to gather qualitative data. Results indicated that although fathers are involved, mothers are still the ones who contact more frequently with the teachers and who are more engaged in their children's learning at home, confirming a trend that extends to Secondary Education. Implications for potential improvement of both father and mothers' involvement are discussed.

Dr Sandra Ryan, Mary Immaculate College. Limerick, Ireland

Teacher Preparation for Family Engagement

Research Questions
Drawing on Epstein's theoretical framework of parental involvement, this research aims to document the knowledge, skills and attitudes of a group of preservice teachers before they take a course on family engagement and immediately after the course. Analysis and interpretation of data gathered (a) will enhance our understanding of student teachers' knowledge, skills and attitudes towards family engagement, (b) may benefit our understanding of the best way to support beginning teachers in developing their family engagement practices, and (c) may have implications for the development of future courses in initial teacher education and continuing professional development for practicing teachers.

Research Objectives/Theoretical framework Despite increased legislation and the introduction of accreditation requirements requiring teachers and schools to adopt a partnership approach, changes in teacher education courses have been slow (Epstein and Sanders, 2006). Very little research exists on teacher preparation for family engagement in European countries (Willemse et al, 2016) with a existing studies indicating that teacher education programmes pay little attention to family-school collaboration (de Bruine et al, 2014; Willemse et al, 2018). Likewise in Ireland to date there has been very little formal attention paid to the need for specific preparation of preservice teachers for parent engagement. Research on preservice teachers' beliefs and confidence regarding family involvement indicates that most teacher preparation programmes are not effective in developing knowledge, skills and attitudes that help new teachers to be confident and competent in engaging families in children's learning (Patte, 2011).

Methodology
Questionnaire eliciting knowledge, skills and attitudes about family engagement (before and after the course).

Results
Students were unanimous that their attitude to and sense of efficacy towards engaging parents had improved following the course. Key fears and key learning about the work are described. Findings will inform support for beginning teachers in developing their family engagement practices and provide ideas for the development of courses in teacher education.

Session 4c: Reflections on parental involvement

Dr. Debbie Pushor, Professor, University of Saskatchewan; and Esther Maeers, PhD student, University of Regina

Objectives and Research Question:
Our research was designed to systematically engage parents in a Prekindergarten to Grade 8 school situated in a diverse, low socioeconomic neighborhood. We posed the question: What school staff and development strategies, and schooling policy and practice changes are needed to develop a successful prototype to systematically engage parents in teaching and learning? Leadership arose as the most critical variable to systematic parent engagement.

Theoretical Framework:
Our theoretical approach reflected an integrated theory of family and school relations in which the shared interests and influences of families and schools are promoted through a "pedagogy of walking alongside" (Pushor, 2015a, 2019). With this approach, the "mutual influence of the two major environments that simultaneously affect children's learning and development" (Epstein, 2001, p. 31) are strengthened.

Methods/Methodology:
We used both participatory action research (PAR) and narrative inquiry methodology. Intending to bring about change in the lives of children, parents, and families (Elwood, Martin, Hanson, et al, 2012), we used PAR to give the school, parents, and community voice, designing and implementing the research with and for them. Through narrative inquiry (Clandinin & Connelly, 2000) we captured stories of experience in which participants shared both what they knew and how the particularity of the context shaped their knowledge.

Outcomes/Results:
Our most significant finding was that the background knowledge and prior experiences of the two school leaders either promoted parent engagement or detracted from it. The result was a conflicting vision of parent engagement and a divided staff, with some individuals bonding with one leader in opposition to the parent engagement initiative and others bonding with the alternate leader, engaging in innovative parent engagement practices. In this paper we explore how leadership can evoke acts of resistance (Scott, 1989) through which staff protect their power and privilege or acts of collective efficacy (Donohoo et al, 2018) that unify their efforts to produce intended results.

Maria Mendel, University of Gdansk; Poland

In the planned presentation, I will present the preliminary results of a study focused on the current parental grass-root movement, which aims to shape (and restore) a democratic school space, based on respect for human and civil rights, and - more broadly - public space in Poland. Since 2015, when the ruling party in this country is the right-wing "Law and Justice", a discourse is developing in which the rights of minorities are undermined (Mendel 2019; 2020; 2022). Schools are to be insensitive to the needs of transgender students and ignore their parents' requests for non-standard treatment; "LGBT-free zones" in communes whose boards have adopted a lack of respect for non-heteronormative persons; national and ethnic minorities have had their educational offer reduced in their languages, etc. Parents unite against this kind of solutions and proclaim the urgent need to regain the equality principles of social coexistence manifested in school life (Uryga 2018). The study, the initial report of which I would like to present at the conference, focuses on the person of the leader of the parenting movement in Poland, Dorota Loboda. The interview conducted with her is the basis on which I will develop the case study. As part of this study, documents and iconographic material illustrating the activities of parents will be analyzed. It is an activity against the ongoing practices of denying human and civil rights in Poland, and towards a democratic formula of social coexistence both at school and outside it, in public space, currently appropriated by the radical right-wing and national discourse. In the conclusions, parents appear to be a significant political and pedagogical force (this confirms Biesta's assumption about the political nature of every public pedagogy; 2019), capable of transforming the dominant "pedagogy for the public" (adequate for people of whom we think that they ought to be taught how to be/exist in the public sphere) into a "public pedagogy in the interest of publicness" which manifests as concern for the common good (Biesta 2012, p. 693).

4c3. Let's talk: Starting conversations on parents and family beliefs and engagement in education

Rebecca Winthrop; The Brookings Institution; and Emily Markovich Morris; The Brookings Institution

As a starting point to promoting collective and inclusive visions of education, it is critical that educators and families mutually understand and respect their varied beliefs on education (Meadows, 2008; Munro et al., 2002). In a survey of nearly 25,000 parents and 6,000 teachers from 14 educational jurisdictions in 10 countries, and across 15 languages, the Family Engagement team at the Center for Universal Education found that parents' and teachers' views on what makes a good-quality education, their preferred pedagogies, and the information that shapes their beliefs varied greatly. Focus group discussions have further revealed how actively engaging

families in schools can lead to more responsive teaching and learning. Findings have informed the publication of the Collaborating to Transform and Improve Education Systems: A Playbook for Family-School Engagement and have led to the formation of the Family Engagement in Education Network (FEEN). The FEEN, a vast group of global education actors, works collectively to co-create evidence and to document promising practices in family-school engagement towards the goal of catalyzing systems transformation in education.

