ERNAPE-ARCTIC
TROMSØ • NORWAY
26-28 AUGUST 2015

Information and Abstracts
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WELCOME TO TROMSØ!

As chair of the 10th conference of the European Research Network About Parents in Education and on behalf of UiT The Arctic University of Norway, I am pleased to welcome you to Tromsø.

This conference brings together researchers who are engaged in the role parents play in education. We have put together an exciting program of keynote speakers, symposiums and paper sessions, which will serve as a starting point for the sharing of knowledge, discussions, learning and debate.

Thank you for participating.

Yours sincerely
Chair, professor Unn-Doris K. Bæck
PRACTICAL INFORMATION

TRANSPORTATION

Free Conference Bus Shuttle

A free bus shuttle for conference delegates will operate between downtown Tromsø (The Edge) and UiT campus Breivika, in the morning and in the afternoon.

Schedule:

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<th>WEDNESDAY</th>
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<th>FRIDAY</th>
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<tr>
<td>HOTEL - CAMPUS</td>
<td>08.00</td>
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<tr>
<td>CAMPUS - HOTEL</td>
<td>18.15</td>
<td>13.15</td>
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<tr>
<td>CAMPUS - AIRPORT</td>
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City Buses

City buses run day and night between downtown Tromsø and campus Breivika.

Tickets may be purchased on board the bus and are payable in cash only (NOK, and Euro notes). The bus tickets are, however, rather expensive:

- Single tickets bought onboard the bus cost NOK 50 for adults and NOK 25 for children (4-15) and seniors (over 67).
- A day ticket (valid for 24 hours) purchased onboard the bus costs NOK 90 for adults/seniors and NOK 50 for children.

Pre-purchased tickets are often cheaper:
- A pre-purchased single ticket costs NOK 35 for adults and NOK 18 for children and seniors.
- A pre-purchased day ticket (valid for 24 hours) costs NOK 90 for adults/seniors and NOK 45 for children.

Pre-purchased tickets must be validated when entering the bus by scanning the ticket on the ticket machine at the front or rear entrance of the bus.

**Pre-purchased tickets, a Day ticket, 7 days ticket are sold at several places, for example:**
- Tromsø Touristinformation Office (Kirkegata 2)
- WITO-kiosk (Storgata 68)
- Narvesen Stortorget (Main Square Tromsø city centre)
- Point kiosk - Tromsø Airport, Langnes
- Jekta Storsenter - Information counter
- MIX-kiosk - University of Tromsø

**Taxi**

Taxis are expensive in Norway and they all run on meters.
Phone number to the taxi company: +47 03011

**COMPUTERS AND INTERNET**

**Wireless Network**

If your home organisation/university is part of the Eduroam community and your computer is set up for using the Eduroam network, you should be able to connect to the internet the same way you do at home using our wireless network called Eduroam.

In addition, you will have access to the university wireless network:
**Network:** uit-conference
**Password:** arctic2015
Computer Room 1.821

Computers with internet access will be available for delegates at Teorifagsbygget House 1, room 1.821, on floor U1, on the lower level, where the registration and information desks are also located.

In Lecture Rooms

Every lecture room is equipped with a computer and projector. We recommend that all presenters use the computer available in the lecture room and bring your presentation on a USB stick.

REGISTRATION DESK

The registration desk is situated at Teorifagsbygget House 1, floor U1, lower level, and will be open all day throughout the conference.

INFORMATION DESK

The registration desk is situated at Teorifagsbygget House 1, floor U1, lower level, room 1.821, and will be open all day throughout the conference.

PRINTING AND PHOTOCOPYING

Please go to the registration desk for help.

IMPORTANT PHONE NUMBERS

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<th>AMBULANCE 113</th>
<th>POLICE 112</th>
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<tr>
<td>FIRE 110</td>
<td>TAXI +47 03011</td>
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<td>UNIVERSITY +47 776 44000</td>
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</table>
CONFERENCE VENUE

All activities during the conference will take place at Teorifagsbygget House 1 at Campus Breivika.

Registration and information desks for the conference are located on floor U1, on the lower level, and will be open throughout the conference.

All keynote sessions will take place on floor U1, on the lower level, in auditoriums 1 or 2.

All paper sessions will take place on floor 3.

Lunches will be served in the main cafeteria, on floor 1.

A computer room with internet access is located in room 1.821, on floor U1, at the lower level.

You will find maps and floor plans at www.uit.no
OPENING

TIME: WEDNESDAY 26TH 09:00-09:30
PLACE: AUDITORIUM 1, FLOOR U1

WELCOME ADDRESSES:

ANNE HUSEBEKK, Rector at University of Tromsø – The Arctic University of Norway

ELISABETH STRENGEN GUNDERSEN, Chairperson of the National Parents’ Committee for Primary and Secondary Education, Norway

ESZTER SALAMON, President of European Parents’ Association

BIRTE RAVN, professor and the first ERNAPE President, Århus University, Denmark

M. ADELINA VILLAS-BOAS, University of Lisbon, Portugal

UNN-DORIS K. BÆCK, professor and Chair of the Conference 2015
KEYNOTE SPEAKERS

KEY NOTE LECTURE 1: GILL CROZIER

From Middle-Class Social Reproduction to Collective Critical Consciousness (Conscientization)

*Parents as agents of their children’s education through democratic, collective participation. Is this a fantasy or a potential reality?*

**Professor Gill Crozier**

In parts of Europe and the Anglophone world parental involvement in schools and education has taken on an unhealthy intensity. Driven by individualisation and the global competition of seeking ‘world leading’ education per formance, governments/policy makers have raised their expectations of parents as providers of school-ready children, primed to perform in the heightened exam stakes that face them on a regular basis. Private tutoring after school and the various indicators of ‘concerted cultivation’, together with an increase in ‘parenting classes’ and an emphasis on ‘responsibilisation’ are now the norm in many societies. In this lecture I will discuss these developments and their implications or potential implications for mothers and fathers (female and male carers) generally and also the effect of such expectations on those already marginalised in their relationships with schools.

However, in addition to this scenario other developments indicating potential for parental agency and the possibili- ties of arresting the stifling and oppressive hold of the (post structural) ‘reflexive project of the self’ as Giddens termed it or in the structural sense, the middle-class endeavour of social reproduction. The recent financial crisis and revelations of the
corruption of the financial world have exposed something of the way the capitalist world works and in turn have given expression to people’s frustration with this dominant order. Whilst not suggesting revolution is afoot, there are glimmers of opportunities for change in terms of the role of schools and communities. In relation to parents, families and education these include the emergence of communities of practice and democratic involvement, such as in Chicago and Finland for example.

In this lecture I will discuss these two contrasting ‘scenarios’ and the tensions between as well as within them and whether through emerging fissures there are potential possibilities for parental agency and the development of collective educational opportunities.

**About Gill Crozier**

Gill Crozier is Professor of Education, and former Director of the Centre for Educational Research in Equalities, Policy and Pedagogy (2012–2015) in the School of Education, University of Roehampton, London, UK. She is a Fellow of the Royal Society of Arts.

As a sociologist of education she has researched and written extensively about parents/families and school relationships, issues relating to young people, access to and participation in higher education, education policy, and the socio-cultural influences upon identity formation and learner experiences. Her work is underpinned by a deep concern for inequalities and social justice and is informed by the analysis of race, class and gender and the ways these social locations and identities intersect and impact on life chances.


More info E-mail: g.crozier@roehampton.ac.uk
KEY NOTE LECTURE 2: RANDI TALSETH

Parents in the Norwegian Schools

Secretary General Randi Talseth

In this lecture Secretary General Randi Talseth will discuss the tasks and rights of parents inherent in the Norwegian model and structure for schools. She will share experiences from her own work as Secretary General of the NGO Adults for Children on innovations and interventions in the Norwegian educational system, particularly related to Mental Health at Schools programmes. Talseth will also share reflections related to the way ahead for parents’ place and position in school.

About Randi Talseth

Randi Talseth is Secretary General of the NGO Adults for Children in Norway, an organisation of which she has been a central part since 1992. She has contributed to project organization as well as developed programs and tools for dissemination and implementation, nationally and internationally.

Talseth has managed a number of conferences at the national, Nordic and international levels, including the Fourth World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders in Oslo in 2006, in collaboration with the Carter Center, the World Federation for Mental Health, and Clifford Bears Foundation.

Talseth is currently chair of a national program for the development of professional standards in child protection (since 2012) and chair of the Board of Trustees in the International Foundation Partnership for Children (since 2010). She is also Vice Chairman of The Center for Child and Adolescent Mental Health, Eastern and Southern Norway (since 2005), and a member of the Norwegian Council for Quality Improvement and Priority Setting in Health Care (since 2006), both of which are foundations established by the Norwegian Ministry of Health and Care Services. Previously Talseth has served as chair of the Nordic Network for People Working with Children of Mentally Ill Parents (2010–2012), as a board member of Health South-East 2007–2012 (appointed by the Health Ministry), as a national partner for Mental Health Europe (from 1994), as a permanent member of the reference group for user organisations in the mental health
field during the Action Plan for mental health (1999–2008), and as a member of the Committee for the study of the treatment deadlines in mental health services for children and young people (2008). Talseth was also a member of the government appointed committee, Flatøutvalget, that reported on children at risk and published the Official Norwegian Report “What you do, do it in full. Better coordination of services for children at risk” (NOU 2009:22).

E-mail: Randi.Talseth@vfb.no

Adults for Children

Adults for Children (formerly called Mental Barnehjelp from 1960 – 1996) is an NGO promoting the mental health of children and adolescents. The organization works with, and offers services to the parents and carers of children and adolescents – and to all who work with children and young people. Adults for Children is particularly concerned with children’s interests and children’s mental health. Adults for Children aims at making the perspective of the child visible for local and national decision makers when it comes to issues concerning children in school, kindergarten, social welfare institutions and mental health institutions. Adults for Children are concerned with children who live in families with parental mental health problems or parental drug abuse. The organization offers training for professionals in adult mental health institutions and community based care systems on how to take care of the family and the child when parent have a problem. The organization also runs programs for schools on how to promote good mental health among children.

More information about Adults for Children — in Norwegian only: http://www.vfb.no
KEY NOTE LECTURE 3: ZYGMUNT BAUMAN & ALEKSANDRA KANIA

Professor Zygmunt Bauman and professor Aleksandra Kania will have a joint 2-hour session Friday morning.

Family Setting, Parents and Children in a “Tumbleweed Society“

Professor Zygmunt Bauman

In this lecture professor Bauman will address the succession of post-war generation and evolution of the generational perception of the world and life tasks. Keywords are the dialectics of belonging and self-identification and the online/offline split. Bauman will also address the issues of weakening family ties and commodification of childhood and selfhood, as well as the impact of rising social inequality and ex-commodification of labour one the present-day youth.

About professor Zygmunt Bauman:
Zygmunt Bauman is Professor Emeritus of Sociology at the University of Leeds and at the University of Warsaw. Professor Bauman is known throughout the world for works such as Modernity and the Holocaust (1989), Modernity and Ambivalence (1991), Postmodern Ethics (1993), Liquid Modernity (2000), and Wasted Lives. Modernity and its Outcasts (2004). Professor Bauman is one of the great social theorists of our time and continues to offer profound insights on diverse issues related to contemporary society.

Intergenerational Solidarity

Professor Aleksandra Kania

The problems of intergenerational solidarity involve exploration of relationship between age categories that are described as infants, children, teenagers, young adults, middle aged, seniors or elderly and are connected with playing different roles within families (children, parents, and
grandparents) as well as within institutional setting of a larger society (pupils or students, workers or employees, retired or pensioners). Results of the European Values Study show that human solidarity more and more becomes an individual issue, less restricted by traditional ties, more universal but also weaker and superficial commitment. The best foundation of solidarity is a combination of personal interests with feelings of compassion and moral duty.

**About professor Aleksandra Jasińska-Kania**

Professor Kania is Professor Emerita of Sociology at Institute of Sociology at Warsaw University in Poland, where she has served as a professor since 1990. Her areas of specialisation are general sociology, comparative studies of values, democracy and citizenship, national identity, nationalism, and ethnic stereotypes.
SOCIAL PROGRAM

SIGHTSEEING TROMSØ WEDNESDAY AUG 26\textsuperscript{TH} 17:00

We will be picked up on campus after the last session, and we will be served a light snack on the bus.

The buses will take us past some of the main landmarks in Tromsø, before crossing the Tromsø bridge. Cable cars will bring us up to Mount Storsteinen (421m/1382ft) with fantastic view of Tromsø and its surroundings. On our way back to downtown Tromsø, we will stop at the famous Arctic Cathedral.

We will arrive at the hotel The Edge just in time for the conference welcome reception.

If you want to attend the sightseeing tour, but have not registered online, please contact the conference information desk.

WELCOME RECEPTION WEDNESDAY AUG 26\textsuperscript{TH} 20:00

An informal welcome reception will follow directly after the sightseeing on Wednesday evening.

The reception is free of charge to all registered conference delegates.

Please observe that you need to have registered for the reception on the online conference registration.

You will find an entrance ticket together with your conference badge.

If you want to attend the reception, but have not registered online, please contact the conference information desk.
The welcome reception will take place at the sky restaurant and bar at Clarion Hotel The Edge, located in downtown Tromsø.

Address: Kaigata 6

**CONFERENCE DINNER THURSDAY AUG 27TH 19:30**

We will enjoy a three-course dinner with drinks, at the banquet hall at Clarion Hotel The Edge.

Please observe that you need to have registered for the conference dinner on the online conference registration. The price is NOK 400.

You will find an entrance ticket together with your conference badge.

*If you want to attend the dinner, but have not registered online, please contact the conference information desk.*
PARALLEL SESSIONS

Parallel sessions consist of paper sessions and symposiums.

All paper sessions take place in the lecture rooms on floor 3, House 1.

Symposiums take place in lecture rooms on floor 3 or in auditoriums on floor U1 (lower level).

Changes to the program may occur.
# SESSION 1: WEDNESDAY AUGUST 26 11:00-12:30

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<td><strong>TOPIC 2:</strong> Family-School Relationships for Social and Educational Inclusion, Equity and Justice</td>
<td><strong>TOPIC 3:</strong> Implementation of Practices</td>
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<td><strong>CHAIR:</strong> M. Adelina Villas-Boas</td>
<td><strong>CHAIR:</strong> Anu Alanko</td>
<td><strong>CHAIR:</strong> Raquel-Amaya Martínez-González</td>
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<td><strong>ROOM:</strong> 1.329</td>
<td><strong>ROOM:</strong> 1.343</td>
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<td>18 LI, HAN, CHEN &amp; LI (CHINA): Creating child friendly community lives by the collaboration among school, family, community and university</td>
<td>9 DESLANDES, BARMA &amp; MORIN (CANADA): Understanding complex relationships between teachers and parents</td>
<td>73 MENDEL (POLAND): Parents as lifelong learners at schools of their children</td>
<td><strong>SYMPOSIUM 1:</strong> SCHOOL DROPOUT PREVENTION: INVESTIGATING TEACHERS AND FAMILY FACTORS INVOLVED. ITS IMPLICATIONS FOR PARTNERSHIP</td>
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<td>82 DANNEBOE (DENMARK): Good school parents – children’s negotiations of proper parenthood</td>
<td>102 BÆCK (NORWAY): Beyond the fancy cakes. Teachers’ relationship to home-school cooperation in a study from Norway</td>
<td>94 WESTERGÅRD (NORWAY): Moving theory of parental cooperation and innovation into practice</td>
<td><strong>CHAIR:</strong> Raquel-Amaya Martínez-González, University of Oviedo, Spain</td>
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<td>22 JÓNSDOTTIR (ICELAND): Teenagers’ opinions on parental involvement in compulsory schools in Iceland</td>
<td>26 GU (SWEDEN): Teachers’ view of parents’ involvement in homework</td>
<td>79 ARNDT (USA): From family-centered to child-centered: problems identified and lessons learned</td>
<td><strong>DISCUSSANT:</strong> Loizos Symeou, European University, Cyprus</td>
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<td>6 EGGER, LEHMANN &amp; STRAUMANN (SWITZERLAND): Parental involvement in Switzerland - an analysis of attitudes and practices of Swiss primary school teachers</td>
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### SESSION 2: WEDNESDAY AUGUST 26 13:30-15:00

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<td>CHAIR: Maria Mendel</td>
<td>CHAIR: Elsa Westergård</td>
<td>CHAIR: Raquel-Amaya Martínez-González</td>
<td>CHAIR: Limin Gu</td>
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<td><strong>56 ALLEKSANT SNIDER, VAZQUEZ, KARSIL, BUXTON &amp; KAYUMOVA (USA/TURKEY):</strong> Figured worlds of fathers, sons, and daughters in steps to college through science bilingual family workshops</td>
<td><strong>14 VAN DER PLUIM (THE NETHERLANDS):</strong> How can teachers support parents with low literacy levels to promote language at home?</td>
<td><strong>7 MEDVEDEV &amp; VACCARO (GERMANY):</strong> Schools, school ministries and out-of-school organizations: enemies, rivals, or partners? The Schulmentoren Project as a new kind of Private-Public Partnership (PPP+)</td>
<td><strong>12 ADDI-RACCAH &amp; GRINSHTAIN (ISRAEL):</strong> Teachers' capital and relations with parents: a comparison between Jewish and Arab schools</td>
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<td><strong>97 LINSE (UK):</strong> Hard to reach parents: A challenge for educators in many educator contexts</td>
<td><strong>50 VASARIK STAUB (SWITZERLAND):</strong> Language matters. School and family relationships in education policy in Switzerland and the U.S.</td>
<td><strong>3 YULIANTI (INDONESIA):</strong> School leadership, parental involvement and the 2013 curriculum implementation in Indonesia</td>
<td><strong>60 CHRISTIE &amp; SZORENYI (UK):</strong> Theorizing the relationship between UK schools and immigrant parents of Eastern and Central European origin: The parents' perspective</td>
</tr>
<tr>
<td><strong>104 DAY (UK):</strong> Exploring assumptions around the impact of parental engagement on aspirations following the primary to secondary school transition</td>
<td><strong>25 LE ROUX (SOUTH AFRICA):</strong> Family literacy programmes as a tool to address inequalities among reception year learners: an action research inquiry</td>
<td><strong>99 CASTELLI, BERTOLOTTO &amp; SIRONI (ITALY):</strong> A short tool for assessing home-school-community policies</td>
<td><strong>2 BALTO &amp; JOHANSSON (NORWAY/SWEDEN):</strong> The process of vitalizing and revitalizing culture based pedagogy in Sami schools in Sweden</td>
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<td><strong>101 ŁAGA (POLAND):</strong> Parents of autistic children and their social capital</td>
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<td><strong>35 NUTTI, FYHN, EIRA, SANDVIK, BORRESEN, HETTA, SOMBY, &amp; GAUP (NORWAY):</strong> Call your mothers! Sámi culture-based curriculum development based on mathematics teachers, students and mothers in joint research actions</td>
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<tr>
<td>TOPIC 2: Family-School Relationships for Social and Educational Inclusion, Equity and Justice</td>
<td>TOPIC 5: Research Based Innovations</td>
<td>TOPIC 7: Cultural and Social Diversities</td>
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<td>CHAIR: Eddie Denessen</td>
<td>CHAIR: Inger Marie Holm</td>
<td>CHAIR: Stefano Castelli</td>
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<td>ROOM: 1.313</td>
<td>ROOM: 1.333</td>
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<td>53 STELMACH (CANADA): Understanding the village that raises the child: “School Community” in the 21st Century</td>
<td>11 TOPPING, RICHARDS, GILKERSOON &amp; XU (SCOTLAND/USA): Parent perceptions of language interaction with their infants</td>
<td>44 DAY (DENMARK): Teachers' insight into knowledge resources in the home: moving toward culturally relevant teaching</td>
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<td>40 DONG (NORWAY): The tension between Chinese peasants' family capital reproduction strategies and massification in higher education</td>
<td>88 KEUNG &amp; HO (HONG KONG): Parental involvement on their children’s education and career decision making: Impact on educational expectation</td>
<td>96 VAZQUEZ DOMINGUEZ &amp; ALLEXAHT-SNIDER (USA): Experimenting with the exterior: Latino immigrant middle school students and families in higher education settings</td>
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<td>100 CORBETT, TINKHAM &amp; HELMER (AUSTRALIA/CANADA): You’re being emotional: the discursive construction of parents in school closure policy debates</td>
<td>16 GU, YIN &amp; LI (CHINA): Making homework a catalyst of teacher-parents-children’s collaboration: A teacher research study from an elementary school in China</td>
<td>105 ESZTER (HUNGARY): How far has different countries gone in the acknowledgement of parents’ representation?</td>
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### SESSION 4: THURSDAY AUGUST 27 9:00-10:30

| TOPIC 1: Children’s Agency in Family-School Relationships |
| CHAIR: Satu Perälä-Littunen |
| ROOM: 1.325 |
| TOPIC 2: Family-School Relationships for Social and Educational Inclusion, Equity |
| CHAIR: Cory Buxton |
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| TOPIC 3: Implementation of Practices |
| CHAIR: Kristín Jónsdóttir |
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| TOPIC 7: Cultural and Social Diversities |
| CHAIR: Rollande Deslandes |
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| 21 HO, SUM & WONG (HONG KONG): Empowering students with career and educational search competencies: the way of overcoming family inequalities |
| 63 SYMEOU, LAMPRIANOU, THEODOROU & RENTZOU (CYPRUS): Do families get involved into students’ higher education? An analysis of online logs of university-family communication completed by the administrative staff of two universities in Cyprus |
| 45 ALANKO (FINLAND): How to prepare future teachers to meet the parents/carers of the pupils |
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| 70 KRYGER (DENMARK): Family learning - the child’s best interests or narrow investment thinking? |
| 81 AZAOLA (UK): Impact of extended families on participation in Higher Education |
| 13 LEMMER (SOUTH AFRICA): In-service teacher training for parent involvement through distance learning in South Africa |
| 83 SCHAEDEL, FREUND, AZAIWA, HERTZ-LAZAROWITZ, BOEM & ESHET (ISRAEL): School climate and teachers’ perceptions of parental involvement in Jewish and Arab primary schools in Israel |

| 41 SOLLIED (NORWAY): Examining the parent’s role in the cooperation with professionals? |
| 48 HO & KEUNG (HONG KONG): Parent’s socioeconomic background, family resources and parental involvement influencing on student’s post-secondary education expectation |
| 61 DUSI & FALCON (ITALY): Written communication with families. An exploratory investigation in an Italian context |
| 92 LIVINE (USA): Family-school relationship: are fathers more involved? |
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<td><strong>Family-School Relationships for Social and Educational Inclusion, Equity and Justice</strong></td>
<td><strong>Methodological Issues in Research</strong></td>
<td><strong>Multicultural Issues in Family-School Relationships</strong></td>
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<td>CHAIR: Pedro Silva</td>
<td>CHAIR: Loizos Symeou</td>
<td>CHAIR: Sarah Christie</td>
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| 72 HANDS (CANADA): Towards inclusive parent engagement: developing networks with school districts, communities and families | 58 MILLER MARSH, ZHULAMANOVA, HODGES & PORTO (USA): Using children’s photographs to make visible the family and community resources children bring to school | 19 LI, LI, CHEN, LI & YIN (CHINA): Can parents gain development by parent-child homework distributed by teachers? Survey of migrant parents in Shanghai |
| 80 CHAWLA-DUGGAN (UK): Visual technology with young children in the home learning environment — potential, overview and methodological consideration |
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### 52 SORMUNEN, PIRONOM, SIMAR, JOURDAN & TOSSAVAINEN (FINLAND/FRANCE): The views of Finnish parents and teachers about health education content areas of school-aged children

