



UNIVERSITÀ
di VERONA

Dipartimento
di SCIENZE UMANE



I.D. CENTER
INCLUSION & DIVERSITY
INTERDISCIPLINARY
RESEARCH CENTER
UNIVERSITÀ DI VERONA



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società italiana di pedagogia generale e sociale

ERNAPE 2025

14TH BIENNIAL CONFERENCE EUROPEAN RESEARCH NETWORK ABOUT PARENTS IN EDUCATION

**Educational
Partnership
between
Families, Schools,
and Communities**
**Weaving vibrant alliances
to empower individuals
and overcome
collective vulnerabilities**

UNIVERSITY OF VERONA
JUNE 04-06, 2025

Book of Abstracts

**KEYNOTES
SYMPOSIA
PARALLEL SESSIONS
POSTER SESSION
ROUNDTABLE WITH EXPERIENCES
FROM CIVIL SOCIETY**

Official partners: Sipeges & I.D. Center

Official website: ernape.org

POLO DIDATTICO ZANOTTO – Viale Università, 4 | University of Verona

Hope is the thing with feathers
Emily Dickinson

*Just like moons and like suns,
with the certainty of tides,
just like hopes springing high,
still i'll rise.*
Maya Angelou

*My task is to awaken my people to blazing futures
my joy to create images to nourish it,
o rhythmic lights of the word!*
Léopold S. Senghor

Acknowledgement

We would like to extend our deepest gratitude to all the colleagues who have accompanied us on the journey leading to ERNAPE 2025.

From the careful and thoughtful review of the many abstracts received, to the delicate work of shaping a coherent and inspiring scientific programme, to the behind-the-scenes efforts that made the logistics of this international gathering possible — your contributions have been invaluable.

Organising a conference is always a collective act of care, trust, and shared responsibility. We are especially grateful for the time, energy, and wisdom that so many of you have offered with generosity and enthusiasm.

Thanks to your dedication, ERNAPE 2025 is not only an academic event, but a space of encounter, dialogue, and hospitality — true to the spirit of Verona, and to the values that bring our network together.

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Welcome to Verona

It is our great pleasure to welcome you to Verona for the 2025 edition of the ERNAPE – European Research Network About Parents in Education Conference.

Verona, a city rich in history, culture, and dialogue, offers an inspiring setting for scholars, educators, practitioners, and policy-makers to come together and explore the evolving roles of parents, families, and communities in education.

The theme of the ERNAPE2025 Conference — *"Educational Partnership between Families, Schools, and Communities. Weaving vibrant alliances to empower individuals and overcome collective vulnerabilities"* — invites us to reflect critically on how we build meaningful, inclusive, and responsive educational alliances in times of profound social, political, and environmental change.

We are thrilled to host more than 200 contributions from researchers around the world, a testament to the growing global interest in parent and family engagement in education. The breadth and depth of the submissions promise a rich and dynamic program, with a wide range of perspectives, methodologies, and experiences.

We hope that your time in Verona will be intellectually stimulating, professionally rewarding, and personally enjoyable.

Welcome to ERNAPE 2025 — and thank you for being part of this vibrant community of learning and exchange.

Warm regards,
The ERNAPE 2025 Organising Committee

Keynote speakers

Keynote lecture 1: Laura Formenti

Professor in General and Social Pedagogy, University of Milan-Bicocca
Wednesday 04 June, 15:00 | Polo Zanotto – Room T.2 (ground floor)

Shared authority and transformative learning: a difference-based paradigm for educators

The theory of transformative learning (Mezirow, 1991; Formenti & West, 2018) states that dilemmas are a necessary experience for adults to become aware of the limits of their doing and thinking, and develop new perspectives of meaning, identities, and actions. Educational work in services for families and children entails dilemmas between the known and unknown, the present and possible futures, professionals' authority and parents' capacitation. The relationship with vulnerable parents, then, becomes a learning occasion when emerging dilemmas are recognized, named, and leveraged to transform each other's presuppositions. The position of an "unknowing expert" allows empowering parents as adults who can take responsibilities and use their epistemic and relational power in constructive ways. The concept and practice of "jointly created authority" (Watson, 2019), based on differentiating power, can help to support conversations where adults share their responsibilities towards children.

Prof. dr. Laura Formenti is full professor in General and Social Pedagogy, teaches "Family Pedagogy" and "Family Counselling: Theories and Practices" at the University of Milano Bicocca, Department of Human Sciences for Education «Riccardo Massa». She is the Director of a Master on "Residential child care and its landscapes: a systemic educational model", based on the collaboration of family, child protection agencies, schools, and local communities. In her research on family pedagogy, she is especially interested in the dynamic evolution of relationships, their constraints and possibilities, and how narrative and material factors interact in the construction of family cultures, identities, scripts, and sense of belonging. Her work focuses on the education and learning of adults – parents, teachers, professionals in education, social work and health – with an ecosystemic critical approach, practice-oriented and transformative. She uses ethnographic and narrative methods with a critical interpretative framework and participatory action research to support transformative learning beyond individuals, to support the evolution of families, groups, and organisations as complex systems.

Keynote lecture 2: Paola Milani

Professor of Social Pedagogy, University of Padua

Thursday 05 June, 11:00 | Polo Zanotto – Room T.2 (ground floor)

The relationship between families, educators, teachers and social services: a good practice in preventing the impact of family vulnerability on children's development

The Intervention Program for the Prevention of Institutionalization (P.I.P.P.I.) represents a comprehensive, public initiative developed by the Laboratory for Research and Intervention in Family Education, formally adopted by the Italian Ministry of Labour and Social Policies since 2011, recognised among Italy's first six Livelli Essenziali di Prestazioni Sociali (LEPS), in the 2022 Budget Law. Grounded in principles of social justice and through its emphasis on community-institutional collaboration, P.I.P.P.I. addresses social family's isolation while implementing four integrated intervention modalities providing intensive support: (a) home- and community-based education, (b) parent-child group activities, (c) institutional partnerships (daycare/schools/social services), and (d) community solidarity networks. The presentation focuses on the intervention of institutional partnerships, where Social Service operators, families, educators and teachers work together to prevent the impact of vulnerability on children's development, with a shared method and tools. Starting from theoretical references, the presentation highlights some emerging practices, active in different parts of Italy.

*Prof. dr. Paola Milani is full professor of Social Pedagogy, winner of the ITWIIN Award for Women Inventors and Innovators in 2018, for the category Capacity building, P.I. of the Laboratory of Research and Intervention in Family Education of the University of Padua and of the Intervention Programme To Prevent Institutionalisation -P.I.P.P.I.-, the largest funded Programme in the history of social policies in Italy for the prevention of family vulnerability, thanks to an institutional partnership with the Ministry of Labour and Social Policies. P.I.P.P.I., defined in 2021 as one of the first 6 Essential Levels of Social Benefits (LEPS), was awarded as the best project in the area of inequality reduction (goal 10) at the «Sustainable Public Administration Award – 2nd Edition. Agenda 2030» and won the European Social Network Award 2019 as the first European project for the Methods and Tools section. Author of more than 250 national and international scientific publications, including *Educazione e famiglie. Ricerche e nuove pratiche per la genitorialità (Education and Families. Research and new practices for parenting)*, Carocci, which won the Italian Society of Academic Pedagogy national prize for the best pedagogical monograph of 2019 and *Nelle stanze dei bambini alle nove della sera. Contrastare e prevenire le inuguaglianze sociali (In the children's rooms at nine o'clock in the evening. Counteracting and preventing social inequalities)*, Erickson, Trento, which won the Riccardo Massa Prize at the University of Milan Bicocca in 2022.*

Keynote lecture 3: Claire Hynes

Professor in Creative Writing of Education, University of East Anglia

Friday 06 June, 11:00 | Polo Zanotto – Room T.2 (ground floor)

Who the Cap Fits: Narratives of Writing, Legacy and Place

What are the legacies of family and power which inform our present-day environments? How do these narratives work to enable or inhibit participation, and to amplify or silence voices? This talk challenges well-worn theories which covertly or overtly apportion blame to individuals and groups through the notion of family deficit. Narratives of legacy – including writing by Zora Neale Hurston and Virginia Woolf – will be invoked to illuminate on the ways in which racialised and gendered bodies have been normalised or rendered alien, and to suggest at the present-day consequences. Creative writing has served as means of interrupting dominant narratives which determine who is 'normal' and who is 'Other' and therefore, out of place. It is proposed here that (re)writing the self can function as an important means of critical space-making.

Prof. dr. Claire Hynes is an Associate Professor in Creative Writing at the University of East Anglia, in the UK. She writes fiction, creative non-fiction, essays and theatre monologues. Her writing has appeared in publications including Wasafiri journal of international contemporary writing, the Bath Short Story Award Anthology, What the Water Gave Us anthology, Lighthouse literary journal and Tangled Roots anthology. Her theatre monologues have been performed at the Contact Theatre in Manchester. Claire has been selected as an international Civitella Ranieri Writing Fellow for 2025-26. She was a winner of the Commonword monologue writing competition (2016), and she has been listed for the Bath Short Story Award (2014) and commended in the Words and Women "about" monologue competition (2014). She presented and co-wrote the BBC World Service documentary «My Granny, The Slave» in connection with her creative writing research (2022). Claire previously worked as a film-maker and she was the news editor for the Black British newspaper, The Voice.

Full Programme

Wednesday, June 04	Thursday, June 05	Friday, June 06
<p>8:30 – 18:00</p> <p>Registration open</p> <p>Location: <i>Polo Zanotto Hall (ground floor)</i></p>	<p>8:30 – 18:00</p> <p>Registration open</p> <p>Location: <i>Polo Zanotto Hall (ground floor)</i></p>	<p>8:30 – 13:30</p> <p>Registration open</p> <p>Location: <i>Polo Zanotto Hall (ground floor)</i></p>
<p>9:00 – 18:00</p> <p>Poster session</p> <p>Location: <i>Polo Zanotto Hall (ground floor)</i></p>	<p>09.00 – 10.30</p> <p>Parallel session 1</p> <p>Session 1a. Room T.1 (Ground floor)</p> <p>Session 1b. Room 1.1 (First floor)</p> <p>Session 1c. Room 1.2 (First floor)</p> <p>Session 1d. Room 1.3 (First floor)</p> <p>Session 1e. Room 1.5 (First floor)</p> <p>Session 1f. Room 1.4 (First floor)</p>	<p>09.00 – 10.30</p> <p>Parallel session 4</p> <p>Session 4a. Room 1.5 (First floor)</p> <p>Session 4b. Room 1.2 (First floor)</p> <p>Session 4c. Room T.1 (Ground floor)</p> <p>Session 4d. Room 1.3 (First floor)</p> <p>Session 4e. Room 1.1 (First floor)</p> <p>Session 4f. Room 1.4 (First floor)</p>

	Session 1g. Room 1.6 (First floor)	
	10.30 – 11.00 Coffee break Location: <i>Polo Zanutto Hall (ground floor)</i>	10.30 – 11.00 Coffee break Location: <i>Polo Zanutto Hall (ground floor)</i>
11:00 – 12:30 ERNAPE Steering Committee Meeting Location: <i>Seminar Room 1 – Polo Zanutto “Palazzo Lettere” (ground floor)</i>	11.00 – 12.00 Keynote 2: Prof. dr. Paola Milani , University of Padua <i>The relationship between families, teachers and social services: a good practice in preventing the impact of family vulnerability on children’s development</i> Location: <i>Room T.2 – Polo Zanutto (ground floor)</i>	11.00 – 12.00 Keynote 3: Prof. dr. Claire Hynes , University of East Anglia <i>Who the Cap Fits: Narratives of Writing, Legacy and Place</i> Location: <i>Room T.2 – Polo Zanutto (ground floor)</i>

<p>14:00 – 14:30</p> <p>Welcome and opening</p> <p>Prof. dr. Valentina Moro, Head of the Department of Human Science, University of Verona</p> <p>Prof. dr. Livia Cadei, President of the Italian Society of General and Social Pedagogy (S.I.P.e.G.e.S.), Catholic University of Milan</p> <p>Elisa La Paglia, Town Councillor of the Municipality of Verona in the area of Education and school policies, Libraries, School building, Health and community services</p> <p>Location: <i>Room T2 – Polo Zanotto (ground floor)</i></p>	<p>12.00 – 13.30</p> <p>Parallel sessions 2</p> <p>Session 2a. Room T.1 (Ground floor)</p> <p>Session 2b. Room 1.6 (First floor)</p> <p>Session 2c. Room 1.4 (First floor)</p> <p>Session 2d. Room 1.3 (First floor)</p> <p>Session 2e. Room 1.5 (First floor)</p> <p>Session 2f. Room 1.1 (First floor)</p> <p>Session 2g. Room 1.2 (First floor)</p>	<p>12.00 – 13.30</p> <p>Parallel sessions 5</p> <p>Session 5a. Room T.1 (Ground floor)</p> <p>Session 5b. Room 1.1 (First floor)</p> <p>Session 5c. Room 1.5 (First floor)</p> <p>Session 5d. Room 1.2 (First floor)</p> <p>Session 5e. Room 1.3 (First floor)</p> <p>Session 5f. Room 1.4 (First floor)</p>
<p>14:30 – 15:00</p> <p>Music moment</p> <p>Location: <i>Room T2 – Polo Zanotto (ground floor)</i></p>	<p>13.30 – 14.30</p> <p>Lunch break</p> <p>Location: <i>“Cloister of San Francesco” Via S. Francesco, 22</i></p>	<p>13.30 – 14.30</p> <p>Lunch break</p> <p>Location: <i>“Cloister of San Francesco” Via S. Francesco, 22</i></p>

<p>15:00 – 16:00</p> <p>Keynote 1: Prof. dr. Laura Formenti, University of Milan-Bicocca</p> <p><i>Shared authority and transformative learning: a difference-based paradigm for educators</i></p> <p>Location: Room T.2 – Polo Zanotto (ground floor)</p>	<p>14.30 – 16.00</p> <p>Symposia:</p> <p><i>D. The essential role of partnerships among families, schools, and communities in adoption and foster care</i></p> <p>coordinated by Anna Guerrieri</p> <p>Location: Room T.2 (ground floor)</p> <p><i>E. Transitioning in communities for families and children – between institutions, positions and norms</i></p> <p>coordinated by Lene S. K. Schmidt</p> <p>Location: Room T.1 (ground floor)</p>	<p>14.30 – 16.00</p> <p>Roundtable: Experiences from civil society</p> <p>Angela Nava Mambretti – President of the Coordinamento Genitori Democratici Onlus (in English “Democratic Parent Coordination”)</p> <p>Prof. dr. Cristina Bertazzoni – Consultant and Pedagogical Supervisor of the Mantua Farm School</p> <p>Cesare Moreno – President of the Association Maestri di Strada Onlus (in English “Street Teachers Association”)</p> <p>Chair: Paola Dusi</p> <p>Location: Room T.2 (ground floor)</p>
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<p>16:00 – 16:30</p> <p>Coffee break</p> <p>Location: <i>Polo Zanotto Hall (ground floor)</i></p>	<p>16.00 – 16.30</p> <p>Coffee break</p> <p>Location: <i>Polo Zanotto Hall (ground floor)</i></p>	<p>16.00 – 16.30</p> <p>Coffee break</p> <p>Location: <i>Polo Zanotto Hall (ground floor)</i></p>
<p>16:30 – 18:00</p> <p>Symposia:</p> <p><i>A. The Italian model of ‘Consultori Familiari’ as an integrated service that builds educational partnerships among Families, Schools, and Communities</i></p> <p>coordinated by Livia Cadei</p> <p>Location: <i>Room T.2 (ground floor)</i></p> <p><i>B. Collaboration between parents and staff in Early Childhood Education and Care (ECEC)</i></p> <p>coordinated by Ingrid Midteide Løkken</p> <p>Location: <i>Room T.1 (ground floor)</i></p>	<p>16.30 – 18.00</p> <p>Parallel sessions 3</p> <p>Session 3a. Room 1.5 (First floor)</p> <p>Session 3b. Room 1.1 (First floor)</p> <p>Session 3c. Room 1.2 (First floor)</p> <p>Session 3d. Room 1.6 (First floor)</p> <p>Session 3e. Room 1.3 (First floor)</p> <p>Session 3f. Room T.1 (Ground floor)</p> <p>Session 3g. Room 1.4 (First floor)</p>	<p>16.30 – 17.00</p> <p>Closing of the conference and future appointments</p> <p>Location: <i>Room T.2 (ground floor)</i></p>

<p><i>C. Where is the student in the digital home-school relationship?</i></p> <p>coordinated by Unn-Doris K. Bæck</p> <p>Location: <i>Room 1.1 (first floor)</i></p>		
<p>18:30 – 21.00</p> <p>Welcome Reception</p> <p>Location: <i>“Cloister of San Francesco” Via S. Francesco, 22</i></p>	<p>18.30 – 19.30</p> <p>Touristic visit* to the Basilica of San Zeno</p> <p>20.00 – 22.00</p> <p>Social dinner at the Vescovo Moro Restaurant</p> <p><i>*Only for Social Dinner Participants</i></p>	<p>17.30 – 19.30</p> <p>Guided tour of the Historic Centre of Verona (<i>up to 60 pax. A reservation – on the website – is needed</i>)</p>

Symposia

SYMPOSIA A, B and C Wednesday, June 04 | 16:30 – 18:00

<p>Symposium A: The Italian model of ‘Consultori Familiari’ as an integrated service that builds educational partnerships among Families, Schools, and Communities</p> <p>a1. Livia Cadei</p> <p>a2. Alessia Tabacchi</p> <p>a3. Paola Zini & Dalila Raccagni</p> <p>a4. Valeria Della Valle & Vera Brunelli</p> <p>Chair: Livia Cadei</p> <p>Discussant: Alessia Tabacchi</p> <p>Location: Room T.2 (ground floor)</p>	<ol style="list-style-type: none">1. The “Consultorio Familiare” of Christian inspiration as a bridge between Families, Schools, and Communities2. Social and emotional learning: the courses of education to affectivity and sexuality promoted from the “Consultori Familiari” of Christian inspiration3. Parental support within the “Consultorio Familiare” of Christian inspiration4. Challenges and perspectives of “Consultori familiari” of Christian inspiration
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<p>Symposium B: Collaboration between parents and staff in Early Childhood Education and Care (ECEC)</p> <p>b1. Maria Fredriksson, Margrethe Jernes, Trude Hoel & Thomas Moser</p> <p>b2. Martin Samuelsson & Tove Ingebrigtsen</p> <p>b3. Ingrid Midteide Løkken, Ellen Elvethon, Thomas Moser & Helene Berntsen Svensson</p> <p>b4. Anne Grethe Sønsthagen & Karin Elisabeth Sørli Street</p> <p>b5. Ingrid Midteide Løkken, Dziuginta Baraldsnes, Guttorm Helgøy & Andre Baraldsnes</p> <p>Coordinator: Ingrid Midteide Løkken Chair: Anne Grethe Sønsthagen Discussant: Martin Samuelsson</p> <p>Location: Room T.1 (ground floor)</p>	<ol style="list-style-type: none"> 1. Positive factors for collaboration between early childhood and care institutions and parents with minority background – a systematic review 2. Partnership between parents and staff: Engaging in deliberative dialogue 3. Early childhood settings as a ramp for inclusion – staff and parents' collaboration to promote peer relations 4. COVID-19-Related Differences in Perceived Parental Cooperation in Norwegian Early Childcare Centers 5. What we know about parents and staff collaboration in a Nordic and Norwegian ECEC
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<p>Symposium C: Where is the student in the digital home-school relationship?</p> <p>c1. Limin Gu</p> <p>c2. Kristín Jónsdóttir</p> <p>c3. Unn-Doris K. Bæck</p> <p>Chair: Unn-Doris K. Bæck</p> <p>Discussant: Anu Alanko</p> <p>Location: Room 1.1 (first floor)</p>	<p>1. Parents' agency and responsibility for digital well-being of their children</p> <p>2. Digital communication between teachers and families with multilingual background</p> <p>3. Digital alienation in education: Challenges for parental Involvement</p>
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SYMPOSIA D and E Thursday, June 05 | 14:30 – 16:00

<p>Symposium D: The essential role of partnerships among families, schools, and communities in adoption and foster care</p> <p>d1. Paola Ricchiardi</p> <p>d2. Stefania Lorenzini</p> <p>d3. Alessia Tabacchi</p> <p>c4. Marco Andrea Piombo, Gaetano Di Napoli & Cinzia Novara</p> <p>d5. Chiara Aleffi</p> <p>Chair: Anna Guerrieri</p> <p>Discussant: Alessia Tabacchi</p> <p>Location: Room T.2 (ground floor)</p>	<ol style="list-style-type: none">1. Child Protection in Initial Teacher Training2. Intercultural education for teacher training. A look at the Guidelines for the right to education of students who have been adopted3. Joint responsibility among family and school in early childhood. The experience of some adoptive families4. Exploring the Relationship Between Emotional Intelligence, Usage, and Trust in AI Among Adolescents: The Impact of Parenting Style, Perceived Social Support, and Parental Engagement in Digital Devices Usage5. Adolescent's identity and well-being in a cohesive and inclusive
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<p>Symposium E: Transitioning in communities for families and children – between institutions, positions and norms</p> <p>e1. Maja Plum, Rikke Brown & Anna Kathrine Frørup</p> <p>e2. Jenna Niemi, Noora Heiskanen, Marja Syrjämäki & Jaana Viljaranta</p> <p>e3. Sine Pentthin Grumløse & Lene S.K. Schmidt</p> <p>Chair: Lene S.K. Schmidt</p> <p>Discussant: Noora Heiskanen</p> <p>Location: Room T.1 (ground floor)</p>	<ol style="list-style-type: none"> 1. Transitioning and negotiations about the proper time for children 2. Becoming a parent of a child in need of support 3. ‘The Village Scheme’ – building up a community
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Parallel sessions

SESSION 1. Thursday, June 05 | 09:00 – 10:30

<p>Session 1a: Paths to improve family-school-community relationships: projects, practices, and experiences in kindergarten</p> <p>1a1. Anne Grethe Sønsthagen, Ruth Ingrid Skoglund, Lillian Pedersen & Evelyn Eggum</p> <p>1a2. Paola Zonca & Claudia Ciccardi</p> <p>1a3. Janne Støen & Solveig Roth</p> <p>1a4. Nóra Imre</p> <p>1a5. Miriam Galloro, Valeria Debilio, Antonio De Sarro & Teresa Iona</p> <p>Chair: Caroline Villiger</p> <p>Location: Room T.1 (ground floor)</p>	<ol style="list-style-type: none"> 1. Co-creation with families in ECEC through workshop methodology 2. Innovating ECEC: meeting places, spaces for collective growth 3. Important factors for the positioning of parents in their children’s transitioning from kindergarten to school and day care facilities for schoolchildren – a biographical case study 4. Families in the transition from kindergarten to school 5. Eco-strategy and territorial identity in Italian students aged 4-6 yrs
<p>Session 1b: Digital media for family-school relationships: problems and suggested solutions</p> <p>1b1. Maria Fernanda dos Santos Martins</p> <p>1b2. Anu Alanko</p>	<ol style="list-style-type: none"> 1. Knowing the field of the relationship between families and schools through digital media: challenges and implications for democratic participation 2. Digital platforms for home-school collaboration: student perspective

