

STUDENT WELL-BEING PROJECT

Equitable and Inclusive Education



Regional Parent Symposium

York Region District School Board

Sheraton Parkway Hotel

Richmond Hill, Ontario

April 4, 2018

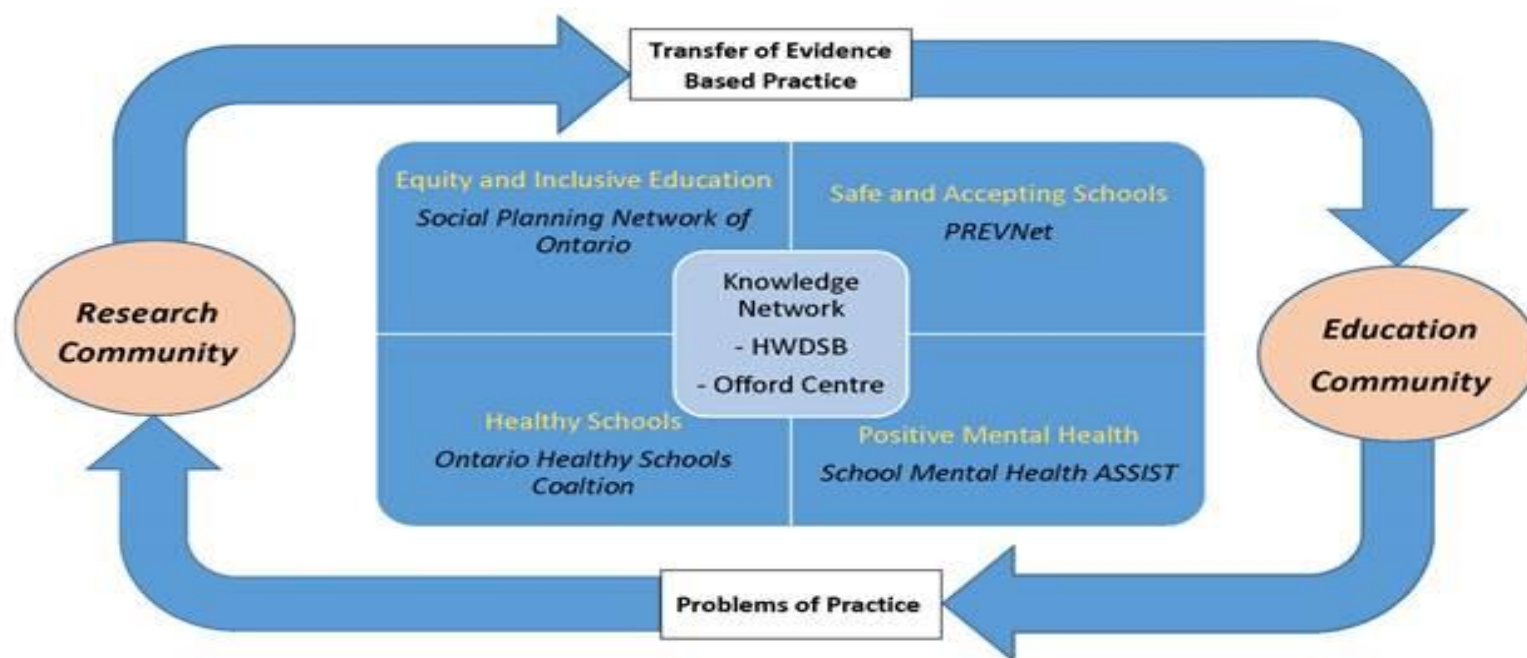
Social Planning Network of Ontario (SPNO)



- The SPNO is a network of 18 independent, community-based social planning organizations across the province.
- The SPNO exists to strengthen the capacity of social planning organizations to improve the quality of life and social well-being of their communities.