### 53 SMETTE, STEFANSEN & STRANDBU (NORWAY): Teenage boys’ struggles with school and social relationships. Understanding parental expectations and disappointments

### 46 SILVA, DIOGO & VIANA (PORTUGAL): Class and gender in the relationship between children, families and ICT

### 57 CARPENTER-AEBY, AEBY, CASTEEL & SPARKS (USA): Ophelia Boiling! Relational aggression among girls: interventions for parents and schools

### 59 ALLEXSAHT-SNIDER, KIRMACI, BUXTON, AGAHAFALEH & HERNANDEZ-RODRIGUEZ (USA): Alternative spaces for science teacher professional learning: bilingual workshops for immigrant families

### 4 APPS & BREWSTER (UK): Don’t park on the drive: a study of school-home communication in newsletters

### 55 CARPENTER-AEBY, AEBY (USA): Listening to student voices: perceptions of school bullying practices

### 84 CARPENTER-AEBY & AEBY (USA): Alternative spaces for science teacher professional learning: bilingual workshops for immigrant families

### 59 ALLEXSAHT-SNIDER, KIRMACI, BUXTON, AGAHAFALEH & HERNANDEZ-RODRIGUEZ (USA): Alternative spaces for science teacher professional learning: bilingual workshops for immigrant families

### 62 DUSI (ITALY): The essence of the school-family relationship. A European overview

### 84 CARPENTER-AEBY & AEBY (USA): Alternative spaces for science teacher professional learning: bilingual workshops for immigrant families

### 91 KWON & ALLEXSAHT-SNIDER (USA): Middle-class Korean immigrant mothers’ E-book use for their young children’s language and literacy development

### 57 CARPENTER-AEBY, AEBY, CASTEEL & SPARKS (USA): Ophelia Boiling! Relational aggression among girls: interventions for parents and schools
## SESSION 7: THURSDAY AUGUST 27 16:30-18:00

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<td><strong>KEES VAN DER WOLF. BUILDING ON RESEARCH ABOUT TEACHERS' STRESS</strong></td>
<td><strong>LEARNING REGIONS SYMPOSIUM: SCHOOL QUALITY AND LOCAL SOCIETY: AN ATTEMPT TO EXPLAIN THE SOGN OG FJORDANE PARADOX</strong></td>
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<td><strong>ORGANIZER:</strong> Stefano Castelli, Università di Milano-Bicocca, Italy</td>
<td><strong>ORGANIZER:</strong> Göran Söderlund, Sogn and Fjordane University College, Norway</td>
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<td><strong>PARTICIPANTS:</strong> M. Adelina Villas-Boas, University of Lisbon, Portugal</td>
<td><strong>CHAIR:</strong> Unn-Doris K. Bæck, UiT Arctic University of Norway, Norway</td>
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<td>Bruria Schaedel, The Western Academic College, Israel</td>
<td><strong>PARTICIPANTS:</strong> Jon P Knudsen, University Of Agder, Norway</td>
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<td>Eddie Denessen, Radboud University Nijmegen, The Netherlands</td>
<td>Gunnar Yttri, Sogn And Fjordane University College, Norway</td>
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<td>Solveig Roth, Hedmark University College, Norway</td>
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<td>Maria Mendel, University of Gdansk, Poland</td>
<td><strong>Stefano Castelli,</strong> Università di Milano-Bicocca, Italy</td>
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## SESSION 8: FRIDAY AUGUST 28 11:15-12:15

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<td>CHAIR: Niels Kryger</td>
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**AN EVERYDAY LIFE PERSPECTIVE ON HOME-SCHOOL RELATIONS. FOCUS ON ‘CHILD AGENCY’ AND ‘THE TRIANGLE SCHOOL-PARENT-STUDENT’**

**ORGANIZERS:**
Karen Ida Dannesboe  
Niels Kryger  
Birte Ravn  
- all from Århus University, Department of Education (DPU) Campus Copenhagen, Denmark

**DISCUSSANTS:**
Rollande Deslandes, Université du Québec à Trois-Rivières, Canada  
Martha Allexsaht-Snider, University of Georgia, USA
CLOSING

TIME: FRIDAY 28TH 12:15-12:45

PLACE: AUDITORIUM 1, FLOOR U1

CLOSING ADDRESSES:

FORMER ERNAPE PRESIDENTS:
BIRTE RAVN (1996-1999), Denmark
MARIA MENDEL (2003-2005), Poland
RAQUEL-AMAYA MARTÍNEZ-GONZÁLEZ (2005-2007), Spain
STEFANO CASTELLI (2011-2013), Italy
M. ADELINA VILLAS-BOAS (2013-2015), Portugal

and
UNN-DORIS K. BÆCK, Chair of the 2015 Conference

ANNOUNCING THE NEXT ERNAPE CONFERENCE 2017
SESSION 1 – WEDNESDAY AUG 26TH 11:00-12:30

TOPIC 1 - CHILDREN’S AGENCY IN FAMILY-SCHOOL RELATIONSHIPS
CHAIR: GUNILLA JOHANSSON
ROOM: 1.325

018 - Creating Child Friendly Community Lives by the Collaboration Among School, Family, Community and University: The Expectation of Children and Parents From a Suburb Area of Changzhou City, China

LI, JIACHENG, East China Normal University, Shanghai, China (jcli@dem.ecnu.edu.cn)

HAN, YANQING, Xinqiao Experimental Elementary School of Xinbei District, Changzhou City, China

CHEN, JUN, Xinqiao Experimental Elementary School of Xinbei District, Changzhou City, China

LI, YAN, East China Normal University, Shanghai, China

Children’s lives take place in family, school and community. However, schools, families and communities usually have very little collaboration and interaction, and as a result the child is living in separated worlds. By visiting the community and school leaders, and talking with parents and children, the authors found fragmented worlds of children in the case community, which is a miniature of Chinese children's community lives. The paper is based on research conducted in community, school, family and university, and focuses on the following research questions:
1. What does community life mean for the children and parents?
2. What are the problems and challenges for children's community life?
3. What kind of community life is expected by parents and children?

The paper aims at understanding the context of student development, finding the expectations of the children and parents, discussing the problems and challenges, and putting forward a new framework which can make reform happen in the community. The theoretical framework includes theories of school-family-community collaboration, of social reforms in China, and of student development put forward by Chinese scholars. Qualitative and quantitative research methods have been applied, such as interviews with stakeholders, onsite observation, and surveys of parents and children. The outcomes of the research are the research reports on the topic, and the authors will put forward a pilot plan for the reform. As an authentic research, the research may lead to more dialogue among researchers, policy makers, parents and educators, and the experiment following this research has the potential of making a difference in this area.

082 - Good School Parents – Children’s Negotiations of Proper Parenthood

DANNESBOE, KAREN IDA, Aarhus University, Denmark (kida@edu.au.dk)

The institutionalization of children's everyday life during the development of the welfare state indicates a changing relation between state and family. Children's lives have become organized in different institutions (from daycare to school) and professional adults have taken over educational issues from parents. At the same time the state has gained an increased interest in the family regarding e.g. health and education and the family has become an object for state intervention. In Denmark as well as other western countries this tendency is reflected in chances of parental involvement in school. Since the 1950's role of the parents has been emphasized and today parents are expected to act as a responsible and active parents supporting the school. The increased interest in the family promotes a notion of the good school parent as intensively engaged parent constantly ready to make the school part of everyday life in the family. In school home relations parents role are often discussed from an adult perspective, but we know little of children’s views on parents as school parents. How do children negotiate the role of their parents regarding their
school life? And what ideals of good parenthood are reflected in these negotiations? Based on ethnographic research the aim of this paper is to explore how a normative understanding of good school parenthood is transformed and challenged in the family and in particular from children’s perspectives.

022 - Teenagers’ Opinions on Parental Involvement in Compulsory Schools in Iceland*

JÓNSDÓTTIR, KRISTÍN, University of Iceland, Iceland (kjons@hi.is)

Students’ voices in research on parental involvement in schools are rather weak since many studies report only on opinions of parents and school personnel. This paper draws on findings from a study in 14 compulsory schools and uses data from questionnaires from students in 7th to 10th grade (n=1821). The issue, students’ wishes for parents’ participation, is approached from a systemic perspective; Bronfenbrenner’s ecological systems theory, Epstein’s model of family-school-community partnership, and Pasi Sahlberg’s Nordic point of view are applied. Multiple regression analysis testing revealed that gender, grade, and student confidence in his or her learning ability explained 9.4% of the variance ($R^2$) in students’ wishes. School experiences were added in a second model and explained an additional 8.8% of the variance ($R^2$ change). Believing that parents’ support is important for achievement and believing that discipline and peaceful class environment affects achievement were the two variables added in the third model of the regression analysis, and the overall explanation of the model was raised to 27.6% ($R^2$). Implications are that home-school cooperation on a lower-secondary level should focus more on activities related to the academic side of school life. Also, schools should take action in bettering the quality of factors related to students’ school experience since that could result in an increase in students’ interest for parental participation, which in turn contributes positively to academic achievement.
TOPIC 2 – FAMILY-SCHOOL RELATIONSHIPS FOR SOCIAL AND EDUCATIONAL INCLUSION, EQUITY AND JUSTICE
CHAIR: M. ADELINA VILLAS-BOAS
ROOM: 1.333

009 - Understanding Complex Relationships Between Teachers and Parents*

DESLANDES, ROLLANDE, Université du Québec à Trois-Rivières, Canada (Rollande.Deslandes@uqtr.ca)

BARMA, SYLVIE, Université Laval, Canada

MORIN, LUCILLE, Université du Québec à Trois-Rivières, Canada

Collaborative relationships between school and families are increasingly put forward as a means to promote student success and persistence. This collaborative work sometimes creates tensions and misunderstandings (Ravn, 2005) that can exacerbate divisions of power and reproduce inequalities (e.g., Crozier, 2000; Lareau, 2011; Vincent 2000). The main purpose of this study is to identify the areas of tensions and inner contradictions that emerge in the teacher-parent relationships in order to guide them while engaging in individual and collective transformation processes. Relying on Hoover-Dempsey et al.’s proposed model (2010), we conducted in-depth interviews with volunteered elementary and secondary teachers. Salient findings are discussed in light of the cultural-historical activity theory (CHAT) (Engeström, 2015). These include mainly issues of trust versus control when it comes to choosing communication tools and issues related to the hierarchical status and power inside and outside the school when it comes to the redistribution of actions among the school community members. As a promising research and intervention avenue, the authors suggest to apply the Change Laboratory method (Virkkunen & Newnham, 2013) anchored in CHAT and that uses mirror data to reflect upon and foster transformative processes, hence, relationships between teachers and parents.
102 - Beyond the Fancy Cakes. Teachers’ Relationship to Home-School Cooperation in a Study from Norway

BÆCK, UNN-DORIS K., UiT Arctic University of Norway, Norway (unn-doris.k.back@uit.no)

The topic of this paper is the relationship between teachers and parents. Seen from teachers’ point of view, relating with parents can sometimes be difficult, demanding and stressful. Relating with parents may therefore affect teachers’ understanding and experiences of their own profession and may consequently affect teacher supply. The paper starts by exploring what has characterized the parent-teacher or parent-school relationship over time. As schools have opened up towards the surroundings and increasingly consumer oriented and demanding parents are setting the standards for the parent-teacher relation, this increases the pressure on the teaching professions. This leads us to ask how teachers experience the encounters with parents in school, and in this article, the relationship between teachers and parents is pursued, as viewed from the perspective of the teachers. How do teachers relate to home-school cooperation and how do they experience the interaction with parents? The analyses are based on data collected through qualitative interviews of contact teachers in lower secondary schools in Norway. Forty contact teachers (27 women and 13 men) from seven lower secondary schools in Norway were interviewed. A main result is that even though teachers acknowledge the importance of parental involvement and home-school cooperation, this part of their job is often deprioritized due to lack of time and resources.

026 - Teachers’ View of Parental Involvement in Homework

GU, LIMIN, Umeå University, Sweden (limin.gu@umu.se)

Research on parental involvement in homework and its effects have recently been addressed. Some studies support a significantly positive correlation between parents’ involvement in the homework process and students’ homework experiences, attitudes, behaviors and outcomes (Dumont et al, 2012; Patall, Cooper & Robinson, 2008; Pomerantz, Moorman & Litwack 2007; Pomerantz, Ng & Wang , 2006; Van Voorhis, 2003, 2011a, 2011b). Other research illustrates the negative impact of parental involvement such as family stress and conflict, as well as unequal schooling
with increased gaps among students based on their family backgrounds in terms of class, gender, ethnicity, and parents’ educational level differences (Forsberg, 2007; Symeou, 2013; Van Voorhis; 2011a). In Sweden, parental involvement in homework has been an overlooked research topic. The purpose of this study is to explore and gain understanding of the Swedish teachers’ views and experiences regarding parental involvement in homework.

The research questions are: 1) How do teachers perceive parental involvement in homework practice? 2) What are teachers’ expectations for parents’ role and responsibility in relation to homework? 3) What are teachers' views on the benefits and challenges regarding parental homework involvement? Data were collected through an online survey answered by 201 lower secondary school teachers (N = 201) and nine semi-structured teacher interviews (N = 9). The results reveal that although the majority of teachers have higher expectations for parental involvement and support in homework, they realize that it is difficult to be implemented in reality. Lack of time, knowledge, and competence to help students with their homework, and the emerging family conflicts caused by parental authoritative governance and interference are assumed as the main reasons. Teachers appreciate more parents’ mental and structural support than academic support. The findings highlight the need for re-conceptualization of parental homework involvement to understand the multi-dimensions of “involvement”. It also calls for teachers' reflection on homework design aiming to facilitate and enable parents to be positively engaged in homework.

006 - Parental Involvement in Switzerland - An Analysis of Attitudes and Practices of Swiss Primary School Teachers*

EGGER, JAN, Fachhochschule Nordwestschweiz, Switzerland, (jan.egger@fhnw.ch)

LEHMANN, JÜRGEN, Fachhochschule Nordwestschweiz, Switzerland, (juergen.lehmann@fhnw.ch)

STRAUMANN, MARTIN, Fachhochschule Nordwestschweiz, Switzerland, (martin.straumann@fhnw.ch)

Since accompanying studies to PISA 2000 were published, the cooperation between school and home has become the focal point of the current
dialogue centring on educational policies and science. Numerous studies prove a statistical connection between educational success and the family backgrounds of the pupils (instead of many Baumert, 2006; Becker, 2007; Bourdieu & Passeron, 1971; Gomolla & Radtke, 2009; Neuenschwander, 2005). Looking at the current state of research, one is struck by the fact that little is known about how the school, the teachers and the school administration shape their cooperation with the parents. The epistemic interest of our explorative qualitative study therefore consists in asking about the practices of primary school teachers with regard to the collaboration with the parents. The subject of home-school relationship is normatively charged and has increasingly become the focal point of pedagogical discourse in the past years. We refer to Oevermann’s theory of professionalization (Oevermann, 1996, 2002a) and assume, like him, that education is a problem in need of professionalization that can only be successfully solved by means of a partnership with parents in the framework of a professionalized work alliance.

Methodology: The research project funded by the Swiss National Science Foundation is explorative in nature. Comprehensive non-standardized interviews were led in two Swiss Cantons at 13 primary schools with 39 teachers. The interviews were analysed using sequence analysis according to the method of objective hermeneutics (Oevermann, 2000, 2002b) and transcribed for case reconstructions.

Results: From the material, you can reconstruct three patterns of interpretation of the teacher – parent relationship. A typology of interpretation-patterns was designed by us along three dimensions: Dominant framework of action (parental involvement versus avoiding contact with parents); Client focus (students, parents, school and/or public interest); Way of enforcement of interests (bureaucratic, charismatic, traditional). We found three interpretation–patterns with related patterns of practice with parents: Working alliance based on partnership (Practice pattern: Affinity for professionalization); Education and socialization in two worlds apart (Practice patterns: Traditional pattern, Routinized practice); Mutual interdependency of school and home (Practice patterns: Service for parents as customers, Protection of children from their parents, Penetration of families, Communitarisation of school and home).
Social investment is about investing in people. It means policies designed to strengthen people’s skills and capacities and support them to participate fully in employment and social life [Social Investment Package–SIP http://ec.europa.eu/social/main.jsp?catId=1044&langId=en]. There is – significant in this context - Polish policy (September 10, 2013) titled Perspective of Lifelong Learning. The document is an effect of the work of the Inter-Departmental Task Group for Lifelong Learning (incl. National Qualifications Framework) launched by the Prime Minister’s Directive No. 13 of Feb.17th 2010. It is the directive calls for the strategy of LLL development and – clearly – social investment (investing in people) - in Poland.

The LLL Perspective sets the directions for the policy which includes learning in diverse formal, informal and non-formal contexts; learning through all stages of life, from early childhood to old age; identification, assessment and validation of learning outcomes.

Schools as lifelong learning institutions can and should play a leading role in investing in people as realization of policies designed to strengthen people’s skills and capacities and support them to participate fully in employment and social life; designing and implementing measures that allow people at all ages to develop their skills and capacities for their economic and social activity. How do schools understand SIP and Polish Perspective of LLL in the light of their role as lifelong learning institutions, especially in their relationships with the parents? How is it visible in their everyday life and in their educational offer addressed to the adults? How do Polish schools perform as LLL institutions? These questions can be answered “by the way” in order to describe parents as Lifelong-Learners at schools of their children, which seem to be the educational places located most close to them and thus most attractive. The research survey directed to this aims (done in January 2015) will be reported in a paper. It may describe current situation of parents who are – in Poland usually - not very much involved in their children’s school life. They are not LL-Learners there. Although such role is significant for them and their children (as researchers
stated, such as J.L. Epstein, F. van Voorhis, R. Deslandes) schools seem to be ignorant about it and doing nothing for arranging LL-activities for parents and other members of students’ families. Besides it parents - while participating in education offered by schools - could endow students, teachers and the schools as learning institutions with new potentiality regarding their various, multiple life-experiences. They wrote about it in the questionnaires. Based on research findings a paper draws the portraits of LLL-school through the eyes of parents and – simultaneously – parents as LL-Learners. It is done in the light of Polish policy of investing in people. One could say - unfortunately - not very much in parents.

094 - Moving Theory of Parental Cooperation and Innovation Into Practice*

WESTERGÅRD, ELSA, University of Stavanger, Norway (elsa.westergard@uis.no)

Although many schools and teachers are aware the important factors for effective parental cooperation, they seem to lack an understanding of how to transform this theoretical knowledge into practice. One reason for this difficulty appears to be that teachers have traditionally focused more on what is needed to practice good cooperation with parents and less on how they can implement this knowledge in practice. The aim of this paper is to reveal how research-based knowledge within parental cooperation (what) and implementation (how) can contribute to developing teachers’ individual competence into schools’ collective competence within “challenging conversations with parents”. Taking a systems approach, we see that what is happening within the two separate systems—family and school—affects cooperation between the two parties. Thus, there is a need for a holistic view on cooperation. We draw upon recent research, qualitative and quantitative, on parent collaboration, revealing the important factors behind successful cooperation between parents and teachers. Our research suggests that teachers and schools need more individual and collective competence when working with parents. More specifically, teachers need additional competence and strategies when engaging in challenging conversations with parents. Transforming research-based knowledge about parental cooperation into practice is not a mechanical operation. We need different types of knowledge and approaches to implement strategies for teachers to handle challenging conversations with parents. This paper presents some strategies to help teachers accomplish this.
From Family-Centered to Child-Centered: Problems Identified and Lessons Learned

ARNDT, JANET S., Gordon College, USA (janet.arndt@gordon.edu)

Early Intervention in the United States is the first agency that families with children who have disabilities encounter (http://www.mass.gov/eohhs/docs/dph/com-health/early-childhood/ei-operational-standards.pdf). The family-focus design of Early Intervention provides families with services from medical, therapies, social-emotional health, and education (Bennett, 2012) and helps families navigate all aspect of needs for their children. Families spend their first three years with Early Intervention then move to the public school which is child-focused, leaving behind the comprehensive family support parents have realized for these early years. This change in agencies is a stressful experience for parents (Rosenkoetter, Whaley, Hains, & Pierce, 2001; Hanson, Beckman, Horn, Marquart, Sandall, Greig, & Brennan, 2000). Since research demonstrates that family involvement is crucial to children’s success in schools, it is imperative that meaningful ways must be developed to support family involvement in this transition to public schools (Hiatt-Michel, D., 2010; Powell, D.R., Son, S., File, N., & San Juan, D.R., 2010; Weiss, H.B., Caspe, M, & Lopez, M.E, 2006). There is no research that describes the experiences of parents during this transition and few studies which have examined the effects of this change on parents involved. This research seeks to answer the question about what can be done to help families engage more fully with schools during this period of change.