<p>1b3. Marina Wernholm, Eva Klope, Ulrika Bossér & Maria Hedlin</p> <p>1b4. Martyna Popławska</p> <p>1b5. Aristidis Protopsaltis & Eszter Salamon</p> <p>Chair: Eddie Denessen</p> <p>Location: Room 1.1 (first floor)</p>	<p>3. Teachers' experiences of parental involvement in a digital era</p> <p>4. Parent-teacher relationships and communication through technology: findings from interviews</p> <p>5. How teachers' digital literacy and attitudes towards AI impact digital literacy development roles</p>
<p>Session 1c: Paths to improve family-school-community relationships: projects, practices, and experiences for building stronger community connections</p> <p>1c1. Lucia Balduzzi & Emanuela Pettinari</p> <p>1c2. Anna Błasiak & Ewa Dybowska</p> <p>1c3. Megumi G. Hine, Steven B. Sheldon & Yolanda Abel</p> <p>1c4. Patrizia Lotti & Lorenza Orlandini</p> <p>1c5. Michelle Pieri & Giuseppina Rita Jose</p> <p>Chair: Maria Mendel</p> <p>Location: Room 1.2 (first floor)</p>	<p>1. An integrated approach to promote participation of families, schools and communities</p> <p>2. Relationship between school, family, community in everyday practice (myths and reality)</p> <p>3. Evaluating the impact of a community school initiative in the U.S.: Reflecting on a multi-year, mixed methods study of implementation and outcomes</p> <p>4. Bridging school-family-community: the Service Learning for educational relationships</p> <p>5. Small schools and Innovation: the "Classi in rete" project and the parent' point of view</p>

<p>Session 1d: Paths to improve family-school-community relationships: educational policy across state, region, and local levels</p> <p>1d1. Daria L. Gabusi</p> <p>1d2. Lisa Sauer & Agnes Pfrang</p> <p>1d 3. Cettina Marcellino</p> <p>1d4. Laura Pinna & Maria Bernardetta Cabras</p> <p>1d5. Sanne van Schijndel, Floris Burgers, Eddie Denessen & Rosa Pije</p> <p>Chair: Loizos Symeou</p> <p>Location: Room 1.3 (first floor)</p>	<ol style="list-style-type: none"> 1. Parents enter schools. The debate on the 1974 Delegated Decrees: a survey of journals and archives 2. Legal anchoring of parental involvement and its implementation in school practice: the example of Thuringia 3. Training and growth in vulnerable subjects between State, school and family: parallel lines, double track system or complementarity of actions? 4. Belonging so as not to disperse. The family policies of the territorial pedagogical coordinations to communicate an idea of the world 5. The right choice? Perspectives on tracking among parents of high-track secondary school students in the Netherlands
<p>Session 1e: Family and school professions fragilities: children's and adolescents' emotional and socio-relational education</p> <p>1e1. Maria Mori, Paola Dusi & Luca Ghirotto</p> <p>1e2. Luca Janka Laszlo, Eszter Salamon & Judit Horgas</p> <p>1e3. Orit Oved & Dorit Alt</p>	<ol style="list-style-type: none"> 1. Educational interventions for the primary and secondary prevention of adolescent deviance: a realist review 2. The connection between children becoming peer bullying perpetrators and experiencing or witnessing violence/bullying by adults: a scoping review 3. Deflecting the duty: teachers shifting cyberbullying responsibility to parents – and how parents can step up

<p>1e4. Soraya Elizabeth Shamloo, Elisa Bisagno, Francesca Vitali, Alessia Pecchini, Barbara Augueli, Veronica Margheria Cocco, Alessia Cadamuro, Loris Vezzali & Elena Trifiletti</p> <p>1e5. Antonia De Vita & Francesco Vittori</p> <p>Chair: Elena Trifiletti</p> <p>Location: Room 1.5 (first floor)</p>	<p>4. Reducing vulnerability through sport: how group interdependence and social norms protect against bullying</p> <p>5. Female Bullying: Co-designing Peer Counter-Actions with Students and Educational Communities</p>
<p>Session 1f: Paths to improve family school-community relationships: projects, practices, and experiences for supporting and engaging families (1)</p> <p>1f1. Oliver St John, Jonas Ålander & Lovisa Liyanage</p> <p>1f2. Karen L. Mapp & Shadae Harris</p> <p>1f3. Karen L. Mapp & Shadae Harris</p> <p>1f4. Annelies Kassenberg, Kirsten Foumani-Luijendijk & Mariëtte Lusse</p> <p>1f5. Adrjan Beata</p> <p>Chair: Audrey Addi-Raccah</p> <p>Location: Room 1.4 (first floor)</p>	<p>1. The educational value of a family support worker</p> <p>2. The Dual Capacity Framework version 2: Building liberatory and equity-focused family engagement practices</p> <p>3. The Dual Capacity Framework in action: real-world applications in school systems</p> <p>4. Bridging officials: building strong connections between child, family, school, and society in the Netherlands</p> <p>5. Parents-teacher conferences as a way to constructing parents' place in the school</p>

<p>Session 1g: Family-school relationships and disadvantaged/vulnerable groups/families: Migrant/refugee families and children, and socio-economic fragilities</p> <p>1g1. Duaa Shams, Haneen Alwly Khater, Hamsa Mahmoud Khater, Diana Abu-Saleh & Yael Grinshtain</p> <p>1g2. Sarah Christie</p> <p>1g3. Vincenzo Salerno, Andrea Mattia Marcelli & Irene Dal Ben</p> <p>1g4. Joanna Apps</p> <p>Chair: Unn-Doris K. Bæck</p> <p>Location: Room 1.6 (first floor)</p>	<p>1. “I will always return to my land and my home”: the role of Druze families in the process of migration for acquiring higher education</p> <p>2. The social networks of migrant women and the important roles of schools and community groups in supporting integration</p> <p>3. Never alone: clarifying the role of unseen families in the educational careers of unaccompanied foreign minors living in Friuli Venezia Giulia (Italy)</p> <p>4. The role of family ecologies and social inequalities in parental involvement in education</p>
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SESSION 2. Thursday, June 05 | 12:00 – 13:30

<p>Session 2a: Paths to improve family-school-community relationships: projects, practices, and experiences based on school subjects</p> <p>2a1. Angelica Edna Calo Livne</p> <p>2a2. Cory Buxton, Diana Crespo & Barbara Ettenauer</p> <p>2a3. Kathleen Jablon Stoehr, Claudia Rodriguez Mojica, Allison Briceno, Sara Rutherford-Quach, Hector Gonzalez Rodas & Danielle Gonzalez</p> <p>2a4. Miriam Cuccu</p> <p>Chair: Michelle Pieri</p> <p>Location: Room T.1 (ground floor)</p>	<ol style="list-style-type: none"> 1. Exploring the role of performing arts in strengthening school-family-student connections 2. Promoting family STEM conversations in the STEM in Our Lives project 3. Building strong-school partnerships in Mathematics in ways that matter 4. Enriching children’s education and community ties through arts: the Mus-e experience to counter educational poverty
<p>Session 2b: Paths to improve family-school-community relationships: projects, practices, and experiences</p> <p>2b1. Asnat Dor</p> <p>2b2. Yosi Yaffe</p> <p>2b3. Keyi Lyu, Jing Hengyi & Lele Chen</p>	<ol style="list-style-type: none"> 1. From classroom to home: how schools inspire parents to embrace active lifestyle via their children 2. Examining the validity of the overparenting short-form scale (op-sf) in parents of early adolescents 3. Buying happiness experience: exploring Chinese middle-class parents’ happiness aspiration in educational consumption

<p>2b4. Daniela Moreno Boudon, Arianna Boaretto, Cristina Agostini, Ilaria Galante, Valentina Massiero & Giulia Mongelli</p> <p>2b5. Maria Mori, Annamaria Lona & Paola Dusi</p> <p>Chair: Maria Gabriella Landuzzi</p> <p>Location: Room 1.6 (first floor)</p>	<p>4. Co-observation of children: bridging nursery and home using the Italian Questionnaires of Temperament (QUIT) during settling in period</p> <p>5. What is the Involvement of parents in school life in the community educational pacts?</p>
<p>Session 2c: Paths to improve family-school-community relationships: projects, practices, and experiences for building stronger alliances</p> <p>2c1. Patrycja Łaga, Klaudia Ferenc, Kacper Kowalski, Ewa Słomińska & Alicja Zbierzchowska</p> <p>2c2. H�el�ene Leenders, Mariette Haasen, Johan de Jong & Karin Diemel</p> <p>2c3. Anna Katrin Eiriksdottir, Kristin Jonsdottir & Hanna Ragnarsdottir</p> <p>2c4. Claudia Marcellan & Paola Milani</p> <p>2c5. �erafettin Gedik & Mehmet ��kr� Belliba�</p> <p>Chair: Unn-Doris K. B�eck</p>	<p>1. Sense of togetherness in educational institutions from the perspective of parents</p> <p>2. How to improve school-home-care alliances? Inspiring practices from field research</p> <p>3. “Because we are working on the same issues we need to collaborate on those”: collaboration between multilingual families and teachers in Icelandic compulsory schools</p> <p>4. Ecosystemic educational networks: school-family-services alliances to prevent effects of vulnerability and (re)build social capital of community</p> <p>5. School leadership and family engagement: a meta-synthesis of practices and strategies for inclusive partnerships</p>

<p>Location: Room 1.4 (first floor)</p>	
<p>Session 2d: Family-school relationships in secondary schools</p> <p>2d1. Eva Klope, Maria Hedlin, Marina Wernholm & Ulrika Bossér</p> <p>2d2. Julia Melnikova</p> <p>2d3. Ulrika Bossér, Eva Klope, Marina Wernholm & Maria Hedlin</p> <p>2d4. Esther Maeers</p> <p>2d5. Margot I. Bochane, Margreet R. Luinge, Romée Salverda, Annelies Kassenberg & Henderien W. Steenbeek</p> <p>Chair: Soraya Elisabeth Shamloo</p> <p>Location: Room 1.3 (first floor)</p>	<ol style="list-style-type: none"> 1. Navigating boundaries: Swedish secondary school teachers' experiences of parental involvement 2. What happens to school-based parental involvement when students reach 16? Study of five Norwegian high schools 3. Teacher agency and parental involvement: insights from Swedish secondary education 4. Teenager parent engagement through mundane objects in school backpacks 5. Parents' perceptions of their child's transition to secondary school

<p>Session 2e: Family and school professions fragilities: addressing the challenges faced by parents and families</p> <p>2e1. Véronique Menand, Christelle Robert-Mazaye & Marie-Eve Clément</p> <p>2e2. Monica Facciocchi</p> <p>2e3. Elise Cassar & Angela Abela</p> <p>2e4. Márta Miklósi</p> <p>Chair: Loizos Symeou</p> <p>Location: Room 1.5 (first floor)</p>	<ol style="list-style-type: none"> 1. “Being a parent doesn’t come with an instruction manual, but they don’t want to be told what to do”. Antinomic vision of staff in educational settings for preschool children regarding the use of physical violence by parents as a disciplinary method 2. The Butterfly Effect of nonviolent resistance in child-to-parent violence: from anchoring parenting to shaping educational communities 3. Exploring supportive relationships in secondary schools through online and face-to-face triad collaboration: students with behavioural difficulties, their parents and school staff 4. The role of family among juvenile delinquents with special aspects of family structure, cohesion, parenting styles, and parental involvement in correctional institutes
<p>Session 2f: Paths to improve family-school-community relationships: theoretical perspectives</p> <p>2f1. Maria Mendel</p> <p>2f2. Audrey Addi-Raccah</p> <p>2f3. Daniele Nicolella</p>	<ol style="list-style-type: none"> 1. Tenderness in cases of parental public pedagogies: Why so much needed in polycrisis? 2. Parents’ and teachers’ collaboration perspectives in the post-COVID period 3. The family-school connection: theoretical frameworks for collaborative educational partnerships 4. Normativity of teacher competences for parental involvement: a review of

<p>2f4. Peter de Vries, Eddie Denessen & Hilda Amsing</p> <p>2f5. Sabrina Lucilla Barone</p> <p>Chair: Eddie Denessen</p> <p>Location: Room 1.1 (first floor)</p>	<p>research on required teacher competences in the context of curriculum ideologies</p> <p>5. Fragility and vulnerability in education: a bibliometric analysis of educational partnerships</p>
<p>Session 2g: Family-school relationships and disadvantaged/vulnerable groups/families: academic trajectories and school dropout</p> <p>2g1. Cristina Aguirre</p> <p>2g2. Mahshid Esmaeili-kolahdooz, Paola Dusi & Elena Trifiletti</p> <p>2g3. Monia Rodorigo, Marie-Noëlle Lázaro & Susana-Fernández Larragueta</p> <p>2g4. Cristian Tracà</p> <p>2g5. Inmaculada González Falcón & Katia Álvarez Díaz</p> <p>Chair: Elena Trifiletti</p> <p>Location: Room 1.2 (first floor)</p>	<p>1. Who wants to go to college? We do! The impact of a college access program that begins in third grade for first-generation college students</p> <p>2. The school is for everyone: investigating the social determinants of schooling disadvantages in order to improve inclusion for non-Italian students</p> <p>3. Academic trajectories of immigrant female students: key elements for success</p> <p>4. Italian Next Generation Europe funds: ecological system against early school leaving in a secondary school in Bologna</p> <p>5. Analysis of Educational Policy in Spain During the COVID-19 State of Alarm: Impact on Equity, Inclusion, and the Role of Families</p>

SESSION 3. Thursday, June 05 | 16:30 – 18:00

<p>Session 3a: Family and school professions fragilities: children’s and adolescents’ emotional and socio-relational education (1)</p> <p>3a1. Giuseppe Valentino</p> <p>3a2. Maria Gabriella Landuzzi & Caterina Scarpari</p> <p>3a3. Antonella Coppi & Debora Tringali</p> <p>3a4. Agnieszka Bzymek</p> <p>Chair: Elena Trifiletti</p> <p>Location: Room 1.5 (first floor)</p>	<ol style="list-style-type: none"> 1. Harnessing fragility: socio-emotional education as a pathway to adolescent resilience 2. In the world of hikikomori: exploring vulnerabilities to reopen relationships 3. Tell me about yourself. the educator facing adolescents’ fragility 4. Between parents, school and society: resilience of young adults
<p>Session 3b: Paths to improve family-school-community relationships: projects, practices, and experiences for supporting and engaging families (2)</p> <p>3b1. Monika Popow, Anna Górka-Strzałkowska, Marta Wiatr, Maciej Bernasiewicz & Alicja Zbierzchowska</p> <p>3b2. Anna Górka-Strzałkowska, Marta Wiatr, Monika Popow, Alicja Zbierzchowska & Maciej Bernasiewicz</p>	<ol style="list-style-type: none"> 1. Determinants of parental participation in preschools and primary schools in contemporary Polish society 2. Parental participation in Polish educational institutions: diagnosis of practices, motivations, and barriers at different stages of child development 3. Classed caring: care ethics in schools form different socioeconomic classes 4. Building educational alliances by learning from fragility

<p>3b3. Avihu Shoshana, Ilanit Pinto-Dror & Mirit Haybi Barak</p> <p>3b4. Monica Amadini</p> <p>3b5. Maria Livia Alga, Diego Di Masi & Chiara Sità</p> <p>Chair: Michelle Pieri</p> <p>Location: Room 1.1 (first floor)</p>	<p>5. I no longer feel like an alien. Interprofessional groups plan “the near future” of family-school service collaboration</p>
<p>Session 3c: Family and school professions fragilities: training and support for teachers and school staff</p> <p>3c1. Alexander Zibenberg & Yael Grinshtain</p> <p>3c2. Diego Hervella Fariñas, Esperanza María Ceballos-Vacas & Beatriz Rodríguez-Ruiz</p> <p>3c3. Luca Janka László, Ioanna Ntali & Eszter Salamon</p> <p>3c4. Guiping Yang</p> <p>Chair: Beatriz Rodriguez Ruiz</p> <p>Location: Room 1.2 (first floor)</p>	<p>1. Parental involvement in school and teachers’ affective commitment: the role of political skills</p> <p>2. Teachers’ feelings and perceptions of school-family collaboration: a qualitative analysis</p> <p>3. Teacher training needs and offer for (migrant) parent engagement</p> <p>4. Challenges in parent-teacher relationships in Chinese middle schools: insights from a qualitative study</p>

<p>Session 3d: Decolonising school-family relationship</p> <p>3d1. Dorien Petri, Margreet R. Luinge, Annelies Kassenberg, Eddie Denessen & Klaas van Veen</p> <p>3d2. Paola Dusi & Audrey Addi-Racah</p> <p>3d3. Rosita Deluigi</p> <p>3d4. Lavinia Pia Vaccaro</p> <p>Chair: Eddie Denessen</p> <p>Location: Room 1.6 (first floor)</p>	<ol style="list-style-type: none"> 1. Teachers' use of cultural knowledge in culturally responsive teaching in primary schools 2. Decolonising thought and knowledge: unmasking deficit thinking in education 3. Educational alliances and plural perspectives: decolonising school-family relations in community contexts 4. Transforming vulnerabilities into opportunities: a democratic community-oriented intervention for teachers, families, and students
<p>Session 3e: Family and school professions fragilities: Children's and adolescents' emotional and socio-relational education (2)</p> <p>3e1. Paweł Śpica & Małgorzata Obrycka</p> <p>3e2. Roxana Sarrablo Lascorz, Maria Antònia Gomila Grau & Rosario Pozo Gordaliza</p> <p>3e3. Tiziana Iaquinta</p> <p>3e4. Asnat Dor</p> <p>Chair: Maria Mendel</p>	<ol style="list-style-type: none"> 1. School-parent cooperation in Polish general secondary schools in the narratives of teachers representing Generation Y 2. Perceptions and attitudes of families about their role as educational agents in sexuality in adolescence, and the cooperation with school and community: emergencies and resistances 3. This pain is not yours. parental fragility and emotional dis-education 4. When the classroom moves home: Israeli parents' challenges, strategies,

<p>Location: Room 1.3 (first floor)</p>	<p>and the role of teacher partnerships in supporting teenagers' remote learning</p>
<p>Session 3f: Family and school professions fragilities: training and support for teachers and school staff (2)</p> <p>3f1. Caroline Villiger & Edith Niederbacher</p> <p>3f2. Carmen Orte, Joan Amer, Belén Pascual & María Valero</p> <p>3f3. Marianna Capo</p> <p>3f4. Clare Mouat</p> <p>Chair: Angelika Paseka</p> <p>Location: Room T.1 (ground floor)</p>	<ol style="list-style-type: none"> 1. Parental beliefs and behaviour in learning support: effects of a short-term training for parents 2. Characteristics of training of facilitators in parenting programmes: expert consultation 3. Promoting professional growth: the role of phenomenological vignettes and awareness of vulnerability in teacher education 4. Bridging theory and practice: preparing preservice teachers for family-school partnerships in Scottish initial teacher education

<p>Session 3g: Parents and teacher relationship in the context of inclusive and special education</p> <p>3g1. Daniela Gulisano</p> <p>3g2. Silvia Maggiolini & Elena Zanfroni</p> <p>3g3. Eleni Damianidou & Loizos Symeou</p> <p>3g4. Katinka Bacskai</p> <p>3g5. Aline Oelen, Margreet R. Luinge, Annelies Kassenberg, Marie Louise Luttk & Alexander Minnaert</p> <p>Chair: Audrey Addi-Raccah</p> <p>Location: Room 1.4 (first floor)</p>	<ol style="list-style-type: none"> 1. School-Family: the skills of the inclusive teacher some results of a national exploratory survey carried out at the specialization courses for educational support activities for students with disabilities 2. Empowering families for inclusive emergency management: supporting people with intellectual disabilities and autism spectrum disorders 3. Designing, nurturing, and sustaining collaborative relationships between families and schools: experiences and suggestions of parents of disabled children 4. Parental involvement and academic achievement in inclusive classrooms: a longitudinal study of low SES and SEN students in Hungary 5. Positive transitions – Parents’ experiences with transitions of their child with Special Educational Needs in regular primary education
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SESSION 4. Friday, June 06 | 09:00 – 10:30

<p>Session 4a: Perspectives on parental involvement – Theoretical Perspectives</p> <p>4a1. Giuseppina D’Addelfio, Maria Vinciguerra & Anna Gagliano</p> <p>4a2. Marta Wiatr</p> <p>4a3. Vito Balzano</p> <p>4a4. Pedro Silva</p> <p>Chair: Unn-Doris K. Bæck</p> <p>Location: Room 1.5 (first floor)</p>	<ol style="list-style-type: none"> 1. Different generations in the family–school partnerships: toward new forms of reciprocity 2. Users, clients, and partners: the multifaceted nature of citizenship in the parent-school relationship 3. Fragility and vulnerability in the school-family relationship: a theoretical reflection on the educational implications 4. For a sociology of the school-family relationship
<p>Session 4b: Paths to improve family-school-community relationships: projects, practices, and experiences on the mother’s role</p> <p>4b1. Marta Civil & Kathleen Jablon Stoehr</p> <p>4b2. Pinelopi Patrika & Anastasia Vlachou</p> <p>4b3. Małgorzata Michel</p> <p>4b4. Orr Levental</p>	<ol style="list-style-type: none"> 1. Mothers and teachers learning with and from each other 2. Mothers’ encounters with school professionals: The views and experiences of mothers of disabled children concerning their relations with teachers and specialists 3. Mothers from excluded urban places, heroines of systemic fissures 4. Mothers as role models: the impact of community sports participation on students’ physical activity motivation