<http://www.spno.ca>

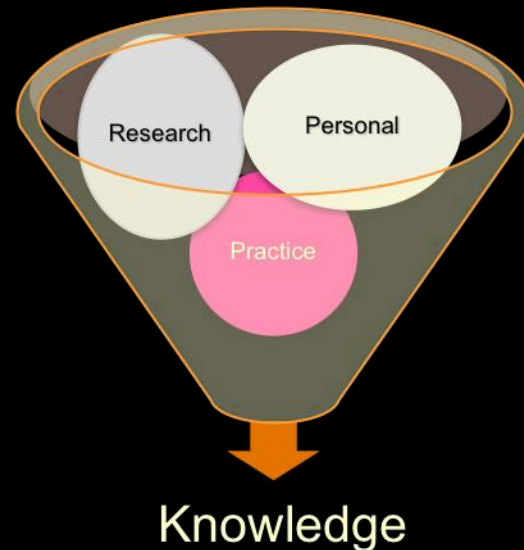
Knowledge Network for Student Well-Being – A Community of Practice on Equity and Inclusive Education



- Connect school boards with relevant research teams looking for partnerships, connect researchers with educators who can co-develop knowledge mobilization plans.
- Host KM Labs for communities of practice, deliver quarterly research bulletin, develop relevant Research in Briefs, and provide access to database of relevant research through KnowledgeBase.

Knowledge Mobilization (KMb)

- ❖ Creation and sharing of knowledge for purposes of applying it in policy & practice.



$$\mathbf{KMb} = \mathbf{K}_{(2E)} + \mathbf{S} \gg \mathbf{A}$$

Evidence & Experience

Project Objectives

- To bring knowledge and awareness on the inequitable and exclusionary experiences of students from low income families to educators at the local level in our communities (teachers, principals, superintendents, trustees).
- To interrupt biases, assumptions and commonly held misconceptions of low income students and parents which serve to undermine student achievement, well-being and meaningful parental engagement.
- To support a dialogue among educators, parents and students in our communities that could promote for systemic change in the education system to end/reduce inequitable and exclusionary treatment for low income students and families.

Priorities Set by Our Cross-Community of Practice

Raising the consciousness & understanding among educators of the inequities and exclusionary conditions facing low income students and families.

Engaging low income families in their schools in meaningful & inclusive ways.

Eliminating resource inequities and disparities of low income communities and their schools

[A school beginning to involve parents,] often leads with its mouth, identifying projects, needs and goals and then ***telling*** parents how they can contribute.

A school striving for parent engagement, on the other hand, tends to lead with its ears – ***listening*** to what parents think, dream and worry about. The goal of family engagement is... to gain partners.

- Larry Ferlazzo, Building Capacity Series K-12 Parent Engagement, 2012



How Can Schools Work with Their Community?



Engage with Community Based Organizations

Community-based organizations bring to schools a better understanding of the culture and assets of families, as well as resources that schools may lack.

(Wong, et al)

They can build relational bridges between educators and parents and act as catalysts for change. (Wong, et al)