This longitudinal qualitative study explores parents' perspectives as they proceed through the stages of change from their children's involvement in Early Intervention and transition to the public school. The findings from parent interviews communicate experiences through this process. The interviews were undertaken during three different phases within the process: when the children were in Early Intervention, during the transition, and after they entered the public school. Selected direct quotes of the participants are included to capture the voices of parents and their feelings. Qualitative methods were used to examine individualized family experiences and outcomes. Interviews were coded and themes identified. The qualitative methods allowed collection of descriptive information that identified supportive procedures and obstacles that promoted and/or hindered communication and results that may make a difference for families going through this process.
056 - Figured Worlds of Fathers, Sons, and Daughters in Steps to College Through Science Bilingual Family Workshops

ALLEXSAHT-SNIDER, MARTHA, University of Georgia, USA (marthaas@uga.edu)

VAZQUEZ, MAX University of Georgia, USA (maxvaz@uga.edu)

KARSLI, ELIF, TED University, Ankara, Turkey (ekarsli@uga.edu)

BUXTON, CORY, University of Georgia, USA (buxton@uga.edu)

KAYUMOVA, SHAKHNOZA, University of Massachusetts at Dartmouth, USA (kayumova@umassd.edu)

As we listened to conversations between immigrant fathers and daughters and sons during Steps to College (STC) through Science workshops, we used Holland, Lachicotte, Skinner, and Cain’s (1998) notion of figured worlds to conceptualize how fathers and their children constructed goals for learning science and pursuing possibilities for children’s schooling. Drawing on figured worlds theory, we investigated the research question: How did immigrant fathers and their children author identities for themselves within and against the inequities and possibilities they recognized in formal school settings and the informal educational spaces of the STC workshops?

Each school year since 2010, in the final STC workshop in a series of three, families engaged in a parent-child interview using a bilingual protocol to reflect together on their experiences with science and language learning and exploring career pathways in science. Sixty-three families over the years agreed to participate in the research and recorded these interviews. In earlier work we looked at families’ conversations including both fathers and mothers (Buxton, Allexsaht-Snider, & Rivera, 2012), and those that included
just mothers and daughters (Kayumova, Karsli, Allexsaht-Snider, & Buxton, in press). For this study, we analyzed transcripts of a subset of 10 interviews in which fathers participated.

In this paper, we build on the growing research producing counterstories to confront deficit perspectives on Latino fathers’ engagement (Behnke, Taylor, Parra-Cardona, 2008; Cabrera & Aldoney, & Tamis-LeMonda, 2013; Marsiglio & Hendricks, 2012; Quiñones & Kiyama, 2014). We provide a nuanced and contextual case in which Latino fathers and their children share their lived experiences as they show their commitments to education. Our inductive analysis (see Maxwell & Miller, 2008) revealed that as fathers and their children reflected on their engagement with science investigations and science researchers at the university, they were authoring identities together as capable bilingual learners interested in science. In addition, fathers and young adolescents were figuring worlds together in which they saw possibilities for overcoming barriers to immigrant children’s pursuit of postsecondary education and career pathways involving science. Finally, the potential for using notions of figured worlds in designing future research with young adolescents and immigrant families is considered.

**097 - Hard to Reach Parents: A Challenge for Educators in Many Educator Contexts**

LINSE, CAROLINE, Queens University Belfast, Northern Ireland (c.linse@qub.ac.uk)

Building upon the research conducted by Crozier and Davies (2005) our work has explored the concept of hard to reach parents in eight different countries: Mexico, Korea, Spain, France, Philippines, Bangladesh, Namibia and Japan. We interviewed English teachers delivering instruction to primary and secondary non native speakers of English. These teachers, working in both private and public sectors, had previously reported that they had been challenged by 'pushy' parents. Our aim was to determine what types of parents pose the most challenge when trying to engage with and create a positive home school connection. Teachers feel a great deal of pressure from parents to ensure their children develop English language proficiency as quickly as possible. Based on this reported pressure, initially when we conducted the research we assumed that the most challenging parents would be those labeled as difficult or pushy. In reality what we discovered was that the most challenging parents were those who were
absent and difficult to engage. We found this to be far more endemic among different socio-economic and cultural groups than had previously been reported. It was especially curious that the results revealed that the hard to reach and difficult to engage parents were a common phenomenon for schools serving both socially and economically affluent families as well as socially and economically deprived families. Our research has implications for those working in a variety of cultural contexts with parents of varying economic means.

104 - Exploring Assumptions Around the Impact of Parental Engagement on Aspirations Following the Primary to Secondary School Transition

DAY, SUZANNE, University of Central Lancashire, UK (sday@uclan.ac.uk)

Objective: To highlight and critically analyse perceived inequalities in the transition from primary school to secondary school. Particular foci was whether such inequalities are perceived to exist in financial resources and teacher-home communication, but also within teaching practices and assumptions made towards children who are ‘Pupil Premium’.

Research questions:

1. What are the relationships between family engagement and pupil attainment in disadvantaged families and what impact does the transition from primary to secondary school have upon this?
2. What are the barriers perceived by disadvantaged families during the transition from primary to secondary school?
3. Are there changes in family engagement regarding aspirations and attainment during and following the primary to secondary school transition?

Theoretical framework: A critique of neoliberal discourses towards “poverty” and education (James, et. al, 2010; McCoy & Peddle, 2012) such as the ‘deficit model’ promoted by some authors (i.e. Payne, 2005) and challenged by others (i.e. Crozier 2001, 2005, 2006, 2007, 2008; Gorski 2011, 2012). Methodology: A mixed methods approach is being used in order to gain a detailed insight into family factors that impact on the primary to secondary school transition. Analysis of secondary data from primary and secondary schools has been used to identify the extent to which parental engagement in school activities change, particularly in families from
disadvantaged backgrounds. Focus groups and semi-structured interviews have been held with families who are perceived as ‘hard to reach’ (i.e. who do not engage actively with schools), and were recruited via community groups. Semi-structured interviews have been held with secondary school staff who manage year 6 pupils’ transition from primary feeder schools to secondary school. Expected outcomes: Results obtained in the first year of data collection suggest that families from less wealthy backgrounds engage less in primary and secondary education, and this engagement decreases further following commencing secondary school. Focus groups have indicated perceived public, self and systematic stigma as negatively impacting on parental engagement in education and aspiration raising activities following the primary to secondary school transitions.

101 - Parents of Autistic Children and Their Social Capital

ŁAGA, PATRYCJA, University of Gdańsk, Poland (pytiaaa@gmail.com)

The aim of this paper is to describe and analyse how families with autistic children function in society and how they self-organized. This research is based on project which involves about 30 families from countryside. The author is going to show how parents from provincial area cooperate with local community to create support group and educational meetings for their families. Research project refers to questions such as: How parents of autistic children centered around building a support group? What kind of individual and collective actions are taken by parents who participate in self-help? Is there any relationship between involvement in to support group and function in society? This study has followed action-research methodology. During the whole time of creating support group the researcher will collect information through the registration audiovisual data, making notes and interviews. The beginning of building the relationship with parents from support group started in December 2014. The planned project is going to take place between April and December 2015. Together with the investigated group the course of actions is going to be discussed. Reflections about the project and the gained experiences the researcher is going to present at ERNAPE International Conference. The feedback get on this conference will be used to draw conclusions for further action. The objectives of the project are to create qualitative changes in the life of families with autistic children and equalize the inequality in access to social support and specialist between parents living in the city and in the countryside.
INFORMATION & ABSTRACTS - ERNAPE-ARCTIC 2015

TOPIC 2B – FAMILY-SCHOOL RELATIONSHIPS FOR SOCIAL AND EDUCATIONAL INCLUSION, EQUITY AND JUSTICE
CHAIR: ELSA WESTERGÅRD
ROOM 1.329

014 - How Can Teachers Support Parents With Low Literacy Levels to Promote Language at Home?

VAN DER PLUIJM, MARTINE, Rotterdam University of Applied Sciences, The Netherlands (m.s.van.der.pluijm@hr.nl)

Giving priority to language at home matters for the oral and literacy development of young children (Hannon, 1995; Hart & Risley, 1995; Sénéchal et al, 2001; Snow, Tabors & Dickinson, 2001; Wasik and Sparling, 2012). Parents with low literacy levels have - in comparison with other parents - more difficulties with promoting language development at home and can influence language and literacy levels of their children in a negative way (ALBSU, 1993; Hannon, 1995; Kogut, 2004; Lynch, 2009).

For teachers with a significant amount of pupils of parents with low literacy levels, it is important to have the resources to build relationships with these specific groups of parents and to strengthen support at home. Many studies show positive outcomes of interventions to enhance language promotion by parents (Bakker et al, 2013, Van Vorhis et al 2013; Goodall & Vorhaus, 2011; Wasik & Sparling, 2012). There is no doubt about the importance of the role of teachers in supporting parents to enhance their role at home (Bakker et al, 2013,; Epstein, 1995; Henderson, 2014; Hoover Dempsey, 1997; Smith & Elish-Piper, 2002; Van Voorhis et al, 2013). However, there is a paucity of studies on how to support specific groups of parents (Bakker, 2013; Manz et al, 2010; Van Steensel, 2012). Although many programmes focus on family literacy and parental involvement, there is a lack of attention for parents with low literacy levels (Menheere & Hooge, 2010).

At the conference I will present a review that focuses on the question how teachers can support parents with low literacy levels to promote language at home. Three relevant aspects will be reviewed. Firstly, which definition of low literacy is being applied in research? Secondly, which effective strategies can be used by these parents at home? Thirdly, which effective strategies can teachers use to involve parents with low literacy levels to enhance language promotion at home? A first conclusion is that a
clear definition of low literacy is needed to strengthen the focus of interventions. This review will be the foundation for a practical guide for teachers that is being tested at seven primary schools.

050 - Language Matters: School and Family Relationships in Education Policy in Switzerland and the U. S.

STAUB, KATRIINA VASARIK, University of Zurich, Switzerland (vasarik.staub@ife.uzh.ch)

Prior research shows that the relationship between school and family greatly influences student achievements and therefore school quality (Sheldon, 2009). Creating positive connections between home and school, however, starts with language used in education policy that establishes values and goals set for schools (Béland & Petersen, 2014). In this paper I analyze the spirit and the letter of the public education policy on relationships between schools and families in Switzerland and the U.S. to understand how they identify and influence each country’s values, goals and educational practice. The analysis focuses on how school and family relationships are specified in policy, acknowledged by educators, and translated at the school level into school practice. The discussion of school and family relationships in education policy originates in democratic educational thought (Dewey, 1966), school effectiveness research, and perspectives of educational sociology on school, family and community influence on child learning. It is based on the multi-disciplinary understanding that education is a shared interest and common responsibility of school, home, and the community toward the goal of increasing students’ achievements (Crozier, 1998; Epstein et al., 2009). Although recent developments in Swiss and U. S. education policies differ (Bieber & Martens, 2011), their educational systems enable a comparable selection of policies and exemplary cases.

This qualitative analysis is based on education policy documents and interview data with informants (policy-makers, educators) on cantonal, communal, and school level in Switzerland and on state, district, and school level in the U.S. First, exemplary cases are presented. Second, differences and similarities are illuminated and variation through comparison is identified. The analysis and the discussion of results follow the contemporary theory and research on the influence of school, family, and community partnerships on student achievement and other indicators of student success in school (Epstein, 2011; Sheldon, 2009).
The results show the differences and similarities in the concepts of the school and family relationships of the two countries. These indicate that the language on school and family relationships matters profoundly for setting the direction of school improvement and for achieving the desired outputs that policies in both, and other, countries aim for.

025 - Family Literacy Programmes as a Tool to Address Inequalities Among Reception Year Learners: An Action Research Inquiry

LE ROUX, BABETTE, University of South Africa, South Africa (babette.leroux@absamail.co.za)

Family literacy programmes have proved successful in establishing home-school partnerships to support young children’s early literacy development worldwide. School-initiated family literacy programmes in early childhood education (ECD), including the Reception Year (the year before formal schooling), are uncommon in South Africa despite substantial government spending on the ECD sector. The poor performance of South African primary school learners in national and international assessments of literacy skills indicates the need for intervention at an early age if socio-economic inequalities in educational outcomes are to be eliminated. Informed by Bronfenbrenner’s (1986) ecological theory, the ‘wealth’ model of family literacy (Auerbach 1989) and Freirean approaches to literacy and social change, this paper reports on an action-based inquiry which addressed the question: How does participation in a family literacy programme benefit the emergent literacy of Reception year learners? The research site was an independent multicultural, English-medium preschool with a Reception Year programme situated in Pretoria, South Africa. Participants comprised the principal, two Reception Year teachers and ten volunteer families with children enrolled in the Reception Year. Participants engaged in an existing family literacy programme modified to suit the context and implemented during an 8-week cycle. Teachers participated as co-facilitators of parent training sessions and families implemented weekly home-literacy activities. After each cycle I gathered participant feedback through focus group and individual interviews with parents, teachers and children, reflective journal keeping by parents and teachers and observation on site and in homes. Feedback was used to improve subsequent cycles. Findings indicated benefits for children, parents and teachers. Parents showed greater
understanding of and more positive attitudes toward family literacy practices, particularly reading aloud and attention to environmental print, greater confidence in their ability to contribute to child development and closer parent-child bonds; children’s oral skills, comprehension, vocabulary and enjoyment of family-based activities expanded; teachers reported strengthened home-school partnership and introduced planning for school-wide family literacy endeavours for all parents in future.

TOPIC 3 – IMPLEMENTATION OF PRACTICES
CHAIR: RAQUEL-AMAYA MARTÍNEZ-GONZÁLEZ
ROOM: 1.333

007 - Schools, School Ministries and Out-of-School Organizations: Enemies, Rivals, or Partners? The Schulmentoren Project as a New Kind of Private-Public Partnership (PPP+)

MEDVEDEV, ALEXEI, KWB Koordinierungsstelle Weiterbildung und Beschäftigung e. V., Germany (medvedev@kwb.de)

VACCARO, ERIC, Hamburg Ministry for School and Vocational Training, Germany (eric.vaccaro@bsb.hamburg.de)

Children’s educational and vocational success in Germany depends to a broad extent on socio-economic background and support of their families (PISA; Vodafone 2014). The reforms of the last years show their first results: more children attend kindergartens and schools with fulltime sessions (Ganztagsschulen); the number of students holding the Abitur (the highest school-leaving certificate qualifying for university studies) increases. However, the correlation between the social origin and educational choices within the school system remains strong, both in Hamburg (Hamburger Bildungsbericht 2014) and in Germany (Bildungsbericht Bildung in Deutschland 2014). Though, parent involvement is an integral part of any provincial Education Act (Schulgesetz), existing home-school practices reach rather white middle class populations. The stand of school-based parent involvement among economically weaker groups is insufficient. Schools undertake different measures in order to improve these practices. One of the promising examples is the Hamburg school development program 23+ Starke Schulen (23+ Strong Schools) launched in 2013 by the provincial Ministry for School and Vocational Training. The program consists of several
projects. The Schulmentoren Project, being a part of the program, aims at development and implementation of mentoring schemes at 27 participating schools. Project activities include acquisition and training units for a. parent-to-parent mentors, b. student-to-student mentors aged between 8 and 18, as well as c. external adult volunteers as mentors for students. The Schulmentoren project - funded by the European Social Fund (ESF) and the City of Hamburg – is implemented by two institutions: the Provincial Ministry for School and Vocational Training and the KWB, a Hamburg-based non-governmental agency specialized on implementation of projects for different target groups. This kind of partnership is an innovative scheme - at least in Germany – and deserves a closer examination. Expected outcomes: Using this kind of PPP scheme: school + school ministry + agency we may expect following results:

- an easier acquisition of participating schools,
- a better acceptance of the project by principals and school teams,
- more comparability and transparency of outcomes,
- a better knowledge transfer and networking possibilities
- a better monitoring and feedback as well as
- a more flexible implementation.

003 - The New Curriculum Implementation in Indonesia: A Study in Two Primary Schools*

YULIANTI, KARTIKA, USBI-The Sampoerna University, Indonesia (kartika.yulianti@usbi.ac.id)

The new 2013 curriculum has just been implemented recently in Indonesia from primary to secondary school levels. There are a lot of criticisms towards the implementation, especially in the schools’ readiness to apply the new curriculum in the real classroom. This study aims to investigate the role of school leaders in the new curriculum implementation. Several aspects were also examined: teacher professional development with regards to the curriculum implementation, how schools involve parents prior and during the curriculum implementation, supporting factors for the implementation and factors that hinder the success of the new curriculum implementation. Data were gathered from school leaders, teachers, and parents. The findings show that school leaders in these schools play an important role by exercising transformational leadership and shared
instructional leadership. Continuous teacher professional development and professional learning community are other important factors for the success of the new curriculum implementation. Time constraints and limited resources are reported to be the hindering factors. The findings show that albeit schools acknowledge the importance of parental involvement in students’ learning, schools have not given adequate support that parents need in order to be fully involved in their children’s learning.

**099 - A Short Tool for Assessing Home-School-Community Policies**

CASTELLI, STEFANO, Università degli Studi di Milano-Bicocca, Italy (stefano.castelli@unimib.it)

BERTOLOTTO, CLAUDIA, Università degli Studi di Milano-Bicocca, Italy (c.bertolotto@campus.unimib.it)

SIRONI, MATTEO, Università degli Studi di Milano-Bicocca, Italy (m.sironi17@campus.unimib.it)

Due to the various reforms of the education system that have taken places in Italy during the last twelve years (Law 53 of 28/03/2003, the so-called “Moratti reform”, and various other laws enacted between 2008 and 2010, the so-called “Gelmini Reform”), Italian schools need tools to critically evaluate their own performance. Special attention has to be given to policies aimed at fostering home-school-community partnership.

A questionnaire was built using the four A’s model (approach, attitudes, atmosphere, and actions) (Christenson, 2002), the model of the six types of partnership developed by Epstein (2001), taking into consideration also the questionnaire developed by National PTA (2000). The Italian questionnaire was initially built in order to provide a sort of checklist to be used, along with qualitative strategies (interviews), during consultancy with schools and teacher’s training. The same questionnaire, consisting of 120 items with some slight changes in order to improve readability, has been administered in 10 primary and lower secondary schools in various regions in Northern Italy in January 2015. 380 questionnaires have already been administered. Since answers are mostly required in the form of Likert scales, many powerful statistical tools can be used (mainly factor analysis and clustering).
Expected outcomes: The main objective is to obtain a short and easy to administer standardized questionnaire of about 20 items useful to evaluate Italian schools for what concerns home-school-community partnerships. Factor analysis will be used to confirm the factor structure (Epstein 2001). Items will be then selected according to 1. The normality of their distribution and 2. Their saturation on the factor. The possibility of generalizing the questionnaire to different Countries and different cultures can be evaluated. However, one unexpected result has already come out. When performing surveys, researchers often live a very frustrating experience: school masters and teachers have already so many questionnaires to fill that often they find no time to fill the research questionnaires. On the contrary, in this case we found teachers readily available and eager to collaborate. This is a concrete sign of their interest for the topic.

TOPIC 6 – MULTICULTURAL ISSUES IN FAMILY-SCHOOL RELATIONSHIPS
CHAIR: LIMIN GU
ROOM 1.343

012 - Teachers' Capital and Relations With Parents: A Comparison Between Jewish and Arab schools

ADDI-RACCAH, AUDREY, Tel Aviv University, Israel (adiun@post.tau.ac.il)

GRINSHTAIN, YAEL, The Open University of Israel, Israel (yaelgr@openu.ac.il)

Theoretical background: Neo-liberal policies enabled parents to gain influence in schools that led to various patterns of power-relations with teachers. While ample studies show positive effects of parental involvement, currently there are concerns about teachers' ability to reason with parents' demands and to maintain their professional discretion. Adopting Bourdieu's concept of field, makes it possible to look at schools as arenas in which different 'players' may hold different positions of influence depending on their possession of relevant capital (Bourdieu, 1986; Bourdieu & Passeron, 1990; Ciabattari, 2010; Lareau 2003). Further, as working in a particular field defines the relevant and significant capital to be used for social interactions, we need to address the particular context being
examined. So far, very few studies have focused on the effects of teachers' capital on their relations with parents in different socio-cultural contexts (Caldwell, 2010; De-Carvalho, 2001). 

Research aims: The present study focuses on the link between teachers' relations toward parents and teachers' capital in Jewish and Arab education in Israel which constitutes of two different socio-cultural contexts. The Arab minority, study in segregated schools which compared to Jewish schools are more centralized with lower-levels of autonomy (Toren & Illiyan, 2008), allowing for different teachers' positions and relations with parents. So far, there is very little research concerning teacher-parent relations in Arab compared to Jewish education (Levenda, 2010; Schaedel & Eshet, 2009; Zedan, 2011, 2012).

Methodology: About 887 elementary and secondary teachers who work in 32 schools in two Israeli districts completed a questionnaire. The questionnaire referred to collaborating with parents or viewing them as a threat to their profession. In addition, three types of capital had been measured: social, cultural and female capital. For data analysis we employed multilevel analysis. Preliminary findings indicated that teachers perceived their relations with parents to be diverse. Further, teachers were found to activate different forms of capital in their interaction with parents. This however, happened in Jewish schools more than in Arab schools. The implication of forms of capital in regard to teacher-parent relations in different school context will be discussed.

060 - Theorizing the Relationship between UK Schools and Immigrant Parents of Eastern and Central European Origin: The Parents’ Perspective*

CHRISTIE, SARAH, Research Centre for Children, Families and Communities, Canterbury Christ Church University, UK (sarah.christie@canterbury.ac.uk)

SZORENYI, AGNES, Research Centre for Children, Families and Communities, Canterbury Christ Church University, UK (a.z.szorenyi798@canterbury.ac.uk)

Schools may be particularly challenged in the building of relationships with immigrant families because of a potentially heightened mutual lack of knowledge or understanding about the other party’s cultural norms (e.g.
Crozier & Davis, 2007). In the context of increased immigration from Eastern and Central European states, this study seeks to initiate the development of model of multi-cultural family-school interaction drawing on existing frameworks drawn from the fields of education, psychology and sociology. With the intention of establishing the nature of migrant parents’ constructions of their relationships with their children’s schools, we carried out in-depth, semi-structured interviews with 10 parents of school age children who had migrated to the UK from Eastern and Central Europe within the past 10 years. The key themes from the interviews indicated that the parents’ expectations of their children’s schooling appear to clash with those of the UK school system and that this is amplified by perceptions of poor communication, inadequate school-parent cooperation & marginalisation. Through the use of existing theoretical frameworks it was established that there is potential for improved practice though development of a model though this must take account of the full contextual complexity of the relationships.