<p>Chair: Audrey Addi-Raccah</p> <p>Location: Room 1.2 (first floor)</p>	
<p>Session 4c: Parents and teacher relationship in the context of inclusive and special education</p> <p>4c1. Elena Zanfroni & Silvia Maggolini</p> <p>4c2. Paolina Mulè</p> <p>4c3. Michela Bettinelli & Emilia Roberta Cardarello</p> <p>4c4. Jamie N. Pearson</p> <p>Chair: Soraya Elisabeth Shamloo</p> <p>Location: Room T.1 (ground floor)</p>	<ol style="list-style-type: none"> 1. Promoting inclusion at school: legislative guidelines, cultural evolution and new challenges 2. Teacher training: what inclusive teaching for DSA subjects through ICT? Some findings of an exploratory survey carried out in some lower secondary schools in Eastern Sicily 3. Restoring healthy communication in the education system: promoting cooperative relationships between school and family in the Italian context 4. Training the trainer: partnering with community-based professionals to support Black American families raising autistic children
<p>Session 4d: Family-school relationships and disadvantaged/vulnerable groups/families: migrant/refugee/vulnerable families and children</p> <p>4d1. Miranda Poeze & Marie Seghers</p> <p>4d2. Ria Goedhart, Eddie Denessen, Maaïke Hajer & Cok Bakker</p>	<ol style="list-style-type: none"> 1. Parent-school collaboration in case of additional support needs in mainstream education: perspectives of educational care professionals and parents with migration background 2. Perspectives of teachers and parents of newcomers on family-school partnerships 3. Educational community and female frontier teachers: towards an

<p>4d3. Livia Romano & Rita Baldi</p> <p>4d4. Elena Failla & Roberta Piazza</p> <p>Chair: Elena Trifiletti</p> <p>Location: Room 1.3 (first floor)</p>	<p>educational co-responsibility in the school</p> <p>4. School, territory, and family: collaborative strategies for the well-being of children in contexts of family vulnerability</p>
<p>Session 4e: Paths to improve family school-community relationships: projects, practices, and experiences for active families</p> <p>4e1. Chrysoula Tsirmpa, Nektarios Stellakis, Katerina Papadimitriou & Eleni Ntente</p> <p>4e2. Maria Fernanda dos Santos Martins, M^a João Silva, Sara Reis da Silva & Teresa Sarmento</p> <p>4e3. Ragnar Dienske, M.E.A. Lusse & Eddie Denessen</p> <p>4e4. Zsófia Kocsis, Dániel Bodnár, Zsolt Csák & Gabriella Pusztai</p> <p>Chair: Maria Mendel</p> <p>Location: Room 1.1 (first floor)</p>	<p>1. Bridging school and family through a reading workshop</p> <p>2. My first pages.a project to promote books and reading in a family context, in a community network in a municipality</p> <p>3. Parental involvement in homework: an intervention study</p> <p>4. Designing a board game for parental involvement</p>

<p>Session 4f: Family and school professions fragilities: Positive parenting initiatives and programs</p> <p>4f1. Mar Lorenzo Moledo, Gabriela Miguez Salina & Anais Quiroga Carrillo</p> <p>4f2. Tania Ramos García & Alexandra M. Rodríguez Gil</p> <p>4f3. Mar Lorenzo Moledo, Jesica Núñez García & Ana Vázquez Rodríguez</p> <p>4f4. Armando Bello, Sara Serbati & Paola Milani</p> <p>Chair: Beatriz Rodriguez Ruiz</p> <p>Location: Room 1.4 (first floor)</p>	<p>1. Family Preservation Spaces. Design and evaluation of a social programme in Galicia (Spain)</p> <p>2. The evaluation of the results of the Family Preservation Spaces programme in Galicia (Spain): The adults' perception</p> <p>3. Profile of the families participating in the Family Preservation Spaces programme in Galicia (Spain)</p> <p>4. Promoting transformative educational practices with vulnerable families with children in the 0-3 age group: evaluation of a participatory tool for the needs assessment and the design of individual care plans</p>
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SESSION 5. Friday, June 06 | 12:00 – 13:30

<p>Session 5a: Perspectives on parental involvement</p> <p>5a1. Gabriella Pusztai, Tímea Ceglédi, Zsófia Kocsis, Katalin Pallay & Katinka Bacskai</p> <p>5a2. Maria Savva & Loizos Symeou</p> <p>5a3. Karen L. Mapp & Shadae Harris</p> <p>5a4. Angelika Paseka, Denise Demski, Christoph Helm, Tanja Aistleitner & Romana Dorfer</p> <p>5a5. Eszter Salamon, Luca Janka László & Maral Nuridin</p> <p>Chair: Eddie Denessen</p> <p>Location: Room T.1 (ground floor)</p>	<ol style="list-style-type: none"> 1. Good practices for school-facilitated parental involvement 2. Why parents and guardians serve on the boards of parent/guardians associations? 3. Strengthening family advocacy through systems change 4. How do Austrian and German parents perceive teacher shortage and its consequences? 5. Stakeholder perspectives on school performance
<p>Session 5b: Family and school professions fragilities: training and support for teachers and school staff</p> <p>5b1. Agustín Godas Otero, Julia Maria Crespo Comesaña & Iris Estévez Blanco</p> <p>5b2. Julia María Crespo Comesaña, Agustín Godás Otero, Irís Estévez Blanco & Cristina Varela Portela</p>	<ol style="list-style-type: none"> 1. Perceptions of fourth-year students in the Degree in Primary Education Specialist Teachers program regarding the level of competence attained to foster family engagement within the school environment 2. Self-perception of primary education teachers' capabilities to foster family engagement in the education of their children

<p>5b3. Giorgia Coppola</p> <p>5b4. Paola Zini</p> <p>5b5. Joaquín Parra-Martínez, Beatriz Rodríguez-Ruiz, María José Martínez-Segura, Esperanza María Ceballos-Vacas, María Ángeles Gomariz-Vicente & Raquel Amaya Martínez-González</p> <p>Chair: Francesco Vittori</p> <p>Location: Room 1.1 (first floor)</p>	<p>3. For a communities pedagogical education of secondary school teachers. Towards paths of school family co-responsibility</p> <p>4. For a shared partnership in education: a research-training path</p> <p>5. COFORMACION Platform: validation of a digital platform for the school-family relationship</p>
<p>Session 5c: Family-school relationships and disadvantaged/vulnerable groups/families: dealing with disadvantages and diversities</p> <p>5c1. Alexei Medvedev</p> <p>5c2. Chrysa Keung</p> <p>5c3. Şerafettin Gedik & Meram Uzundal</p> <p>Chair: Soraya Elisabeth Shamloo</p> <p>Location: Room 1.5 (first floor)</p>	<p>1. Between superdiversity and doing diversity: school-based parent cafés revisited</p> <p>2. Enhancing kindergarten teachers' professional agency in supporting children from diverse family backgrounds through family-centred practices</p> <p>3. Navigating complexity: educators' experiences with seasonal agricultural worker families in a rural Turkish School</p>

<p>Session 5d: Family-school relationships and disadvantaged/vulnerable groups/families: migrant/refugee families and children</p> <p>5d1. Benedikt Wirth</p> <p>5d2. Emma Chen</p> <p>5d3. Erin Gail MacDonald, Arthur Bakker, Eva van de Weijer-Bergsma & Elma Blom</p> <p>5d4. Petar Lefterov & Chiara Bove</p> <p>Chair: Loizos Symeou</p> <p>Location: Room 1.2 (first floor)</p>	<ol style="list-style-type: none"> 1. Multilingual families in the German educational system: exploring language brokering in the school-family-child triad 2. Digital pathways to heritage language learning: transnational parents bridging fragility and equity 3. Translanguaging with caregivers and their children during a co-designed multilingual math activity 4. Transforming school-scapes and weaving alliances: the (un)expected impact of translanguaging on family-school relationships in primary school
<p>Session 5e: Family and school professions fragilities: Facing Parents'/families' fragilities & positive parenting initiative and programs</p> <p>5e1. Antonia Rubini & Mariacarmela Anelli</p> <p>5e2. Maciej Bernasiewicz, Anna Górka-Strzałkowska, Monika Popow, Marta Wiatr & Alicja Zbierzchowska</p> <p>5e3. Daniel Mastrosimone, Nicolò Valenzano, Paola Menotto & Federico Zamengo</p>	<ol style="list-style-type: none"> 1. For an anti-fragile fragility: (re)thinking educational co-responsibility 2. Education as common ground: balancing institutional initiatives with grassroots parental engagement in Polish preschools and primary schools 3. "Kintsugi": facing vulnerability with a systematic approach 4. Schools, Families, and Services: Pathways of Inclusion and Repair in the Complexity of Mafia Vulnerability

<p>5e4. Faustino Rizzo</p> <p>Chair: Pedro Silva</p> <p>Location: Room 1.3 (first floor)</p>	
<p>Session 5f: Parents and teacher relationship in the context of inclusive and special education</p> <p>5f1. Valentina Perciavalle</p> <p>5f2. Katarzyna Świeczkowska, Kacper Kowalski & Agnieszka Żyta</p> <p>5f3. Corrado Muscarà</p> <p>5f4. Solveig Roth & Janne Støen</p> <p>Chair: Elena Trifiletti</p> <p>Location: Room 1.4 (first floor)</p>	<ol style="list-style-type: none"> 1. Family and school contribution to the process of self-determination of people with intellectual disabilities 2. Building family-school partnership based on family-centered education approach – School in the Circles of Support in Poland 3. The family and the Operational Working Group for inclusion: pedagogical reflections and operational proposals 4. Positioning as a worried mother: raising a child who may show signs of having special needs

Roundtable: Experiences from Civil Society

Angela Nava Mambretti – President of the Coordinamento [Genitori Democratici Onlus](#) (in English “Democratic Parent Coordination”)

Prof. dr. Cristina Bertazzoni – Consultant and Pedagogical Supervisor of the [Mantua Farm School](#)

Cesare Moreno – President of the Association [Maestri di Strada Onlus](#) (in English “Street Teachers Association”)

Chair: Paola Dusi

Location: *Room T.2 (ground floor)*

Abstracts – Symposia

Symposium A: The Italian model of “Consultori Familiari” as an integrated service that builds educational partnerships among Families, Schools, and Communities

Coordinator & chair: Livia Cadei, *Catholic University of the Sacred Heart*

Discussant: Alessia Tabacchi, *Catholic University of the Sacred Heart*

Plan for the symposium

In Italy, the “Consultorio familiare” is a service which ensures integrated interventions for the family (Law no.405, 29 July 1975), strongly oriented by prevention, and promotion activities (Cadei, 2023a). It is a unique example of multidisciplinary service of proximity to protect women’s health, the developing age and relationships among the couple and the family.

The “Consultorio familiare” operates for the family, against the logic of fragmentation, hyperspecialization (Simeone, 2014) and health and social welfare drifts (Longo Carminati, 1995). The gratuity of services or the access under agreement with the National Health Service facilitate availability for those who are particularly vulnerable or socially fragile.

The work of the “Consultorio familiare” is marked by the care of relationships and family dynamics. Over time, with increasing urgency is felt the need to overcome the prevailing identification as presidio “sanitary-gynecologic-obstetric”. It thus becomes a primary context for observing people’s needs, able to intercept diverse and specific questions, with a holistic, multidisciplinary, and non-direct approach, integrated in the contexts and with other territorial services (Cadei, 2023a). The presence of a multiprofessional team facilitates synergistic actions, aimed at considering the multiple dimensions of the person within a unitary project, ensuring the necessary tools to take responsibility for personal and family planning (Cadei, 2023b, 2023c).

In this perspective it is possible to go beyond the vision of the “Consultorio familiare” as a simple provider of benefits, to understand it as a promoter of a widespread culture attentive to the family and adapted to the concrete situations. It is a resource for the community, which carry out cultural activities to encourage the family and its ability to be a subject of care both inside and outside.

In addition to the “Consultori familiari” established since law no.405/1975, our country has seen the rise of several private “Consultori familiari” and among these the “Consultori familiari” of Christian inspiration, with specific attention to the subjectivity of the family (Algeri, 2018). The symposium will focus on “Consultori familiari” of Christian inspiration, in which also the presence of a significant number of volunteers is noted. The volunteers build welcoming partnerships among the community, through the construction of inter-institutional agreements with schools, parishes, associations and all the subjects involved (Cadei, 2023b). These alliances are crucial to tackle new and old individual fragilities and social vulnerabilities; to rebuild the trust between the actors who assume and share educational responsibility (Cadei, 2023c); and to promote the well-being of children and families.

Recent research about the culture of parenthood and birth, which involved 125 “Consultori familiari” of Christian inspiration, will be presented. We will concentrate on actions that more directly show this commitment in building alliances between families and schools within the community, starting processes of co-construction and co-design of shared actions. The aim

is to deepen good practices and to outline transferable paths in different social contexts, to build educational partnerships among the community.

We will examine the projects of education to affectivity and sexuality promoted within schools and educational services, which involve children and young people, parents, and teachers; pathways of families' support, through the proposal of parent training and/or self-help groups through the family cycle, in particular, from childhood to adolescence. Finally, the project proposals and collaboration networks will be considered.

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a1. The “Consultorio Familiare” of Christian inspiration as a bridge between Families, Schools, and Communities

Livia Cadei, *Catholic University of the Sacred Heart*

The "Consultorio familiare" of Christian inspiration offers a welcome to families, supporting them in physiological transitions or in facing criticalities of everyday life (Cadei, 2023 a).

A peculiarity of the "Consultorio familiare" is the role played by the multiprofessional team, which working in synergy allows to build unitary projects and integrated interventions (Simeone, 2014). In this way, the person or family receives a help that responds to the expressed needs, through paths that promote the well-being and the activation of the subject (Cadei, 2023c). Another peculiarity is the presence of a significant number of volunteers, who work to build welcoming relationships and meaningful alliances in the community.

The paper aims to deepen these aspects, highlighting how the "Consultorio familiare" of Christian inspiration becomes a bridge between families and schools, through the definition of networks and inter-institutional agreements with all the subjects that make up the educational community (Cadei, 2023b).

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a2. Social and emotional learning: the courses of education to affectivity and sexuality promoted from the “Consultori Familiari” of Christian inspiration

Alessia Tabacchi, *Catholic University of the Sacred Heart*

The 1996 Delors Report highlights the need to overcome an “instrumental view of education”, to foster a vision that “emphasizes the development of the complete person”, in the perspective of learning to be (Delors et al., 1997, p. 86) and learning to live with others. Socio-emotional literacy is now a key issue in the education of the younger generation (Cordeiro et al., 2021). Children are overwhelmed with messages and information of all kinds, receiving an overexposure of content and notions, but it is difficult for them to manage their emotions and resolve conflicts. The fragility of contemporary society is due to a widespread inability to face the complexity of emotional life and to find adequate ways for its sharing (Unesco, 2015; 2021). These issues are interwoven with episodes of abuse, bullying, racism, gender violence. It emerges that social and emotional learning is the basis of a balanced development of the person in relation to oneself, the others, and the planet. The paper intends to examine the proposal of educational paths to affectivity and sexuality promoted by Italian “Consultori familiari” of Christian inspiration within schools and community education services. These interventions offer social-emotional learning paths for children, teachers, and parents at different levels. It is encouraged co-responsibility between parents and teachers, promoting training capable of generating a common commitment to the growth of the new generations.

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a3. Parental support within the “Consultorio Familiare” of Christian inspiration

Paola Zini & Dalila Raccagni, *Catholic University of the Sacred Heart*

This paper examines parental support within the “Consultorio Familiare” of Christian inspiration, analysing the methods of intervention and the key themes explored in family support programmes. Considering familial vulnerability and fragility, which often lead to challenges in the relationship with the school, the support provided by the “Consultorio Familiare” is crucial. These centres help through various forms, including individual consultations, couple therapy, and support groups, addressing the specific needs of each parent. The flexible approach, which encompasses various life stages from pregnancy

through adolescence, facilitates the management of relational challenges and fosters the development of robust parental bonds.

The collected testimonies underscore the significance of professional support, alongside the value of peer interaction among parents, which contributes to the establishment of a network of mutual assistance. Specifically, the themes of co-parenting, the management of family dynamics, and support during critical phases, such as pre-adolescence and adolescence - periods marked by profound emotional and social transitions - are explored in depth.

The study highlights how the “Consultori Familiari”, through educational activities and moments of shared reflection, promote critical thinking regarding the parental role. The objective is not only to enhance parenting skills but also to foster conscious personal growth and cultivate balanced familial relationships. The systemic approach regards the family as an interconnected entity, meaning that support for individual members becomes an opportunity to enhance the overall well-being of both the family unit and the wider educational community.

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a4. Challenges and perspectives of “Consultori familiari” of Christian inspiration

Valeria Della Valle & Vera Brunelli, *Catholic University of the Sacred Heart*

As could be seen in the analysis of the research, among the various areas investigated in a transversal manner, there remains a common plot: the ability to operate of the individual “consultorio” is deeply rooted with the concept of network, in the more individual dimension, in the dimension of the Confederation as a network of “consultori”, and to the broader local and national community dimension. This interconnectedness is driven by an increasingly necessary alliance between services and institutions within the framework of generative welfare. The multidimensionality and intersubjectivity of these dimensions suggest that there can be transversal and transformative learning in the experiences of the “consultori” themselves. To harmonize the competencies of each center, would be important to address internal challenges, such the management of resources, the promotion of a sense of

community, and the response to the needs of the context, the users, and the staff. These critical issues, which are constantly evolving, require an integrated planning process. In this context, the aim is to investigate the topic by focusing on certain areas that “Consultori familiari” considers useful to pursue to strengthen specific work areas, initiate new experiments, and foster collaborations.

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Symposium B: Collaboration between parents and staff in Early Childhood Education and Care (ECEC)

Coordinator: Ingrid Midteide Løkken, *University of Stavanger*

Chair: Anne Grethe Sønsthagen, *Western Norway University of Applied Sciences*

Discussant: Martin Samuelsson, *Nord University*

Plan for the symposium

The idea of parental involvement in education can be traced back to 1960 (Epstein, 1966). In recent literature, parents are described as a resource for children's educational learning experience (Calzada et al., 2015). Moreover, the idea of a partnership is introduced – that a collaboration between parents and teachers should unfold as a collaboration between equals where parents are provided with real opportunities to influence the situation of their children's everyday educational life (Vuorinen, 2021). According to Epstein (2018), the term partnership encompasses the concepts of involvement, engagement, participation, and collaboration. In our understanding, collaboration refers to the (social) behavioural component, i.e., what collaborating partners actually do when trying to create the desirable prerequisites for children's well-being, learning, and development in early childhood education and care (ECEC).

Every child's well-being and development, including education and cultural formative, is described as a shared responsibility between the ECEC and the child's home. Beyond the child-centric viewpoint, there are also democratic principles that underscore the necessity of parent involvement in children's upbringing and education. There are however contrasting views of how to view ECEC professionals: as an early childhood expert or as an extension of the parents (Cameron et al., 2014). Furthermore, there are both internal and external aspects relevant to the collaboration. Internal aspects are related to the interaction between them while external aspects are related to the beliefs they have of each other, about their collaboration, and of what a successful collaboration looks like (Cameron et al., 2019).

In this symposium, the first presentation presents a review of factors considered important for the collaboration between ECEC institutions and parents with a minority background. The second presentation introduces a model for family-professional collaboration based on the idea of deliberative democracy while also exploring the different roles of parents and ECEC professionals. The third presentation discusses the focus of the collaboration: to create a safe and sound psychosocial environment; as an obligated right for children in Norway. The cooperation between parents and staff should be directed towards well-being, development, and learning both at an individual level and at a group level. The fourth presentation explores COVID-19-related differences in perceived parental cooperation. The fifth presentation is based on an ongoing review where studies investigating the cooperation between staff and parents in ECEC from a Nordic and Norwegian perspective – with a focus on the content of the cooperation and a suggestion for further research.

The overall aim of the symposium is thus to discuss the characteristics of the collaboration between ECEC institutions and parents, how it unfolds, and to present strategies for how to facilitate a partnership between ECEC institutions and parents to create optimal conditions for children's wellbeing, learning, and development.

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b1. Positive factors for collaboration between early childhood and care institutions and parents with minority background – a systematic review

Maria Fredriksson, Margrethe Jernes, Trude Hoel & Thomas Moser, *University of Stavanger*

The aim of the systematic review (SR) to be presented is to contribute with a scientifically based overview of knowledge related to following research question: What factors are identified as positive for facilitating collaboration between early childhood and care institutions (ECECI) and parents with a minority background (PMB)? Collaboration between ECECI and parents is important for children's learning and especially for children with foreign background (Khalfaoui, Garcia Carrion & Villardon Gallego, 2020). Even so, research shows barriers for collaboration and identifies a gap regarding research on the positive factors facilitating collaboration between ECECI and PMB (Norheim & Moser, 2018). The study is grounded in Bronfenbrenners (1979) mesosystem's of multisetting participation. Methodology is in line with SR (Booth & Grant, 2009). The search is presented in PRISMA flow chart, and the result draws on thematic synthesis (Thomas & Harden, 2008). We followed the PRISMA 2020 guidelines (Page et al., 2021) for transparency and systematic to minimize the risk of bias. Primary results from the perspectives of parents and practitioners indicate that an including attitude, openness to the other and a willingness to communicate seems to be vital factors. Access to external language support and organisation for reflection are also highlighted as positive.

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b2. Partnership between parents and staff: Engaging in deliberative dialogue

Martin Samuelsson & Tove Ingebrigtsen, *Nord University*

In this presentation, we address the notion of family-professional collaboration in ECEC. Based upon the idea of deliberative democracy, we present our idea of how family-professional collaboration could be carried out, in order to make it unfold as a partnership. Based upon how family-professional collaboration is described in the Norwegian legal documents and national framework plan, our argument is that when ECEC professionals and parents are to make decisions regarding their shared ECEC institution, they should do so together by engaging in deliberative dialogue where they weigh arguments and alternative courses of action against each other and strive to reach mutual acceptable conclusions they can all agree on, or at least accept (Gutmann & Thompson, 1996; Fishkin, 2009). In this presentation, we wish to challenge and elaborate further on the idea of what a partnership implies in the context of family-professional collaboration. We argue that to solely ground the partnership idea on the premises that everyone is equal, important nuances in the relationship might be lost, resulting in role confusion and causing unnecessary conflicts between the parents and the ECEC. However, by operating with a more nuanced understanding of what a partnership implies, some of these conflicts could be avoided.

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b3. Early childhood settings as a ramp for inclusion – staff and parents' collaboration to promote peer relations

Ingrid Midteide Løkken, Ellen Elvethon, Thomas Moser, *University of Stavanger*; Helene Berntsen Svensson, *Norwegian University of Science and Technology*

Peer relations are essential development drivers for children's development (Howes et al., 1988). Staff and parents have a common responsibility to create supportive conditions for peer relationships and an inclusive environment in ECEC settings. Based on data from four focus group interviews with parents and staff in four settings. Results show that they collaborate mainly through daily dialogue about the child and the child's interaction in the pick-up and drop-off situations. This dialogue is mainly about how the child is doing socially in ECEC, about new friendships being made, and about challenges related to interaction with other children. In addition to pick-up and drop-off situations, collaboration also takes place by facilitating common meeting places where parents, staff, and children are present, usually gathered around an activity. A third form of collaboration is based on staff and parents having a shared understanding and interest in a common focus on promoting peer relationships by supporting individual children's social skills and inclusion. The findings show that there is a lack of basic common strategies and systems for promoting relationships between children to create an on-ramp for inclusion. More emphasis needs to be placed on further dialogue about how staff and parents can promote peer relationships.