This proposed paper will lay out the empirical research and findings on teachers' and parents' beliefs on learning, alongside the methodology and approach for facilitating critical dialogues with parents and families (Freire, 1974). These dialogues, as detailed in the Conversation Start Toolkit, are a step in the process of facilitating education system transformation as families and communities are a crucial leverage point in shifting goals, beliefs, and values orienting the system (Meadows, 1999, 2008). In order to ensure education serves all learners and their families, this shift in beliefs and power is essential. This paper and presentation will discuss the methodological approach and findings of this research, as well as the implications. The ultimate goal is to: a) open meaningful and intentional conversations between educators and families to build trust and collaboration, and b) use family-school collaborations to improve and transform education systems to be more responsive to the needs and hopes of learners, educators, and families.

Session 5a: Parental involvement in at-risk contexts

5a1. Increasing educational opportunities for students in poverty

Annelies Kassenberg, Hanze University of Applied Sciences; and Mariëtte Lusse, Rotterdam University of Applied Sciences; The Netherlands

In the Netherlands, one of every 13 minors lives in poverty (CBS, 2019). These children lack financial, social and cultural resources to live a minimally acceptable life in their country (UN General Assembly, 1989). Living in poverty causes stress for families (Mullainathan & Shafir, 2014) and hinders children in their development and school career (Yoshikawa et al, 2012). By supporting families and offering children a safe, stimulating learning environment, schools can reduce poverty's negative impact. However, professionals in schools are not always aware of how to identify and support families in poverty. In this study we identified success factors and bottle necks in tackling poverty in schools and developed a guide for professionals.

The data for this study were collected in two different regions in the Netherlands with relatively many families with incomes below the poverty line. Respondents in this study were teachers, directors and care professionals of primary and secondary schools, parents, children living in poverty and trained experts with experience with poverty. The research was carried out in three steps: 1) regional panel discussions in which we made an inventory of experienced success factors, bottlenecks and solutions

in dealing with child poverty in schools. 2) six case-studies in which we tried out interventions based on the success factors. 3) a focus group session in which we validated the set of effective factors and methods in a wider circle of professionals and experts.

Results showed effective factors in three different categories that guide and give content to professional action: identifying, supporting and stimulating. Finally, based on these findings, a practical guide has been written for professionals in schools.

5a2. Family engagement practices of teachers who work on building equitable teaching with refugee children

Elif Karsli Calamak, University of South Carolina & Middle East Technical University; and Feyza Tantekin Erden, Middle East Technical University

Employing inclusive family engagement practices has been particularly important for teachers in Turkey as around one million young Syrian children are resettled (Directorate General of Migration Management, 2022) and are transitioning into the national education system. While teachers—in Turkey and many other countries—mainly identify their challenges, need for support and resources in their work with refugee children and families (McIntyre & Hall, 2020; Richardson et al., 2018;), there are a few studies highlighting teachers showing leadership in collaborating with refugee families (Wrench et al., 2018; Roxas, 2011). In this study, we investigate the classroom practices of a group of K-3 teachers (n=11) who participated in our previous project about supporting teachers working with refugee children and families. In that two-year-long project implemented between 2017 and 2019, this small group of teachers stood out as highly engaged as they took up leadership in adopting equitable family engagement practices we studied in the project. The teachers voluntarily led multilingual family workshops and transformed their understandings of refugee families' cultural capitals over time (Karsli-Calamak et al., 2020). Thus, in this current study, we aim to closely understand the distinguishing practices of these teachers and family engagement practices they implement in their current classrooms as they continue to teach refugee children. In doing so, we draw on educational ethnographic traditions (Mills & Morton, 2013) as our semester-long data collection includes classroom observations, field notes, interviews, and the collection of artifacts. Fraser's (2009) three scales of social justice theory and Nieto's (2014) redefinition of the practices and dispositions of highly qualified teachers have been guiding our inquiry. The data collection and analysis continue; however, our emerging findings show that these teachers embrace shared social justice concerns conveying both their professional and cultural values and enact practices such as the utilization of technology-based tools to foster two-way communication with and among families. Insights from this research help us uncover practices of teachers working on employing equitable practices and further conceptualizing inclusive strategies to sustain families' engagement (Castelli & Denessen, 2019).

Session 5b: Home-schooling in times of Covid

5b1. New education deal between families and schools after COVID-19

Eszter Salamon, Luca László, and Judit Horgas

Recent global research clearly shows that there is a need to rethink the relationship between families and institutionalised services to ensure the rights of the child (World Bank 2018., Brookings 2021., UNESCO 2015 and 2021.). Parents International has carried out additional research focusing on especially education provisions and created a global, forward-looking initiative based on secondary and own research. This paper is aiming at showing the research behind this call for a New Deal on Education to establish it as an evidence-based initiative.

The research builds on previous research done by Parents International on child participation and parental engagement in education decision making in Europe. During the first school closure period, a mixed-method qualitative research was carried out between March and May 2020. Secondary research was done on both academic research papers already available, eg. in the School Barometer on German-speaking countries or the gender dimensions of the school closures. Furthermore, Parents International has actively engaged its global network of parents, parent leaders, organisations working with or for parents, researchers, trainers and policy makers into discussions about the learning points during the first school closures. For this, the research team has collected personal and institutional testimonies for primary research, and also followed media articles in English, German, Portuguese, Norwegian, Hungarian and Dutch.

The research has focused on how the right to education, the right to the education suitable for the individual child and other child rights can be ensured in schooling after the school closures and what the role of parental engagement is in it. Since parents are by law the primary protectors of the rights of their children, this has been proven to be a good approach leading to evidence-based reform with parents participating at level 8 of the Ladder of Participation (Arnstein 1969.) Research has also found that lacking this, more and more parents are ready to leave the formal system and set up their own for the benefit of their children – a worrisome trend.