**002 - The Process of Vitalizing and Revitalizing Culture-Based Pedagogy in Sámi Schools in Sweden**

**BALTO, ASTA MITKIJÁ, Sámi University College, Norway**  
(asta.m.balto@gmail.com)

**JOHANSSON, GUNILLA, Luleå University of Technology, Sweden**  
(gunilla.johansson@ltu.se)

The Sámi schools provide Sami children an education that also deals with Sami and is equivalent to an education in the Swedish nine-year compulsory school. Both Sámi and Swedish language are used in the Sámi schools. Sámi schools are an option for all parents who claim to be Sámi. The main purpose of this study was to learn, describe, analyse and work with processes aiming to strengthen the Sámi cultural and linguistic competencies within the Sámi school system. Sámi Schools in Sweden and their staff have not yet been able to reconstruct a Sámi school platform of their own. Teacher education or training of teachers, in Sweden has few adaptations for the appropriate education of teachers working at Sámi Schools. Regardless of this situation, teachers and parents expressed a vision of a Sámi School with cultural sensitivity and that also takes the culture into account in the curriculum and activities. The idea for the three-year participatory action research project discussed in this paper was
initiated by the rectors of two Sámi primary - and preschools in Sweden. The research model and the research objectives of the study were developed together with the teachers, rectors, to some extent the parents and elders. The research project focused on how the Sámi School community could be enabled to activate their cultural knowledge and practices to make them part of the curriculum and the schools’ everyday life. This article discusses how to 1) examine the possibilities for a Sámi-culture-based pedagogy and the conditions required to enable them, and how to 2) recognize challenges, weaknesses and the strengths therein. The research project was conducted in two Sámi schools in Sweden with 115 children, their parents and elders, and 30 teachers as actors in the collaborative, collective process. The rectors and teachers were leading the processes. Results included transforming and integrating Sámi culture and language into pedagogy and curriculum content. Practices were improved. The positive research results were disseminated to both State and Sámi educational and political authorities. The need for a continued Sámi education and competence-building for teachers and staff was highlighted. No actions have yet been taken by the various informed authorities to continue the school development or the capacity building of Sámi teacher's professional skills.

035 - Call Your Mothers! Sámi Culture-Based Curriculum Development Based on Mathematics Teachers, Students and Mothers in Joint Research Actions*

NUTTI, YLVA JANNOK, UiT The Arctic University of Norway, Norway
FYHN, ANNE BIRGITTE UiT The Arctic University of Norway, Norway
EIRA, ELLEN J. SARA, Kautokeino Lower Secondary School, Norway
SANDVIK, SVEIN OLE, Kautokeino Lower Secondary School, Norway
BØRRESEN, TOVE, Kautokeino Lower Secondary School, Norway
HÆTTA, OLE EINAR, Kautokeino Lower Secondary School, Norway
SOMBY, JOSEFINE, Norway
GAUP, KRISTINA MARIE, Norway
This paper describes the collaboration between home and school during the planning of a mathematics teaching experiment involving ruvden, a braiding procedure. The experiment was conducted in a Sámi lower secondary school. In Sámi schools, Sámi language and culture shall constitute the basis for the teaching, but no cultural implementation usually takes place in the mathematics teaching. The teachers’ investigations of ruvden took place in collaboration with researchers and students during workshops, meetings and math days. The participants investigated the braiding procedure with different numbers of yarns; during one workshop, two girls’ mothers were invited to participate. The contributions of these new participants opened up for research questions with a focus on home-and-school cooperation. The first research question is: How did the mothers experience their involvement in the development of the Sámi culture-based teaching experiment? Analyses of that question prepared for another research question: How may home-and-school collaboration contribute to culture-based curriculum development? The mothers’ experienced their involvement positive, and the home-and-school cooperation had even implications for the content of the teaching experiment. The home-and-school collaboration took part on the basis of the perspective of shared responsibilities.
Research Problem & Questions: Educational researchers highlight the challenge of engaging parents given increasing school diversity and parents’ differing social capital (e.g. Hands, 2003; Miller & Martin, 2014; Park & Holloway, 2013; Tang, 2015; Turney & Kao, 2009). Yet without fail, school improvement literature promotes including the entire school community (e.g. Murphy & Torre, 2014). The notion of school community must be interrogated. What are the public discourses and educational practices, structures and narratives that influence the nature of today’s school communities?

Objective: My aim is to reorient the challenge of creating inclusive school communities from an epistemological concern with democratic ideals, to an ontological question about how school community exists. I propose to map concepts, patterns, and tensions that frame our notion of school community based on educational and public communications that promote the involvement of non-educators in schools.

Theoretical Framework and Methodology: A sociological analyses may cleave our current assumptions about and conceptualizations of school communities. Using Delanty’s (2010) interpretation of communities reflecting modernism, communitarianism, multiculturalism, postmodernism and cosmopolitanism, I will conduct a semiotic analysis (Chandler, 2007) of educational documents, websites, and popular media to identify dominant constructions of school community, and parents’ roles within it. Alberta, Canada, will serve as a suitable case study (Stake, 2005) because: (1) extensive consultation with parents is prioritized in its current educational restructuring; (2) engaging and working with school communities is identified as a leadership dimension for school principals (Alberta Education,
2008); and, (3) Alberta is highly diversified as the province with the highest population growth (3.3%) and in-migration (Statistics Canada, 2014). Alberta presents the paradox of “community with diversity” (Furman, 2002). If community is contested in contemporary times because of social shift, Alberta is a good place to investigate to what extent the construction of “school community” reflects or ignores such shifts.

Expected Outcomes: Schools increasingly use technology to communicate; therefore, demonstrating the ideological narrative produced in text/symbols may provide insight into how or why the discourse shapes our practice. My hope is to advance the discussion of school community by interrogating its taken-for-grantedness. This, in turn, may inform our engagement practices.

040 - The Tension Between Chinese Peasants' Family Capital Reproduction Strategies and Massification in Higher Education*

DONG, JINGYI, Norwegian University of Science and Technology, Norway (huanlongshi@gmail.com)

This paper is focused on the tension between Chinese peasants' family capital reproduction strategies and the existing higher education system. Under an institutionalised urban-rural segregation, most rural residents are not entitled to some of the basic social welfare guarantees available to urban residents, such as pensions. As a preparation for the future of their children as well as for themselves, peasants have a strong urge to invest in their children's higher education as their family capital reproduction strategy. However, higher education institutions, without sufficient funding from the government, have to increase enrolment size and charge high tuition fees. Increase in the cost of higher education has strongly impacted on the family economy of rural residents, and the rapid expansion of the system has resulted in an employment crisis for college graduates. Bourdieu's theory of capital reproduction will be applied in the analysis of several cases of rural parents and their children who have participated in higher education. The research eventually leads to the conclusion that, under urban-rural segregation, Chinese peasants are compelled to convert their limited economic capital into academic capital, while the reversibility of this capital conversion is hardly objectively guaranteed.
For decades governance authorities have processed, amalgamated, consolidated and closed small rural community schools. For decades and particularly in recent years rural citizens have contested the loss of community infrastructure and the withdrawal of services. An attempt to close a small community school in a rural locale, typically creates a strong response of grassroots backlash. Rural people tend to rally around their schools, in part because they represent one of the last remaining vestiges of community (Epp & Whitson, 2000; Bennett, 2014).

This paper offers an analysis of the way that parents are discursively positioned in debates concerning the review and closure of small rural schools in one province in eastern Canada. We draw on interview data from: a) small schools activists, most of whom are parents whose families reside in rural communities, and, b) school board and governance officials. We use concepts from critical policy sociology and from actor network theory to examine the way that policy formation and the resolution of difficult questions around rural schooling and rural development more generally. We understand policy in David Easton’s (1953) terms as an, “authoritative allocation of values” in which narrative strategies are employed by groups on each side of the “school wars” talk past one another. In this discourse, parents are positioned as emotional, irrational, uninformed and self-interested. We conclude that an actor network theory perspective might be helpful to help each side contextualize the problem of school closure and work toward the development of bridging discourse that encourages productive dialogue between differing worldviews.
This study investigated whether parent perceptions of their own talk to their infants and their infants’ level of talk and vocabulary were related to a parent-completed structured schedule and to an objective measure of recorded parent-child language interaction. Volunteer parents of 258 children aged 7-60 months completed a simple questionnaire about their own levels of talk to their child and the levels of talk and vocabulary the child showed. They also completed a 52-item structured schedule of language development (the Snapshot). Six months previously they had recorded their interaction with their child using the LENA system of fitting an audio recorder to the child for a day and then automatically analyzing the recording for vocalizations. In relation to the Snapshot and to LENA recordings, parents were inaccurate at estimating the extent of their own interaction with the child, tending to greatly over-estimate it. They were more accurate at estimating the child’s level of talk and particularly vocabulary, but even this was not high. Parents’ inability to accurately estimate their own interaction with their infants presents a problem for effective intervention. If parents overestimate how much they talk to their children, they underestimate how much more they could do to help their children’s language.
A substantial body of research supports the notion that parental involvement generally contributes to child’s academic or affective outcomes. However, most studies are largely based on traditionally defined parents involvement activities at home (e.g. monitoring child performance, communicating with child about academic and socio-cultural topics) and in school (e.g. participating in PTA activities, being volunteer in school events). Little have been done to examine the effect of specific forms of parental involvement in shaping children’s career and educational decision making. In addition to general forms of parental involvement activities, providing support in helping children on making decision towards education and career are seen as an important component in adolescents’ transition pathways. These types of involvement may include activities about discussing with child on future careers, attending education and career seminars, visiting tertiary institutions, helping them to identify possible barriers and set educational goals, and so on. The present study aims at filling the knowledge gap of existing literature by expanding the forms of parental involvement to include some activities that are specifically related to support children’s future orientation towards education and career pathways.

This paper attempts to identify different forms of parental involvement and its impact on shaping their children’s educational expectation. A total of 2000 parents completed a survey capturing general and specific forms of parental involvement. The logistic regression model was conducted to examine to what extent family socioeconomic background, family resources and various forms of parental involvement predict children’s expectation of pursuing university degree. In particular, the relative contributions of general forms of involvement at home and in school versus specific forms of involvement related to career and education decision making on adolescents’ education expectation were clarified.

Results indicated that, for the general form of parental involvement, “social communication” with their children at home had significant positive
relationship with children’s expectation on going to university, even after family SES background and resources were controlled. Specific forms of parental involvement, including providing concrete ideas on occupation information, setting goals for educational destinations, and communicating with other parents and school teachers, were also emerged as the salient factors influencing children’s expectation to university. This findings show some interesting and significant implications to policy makers and school program organizers for offering parental support, in term of providing parents and teachers with more pathway information, so that parents can be empowered to support children on decision making of future paths to post-secondary education.

016 - Making Homework a Catalyst of Teacher-Parents-Children’s Collaboration: A Teacher Research Study From an Elementary School in China*

GU, HUIFEN, Longhutang Experimental School of Xinbei District, Changzhou City, China

YIN, LIDAN, Longhutang Experimental School of Xinbei District, Changzhou City, China

LI, JIACHENG, East China Normal University, Shanghai, China (jcli@dem.ecnu.edu.cn)

Promoting teachers, parents and students to collaborate and participate in homework has important value to improve educational quality and develop a learning community. Based in the Chinese education context, the authors conducted an experiment of Happy Homework in one elementary school. The homework catalyzed the full participation of parents and cooperative innovation between the teachers and students. To investigate the outcomes and experiences of the project, the authors utilized a variety of research methods, such as questionnaires, onsite observation, interviewing and discussion with stakeholders, and transcript analysis. The authors found that collaboration among teachers, parents and students played a big role in the development of the students. It stimulated the students to perceive the quality of learning, and the students’ performance, learning quality, self-awareness, and social and emotional development was improved. In addition, a learning community was developed. Based on the initial case
study, a series of follow-up research studies are being carried out in the case study school.

TOPIC 7 – CULTURAL AND SOCIAL DIVERSITIES
CHAIR: STEFANO CASTELLI
ROOM 1.343

044 - Teachers’ Insight Into Knowledge Resources in the Home: Moving Toward Culturally Relevant Teaching

DAY, BARBARA, VIA University College, Denmark (bada@viauc.dk)

This paper presents and discusses experiences from pilot work done in Danish schools. The overall aim of the work is to transform teaching so that it more effectively reaches children and youth from diverse backgrounds and improves achievement for all students. The question is: How can teachers learn what they need to know about their students’ knowledge resources and local practices and develop constructive relations with parents in ways that provide a basis for creating culturally relevant learning environments? The pilot study draws theoretically and methodologically on work done under “Funds of Knowledge for Teaching” (Moll et al., 1992), a project in which researchers collaborated with teachers to experiment with and study ways in which teachers can communicate with parents and develop forms of ethnographically literate classroom practices. The methodology involved is based on home visits and teacher study groups. Teachers first visit families in their homes along with a researcher who sets the stage for ethnographic interviewing and for meeting parents in dialogue to discuss daily life and the parents’ experiential background. Following the home visits, the teachers meet to discuss the insight they have gained and reflect on didactic implications of this insight – how can they transform their teaching to better match what they now know about the knowledge resources in their students’ homes? Empirical findings from this work in progress give rise to many questions: How do we interest teachers in learning about knowledge resources in the home? What is important in preparing teachers to visit parents at home? How do teachers go about engaging in dialogue with parents? What happens when social interaction between parents and teachers seems awkward?

Based on the findings from this work, the paper discusses these questions and explores the potentials and challenges involved in developing
home-school relations in Denmark by drawing on work done in American contexts. Does this work provide useful approaches, although it has been carried out in areas with large concentrations of ethnic minorities or with indigenous populations? Is teachers’ insight into families’ knowledge resources helpful in developing new didactic approaches to more culturally relevant teaching?

096 - Experimenting With the Exterior: Latino Immigrant Middle School Students and Families in Higher Education Settings

DOMINGUEZ, MAX VAZQUEZ, University of Georgia, USA (maxvaz@uga.edu)

ALLEXSAHT-SNIDER, MARTHA, University of Georgia, USA (marthaas@uga.edu)

We analyze the reflections of Latino students and their families after their bilingual science workshops held in different higher education institutions in Georgia over two years, in which participants used scientific equipment and practiced science, and interacted with college professors, students and staff. We use the concept of assemblage (De Landa, 2006; Deleuze & Guattari, 1987) in order to elucidate different elements involved in these activities as seen by the families participating. The workshop goals were to promote connections outside the middle school to boost the intensity and interest of Latino immigrant middle school students and families in higher education settings and the career pathways in science (Heckmann, 2008; Carolan-Silva & Reyes, 2013). Our guiding questions were: What are the most relevant elements that play an important role in the bilingual family science workshops according to the Latino immigrant families and students? And, how can this understanding of families’ perspectives inform continuing development of pathways to college for immigrant students?

The data used for this paper were gathered as part of a series of interviews with parents and students conducted by phone following an open-ended structure about the experiences in the workshops and families’ views on education, science learning, and goals in higher education for the children. A total of 43 interviews in Spanish and English with fathers, mothers, grandparents, sons and daughters were analyzed.

Using assemblage theory as an analytic frame helped us to see both expressive and material aspects of the bilingual family science workshops that families identified as salient to their developing understandings of ways
to support their children in pursuing pathways to college during middle school and high school. We conclude by discussing the potential of this theoretical and analytic process using assemblage theory for investigating the complexities of exploring career and college pathways with immigrant students and families around the world, including Europe and the Nordic countries (e.g., Allexsaht-Snider, Buxton, & Harman, 2014; Wiggen, 2012). Implications for educators and researchers developing dynamic “two-way” programs incorporating family strengths and social support (Van der Wolf, 2013) for families and teachers of immigrant students are also discussed.

105 - How Far Has Different Countries Gone in the Acknowledgement of Parents’ Representation?

ESZTER, SALAMON, European Parents’ Association, Hungary (salamoneszt@gmail.com)

On the occasion of the 15th anniversary of the European Parents’ Association (EPA) Manifesto 2000 was published collecting the main demands of national parents’ associations in Europe. In the 15 years since EPA has grown substantially in its geographical coverage and it also seems that policy maker put some of the main demands of the Manifesto 2000 on the agenda on European and national levels. Preparing for the 30th anniversary the board of EPA has decided to make a survey on how far different countries has gone in the acknowledgement of parents’ representation, the most important demand of the Manifesto. When making the survey we have asked our national members on how parents are involved in decision making on school level, financer level (different from country to country) and policy making, how students are involved and what are the burning issues for parents and parents’ representatives in their countries. As the Charter of Fundamental Rights of the European Union also created in the same year defines free education as a basic right, we have also surveyed whether this really is the case – a very important factor in equity and inclusion -, namely we catalogued direct and so-called hidden costs that are covered by Member States and that have to be paid directly by parents. The results of these two surveys are being analysed and will be presented to the audience.
021 - Empowering Students With Career and Educational Search Competencies: The Way of Overcoming Family Inequalities

HO, SUI CHU ESTHER, HKPISA Centre, The Chinese University of Hong Kong, Hong Kong, China (estherho@cuhk.edu.hk)

SUM, K. W., HKPISA Centre, The Chinese University of Hong Kong, Hong Kong, China

WONG, RAYMOND S. K., Hong Kong University of Science and Technology, Hong Kong, China

This paper examines how students from different socio-economic background with different family resources develop their career and educational search competencies (CESC), a key capability which is necessary for a successful transition from high school to work and to postsecondary education. The data for this study was taken from the Longitudinal Study of PISA 2012 conducted in Hong Kong. PISA is a triennial international educational study which assesses 15-year-olds’ reading, mathematical and scientific literacies and collects their contextual information including family and school backgrounds. In particular, two research questions will be addressed in this paper:

1. To what extent are the career and educational search competencies of students affected by student characteristics including socio-economic status, gender and family capital?

2. To what extent are the career and educational search competencies of students affected by career and educational exploratory activities initiated by parents, schools, and enterprises after student background characteristics are taken into account?
Descriptive statistics are first used for comparing students’ career and educational search competencies and exploration between Hong Kong and the OECD countries. Correlation analysis is then conducted to examine the relationships between the key construct, that is, the career and educational search competencies, and all the other variables used in the study. Multiple regression models are finally used to examine the effects of SES, gender, family capital or resources, career and educational exploration on students’ career and educational search competencies. Career and educational search competencies are measured by 6 items, on which students answered whether they had acquired the competencies of searching information on jobs, on tertiary education programs, on student financing and so on. Results indicated that students’ CESC was significantly related to their participation in career and educational exploratory activities provided by school or enterprise even after the family socio-economic background and family resources are taken into account. It is hoped that this paper will cast light on how effective career interventions by school and community can empower students’ agency to overcome their socially disadvantaged origin.

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**070 - Family Learning - The Child's Best Interests or Narrow Investment Thinking?**

**KRYGER, NIELS, Aarhus University, Campus Copenhagen, Denmark (kryger@edu.au.dk)**

Based on the analysis of policy texts and campaigns in a number of Western countries and organizations like the EU and the OECD it is argued that the family as an institution has been the subject of increased intervention to promote the family as an environment for children’s learning. It is argued that many of these programs are characterized by a narrow economic investment rhetoric, in which children are viewed as human resources, their learning seen as an economic investment in the future, and their parents seen as resources that must be mobilized so this investment can give as high economic return as possible. The paper will give a number of examples of such programs and especially zoom in on programs for (early) language learning in the family (book-start programs etc.) in a Danish context. The possible implications of these programs for home-school-partnership (i.e. teachers as educators of parents), for the (private) life of the family and for the institutionalization of children’s lives will be discussed.
041 – Examining the Parent’s Role in the Cooperation With Professionals?

SOLLIED, SISSEL, UiT Arctic University of Norway, Norway  
(sissel.sollied@uit.no)

Are children and young adults with severe disabilities and communication difficulties recognized as competent individuals, when professionals make plans for personal development and learning in the classroom? Are educational plans designed for severely disabled children influenced by diagnoses and their expected consequences, rather than the characteristics and resources these children bring to the teaching learning environment as unique individuals? It is often a vague focus on the knowledge from the lived life, and the relation between these pupils and the professionals around them. The Norwegian Education Act § 1.1, states that there should be cooperation between school and home. Yet I found in my professional work that there was an urgent need to explore ways to enhance this cooperation, to ensure that professionals arrive at the best possible quality educational plan for severely disabled children.

My paper is based on my PhD thesis, where I investigated these questions within the broader question of how to improve the process of guidance in special education. The research I conducted used a four-pupil case study method. The methodology was grounded in a qualitative, interpretive tradition and framed by a hermeneutic approach, in which I sought to develop a phenomenological-related mindset through prioritizing a first-person perspective in the planning process. My project consisted of three aspects:

• Video recording of interactions between parents, professionals and the individual child, to be used as a tool to develop increased knowledge about communication and educational practice. Videos were analyzed in order to facilitate relational practices in groups of professionals and parents over a three-semester period.

• An analysis of the individual child’s school records was also made.

• All participants were interviewed about the outcome of the process twelve months after the facilitation project ended.

The results of this initiative show that systematic and close collaboration between educational professionals, parents and children themselves will
support people with extensive disabilities a higher quality of educational program. I conclude that such programs create more coherence in the world of these children and that the gained knowledge is less likely to be lost when teachers and educational professionals move out of their lives.

TOPIC 2 – FAMILY-SCHOOL RELATIONSHIPS FOR SOCIAL AND EDUCATIONAL INCLUSION, EQUITY AND JUSTICE
CHAIR: CORY BUXTON
ROOM: 1.329

063 - Do Families Get Involved Into Students’ Higher Education? An Analysis of Online Logs of University-Family Communication Completed by the Administrative Staff of Two Universities in Cyprus

SYMEOU, LOIZOS, European University Cyprus, Cyprus (L.Symeou@euc.ac.cy)

LAMPRIANOU, IASONAS, University of Cyprus, Cyprus (lamprianou.iasonas@ucy.ac.cy)

THEODOROU, ELENI, European University Cyprus, Cyprus (E.Theodorou@euc.ac.cy)

RENTZOU, KONSTANTINA, University of Cyprus, Cyprus (rentzou@ucy.ac.cy)

A few decades ago, family involvement in higher education was an unheard phenomenon (Johnson, 2004). More recently, families’ role in their children’s higher education experience has changed from peripheral to directly or indirectly active (Oliver, 2011). While academic and administrative staff of higher education institutions try to find ways to handle increased family involvement in higher education (Payne, 2010), the phenomenon seems to affect not only students but also the philosophy and policies of higher education institutions, as well as their programs, services and administrative structures (Carney-Hall, 2008). The phenomenon does not seem to have attracted much of the scientific and research interest. The majority of relevant studies stem mainly from informal and journalistic
articles conducted mainly in North America (Carney-Hall, 2008), while it has been limitedly studied in Europe (Wartman & Savage, 2008; Symeou, & Theodorou, 2012).