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b4. COVID-19-Related Differences in Perceived Parental Cooperation in Norwegian Early Childcare Centers

Anne Grethe Sønsthagen & Karin Elisabeth Sørli Street, *Western Norway University of Applied Sciences*

Parental collaboration in early childcare centers (ECC) supports children's well-being, development, and learning (Devlieghere et al., 2020). When the COVID-19 pandemic struck worldwide in 2020, it brought structural changes to how parents and staff in ECC could collaborate. This study has investigated the impact these structural changes had on parents' perceived collaboration within ECC in Norway before and after the first lockdown in spring 2020. Data from a national Parental Survey from the fall of 2019 (n= 1603) was compared to an adapted version during the spring of 2020 (n= 313) in the Norwegian region Vestland to investigate whether there were differences in the parent's perceptions of collaboration. After examining the structural validity of the National Parental Survey, supporting a four-factor solution, the results showed that parents' perceptions of the two factors of information and interactions were significantly more positive in 2020 than in 2019. Moreover, the results illustrated a slight improvement in parents' perception of staff-child relationships. Unsurprisingly, a situation that left little room for parental input and with restricted access to the ECC premises did not strengthen parents' perceived participation. The study sheds light on the implications of structural changes that are relevant beyond the pandemic situation in which they arose.

Reference

Devlieghere, J., Li, Y., & Vandebroek, M. (2022). Beyond the veil of parents: Deconstructing the concept of parental involvement in early childhood education and care. *Early Years*, 42(4-5), 587-598.

b5. What we know about parents and staff collaboration in a Nordic and Norwegian ECEC

Ingrid Midteide Løkken, Dziuginta Baraldsnes, Guttorm Helgøy & Andre Baraldsnes, *University of Stavanger*

Collaboration between staff and parents is important for different aspects of children's development (Hujala et al., 2009) and to secure a safe and sound learning environment in ECEC settings. This study presents an overview of research based on an ongoing scoping review. The review aims to identify which areas of cooperation are investigated and what these studies can tell us about the collaboration between parents and staff in the Nordic countries (Denmark, Finland, Iceland, Norway, and Sweden). Thematic analysis is used to capture the different areas of the studies. We will look deeper into the studies from Norway (11) on what knowledge exists, the content, and what is needed for further investigations. The topics investigated in the studies were arenas for dialogue and disagreement, the ideal of partnership, and partnerships related to the youngest children. Three studies look into collaboration with parents with refugee backgrounds, and two studies related to children with special needs. One of the studies had a comparative perspective related to psychosocial support, emotional knowledge, and mental health. Another study explored and compared perceptions of and strategies for dealing with bullying, and one with a community perspective about co-creating inclusion and well-being as public values.

Reference

Hujala, E., Turja, L., Gaspar, M. F., Veisson, M., & Waniganayake, M. (2009). Perspectives of early childhood teachers on parent–teacher partnerships in five European countries. *European early childhood education research journal*, 17(1), 57-76.

Symposium C: Where is the student in the digital home-school relationship?

Coordinator & chair: Unn-Doris K. Bæck, *UIT The Arctic University of Norway*

Discussant: Anu Alanko, *University of Oulu*

Plan for the symposium

In the contemporary digital age, the integration of technology into education has transformed the roles and responsibilities of students, parents, and educators. This symposium explores the multifaceted challenges and opportunities arising from digitalization in education, both empirically and theoretically, focusing on student and parental agency, communication dynamics and educational equity.

A key focus is the critical role of parents in safeguarding their children's digital well-being. As digital media becomes increasingly embedded in children's lives, parents must navigate the benefits and potential pitfalls of digital engagement. This includes understanding how digital tools can enhance learning and social interaction while recognizing the risks of overuse and exposure to inappropriate content. The symposium will discuss strategies for fostering a balanced digital environment, emphasizing open communication and collaboration with educational institutions.

Another focal point is the communication dynamics between schools and families, especially those from diverse linguistic and cultural backgrounds. Digital tools offer new avenues for engagement but also present challenges, such as language barriers and varying levels of digital literacy. The symposium will explore how schools can develop inclusive communication strategies to ensure all families have access to vital information and feel empowered to participate in their children's education.

Furthermore, the symposium addresses the broader implications of digitalization on parental involvement and educational equity, through employing the concepts of digital alienation and Bourdieu's concepts of habitus, capital and field. As digital platforms become central to educational processes, disparities in access to technology and digital literacy can exacerbate existing inequalities. The discussion will highlight the need for equitable access to digital resources and the development of digital literacy skills across all social and cultural segments. By examining these issues, the symposium aims to deepen understanding of how digitalization can either bridge or widen gaps in educational opportunities.

The title of the symposia is a reminder to us all that students' interests and children's rights should be central in all debates on education. This symposium holds significant implications for students, parents, schools, and the broader community. By integrating empirical results, theoretical perspectives, and policy discussions, it aims to ensure students' digital well-being by examining student and parental agency for navigating the digital landscape. These insights offer valuable guidance for supporting children's digital well-being and fostering positive engagement with educational institutions. For schools, the symposium underscores the importance of developing communication strategies that are inclusive and responsive to diverse family needs. This involves understanding cultural and linguistic barriers and ensuring all families have access to necessary information and resources. The incorporation of Bourdieu's concepts of habitus, capital, and field to provide a deeper understanding of digital dynamics in education. By integrating these perspectives, the symposium aims to enhance our understanding of the digital dynamics shaping education today. In doing so, it advocates for the development of more inclusive and effective educational practices that

acknowledge and address the diverse needs of students, parents, and educators in the digital age.

c1. Parents' agency and responsibility for digital well-being of their children

Limin Gu, *Umeå University*

This presentation aims to highlight the importance of parents' agency and responsibility in promoting their children's digital well-being. Data is from a survey by Swedish Agency for the Media in 2022 (n=1449) on parents' perceptions and attitudes towards their children's use of digital media. The research questions were: 1) what knowledge do parents have about their children's use of digital media? 2) how do parents perceive the advantages and disadvantages of their children's use of media? 3) what strategies do parents use to protect their children on the Internet? 4) what areas for improvement regarding parental mediation can be identified? The main findings reveal that the majority of parents are aware of what their children are doing online. Many parents believe that media use contributes to learning and various aspects of community and social interaction. There is also greater concern that being absorbed in social media leads to reduced participation in other important activities. Parents use a variety of strategies to protect their children, including use of various surveillance software. Continuous dialogue with children about the opportunities and risks of the internet and social media and closer collaboration with schools and communities are some areas that need to be improved.

Reference

Swedish Agency for the Media (2023). *Parents & Media – a statistical survey of parents' perceptions of children and the media*. Östertälje Tryckeri AB.

c2. Digital communication between teachers and families with multilingual background

Kristín Jónsdóttir, *University of Iceland*

Challenges and possibilities in using digital tools and platforms in communication between teachers, students and parents of multilingual background are in focus in this presentation. Educational policy, and the general data protection regulation (GDPR), influence the use of digital tools in schools in several ways. The study examines how teachers value the digital tools available, likewise how parents experience the usage of technology in schools, and the roles students may have in these digital relationships. Data derives from an Icelandic research project, Language policies and practices of diverse immigrant families in Iceland and their implications for education, mainly from semi-structured interviews with 16 immigrant families, and teachers and principals in pre- and compulsory schools. Findings show that support to develop digital communication is limited, and teachers sometimes feel insecure in using digital tools with the multilingual families. Parents' experiences are widely diverse and some feel that their voices are not heard. Language barriers are amongst the obstacles in cultivating the digital relations. Students, sometimes unwillingly, take on the role of being mediators between home and school, despite all the possible technologies.

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c3. Digital alienation in education: Challenges for parental Involvement

Unn-Doris K. Bæck, *UIT The Arctic University of Norway*

This presentation explores the challenges and opportunities that arise as digital media transform traditionally face-to-face interactions, such as the parent-teacher relationship, within the education system. It investigates whether digitalization in schools acts as a tool for increased inclusion or exacerbates differences among student groups through parental interactions. The presentation examines digital alienation, where parents and students experience disconnection due to the pervasive integration of digital tools. As schools increasingly rely on digital platforms, tensions emerge between technological advancement and traditional family roles, potentially depleting familial functions. Utilizing Pierre Bourdieu's concepts of habitus, capital, and field (Bourdieu 1986), the paper provides a framework for understanding digital alienation. The reshaped educational field alters power dynamics, potentially marginalizing those lacking digital literacy. Research underscores the significance of cultural resources and active parental mediation in predicting adolescents' digital skills and educational internet use, emphasizing family cultural capital's role. By addressing digital alienation this presentation seeks to contribute to a problematization of the discourse on technology's impact on educational and familial landscapes, stressing the importance of digital literacy and equitable access.

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Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), *Handbook for the theory and research for the sociology of education* (pp. 241-258). New York: Greenwood Press.

Symposium D: The essential role of partnerships among families, schools, and communities in adoption and foster care

Coordinator and chair: Anna Guerrieri, *University of L'Aquila and President of Coordinamento CARE*

Discussant: Alessia Tabacchi, *Catholic University of the Sacred Heart*

Plan for the symposium

Adoption and foster care are marked by adverse childhood experiences (ACEs) (Felitti et al., 1998), which are part of the history of children who experience separation from parents or other caregivers; and placement instability (Webster et al., 2000; Konijn et al., 2019). The accumulation of multiple adversities during childhood can have negative effects on health and well-being (Chamberland et al., 2015; Sameroff et al., 2003). In particular, the vulnerability that characterizes the existence of these children can interfere in learning processes (Sempowicz et al., 2018; Stother et al., 2019; Anderman et al., 2021) and affect the outcomes of educational success (Ferritti & Guerrieri, 2020; Ferritti et al., 2020a, 2021). For this reason, it is appropriate to promote educational paths that, respectful of each child's life story, can prompt the deployment of personal resources and promote resilience and empowerment.

To this purpose, partnerships and alliances among parents, school and community are urgently needed (Pourtois & Desmet, 2017; Ferritti & Guerrieri, 2020b; Ferritti & Tabacchi, 2022). These collaborations can facilitate the well-being at school among all the actors (students, teachers, and parents). In the meantime, they can ensure the construction of learning pathways that convert adverse experiences into transformative learning opportunities, guaranteeing equal rights and countering the results of educational poverty (Save the Children, 2014).

"Talk about Equality and Social Justice in the Educational System for children with a history of adoption and foster care leads to consider how political, educational, and cultural measures should be offered to guarantee full opportunity and to contrast inequality and stigma" (Balenzano et al., in press). For this reason, the CARE Coordination, a Third Sector Agency that unites 40 adoptive and foster care families' associations in Italy, over the years, has been devoted to promoting collaboration among families, schools, and communities, through a major advocacy action (Balenzano et al., 2024). This action is aimed at promoting policies, including programmes, practices, and resource allocations to support the implementation of the Convention on the Rights of the child.

To guarantee the right to study and the reception in school of children in adoption or foster care, the CARE Coordination has promoted the dissemination of guidelines for the right to study of pupils in adoption (2014/2023) and of pupils who live outside the family of origin (2017). These documents aim to remove or reduce those obstacles or discriminatory elements which may make personal development difficult for any child living in complex situations.

In the symposium we bring to attention research and experiences that, starting from the protection of the right to education of each child, help to deepen good practices and criticalities in collaboration between school, family, and community. To this end, a dialogue between scholars and families' associations will be promoted, aimed at bringing to the attention useful elements for the design of co-responsibility paths between school and family in the local community (Tabacchi, 2021).

The symposium will dwell on a brief presentation of the Guidelines for the right to education of adopted students (Ministry of Education's, 2014/2023) and of the Guidelines for the right to education of students outside of their original families (students in the foster care system) (Ministry of Education's, 2017). It will be sought to bring attention to the many references within them on the collaboration between school, family, and community, and the proposed good practices. In this perspective, considering the important role of teachers, will be examined a training proposal in which the theme of child protection and the needs of children in adoption and foster care is specifically addressed. Finally, the issues of joint responsibility among family and school will be deepened within the school context from early childhood, given voices to the experience of a group of adoptive parents.

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d1. Child Protection in Initial Teacher Training

Paola Ricchiardi, *University of Turin*

School plays a central role in the child protection services system: it can be considered a privileged point of observation and a place for fostering a culture of inclusion. Furthermore, schools represent the first context of socialization for minors when they are welcomed into a new reality, often during the most complex moments marked by the trauma of separation (Urrea Monclús, 2020). Teachers can provide continuity, help build the local support networks (Lickteig & Lickteig, 2019) and promote the daily well-being of minors, as highlighted by research (McGiure et al., 2021). Schools should also enhance the abilities and skills of minors in cases of understimulation (Barrat & Berliner, 2013), paying close attention to emotional, affective, and relational dimensions. Additionally, schools may play a role in the reintegration phase of minors into their families of origin, fostering continuity both in education and emotional bonds.

Despite the significant role of teachers, the issue of child protection remains overlooked in initial teacher training. Two experimental proposals are therefore suggested: the development of a five-year curriculum on child protection integrated into the initial training of primary and early childhood teachers, and the establishment of a "socio-psycho-pedagogical clinic," involving mixed teams of students in the analysis and reflection on complex cases of minors in protective care with professionals and associations.

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d2. Intercultural education for teacher training. A look at the Guidelines for the right to education of students who have been adopted

Stefania Lorenzini, *University of Bologna*

School is one of the main and most important contexts for developing children's experience, and this of course also applies to students with an adoptive background. Adoption is a reality that presents multiple facets, critical issues, resources. Among other peculiarities, children who have been adopted can have their origins in different areas of Italy or other countries in the world, both in international adoption and in national adoption that concerns girls/boys of foreign origin who have been abandoned on Italian soil. Often these children bring with them experiences, habits, languages, and even somatic traits and skin colors that are different from those still prevalent in the Italian context. Their life paths are complex, often protected by repeated fractures, losses, bereavements, discontinuities, and in any case by peculiarities that teachers must be able to consider, recognize, respect, to realize a prepared, sensitive and competent welcome. This once again assigns fundamental importance to teacher training for which the intercultural pedagogical and educational perspective can provide crucial indications as well as some reflections on the contents of the Guidelines to promote the right to education of adopted students (2014 and 2023).

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d3. Joint responsibility among family and school in early childhood. The experience of some adoptive families

Alessia Tabacchi, *Catholic University of the Sacred Heart*

In Italy, the guidelines for the right to study of pupils in adoption (Ministry of Education, 2014/2023) draw attention to the need to foster processes of reception within the school context from early childhood (creche, integrative services, nursery schools).

The establishment of the Integrated System of Education and Training for children from birth to six years (D.Leg. 65/2017) aims to ensure that all children have equal opportunities to develop their potential in relation, autonomy, creativity, and learning, to prevent the potential for inequality on a territorial, economic, ethnic, and cultural basis (Ferritti & Tabacchi, 2022).

In the case of children in adoption, targeted pathways for early childhood integration should be provided, promoting a constant dialogue between parents and educators or teachers (Tabacchi, 2021), to promote the welfare of children in educational services and to develop children's capabilities and wellbeing.

The paper examines research conducted with the involvement of some adoptive parents within a family association called Afaiv, active in the territory of Varese. Through an online questionnaire,

parents' perception of the experience lived by children in the nursery and/or kindergarten was collected, focusing on the dimensions of school-family partnerships and collaboration and the educators' preparation on adoption issues.

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d4. Exploring the Relationship Between Emotional Intelligence, Usage, and Trust in AI Among Adolescents: The Impact of Parenting Style, Perceived Social Support, and Parental Engagement in Digital Devices Usage

Marco Andrea Piombo, Gaetano Di Napoli & Cinzia Novara, *University of Palermo*

The widespread diffusion of Artificial Intelligence (AI)-based technologies in the last years is transforming adolescents' learning, social interactions, and identity formation. Establishing and strengthening collaborative networks among schools, parent associations, families, and communities is essential to promote responsible AI use and support the socio-emotional development of youth. This study examines how parenting style, parental engagement in internet use, emotional intelligence (EI), and perceived social support influence adolescents' digital literacy and responsible AI use.

We recruited over 150 adolescents (aged 13–17) and 100 parents through a network of educational institutions and parent associations. Participants completed a series of standardized questionnaires through an online survey using QUALTRICS. With this research we aim to establish robust school-family-community alliances to promote good practices in AI usage in adolescence.

Preliminary findings indicate that higher EI positively correlates with an authoritative parenting style and greater perceived social support and trust in AI, while negatively correlated with authoritarian parenting and excessive online time. This suggests that emotional competencies and supportive parenting practices could promote healthier, more responsible AI usage in adolescents.

These results underscore the importance of integrated school-family-community strategies to reinforce bonds between adolescents and their families, thereby promoting socio-emotional development and guiding responsible AI technology use.

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d5. Adolescent's identity and well-being in a cohesive and inclusive community

Chiara Aleffi, *University of Macerata*

The concept of well-being in adolescence is constantly evolving and represents an element of interest because it refers to a developmental phase that provides the basis for future cognitive, emotional and social well-being (Mohamed et al., 2018; Gómez-López, 2019). There are six life domains that play a key role in shaping an adolescent's identity and well-being: friends, family, school and life as a whole (Booker et al., 2018). A cohesive and inclusive community (Eccles & Gootman, 2002) allows an adolescent to develop social and leadership skills and a sense of responsibility (Martel et al., 2021). To do this, it is necessary to create a support network composed of family members, educators and community

leaders. The aim of this research is to promote the concept of community creating collaboration between public and private sectors, families and education stakeholders to implement projects and cultural initiatives with the aim of providing an insight into the problems and resources of adolescents. A specific focus will be dedicated to the theme of adoption and family associationism. Authors carried out an exploratory survey conducting three focus groups with pre-adolescents and adolescents, parents and stakeholders to understand their psychological well-being, needs and habits. What emerged was the need and the desire to create aggregation places that foster this sense of community.

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Symposium E: Transitioning in communities for families and children – between institutions, positions and norms

Coordinator & chair: Lene S.K. Schmidt, *University College Absalon*

Discussant: Noora Heiskanen, *University of Eastern Finland*

Plan for the symposium

Transitioning in children's lives is often associated with a need to ensure coherence to smoothen the passages for children from one site to another (Bach et al, 2020). Transitioning in this symposium spans various institutional sites and passages in children's and families' lives: 1) passages between early childhood education and care (ECEC) and school, 2) passages between ordinary and specialized education, and 3) passages between community and school. Transitioning across sites and passages is often associated with possible risks and vulnerabilities for the individual child and its parents (Jahreie, 2022; Heiskanen 2020). However, even though transitioning reveals cracks of fragility in the institutions themselves, they are not given as much attention as individuals. There is a cultural self-evidentness linked with transitioning, as organizing and practices for children's transitioning follow roughly the same time, rhythms, and norms (Schmidt & Hui, 2023). However, the institutions, their norms, organizing, and practices can be questioned by families and children in transitioning by their ways of acting, being, and approaching their new settings. How institutions meet such children and their families that question the institutions themselves varies.

From a pedagogical and sociocultural perspective, we aim to examine the social character of the transitioning and its societal and culturally embedded relations between families, children's institutions, and communities (Schmidt 2024; Schmidt & Alasuutari 2023). There may be a tendency to naturalize institutions and institutional life and to expect children and parents to conform to the daily framework that exists for the lives that already unfold there (Heiskanen et al 2019; Gulløv, 2024). Institutions and institutional life, however, are socially and culturally specific forms of existence and are thus anything but self-evident (Andersen, 2017). To overlook this can have social differing significance since the institutional norms can be more obvious for some parents than others. With a multi-sited approach and departures in selected ethnographic fieldworks conducted in Finland and Denmark, the shared research questions of the symposium are: How do institutional fragilities in transitioning entangles with how individual children and parents are being positioned as well as their agency?

In the analysis, across the institutional sites, local communities are working with hope and cracks in the socio-cultural conditions of transitioning in institutions and everyday life that seek to enable pathways for diverse children and families. We approach pedagogical practice as something that does not consist of evident knowledge and quick-fix solutions (Biesta, 2009). If children and parents in transitioning e.g. are having a hard time, there is not necessarily a simple solution to resort to, rather it is a matter of repeating several and different attempts in practice. Here, we find, that doubt can be an important part of professionals' and parents' repertoire of actions. We are inspired to see doubt as a pedagogical concept referring to knowing that you do not know everything (Johannesen, 2013). It is not the same as not knowing but refers to being able to be open to the unpredictable in social relationships and interactions in a given practice and situation.

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e1. Transitioning and negotiations about the proper time for children

Maja Plum, Rikke Brown & Anna Kathrine Frørup, *University College Absalon*

In Denmark, political and educational attention is given to the idea of community as a key element to children's well-being in general, and in times of transitioning in particular. This paper has its departure from a socio-cultural and pedagogical perspective on how a new organizing mode for the community in school transitions unfolds. The new organizing mode is being tried out in one institutional setting in a Danish municipality in one school and an ECEC institution. Unlike the dominant singular practice of starting school in the summer, this approach opens up to a plurality in the timing of when children make the transitioning from

kindergarten to school. Thus, some children begin in spring, others in summer, and some in autumn. We investigate the following research question; How are the norms regarding "the proper time" for school start (re)constructed by parents, children, and professionals within this diverse transitioning process? The research is based on ethnographic field visits in the year 2024 to 2025 during the process and periods for the families and children's transitioning. We also draw on qualitative interviews with children and document analysis.

References in the plan for the symposium

e2. Becoming a parent of a child in need of support

Jenna Niemi, Noora Heiskanen, Marja Syrjämäki & Jaana Viljaranta, *University of Eastern Finland*

In early childhood education and care (ECEC) family is the most important partner, especially when child needs support for learning, participation, or well-being. In Finland, in ECEC it is mandatory to prepare an ECEC plan for every child. It is prepared in cooperation with the parent and should be evaluated together with the parent at least once a year. (Act on Early Childhood Education and Care 540/2018.) Hence, there should be at least two meetings per year with ECEC professionals and parents. The process for support in ECEC might be challenging for parents in many aspects. If the child does end up needing more intense support, the parents might experience a transition from "an ordinary parent" to "a parent of a child in need of support in ECEC". The research questions in this study are: (1) what meanings parents give to the support process, and (2) what kind of emotions does the process evoke in the parents? The research includes part of the qualitative longitudinal data consisting of interviews with parents (N=10) and narrative analysis will be used.