5b2. Between home and schooling: parental engagement in the times of pandemic 2020-2022. A German version

Alexei Medvedev, Jörg Belden, and Claudia Matthiesen

The quality of parental involvement in German schools has been determined almost exclusively by the principle of "compulsory physical presence" (cf. Medvedev 2020). Until then, this principle was considered an aspiration and at the same time an unattainable goal of the institution of school, to experience all parents live at school. The pandemic turned this principle on its head and created an "extended compulsory

digital presence" for parents, which made a mockery of the principle of shared educational partnership and turned parents into de facto full-time co-educators. Since the first pandemic wave in 2020, an unprecedented hybrid, often unregulated, spontaneously organised teaching, learning and cooperation setting has emerged, known as "homeschooling". This term is problematic because it has historically different connotations in the German educational context. Therefore, it would be more adequate to speak of "corona schooling".

The gap between better-off and worse-off social groups is widening, with the result that children and young people from families in difficult social circumstances are practically disconnected from daily learning, including extra-curricular offers such as remedial and extra tuition (cf. Hurrelmann & Dohmen 2020; Wößmann et al. 2021). We can also observe this in the example of the Hamburg project Schulmentoren, which has been underway since 2014 in the schools with the lowest socio-economic index.

An important issue is the attitude of schools towards online learning formats: Some of our project schools do not perceive the available online offers for pupils and parents as equivalent learning and teaching settings to those of face-to-face teaching, but rather avoid them, reduce them, regard them as provisional or largely postpone them as a result.

On the other hand, we observe a different phenomenon in our practice: a better media accessibility of the parents' homes, which entails a higher parental participation. Online parent meetings, online parent training and online counselling are proving to be offers that are gladly accepted by parents. This trend could be a turning point and the chance to overcome the aforementioned "compulsory physical presence " as an inner attitude and pedagogical action pattern in favour of multimedia and -modal parent cooperation and thus a more barrier-free school.

Session 5c: Parental involvement for students with special needs

5c1. Family in digital inclusion of people with intellectual disability – resource or barrier?

Kacper Kowalski, Uniwersytet Gdański, Gdańsk, Poland

This proposed presentation is part of a bigger research project, that is my doctoral thesis. The presentation aims to present the essence of digital inclusion of people with intellectual disabilities. Digital inclusion and its quality are influenced by its place in formal and informal education. One of the most important factors for acquiring digital competencies – most notably for people with intellectual disabilities – is not only a virtual space, but also the closest society, including family (parents), with all their abilities and barriers: material, financial, digital ones, etc.
My own experience in a digital inclusion of people with intellectual disability is a reason to choose a methodology in the project – autoethnography. In this case, an autoethnography is a research of society that I am related to so also a research of myself. I am the researcher and a member of examined group in the same time.

Consequently, my interpretation and point of view are important. I will use an introspection, which cause an auto reflection. That auto reflection and a willingness to change should make an reflection in reader's mind as well.The main assumption of the research project is a polemics which mixed theoretical aspects of digital inclusion with own experience in a process of developing digital skills (with people with intellectual disability). Polemics discusses issues of a social influence of that process and also about families: what is the role of people's with intellectual disability families in a digital inclusion?
'Digital inclusion' is treated more like a process of prevent effects of a digital exclusion. It is not defined. Information about families in this process is kind of missing. It Is shown that society, including families, which people live in is important. My experience shows that is much more complicated. In practice, supporting (or not) people with intellectual disability by parents seems to be significant. There is also a question about quality of supporting (e.g helping or doing for them?) and about involving families to the process. The quest for 'digital including teacher seems to be invite families to process of digital inclusion and support (teach) them as well.

5c2. The impact that Covid-19 had on people with disabilities regarding their everyday lives, mental health and education

Spyrou Marina and Dr. Phtiaka Helen

In the year of 2019, the whole world was in a critical situation dealing with the lingering battle of the pandemic of coronavirus. This event has led to notable changes in most peoples' lives. The current study explores how the lives of people with disabilities have been affected due to Covid-19 (Cacioppo et al., 2021). So far, there was been little research available regarding the experiences of people with disabilities in Cyprus (Phtiaka, 2008). Additionally, it is crucial that these experiences are acknowledged, due to the fact that the pandemic crisis has been a challenge in the lives of both people with disabilities and their parents (Jalali, et al., 2020).

In this study, we have gathered data from 6 people with disabilities as well as data from their parents; we have also gathered data from 1 social worker and 2 group leaders. The interviews took place from the beginning of December of 2021, up until the beginning of January 2022, and consisted of information regarding how Covid-19 has impacted participants' daily lives, mental health and education. The findings of the study have shown that there is common ground in the perceptions of the pandemic from people with disabilities. Although their perceptions have been relatively limited, individuals were still able to comprehend the general situation concerning the pandemic. In terms of their daily lives, it has been noted that there was a change in peoples' eating habits, that has been directly related to isolation. Moreover, it was observed that outbursts in temper increased in people that already had strong personalities. These outbursts have been caused by isolation and interruption in their routine. Furthermore, people with disabilities were found to be more interested

regarding how and when they would return back to normality as it was prior to the pandemic, without being concerned on whether they would contract Covid-19 at all. It seems that both people with disabilities and their parents, faced the pandemic's unfortunate consequences entirely on their own. Parents' pessimism combined with the fatigue caused by the pandemic, is caused by the fact that they do not feel supported enough by institutions or the State. Therefore, contingency plans should be made in order to ensure that people with disabilities are included in future programme plans related to any other pandemic or similar situations (Jesus, et al., 2021).