Utilize a Collaborative/Relational Approach

Emphasis on relationship building among parents and between parents/educators

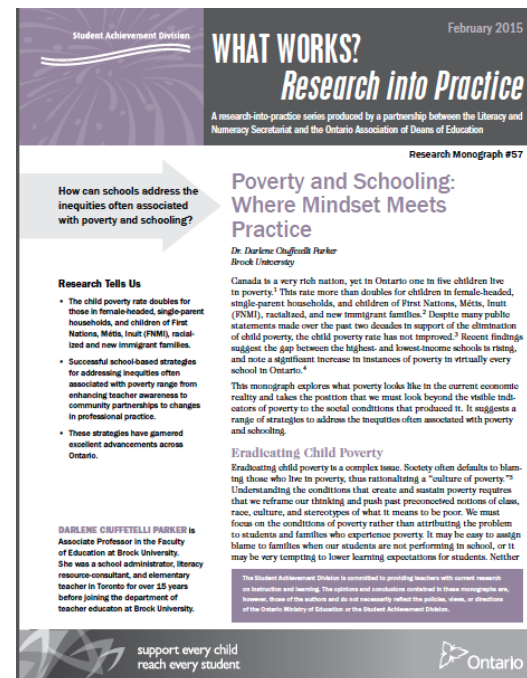
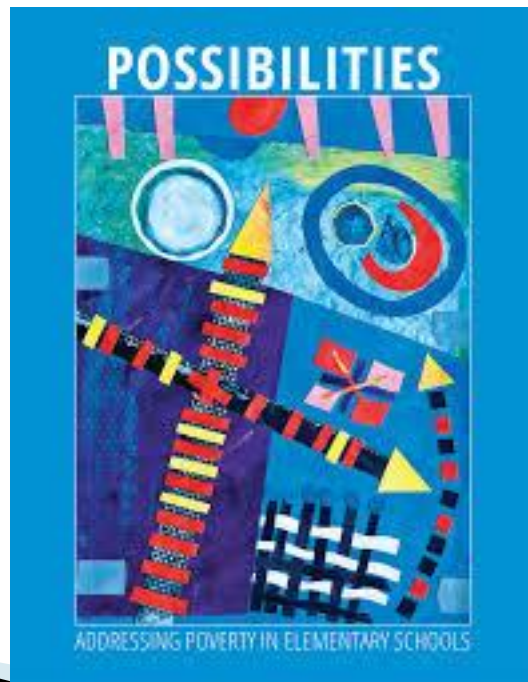
Focus on the leadership development of parents

Bridge the gap in culture and power between parents and educators. ■ (Wong, et al p. 2211)



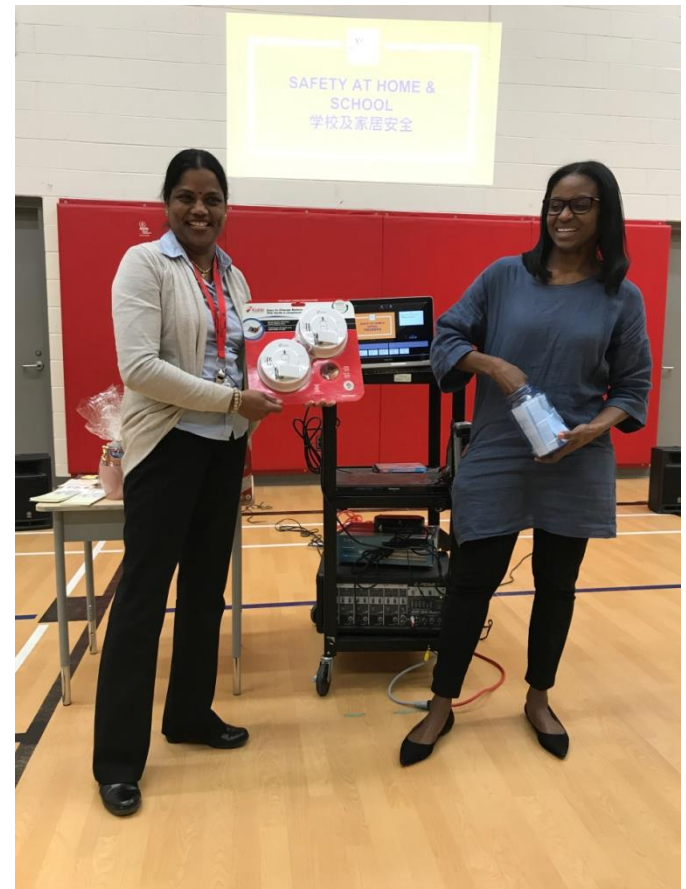
Name and Address the Power Differential Between Schools, Educators and Families

Authentic collaboration between low-income families and middle-class educators will require an explicit effort to address the inequality in resources and power between the two groups. (Wong, et al p. 2212)



Employ the Term Engagement Rather Than Involvement

To emphasize a more active and powerful role for parents in schools. (Wong, et al p.2211)




Build the Capacity and Solidarity Among Parents

Provide parents with the strength, confidence and skills to engage with schools and educators, which can be formidable. Take parent involvement out of the realm of one parent volunteering at a time to a group of parents becoming meaningfully engaged.