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Other references in the plan for the symposium

e3. 'The Village Scheme' – building up a community

Sine Pentthin Grumløse & Lene S.K. Schmidt, *University College Absalon*

In Denmark, as in several other European countries, there is a political focus on ensuring that there are fulfilled communities in the rural areas. In a time when many families are relocating to larger cities and school closures are a recurring event, it is important to find solutions. The 'landsbyordning' (the village scheme) can be seen as a political initiative established to create good conditions for families in smaller communities, addressing the transitions in children's lives and a wish to strengthen local communities. A central element of 'landsbyordningen' is shared management for ECEC daycare and school, as well as an emphasis on transitioning to the local community and their engagement in their local environment. Through document studies and participant observations in the year 2024, we have followed the establishment of a 'landsbyordning' in a smaller Danish town in a rural area. What visions are there for the children and their families, and what are the current experiences in order to create relations and local anchoring? Thus, we follow the

pedagogical and organizational considerations that accompany the anchoring of 'landsbyordningen' and investigate what it means from the perspectives of children, parents, and professionals.

References in the plan for the symposium

Abstracts – Parallel sessions

SESSION 1. Thursday, June 05 | 09:00 – 10:30

Session 1a: Paths to improve family-school-community relationships: projects, practices, and experiences in kindergarten

1a1. Co-creation with families in ECEC through workshop methodology

Anne Grethe Sønsthagen, Ruth Ingrid Skoglund, Lillian Pedersen & Evelyn Eggum, *Western Norway University of Applied Sciences*

This presentation will explore the following research question: “What characterizes the EX-PED-LAB ECECs’ work with family collaboration, and how can workshop methodology contribute to new forms of family collaboration?” The study is part of a larger project: Exploration and Pedagogical Innovation Laboratories (EX-PED-LAB), aiming to create a “third space” (Bhabha, 1994; Soja, 2010) for co-creation where diverse interests and knowledge are integrated (Ind & Coates, 2013; Ødegaard et al., 2023). One key activity in EX-PED-LAB is Hopes and dreams, designed to foster positive change by focusing on aspirations and changing the current situation without considering limitations like resources or time constraints (Ødegaard et al., 2023). We examined the family collaboration practices in five ECECs and tested parental workshops in two of them, where parents and staff discussed their dreams when the child entered the ECEC in the morning. We started the workshops with an open phase before entering a more concretizing phase (Birkeland et al., 2023), where the participants discussed different ways to achieve the presented dreams and which dreams could be implemented in the ECEC. The participants answered a survey regarding their thoughts after the workshop. We have analyzed the five ECEC’s parental cooperation projects and the results from the dreams in the parental workshop and the survey. Preliminary results illustrate that ECECs (1) find family collaboration challenging, (2) work systematically to improve it, (3) aim for full family participation, and (4) seek to create environments that foster relationships. Analysis of the dreams indicates the importance of having sufficient time and staff when families arrive at ECEC and suggest making the entrance space inviting for children. Survey analysis shows that the workshop method was seen as safe, creative, and inclusive, but participants emphasized the need for follow-up on their shared dreams within the ECEC context.

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1a2. Innovating ECEC: meeting places, spaces for collective growth

Paola Zonca, *University of Turin*; Claudia Ciccaldi, *University of Milan-Bicocca*

Human fragility is linked to education, considered as a transformative opportunity for the human being. ECEC settings are fundamental to safeguarding the well-being of children and families. ECEC, designed as democratic and inclusive environments, must respond to the challenges of individual and collective fragility, operating as places of growth for all actors: children, parents, educators. This requires a pedagogical approach that considers families as a resource, in order to engage in a process of collective empowerment.

The experimentation of *Officina Koinè* represents a concrete example: it has aimed to go over traditional models, creating a space where families and children can live together experiences of relation, play and growth. The idea of an educational centre and resource for the local community that aims to promote social relationships and respond to the requirements of families in a flexible and inclusive approach. Collaboration between educators, families and the local community was fundamental to transform fragility into opportunities for mutual growth. To achieve this, *L'Officina Koinè* placed free play at the centre as a life-long experience of collective expression, overcoming individual barriers and developing social and emotional skills. The active participation of families as co-creators made possible an approach that respected the diversity, fostering inclusive education. The experience interrogated educational professionalism: what kind of skills are necessary to situate educator as moral agents supporting collective empowerment?

The experience highlight how ECECs can be spaces able to integrate human vulnerability, in a collective educational process, discovery of the Other, and contribute to building a fair and solidarity-based society. Today, the educational challenge calls to transform in possibilities the fragility, for developing a democratic and inclusive community. Therefore, it is the responsibility of the educational services to embrace this challenge, within reflexive and innovative processes, transforming themselves.

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1a3. Important factors for the positioning of parents in their children's transitioning from kindergarten to school and day care facilities for schoolchildren – a biographical case study

Janne Støen & Solveig Roth, *University of Stavanger*

Background and Aim: In Norway, all students have a legal right to a safe and inclusive learning environment. For children in grades 1-4 this also includes the after-school program (SFO). In transitioning from kindergarten to school many children face challenges, both socially and academically. This study aims to explore how children and their parents experience the transition to school and the SFO, related to the tensions the parents experienced during the transition face and the changes in parents' social positioning.

Methodology: Data were collected as part of a small-scale two-year study involving 5 parents. Recursive individual interviews were used. Data was collected at three time points 1) at the end of the kindergarten period 2) right after starting school and SFO 3) at the end of the 1st school year. Longitudinal theme-based case histories were created.

Results and Discussion: Preliminary results show that the communication between parents, school and SFO staff is crucial for how they perceive the transition. Overall, parents were more satisfied with the communication with the school than with the SFO. They also perceived the connection between school and SFO as random and unstructured. The parents perceived their position as being listened to, but when they expressed concerns, it did not result in any changes. This was more explicit in SFO than in the school. This study highlights the need for school and SFO staff to seriously consider parents' worries, input and need for information, as well as enhancing communication and cooperation between school and SFO.

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1a4. Families in the transition from kindergarten to school

Nóra Imre, *University of Pannonia*

A number of international studies show that effective collaboration between families and professionals working in institutions (nurseries, schools) is key to children's development and well-being (Balduzzi et al. 2019). According to Bronfenbrenner's ecological model, the main actors in a child's life course - parents, teachers, peer groups and the nature of the relationships between them - play a crucial role in the child's life course, which necessarily goes through transitions (Rimm-Kaufman and Pianta 2000). Indeed, the quality of the transition from kindergarten to school is strongly related to the professionalism, cooperation and practices of the different educational actors (kindergarten teachers, teachers, children, parents) (Fabian and Dunlop 2007; Curby et al. 2018). Some of the studies conducted in this area focus on teachers' professional competencies and students' school readiness (Peters 2010; Mirkhil 2010), while others highlight the role of parents/families in this process (Dockett et al. 2017; Fleisz-Gyurcsik 2022).

The aim of our research was to explore the attitudes and views of parents of children in transition from kindergarten to school about the transition period. The target group of our qualitative research were parents whose child started school in September 2023. Individual, semi-structured interviews were conducted at two points in time to explore parents' initial expectations and how these evolved in relation to the start of school. A purposive sampling strategy was used with a sample of parents (n=12) whose child started school at the same primary school. Our research questions were formulated around the following sub-themes: (1) What are the forums of cooperation in kindergarten and school that support a harmonious transition from kindergarten to school from the parents' perspective? (2) What is the role of parents in the transition? (3) Which factors are necessary for a harmonious transition from the parents' perspective? The analysis was conducted using a mixed coding paradigm and supported by content analysis software. Our results show that parents are satisfied with the cooperation forums organised by the institutions and see their role mainly in the support at home, which they consider as a key factor for a successful start at school.

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1a5. Eco-strategy and territorial identity in Italian students aged 4-6 yrs

Miriam Galloro¹, Valeria Debilio², Antonio De Sarro² & Teresa Iona¹,

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Natural disasters can have profound effects on children's development. As highlighted by Tang et al., such events often disrupt their sense of security and belonging, underscoring the importance of strengthening connections with the territory to foster resilience and well-being. In this context, territorial identity emerges as a crucial element capable of consolidating community cohesion through a shared sense of belonging (Capello, 2018). This identity develops through interaction with the natural environment and the social context, embedding values of solidarity and participatory behaviors. The aim of this research is to examine whether territorial identity can promote sustainable actions among children aged 0 to 6. Through the regional project "PICCOLI EROI A SCUOLA...quando fu il giorno della Calabria," inspired by the book Quando fu il giorno della Calabria by Leonida Repaci, 2097 children from 41 schools in the Calabrian region were involved in educational activities combining the exploration of territorial identity with environmental education. The discussion draws on scientific evidence showing that contact with nature and engagement in outdoor physical activities positively influence mental health, cognitive development, the formation of territorial identity, and ecological awareness in children (Tillman, 2018; Stodden, 2008). The outcomes suggest that strengthening territorial identity through educational projects may encourage children to adopt more sustainable lifestyles, there by fostering greater sensitivity to environmental issues and contributing to collective well-being.

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Session 1b: Digital media for family-school relationships: problems and suggested solutions

1b1. Knowing the field of the relationship between families and schools through digital media: challenges and implications for democratic participation

Maria Fernanda dos Santos Martins, *University of Minho*

This communication aims to conduct an exploratory, though not exhaustive, survey of works that focus on the (new) means of communication between families and schools, particularly digital media. Specifically, we aim to identify and outline some theoretical-conceptual and empirical lines for understanding this new form of relationship between these two groups of educational actors. Special attention will be given to approaches that frame this issue in ways that ensure and increase the democratic participation of parents in schools, a concern that runs through my work as both a teacher and researcher. The methodology will be exploratory and selective, focusing on a brief literature review, primarily examining scientific articles, with an emphasis on the dynamics and impact of new technologies on the school-family relationship. The analysis will be guided by the problematization of the issues that arise with the introduction of digital media in this context, such as inequalities in access to technology, resistance to new forms of communication, and the actual effectiveness of these tools in promoting greater parental involvement.

1b2. Digital platforms for home-school collaboration: student perspective

Anu Alanko, *University of Oulu*

Digitalization affects the ways home-school collaboration is organized in today's schooling. In Finland, school administration system Wilma is widely used at schools for communication and administration. In Wilma, teachers can grade their students, register absences and give lecture notes based on students' activity, and communicate with students and their guardians. Guardians can communicate with teachers, read announcements, and follow their children's progress at school. Moreover, students themselves can, for example, check exams and grades they've received, read announcements and lecture notes, and communicate with teachers. Besides being a platform for home-school collaboration, Wilma is an integral part of students' everyday life at school.

Based on thematic interviews conducted in two schools in Northern Finland (n=46), I ask how Wilma as a socio-material practice, both enables and challenges students' schooling. Theoretically, I apply actor-network theory in tracing the actors and their relations in the system. Results show that Wilma has an important role as a digital memory through which students can check the essentials of the school day. Secondly, Wilma has a surveillance function, as teachers register students' absences, give grades, and grant positive and

negative lesson notes based on student's performance, while guardians must follow these actions through the system. Thirdly, Wilma is a communication and message system, through which the users communicate on school-related issues. However, students' usage of Wilma is challenged by teachers' diverse ways of utilizing the service, by guardians' manifold role in monitoring their children's school performance, and finally, by digital technologies creating connection breaks and updates within the system. In summary, regardless of its reported benefits, schools and teachers should have more consistent guidelines for using Wilma. Otherwise, it is reduced to a yet another surveillance technique with little possibilities for students' and their guardians' participation and collaboration.

1b3. Teachers' experiences of parental involvement in a digital era

Marina Wernholm, Eva Klope, Ulrika Bossér & Maria Hedlin, *Linnaeus University*

The aim of this study is to explore teachers' experiences of parental involvement in a digital era and its impact on their work environment. The research question guiding the study is: How do teachers describe their use of digital technologies in communication with parents and in relation to different boundary strategies? Data were generated through 17 in-depth interviews with teachers. The theoretical foundation informing the study is Rosa's theory of social acceleration (Rosa, 2003). A central point is that digitization and the growing reliance on digital technologies in daily activities are significant game-changers for education and for educational research (Säljö, 2018). Digitization has significantly altered the communicational landscape, making interaction and information distribution more complex (Jewitt, 2011). This aligns with Rosa's argument that technological acceleration leads to social change acceleration, which in turn impacts the "pace of life" (Rosa, 2003, p. 12). Consequently, this also affects parent's communication with teachers, parental involvement and how teachers handle parental contacts (Alieva, 2021; Hedlin & Frank, 2022; Krumsvik et al., 2016). Preliminary results highlight teachers' nuanced descriptions of handling parents' communication and involvement in a digital era, addressing both challenges and opportunities in relation to their work environment. The challenges seem to be related to the impact of digital technologies on the boundary between work and leisure time – for some teachers, it has become blurred. Meanwhile, other teachers' use digital technologies to uphold a strict boundary between work and leisure time. Furthermore, there is a noted difference in how parents use digital technologies. A significant issue is that some parents lack "BankID" a simple electronic form of identification required to log in to digital platforms. As a result, these parents are limited in their ability to be involved in their children's education because they cannot access all the available information.

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1b4. Parent-teacher relationships and communication through technology: findings from interviews

Martyna Popławska, *University of Warsaw*

The results of research into the relationship between parents and teachers seem familiar. Researchers write that the relationship between the two parties appears to be good or very good (as parents and teachers often describe it in surveys). However, a closer look at the phenomenon reveals that each side has different expectations of the other. This often leads to misunderstandings and a façade of cooperation or a complete lack of it (Santiago et al., 2016). This is a significant social issue, as ineffective relationships between parents and teachers have a negative impact on students' functioning at school (Whitaker and Hoover-Dempsey, 2013). A very important aspect of these relationships is how communication takes place between the two parties (Leenders et al., 2019). Nowadays, it is increasingly common for parents and teachers to contact each other through various technological solutions, without abandoning face-to-face meetings. Teachers not only use the official email route, but also instant messaging services such as WhatsApp or Messenger to contact parents. I'm interested in how these new ways of communicating through technology affect parent-teacher relationships in early childhood education. I will talk about this issue based on my own research - interviews conducted in Polish primary schools with early childhood education teachers, educators and principals. In my analysis, I will draw on J. Epstein's theory of educational partnership (Epstein, 2019). In this theory, communication is one of the key aspects that influence the relationship between parents. Therefore, in the course of my research, I have paid attention to whether the characteristics of a partnership relationship between parents and teachers can be found in communication through technology. In my presentation, I will present the results of the research conducted.

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1b5. How teachers' digital literacy and attitudes towards AI impact digital literacy development roles

Aristidis Protopsaltis & Eszter Salamon, *Parents International*

Digital literacy is of crucial importance for families and schools. Artificial intelligence (AI) tools becoming suddenly available to all just added to the related challenges. Teachers' attitudes towards AI in education are shaped by a variety of factors. The relationship between teachers' digital literacy, particularly the soft or transversal skills such as critical thinking and problem-solving, and the integration of artificial intelligence (AI) in education is increasingly recognized as essential for modern pedagogical practices. The aim of the

research conducted in Germany and the Netherlands in the framework of the DRONE project was to explore the state of art in digital literacy of teachers and parents, and understand how they and students themselves see the role of these educator groups in supporting their competence development.

The data collection and analysis methodology for this study involved conducting structured interviews with teachers, guided by protocols developed from a comprehensive findings and gap analysis conducted across seven European countries during the initial phase of the DRONE Erasmus+ project. Thematic analysis was employed to interpret the findings.

The findings revealed that neither parents nor students find teachers well-prepared and school curricula suitably designed to support the digital literacy development of students. While many teachers reported discomfort with integrating AI into their practices, they have also observed that students appear to use AI tools more frequently than teachers. Students tend to rely on their parents and families for support while parents also flagged the lack of support provided for them in this educational task.

A notable finding was the apparent lack of understanding of AI's capabilities among the majority of teachers in both countries. This is accompanied by a lack of teachers' interest in current affairs and following news that also raises concerns related to participating in developing critical thinking skills, e.g. to identify mis/disinformation.

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Session 1c: Paths to improve family-school-community relationships: projects, practices, and experiences for building stronger community connections

1c1. An integrated approach to promote participation of families, schools and communities

Lucia Balduzzi & Emanuela Pettinari, *University of Bologna*

Our proposal aims to illustrate how an integrated approach (Pedagogical Guidelines, 2021) can foster family and community participation in educational processes. The lens of the ecological multidimensional approach (Bronfenbrenner, 1979) claims that everyone is part of the society and their wellbeing is determined by the interactions among all the levels (micro, meso and macro): involving practitioners, families and local community contribute to create an inclusive, collaborative and open environment that actively engages all social actors in the education of children (Vandenbroeck, 2014; Balduzzi, 2021).

Our participatory action researches in the Centers for Children and Families (Modena) and those carried out in collaboration with Save The Children (Bari, Locri, Moncalieri, involving low income families) have demonstrated the importance of the co-education (Rayna, 2010) to empower families, educators, teachers and stakeholders.

Through observations, in-depth interviews, focus groups and follow-up trainings we have identified some key success factors such as the importance to use a variety of tools to facilitate communication between schools, families, and the community, but also transparency in educational decisions to help strengthen trust and active participation of all families (Dalledonne Vandini, Lazzari, Cosatti, 2022).

Furthermore the collaboration with local associations enriches the educational offering and can create projects involving children and families in community activities, through lasting bonds: participation initiatives should be designed to be continuous over time, with long-term programs, capable of promoting cultural and social diversity to foster an environment that respects and values the cultural, linguistic, and social heterogeneity of families and the community, integrating these diversities into the curriculum and daily activities.

1c2. Relationship between school, family, community in everyday practice (myths and reality)

Anna Błasiak & Ewa Dybowska, *Ignatianum University in Cracow*

The following research problem was defined: What collaborative activities developed and implemented by the school, family and community shape/form the educational success of the pupil/child?

Collaboration between the school and the family is mainly due to official and legal regulations of a global and national nature. Parents are essential for achieving educational goals. Maria Mendel (1998, 2004) pointed out that we can talk about collaboration between school and parents when both parties perceive and accept the common goal of (co)action, namely the best possible education of children and adolescents, which should be conducive to their all round and full development. So, the success at school of a student, and the harmonious development of the student, is largely determined by the partnership/positive relationship between school, family and also the community. Acting together - they strengthen the power of their influence. Today, at the present stage of socio-cultural development, neither the school nor the family can fulfil their functions without systematic and structured cooperation, also with the local community. The local community is a kind of support for the school and family environment. Therefore, it becomes important to identify good practices (in terms of forms and principles of cooperation, leadership/leadership, preferred models of cooperation, formal/legal solutions, etc.) in this field of cooperation and to promote them through dissemination of knowledge.

Methods/methodology (if applicable)

Systematic Literature Review

(Expected) outcomes/results

To identify good practice in school, family, community partnerships supporting children's educational success. To recognise myths and stereotypes as well as barriers and challenges in the relationships between school, family, community. To identify the needs and expectations of all collaborating school actors.

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1c3. Evaluating the impact of a community school initiative in the U.S.: Reflecting on a multi-year, mixed methods study of implementation and outcomes

Megumi G. Hine, *Washington University in St. Louis*; Steven B. Sheldon & Yolanda Abel, *Johns Hopkins University*

Many urban school districts in the United States are implementing community school programs to address inequities (Durham & Connolly, 2016; Fehrer & Leos-Urbel, 2016; Johnston et al., 2020; Provinzano et al., 2018). Community schools aim to holistically support students through services such as healthcare, family engagement, and academic enrichment (Blank et al., 2006; Oakes et al., 2017). This paper reflects on a three-year, mixed-methods evaluation of a Community School Initiative (CSI) in a U.S. East Coast district. We asked:

1. How are schools implementing community schools and what is the impact?
2. What were the successes and challenges of this evaluation conducted during the COVID-19 pandemic?

Theoretical Frameworks

This evaluation used Maier et al.'s (2018) framework of effective community schools: integrated supports, expanded learning, engagement, and collaborative leadership.

Methods

We focused on three schools with predominantly economically disadvantaged and Black/African American students between 2020 and 2023. We analyzed virtual interviews, focus groups, and administrative data to evaluate the implementation and impact of the CSI.

Results

Overall, the CSI improved student supports. Community School Managers were particularly important for resource identification and allocation. While attendance trends reflected national declines post-COVID-19, students receiving services reported a 7% higher attendance rate compared to students who did not receive services in the same schools.

Reflections

Three themes emerged in our reflection: strong evaluator-district partnerships, flexibility during COVID-19, and a need for clear dissemination strategies. While the research team developed a strong and effective collaboration with the district team, we struggled to develop similar relationships with school-level staff. Virtual meetings and interviews enhanced accessibility during COVID-19, but inhibited trust-building with many participants. Future evaluations should prioritize various methods of interaction (both in-person and virtual), dissemination methods that invite feedback to create an iterative research process, and flexibility from both evaluators and participants.

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1c4. Bridging school-family-community: the Service Learning for educational relationships

Patrizia Lotti & Lorenza Orlandini, *INDIRE*

The idea of "Inside/outside the school" is part of the Avanguardie educative Movement (AE), proposes Service Learning (SL) as a framework for synergistic school-community collaboration (Orlandini et al., 2021). Since 2022, research has focused on:

- implementing SL pathways between schools and the third sector (Lotti & Orlandini, 2022);
- analysing SL institutionalization in Italian schools using a rubric, developed from Andrew Furco's (2007) self-assessment tool.

The study involved research-training actions in specific school contexts and, while the second involved the dissemination of a self-observation tool, through comparison with the leading schools of the "Inside/outside the school - Service Learning" idea. Four significant SL pathways were identified in primary and middle schools, focusing on relation to collaboration between schools-families-community collaboration. This scientific reflection aims to develop connections between the SL framework and the school-community concept (Sergiovanni, 2000; Puig-Rovira, 2021)

Methods

Methodology included qualitative tools such as focus groups with teachers, families, students, and stakeholders. Outcomes were compared with data from the SL institutionalization self-assessment rubric. The analysis used Furco's (2007) tool, adapted for lower educational levels, and employed significant text unit selection (Mortari & Ghirotto, 2019).

Results

Through the focus groups with teachers, families, students, and external stakeholders, critical themes were identified:

- Impact on Students: Participants highlighted the role of SL in developing empathy, teamwork, and problem-solving skills.
- Role of Families: Family involvement varied significantly but was most effective when families were actively engaged as co-partners in SL projects.

- Community Contributions: Local community partners played a pivotal role in project success, offering resources, expertise, and a real-world context for learning.

The results highlight how Service Learning (SL) can promote reflective dialogue aimed at improving the common environment of school-family-community in the experiential connection between school and territory (Mortari, 2017). The experiences of the four highlighted cases document the collaboration, co-design, and educational co-responsibility that accompany it.

