



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

Principal Short Course: July 2024



# 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

# TASK: A BEGINNING FRAMEWORK, A SCENARIO, A PROVOCATION

- A beginning framework: what does having a relationship with parents and families mean? Goodall and Montgomery
- A scene from your experience
- A little bit of learning
- A provocation
- Questions to guide your personal framework: Flip charts
- Reflection Guide

# PARENTAL INVOLVEMENT TO PARENTAL ENGAGEMENT: A CONTINUUM

## Parental Involvement with the school

Example: School is "in control" of communication, information is given to families; parents may be involved, but the activities are initiated by the school. Teachers send information home.

## Parental Involvement with schooling

Examples: Characterized by interchange of information, teaching and learning takes place at home and at school . Interchange of resources and opportunities with the expectation that parents are teachers as well and can reinforce the learning.

## Parental Engagement with Children's Learning

Example: Greatest example of parent agency. Choice of follow up action is determined largely by parent. "Parents at this point are engaged with the learning of their children not due to dictates from the school but because of their own perceptions of their role as parents."

# ONE SCENARIO FROM YOUR EXPERIENCE

- Think if it, Jot it down
- 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.

# 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? Parent interviews and registrations
- 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.
- What do you want to say to yourself?

# 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.