Session 5d: Poster session

5d1. Parental separation anxiety as a determinant of parenting: a self-determination perspective

Carmen Rodríguez-Menéndez, Carmen Mª Fernández-Gacía, and Elena Rivoir-González; University of Oviedo, Spain

From a Self-Determination perspective, family environment influences children's development through three types of parental behaviors which can be divided into six parenting dimensions: autonomy-support versus control, structure versus chaos, and warmth versus rejection. So, parents who are autonomy-supportive of their children's needs, develop a structured family environment, and are interested in playing an active role in their children's lives, contributing positively to their children's adjustment. In the same way, from the SDT perspective there are different antecedents that can influence the development of parental dimensions. Therefore, pressure from "above" referred to social contextual factors such as parents' employment status; pressure from "within", pertaining to parent's personality characteristics (contingent self-worth, separation-anxious parents, …), and, finally, pressure from "below", pertaining to their children's behavior (temperament, …)need to be considered (Grolnick & Pomerantz, 2009, Soenens & Vansteenkiste, 2010).

In this way, more studies are required to examine the antecedents in the prediction of autonomy support, structure, and warmth (Mageau et al., 2016). In this sense, the main objective of this poster is to present the preliminary results of a research which has been developed in Spain to analyze the influence of parental separation anxiety, understood as the parental belief which causes difficulties in parents to manage with their children's growing autonomy (Soenens et al., 2006).
A total number of 1716 questionnaires from parents were collected. The "Maternal Separation Anxiety" Scale (Hock et al., 1989) was translated and adapted for its use with Spanish parents. Besides, both members of the couple also filled the "Parents as a Social Context Questionnaire" (Skinner et al., 2005). This scale assessed the dimensional model of parenting, based in the Self-Determination Theory developed by Skinner et al. (2005). This model distinguished three conceptual dimensions: warmth/rejection; autonomy support/coercion-control, structure/chaos. Preliminary analyses of the statistical analysis already done point out interesting conclusions.

Although high levels of anxiety in relation to separation from their children was not observed in our sample, some gender differences in the development of these beliefs about parenting were obtained. Besides, parental separation anxiety influenced the development of some parenting dimensions.

5d2. The role of families of migrant university students in Spain in their academic educational trajectories

Mª Elena Rivoir-González, Mª del Carmen Rodríguez-Menéndez, and Carmen Mª Fernández-García; University of Oviedo, Spain

Although the migratory phenomenon has been a historical constant in Spanish society, at the beginning of the 21st century and in line with the growth of international migratory movements in recent decades (OIM, 2020), immigration will increase notably (Martínez and Téllez, 2017; CES, 2019) constituting 11.5% of the Spanish population (INE, 2022) and 9.9% of university students (Ministerio de Universidades, 2021). Migrant families are a high proportion of the migrant population (OECD, 2017), with the role of families and their participation in schools being key factors in the socio-educational integration of their children (Arroyo et al., 2014; Abajo and Carrasco, 2011). Fernández-Hawrylak and Heras-Sevilla (2019) agree and allude to lower participation due to employment and language difficulties. High expectations of parents can favor school success according to Murillo (2008, cited in Fernández and Cano, 2014) although in the review carried out by Rodríguez (2011) on the theory of cultural discontinuity, these expectations and values can be very different, causing poor relationships. With this research we want to understand how the role of parents has been in the academic trajectories of migrant students at the Spanish University, in Spain and in their countries of origin, frequently forgotten by the academy. We start from a qualitative approach, with a study: phenomenological, aimed at understanding a social and educational phenomenon; and sociobiographical, we take the perspective of the protagonists, reconstructing reality through the narrations of their perceptions, sensations, and experiences. A bibliographic-documentary study and 24 in-depth interviews, semi-structured, are carried out with first and second generation migrant students from ten university degrees and four Spanish universities. They come from Latin America, Africa, and Eastern Europe with an average age of 23 years old. The results point to family support as a key factor in the school success of university migrants. Families, especially mothers, and grandparents particularly in origin, are a central agent for all migrants, both as protectors against a hostile environment and as guarantors and main and unconditional support in the studies of their children, influencing positively in the educational trajectories in origin and destination, as well as in their socio-educational integration.

Session 6a: School-based interventions for parental involvement

6a1. Including families in schools working with SWPBIS

Martijn Willemse, Anita Blonk, and Monique Nelen; Windesheim University of Applied Sciences, The Netherlands

SWPBIS (School-Wide Positive Behavioral Interventions and Support) is a schoolwide approach to create safe learning environments. Key features are teaching behavior based on school values, a focus on prevention via a multi-tiered systems of support, positive approach, data-driven decision making, and partnership with parents and other stakeholders. Although there is a considerable body of international research that shows that Family-School Partnerships (FSP) contribute to academic achievement, social-emotional development and sense of well-being of all students e.g., (Epstein, [2001] 2011 Revised), research on comprehensive systems for engaging families in the implementation of SWPBIS is still limited (Garbacz et al., 2018). Many schools face challenges in involving families. To build a comprehensive system for engaging families, Garbacz et al. (2016) propose an Integrated Family-School (IFS) framework consisting of two primary components: (1) universal planning and problem solving; and (2) practices across systems.

Our study aimed to explore the process of engaging families to the design and implementation of SWPBIS and identifying experienced challenges and keys to success. The research question was: To what extent is, according to principals and members of the PBIS-leadership team, engaging families in the design and implementation of SWPBIS established, and what challenges and keys to success can be identified for establishing FSP in the context of SWPBIS?

Twenty seven respondents from 20 schools completed an online survey, consisting of 30 questions on (1) communication with families; (2) school policy and practices to engage families in implementing SWPBIS in school; (3) support at home; and (4) perceived challenges and key factors for success. Fifteen of these respondents (representing 13 schools) agreed to also participate in online focus groups to discuss the four themes. Transcriptions of the meetings were analyzed.

Results showed that, despite the fact that participants value family partnership highly, cooperation with parents mainly consisted of informing them via traditional channels such as websites, newsletters or posts at social media, or working together at an individual level. Schools did not have developed policies to systematically involve parents or use their potential. Most participants stated that supporting SWPBIS at home is not a responsibility of schools.