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1c5. Small schools and Innovation: the “Classi in rete” project and the parent’ point of view

Michelle Pieri, *University of Trieste*; Giuseppina Rita Jose, *INDIRE*

Small schools in remote areas face significant challenges, including isolation, limited resources, and difficulties in ensuring equitable educational opportunities. The "Classi in rete" project was developed to address these challenges by fostering collaboration among small, distant schools, creating a unified learning community that combines physical and virtual classroom interactions (Mangione et al., 2021) Grounded in the principles of shared teaching, the model enables teachers to co-design and implement common curricula, synchronizing schedules and adapting spaces and roles across multiple classrooms. This approach leverages the pedagogical pillars of knowledge-building communities, problem-based learning, and technology-mediated dialogue (Scardamalia & Bereiter, 2010; Mangione et al., 2021). Families play a critical role in sustaining school innovation and fostering systemic transformation (Pieri & Mangione, 2023).

The pilot implementation in Abruzzo during the 2020/21 school year, based on Design Based Research approach (Mangione et al.2024), revealed that families perceive small schools as

both an asset and a challenge. While they value the close-knit relationships and individualized attention, concerns about isolation, limited opportunities, and resource constraints persist. Parents emphasized the potential of the project to reimagine small schools as inclusive, innovative environments capable of addressing these challenges. Building on these findings, the ongoing experimentation in Liguria, involving 70 teachers, 15 school leaders, and 450 students, aims to refine the model and evaluate its impact. This study investigates how the intervention influences parents' perceptions of small schools and their role within these innovative educational ecosystems. The study employs a mixed-methods approach (Creswell & Clark, 2017). Building on findings from the pilot phase, which identified key obstacles perceived by families, a tailored questionnaire explores six dimensions: geographic and social isolation, class size, resource availability, multi-grade classrooms, innovation and technology use, and community ties. Quantitative data are gathered through pre- and post-questionnaires, using a 5-point Likert scale and open-ended questions to capture parental perceptions comprehensively. Qualitative data, obtained via focus groups, are analyzed through thematic coding to identify patterns and nuances in parental feedback (Saldaña, 2021).

The study aims to reveal how the intervention addresses challenges such as isolation and limited resources while reshaping parents' perceptions of small schools. Expected results include insights into the project's capacity to foster inclusive, innovative educational practices and the critical role of families in sustaining these changes.

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Session 1d: Paths to improve family-school-community relationships: educational policy across state, region, and local levels

1d1. Parents enter schools. The debate on the 1974 Delegated Decrees: a survey of journals and archives

Daria L. Gabusi, *University of Verona*

The paper I would like to submit is part of a historiographical framework (Tognon 2003; De Giorgi 2010; Pironi 2020) that has opened up new lines of investigation into the history of Italian schools in the 1970s (Gabusi 2024), introducing a more balanced criterion of analysis than the one previously adopted, which was based on the elliptical paradigm of 'missed reforms'.

On the contrary, that period was characterised by a 'molecular and widespread reformism' (De Giorgi 2010) that introduced a new educational culture, based on 'participation and care' (Pruneri 2018).

The new research perspectives therefore focus on the analysis of the ability of the progressive political class and the pedagogical world close to it to react to the socio-economic changes of the 1960s and to the requests of the youth movements of 1968, which called for the school-society relationship to be re-founded on new foundations, in the direction of greater democratic development.

In particular, the contribution dwells on a passage that triggered a reform process of considerable historical importance: the approval of the five 'Delegated Decrees' of 1974, with particular attention to the first (Institution and reorganisation of collegiate bodies of nursery, primary, secondary and artistic schools, Presidential Decree No 416 of 31 May 1974).

That decree reorganised the existing collegiate bodies and regulated the forms of democratic participation in the assemblies. Through the introduction of the concept of 'school community', the decree sanctioned the democratic participation of parents in the life of the Italian school, together with students and teachers.

On the basis of a mapping of the available sources (pedagogical and associative journals; newspapers; archives of politicians and pedagogists), the research aims to explore (with a view to further research developments) the public debate that arose from the approval of decree no. 416, with the intention of detecting innovative and critical aspects.

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1d2. Legal anchoring of parental involvement and its implementation in school practice: the example of Thuringia

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International research highlights the critical role of parental involvement in the effectiveness of school systems and the academic success of pupils (Jeynes, 2012; Castro et al., 2015; Otterpohl & Wild, 2019). Educational partnerships between parents and professionals are increasingly emphasized to ensure systematic collaboration in schools (Stange, 2012; Textor, 2021). In Thuringia, Germany, legal provisions for parental involvement provide a foundation for such partnerships. This paper examines Thuringia's legal framework for parental engagement, analyzing its objectives, design, and practical implications.

Using a systematic policy analysis approach (Dunn, 2016), the study reviews key legislative documents, including the Thuringian Education Act and ministerial regulations. Through a qualitative content analysis (Mayring, 2010), these texts are evaluated for their formal requirements, goals, and mandates. The historical and political context of these laws is also explored to understand their evolution over time.

The second part of the analysis focuses on the practical implementation of these legal mandates. Drawing on the policy analysis and empirical research, the presentation examines strategies for supporting parents and fostering active engagement, such as parental councils and lesson observations (Textor, 2021). Challenges like engaging parents with migrant backgrounds or educational disadvantages are addressed (Sacher, 2008; 2012).

The discussion identifies gaps between legislative goals and practical realities, emphasizing the need for structures that better support equitable and effective school-family collaboration. Concluding remarks offer recommendations to enhance the clarity, enforceability, and relevance of parental involvement policies in Thuringia, contributing to the broader dialogue on fostering partnerships "at eye level" (Stange, 2012, p. 15).

By analyzing both policy and practice, the findings aim to advance understanding of how legal frameworks can promote meaningful school-family collaboration and improve educational outcomes.

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1d3. Training and growth in vulnerable subjects between State, school and family: parallel lines, double track system or complementarity of actions?

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In the age of technology, IA and social life, the training of vulnerable subjects is forced by multiple, widespread, contrasting and undisciplined stimuli from outside and which need to be filtered, decoded and resized according to the values of justice, goodness, lawfulness and ethics.

The need for guidance in the creation of values system and pursuit of the same in the progressive growth of minors, with adaptation of this system to the needs of experimentation of life progressively connected to the growth itself, the comparison and cooperation of the Triad State - School – Family, is necessary.

The operational difficulty of the interventions is, however, connected - proportionally to the impact on the children's life - to the difference roles covered by the Triad and to the objectives pursued, but also it is determined by the crisis of these same roles. Starting from the difficulties of recognizing themselves and their actual roles and margins for intervention, the members of the Triad progressively move away from cooperation to reach positions of mutual distrust and defense and even of conflict, favoring the typical triangulation that minors bring into dynamics of choosing precepts to respect and authorities to recognize.

It remains to be seen whether the roles of the Triad can be rehabilitated, reprogramming them within the new social dynamics, and then, if the cooperation between the components should be encouraged and according to which methodology: parallel lines that pursue goals connected to redefined and rigid roles, alternation of interventions proportionate to their specific essence, or complementarity actions with nuanced roles in a mutual transfer of authority?

So, this work investigates the three perspectives, the critical issues and the possible solutions.

1d4. Belonging so as not to disperse. The family policies of the territorial pedagogical coordinations to communicate an idea of the world

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The article develops the theme of family involvement in the Territorial Pedagogical Coordinations 0-6. The participatory project experience experimented since 2020 in a municipality in Sardinia with its Territorial Pedagogical Coordination (CPT), was possible thanks to an integrated system that enhanced the sense of belonging and the ability to co-construct a common vision as an antidote to anti-fragility (Taleb, 2013). Families thought of as a resource, bearers of both exclusive and collective interests. The CPT are policies activated by the Italian Regions in agreement with the municipalities of the territory, they can be a strategic resource, a tool for local governance, an inter-organizational public and private working table, a privileged place for the comparison of different pedagogical experiences. Policies acted on a micro-local scale with the aim of not remaining confined to one's own territory; free participation, a multidisciplinary approach constitute an inversion of the practice with which public decisions are usually made (Bobbio, Pomato 2007). With the methodology of participatory planning (Martini and Torti, 2003) the different actors of the community: citizens, associations, schools, administrators, and technicians in the spaces of elaboration and discussion, have produced a pedagogical Manifesto characterized by a pedagogical political intentionality based on a plurality of visions and oriented towards the educational relationship (Bertolini, 2003). Expected results. The Manifesto is strongly linked to three of the goals of the 2030 Agenda: ob.1 Fight against poverty to put children, families, and the educating community at the center; ob. 4 Quality education: attention to children, learning/education; ob.10 Reduction of inequalities through an attentive and participatory vision with and of children, in the constant recognition of the Right/Right/to a shared and co-responsible education. Monitoring results from 2020 to date: increase in the numerical participation of families in experiential events on children's natural rights (Zavalloni, 1994) with children.

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1d5. The right choice? Perspectives on tracking among parents of high-track secondary school students in the Netherlands

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Parental preferences regarding their children's education affects school choices and, as such, has implications for the functioning of educational systems (Buchholz & Schier, 2015). In the Netherlands, where this research was conducted, students receive a track recommendation at the end of primary school, at the age of 12, and are required to select a secondary school that provides their track. When choosing a secondary school, students have the option of choosing a school with heterogeneous classes (multiple tracks) or homogenous classes (one track). Schools that work with heterogenous classes typically do so to circumvent early tracking with a view to improve equality of educational opportunity.

The sustainability of heterogenous classes, however, is contingent upon the willingness of high-track students to enrol in these classes, while research indicates that parents of these students might disfavour mixed-ability grouping, because of a fear that mixed-ability contexts might underserve their child (Oakes, 1992; van de Weerd, 2023). These parents may encounter a moral conflict when making the decision, weighing the merits of what is best for their child against what is best for educational equality (Merry, 2023). For education policies that support mixed-ability grouping to promote equal opportunities and social cohesion at a macro-level, parental beliefs regarding mixed-ability grouping are important to take into account.

This study explores educational preferences among Dutch parents of high-track students who recently transitioned from primary school to a heterogenous or homogenous secondary school, zooming in on their views on mixed-ability grouping. We differentiate between reasoning patterns that may explain parental preferences for different types of ability grouping and conducted semi-structured interviews with approximately 25 parents to explore the presence of these patterns among them. We expect that parents align concerns for their own child's needs with their beliefs regarding citizenship education, social segregation and educational inequalities.

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Session 1e: Family and school professions fragilities: children's and adolescents' emotional and socio- relational education

1e1. Educational interventions for the primary and secondary prevention of adolescent deviance: a realist review

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The adolescent transition in Western societies is characterized by psycho-emotional and social vulnerabilities, exacerbated by rapid socioeconomic and cultural changes, and further intensified by global events such as the pandemic (UNICEF, 2021). Phenomena such as bullying, cyberbullying, addictions, social withdrawal, and self-harm (Hinduja & Patchin, 2019) can evolve into more severe forms of deviance, including affiliation with youth gangs and antisocial behaviors (Save the Children, 2022). The increase in these behaviors appears to be driven by economic inequalities, distress, and marginalization, particularly among young people subjected to stigma and discrimination (Pickett & Wilkinson, 2015).

To support younger generations, it is essential to investigate the effectiveness of interventions aimed at preventing adolescent deviance, to better understand which strategies are most appropriate and in which contexts they can be successfully implemented. For this purpose, a literature review was conducted using the realist synthesis approach (Pawson et al., 2005) to identify which prevention strategies are effective, for whom, and in which contexts. This methodology explores the specific mechanisms that make an intervention effective or not, based on the "context + mechanism = outcome" (CMO) configuration.

The investigation examined four databases (ERIC, PsycINFO, Medline/PubMed, Scopus), supplemented by other methods (citation searching, references). Search strings were constructed to address the research question exploring strategies implemented to prevent antisocial behaviors and involvement in youth gangs, covering the years from 1997 (Durlak & Wells, 1997) to May 2024. A total of 219 articles were identified, of which 29 were deemed suitable for inclusion and analysis. The review focused on universal, selective, and indicated interventions and projects implemented in school, family, and community settings, classified into primary, secondary, and tertiary prevention (Matjasko, 2012).

The CMO configurations allowed for the identification of intervention types that appear most effective, providing valuable guidance for professionals and services in designing prevention programs.

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1e2. The connection between children becoming peer bullying perpetrators and experiencing or witnessing violence/bullying by adults: a scoping review

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Peer bullying is a challenge impacting children and youth worldwide, with significant short and long-term health consequences, particularly on their mental well-being as well as their academic performance. While there is extensive literature looking at the dynamics of peer bullying, the role of adults is mainly considered as a protective factor, with less attention to the violence the children might experience or witness from adults closest to them, particularly their families and the staff in schools, and often the investigations do not go beyond the victimisation of children at multiple locations. This scoping review aims to provide an overview of the studies conducted showing a connection between children experiencing or witnessing bullying (even if it is called something different) by adults and them becoming bullying perpetrators.

It follows JBI guidelines, and results follow PRISMA. Six databases were searched for study selection in March 2024. The review includes peer-reviewed studies looking at the connection between children becoming bullying perpetrators and witnessing or experiencing violence or bullying by adults that have been published in English.

88 studies were included from all over the world, with over half of them coming from China or the USA. The results show that there is a significant connection between adults harming children – although it is measured under different concepts such as child, parental or family abuse, child or family maltreatment, harsh, severe or punitive parenting, corporal punishment, or children witnessing violence in their home and in their community – and children becoming cyber or traditional bullies of their peers. There is significantly more evidence connecting parental or family behaviour to bullying perpetration, than the behaviour of adults of authority in the children's lives, and the role of parents as a protective factor in the case of teacher bullying was completely missing, indicating research gaps.

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1e3. Deflecting the duty: teachers shifting cyberbullying responsibility to parents – and how parents can step up

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Although teachers play a crucial role in addressing cyberbullying, many feel unprepared and lack the confidence and skills to effectively identify and respond to these incidents (Alcaine et al., 2024). As a result, much of the responsibility may be shifted to parents (Nappa et al., 2021). This study contributes to existing research by exploring teachers' strategies for intervening in cyberbullying. The key question was: Which intervention strategies—avoidance, delegation, independent decision-making, incomplete discourse, or

complete discourse—are teachers more likely to use? It included 440 teachers. Teachers' Intervention in Cyberbullying scale was used. The five strategies to dealing with cyberbullying were listed (Maslovaty, 2000; Oser, 2014; Tirri, 1997). Participants were asked to choose the strategy they would use with the highest certainty in response to cyberbullying activity. The results revealed that the most commonly used strategy by teachers to address cyberbullying was delegating decision-making to parents (59.1%), while the least used approach was avoidance, reported by only four teachers. This study's results raise awareness of parents' involvement by suggesting methods such as open communication (Helfrich et al., 2020), fostering an environment where children feel comfortable discussing online activities and reporting incidents of bullying. Setting boundaries and guidelines is essential, establishing clear rules regarding internet use, time limits, and appropriate content. Parents should also focus on educating about digital responsibility, teaching children the consequences of their online behavior and the importance of kindness and respect. Additionally, using technology tools like parental control apps helps monitor online activities and block harmful content. Encouraging empathy is another vital method; parents can discuss the impact of cyberbullying on others and promote supportive behavior (Wee et al., 2022).

1e4. Reducing vulnerability through sport: how group interdependence and social norms protect against bullying

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Bullying is a form of aggressive behavior aimed at hurting others (Smith, 2016) that is characterized by repetition and an imbalance of power between victims and bullies (Olweus, 2013). Youth are more likely to be the victims and perpetrators of bullying, thus being vulnerable to its harmful effects. While the literature has widely investigated personality and relational factors related to bullying, group-based factors have been less investigated.

The PASSION project aims to identify the relational and group-based factors in sport that can reduce vulnerability to bullying during early adolescence by reinforcing youth's antibullying behaviours (i.e., behaviours aimed at contrasting bullying). In the present study, we focused on two group-based processes, namely interdependence (Deutsch, 1949) and antibullying norms (Thornberg et al., 2022).

A cross-sectional study was used to examine the relationship between group-based processes and antibullying behaviours. 128 early adolescents (mean age = 12.17, *SD* = 0.96) who practiced sports filled in a questionnaire including measures of: interdependence within their sport team, antibullying norms, intentions to engage in antibullying behaviors (i.e., asking help to the coach/peers and support to the victim of bullying) either at the sport club and at school.

Data were analyzed using multivariate regression models in SPSS 20.0. Interdependence and antibullying norms were entered as predictors in each model, and the two types of antibullying behavioural intentions in each context (sport club and school) were entered as dependent variables. Both interdependence and antibullying norms significantly predicted higher levels of intentions to engage in antibullying behavior. Thus, greater levels of

interdependence among team members and antibullying norms may reduce adolescents' vulnerability to bullying by reinforcing their intentions to contrast bullying, either by asking for help or supporting the victim. The significance of our findings to sport psychology and pedagogy will be discussed, highlighting both the theoretical and practical implications.

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1e5. Female Bullying: Co-designing Peer Counter-Actions with Students and Educational Communities

Antonia De Vita & Francesco Vittori, *University of Verona*

The abstract aims to describe a participatory pedagogical model for co-designing actions to tackle female bullying “from the ground up”, employing a peer-to-peer and Student's Voice approach. This model has been tested through a pilot project, “Co-designing actions to counteract female bullying”, conducted in Verona between 2022 and 2023. The pilot project represented the Third Phase of the national research project “Female Bullying in Schools: An Intersectional Mixed-Methods Investigation” (De Vita & Burgio, 2023; Batini et al., 2023), which have globally involved 6 Italian Universities (Verona, Milan-Bicocca, Genoa, Perugia, Foggia, and “Kore” of Enna). Based on this preliminary empirical foundation and to expand the scale of co-design, experimentation, and implementation of prevention and counteraction actions, it is necessary to assess the differences between female and male bullying and integrate the co-designed actions into the broader school system. Since countering female bullying without considering the systemic characteristics of adolescent sociality doesn't make sense, it is essential to implement educational interventions for male students and teachers, focusing on the specificities of both gendered forms of bullying. Given that individual schools likely already have intervention protocols against bullying in general (i.e., male bullying), it will be necessary to harmonise the activities proposed in this project for students with the overall educational context of each school. This should be approached systematically and reflectively, ensuring alignment and integration with existing protocols.

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Session 1f: Paths to improve family school-community relationships: projects, practices, and experiences for supporting and engaging families (1)

1f1. The educational value of a family support worker

Oliver St John, Jonas Ålander & Lovisa Liyanage, *Örebro University*

Governments have long focused on supporting parents through social services and schools as key platforms for promoting health and addressing educational and societal issues. However, while civil servants believe schools underestimate their capacity to support parents, educators argue that parenting support is not part of the curriculum. In Sweden, teachers are required to inform parents about their children's development, rather than offer parenting support services. Research shows, however, that parental involvement increases children's success in school. Against this background, the intervention of a family support

worker (FSW) is a novel educational move. Two questions are addressed, “How does the FSW promote school-home relationships?” and “What effect does this work have on pupils’ prerequisites to succeed in school?”.

Georg Simmel describes trust as "a hypothesis certain enough to serve as a basis for practical conduct," emphasizing that it can bridge the gap between the known and unknown. He introduces the triad, involving three elements, as “a social framework that transcends both members of the dyad” which can enhance relationships by allowing a third party to mediate.

The project is a research collaboration between academics and school staff. Data collection methods include surveys for parents and teachers, reflective protocols for teachers, interviews with school leader and FSW as well as parent and teacher group interviews. This approach allows each stage’s results to inform the next, creating a progressive contextual framework for content analysis.

Expected outcomes include; A strong statement from school personnel and parents about the value of school-based FSWs in promoting student success; Results that can be adopted by other schools, encouraging leadership to invest in family-school partnerships through FSWs; A meaningful contribution to international research on school-based parenting support, highlighting the role of family support workers in enhancing family life and child learning and development.

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1f2. The Dual Capacity Framework version 2: Building liberatory and equity-focused family engagement practices

Karen L. Mapp, *Harvard University*; Shadae Harris, *Virginia State University*

This presentation introduces the Dual Capacity Framework for Family-School Partnerships (Version 2), a liberatory and equity-focused model designed to foster authentic, trust-based relationships between schools and families. The framework emphasizes solidarity, shared responsibility, and cultural competence as essential conditions for effective engagement practices. The primary objective is to equip educators and school leaders with a theoretical foundation to address systemic inequities and strengthen family-school partnerships.

Methods/Methodology

Drawing from over 50 years of research on family engagement, the presentation incorporates findings from longitudinal studies, meta-analyses, and case studies. Evidence from *Everyone Wins!*, a synthesis of data on family-school partnerships, provides concrete examples of the framework's application in diverse educational settings.

Expected Outcomes/Results

Participants will gain an understanding of how the framework improves family-school collaboration, enhances equity, and boosts student outcomes. Educators will leave with actionable strategies for embedding the framework into their school systems to foster liberatory engagement practices.

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Mapp, K. L., & Bergman, E. (2022). *Everyone Wins!: The Evidence for Family-School Partnerships and Implications for Practice*. Cambridge, MA: Harvard Education Press.

1f3. The Dual Capacity Framework in action: real-world applications in school systems

Karen L. Mapp, *Harvard University*; Shadae Harris, *Virginia State University*

This presentation examines the implementation of the Dual Capacity Framework Version 2 in diverse school systems, with a focus on fostering family-school partnerships to improve outcomes such as attendance and advocacy. By leveraging the framework's principles, districts have strengthened engagement systems and built shared responsibility for student success.

Methods/Methodology

Using a case study approach, the presentation highlights data from Richmond Public Schools and other districts nationwide. Qualitative and quantitative methods include family surveys, attendance metrics, and structured interviews with school leaders and educators. These data illuminate how engagement efforts can effectively address systemic barriers to student success.

Expected Outcomes/Results

Attendees will learn how to tailor the framework to their unique school contexts, resulting in stronger family-school collaboration, improved attendance rates, and increased family engagement. Examples of practical applications, such as empathy interviews and advocacy sessions, demonstrate how the framework supports systems transformation.

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1f4. Bridging officials: building strong connections between child, family, school, and society in the Netherlands

Annelies Kassenberg, Kirsten Foumani-Luijendijk, *Hanze University of Applied Sciences*; Mariëtte Lusse, *Rotterdam University of Applied Sciences*

Recently, the role of the "bridging official" (*brugfunctionaris*) has been introduced in the Netherlands, with over 1,000 bridging officials now working in primary, secondary, and

special education. The bridging official serves as a link between school, child, and family, ensuring that children in vulnerable circumstances can continue to participate and develop their talents. By identifying and addressing issues in the home environment early on (e.g., poverty), the bridging official takes a preventive approach and contributes to equal opportunities for every child (Huijbers, Kassenberg & Reneman, 2023; Bles & De Wolf, 2024). This prevents unnecessary care and medicalization of problems and relieves the burden on teachers.

The role has been developed bottom-up and is carried out by both educational and social professionals. However, there is a lack of theoretical foundation for the role and concrete guidelines for professionals on how to perform their work effectively.