This paper is part of an on-going, mixed-methods study, aiming to investigate family involvement in the academic lives of higher education students in Cyprus. The data analysed in this paper aimed at exploring the forms, meanings, and conceptualizations of family involvement among the administrative personnel of a state (no-fee-paying) and a private (fee-paying) university in Cyprus. The data (both qualitative and quantitative) were collected via online logs completed by the administrative staff of the two universities, who were asked to log all incidents of communications with students’ family members that occurred during the 2013-14 academic year (i.e. personal communication they had through family members’ visit at their office, as well as telephone, e-mail and post communication, either it was initiated by the family or the university).

The analysis of the data confirmed that family involvement in the two universities is as in the USA (Stringer et al., 1998; Bastian, 2010; Kiyama, 2010) an existing phenomenon, which may take many forms. Family members were found to communicate with the university administrators regarding academic, behavioral, quality of life, and satisfaction concerns, and that students often appear to desire and encourage family involvement and their parents stepping in for them. The data also suggested that the phenomenon may be linked to cultural and societal norms about parental role and families’ role in society (Phillips & North, 2005).

081 – Impact of Extended Families on Participation in Higher Education

AZAOLA, MARTA CRISTINA, University of Southampton, UK (m.c.azaola@soton.ac.uk)

Parental involvement has been widely investigated, however, little is known about the role of extended family members in student participation (including access and progression) in Higher Education (HE). In the context of the increasing pressure on the UK social welfare and HE budgets, the role played by extended family members is important, though unlike traditional nuclear family arrangements, they have been largely absent from the public debate and scholarship. This paper interrogates the literature on the influence of extended family members in the context of progression to, and participation in HE. A review of the main theoretical underpinnings of the
literature on social support is provided followed by a discussion on the understanding of social support as a cultural practice. The paper concludes by summarising key findings and discussing the implications for future research.

048 - Parent’s Socioeconomic Background, Family Resources and Parental Involvement Influencing on Student’s Post-Secondary Education Expectation

HO, SUI CHU ESTHER, The Chinese University of Hong Kong, Hong Kong SAR, China (estherho@cuhk.edu.hk)

KEUNG, PUI CHI CHRYSA, The Chinese University of Hong Kong, Hong Kong SAR, China (chrysa.keung@cuhk.edu.hk)

Parents as the primacy agent of socialization are important to influence students’ educational pathways they are undertaken after compulsory education. Past studies have found that parents’ social status and family resources have intertwined effect on the differential patterns of educational expectation between students from different socio-cultural milieu. Those studies indicated that students from high socioeconomic background with more family resources are more likely expecting to pursue university degree than those of low socioeconomic groups. Parental involvement, as one of family cultural socialization exists in different forms, is conducive to support their children in their process of navigation to post-secondary education.

The present paper attempts to link these three dimensions of family factors – family socioeconomic status, family resources and parental involvement, and to study their relationships with adolescents’ expectations to reach post-secondary education. The data were drawn from a recent longitudinal study which was an extension of PISA 2012. A total of 3,000 students aged 15 years in Hong Kong have participated in the subsequent survey. The logistic regression model was deployed to address the research question: to what extent family socioeconomic background, family resources and parental involvement predict students’ expectation of pursuing university degree. In particular, the relative contributions of different forms of parental involvement were clarified while student academic background was also controlled.
The results affirm the persistence of inequalities on structural regularities that are linked to parents’ occupation and cultural possession. Nevertheless, the role of parent involvement in social communication with their children has significant relationship with students’ expectation on going to university, regardless of parent’s social status, family resource and student’s academic background. The findings may pose the need to strengthen parental involvement, in particular the reciprocal interactions between parents and students, through communications on various topics including but not limiting to academic issues.

TOPIC 3 – IMPLEMENTATION OF PRACTICES
CHAIR: KRISTÍN JÓNSDÓTTIR
ROOM 1.343

045 - How to Prepare Future Teachers to Meet the Parents/Carers of the Pupils?

ALANKO, ANU, University of Oulu, Finland (anu.alanko@oulu.fi)

It is stated in the Finnish Basic Education Act (628/1998) that “those providing education shall co-operate with pupils’ parents/carers”. Besides this, the National Core Curriculum for Basic Education (2004, 2016) emphasizes the importance of co-operation between home and school. Even though the importance of the home-school co-operation is explicitly stated in the above documents, the realization of the co-operation is manifold. Based on my own experiences as a member of parent-teacher association, parents often feel that they are not truly welcomed to schools and might be even regarded more as a burden than true participants in the co-operation. From the teachers’ perspective, the co-operation requires resources that are limited and which might affect the quality of the co-operation in practice.

The home-school co-operation does not appear in vacuum. It is something that needs to be promoted already during teacher training. In my presentation I will address the question as a teacher educator responsible for the course “Educational Co-operation at School”. During this course teacher students have expressed their concern about the limited amount of time and consideration that is being directed towards the co-operation. Teacher students consider the co-operation as a fundamental part of their future work yet they feel that they acquire hardly any concrete tools for it
during the teacher training. In all, this might result in unrealistic ideas about the co-operation and especially in exaggerated views about “the challenging parents” that will complicate their work as teachers.

In my presentation I will argue for the importance of preparing teacher students for the co-operation between home and school during their teacher training. In more detail, I will discuss teacher students perceptions on the co-operation based on the survey data collected during the course “Educational Co-operation at School”. Besides this, I will also discuss how teacher students themselves would address the question within the teacher training program and what kind of knowledge and tools they wish to acquire during their training. Based on this, I will sketch a preliminary model about how the teacher training program could best prepare the teacher students to meet the parents in their future work.

013 - In-Service Teacher Training for Parent Involvement Through Distance Learning in South Africa

LEMMER, ELEANOR M., University of South Africa, South Africa (lemmeem@unisa.ac.za)

Parent involvement programmes depend primarily on teacher capacity to work effectively with families in school-based initiatives. In South Africa teachers seldom receive teacher training for parent involvement during initial teacher training. Training for parent involvement, where it exists, is piecemeal and seldom involves practice-based interaction with families. Responding to this gap, a one-year short learning programme for parent involvement was introduced by a centre for continuous professional development for teachers at a distance learning university. The programme design was informed by distance learning theories (Garrison 2000) and ecological theories of parent involvement (Bronfenbrenner 1986; Epstein 1995; Barton et al 2004). The programme required the completion of a theoretical assignment based on Epstein’s (1995) typology and a field-based assignment entailing the implementation of a parent involvement activity in the teachers’ schools. A qualitative inquiry evaluated the benefit of the field-based assignment as implemented by teachers in diverse school contexts. Thirty teachers’ narratives of the field-based activity were selected over a 5 year period by theoretical sampling and analysed using coding and constant comparative analysis. Findings indicated that distance learning allowed teachers to engage in professional development while they remained employed in a school where they worked with parents, thus constituting a
legitimate situated learning experience (Lave & Wenger 1991); teacher agency was strengthened; new teacher-parent teams were formed; teachers activated school capital; and successful implementation depended on teacher efficacy to invite parents. The study suggests a useful model for in-service teacher preparation for parent involvement through distance learning that benefits schools by increasing the frequency and quality of parent involvement endeavours as well as teachers who are enabled to acquire a professional qualification while on the job.

061 - Written Communication With Families. An Exploratory Investigation in an Italian Context

DUSI, PAOLA, University of Verona, Italy (paola.dusi@univr.it)

FALCON, INMACULADA GONZALEZ, University of Verona, Italy

Efforts to promote cooperation and facilitate communication between parents and teachers can take various forms: letters sent to family homes, telephone calls, emails, and the use of other networks of communication that are available in specific contexts. One of the principal points of contact between teachers and parents comes in the form of messages written in children's school diaries. These learning-centred diaries act, essentially, as a tool for facilitating assessment and information exchange. The pupil is placed at the centre of communication between school and family. All the same, the diary can assume an educative function in promoting collaboration between teachers and parents. The school diary is an everyday part of teacher-parent-pupil relations, to such an extent that written communication can be considered a routine part of the teacher's job. It is for this very reason that teachers often communicate in this way without paying particular attention to how the message is formulated - quite the opposite, in fact. Since the written message is not backed by non-verbal communication, there is a greater chance of misunderstandings arising.

In an exploratory study of school-family communication, we examined the diaries of 69 children who were in one of their last two years of primary school in the 2012-2013 academic year, at a number of school complexes and combined primary and secondary education institutions in the Veneto region (Northern Italy). The messages found in the diaries were transcribed and analysed with a view to understanding the nature, form and
ultimate purpose of the school-family messages that constitute part of teacher-parent relations.

In what way is the diary used? What sort of message does it convey? What roles do parents and teachers adopt? What position is given to the child/pupil in relations between home and school? Is the diary itself used as a means of educating?

Analysis of the transcribed messages has permitted the following four macro-categories to be identified: i. invitations/suggestions; ii. orders/obligations; iii. requests; iv. information. In the majority of cases, communication is in a single direction (from school to family) and is informative in nature. Only one case featured a teacher contacting a family to communicate a positive outcome. Communications were almost devoid of any educative function. Legislation has introduced important innovations in terms of the forms of communication used in relations between schools and families (Laws 82/2005, 235/2010). Despite this, the need to promote training for teachers (in service and pre-service) in written communication with parents is made evident. Some suggestions are reported.

TOPIC 7 – CULTURAL AND SOCIAL DIVERSITIES
CHAIR: ROLLANDE DESLANDES
ROOM 1.333

093 - Parents’ Educational Capital (PEC) and Patterns of Parental Involvement in School in Israel

ADDI-RACCAH, , AUDREY, Tel-Aviv University, Israel (adiun@post.tau.ac.il)

TAMIR, NOA, Tel-Aviv University, Israel

Objectives: Neo-liberal policies in education has intensified parents' role in regard to their children's education (Richter and Andresen, 2012; Ule et al., 2015) and called for engaging parents in schools. Enhancing parents' involvement requires parents to have the knowledge and the means to interact within the educational system. Studies show that parents of high more than low socioeconomic background, possess capital that allow them to gain social advantages by involvement at home or at school, (Lareau, 2000, 2003; Robinson and Harries, 2014; Epstein, 2001). We address parents' educational capital (PEC) that is a combination of educational network and knowledge that can allow parents to situate their position in school and
enable them to better guide and inform their children (Marjoribanks, 2002), and potentially can be acquired by all parents. This study examines: 1) the effect of social variables on PEC and 2) the effect of PEC on different types of involvement among low and high SES parents.

Methods: The sample includes 142 parents (65% of high SES) who agreed to complete a questionnaire. PEC was measured as the extent to which parents employ practices that include using diverse social networking with educators and educational authority and having educational knowledge (10 items; Cronbach's $\alpha = .91$). Parental involvement referred to involvement at home (9 items; Cronbach's $\alpha = .94$), volunteering at school (12 items; Cronbach's $\alpha = .93$) and participating in school decision making (9 items; Cronbach's $\alpha = .92$)(Epstein, 2001). Descriptive, multiple regression analysis and MREG that examined simultaneously the three types of involvement were performed.

Preliminary Results: PEC was higher among high rather than low SES parents. Further, PEC had a positive effect on the three types of parental involvement. We also found an interaction between parents' SES and PEC, indicating that among low SES parents, high level of PEC increased involvement at school and at home, while among high SES parents, the effect of PEC was weaker. No significant interaction was found in the case of participating in decision making. Results of interviews with low and high SES parents regarding PEC will be presented.

Discussion: The intense involvement of parents in school requires parents to 'learn' how to negotiate with school. Although PEC is prominent among high SES parents, it is also a promising direction for increasing involvement among low SES parents.

083 - School Climate and Teachers' Perceptions of Parental Involvement in Jewish and Arab Primary Schools in Israel*

SCHAEDDEL, BRuria, The Western Galilee College, Israel (brurias@wgalil.ac.il)

FREUND, ANAT, University of Haifa, Israel

AZAIZA, FAISAL, University of Haifa, Israel

LAZAROWITZ, RACHEL HERTZ, University of Haifa, Israel
BOEHM, AMNON, University of Haifa, Israel

ESHET, YOVAV, The Western Galilee College

This study examines educators' views of parental involvement in the two diverse cultural and national educational systems in Israel. Respondents include 799 teachers from 52 Jewish and Arab primary schools. Our assumption - that Jewish teachers encourage parental involvement more than the Arab teachers, because of the progressive, Western liberal orientation of Jewish schools as opposed to the authoritarian and closed school climate of the Arab schools - was refuted. The findings indicate that in both educational systems, teachers are less inclined to engage in parental involvement. Parents are generally more involved in their children's education at home, while teachers rarely encourage parents' involvement in decision-making processes or voluntary activities in the schools. The teachers' main obstacles with regard to encouraging parental involvement are that they feel disrespected and underappreciated by parents, and they believe they lack the necessary skills to successfully negotiate with parents during crises.

092 - Family-School Relationship: Are Fathers More Involved?

LEVINE, ELENA, Pepperdine University, USA (elena44142@gmail.com)

General Description of research questions:

1. RQ1: How do fathers perceive that they are involved in their child’s education in the areas of Epstein's six typologies?
2. RQ2: How do mothers perceive that fathers are involved in their child’s education in the areas of Epstein's six typologies?
3. RQ3: How do fathers explain their involvement in their children’s education?
4. RQ4: What are the perceptions of site administrators and teachers regarding fathers’ involvement in their children’s education?
5. H1: Significant differences exist between fathers’ and mothers’ perceptions of fathers’ involvement in the areas of Epstein's six typologies.
6. H2: A significant difference exists between fathers’ perceptions of their involvement and their employment status.
7. H3: A significant difference exists between fathers’ perceptions of their involvement and level of education of fathers.

Objectives: To find out what were the perspectives of mothers in terms of father involvement with their children’s education, and to find out if the school provides enough support for the fathers to get involved in their children school activities. This included their social-economic, ethnic, and academic background.

Theoretical Framework: Joyce L. Epstein’s Model of Overlapping Spheres. This framework includes the following six categories of practices that involve teachers, students, parents, and the community: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with the community (Epstein, 2001, 2005).

Methods/Methodology: Mix-Methods: Qualitative and Quantitative

Expected Outcome: Fathers were not participating in their children’s education.

This year-long research investigated fathers’ involvement in 1 public elementary school in southern California that served an ethnic diverse and lower socioeconomic population. This case applied Epstein’s 6 typologies to analyze the perceptions of 112 fathers and 132 mothers utilizing a 35-item validated questionnaire, followed by long interviews of fathers, school administrators, and teachers in addition to researcher’s field notes. Compared to prior studies, findings revealed that fathers and mothers reported that fathers’ involvement in parenting and home learning was high. Responding to “all the time” and “sometimes,” 91% of the fathers indicated they attended extracurricular activities; 87% participated in PTA activities; 86% attended parent-teacher conferences; 82% monitored or assisted with homework; 82% offered study space; 81% regularly purchased supplies; 75% provided computer and technology equipment; and 80% celebrated academic achievement. Utilizing 2 chi-square analyses to survey data, these findings applied to fathers who were employed (71%) or unemployed (29%) as well as to higher-educated fathers (community college degree and above) and fathers with a high school diploma or less (p > .05).

Applying a chi-square analysis to survey data, fathers’ and mothers’ perceptions were similar (p > .05) except volunteering, fathers indicating higher involvement. However, 88 to 100% fathers responded to “not at all” or “a few times” on the items in this typology, a low level of involvement. All groups of respondents reported fathers’ low involvement in school decision-making and community collaboration activities.
Regarding communication, fathers indicated that they desired direct communication from the school such as e-mail blasts, text messages, and focused notices related to their child. Since fathers indicated that 32.0% were divorced or separated and almost half of the participating mothers were single, targeted communication to fathers as well mothers is necessary to encourage father involvement. School personnel reported communication is primarily sent to one set of parents as accurate 2-parent information is difficult. The study provides recommendations to stimulate father engagement, such as staff should connect with fathers during child pick-up and after-school activities. Also, staff should create a father-friendly school environment and offer focused, task-oriented opportunities to involve fathers as well as social activities that attract mothers.

SESSION 5: THURSDAG AUG 27TH 13:00-14:30
TOPIC 2 – FAMILY-SCHOOL RELATIONSHIPS FOR SOCIAL AND EDUCATIONAL INCLUSION, EQUITY AND JUSTICE
CHAIR: PEDRO SILVA
ROOM: 1.313

074 - Traveller Preschools in Ireland: Parent-School Relationships in a Targeted Setting

BOYLE, ANNE, St. Patrick’s College, Dublin City University, Ireland (anne@funferal.org)

FLYNN, MARIE, St. Patrick’s College, Dublin City University, Ireland (Marie.Flynn@spd.dcu.ie)

HANAFIN, JOAN, St. Patrick’s College, Dublin City University, Ireland (joan.hanafin@dcu.ie)

Research outline: This paper presents findings from PhD research into Parental Involvement in Traveller Preschools in Ireland. Traveller preschools provided targeted preschool education for three-to-five-year-old children of the Traveller community from the 1970s until 2011. The Traveller community, a distinct cultural group in Ireland representing less than 1% of the population, has traditionally experienced educational disadvantage. This paper is in three sections: it traces the national policy context in which Traveller preschools developed and operated; it considers Traveller parents’ perspectives on schooling; and it reports on involvement practices within Traveller preschools.

Methodology: The methodology draws on interpretivism, social constructivism and critical theory. Document analysis of major policy documents related to Traveller education and Traveller preschools sets out the policy context. Data from focus groups and individual interviews, with both Traveller parents and teachers in preschools, generates understanding of parental experiences and involvement practices within Traveller preschools.

Findings: In tracing national policy on Travellers, an evolution is identified from a focus on deficit to recognition and respect for Traveller culture and identity. Traveller parents’ relationships with the educational system are explored, including their expectations and aspirations for their children. While parents’ own experiences of the education system were largely
negative, they wanted educational success for their children. Finally, the paper reports on parents’ views on, and involvement with, the Traveller preschools. It shows a wide range of involvement practices had been employed.

Implications: Traveller preschools were a targeted provision which facilitated the development of parent-school relationships. They ceased to operate in 2011 amidst concern about separate provision based on membership of a particular cultural group. This research demonstrates that they were seen in a positive light by Traveller parents. These research findings provide strong further evidence for family-school initiatives that are culturally and ethnically sensitive.

098 - School-Family Partnership for Tackling the Disadvantages of Low SES Children: Implications From the Dutch case

SUEOKA, KANAKO, Osaka University, Japan (kanako_sueoka@nifty.com)

Objective and background: The objective of this presentation is to explore the school-family collaboration and partnerships for supporting low SES children, aiming for tackling the children’s educational disadvantages to prevent their lifelong poverty and potential social exclusion. Thus, the author has focused on the school practices implemented in the urban Dutch primary schools with high-concentrations of non-Western children. The background of this perspective is as follows. First, the future Japanese schools are expected to become more diverse socio-culturally and socio-economically because of the governmental employment policy and immigration policy under the rapid aging of its population resulting from the extreme low birthrate and longevity. In the European context, most of the countries became socio-culturally diverse mainly after the WW II; relatively a short history unlike the ‘immigration countries’ such as U.S, Canada, and Australia. The Dutch case has been targeted in this study due to its educational system and policy characterized by a long history of school-family partnerships, a great importance on the ‘family background’ such as the parental academic career, etc.

Method: For the aforementioned objective, this research used the ethnographic methodology. Participant observation and interviews were conducted in several primary schools as mentioned; in a specific deprived area in The Hague and Rotterdam known as the ‘multicultural area’. The research was to cover the whole school activities and recorded in fieldwork notes and IC recorder. The data presented have been collected between
October 2011 and December 2013 and analyzed referring to the Epstein’s typology (Epstein 1995) as the theoretical framework. 

**Expected outcome:** As such primary schools in the Netherlands have great responsibilities to empower the children for combating their educational disadvantages, each school is placed in a pressurized situation to do all kinds of practices. Briefly pointed out is that the case practices observed have simultaneously included multiple types out of ‘Parenting’, ‘Communicating’, ‘Volunteering’, and ‘Learning at home’; however an extreme lack of ‘Collaborating with community’. This is assumed to be due to the school choice, giving a significant implication for the Japanese context where the school choice system is now being expanded nationwide.

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**072 - Towards Inclusive Parent Engagement: Developing Networks With School Districts, Communities and Families**

HANDS, CATHERINE, Brock University, Canada (chands@brocku.ca)

**Objectives:** This paper looks at strengthening parent engagement in education, focusing on home-school-community networks for reaching and supporting parents who face challenges to participation such as poverty and cultural diversity.

**Theoretical Framework:** The network theory of social capital (Lin, 1999) frames the research. Through a mobilization process, individuals cultivate social relations, which give them access to other individuals and resources such as technology, money and sources of employment (Lin, 1999). Poverty and membership in a cultural minority can limit access to social relations and resources (Bourdieu, 1986; Lin, 1999), as well as engagement in education (Leithwood & Jantzi, 2006). Home-school collaboration creates opportunities to build interconnected networks of associations (cf. Hands, 2005; Henderson et al., 2007) in order to include all families and school personnel, and to maximize resources.

**Research Questions:** This paper is based on research evaluating strategies funded by the province of Ontario’s Ministry of Education for their potential to strengthen partnerships between families and schools. Research questions included: What successful strategies have these projects used to reach and support parents who face challenges to engagement? and What challenges have the projects encountered?

**Methods:** The qualitative case study of 7 initiatives for enhancing parent engagement involved 27 individual and 20 focus group interviews. Ninety-
seven individuals participated in at least one 60-minute, open-ended, semi-structured interview, which was audiotaped and transcribed. In order to triangulate the data, informal observations of the participants’ interactions during the interviews, and documents pertinent to the research, such as brochures, annual reports, presentations, school plans and meeting minutes, were collected (Merriam, 1998; Rothe, 2000). Data were analyzed using a constant comparative method (Miles & Huberman, 1994).