6a2. Primary school principals about upbringing-related collaboration with parents

Mirjam Stroetinga, Marnix University for Applied Sciences, Utrecht; The Netherlands

In this paper session results of an empirical research on upbringing-related collaboration with parents in Dutch primary schools are presented. The research question focuses on principals' views and practices concerning contributing to children's upbringing in education, upbringing-related collaboration with parents, and their own leadership in the upbringing realm. The research topic of upbringing in education is increasingly important in the context of today's growing societal complexities, such as globalization, individualization and decreasing social connectedness.

Upbringing in this study is defined as the support given by adults to children in their personal, interpersonal and societal development on the way to adulthood. The term 'adults' refers to upbringing as a common effort of both parents and teachers, matching Bronfenbrenner's (1979) approach to human development. In line with the work of Kelchtermans (2009) and Noddings (2012), in this study the act of teaching is understood as value-laden and relational, and the teacher as a 'moral' educator: teachers contribute to upbringing, intendedly as well as unintendedly, through what they teach and the way they teach (Kohlberg & Hersh, 1977; Veugelers, 2010). Amid the differing views within and outside the school community, principals have a significant role in embodying school values and building a welcoming school climate and trusting relationships with parents (Barr & Saltmarsh, 2014).

The method of two sequential, semi-structured, individual interviews was used and 11 principals participated. Their schools varied in location, size, denomination and student population. The video dataset was transcribed and analyzed using ATLAS.ti. Findings are that all of the principals recognize upbringing in education, and describe interwovenness of care, teaching and upbringing. Contributions to upbringing in the participants' schools strongly relate to learning. Especially in schools with mainly low SES students, children's school readiness and the establishment of conditions for learning require teachers' intensified upbringing support. The principals' narratives show that teachers' empathy and attitude of equality are beneficial to collaboration with parents on children's upbringing. Several complexities to leadership on upbringing and upbringing-related collaboration with parents in primary education are revealed.

6a3. Working towards partnership: a research-training programme with Italian school teachers

Silvia Ferrante, Guido Benvenuto, and Irene Stanzione; "Sapienza", University of Rome

This paper focuses on Italian schools' partnerships with families and communities, following the recent publication of the Italian ministerial plan briefly defined as "Piano Scuola 2020-2021" (Decreto-Legge n.111, 2021). This plan encourages schools to

develop "educational pacts" with families, establish collaborations with the communities, and plan together educational and training initiatives to enhance the inclusiveness of schools. Taking inspiration from national good practices (Forum DD, 2021) and international results on Family, School, and Community Partnerships (Epstein, 2019) this investigation presents the first results for a Research-Training (R-F) programme for teachers (Asquini, 2018). The R-F programme is a research methodology focusing on the role of teachers, supporting reflection processes for the promotion of effective partnerships between schools, families, and communities. This R-F programme starts from the need to improve in-service teachers' professional development (Thompson, I., et al. 2018) stimulating the implementation of organizational practices and methods capable of decreasing dropout and improving school success rates. Starting from the idea of a school as an open and democratic system (Dewey, 1916), the research investigates contexts, supporting the proactive collaboration of the community as a whole. Researchers and teachers are working with a reflective (Schön, 1993) and cooperative (Wenger et al., 2002) approach on an organizational level and on the professional empowerment of teachers. Data collection was designed to gather teachers' opinions and identify strengths and weaknesses in their school practices about the research topic. Coupling qualitative data, collected with a Focus Group, (Braun & Clarke, 2006) and quantitative data, collected through an online questionnaire (Epstein & Salinas, 1993) the results give us a "picture" of an Italian local context, featuring a high percentage of early school leaving. In the primary and secondary schools participating in the R-F programme, the results help to highlight the most problematic areas in need of attention to reinforce the connections with families and local communities. Teachers show a low sense of collegial responsibility about partnerships, denouncing a need for planning, clear objectives and operational protocols to work in synergy with families and local stakeholders. Moreover, some teachers still have prejudices about families' capacity for participation in school-related activities and they need to be trained to pinpoint the resources that can work as significant hinges to promote effective partnerships.

Session 6b: School-family partnership in times of Covid

6b1. Hungarian parents' experiences and views of school closures and school restrictions related to COVID-19

Eszter Salamon, Luca László, and László Bóka

This paper provides an in-depth analysis of a series of 3 large-scale quantitative data collection activities in Hungary. The data collection took place in November 2020, and in April and October-November 2021 with 14762, 26851 and 18451 respondents respectively. Survey questions were exploring parents personal experiences with the virus itself (having been infected, knowing somebody infected, etc.) and its impact on their views on school closures and other restrictions such as mask-wearing, ban of extracurricular activities, ban on parents entering schools, vaccination of teachers and children, their necessity and parents' views on associated risks. As data collection also provided demographic information on the age, profession and place of living of

respondents, analysis could also focus on the impact of these factors on parents' views. It was especially interesting to analyse the impact of working in sectors bearing the burden of both infections and closures, namely health care, retail, public transport and education itself.

The data collection was conducted through online surveys linked to the e-mail addresses of members of the Hungarian national parents association, ESZME. Since the respondents of the different surveys were different, this should be considered to be a series of cross-sectional survey research. Data analysis was conducted using the tool Tableau. There was an analysis of each survey separately, and a comparative analysis was also conducted, especially to see how more personal experiences with the virus impacted the views of parents.

Our original assumption that parents most exposed to the virus and bearing the burden will be most supportive of restrictive measures was absolutely not confirmed by the research. We have also not found major differences in the attitude of parents depending on their place of living while restrictions were very rarely enforced in the countryside. In all survey rounds, the questionnaire also included items on the attitude of respondents on measures in place in other countries.

6b2. Homeschooling "by force" in the first wave of Covid-19? Parents' experiences of the remote education and the lack of home-school partnership

Marta Wiatr, Maria Grzegorzewska University

The aim of the paper is to present the results of analyses of parental narratives that emerged from research conducted among parents of students in a metropolitan primary school during the first wave of the pandemic - COVID-19. The research used the case study method combining quantitative and qualitative components (Stake, 2003). Data were collected in June and July 2020 by means of a survey and which 104 parents responded to. The starting point for the in-depth analysis was the explicit refusal by parents of the fact that what teachers were doing during the distance education could be considered as teaching children.