This study addresses the following research questions:

1. To what extent can the role of the bridge officer be substantiated through a socially inclusive vision of children?
2. What are the needs of bridge officers in performing their work?

To answer these questions, a model analysis was conducted based on the dimensions of the social and medical-individual model (Wienen, 2023), applied to the methodology description of the bridging official, supplemented with observations and focus groups. Additionally, a survey of 350 bridging officials was conducted to assess their needs in carrying out their role and the tools they require.

The results indicate that the role of the bridging official can largely be substantiated through the socially inclusive model, more so than other care-oriented roles. Bridging officials report that their greatest needs are: clear positioning within the school, a practical job description, concrete task guidelines, and insight into ways to support parents (particularly those experiencing poverty).

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1f5. Parents-teacher conferences as a way to constructing parents' place in the school

Adrjan Beata, *University of Warmia and Mazury*

Parents-teacher meetings are a pedagogical practice that is a practice of everyday life (Garfinkel, 2007) of the school and part of its culture (Goffman, 2011). During the conferences are constructed (Bruner, 2010)ways of thinking about the places(Mendel, 2006)/not -places (Auge, 2008) of parents at school are constructed. The research is concerned with identifying ways of constructing parents' place in school. The goal is to answer the question of what kind of places for parents are constructed during parent meetings. The research method adopted, is a conversation analysis (Perakyla, 2015, Schlegoff, 1991 Heritage, Greatbatch, 1991) placed in the phenomenological stream (Garfinkel2007). The expected results will be described in 4 areas: meeting structure, meeting topics, meeting space, meeting interactions. The research description will present a report analysis (what happens during the meetings, semantic analysis (what meanings are

given during the meeting, what are the effects of the meeting). Conclusions will show the places/non-places of parents at school constructed during meetings.

Session 1g: Family-school relationships and disadvantaged/vulnerable groups/families: Migrant/refugee families and children, and socio-economic fragilities

1g1. "I will always return to my land and my home": the role of Druze families in the process of migration for acquiring higher education

Duaa Shams¹, Haneen Alwly Khater², Hamsa Mahmoud Khater², Diana Abu-Saleh² & Yael Grinshtain¹

¹*Tel Hai Academic College*

²*Teachers in the Ministry of Education in Israel*

The study focuses on the family's role in migration processes for acquiring higher education within Israel and between countries among Druze in the Golan Heights in Israel, characterized by geographical isolation and unique national identity (Yahav, 2022).

Following the phenomenological genre, 30 interviews were conducted with 15 Druze from the Golan Heights who studied for a bachelor's degree in Syria and a master's degree in Israel, and 15 Druze who studied for a bachelor's degree in Israel in different geographical areas.

Based on thematic analysis, the findings indicate that students who chose to study in Syria did so through significant support from their parents, directly and indirectly (Shams et al., 2024). Their choice to return to Israel derived from reasons of convenience and proximity to their family. In addition, the choice of undergraduate students in Israel is characterized by compromise considerations regarding field and place of study, mainly due to the existing dependence on family and traditional religious values.

The findings emphasize the existence of an inherent and ongoing discursive tension between that the Druze family attaches to higher education, including the resources invested in it, and the significance of migration as the main and sometimes only means to achieve this goal. The migration is expressed in the ongoing "struggle" of the family to contain the flexibility of the boundaries of ethnicity, religion and geography created during it, and the constant concern about possible consequences of migration that would contradict the essence and principles of the Druze family. It seems that alongside higher education as academic cultural capital that is assimilated from an early age (Bourdieu & Wacquant, 1992; Maslauskaite, 2021), there is also significance to the embodied cultural capital including values of the Druze family, alongside religion and culture in its geographical connection to the Golan Heights.

1g2. The social networks of migrant women and the important roles of schools and community groups in supporting integration

Sarah Christie, *Canterbury Christ Church University*

This study explored the social networks of migrant women whose children attended primary school (aged 4-11) in the England and who were in the process of learning English. The study aimed to analyse how the women described and positioned their personal connections and how these connections differed in terms of quality and language spoken. Bourdieu's (1986) Theory of Social Capital, which describes the value of social networks to an individual's ability to thrive within a community, was used as an initial framework. However, Putnam's (1995) conceptualisation of social capital as a collective function was later helpful in understanding the role of schools and other community groups in the women's social integration.

Fourteen female participants were recruited from attendees at a language learning-based community group. Participants created personal sociograms to visually describe their community connections. Sociograms are visual representations of social networks and include the individuals and groups within an individual's perceived community and the connections between these entities. Previous work has indicated that they are a useful tool with which to measure the networks underpinning migrant communities (Ryan and D'Angelo, 2018). Interviews were then carried out with each participant during which they elaborated on their personal sociograms.

We found that the social networks of the women were small and that the closest connections were likely to exist within their co-ethnic communities (that is, those sharing their ethnicity and culture). Outside these co-ethnic connections, the next strongest relationships were in connection with their children's schools, as a result of their regular presence there and communication with other parents enabled by their children's friendships. However, these connections' existence and quality depended on English language ability.

The role of the school in social integration is discussed alongside the potential of language-learning based community groups to enhance the parent-school-community relationship.

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1g3. Never alone: clarifying the role of unseen families in the educational careers of unaccompanied foreign minors living in Friuli Venezia Giulia (Italy)

Vincenzo Salerno, *IUSVE - Salesian University Institute of Venice*; Andrea Mattia Marcelli, *American University of Central Asia*; Irene Dal Ben, *Convitto Salesiano San Luigi*

Unaccompanied Foreign Minors (UFMs) are subject to ongoing concerns by European institutions (Carvalho & Paoletti, 2023). The research presented in this paper takes place at 'Convitto San Luigi', a residential facility hosting up to 88 UFMs located in Friuli Venezia Giulia (Italy), at the border with Slovenia. San Luigi also provides UFMs with educational services, most of which are outsourced to local schools. Consequently, community members express concerns about the invisibility of UFMs families asking researchers to investigate their roles in UFMs' educational careers.

This pragmatic concern is mirrored by the literature. Evidence collected by Pérez and Morgade Salgado (2019) shows families of origin act as an unseen presence in UFMs' lives. They act in a regulatory way that is enabled by communication technologies but hindered by the ignorance of the Care System. Bonomi and Terzera (2023) maintain there is a weak correlation between educational success and defiance of parental control, suggesting familial impact is negative. Hence, the question: what causes families of origin to become a problematic factor in UFMs' educational careers?

To answer this, Situational Analysis is adopted (Clarke et al., 2022). Its interactional nature enjoys the epistemic benefit of attributing great value to sources that are neither strictly ethnographic, nor distinctively documentary—such as evidence resulting from brief communications and interactions between UFMs, families, caretakers, and school staff.

Results are constituted by relational maps produced in conjunction with the educational staff working at the San Luigi facility. Evidence is compounded by the testimonies of UFMs themselves, jointly with school documents that report educational outcomes. Maps show families have a negative impact on UFMs' schooling precisely because of their 'unseen' character—a status that is enforced by the Care System, which keeps them out of the discursive arena surrounding the future of the child.

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1g4. The role of family ecologies and social inequalities in parental involvement in education

Joanna Apps, *Canterbury Christ Church University*

Reflecting on new analysis of a body of her work undertaken between 2007 and 2019 in the UK, currently being submitted as a PhD by publication in 2025, the author explores research on parental involvement from birth and children's earliest years to university in the UK. The research question focuses on how families' lived experience and family ecology impacts on parental involvement in education and whether this is considered, unknown or unacknowledged by educational professionals and organisations in their work in this area. The author highlights ways in which professionals, policy and practice may unintentionally further entrench social inequalities when functioning without considerations of the many linguistic, practical, social, psychological and economic environments in which families operate. The impact of this is considered in the context of widening social inequities in education and social mobility, despite extensive government investment in this area.

Disadvantaged families have both fragilities and resilience in relation to parental involvement and draw on a range of social and cultural capital to support their children, even as they navigate a world that often ignores how parental involvement fits within the ecology of the family, the role of emotion and parent-child relationships and inequalities of information.

SESSION 2. Thursday, June 05 | 12:00 – 13:30

Session 2a: Paths to improve family-school-community relationships: projects, practices, and experiences based on school subjects

2a1. Exploring the role of performing arts in strengthening school-family-student connections

Angelica Edna Calo Livne, *Tel Hai Academic College*

This research investigates how performing arts—specifically theater, music, movement, and intuitive writing—can foster stronger connections between schools, families, and students. The study seeks to address the following key questions: How can theatrical dialogue enhance communication and understanding between families, students, and schools? How can the integration of music and movement contribute to developing self-confidence, improving interpersonal relationships, and supporting inclusive pedagogical practices? The overarching aim is to explore how these artistic forms can serve as tools for emotional expression, social bonding, and educational empowerment.

The theoretical framework for this study is based on a long-term pedagogical project rooted in the Arab-Jewish Galilean Theater, founded in 2000. This initiative has evolved into a pedagogical method that promotes dialogue, mutual respect, and cultural understanding, which is integral to this research's objectives. The research examines how this method, developed through performing arts, can be applied in educational settings to bridge divides between diverse communities (Balerna 2021).

The research methodology is qualitative, primarily employing in-depth interviews with educators, students, and families in various school settings. Through these interviews, the study aims to capture personal narratives and insights on how performing arts have contributed to improved communication, emotional resilience, and inclusivity within educational contexts. (Guetta, S., & Calò Livnè, A. E, 2024) Early findings suggest that engaging with theater, music, and movement provides students with the emotional and social tools necessary to navigate complex social dynamics, build self-esteem, and foster collaborative learning environments. (Zins, J. E., & Elias, M. J. 2007).

The expected outcomes of this research are to further demonstrate how performing arts can be implemented in schools as a transformative tool for fostering inclusive, creative, and supportive educational environments, benefiting students, teachers, and families alike.

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2a2. Promoting family STEM conversations in the STEM in Our Lives project

Cory Buxton, Diana Crespo & Barbara Ettenauer, *Oregon State University*

Research on family engagement in STEM subjects since the COVID-19 pandemic highlights multiple reasons to create new spaces and opportunities for families to engage together in meaningful science talk and activity. First, adults and children have both knowledge and questions about STEM in their lives that often go unrecognized because they lack spaces to talk about these topics (Cian et al., 2022). Second, many current community-based needs and opportunities have STEM connections that are relevant to the daily choices that families and students make (Finkel, 2017). Third, STEM topics and skills will play an increasingly central role in the futures of today's youth as they pursue their academic and occupational pathways in the coming decades (Black et al., 2021). Fourth, the transdisciplinary STEM fields of today and tomorrow are strengthened and enriched by the diversity of thought, experience and background that come from broadening participation in STEM (Johnson et al., 2021). Thus, as STEM knowledge and practices become increasingly central to modern life, families that make time and space to talk together about these topics will likely be better situated to thrive in our rapidly changing world (Dou & Cian, 2021). This paper analyzes and compares family STEM conversations that resulted from three different approaches used to promote more robust family engagement in our project: (a) free flowing family STEM activities that we refer to as Family STEM festivals; (b) structured workshops for families that we refer to as Family STEM workshops; and (c) take home activities for families sent from school that we refer to as Family STEM home learning. We found that all three models led to meaningful family STEM engagement and relevant family conversations. However, there were clear differences in the substance of these conversations depending on which approach was used.

2a3. Building strong-school partnerships in Mathematics in ways that matter

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This paper describes a project that took place at a bilingual (Spanish & English) underserved primary school in the western United States. The goal of the project was to promote biliteracy in support of mathematics content literacy by engaging with students' parents/caregivers from the dual language teachers' classrooms. The caregivers attended five 2-hour workshops that were conducted in Spanish and were co-led by a university professor and two bilingual teachers from the school that focused on 1) evidence-based instructional approaches that promote content learning for English Learners (Vaughn et al., 2009) 2) parental engagement that focused on Latinx parents' cultural and linguistic resources and Funds of Knowledge (Civil, 2007; González et al., 2005; Olivos, 2006) with particular attention to their home biliteracy and mathematics practices; and 3) their beliefs and perceptions about the teaching and learning of mathematics literacy in dual language settings, (Brenner & Moschkovich, 2002; Civil & Menéndez, 2011; Esmonde et al., 2013).

The paper addresses the following question: How can home-school partnerships foster an equitable and reciprocal collaboration that centers caregivers as knowledgeable teachers? We will describe the main features of the workshops developed to address this question. Our findings will include how the use of graphic organizers and writing, explicit vocabulary instruction, and videos to support content development and promote discussion in the workshops provided a space for teachers and parents to learn with and from each other about their own mathematics backgrounds, experiences, and understandings. We will discuss how caregivers were able to share with the teachers at their school the rich biliteracy experiences in support of content learning that takes place in their homes daily and how they engage their children in explaining their mathematics thinking in bilingual and biliterate ways.

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2a4. Enriching children’s education and community ties through arts: the Mus-experience to counter educational poverty

Miriam Cuccu, *University of Macerata*

This contribution originates from research investigating the relationship between educational poverty and socio-spatial inequalities across city centers and peripheries (Save the Children, 2018; Finetti, 2023). The study follows a participatory framework (Stringer, 2007) with an arts-based approach (Leavy, 2017) to inquire how art can enrich children’s educational opportunities by promoting relationships among peers with different backgrounds and community ties (Deluigi, et al., 2023; Ciarcià & Dallari, 2016; Bourriaud, 1998). The research collected good practices at a national and international level focused on countering educational poverty in multiproblematic areas through arts and promotion of alliances between schools, families, and the community (Epstein, 2018). This contribution is focused

on the Mus-e Foundation artistic pathway in the primary school of San Tommaso-Tre Archi, a peripheral neighborhood of Fermo (Marche Region) facing multiple problems in social and spatial stigmatization, and is composed of a significant proportion of people with migratory backgrounds (Barberis, et al., 2024). The collection of four semi-structured interviews – one teacher, one parent class representative, and two artists – allowed the emergence of a collective representation of the artistic project (with a focus on the first class of the primary school in the scholastic year 2022/2023) further enriched by an observation of the researcher during the final “open lesson” aimed at all participants involved. The data highlight that the Mus-e experience has a positive impact on the relationship between school and families in terms of parents’ knowledge of the school, school-family dialogues, active participation of parents, and cohesion within the school community. The use of art as a pedagogical resource for expression and intercultural encounters promotes sharing and rediscovering creativity in a playful context between adults and children. Furthermore, there is a desire to increase the involvement of families and to extend the opportunities of networks with other educational contexts.

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Session 2b: Paths to improve family-school-community relationships: projects, practices, and experiences

2b1. From classroom to home: how schools inspire parents to embrace active lifestyle via their children

Asnat Dor, Max Stern Academic College of Emek Yezreel

Sedentary lifestyles have emerged as a global health concern, with serious repercussions for individuals and society. Physical inactivity is linked to chronic diseases, mental health

challenges, and decreased quality of life, while significantly burdening healthcare systems (World Health Organization [WHO], 2020). For children, the risks include obesity, developmental delays, and reduced academic performance (Tremblay et al., 2016). Schools, with their unique access to children and families, play a crucial role in addressing these issues.

This study examines how schools collaborate with parents to promote physical activity through children, guided by Bronfenbrenner's ecological systems theory (1979). The theory emphasizes the dynamic interaction between individuals and their environmental systems, providing a framework for understanding the school's influence on family behaviors.

Research questions

1. How do teachers perceive the role of schools in promoting an active lifestyle among students and their families?
2. What strategies do teachers implement to encourage collaboration between parents and children for a healthier lifestyle?
3. What are the perceived challenges and successes in engaging parents through school programs?

Methodology

This qualitative phenomenological study explores teachers' perspectives and strategies. Semi-structured interviews were conducted with 15 Israeli primary school teachers recruited via teacher-focused Facebook groups. Verbatim transcripts were analyzed thematically (Braun & Clarke, 2006), with findings validated through member checks and peer review.

Results

Preliminary findings show that teachers view schools as central to promoting physical activity but face challenges such as parental disengagement and resource constraints. Effective strategies include integrating activity into daily routines, organizing family events, and communicating regularly with parents. Barriers include cultural attitudes toward physical activity and logistical family constraints. Teachers highlighted the need for collaborative school-family partnerships to foster sustainable behavior change.

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2b2. Examining the validity of the overparenting short-form scale (op-sf) in parents of early adolescents

Yosi Yaffe, *Tel Hai Academic College*

Overparenting refers to developmentally inappropriate and excessive parental involvement in a child's life, typically assessed in contemporary research through reports from emerging adults. This study details the adaptation and validation of the short form of the Overparenting Scale (OP-SF; Jiao & Segrin, 2022) for use with parents of early adolescents. The OP-SF is one of the few instruments designed to evaluate overparenting from the parental perspective in a general context. However, its structure and psychometric properties have not been examined in parents of pre-adolescents. A sample of 316 parents, comprising 159 mothers and 157 fathers ($M = 44.07$, $SD = 5.08$), completed online assessments of their overparenting behaviors, along with other related parental measures for validation purposes. The findings indicated that the three-factor structure of the OP-SF—Anticipatory Problem Solving, Affect Management, and Risk Aversion—provided a good fit to the data, demonstrated measurement invariance across parental gender, showed acceptable internal consistency, and exhibited strong convergent validity with related constructs. Overall, the 9-item OP-SF proves to be a reliable and valid tool for assessing overparenting as a unidimensional construct among parents of early adolescents.

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2b3. Buying happiness experience: exploring Chinese middle-class parents' happiness aspiration in educational consumption

Keyi Lyu, *Hangzhou Normal University*; Jing Hengyi, *Hangzhou Normal University*; Lele Chen, *Nanjing Normal University*

Parents' orientation toward happiness has received preliminary attention in studies of educational consumption but remains underexplored, particularly within the context of China's exam-oriented education system. Based on a two-year ethnographic study of extracurricular camp education, this research investigates how urban middle-class parents who frequently participate in camp education adopt a happiness-oriented approach to educational consumption. Drawing on Aristotle's dual concepts of Eudaimonia and Hedonia, as well as Dewey's framework of the happiness experience, this study moves beyond the meritocratic view of happiness to examine how parents conceptualize and "buy" happiness experiences for their children.

Through in-depth interviews with 23 middle-class parents in Hangzhou, the study identifies three core characteristics of happiness: integrity, presentness, and positivity. Furthermore, parents conceptualize the attainment of happiness as contingent upon the cultivation of four key capacities— —a notion derived from Dewey's philosophy of experience: proactive social interaction, independence, psychological resilience, and diverse life experiences.

The findings challenge the cultural stereotype of Chinese parents as exclusively academic-focused and authoritarian in their approach to educational consumption. Instead, they reveal a parenting ethos that prioritizes children's immediate well-being and positive

emotional experiences. This study offers a nuanced perspective on the intersection of parenting, education, and happiness, contributing to broader discussions about the evolving aspirations of China's middle class in a rapidly changing educational landscape.

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2b4. Co-observation of children: bridging nursery and home using the Italian Questionnaires of Temperament (QUIT) during settling in period

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Family participation is a fundamental component of educational quality, as outlined by national and international recommendations (European Commission, 2014; D.M. 43/2022). Participation encompasses both group and individual dimensions. On an individual level, aligning with the idea that participation can manifest through small collaborative actions between educators and parents (Guerra, 2014), the present work explores a co-observation experience at the Milla Baldo Ceolin Nursery in Padua using the Italian Temperament Questionnaires (QUIT, Axia, 2002). The study aims to describe a participative experience using the questionnaires and its effects on professional practices with children and families during the settling-in period. Moving away from a clinical intervention approach and grounding in pedagogical research principles (Pastori, 2013), using the QUIT was intended to identifying key child temperament traits, serving as a theoretical framework guiding observations, aiding in distinguishing them from interpretations of child behavior (Cassibba, 2023; Serbati, 2020) and fostering dialogical bridges between daily life contexts (Serbati, 2020; Serbati, Moreno, 2023), with the purpose of enhancing better environmental responses to promote adaptation (Axia, 2002), and supporting developmental new parenting (Roggman, 2008; Serbati, Moreno, 2024).

Educators received training on temperament and the QUIT as part of a collaboration with the University of Padua. The tool, in its versions for ages 1-12 months and 12-36 months, was used by both families and educators to observe 25 of 31 newcomers children. Results were shared with families in a meeting ending the settling-in phase.

A debriefing session with the educational team revealed positive feedback, suggesting to continue to use the questionnaires the following year. Method and timing specifications emerged in order to underpin its usefulness. Discussion considers strengths and weaknesses of the proposal, opportunities and limitations of using the QUIT as a theoretical framework, and conditions for the sustainability of the practice.

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2b5. What is the Involvement of parents in school life in the community educational pacts?

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The shared responsibility between parents and teachers represents an unresolved issue in the educational landscape. These two actors, custodians of the main safe spaces where young people grow protected from the outside world—home and school—are called to collaborate, but their relationship is complex.

National and international literature has explored this topic for decades, with growing interest in recent years, confirming the significance and challenges of the dialogue between the two educational institutions.

An indicator of the phenomenon's complexity is the variety of terms used in the literature to define the relationship between teachers and parents, such as parental involvement, collaboration, participation, school-family partnership, and shared responsibility. These terms reflect the different ways parents and teachers structure their relationship as adults responsible for students' educational paths.

In Italy, changes have been significant, moving from the *Decreti Delegati* (Delegated Decrees) to the "Patto di corresponsabilità" (Shared Responsibility Pact), and further evolving into Community Educational Pacts. These pacts involve both public and private stakeholders, oriented towards "maximum adherence to the principle of subsidiarity and educational co-responsibility" (MUR, 2020, p. 7), with the goal of actualizing constitutional principles and values that protect the right to education, a right educational institutions are required to guarantee.

In this context, a central research question emerges: what role is assigned to the family within Community Educational Pacts? The study adopts a thematic analysis (Clarke & Braun, 2016; Bowen, 2012) of ministerial regulations and official documents. The aim is to understand how the Pacts are structured and the role given to family involvement, to promote educational co-responsibility between school and family.

Ultimately, this research supports further investigation and suggests potential avenues for future work and legislative development.

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Session 2c: Paths to improve family-school-community relationships: projects, practices, and experiences for building stronger alliances

2c1. Sense of togetherness in educational institutions from the perspective of parents

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The educational community is a structure full of complex and unequal relations between students, parents, and teachers. Each of these actors plays an important role. However, the disproportionate involvement of parents is apparent. Their engagement is driven by both the initiative of teachers and by their own. Lots of variables hinder the building of parent communities in education. The research focuses on aspects that touch upon community (togetherness) and how it is perceived by parents in the educational environment. Its aim is to explore togetherness experienced by parents – a phenomenon rarely addressed in research on this group. The study was conducted in communities of non-public schools and kindergartens with high parental involvement.