Stereotypes and negative assumptions inform our Common Beliefs about Low-Income Parents/Families

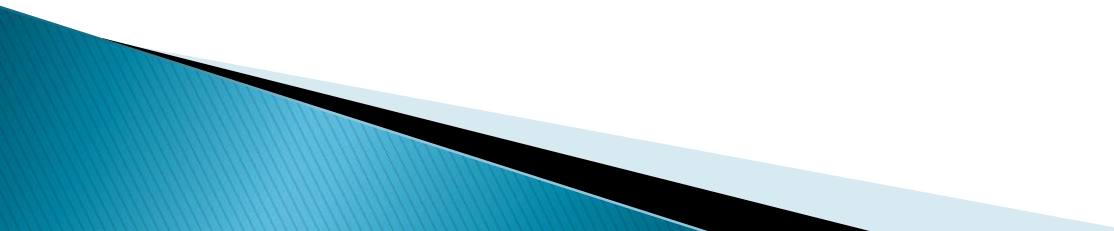
The **Culture of Poverty** has been debunked but remains pervasive in our society

- ▶ People are poor because of their own bad life choices.
 - ▶ Poor people share a consistent observable culture: beliefs, values, behaviors,
 - ▶ Poor people are lazy
 - ▶ Poor parents are lesser parents and require education to be good parents
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Resulting Common Beliefs and Deficit Frameworks

- ▶ Deficit frameworks about students and their families are pervasive in our school systems
 - Negative perceptions of student's abilities have been found to begin once a teacher learns the neighborhood a family lives in.
- ▶ Low-income parents don't value education
- ▶ Low-Income parents aren't as involved in their children's learning
 - *Lack of time spent at school is oftentimes seen as a lack of support for student's education.*

Outcomes or consequences of starting with Negative Assumptions?

- ▶ “How teachers perceived parents, influenced the expectations they had for their students, the type of work that was assigned, and the type of support that was expected from home.”
 - ▶ Teacher perceptions of students influence the perceptions that students have of themselves.
 - ▶ Teachers’ Low Expectations of Students Impacts Achievement
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Low Teacher Trust in Students and Parents in Low-Income Schools

- ▶ *Compelling evidence of the **links between teacher trust and student achievement**, particularly learning outcomes for low-income students.*
 - ▶ **Negative bias and stereotypes** could lead teachers to perceive parents as not up to the job of raising or helping their children to learn, forming the basis for low teacher trust.
 - ▶ **Teachers perceived a lack of volunteer support from low-income parents** and an abundance of support from high income parents. *“This perception further affirmed the belief that higher income parents cared more about their children’s education.”*
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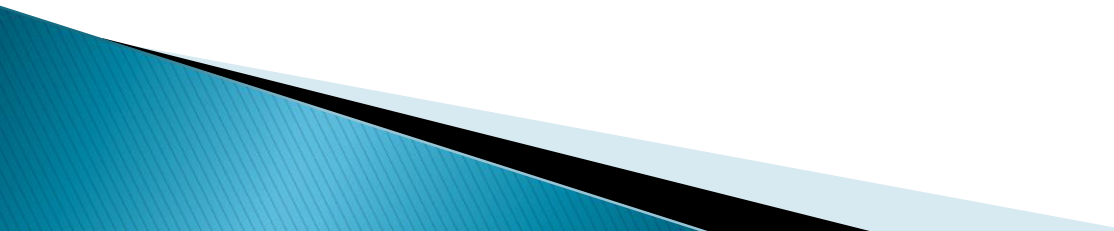
Discouragement of Low-Income Parents from getting involved at school

- ▶ **Deficit thinking and judgment** of low-income parents contributes to discouraging parents from taking a more active role in schools. Parents may experience **Stereotype Threat**.
- ▶ *“We know what ‘people could think.’ We know that anything we do that fits the stereotype could be taken as confirming it. And we know that, for that reason, we could be judged and treated accordingly.” (Gorski, p. 5)*

Is it Time to Re-Think Parent Involvement in their Children's Learning?