The in-depth analyses were aimed at identifying the background to the process of negotiating, by parents, of the definition of remote teaching and learning in which they participated. This participation often - as they claimed - resulted in their acting as unintended, and accidental home educators.

Qualitative analyses were embedded in the constructivist paradigm. The conceptual framework of analysis embraced both: teaching-learning models in remote education (Anderson, Rourke, Garrison, & Archer, 2001; Anderson, Upton, Dron, Malone, & Poelhuber, 2015; Moore, 2018)- underlining the meaning of interaction; and the

concepts of juxtaposition of parental involvement and engagement in child's education ((Barton, Drake, Perez, Louis, & George, 2004; Wiatr, 2020)).

The research showed how the weakness of the educational system (in the institutional sense), along with the lack of family-school partnership, had resulted in an unnegotiated shift of the burden of work onto children and their parents. The findings of these studies, when compared with the results of other national reports, go beyond the single case of the school studied and resonate with the experiences of other parents of students in the country and around the world.

6b3. School digital practices in a time of pandemic: A case study

Ana Carla Ferreira, Escola Profissional de Torres Novas; and Pedro Silva, Politecnic Institut of Leiria; Portugal

This proposal is part of a master's research project (concluded in February 2022), which aimed at understanding the digital mediation practices adopted in a secondary professional school in Portugal during the two periods of lockdown (in 2019-2020 and 2020-2021) in the context of the Covid-19 pandemic.

Given the sudden implementation of a distance learning modality (using e-learning and m-learning as emergency remote teaching), an effort was put on understanding the practices aiming at an intercultural and sociocultural mediation between students, teachers and families (Dietz, 2009; Silva et al., 2010; Silva, 2014; Vieira, 2014; Silva et al., 2015; Diogo, Silva & Viana, 2018), as well as aiming students' school integration (Zenhas, Rocha & Silva, 2019).

A methodological device was set up based on multiple sources of information, which allowed a subsequent triangulation of the data: document analysis (several school documents, including a survey applied to 26 teachers, 103 students and 102 parents on the difficulties and effects of the sudden implementation of distance learning practices), an exploratory interview with the pedagogical school coordinator, interviews with 7 teachers and class tutors, a focus group with students, and the production of a field journal, given that one of the researchers is a teacher at the selected school. The data were later submitted to content analysis with the construction of 4 main categories and 12 sub-categories, via deductive and inductive way (Bryman, 2012).

Some results:
a) the greatest difficulty felt – either by children, parents and teachers - was family management, i.e., how to cope with space and time constraints at home;
b) teachers, in particular, pointed out that prior face-to-face knowledge of students and families greatly facilitated distance interaction with them;
c) the mix of e-learning with m-learning (through the use of alternative channels such as the WhatsApp) improved communication;

d) the use of pictography (such as emoji) revealed the ability to interculturally bring different generations together and bridge the gap caused by distance learning;
e) despite all the efforts, there was a small minority of students and families that could not be integrated into the new digital school and family network.

Session 6c: Multicultural and multilingual contexts of parental involvement

6c1. Teachers learning lessons from multilingual family engagement during COVID-19

Kathryn McIntosh, Cory Buxton, Barbara Ettenauer, Karen Thompson, and Nelly Patino-Cabrera; Oregon State University, Oregon, USA

As teacher educators with long-term commitments to justice-centered family engagement work, we were intrigued by the unexpected impacts of the COVID-19 pandemic on teachers' experiences of engaging with their students' families (Kim & Asbury, 2020). We redirected our ongoing research on the Teachers Educating All Multilingual Students (TEAMS) project, which supports teachers in five Oregon, USA school districts in developing knowledge and skills for educating multilingual learners. Specifically, we addressed the question: How did TEAMS teachers' conceptions of and actions to support multilingual family engagement shift in response to the COVID-19 pandemic and what lasting changes may result? Theoretically, we use Harro's (2000) Cycle of Liberation to frame teacher's justice-centered agency as an act of becoming that evolves from individual action to collective action to structural change. More specifically, for Harro, this cycle develops through six phases of action: waking up; reaching out; building community; coalescing; creating change; and maintaining change. A total of 42 teachers from five Oregon school districts participated in three rounds of focus group interviews: in fall 2019, prior to the pandemic; in spring 2020, soon after the shift to virtual instruction; and in fall 2020/winter 2021, during the second school year impacted by the pandemic. Key findings include: (1) a clear shift in many teachers' approaches to family engagement from a focus on dissemination to a focus on strengthening interpersonal connections and addressing basic needs (Seymour et al., 2020); (2) new understandings and relationships that the teachers were building with families allowed them to more clearly view how material inequities, such as in housing and health resources, were driven by deeper structural inequities in our social systems, within and beyond public education (Gibson et al., 2020); and (3) despite these insights related to structural injustices, most TEAMS teachers were still engaged in potentially unsustainable individual actions rather than recognizing the need for structural changes. Implications of the study include the importance of continuing to center what has been learned from the new modes of family engagement that occurred during the pandemic as we move into the "new normal" for schools, post-pandemic (Colao et al., 2020).

6c2. Cultural knowledge for primary school teachers

Dorien Petri, Hanze University Groningen; Margreet Luinge, Hanze University Groningen; Annelies Kassenberg, Hanze University Groningen; Eddie Denessen, Radboud University, Nijmegen; Klaas van Veen, University of Groningen; The Netherlands

The Dutch society is becoming increasingly diverse, which is also reflected in education (Bovens, Dekker, & Wiemeijer, 2014). Diversity refers to differences in a country in terms of origin, social class, ethnicity, religion, language, and geographic location (Banks et al., 2005; Hoffman & Verdooren 2018). Diversity is challenging for teachers, because they require teachers to respond to varieties in students' family cultures, their language backgrounds, educational histories and educational needs.