Results: Networking opportunities were important for enhancing parent inclusion in education. Many of the parents in this research were newcomers to Canada. Educational leaders collaborated with community organizations to provide parenting support, social services and resources. School and community members led workshops that trained parent volunteers to work in schools, and provided information on Canadian education issues and work experience in a Canadian context, which assisted parents to obtain employment. Parents encouraged other parents in their networks to become involved in education. Informal opportunities to socialize during initiatives were valuable for sharing parenting concerns and solutions and discussing educational issues. The research contributes to a discussion of multiple ways to enhance relations among families and schools to promote all students’ academic achievement and wellbeing.

TOPIC 4 – METHODOLOGICAL ISSUES IN RESEARCH
CHAIR: LOIZOS SYMEOU
ROOM: 1.343

023 - Interviewing With the Help of an Interpreter – Challenges and Advantages

PERÄLÄ-LITTUNEN, SATU, University of Jyväskylä, Finland (satu.perala-littunen@jyu.fi)

General description on research questions, objectives and theoretical framework: Cultural comparisons make cultures, including our own, visible. For example, comparing parenting in different cultural contexts can guard us against presuming that certain interactions between children and parents have the same meaning in everywhere and that views about what ideal child care consists of are similar universally (McCollum & McBride 1997). However, when researchers wish to understand the thinking of informants speaking in a foreign language, representing another culture,
unfamiliar to the researchers, collecting the data by interviewing can be a challenge.

The aim of the presentation is to reflect on the use of an interpreter when conducting qualitative thematic interviews in foreign language and in unfamiliar cultural setting. It has been proposed that using an interpreter can on one hand pose a threat to validity of the research (e.g. Kapborg and Berterö 2002). On the other hand societies today are marked by plethora of interactions between cultures, traditions, languages, and ethnic identities thus using an interpreter is sometimes the only way of collecting data. Language has become even more important in research following the linguistic turn in qualitative research. The interview data are seen as produced collaboratively by the interviewer and the interviewee which makes language a constitutive act rather than a medium of information exchange (Holstain & Gubrium 1995).

A study by a Finnish researcher is used in the presentation as an example. The researcher interviewed with the help of an interpreter 10 Japanese mothers and 2 Japanese fathers. The researcher used English and Finnish (native language). Two interpreters and three languages were involved. One interpreter used English and Japanese and the other Finnish and Japanese. All interviews were recorded.

*Expected outcomes:* Some light will be shed on the challenges and advantages of using an interpreter in interviewing.

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**075 - Exploring Parents’ Everyday Life – Practical Field Dilemmas Navigating and Crossing Family and School Settings**

**KRAB, JIMMY, Roskilde University, Denmark (jik@ruc.dk)**

The paper is based on an ongoing Ph.D. project using a critical ethnographic approach following families with children experience difficulties in school in their everyday life. The purpose of the paper is to explore parents ’sense making’ regarding towards school-home relations, focusing on ‘feeling work and management” (Hochchild, 1983) and processes in becoming and being ‘school parents’ (Palludan, 2012). The project takes its departure within a cultural analytic tradition with the purpose to analyze relations between micro-structures and macro-structures (Ehn, 2006, Gullestad, 1989, 1984).

In the paper I will highlight some challenges in my ethnographic fieldwork related to my access to and participation in the field: a) I will discuss some strengths and weaknesses in my work trying to practical grasp Simmel’s concept of being a stranger (Simmel, 1950). In the project I have
told the parents that they should see me as an exchange student that would like to learn about their everyday life and their practices related to school-home cooperation. What have I learned so far about the family domain related to the families’ interactions with and in the school with this strategy? b) The other issue I will discuss is related to questions about families as intimate spaces, which can be seen as a backstage area from performance in public spaces (Goffman, 1959, Daly and Dienhart, 1998). I’m using participant observation studying families’ everyday life with the intention to get to know the parents’ ‘sense-making’ between frontstage and backstage areas. What kind of insight does this contribute to, and do I only get to know about how the parents are doing impression management when I’m there? How do I argue that it is necessary to do this kind of research? With departure in these examples I will elaborate on some general methodological and ethical questions about doing fieldwork in and around families everyday life practice.

058 Using Children’s Photographs to Make Visible the Family and Community Resources Children Bring to School

MILLER MARSH, MONICA, Kent State University, USA
(mmillerm@kent.edu)

ZHULAMANOVA, ILFA, Kent State University, USA

HODGES, TYLER, Kent State University, USA

PORTO, ADONIA, Kent State University, USA

While much effort is currently focused on how to design preschool curricula based on developmental norms and standards, few studies focus on developing curricula that seeks to understand the familial and community resources children bring with them to school (Dantas & Manyak, 2010; Greene, 2013; Souto-Manning, 2013). In this collaborative action research project our research team attempted to make visible the home and community resources 36 children ages three to six brought with them to school in order to create a more inclusive preschool curriculum. We utilized funds of knowledge (Hedges, Cullen & Jordan, 2011; Moll, Amanti & Gonzales, 1992) alongside the work of Bakhtin (1920/1990) on identity formation as our theoretical framework. Data were gathered in three phases through participant observation, digital photographs taken by
children, children’s conversations led by children about their photographs with small groups of friends, and photo-elicitation interviews with children and their parent’s/guardians. Research findings provided evidence that making visible a family’s funds of knowledge and incorporating the identified resources into the preschool curriculum can help ensure that teachers “create a field of open potential” (Morson & Emerson, 1990, p. 191) for the identity formation of all children.

This presentation will focus specifically on the use of photography with young children to strengthen home, school, community relations, as “‘children are the primary source of knowledge about their own views and experiences’” (Alderson, 2008, p. 287, in Loizou, p. 150). In addition, photography provides children who are less verbal or speak a language other than the dominant language in the classroom with a way to share their ideas and perspectives. During the presentation the ethical considerations encountered by providing children with cameras, the issues that emerged while working alongside children to gather and analyze data, and the ways in which the research team made sense of the photographs through three different readings will be highlighted.

**080 - Visual Technology With Young Children in the Home Learning Environment - Potential, Overview and Methodological Considerations**

**CHAWLA-DUGGAN, RITA, University of Bath, UK (R.C.Duggan@bath.ac.uk)**

The paper critically examines the process of engaging young children in visual technology research to explicate the home learning environment. It is based on data from a study that addresses the question: ‘How can we use visual technology as a source of data to explicate and support father involvement in care and education?’ This information is particularly important for schools, care and educational settings in making decisions about developing appropriate paternal involvement provision in a context of changing family structures. However, a gap in almost all programmes aiming to work with parents to improve outcomes for children is any participation from children in developing programme content. The omission might be because exploring young children’s understandings of fathering is methodologically demanding, and even more so when the interaction is in the ‘private’ domain of the home. Accordingly, the methods used for this pilot project were:
• Child generated digital film footage and photographs using a range of digital technologies
• Photo and film elicitation interviews with children
• Researcher generated digital film footage and photo images for reflexively examining how children engage with visual material vis a vis the researcher.

Drawing on footage from a pilot project with three young children in their home environment, the paper explores their engagement with the research process, when using visual technology and producing visual material about their interactions with their fathers. In order to evaluate the children’s involvement in the research process there has been ongoing documentation of the ‘engagement process’ through photographs and/or film. The data is examined ‘reflexively’ to identify key issues in the research process for example in data collection, analysis and the ethics and politics of dissemination. The study is theoretically rooted in the literature surrounding the study of childhood and participatory research, in which children are recognised and valued as competent social actors with knowledge about their social worlds, and this body of literature provides a way of theorising young children’s engagement with visual technology in the research process.

TOPIC 6 – MULTICULTURAL ISSUES IN FAMILY-SCHOOL RELATIONSHIPS
CHAIR: SARAH CHRISTIE
ROOM 1.333

015 - Does Parental Involvement Contribute to Students’ Development? The Parent-Child Homework Experiment at a Shanghai Migrant School *

LI, JIACHENG, East China Normal University, Shanghai, China (jcli@dem.ecnu.edu.cn)

LI, YAN (李艳), East China Normal University, Shanghai, China (zhaohaitaosjz@163.com)

YIN, TINGTING, East China Normal University, Shanghai, China (yttabcd.cool@163.com)
Migrant students’ education and well-being are the hot-button issues in Chinese education. Collaboration between parents and teachers to support migrant students is greatly needed. The purpose of this research is to better understand the influence of parental involvement on the development of the students through findings from the Parent-Child Homework Project at a migrant school in Shanghai, China from December 2013 to June 2015. This paper explores the following research questions: What are migrant students’ perceptions and experiences in the Parent-Child Homework Project (PCHP), what have the migrant children gained from the PCHP by working with the parents directly, and how do teachers evaluate the PCHP? The authors distributed 362 student questionnaires, interviewed 8 teachers and 28 parents, and visited the parent-child homework show. The authors find that the migrant students highly valued the parent-children homework, and demonstrated improvement in aspects of academic, emotional and social development. Parent and teachers value the project, too. The paper discusses the collaboration between teachers and migrant parents, and puts forward some suggestions to make additional positive differences in migrant students’ education.

103 - Controversies Surrounding Bilingualism: Perspectives of Korean Immigrant Parents in the Southern U.S

PARK, KEON RYEONG, University of Georgia, USA (parkke@uga.edu)

ALLEXSAHT-SNIDER, MARTHA, University of Georgia, USA (marthaas@uga.edu)

Researchers (e.g., Suarez-Orozco & Suarez-Orozco, 2001) have acknowledged the tensions associated with bilingualism implicated in educational programs with immigrant children and families. Bankston and Zhou (1995) identified advantages of maintaining ethnic literacy: 1) ethnic literacy is strongly associated with ethnic self-identification and 2) ethnic language abilities cause greater academic achievement. Portes & Rumbaut (2001) discussed the idea that “fluent bilingualism is most commonly associated with professionals and upper class refugees” (p. 225), at the same time as deficit perspectives on bilingualism are associated with other immigrant groups. Portes and Hao (1998) have argued that education in the U. S. “promotes subtractive bilingualism by giving native speakers only an elementary command of a foreign language and by strongly encouraging
immigrant children to lose their fluency in the language that they speak at home” (p. 290).

The purpose of this qualitative study was to provide “a space for people to engage critically and reflectively with issues” (Freeman, 2006, p. 84) that affect the experiences of immigrant children and families, such as the Koreans in our study, in an era of trans-nationalism and globalization. The guiding research question was: How do Korean immigrant mothers and fathers view bilingualism and perceive their roles in bilingual education as they work to support their children’s development in school and community settings?

The four mothers and three fathers in the study had children enrolled in a Saturday Korean language school. As the study began, parents first discussed their views of their children's English and Korean proficiencies and the children's self-evaluations. Subsequently, in focus group discussions, we looked into the meaning of bilingualism and perspectives on language-related social inequities when home and school languages intersect, from the perspectives of these Korean immigrant parents who have bilingual second generation children. Findings indicated that parents had mixed feelings about promoting bilingualism for their children at the same time as they supported English learning for academic success. Detailed discussions and implications of this study for researchers interested in promoting dialogic interaction among parents and educators (e.g., Van der Wolf, 2013) will be articulated in the full paper.

019 - Can Parents Gain Development by Parent-Child Homework Distributed by Teachers? The Survey of Migrant Parents in Shanghai

LI, YAN (李艳), East China Normal University, Shanghai, China (zhaohaitaosjz@163.com)

LI, JIACHENG, East China Normal University, Shanghai, China (jcli@dem.ecnu.edu.cn)

CHEN, XIAOYAN, East China Normal University, Shanghai, China

LI, YAN (李燕), East China Normal University, Shanghai, China

YIN, TINGTING, East China Normal University, Shanghai, China
The parent’s development concerns the children’s growth and parents’ life quality, and is a big challenge for Chinese society, considering that there were 400 million families in China by 2010. But how to make parent’s learning happen? With researches in Shanghai, the authors believe that parent’s development can happen by getting involved in their children’s work. This paper is based the Parent-Child Homework Project beginning from December 2014 at one migrant school in Shanghai, and focuses on the following research questions:

1. What are the understanding and experience of the Parent-Child Homework Project by the migrant parents?
2. How does the parent-child relationship change in Parent-Child Homework?
3. What have the migrant parents got from the Parent-Child Homework Project?

The paper takes one migrant school as a case school, and the authors distributed 254 parent questionnaires, interviewed 8 teachers, 24 students and 28 parents. In addition, the authors visited the parent-children-homework show on June 12th, 2014. The paper will show the achievement of the parents, discuss the importance of parent’s involvement into the homework, and put forward some suggestions to advance the teacher-parent-child collaboration, especially for the parents with low SES.
Many official documents, provided by a number of countries and organizations (e.g., WHO 1998; US Department of Education 2010), emphasize the importance of both home and school in rearing and educating children. In Finland, the core curriculum of basic education includes cooperation and joint responsibility between home and school also with respect to health (FNBE 2004). However, research has demonstrated that some confusion exists about roles and expectations among teachers and parents, who exhibit diverging goals, demands, values and competencies (Kellaghan 2001; Tveit 2009). Positive findings have also been obtained with a view of shared responsibilities between parents and teachers (Sormunen, Turunen & Tossavainen 2013). This study examines the opinions of parents and teachers on eighteen health education areas of children (e.g., everyday health habits, sexuality and reproduction, or interaction and social relations) in Finland. The study is part of a wider research project between Finland and France, with an aim to find out the stage of health-related collaboration between home and school.
Research questions: 1. How do parents and teachers view their roles in children’s health education content areas? 2. Do parents’ socioeconomic status, teachers’ age or work experience, or schools’ size or location influence on parents and teachers’ views of health education content areas?

Methods/methodology: An electronic questionnaire has been sent to fifth-grade pupils’ parents and class grade 1-6 teachers of 52 schools in Finland in the end of January 2015. The participating schools were randomly selected inside five NUTS-classification areas, and categorized to small or big, and urban or rural schools. Descriptive analysis will be carried out to examine the current situation in Finland. To find out the similarities and differences between the responses of parents and teachers, bivariate and multivariate analyses will be executed. The responses will also be examined in relation to school profiles (rural, urban, small, big).

Expected outcomes: No national data is available where the responsibility areas related to health has been examined in relation to parents’ socioeconomic background, teachers’ age or work experience, or schools’ size or location (urban, rural). Therefore, the findings are significant and give new information for this phenomenon.

004 - Don’t Park on the Drive: A Study of School-Home Communication in Newsletters

APPS, JOANNA, Research Centre for Children, Families and Communities, Canterbury Christ Church University, UK (joanna.apps@canterbury.ac.uk)

BREWSTER, KEVIN, Research Centre for Children, Families and Communities, Canterbury Christ Church University, UK

Background: In an age of multiple modes of communication, school newsletters (in paper or electronic form) are still the predominant way schools convey information to parents. Some parents never or rarely make contact with teachers for face to face meetings but newsletters go out to everyone and therefore may be considered a ‘universal’ form of school-parent communication.

Research questions and objectives: The objective of the study was to analyse the contents of a sample of school newsletters in order to understand ways in which parents are addressed through this medium. The research questions were:
a) To what extent do schools address parental engagement and home learning in their newsletters?

b) What information, tone and visual messages do newsletters convey?

Methods: We content analysed and mapped newsletters on school websites, analysing the number of items, the content, tone and visual style used, in a sample of state primary schools in England.

Results: Most school newsletters contained a very varied mix of information on events and pragmatic matters. Relatively few newsletters that we looked at contained specific information on supporting children’s learning and in those that did this was often sandwiched between other more pragmatic items. The tone of some newsletter items was authoritarian and they used visual symbols such as warning signs, capitalisation and exclamation marks to emphasize the points being made—-with not parking on school premises often the issue being discussed. Such items often stood in contrast to adjacent text of a much more informal, ‘fun’ nature. Some newsletters appeared to be aiming to build positive relationships with parents through the use of empathy and praising the efforts of parents and efforts and achievements of individual children. The results of the study raise questions about the impact of this style of communication on parent-school relationships and this will be the focus of future work.

062 - The Essence of the School-Family Relationship. A European Overview

DUSI, PAOLA, University of Verona, Italy (paola.dusi@univr.it)

The territory in which parents and teachers carry out their responsibilities and functions has an irregular, uncertain form and cannot be separated from wider-reaching social-cultural dynamic. This complex relationship calls various social spheres into play. Indeed, there are as many diverse realities as there are schools. This paper takes, as its starting point, the hypothesis that the school-family relationship is intrinsically difficult due to the complex nature of the educational role, whatever the socio-cultural and normative framework may be. As a consequence, the main objectives of this study are:

i. to provide a wider view of the school-family relationship by taking the European perspective into account;
ii. to find out whether there are recurring elements that characterise this encounter. If there are, it may be possible to talk about the essence of this relationship as something that goes beyond cultural, institutional and legislative differences.

A theoretical analysis of the international literature has been conducted to verify the research question. Particular attention was given to the studies conducted in this field by European scholars. The criteria used for selecting the literature were:

i. papers centred on the school-family relationship in a European country;
ii. focused on primary school (schooling at this level presents many similarities throughout different European countries);
iii. significance of the contribution;
iv. papers presenting the findings of empirical research.

It should be noted that the analysis of the literature here conducted concerns a limited amount of research and, furthermore, is based on the work of other researchers. Nevertheless, this analysis identifies a number of common elements that characterise school-family relationships across Europe, beyond those inherent to specific nations. These relationships are also influenced by certain aspects of the cultural, social and economic orientation of the complex societies that are found throughout Europe (individualism, migration, neoliberalism, etc.). The findings indicate that parent-teacher relationships are, by their very nature, complex encounters, regardless of the different social-cultural and legislative contexts in which they take place. It seems useful to note that, despite the difficulty of the phenomenon analysed, this research review allows us to identify some suggestions for improving practices.
032 - Teenage Boys’ Struggles With School and Social Relationships. Understanding Parental Expectations and Disappointments

SMETTE, INGRID, Norwegian Social Research, Oslo and Akershus University College of Applied Sciences, Norway (ingrid.smette@nova.hioa.no)

STEFANSEN, KARI, Norwegian Social Research, Oslo and Akershus University College of Applied Sciences, Norway

STRANDBU, ÅSE, Norwegian School of Sport Sciences, Norway

This paper analyses cultural understandings of teenage boys’ struggles with school and social relationships from the perspective of parents. The purpose of the analysis is to unpack parental concerns in order to identify the expectations and norms that parents feel children should live up to. The purpose is also to analyse the expectations parents have for the relationship with their child as well as for their family life. The paper is based on interviews with 44 parents of teenagers in a medium-sized Norwegian town. The core material for the analysis is 10 interviews with parents who describe sons struggling at school and in their social relationships.

Our focus on boys in this paper emerges from our observation of some striking similarities in the way parents talked about their challenges with boys. Parents talked about concerns for excessive computer gaming on the one hand and for their sons’ lack of passion for other activities and learning on the other. In the analysis, we explore the meanings of these specific sources of concern. The paper argues that the worries voiced by parents point to a normative expectation that boys should demonstrate self-initiated engagement and passion for an activity considered useful by the parents. They also reveal an expectation that parents and children should share engagement in activities, and that such shared engagement constitutes the basis of family sociality. Based on Helle-Valle’s (2009) analysis, we argue that computer gaming represents a particular form of threat to the child and the family. Parents fear that computer games may
become an ungovernable substitute for other activities and threaten family sociality.

Theoretically, the paper draws on sociological and anthropological perspectives on parenthood in which the notion of “intensive parenting” is central. The paper aims to make a theoretical contribution by broadening our understanding of the cultural drives behind intensive parenting. Intensive parenting is often interpreted in light of parents’ determination to reducing children’s exposure to risk, here and now as well as in the future. Our argument is that intensive parenting is generated also by parents’ desire to build strong emotional bonds to their children (cf. Stefansen & Aarseth 2011) as well as by a desire to strengthen family sociality at a time when the children are gaining independence. Our analysis shows, therefore, that parenthood should be understood not only as focused on the individual child, but on the building and maintaining of the family as an institution and meaningful community.

057 - Ophelia Boiling! Relational Aggression Among Girls: Interventions for Parents and Schools

CARPENTER-AEBY, TRACY, East Carolina University, LCSW, USA (carpenteraebyt@ecu.edu)

AEBY, VICTOR G., East Carolina University, USA (aebyv@ecu.edu)

CASTEEL, ANNA E., East Carolina University, MSW, USA (casteela12@ecu.edu)

SPARKS, COURTNEY E., East Carolina University, MSW, USA (sparksc09@ecu.edu)

General description: Relational aggression has been described as covert, secretive, manipulative actions to gain social control over others and enforce social regulation. Initially, it seems to strike young girls as they are forming their own values and identities often beneath the watchful eyes of caring parents. Even the best parents appear powerless to detect the covert nature and lifelong harm it inflicts. While Reviving Ophelia advises parents how to support their daughters’ the development of self, even the most attentive parents may not be able to distinguish the difference between normal adolescent development and harmful behaviors, such as relational
aggression. Thus, girls may feel angry, unsupported, bitter, and vulnerable as either perpetrators or victims, and this imbalance of personal power may haunt them for the rest of their lives.

**Methods:** To help parents better understand relational aggression in girls, the authors conducted a systematic literature review to define relational aggression, examine the effects of relational aggression on the victims and the aggressors, and determine possible parental and educational interventions based on 45 years of professional literature.

**Expected outcomes:** While this is not a new problem, it is pervasive. One-third of girls have experiences with relational aggression, either as the aggressor or victim. Forty-three percent of girls fear harassment in the school environment. Eighty-five percent of the time there is no intervention for relational aggression. Specifically, the literature emphasized the need to involve parents. As a result, the researchers believe that involving parents is essential for coping with relational aggression among girls. Further, intervening with only the perpetrator exacerbates future aggression. This paper includes specific recommendations for parents and school communities for early detection and intervention with young girls who may perpetrate or be targets of relational aggression and how to prevent the effects of relational aggression from contaminating girls’ relationships throughout their lives.

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**084 - Listening to Student Voices: Perceptions of School Bullying**

**CARPENTER-AEBY, TRACY, LCSW, East Carolina University, USA** (carpenteraebyt@ecu.edu)

**AEBY, VICTOR G., East Carolina University, USA** (aebyv@ecu.edu)

*General description:* The escalating school violence, particularly bullying, has alarmed school officials and parents. In response to the need to reduce school violence, the authors developed an intervention and examined some of the outcomes from the students’ perspective. The purposes of the study were to: identify how many incidents of bullying were reported using student referral (SR) forms; identify the types and report what said about it, and implement an appropriate intervention. The Psychosocial Approach employed in this study builds on other disciplines such as psychiatry, ego psychology, sociology, anthropology, and social work. Utilized separately in a school setting one of those approaches can produce moderately successful results but the synergy created by the multiple disciplines among
parents, schools, and communities drives a powerful intervention that focuses on collaboration, character development, emotional stability, social interaction, and personal empowerment. In this study, the school-based social worker used the Psychosocial Approach as the overarching framework while employing specific cognitive-behavioral interventions to improve psychosocial functioning. Similar to systems theory, multiple systems are involved to assure sustaining changes within each of the systems: individuals, parents, school, and community. In this regard, the psychosocial approach was similar to Comer’s emphasis on positive mental health as opposed to mental illness. By combining the Comer Model and the Psychosocial Approach, the alternative school attempted to foster real social and educational changes for a marginalized population.