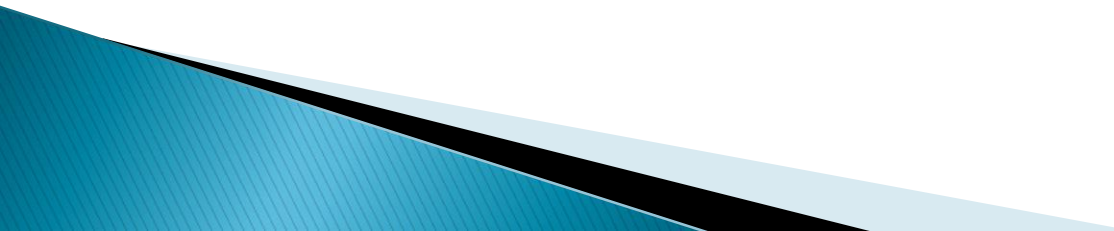
- ▶ **Engaging with School:** Attending Events, Meetings, Interviews, Curriculum Nights, Volunteering.
 - Parent involvement is often gauged by what we can see with our own eyes.
 - ▶ **Volunteering at school:** School council; Assisting in the classroom or w/ fundraising;
 - Volunteering often puts a focus on what parents can do for schools.
 - ▶ **Engaging at Home in Children's Learning:**
 - Overall research indicates that parental involvement at home has more impact on student achievement than involvement in school-based activities. (Jeynes, P.)
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Interrogating Parent Involvement: Presenting Dissenting Perspectives

- ▶ Is there Too Much Emphasis placed on Parent Involvement? Is it Over-rated?
 - ▶ Should we question the growing importance of parent involvement?
 - ▶ What are potential negative impacts if we don't acknowledge and accept that some parents are not and never will be involved in the ways we expect?
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Parent Engagement Monograph:

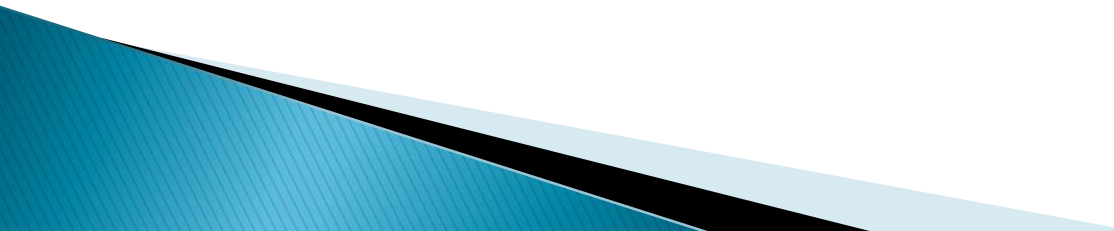
“Just Because I’m Not There, Doesn’t Mean I Don’t Care.”

- ▶ Table Group Discussions
 - ▶ Feedback, Reflection and Questions
 - ▶ Thank you.....
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References...

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- ▶ **Beyond the Bake Sale: A Community Based Relational to Parent Engagement in Schools.** Teachers College Record. Vol 3, # 9, 2009. Warren, Hong, et al, 2009)
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- ▶ **A Meta-Analysis of the Relation of Parental Involvement of Urban Elementary School Student Academic Achievement.** Urban Education, (40)3: 237-269. Jeynes, W.H., 2005

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 - ▶ **A Multi-Level Examination of the Distribution and Effects of Teacher Trust in Parents and Students in Urban Elementary Schools.** Roger D. Goddard, Megan Tschannen-Moran and Wayne K. Hoy, The Elementary School Journal. Vol. 101, No. 1 (Sept. 2001)
 - ▶ **The Poverty and Education Reader.** Editors: Paul C. Gorski and Julie Landsman, Stylus Pub. Virginia, 2014.
 - ▶ **Parent Involvement is Overrated - The Great Divide Series.** Keith Robinson and Angel L. Harris, New York Times, 2014.
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Additional Sources...

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 - ▶ **Bringing Marginalized Parents and Caregivers into their Children's Schooling.** What Works: Research Into Practice, Monograph #43, Dr. John Ippolito, York University, 2012
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