An educational approach taking diversity into account is Culturally Responsive Teaching (CRT) (Gay, 2010). CRT consists of a positive attitude toward diversity (Nieto, 2017), knowledge about cultures, background, experiences and perspectives of students (Ladson-Billings, 2009; Gay, 2010; Delpit, 2006) and skills and strategies to teach diverse students (Hill, 2012).

In order to meet the educational needs of all students, teachers must first be able to understand the social, cultural and political experiences of the student (Gay, 2010; Ladson-Billings, 2009). Teachers must develop a working understanding of students' cultural heritage and backgrounds in order to be effective in the classroom (Byrd, 2016). Knowledge about student's background, experiences and heritage is important for CRT, so in this study we focus on cultural knowledge. However, the literature describes cultural knowledge differently and the domains and examples of cultural knowledge need concreteness.
Therefore, the aim of this scoping review is to determine which specific knowledge about students is described in the literature as cultural knowledge. We aim to identify specific knowledge domains that constitute the concept of cultural knowledge. Insights obtained from this study can be used to inform and improve teachers' CRT.

A literature search was conducted in five databases (Academic Search Premier, ERIC, PsycINFO 1887 – current, Web of Science and SOC Index) to map a range of domains that constitute the concept of cultural knowledge for primary school teachers. Review selection and coding of knowledge domains was performed by independent raters.

Currently, we have analyzed the 72 articles. In the presentation we will discuss the results; we will discuss the concept of cultural knowledge, present the identified domains of cultural knowledge and the implications for CRT.

6c3. Involvement of families in the school and climate of coexistence in a multicultural context

Joaquín Parra-Martínez, Universidad de Murcia; María José Martínez-Segura, Universidad de Murcia; María Ángeles Gomariz-Vicente, Universidad de Murcia

With this paper we intend to show the importance of the relationship between some dimensions of the participation of families in the life of schools and the climate of coexistence in these institutions, which in previous studies have been presented as related variables (Ganesan, Shakoor, Wertz et al., 2021; Salgado, Oliveira, Silva et al., 2020).

We have started from the model of explanation of family participation proposed by the research group Compartimos Educación (Parra, Gomariz, Hernández-Prados, Martínez-Segura, & García-Sanz, 2020; Gomariz, Hernández-Prados, Parra et al, 2020). A sample of 864 male and female students from 41 classrooms from 8 different schools in multicultural contexts in Spain (Spanish, North African, Latin American and Indian) has been studied, collecting information on the climate of coexistence in these classrooms and the forms of participation of your families.

Of the eight dimensions studied, the feeling of belonging and the involvement of families in school education at home are the ones that are most associated with the climate of coexistence. Coexistence, studied with the CRAE-P questionnaire (Bueno, Calvo, Ballester, & Calvo, 2017) manifests itself from two dimensions: Dimension 1, understood as a feeling of well-being, friendly relations and a feeling of security in the center, are manifestations incompatible with a situation of victimization. Students with low bases are considered to be at risk of being involved in unsafe relationships in the school environment, whether in the classroom, the playground or the center space in general. And Dimension 2, considered as the perception of the actions of the teaching staff that facilitates the protection and safety of the students.

Session 7: Symposium 'Shared responsibilities between family and school from an international perspective'

The cooperation between families and school is generally perceived as positive and beneficial for the child's development (Barger et al., 2019; Hill & Tyson, 2009; Jeynes, 2005). Students' increased learning at home due to the COVID-19 situation has further emphasized the importance of the collaboration between teachers and parents. From a conceptual point of view, it seems that 'shared responsibility' is the new paradigm for the cooperation between families and schools. However, there are multiple ways of interpreting the term depending on which national discourse you are looking at. Our analyses are based on the theoretical considerations of Epstein (1987) who defined 'shared responsibility' as "teachers and parents are believed to share common goals for their children that are achieved most effectively when teachers and parents work together" (p. 121).
This brief definition has found its way into many legislations and governmental guidelines of different countries. A systematic comparison of the understanding of 'shared responsibility' in the legislation and governmental guidelines of different countries is still missing though. The first step, therefore, is to illuminate the situation in five countries: Germany, Israel, Italy, The Netherlands and Switzerland.
To go beyond legislation and governmental guidelines, in a second step we seek for a more detailed look into the conceptualizations and implementation of 'shared responsibility' in school practices from an international perspective.
The research questions for our symposium are:

1. How is 'shared responsibility' conceptualized in the legislation and governmental guide-lines in different countries?
2. How is 'shared responsibility' implemented in school programs and school practices in these countries?

Legislation and governmental guidelines of the five participating countries will be analyzed concerning duties, rights and roles for both parents and teachers, different formats of cooperation, and the (social) heterogeneity of parents. Furthermore, some best-practice examples concerning 'shared-responsibility' in schools will be presented from each participating country. The international comparison will contribute to a more elaborated discourse on family-school cooperation in general and the concept of 'shared-responsibility' in particular.

Jessica Kruska, University of Hamburg; and Dr. Sabrina Bonanati, University of Paderborn; Germany

Germany with its 16 federal states has a decentralized educational legislation. The term 'shared responsibility' (Epstein,1987) is interpreted in multiple ways (Paseka & Byrne, 2019). We will answer the research questions of the symposium, reporting the German discourse on family-school-partnership using the concept of 'shared responsibility'.
To answer the first research question, we analysed documents related to the Basic Law as well as those specific to the federal states. Central topics were elaborated by using Content Analysis (Mayring, 2015). The second research question will be addressed by presenting the German "LIFE - Experience Reading in Families" family-literacy program. Although Germany has a decentralized education system one unifying aspect is evident: all documents emphasize the cooperation between parents and schools. Such a cooperation is legally established throughout all 16 federal states: schools and parents share the responsibility for a child's education and up-bringing both equally and without respective subordination. This, of course, entails discrepancies in regard to normative views on expertise and responsibilities. The current discourse, often built around a 'partnership'-like rhetoric, emphasizes a cooperation on 'eye-level'. The best practice example LIFE focuses on the empowerment of parents in children's reading acquisition, establishing cooperation forms on such an 'eye-level'.