Methods: A content analysis of each section of the student referral forms was conducted. Three years of social artifacts (N=291) were coded and analyzed. Although the school district hearings officer assigned students and their parents to a second chance disciplinary alternative school, participation was voluntary in the bullying intervention. Ethical issues are discussed.

Expected outcomes: These forms provided insight into how students viewed the prevalence and definitions of harassment. The information from this study can be valuable to school officials and parents in prevention and early intervention of school violence related to harassment.

TOPIC 5 – RESEARCH BASED INNOVATIONS
CHAIR: NIELS KRYGER
ROOM 1.329

046 - Class and Gender in the Relationship Between Children, Families and ICT

SILVA, PEDRO, Polytechnic Institute of Leiria, Portugal (psilva@ipleiria.pt)
DIOGO, ANA, University of the Azores, Portugal (adiogo@uac.pt)
VIANA, JOANA, University of Lisbon, Portugal (jviana@ie.ulisboa.pt)

Based on the contribution of different experts (1) (2) (4 to 13) we will consider, in this paper, the way how the uses of new digital technologies, in general, and on schoolwork, in particular, by the children of the 1st cycle of
basic education (1st through 4th grades) are coordinated in the family (definition of rules and monitoring uses) and how this coordination is carried out according to the owned resources (school and digital) and to the dynamics of the internal organization of families (division of family labour). We aim, thus, to understand to what extent the construction of the children's relationship with digital technologies is marked by external (social inequalities) and internal inequalities to the family context (gender inequalities in the distribution of family work), and as both are linked as well.

The previous issues are part of two case studies (3) (14) that were carried out in two educational communities from different regions of Portugal (Leiria and Ponta Delgada). The studies focused on the uses and effects of the Magalhães (Magellan) computer (MC), a laptop distributed to the children of the 1st cycle of basic education free or at reduced prices to parents. Both researches were conducted through a longitudinal approach (2009-2011), following the same mixed methodological design, with an extensive component (survey to teachers, parents and students) and an intensive one (interviews with parents and teachers and ethnography of classes). The data analysed in this presentation come mainly from a) the second survey of parents, conducted in the academic year 2010/11, in the two educational communities (N = 157 + 212); b) from interviews with parents (seven, four fathers and three mothers, with different social backgrounds). A hierarchical cluster analysis and content analysis were used.

The results revealed the existence of three profiles of relationship by children towards ICT, where it stands out the following: (i) these profiles are associated with class and gender inequalities in the coordination work held by families; and, (ii) these two types of inequalities (class and gender) are articulated.

059 - Alternative Spaces for Science Teacher Professional Learning: Bilingual Workshops for Immigrant Families

ALLEXSAHT-SNIDER, MARTHA, University of Georgia, USA (marthaas@uga.edu)

KIRMACI, MEHTAP, University of Georgia, USA (mehtap2009@gmail.com)

BUXTON, CORY, University of Georgia, USA (buxton@uga.edu)
AGAHSALEH, ROUHOLLAH, University of Georgia, USA  
(aghasaleh@uga.edu)

HERNANDEZ-RODRIGUEZ, YAINITZA, University of Georgia, USA  
(yainitza@uga.edu)

Researchers have explored parent-teacher collaboration in secondary schools and asserted its importance in supporting students’ school success (Adams & Christianson, 2000; Lasky, 2000). Teacher education and policy initiatives have the potential to encourage teachers to engage with families and create opportunities for diverse families to be involved in their secondary school children’s schooling (Garcia, 2004; Hill & Tyson, 2009). The research presented here focuses on secondary science teachers’ engagement with immigrant families in the context of bilingual Steps to College through Science (STC) workshops. The research was initiated to contribute to the growing body of literature examining education for preservice and inservice teachers about working with families (Denessen, Bakker, Kloppenburg, & Kerkhof, 2009; Hoover-Demsey, Walker, Jones, & Reed, 2002; Pushor & Ciuffetelli Parker, 2013; Smith, Smith-Bonahue, & Soutullo, 2014).

Fournier (2014) has called for “ethical spaces” where teachers and families can come together to deconstruct deficit assumptions, and Greene (2013) envisioned “spaces of hope” where teachers and families might develop reciprocal collaborative relationships. With similar goals, in 2009 we began inviting immigrant families and science teachers in secondary schools in the southeastern United States to participate in STC workshops. In order to better understand teachers’ meaning-making in these settings, our research questions were: (a) What goals for professional learning do teachers who engage with families in the STC workshops identify?, and (b) How do teachers propose to apply learning from the STC workshop experiences in their classrooms and schools?

Analysis of individual and focus group interviews with a total of 30 participating teachers over three years has shown teachers’ goals and plans to be dynamic and multifaceted. Teachers are looking for pedagogical strategies and resources for supporting their emergent bilingual immigrant students in learning science, and are seeking opportunities to collaborate with parents to encourage students’ active engagement and persistence in science learning. They plan to apply insights from participating in bilingual science investigations as non-Spanish speakers to modify their teaching to help students draw on bilingual skills for learning academic English and the
language of science. Implications for research and practice are discussed in the full paper.

091 - Middle-Class Korean Immigrant Mothers’ E-book Use for Their Young Children’s Language and Literacy Development

KWON, JAEHEE, University of Georgia, USA (jarry07@uga.edu)

ALLEXSAHT-SNIDER, MARTHA, University of Georgia, USA (marthaas@uga.edu)

In this digital era, e-books are being used in many preschools and kindergartens. Research (e.g., Jong & Bus, 2004; Korat & Shamir, 2012) has shown that e-books are effective for improving language and literacy skills, including phonological awareness, vocabulary building, and reading comprehension. According to Verhallen and Bus (2010), e-books are useful for children learning a second language. Responding to the rapidly changing context of e-book experiences in early childhood literacy education, there is little research on e-book use at home, and in particular, immigrant parents’ use of these books for their children. This study investigated the perspectives of middle-class Korean immigrant mothers on e-book use at home.

Drawing upon the uses and gratifications approach (Buckingham, 1993; McLeod & Becker, 1981; Rubin, 1994) and Bourdieu’s (1982/1991) ideas on capital and language choice, this study examined immigrant mothers’ purposes for using e-books, considering their perceptions about their children’s language, literacy, and education. The data were collected through in-depth interviews with seven Korean immigrant mothers whose children were from four to five years old. Six interviews were conducted with each mother in Korean once a month from October 2013 to May 2014, spending 50–60 minutes per interview. All interviews were audio-recorded, transcribed, and translated into English. The data were analyzed by using the constant comparative method (Strauss & Corbin, 1990) to discover commonalities across the data and differences among the mothers.

In this study we found that middle-class Korean immigrant mothers purposefully used e-books as a way to help their children’s language and literacy development and to address cultural and structural limitations they saw as linked to a lack of literacy education experiences and lack of support from and connections to schools and communities in the U.S. The results also showed that the mothers put more value on English than their heritage
language as their children attended formal education programs and devalued Korean English compared to American English, based on notions of formal language legitimacy (Bourdieu, 1982/1991). The findings have implications for understanding immigrant parents’ needs for their children’s literacy development and for developing school support for children’s biliteracy development.
ABSTRACTS - SYMPOSIUMS

SYMPOSIUM 1: SCHOOL DROPOUT PREVENTION: INVESTIGATING TEACHERS AND FAMILY FACTORS INVOLVED. ITS IMPLICATIONS FOR PARTNERSHIP

TIME: SESSION 1 - WEDNESDAY AUGUST 26 11:00-12:30
ROOM: 1.343

Chair: MARTÍNEZ-GONZÁLEZ, RAQUEL-AMAYA, University of Oviedo, Spain (raquelamaya@gmail.com)

Discussant: SYMEOU, LOIZOS, European University Cyprus, Cyprus (L.Symeou@euc.ac.cy)

The increasing personal and social cost of dropping out of school is stimulating educational decision-makers to look for educational measures to prevent it (European Commission Directorate General for Education & Culture, 2005; National Research Council, 2001). Researchers remark that early interventions before middle school and high school, are the most powerful strategies to prevent students from dropping out because this phenomenon is the result of a long-term process of disengaging from school (Marcon, 1999). These interventions should take into account at least two outstanding factors which might have a worth impact in preventing dropping out (Horvat, Weininger, & Lareau, 2003): home environment and family dynamics and schooling conditions -school organization, teaching practices & beliefs, school climate, etc.-. Croninger & Lee (2001) and Lee & Burkam (2003) claimed that positive relationships with their teachers reduce the students’ probability to drop out of school. In this way, promoting caring school climates together with collaborative programmes with parents, can result in preventing school failure (Henderson, 1987; Simon, 2004) and controlling the likelihood of dropping out. Thus, school-family partnerships sound imperative.

In this symposium four papers will address the above issues from different perspectives. Dr. Rodríguez-Ruiz, Dr. Álvarez-Blanco & Dr.
Martínez-González (University of Oviedo, Spain) will focus on identifying differences in family dynamics regarding children who were and who were not at risk of dropping out in the same school, thus trying to point key parenting issues. Dr. Ceballos-Vacas, Dr. Triana-Pérez, Dr. Rodríguez-Hernández & Dr. Pérez-Marrero (University of La Laguna, Spain) will explore preservice teachers' beliefs about the extent that children's personal and school adjustment is influenced by their family structure. The expected associated prejudices and its implications for teachers' preservice training are discussed. Dr. Martínez-González, Dr. Iglesias-García and Dr. Pérez-Herrero (University of Oviedo, Spain) will consider fathers' involvement in their childrens' education to stress their key role in enhancing their children's academic progress, thus preventing dropout. The challenges fathers face in this regard will be explored as well as potential differences with mothers' involvement. To finish with, Ms. Francesca Rauchi & Ms. Montse Daviu (Catalonia Students' Parents' Federació d'Associacions de Pares i Mares d’Alumnes de Catalunya-FaPac.) Dr. Martínez-González (University of Oviedo, Spain) will introduce the main characteristics of an European project aimed at reinforcing interaction between practices, research and policy with the purpose of extending the current participation of the families in the schools and promoting school-family-community partneship for educational success and prevention of children's school failure and dropping out.

**PRESENTATIONS:**

**Dropping Out of High School in Spain: Identifying Family Indicators** Authors

RODRÍGUEZ-RUIZ, BEATRIZ, University of Oviedo, Spain (bearodriguezruiz@gmail.com)

ÁLVAREZ-BLANCO, LUCÍA, University of Oviedo, Spain (ceusina@gmail.com)

MARTÍNEZ-GONZÁLEZ, RAQUEL-AMAYA, University of Oviedo, Spain (raquelamaya@gmail.com)

The transition to high school is significant in the decision of students to drop out of school. The phenomenon of teenagers’ dropping out of high school
before completion is a social challenge (Coleman, 1988) because, Becker (1993) suggested, societies cannot afford to lose human capital and potential productive citizens. Among the many factors associated with dropping out of high school before completion, family dynamics were identified by research as an important matter (Fredricks, Blumenfeld, & Paris, 2004). The objective of this paper is to identify key family issues related to this phenomenon by comparing academic attitudes and expectations of 37 families whose children were at risk of dropping out and those of other 37 families with children attending the same school who were not at risk. To collect data, the Family-School Partnership Questionnaire by Christenson, Lam and Sinclair adapted by Martínez-González to the Spanish context (1992) was used.

The results from t-test comparisons showed a broad range of differences in the perceptions and practices of both groups of families. The findings illustrate it is essential to provide families with pupils at risk, with facilities, support and training for enhancing their children’s development and school success through everyday family practices.

### Beliefs of Undergraduate University Students Taking Teaching Degrees Regarding the Adaptation of Children Living in Diverse Family Models

CEBALLOS-VACAS, ESPERANZA-MARÍA, University of La Laguna, Spain (eceballo@ull.edu.es)

TRIANA-PÉREZ, BEATRIZ, University of La Laguna, Spain (btriana@ull.es)

RODRÍGUEZ-HERNÁNDEZ, JUAN-ANTONIO, University of La Laguna, Spain (jrodriz@ull.edu.es)

PÉREZ-MARRERO, LORENA-MARÍA, University of La Laguna, Spain (lorepmarrero@gmail.com)

School is a context where the diversity of the families that characterizes the Spanish society becomes apparent. Teachers have an obligation to contribute to students’ integration at school whatever their personal or family idiosyncrasy is, avoiding prejudices that may affect students’ results. The aim of this study was to explore the beliefs of undergraduates taking
teaching degrees about the potential adaptation of children growing up in different family models.

In this study, 265 university students participated (22.6% men, 77.4% women), whose mean age was 20.65 years old (S.D. 4.03). In the sample, 35% were studying for a Degree in Early Childhood Teaching, and the rest (65%) a Degree in Primary School Teaching. All of them answered a semi-structured questionnaire about the adaptation of children from different family models.

The results show that teaching undergraduates believed that the best adaptation would be in children from traditional nuclear families. This was followed, in decreasing order of adaptation, by children from adoptive, divorced and homo-parental families, and finally, those from stepfamilies.

To sum up, the results highlight the need for more specific training for future teachers in the dynamics and specificities of different family models.

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**Informed Consent for Employing Fathers in Their Children’s Education**

MARTÍNEZ-GONZÁLEZ, RAQUEL-AMAYA, University of Oviedo, Spain (raquelamaya@gmail.com)

IGLESIAS-GARCÍA, MA TERESA, University of Oviedo, Spain (mayte.iglesias.garcia@gmail.com)

PÉREZ-HERRERO, MA DEL HENAR, University of Oviedo, Spain (marihenar@gmail.com)

Traditionally, fathers and mothers played a differential role regarding children’s education, being the collaboration between families and schools mainly performed by mothers. The gendered distribution of family responsibilities was recognized by the Committee of Experts on Children and Families (CS-EF) of the Council of Europe (Day, 2006), when trying to support effective parenting in European countries.

Thus, the objective of this research is to analyze fathers’ perceptions of their involvement in their children's education in order to identify potential factors which both facilitate and make it difficult for fathers to be actively involved in their children’s school and education. To gather information, a questionnaire on school-family partnership to be answered to on a four-point Likert scale as well as open questions was applied to a random sample of 2,203 Spanish fathers with children from 0-18 years old.
Results show that most fathers in the sample help their children daily with homework and would like to learn effective ways to do so. This involvement is more frequent with children in primary school than in compulsory secondary school. Conclusions and practical implications for school-family partnership will be discussed.

The European Xarxa Clau Project to Enhance Families for Educational Success

MARTÍNEZ-GONZÁLEZ, RAQUEL-AMAYA, University of Oviedo, Spain (raquelamaya@gmail.com)

RAUCHI, FRANCESCA, Catalonia Students' Parents' Federation- Federació d'Associacions de Pares i Mares d'Alumnes de Catalunya-FaPac, Spain (euxarxaclau@fapac)

DAVIU, MONTSE, Catalonia Students' Parents' Federation- Federació d'Associacions de Pares i Mares d'Alumnes de Catalunya-FaPac, Spain (mdaviu@fapac.cat)

The project EUXarxaClau has as its main objective to foster inclusion in education to enable quality learning and to prevent dropout and promote participation in society. It aims at promoting a network of organizations to accompany, follow and train families in Successful Educational Actions (SEA). The EUXarxaClau consortium is composed of entities from the Member States that represents the territorial diversity of Europe (i.e. South, East, West and Central Europe) with different experiences, profiles and specific expertise that secure the aims of the project, as well to produce relevant and high quality project results. The added value of this project starts from the cooperation between the European consortium.

The expected results are to disseminate to European students’ families and European parents Associations the scientific evidences that lead to educational success (SEA) supported by the European Commission, to train families in SEA and to provide families and the rest of educational community with participation tools in the educational environment to create a network of families to achieve educational success.
Despite the positive effects of Family School Partnerships (FSP) upon students’ achievement and their social-emotional development, many studies show that the preparation of teacher candidates for this competency is not sufficient, or even absent in some teacher education programs (De Bruïne, Willemse, D’Haem, Griswold, Vloeberghs & Van Eynde, 2014, Epstein & Sanders, 2006; Ingvarson, Beavis & Kleinhenz, 2007; Denessen, Bakker, Kloppenburg, & Kerkhof, 2009). Many beginning (urban) teachers change their careers due to problems they face with parents, especially with highly educated and/or migrant parents (Gaikhorst, 2014). Even though improvements have been made in several teacher training programs during the last decade (Evans, 2013; Pushor, 2011; Kroeger & Lash, 2011), there remains a strong need for change and improvement in teacher education.

The aim of this symposium is to share and discuss current teacher education practices and to address how teacher education programs might be improved regarding the preparation of candidates for FSP. This symposium reports on the efforts of four universities in three countries, the Netherlands, Belgium and the US, in examining, implementing and improving teacher education practices.

The first presentation focuses on how candidates might become aware of the importance of FSP. Two universities of applied sciences, one in the Netherlands and one in Belgium, report on a study which aimed, by designing and implementing an inquiry based assignment for teacher
candidates for secondary education, to foster candidates’ awareness about FSP and to encourage them to formulate individual professional development goals on this topic.

The second presentation comes from a US university. Because teacher candidates experience difficulties in collaboration with migrant parents, a field experience assignment about working in culturally diverse settings was designed and examined to see if it improved competencies to develop partnerships with parents from diverse cultural backgrounds. Finally, the third presentation is a Dutch study about designing a general program on FSP for teacher candidates. This program builds upon a study with 15 secondary and vocational schools leading to the identification of ten factors for successful implementation of FSP. Based on these factors teachers’ competencies were formulated.

PRESENTATIONS:

Designing and Implementing an Inquiry Based Assignment for Teacher Candidates to Foster Their Professional Development Needs Concerning Family-School Partnerships

DE BRUIÎNE,ERICA, Windesheim University of Applied Sciences, The Netherlands (ej.de.bruine@windesheim.nl)

VAN EYNDE, SOFIE, University College Leuven-Limburg, Belgium (sofie.vaneynde@ucll.be)

VLOEBERGHS, LIJNE, University College Leuven-Limburg, Belgium (lijne.vloeberghs@ucll.be)

VANDERMARLIERE, LEEN, University College Leuven-Limburg, Belgium (leen.vandermarliere@ucll.be)

WILLEMSE, MARTIJN, Windesheim University of Applied Sciences, The Netherlands (m.willemse@windesheim.nl)

FRANSSSENS, JANNEKE, Windesheim University of Applied Sciences, The Netherlands (j.franssens@windesheim.nl)
In many cases the preparation of teachers for FSP focuses on learning to communicate (De Bruïne et al., 2014). Yet, not every teacher is aware of the importance of FSP. This study aimed to foster teacher candidates’ awareness of the importance of FSP and encourage them to formulate individual learning goals during the last part of their training. In a training program for secondary education in Belgium and the Netherlands, 163 candidates got an assignment to interview a (beginning) teacher in their school about their experiences, successes and difficulties with FSP. After these interviews classes were organized where theories on FSP were presented and candidates were invited to reflect on their interviews. In the end they were asked to describe what they had learned from the assignment and what kind of individual learning goals they identified to improve their competency in collaborating with parents. Based on the analysis, most candidates mentioned increased awareness of the importance of collaboration with parents and that FSP is more than communication. However, their main learning goal was to improve their communication skills. Moreover, they discovered they need to learn more about how to collaborate with parents in challenging circumstances like divorce.

Teacher Educators’ and Teacher Candidates’ Attitudes About Working With Culturally Diverse Families

D’HAEM, JEANNE, William Paterson University, USA (dhaemj@wpunj.edu)

GRISWOLD, PETER, William Paterson University, USA (griswoldp@wpunj.edu)

This mixed methods study examined teacher preparation for developing FSP in urban communities, because fostering FSP in these communities is considered particularly important (Delpitt, 2006; Williams & Sanchez, 2011). A field experience assignment in an urban or culturally diverse school, required for all teacher candidates, was examined to see if it improved competencies in developing partnerships with parents from diverse backgrounds. Attitudes and practices of teacher educators and candidates were explored in documents, focus groups, and a survey instrument. Results indicated that although partnerships were considered important, educators and candidates were concerned with the difficulties teachers experience with parents. Although educators stressed the importance of engaging parents from diverse backgrounds, they voiced doubts regarding
their ability to educate candidates effectively. There was evidence that, in the minds of candidates, whatever problems existed were attributable to parents, described as the school-centric deficit approach (Bequedano-Lopez, Alexander, & Hernandez, 2013). After the completion of the urban placement, candidates appear to have less positive views of diverse parents than candidates beginning the program. Results imply that although field experiences in culturally diverse settings are important, this is not enough. Graded assignments and seminars where candidates examine attitudes towards families from diverse backgrounds are suggested.

**Teacher Training Competencies in ‘Family-School Partnership’**

**LUSSE, MARIETTE,** Rotterdam University of Applied Sciences, The Netherlands (m.e.a.lusse@hr.nl)

Teachers face difficulties in collaborating with highly educated and/or migrant parents, (Gaikhorst, 2014) therefore there is a need to prepare preservice teachers during their teacher training on this topic. To determine the design of a program to accomplish this, ten factors to improve FSP are used. These success factors were derived from a study of fifteen schools for secondary and vocational education (Lusse, 2013). In this presentation success factors will be presented. Some of the matching competencies for preservice teachers will be discussed to determine the principles needed in teacher training. For example: the effect of educational support from parents at home is clearly demonstrated (e.g. Desforges et al., 2003; Fan & Chen, 2001; Henderson & Mapp, 2002; Hill & Tyson, 2009; Jeynes, 2007; Pomerantz et al., 2007). A clear perception of one’s role and a positive expectation of one’s effectiveness and abilities, helps parents to support the education of their children at home (Hoover-Dempsey & Sandler, 1997). In practice however, teachers pay little attention to the realisation and support of education at home. Teachers need to learn why and how they can connect learning at school with learning at home (Lusse, 2013).

