



DEVELOPING FRAMEWORKS FOR WORKING WITH PARENT AND FAMILY ENGAGEMENT: ASK, MOP, GATHER, KNOW.

Principal Short Course: July 2023



LAND ACKNOWLEDGEMENT

- As we gather here today, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Metis. We pay our respect to the First Nations and Metis ancestors of this place and reaffirm our relationship with one another.

OUTCOMES FOR SESSION

01

Learn something new: why having a framework is important

02

Build relationships with people in our group

03

Be exposed to research regarding parent and family engagement

04

Begin the process of developing personal frameworks

ONE SCENE FROM YOUR EXPERIENCE

- Think if it, Jot it down
- Four authors:
- Goodall (2014) Parental Involvement to Parental Engagement: A continuum
- Harris and Robinson (2016) A new framework for understanding parental involvement: setting the stage for academic success
- Jeynes (2018) A practical model for school leaders to encourage parental involvement and engagement
- Epstein (2010) School/family/community partnerships: Caring for the children we share.
- What are the effects of parent and family engagement?
- Provocation: Harris and Robinson

HARRIS

- In a recent study that contains nearly every measure of parental involvement used in recent studies- 63 in total, across 4 data sets, and conducted by social class across six racial groups, we find that there is no clear positive connection between parental involvement and academic outcomes (Robinson and Harris 2014). Specifically, parental involvement was not related to achievement in more than half (53%) of the 1, 556 associations between parental involvement and achievement examined in our study. In fact, there were more negative associations (27%) between parental involvement and achievement than positive associations (20%). The benefits associated with parental involvement appear to be strongest for younger children (grades 1-5), though there are an equal number of positive and negative associations between parental involvement and achievement for children in this group. Furthermore, parental involvement is insufficient for reducing racial differences in achievement. Although a critique can be raised about each measure of involvement and outcome contained in our study, the extensiveness of our approach provides a compelling portrait of the role of parental involvement based on the sheer preponderance of evidence.

PARENTAL INVOLVEMENT TO PARENTAL ENGAGEMENT: A CONTINUUM

Parental Involvement with
the school

Example:

Benefits

Parental Involvement with
schooling

Examples:

Benefits

Parental Engagement
with Children's Learning

Example:

Benefits

DEVELOPING A PERSONAL FRAMEWORK FOR FAMILY ENGAGEMENT

Consider: What does the community know and value?



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graph TD; A[Consider: What does the community know and value?] --> B[Is there a current narrative, and how do you know that narrative?]; B --> C[How does a school leader disrupt a narrative?]; C --> D[How will you measure family engagement?];
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Is there a current narrative, and how do you know that narrative?

How does a school leader disrupt a narrative?

How will you measure family engagement?

WHAT I KNOW TO BE TRUE

- What does the community know and how do you know it?
- MOP: do bus supervision, answer the phone, five rounds of time with students in unstructured environments, the call back, weekly assemblies.
- What if the dissenters are the visionaries: the narrative turn
- Ask, MOP, Gather, Know.

RESOURCES

Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*. 92 (3), 81-96.

Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: a continuum. *Educational Review* 66(4), 399-410.

Harris, A. L., & Robinson, K. (2016). A new framework for understanding parental involvement: setting the stage for academic success. *The Russell Sage Foundational Journal of Social Sciences*. 2(5), 186 – 201.

Jeynes, J H (2018). A practical model for school leaders to encourage parental involvement and parental engagement. *School Leadership & Management*, 38(2), 147-163.