Prof. Dr. Paola Dusi, University of Verona, Italy

Italy's constitution holds that responsibility for a young person's upbringing – education in the widest sense – lies with the family. Although contemporary Italian parents appear to acknowledge this right-cum-duty (Fabbri, 2012), there is a necessity to improve the dialogue between them and professionals in the community's institutions and services like nursery educators or school teachers (Dusi, 2020).

The cultural and legislative contexts concerning the school-family relationship in Italy have shifted in recent decades. The role of parents in the school setting was formally recognised in the 1970s, with subsequent legislative initiatives shifting from a paradigm of formal participation (delegated legislation of 1974) to one of cooperation (Law 30/2000) and, ultimately, to a model of shared responsibility (DPR 235/2007; MIUR - Minister of Instruction, University and Research, 2012a/b) Even though this sharing of responsibility has been cast as necessary, it is – with local exceptions – rarely any more than a formal construct. The fragility experienced recently by individuals, families and institutions underlines the centrality of such an alliance, but a renewed approach to its planning and configuration is required. By addressing the

questions of the symposium, this study - using thematic analysis - examines government publications and reports setting out best practice.

7a3. Between vision and reality: Parent and school responsibilities in Israeli education

Prof. Dr. Audrey Addi-Raccah, Tel-Aviv University, Israel

In Israel, parental involvement is acknowledged as a pivotal factor in schools and a central public issue that raises a lot of concerns regarding the spheres of influence and responsibilities of parents and educators. The examination of national and legislation documents revealed that children's education is based on the simultaneous responsibility of parents and the educational system. However, the laws provide a general declaration of duties and rights that oblige schools to inform parents about childrens' rights and to publish instructions concerning relations with the family, without providing any details on the division of responsibilities (Schechtman & Busharian, 2015). Additionally, the Ministry of Education (MoE) (2018) emphasizes the need for a partnership that is defined as a system of collaborations and connections, which take place between the educational staff and parents, in order to advance the educational process. However, in the MoE's documents a school-centric approach is implied. This is also reflected in practices that suggest enhancing parental involvement (mostly for parents of children with special-needs or immigrants). Other practices are sporadic and largely dependent on schools' or parents' local initiatives. Examples of such programs and initiatives will be provided.

7a4. Shared responsibility between parents and schools in Dutch policy documents on education and youth care, and its implementation in practice

Dr. Hélène Leenders, Fontys University of Applied Sciences, Tilburg; and Dr. Johan de Jong, Fontys University of Applied Sciences, Tilburg; The Netherlands

In the Netherlands, governmental policy stresses the importance of school and family partnerships to fight inequalities of educational opportunities for children for quite some time (Ministry of Education, 2010, 2014). Scientists have a significant influence on this national debate (e.g. Van den Bergh et al., 2020). The analysis of the national documents shows that the concept of 'shared responsibility', which includes common goals and collaboration (Epstein,1987) is embedded in national legislation on education and youth care. The Inclusive Education Act (2014) indicates that schools and parents have a shared responsibility to optimize developmental opportunities for children. Teachers and parents are supposed to seek for the best special support together. The Law on Youth (2015) prescribes that youth care professionals assume the responsibility and the possibilities of parents, children, and their network. However, the national evaluation report indicates that parents and children don't feel sufficiently heard and should be more involved in decisions concerning special care (Ledoux & Waslander, 2020). Joint decision-making is predicted by teachers' views on parent-teacher collaboration and their perceived level of competency (Leenders et al.,

2021). Best-practice examples can be found in primary schools serving low SES-children (Leenders et al., 2019; Smit et al., 2007).

7a5. Exploring 'shared responsibility': Research results from official education policy documents and best practice examples from Switzerland

Prof. Dr. Caroline Villiger, University of Teacher Education Bern, Bern/Switzerland

This presentation aims at investigating the way family-school relationship in terms of 'shared responsibility' (Epstein, 1987) is conceptualized and implemented in Switzerland. As in many countries, the conceptualization of family-school relationship has shifted during the last decades from a hierarchical, non-equal to a collaborative character which is partly reflected in legislation and governmental guidelines (Villiger et al., 2020). However, because of the federalist system of education, each canton defines individually the way parents and school are supposed to collaborate and which type of common goals they should share. Based on a qualitative content analysis (Mayring, 2016), the presentation focuses on education acts, regulations and additional documents of 21 German-speaking cantons (in total 62 documents). Findings indicate that although many terms like 'common' or 'shared' responsibility are used, the sense of it usually remains vague. Most of the cantons' official documents mention the term 'collaboration', but less so the terms 'shared responsibility' or 'common goals'. Still, most cantons give parents a say in important educational decisions affecting their child, which implicitly approximates shared responsibility. Finally, two Swiss examples of best practice based on shared responsibility are presented which aim at engaging parents and teachers in concrete collaboration with common goals.

Programme

Monday 29 August 2022	Tuesday 30 August 2022	Wednesday 31 August 2022
9:00 – 9:30 Registration pre-conference for PhD-students **9:30 – 9:45** Opening pre-conference **10:00 – 12:15** Workshops pre-conference **10:00 – 12:00** ERNAPE Steering committee meeting	**9:00 – 10:30** Session 3	**9:00 – 10:30** Session 6
	10:30 – 11:00 Coffee break	10:30 – 11:00 Coffee break
	11:00 – 12:00 Keynote 2	**11:00 – 12:00** Keynote 4
11:30 – 13:00 Registration and lunch	**12:00 – 13:00** Lunch	**12:00 – 13:00** Lunch
13:00 – 13:30 Opening **13:30 – 14:30** Keynote 1	**13:00 – 14:30** Session 4	**13:00 – 14:30** Session 7
	14:45 – 15:45 Session 5	**14:30 – 15:00** Closing ceremony
14:45 – 16:15 Session 1	15:45 – 16:15 Coffee break	**15:00 – 16:30** Closing reception
16:15 – 16:45 Coffee break	**16 :15 – 17:15** Keynote 3	
16:45 – 17:45 Session 2	**17:45 – 19:15** City walk	
18:00 Reception	**19:15** Conference dinner	