**REFERENCES:**


SYMPOSIUM 3: KEES VAN DER WOLF. BUILDING ON RESEARCH ABOUT TEACHERS’ STRESS

TIME: SESSION 7 - THURSDAY AUGUST 27 16:30-18:00
ROOM: AUDITORIUM 1

Organizer: CASTELLI, STEFANO, Università degli Studi di Milano-Bicocca, Italy (stefano.castelli@unimib.it)

PARTICIPANTS:
VILLAS-BOAS, M. ADELINA, University of Lisbon, Portugal (mariadelinavb@gmail.com)

SCHAEDEL, BRuria, The Western Galilee College, Israel (brurias@wgalil.ac.il)

DENESSEN, EDDIE, Radboud University Nijmegen, The Netherlands (e.denessen@pwo.ru.nl)

JOHANSSON, GUNILLA, Luleå University of Technology, Sweden (gunilla.johansson@hagaviken.se)

SYMEOU, LOIZOS, European University Cyprus, Cyprus (L.Symeou@euc.ac.cy)

MENDEL, MARIA, University of Gdansk, Poland (pedmm@ug.edu.pl)

ALLEXSAHT-SNIDER, MARTHA, University of Georgia, USA (marthaas@uga.edu)

DESLANDES, ROLLANDE, Université du Québec à Trois-Rivières, Canada (Rollande.Deslandes@uqtr.ca)

CASTELLI, STEFANO, Università degli Studi di Milano-Bicocca, Italy (stefano.castelli@unimib.it)
The learning region project is an attempt to investigate, explain and understand regional differences in school performance in Norway. The point of departure for the entire project is the Sogn og Fjordane paradox. This paradox lies in the fact that pupils in Sogn og Fjordane since 2006 have performed in parity with the best districts of Norway in national tests despite lower income and lower educational levels among parents than the Norwegian average. These results are stable over time, age groups, and school subjects, which suggests they have not appeared by chance. Therefore, following this paradox, we are going to do backward research (or jeopardy): we have the answer, i.e. high scores on national tests, and we look for the reasons – what is the cause of this high school achievement in Sogn og Fjordane?

Altogether twelve project groups have been aiming to shed light over why pupils in Sogn og Fjordane perform so well, and more importantly to see if these findings can be used elsewhere in school development and teacher education. Different research approaches have been used all the way from macro- to micro perspectives. In the present symposium four of these angles will be exposed. On a macro or society level more generic perspectives are used focusing on cultural factors explaining school achievement. On society level Jon P Knudsen will discuss socializing mechanisms and the concept of hierarchical egalitarianism that provides a background for cultural conditions in Sogn and Fjordane. In the next step of our journey Gunnar Yttri will take us further by discussing the role of the teacher in a historical perspective, i.e. the teacher as a chieftain in society, a stable pattern in Sogn and Fjordane for at least 100 years. At the municipality level, Kirsten Horrigmo uses a materialistic perspective and draws a link between production conditions and how the social
construction of reality takes place and affects pupils in their roles as both producers and consumers of education. On the micro level, at home or in the classroom, we get other elements of information about pupils’ everyday life in school. Solveig Roth will here focus on educational transitions and in particular how parents guide young girls’ learning trajectories into future careers. To sum up, it is our hope that these four vantage points taken together will be helpful to elucidate the topic and provide a three dimensional picture of school achievements making the Sogn og Fjordane paradox a bit less paradoxical.

**PRESENTATIONS:**

**Hierarchical Egalitarianism and Educational Achievement**

**KNUDSEN, JON P., University of Agder, Norway**

There is a substantial literature on the differing historical evolvement of mass education and literacy in Europe following the divide between an organically leaned social structure dominating Germany and the Nordic countries and a more liberal social structure as found in Great Britain and adjacent regions of the North Sea Basin. This debate has lately been spurred by important theoretical contributions on the macro level through the concept of *Variety of Capitalism* (VoC), while the micro understanding of this cleavage has been nourished by developments within historical demography and family theory through analyses of the stem family and the various nuclear family types and their role in fostering educational cultures.

Evidence from Norway sustains that we within the stem family realm will have to distinguish between two family models, the classical stem family with its strong vertical socializing mechanisms and a deviant form called hierarchical egalitarianism where the vertical logic of social organization is broken at the local/regional level. This latter type opens up for a special form of ambulating cultural chieftainship that historically proved vital to the shaping of a regionally based educational paradigm claiming national hegemony. It is argued that the excellent educational results still found in the geographical heartland of this paradigm, should be understood as a result of regional path-dependency following these underlying social logics.
**Historical Perspective on the Good School Results in Sogn og Fjordane County.**

YTTRI, GUNNAR, Sogn and Fjordane University College, Norway

These days it has almost come into common sense to see the good school results in Sogn og Fjordane in connection with the vigorous status of education in general and especially of the teaching profession in this county. In the 2010s the youth of Sogn og Fjordane are, compared to the number of residents, among the most eager to go to universities and are the strongest recruiters to teacher training. This paper brings the good school results and strong teacher recruitment of today into a historical perspective. During the 1800s several school establishments took place in Sogn og Fjordane. In the period from 1900 – 1950 Sogn og Fjordane was the county in Norway which by far recruited most teachers. Economic and social explanations can only partially explain this. The paper points toward historical-cultural explanations to deepen our understanding of why education and the teaching profession had and still hold a particular strong status in Sogn og Fjordane.

**Cultural Issues: New Questions to Enrich the Understanding of School Achievement?**

HORRIGMO, KIRSTEN JOHANSEN, University of Agder, Norway

It is almost taken for granted that children of low educated parents are doomed to get poor results at school. An almost linear relationship between socio-economic background and school achievement seems well documented. Rather, I claim that by seeing pupils as actors and as both producers and consumers of knowledge, the environment emerges as an extra curriculum to them that may affect school and schooling. This invites us to map local structures of relevance (Berger & Luckmann) to come up with new ideas and further knowledge to the issue of schooling. In my work I draw on Berger and Luckmann and their theory On the social construction of reality as a gateway to the methodological work through the concepts typification, institutionalization and structure of relevance. These concepts have informed the questions asked and guided the analysis of my data from two different Norwegian municipalities with low education where I have interviewed pupils, teachers and key informants on everyday routines and
activities at their specific place; to widen my understanding I have used net-
presentations, books of local history. It seems to be a difference of interests
in how the local society connect to place and social practice that may
explain variance in school achievement.

Positional Identities in Educational Transitions: How Parents
Guide Young Girls’ Learning Trajectories

ROTH, SOLVEIG, Hedmark University College, Norway

NORDAHL, THOMAS, Hedmark University College, Norway

This article elaborates on the findings from Sogn and Fjordane in a
qualitative way by presenting a case history of a young girl’s development
as a learner rooted in family involvement emphasizing the importance of
the home in schoolwork. I study different learner positioning in transitions
from one level of schooling to another, using the analytic concepts of
‘positional identities’ and ‘figured worlds’ (Holland et al. 1998). The
ethnographic data was collected over a two-year period as part of a large-
scale ethnographic study in a suburban area of Oslo with a large percentage
of families with immigrant backgrounds. The case history (Thomson 2009)
in this article is representative of the complete dataset and illustrates how
positional identities are co-constructed in the family in a complex web of
formal and informal influences beyond school, which have implications for
her future orientation. This article shows that parents, who discuss the
importance of school, show interest in and support homework help their
children develop as learners (Nordahl 2007).
SYMPOSIUM 5: AN EVERYDAY LIFE PERSPECTIVE ON HOME-SCHOOL RELATIONS: FOCUS ON ‘CHILD AGENCY’ AND ‘THE TRIANGLE SCHOOL-PARENT-STUDENT’

TIME: SESSION 8 - FRIDAY AUGUST 28 11:15-12:15
ROOM: AUDITORIUM 1

ORGANISERS:

DANNESBOE, KAREN IDA, Århus University, Department of Education (DPU) Campus Copenhagen, Denmark (kida@edu.au.dk)

KRYGER, NIELS, Århus University, Department of Education (DPU) Campus Copenhagen, Denmark (kryger@edu.au.dk) –

RAVN, BIRTE, Århus University, Department of Education (DPU) Campus Copenhagen, Denmark (birte@edu.au.dk)

DISCUSSANTS:

DESLANDES, ROLLANDE, Université du Québec à Trois-Rivières, Canada (Rollande.Deslandes@uqtr.ca)

ALLEXSAHT-SNIDER, MARTHA, University of Georgia, USA (marthaas@uga.edu)

Home-school cooperation as a widely anticipated and a relatively standardised phenomenon has achieved the status of what we have chosen to call a ‘cultural given’ in a Danish context. In many domains – the political, professional, and the general public – this is considered to be a natural and necessary and integral aspect of the way in which Danish elementary schools function, irrespective of the fact that home-school collaboration is actually a culturally arbitrary construct. The tendency to ignore the true breadth of the phenomenon; the silence surrounding its significance for families; and the invisibility of children and young people’s role in home-school relations due to the self-evident nature of this relationship made us design and carry out the research project “Home-school cooperation as a cultural given - a multi-sited ethnographic study”. It has been funded by the Danish Research Council for Culture and Communication.
Our conclusions are that it is time to debunk the myth that the more home-school cooperation, the better. Instead, attention should be paid to the quality of the home-school cooperation in relation to people’s lived everyday lives. This emphasis is especially important, when high political expectations abound: Politicians hope that the increased involvement of parents will lead to greater academic success and a more positive (school) life for children and young people. This logic is only rarely problematized. This reflects the status of home-school collaboration as a cultural given.

In the symposium we challenge the self-evident status of home-school relations by exploring them from the perspective of everyday life of children and youth, and in doing so we hope to make a constructive contribution to critical reflections on the relations between home and school. Especially we want to launch a discussion about the implications of bringing a focus on ‘child agency’ and ‘the triangle school-parent-student’ in the home-school relations.

PRESENTATIONS:

New Challenges for Home-School Cooperation (Partnership) in a Historical Perspective

RAVN, BIRTE, Århus University, Department of Education (DPU) Campus Copenhagen, Denmark (birte@edu.au.dk)

What Can Research Tell Us About Children’s and Young People’s Agencies in Home-School Relations – Reflections Based Among Others on Interviews With Danish Adolescents and Danish Policy-Texts

KRYGER, NIELS, Århus University, Department of Education (DPU) Campus Copenhagen, Denmark (kryger@edu.au.dk)

Reflections on the Triangle Teacher-Parent-Child and Child’s Agency – Based on Research in Relations Between Danish Families and Schools

DANNESBOE, KAREN IDA, Århus University, Department of Education (DPU) Campus Copenhagen, Denmark (kida@edu.au.dk)
In Spanish, the research on family-school relation has focused very much on the families and its participation (Garreta, 2008) and on the education policies and the capacity (and willing) of the system to include or accept them (Fdez.Enguita, 1993, Fdez.Enguita and Terren 2008). It is accepted that the formation period of the pre service teacher is crucial in the configuration of attitudes and willingness of the teachers to get involved with the families (Epstein and Sanders, 2006; Denessen et al 2009). However, despite the professional formation has been brought at stage very often in the social and political debate about education, it has had with very little incidence in the real practice, and the family-school relation still remaining a secondary issue.

The methodological approach of the study presented in this paper focus the study of family school relations on the role of teachers formation as a crucial element to understand the reasons of the existing resistences to this collaboration and also as a tool for change proposals in the formation and training of teachers, at undergraduate and postgraduate level and also at formation proposals offered to in-service teachers.

The Spanish education Education Institutes and faculties belonging to a public university share a common curriculum for pre-service teachers, both for primary and secondary school level. However, every university may create its own curriculum in other specific areas of formation. The paper presents some of the results of a long-term analysis of the curriculum of the University of Balearic Islands in order to check the real relevance of the pre service teachers’ formation in the family-school relationships in the public education system. The methodology of the study combines documentary
and qualitative analysis. The study offers the results of a comparative analysis of education’s curriculum at the faculty of education of the University of the Balearic Islands, at undergraduate (primary) and postgraduate level (secondary) since 2005. A delphi panel including the principals (deans) and the head of department of the faculties of education has also carried out along with several interviews with lecturers of the education department.

**033 - Private Tutoring in the Secondary School of Canton Ticino: Matthew Effect and School Discomfort**

ZANOLLA, GIOVANNA, University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Switzerland

Research and policy attention began to focus on private tutoring only in the 1990s. If much of the initial attention was focused on Asian countries, in the following decade it expanded to other parts of the world where the phenomenon was gaining significance. In Switzerland private tutoring is still a little explored topic, although its importance can be easily perceived. Private tutoring can be easily be connected to social inequalities: according to the credentialist theories (Collins, 1979), upper class families seek to limit their children’s risk of downward social mobility and do their utmost to ensure that their offspring do well in school and progress to higher education and paid private tutoring could be a means for the so-called "Matthew effect", whereby the children of better educated families are more likely to study more and longer (Blossfeld & von Maurice, 2011). But private tutoring may also reflect the lack of satisfaction of students and their families with the educational quality in mainstream schools or be a spy of a system teacher-centred rather than child-centred and/or intolerant of slower learners (Bray, 2003).

This work provides a short description of the phenomenon of private tutoring in the secondary education in the Swiss Canton of Ticino, quantifies it and determines whether it has more to do with the willingness of enrichment of the upper classes rather than with the effective need of remedying any gaps. For these purposes we analysed PISA 2009 data and the answers to an ad hoc questionnaire of a sample of over 1,300 students at their first or last year of upper secondary school. The analysis show that both in the lower and in the upper secondary school private tutoring is more common among the better educated upper class families and among students with a higher school discomfort.
Evaluation of the Incredible Years Teacher Classroom Management: Positive Changes in Children’s Behavior

AASHEIM, MERETE, Regional Centre for Child and Youth Mental Health and Child Welfare, UiT Arctic University of Norway, Norway (merete.aasheim@uit.no)
REEDTZ, CHARLOTTE, Regional Centre for Child and Youth Mental Health and Child Welfare, UiT Arctic University of Norway, Norway
HANDEGÅRD, BJØRN-HELGE, Regional Centre for Child and Youth Mental Health and Child Welfare, UiT Arctic University of Norway, Norway
KLEST, SIHU, Regional Centre for Child and Youth Mental Health and Child Welfare, UiT Arctic University of Norway, Norway
MARTINUSSEN, MONICA, Regional Centre for Child and Youth Mental Health and Child Welfare, UiT Arctic University of Norway, Norway

Background: Absence of behavior problems has been shown to play a key role in children’s future interpersonal adjustment and academic success (Webster-Stratton, Reid, & Stoolmiller, 2008). The TCM program is a universal intervention delivered to teachers to increase their use of effective classroom management strategies. The intervention aims increase children’s school readiness, social emotional development, positive teacher – child interactions, and teacher – parent involvement, as well as to reduce behavior problems (Webster-Stratton, Reid, & Hammond, 2004). The aim of this study is to evaluate the effectiveness of the TMC program as a preventive intervention to reduce behavioral problems and risk factors related to children’s mental health in school. This study report on the TCM program effectiveness in Norway.

Method: A quasi-experimental control group design with pre- and post-intervention measurements was conducted. The study included 22 intervention schools and 21 control schools from different parts of Norway. A total of 1498 students in 1st – 3rd grade were recruited, as well as 1498 parents, 318 teachers, and 188 employers in after-school care. The assessments included measures children’s behavior (SESBI-R, TRF), children’s social emotional skills (SSRS), teacher – child interactions (STRS), and teacher – parental involvement (INVOLVE-T). Multilevel analyses were used to test if there are differences between the two groups from pre- to post-measurement.

Results: Preliminary findings show statistically significant differences between the two groups in gain score (posttest-pretest) for the SSRS Total
score, STRS Closeness, INVOLVE T teacher bonding, and parent involvement scales. There were no significant differences in pre-to-post change between the groups in children’s behavior measured by SESBI-R and TRF.

Conclusions
The study adds new information about the TCM as a preventative intervention for fostering, effective classroom management, promoting children’s school readiness and social emotional development. As well as how teachers can work with parents to support their school involvement and promote consistency between home and school.

089 - Didactic Practices and Parents-Teachers Co-Education Activities in Primary and Secondary Schools: A Case From Switzerland

ADDIMANDO, LOREDANA, University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Switzerland (loredana.addimando@supsi.ch)

ZANOLLA, GIOVANNA, University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Switzerland

The literature on parenting shows that, especially during transitions from family to school environment, the commitment of parents in the participation in the school life of children affects most variables for academic achievement of students (Addimando, 2012; Fan & Chen, 2001; Hoover-Dempsey et al., 2001; Houtenville, 2008; Jeynes, 2007). Such idea parallels the enactment of laws that stimulate efforts and investments on activities of co-education devoted to bridging parents and professionals that characterized modern educational resulting in a growing number of programs that engage families in practical support to education (Pomerantz, Moorman & Litwack, 2007).

As well as child-parents and child-teachers relationship, also parent-teacher relationships have an important regulatory function in the development of emotional skills and school abilities since from the early childhood (Pianta, 1999). In educational contexts such relationships contribute to the definition of the zone of proximal development (Vygotsky, 1934), an ideal space in which children skills are learned and improved trough relationships with adults and peers.
The present work aims to study how the transitional processes are concretely sustained and used by schools to promote home-school activities during the daily practice. In particular, we want to map 1) which practices have been most frequently used, 2) how and for what purpose these such activities have been implemented and, finally, 3) what kind of practical results the participant has experienced as a consequence of supporting the transitional processes. The research, that is still ongoing study, involves the population of primary and secondary public schools of Canton Ticino, a region of northern Switzerland. We are emailing an online questionnaire about didactic practices in the home-school relationship to all teachers of public schools in Canton Ticino. This paper will focus on the results of this work.

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095 - Pathways to External Care: The Role of Family Resources

GIUDICI, FRANCESCO, Statistical Office of the Canton Ticino (USTAT), Switzerland

ADDIMANZO, LOREDANA, University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Switzerland (loredana.addimando@supsi.ch)

ZANOLLA, GIOVANNA, University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Switzerland

In Switzerland, the transition of children from the family to the external care takes place at different ages. External care can be formal (i.e. childcare) or informal (i.e. parents) and the frequency and length of the care can also vary. For example, some children stay with the parents up to 4 years old until he or she will enter the public childcare, while some others enter the nursery school (childcare for children from 0 to 3 years old) full-time during the first months of their lives, and some others can spend half of full days with their grandparents. The transition from the family to the external care is thus qualitatively different from child to child. In our paper we want to analyze the age at which child first experience the external care, as well as the type and frequency of care provided by other persons than the parents (or in other words the educational strategy of parents) in relation with parent’s social, cultural and economical resources.

The data that we will use come from a study that took place in the Italian speaking part of Switzerland (Ticino). The questionnaire was
commissioned by the Department of the Social and Health Services of the Canton Ticino and was sent to all the families in the region with at least once child under 4 years old; the sample is composed by more than 5000 families who completed the questionnaire. Our analyses aim to elaborate a typology of educational strategies that parents adopt for the care of their children, with the age at the first transition, the type, and the frequency of the external care. In a second step, we will study the association between types of educational strategy and parents’ resources, such as job characteristics, occupational rates, educational level, household income, etc. With these analyses we aim to show that the quality of the transition for children from the family to the external care depends on the available resources of families.
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| 08.00 | **08.00: REGISTRATION**  
|       | FLOOR U1           | **SESSION 4**  
|       | TEORIFAGSBYGG HOUSE 1  
|       | 09.00-10.30        | **LECTURE ROOMS, FLOOR 3**  
| 08.15 |                    |                   | **KEYNOTE LECTURE 3**  
| 08.30 |                    |                   | 09.00-11.00        |
| 08.45 | **9.00: OPENING**  
|       | **AUDITORIUM 1, FLOOR U1**  
| 09.00 |                    | **LECTURE ROOMS, FLOOR 3**  
| 09.15 |                    |                   | **AUDITORIUM 1, FLOOR U1**  
| 09.30 | **KEYNOTE LECTURE 1**  
|       | 09.30-10.30        | **AUDITORIUM 1, FLOOR U1**  
| 09.45 |                    |                   | **AUDITORIUM 1, FLOOR U1**  
| 10.00 |                    |                   | **AUDITORIUM 1, FLOOR U1**  
| 10.15 |                    |                   | **AUDITORIUM 1, FLOOR U1**  
| 10.30 | **BREAK**          | **BREAK**         |                   |
| 10.45 |                    |                   | **BEST**          |
| 11.00 | **SESSION 1**  
|       | 11.00-12.30        | **KEYNOTE LECTURE 2**  
|       | **LECTURE ROOMS, FLOOR 3**  
| 11.15 |                    | 11.00-12.00        | **AUDITORIUM 1, FLOOR U1**  
| 11.30 |                    |                   | **AUDITORIUM 1, FLOOR U1**  
| 11.45 |                    |                   | **AUDITORIUM 1, FLOOR U1**  
| 12.00 | **LUNCH**          | **LUNCH**         |                   |
| 12.15 |                    | 12.00-13.00       | **CLOSING - AUDITORIUM 1**  
| 12.30 |                    | **MAIN CAFETERIA, FLOOR 1**  
| 12.45 | **BREAK**          |                  | 12.15-12.45        |
| 13.00 |                    | **SESSION 5**  
| 13.15 |                    | 13.00-14.30       | **PACKED LUNCH AVAILABLE**  
| 13.30 | **SESSION 2**  
|       | 13.30-15.00        | **LECTURE ROOMS, FLOOR 3**  
| 13.45 |                    |                   | **AUDITORIUM 1, FLOOR U1**  
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| 14.45 |                    |                   | **BEST**          |
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|       | 15.15-16.45        | **LECTURE ROOMS, FLOOR 3**  
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| 16.15 |                    |                   |                   |
| 16.30 |                    |                   |                   |
| 16.45 | **BREAK**          | **BREAK**         |                   |
| 17.00 | **SESSION 6**  
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| 19.45 |                    |                   |                   |
| 20.00 | **SIGHTSEEING**  
|       | **BUS TRANSPORT**  
|       | **FROM CAMPUS**     |                   |                   |
| 20.15 |                    |                   |                   |
| 20.30 |                    |                   |                   |
| 20.45 | **RECEPTION**  
|       | 19.30-               | **CONFERENCE DINNER**  
|       | THE EDGE             | **19.30 -**         |                   |
| 21.00 |                    | **THE EDGE**       |                   |