In research based on the theory of McMillan and Chavis (1986), we perceive togetherness in relational terms – as interpersonal relationship quality and territorial terms. In this theory togetherness considers four relational dimensions: membership, influence, integration and satisfaction of needs, and emotional connection to the group. For this study four research areas were identified. They combine the following aspects of togetherness: 1) Membership and the emotional connection of the individual to the group, 2) Influence – of the group on the individual and the individual on the group, 3) Integration and satisfaction of needs, and 4) Places – understood as common spaces. We conducted the research using a qualitative approach, employing focus group interviews using the World Cafe method (Brown J., Isaacs D., 2005) as part of an action research strategy. The research is the initial stage of a larger research project on the togetherness of parents in education. The presentation will characterize the main conclusions in relation to the togetherness of parents in non-public schools in Gdansk (Poland). The result of the conducted research will be the recommendations for developing parents' sense of togetherness in schools and kindergartens.

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2c2. How to improve school-home-care alliances? Inspiring practices from field research

Hélène Leenders, Mariette Haasen, Johan de Jong & Karin Diemel, *Fontys University of Applied Sciences*

Our research is based on the idea that professionals should consider parents as competent and knowledgeable caregivers regarding their children's needs (Minjarez et al.,2013;Singh et al.,1995), and as equal and capable decision-making partners in determining the best support for their children (De Jong et al., 2025;Leenders et al,2019;Monfrance et al.,2024). We present from our longer-term research, which aims to strengthen the alliance between home, school and care (objective). The first study examined if, and how students' well-being is supported through the provision of a preventive approach at classroom level (teachers and youth care professionals), with a spill-over to home. A questionnaire survey among primary school students (first measurement 2019: n=520, second 2021: n=209) about the effects of the jointly designed and implemented interventions showed an increased students' well-being and increased collaboration competences within teachers.

The central research question of the second study is: How can schools develop towards a strong alliance between parents, teachers, children and care providers? In 54 interviews among parents, children, teachers and youth professionals we explored how this alliance is experienced in practice. Five (school)teams, consisting of teachers, higher education students and youth professionals developed over a year research-based tools to strengthen the school's alliance with parents, using the 'working with innovation teams' method (Ros&Heldens,2021). Findings The interviews show how complex it is to achieve an equality-based collaboration, in which students' and parents' voice are taken into account. The field research shows that 1) a methods-driven approach is helpful for school teams to tackle complex problems and to improve the alliance with parents through concrete innovations, and 2) the alliance is strengthened when parents and children are seriously involved in the intake, which supports joint decision-making. Children then enjoy going to school more.

Methods Survey data (SPSS, one-way ANOVA, post-hoc tests), interviews (qualitative thematic analysis, AtlasTi).

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2c3. “Because we are working on the same issues we need to collaborate on those”: collaboration between multilingual families and teachers in Icelandic compulsory schools

Anna Katrin Eirisdottir, Kristin Jonsdottir & Hanna Ragnarsdottir, *University of Iceland*

Currently, around 16% of students in Icelandic compulsory schools are multilingual, with roots in diverse countries and cultures. Parental involvement is crucial for children's academic and emotional development, often more influential than ethnicity or socio-economic status, and some families require tailored support to actively engage in their children's education (Banks, 2020; Desforges & Abouchaar, 2003; Hattie, 2009; Smith et al., 2020).

This study applies Bronfenbrenner's theory of human development and Epstein's framework of school, family, and community partnerships. It utilizes data from interviews with 16 families and their teachers from four regions of Iceland, collected as part of the research project, Language policies and practices of diverse immigrant families in Iceland and their implications for education (LPP). The research question is: How do parents and teachers of multilingual students in Icelandic compulsory schools perceive their collaboration?

Findings indicate that communication between schools and multilingual families is predominantly one directional, with teachers disseminating information about students' progress and behavior. Parents feel welcome to respond or initiate contact; their communications are usually answered promptly. However, parents observe differences in emphasis from their home countries, with less focus on academic results, and more on creativity and well-being. Some parents struggle to understand the Icelandic educational system and their children's academic standing. Despite these challenges, parents value the friendly atmosphere, close teacher-student relationships, and student's problem-solving as a part of education. Both teachers and parents express the need for more regular and proactive communication. Some parents feel unheard when discussing their child's issues, and some teachers are uncertain about where to set boundaries for their professional involvement.

The study underscores the importance of open, honest, and personalized communication and collaboration between teachers and parents. These insights are valuable for enhancing social and educational outcomes for multilingual students and their families.

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2c4. Ecosystemic educational networks: school-family-services alliances to prevent effects of vulnerability and (re)build social capital of community

Claudia Marcellan & Paola Milani, *University of Padua*

For years, the scientific literature has highlighted the importance of adopting an ecosystem approach with respect to child development in order to foster the construction of the 'circle of social advantage', the integration between services-institutions, the shared vision of interventions and the creation of integrated governance, with the aim of creating inclusive and quality living spaces for each child, enabling the implementation of the interventions outlined by international and national policies (Bronfenbrenner, 1979; REC/EU, 2013; Feyfant, 2014; Tamburlini, 2014; MLPS, 2017; Milani, 2022).

These are the theoretical basis of the present contribution, which aims to present a new and specific participatory research-action-training action developed within the national P.I.P.P.I. programme and financed through the iNest project. The expected results are the engagement and the early recognition by schools of neglects and social disadvantage's forms, leading to vulnerability situations; the strengthening of collaboration between early childhood education services, schools, families and social-health services; the practices' initiation for the integrated support of such situations, also through digital competence's development according to a social perspective (Rivoltella, 2020); advancement in the knowledge of shared support's practices and partnership's mechanism that could act as predictors of efficacy in the development and success of children. In the first phase of the research (2023/24) two training courses, addressed to about 150 teachers, were implemented respectively in the west of Verona and in Padua, in collaboration with local social service operators as co-trainers together with researchers from the Family Education Research Laboratory (LabRIEF), which coordinates P.I.P.P.I.

Using active methodologies, the process of co-construction of cooperative conditions, aimed at the realization of a structured partnership between schools-services-families, was

initiated; currently, the first practices of shared support and partnership reinforcement are underway, work has begun on early recognition of vulnerable situations by teachers, but we have no real results yet.

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2c5. School leadership and family engagement: a meta-synthesis of practices and strategies for inclusive partnerships

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Today, all educational stakeholders acknowledge the importance of engaging parents with their children's education (Denessen, 2019; Gedik, 2021; Wahyuddin, 2018). Given the importance of engaging families in their children's education, many studies have been launched to explore how school leaders can foster meaningful partnerships with parents (e.g. DeMatthews et al., 2021; Green, 2018). Despite the increasing number of studies focusing on the leadership practices for effective parental involvement, there is still a need for looking across all these studies to better understand what they are collectively telling us. At this point, the purpose of this synthesis is to look across the qualitative literature to explore the strategies and practices school leaders use to engage diverse families. To this end, we address one main research question: (1) What strategies do school leaders employ to engage families in the school community? To answer this question, we employed a systematic review process followed by a rigorous metasynthesis step, including comprehensive data extraction, coding, and thematic analysis to explore what and how leadership practices address family-school relationships. Searching through Web of Science and SCOPUS data bases, we have reached a total of 2,263 articles among which 67 records were selected for the analysis. Our preliminary findings suggest that while many leadership strategies promote engagement, there are significant challenges in addressing power dynamics and ensuring equitable participation from all family types. The analysis highlights the need for school leaders to adopt inclusive and culturally responsive practices to foster

stronger, more effective partnerships with diverse families. Our findings contribute to the literature by offering evidence-based recommendations for leadership practices that advance equity and inclusivity in education.

Session 2d: Family-school relationships in secondary schools

2d1. Navigating boundaries: Swedish secondary school teachers' experiences of parental involvement

Eva Klope, Maria Hedlin, Marina Wernholm & Ulrika Bossér, *Linnaeus University*

The purpose of this study is to explore Swedish secondary school teachers' experiences of parental involvement in their children's education, with a particular focus on how this intersects with teachers' professionalism. While positive relationships between teachers and parents have historically been seen as essential for students' educational outcomes, recent research has highlighted the potential challenges that excessive parental involvement can pose for teachers' professional responsibilities (Dahl, 2017). In Sweden, such parental interactions are increasingly seen as problematic, with reports from teachers' unions indicating that parents make unreasonable demands, such as influencing grading decisions or showing excessive concern for their own child's progress (Läraryrket, 2020). Teachers report that these problems have increased over time (Hedlin & Frank, 2022).

This study applies the theoretical framework of teacher professionalism, conceptualized as a balance between two logics: professional responsibility and professional accountability (Englund & Solbrekke, 2015). Professional responsibility is based on trust and a commitment to act in the interests of concrete others, i.e. citizens, while professional accountability implies that teachers must report and explain their actions to external actors such as parents, school management and society. The study uses these logics to explore how teachers navigate and manage the different approaches to parental involvement. Empirical data were collected through 17 semi-structured interviews with secondary school teachers. During these interviews, participants engaged with vignettes depicting hypothetical scenarios of teacher-parent interactions, allowing for reflective discussion of their strategies and perceptions. The findings contribute to an understanding of how teachers balance maintaining their professional autonomy while responding to parental expectations, and offer insights into the evolving nature of teacher professionalism in an educational context.

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2d2. What happens to school-based parental involvement when students reach 16? Study of five Norwegian high schools

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As parents engage in their children's schooling, they contribute to student achievement and well-being at all school levels, including upper secondary (Vedeler, 2023; Wilder, 2014). School-based involvement is conceptualized here as attending meetings, interacting with teachers, volunteering, and participating in governance (Epstein et al., 2019). By interacting with parents at school, school staff also influence parental involvement at home (Park & Holloway, 2018). In this paper, I examine forms of parental involvement deemed appropriate for Norwegian high school students aged 16-19. The research questions are: What involvement do teachers and principals expect from parents? And How do these expectations vary depending on school context and parental socioeconomic background? This paper is placed in the critical tradition challenging deficit assumptions about parental roles in education (Goodall, 2019; Lareau & Weininger, 2003). I draw upon data from a multiple-case study and interviews with school principals (5), teachers (6), and counselors (6). Preliminary findings reveal that, in line with earlier studies (Vedler, 2023), teachers and principals do not place significant emphasis on developing equitable school-based partnerships with parents. They rather wish for parents to "show that they care" by staying informed about their children's progress and well-being. Parents are largely expected to attend school for mandatory sessions or when students face educational difficulties. However, changes in legislation and parenting practices over the past twenty years have led to increased parental engagement at high school, according to several principals and teachers.

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2d3. Teacher agency and parental involvement: insights from Swedish secondary education

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There are positive associations between parent-teacher collaboration and students' well-being and achievement in school (Epstein, 2018; Borgonovi & Montt, 2018). Policies in many countries state that parental involvement should be an integral part of the school routine and teachers' work. According to the Swedish curriculum, guardians and schools share responsibility for creating good conditions for students' development and learning. However, parent-teacher relations are complex as teachers and parents often hold different views of the functions of parental involvement. Moreover, due to a lack of school routines and common guidelines, teachers are often left to develop their own strategies to manage parental involvement (Hedlin & Frank, 2022). This study addresses the question: How do teachers navigate their context with respect to the management of parental involvement? It explores teachers' perspectives and experiences, drawing upon an ecological view of teacher agency (Priestly et al., 2015) that understands agency as achieved through the interplay of previous experience, aspirations, and available cultural, structural, and material resources.

Analysis of 17 interviews with teachers reveals that the best interests of their students typically guide teacher-parent relations. This results in substantial efforts from teachers to establish trustful collaborations and be readily available, especially to parents of children at risk of low achievement. However, experiences of sometimes being questioned and distrusted by parents make teachers spend significant time on demonstrating a solid foundation for professional judgments. The results also show that teachers prioritize among limited resources to meet parents' demands regarding individual students while caring for the needs of all students. This can be understood in light of the undermining of school as a universal institution in Sweden, which has led to the possibility for resourceful parents to exert a large influence in school, at the expense of educational equity (Englund, 2009).

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2d4. Teenager parent engagement through mundane objects in school backpacks

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Teenage parents are often left out of the conversation regarding parent and family engagement with schooling. Programs that have been designed to support these young parents often focus on aiding them in obtaining their high school diploma or supporting them with enhancing their parenting skills and accessing resources (Chase, 2015; Harding et al, 2020; Manlove et al, 2021; SmithBattle, 2007). However, these parents are often left on their own to navigate school with their young children. Extending Sadownik's (2023) recent work on more-than-parental involvement, I contend that teenage parents engage in many ways with schooling through mundane objects that travel back and forth in their children's school backpacks. Thinking with feminist new materialist theory (Barad, 2007; Bennett, 2010; Haraway, 2018), the intra-action of human-objects is explored in order to see entanglements that have often gone unnoticed. Using artful diffraction through collage, participant stories are entangled with researcher stories, acknowledging the ongoing power intra-actions taking place within home-school relationships (Flint & Wang, 2024). Marginalized parents' knowledges of teaching and learning are often viewed through a deficit lens, thus perpetuating the power imbalance between parents and educators (Ishimaru et al, 2016). Backpacks carry schoolcentric (Lawson, 2003 as cited in Pushor & Amendt, 2018) objects such as newsletters, report cards, permission forms, they also carry snacks, special objects, and extra clothes from home. Objects within school backpacks are not neutral, they can evoke intense feelings of shame and guilt, they can contain parent knowledge (Pushor, 2019) and family stories (Huber et al., 2010), and they can impose school agenda within the private realm of the home. By attending to objects traveling between home and school and their impact on teenage parent engagement, educators can become attuned to how objects may either encourage and strengthen home and school relationships or push parents further away.

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2d5. Parents’ perceptions of their child’s transition to secondary school

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The transition from primary to secondary school is an important event for pupils. Changes in the academic and social environment can pose a challenge to pupils' well-being. Poor transitions can lead to underachievement, reduced motivation or early school leaving, which negatively impacts the well-being of pupils. To facilitate the transition to secondary education and maintain optimal well-being of pupils, it is important that parents and schools support pupils together. The aim of this study was therefore to explore the perceptions of parents and to map their views on their role in guiding their child during the school transition from primary to secondary education.

Theoretical Framework

Ecological framework of Bronfenbrenner (1979).

We conducted 10 semi-structured interviews with parents. The interviews were transcribed verbatim and inductively coded by two researchers working independently. The codes were combined into themes.

Preliminary results show several themes: pupil; parents; friends; teachers; and school, which are interconnected within the topics: support, relationship and communication. For example, 'parents' shows the expectations, experiences and support needs of parents in guiding their child through the school transition. Insights into the experiences and perceptions of parents can be helpful in evaluating and improving the collaboration of parents and schools in supporting children in a positive school transition.

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Session 2e: Family and school professions fragilities: addressing the challenges faced by parents and families

2e1. “Being a parent doesn’t come with an instruction manual, but they don’t want to be told what to do”. Antinomic vision of staff in educational settings for preschool children regarding the use of physical violence by parents as a disciplinary method

Véronique Menand, Christelle Robert-Mazaye & Marie-Eve Clément, *University of Quebec in Outaouais*

Staff in education settings for preschool children have the opportunity to forge bonds with parents and share educational roles with them, given their frequent and regular contact with families¹. These contacts can contribute to the improvement of parenting practices and the feeling of self-efficacy among parents². They also offer opportunities for parental support³. Furthermore, the regular contact of educational staff with a child whose parents are going through a difficult time allows them to detect the presence of difficulties in disciplining children, such as the use of physical violence (minor or severe)^{4,5}. In this context, they may experience feelings of uncertainty and urgency to act⁶, which can lead to ethical dilemmas^{7,8}.

This study aims to understand the decision-making processes of staff in educational settings for preschool children regarding the forms of support to provide in situations of parental physical violence and to describe how they analyze and resolve ethical dilemmas during this process. Drawing on the ethical deliberation framework⁹, this study is based on thematic content analysis¹⁰ from fourteen individual interviews conducted with educational staff who reacted to three vignettes covering situations of minor and severe parental physical violence. The findings reflect an antinomy between the pressure and expectations that staff in educational settings feel from parents and society in their role, and the desire of parents not to have others interfere in their affairs. Educational staff’s perspective on the use of physical violence in disciplining children will be presented and discussed along with their professional mandate, parental support practices as well as interactions with colleagues and parents in such contexts. These results highlight the important role played by staff in education settings for preschool children in the prevention of parental physical violence and emphasize the necessity of training and supporting them in their relations with families.

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2e2. The Butterfly Effect of nonviolent resistance in child-to-parent violence: from anchoring parenting to shaping educational communities

Monica Facciocchi, *University of Milan-Bicocca*.

The contemporary family, characterised by the assumption of parenting as a private matter, the minimisation of conflict, and the emphasis on control and overprotection of the child, who acts as a narcissistic mirror for the parents (Suigo, 2021), promotes the reproduction of black pedagogy (Rutschky & Peticari, 2015), albeit in a more nuanced form. The emotional neglect experienced by children can lead to the repression of emotions, the internalisation of shame and a sense of disconnection from one's true self (Miller, 1987). The erosion of the middle-land of adolescence (Barone & Mantegazza, 1999) has given rise to phenomena such as adulthood (Marescotti, 2020), in which parents strive to maintain youthfulness, and adultization, in which children are prematurely thrust into competitive and performative roles (Miller, 2010). In adolescence, these experiences can emerge in the form of aggressive behaviour towards parents, a phenomenon known as child-to-parent violence (Rutter, 2023), which can be seen as a paradoxical attempt to achieve self-determination.

In order to address this problem, Nonviolent Resistance (NVR) has been proposed by psychologist Haim Omer as a transformative approach to child-to-parent violence (Omer, 2021). The NVR approach operates within the family educational dispositif (Massa, 1992; Palma, 2016) and aims to break the secrecy surrounding the experience of violence and the

isolation of the family by cultivating a social network of “allies” building an educational community. NVR also aims to support parents in strengthening their parenting role, with actions aimed at consolidating what Omer calls the 'anchoring' role of parents. This is intended to counteract the dehumanisation and passivity induced by the oppressive dispositif (Freire, 2018) created by violence, and to transform the family into a “safe place” (Fontanella, 2024), appreciating vulnerability no longer understood as a symptom of weakness but as a necessary dimension of exposure and acceptance of the otherness.

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2e3. Exploring supportive relationships in secondary schools through online and face-to-face triad collaboration: students with behavioural difficulties, their parents and school staff

Elise Cassar & Angela Abela, *University of Malta*

The primary aim of this ongoing research is to provide an in-depth understanding on how parents are consulted by the secondary school system regarding their children's behavioural difficulties at school and what is the students' and parents' understanding of such behaviour in the context of their home experiences (Caslin, 2021; Cassar & Abela, 2023; Dannesboe et al, 2019; Edwards & Alldred, 2000; Freires & Pereira, 2023). The Maltese context and cultural realities will be considered. Besides delving into the experience of teachers and heads of schools as well as that of parents, this study also aims to obtain the perspective of the students as a core stakeholder within the home-school dynamic. The use of online and face-to-face communication between home and school will be taken into account. Consequently, the overarching research question that is being explored is: How do adolescent children, their parents and school staff make sense of the communication and

interactions that take place among them following the students' behavioural difficulties at secondary school? As this research is still in progress, previous findings will be presented.

A School Systems Profile will be obtained from all local secondary schools to gain statistical data on common practices around behavioural difficulties in schools. This will be followed by Focus Groups with school staff focusing on experiences and practices around students who exhibit behavioural difficulties and one-to-one interviews with students and parents separately to look into their experiences in and with schools. The home and school contexts around the students will be considered.

Results are expected to depict the realities that these respondents are experiencing around the notion of behavioural difficulties. This helps to identify commonalities, or lack of them, in responses (Freeman et al., 2021) and the interaction of the multiple connections and realities behind their varying experiences (Lipman, 2013).

2e4. The role of family among juvenile delinquents with special aspects of family structure, cohesion, parenting styles, and parental involvement in correctional institutes

Márta Miklósi, *University of Debrecen*

The family is one of the most potent socialising forces in life, the family is the most important source of reassurance for children (Nisar et al., 2014). The nature of the relationship between parents and their children helps determine whether a child will become a delinquent. In our presentation, we draw on Laub & Sampson's (1993) social control theory to illustrate the relationship between weak family ties and delinquency; according to them, delinquency is caused by weak attachment to prosocial individuals. During adolescence, poor parental discipline, poor quality of parent-child relationships, and loss of family cohesion may also contribute to delinquency (Guo et al., 2008; Sarantakos, 1997).

In our presentation, we will examine the following research questions:

1. What is the role of human, social, and economic capital for families, especially in the case of juvenile delinquents?
2. What is the association between the levels of family cohesion, level of violence, 'uninvolved parenting' and juvenile crime commitment?
3. What is the role of parental involvement in correctional institutes?
4. What is the connection between parenting styles and delinquent behaviour?

In our presentation, we will explain our answers to the research questions. Juvenile offenders are typically of low socioeconomic status, less likely to live with both biological parents, and more likely to have parents with criminal records (Burt et al., 2008). The importance of parental involvement has recently begun to be recognized in correctional settings, and their active participation is key to supporting juvenile offenders' learning activities within the institution and their reintegration upon release (Burke et al., 2014). A correlation between parenting styles and delinquent behaviour can also be found, with the highest rates of delinquent children being found in the case of neglectful parents (Asghar & Iqbal, 2016; Lee et al., 2020; Tapia et al., 2018).

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Session 2f: Paths to improve family-school-community relationships: theoretical perspectives

2f1. Tenderness in cases of parental public pedagogies: Why so much needed in polycrisis?

Maria Mendel, *University of Gdańsk*

We experience fragility and vulnerability in our everyday life. It is a part of the educational, lifelong learning process involving parents. In my paper presentation I argue that parental pedagogies – as public pedagogies regarding everyone regardless of age or social status (Biesta 2012) - are tender (cf. Mendel 2021), especially in the current time of crisis (cf. Dusi et al. 2022).

As Mark Fisher (2010), Zygmunt Bauman (2017) and recently Adam Tooze (2023) have argued, we all at the planet are feeling confused and it is not a personal, private but a collective experience. That experience and that growing risk (as The Global Risk Report 2023 says) has a name - 'polycrisis', which describes the interplay between the pandemics, the wars (e.g. in Ukraine) and the energy, cost-of-living and climate catastrophe (Tooze 2023).

In such conditions, the tenderness that characterizes public parental pedagogies seems extremely valuable and desirable; it should be developed, and it is worth creating favourable conditions for this. The "tender public pedagogy" is a concept regarding the educationally saturated labour of care for the benefit of the fragile common good (Mendel 2021, 2022, 2025).

In my paper I will present selected results of two case studies in which I aimed to describe the public pedagogies involving the parents. The 1st focused on the well-known leader of the parental movement in Poland (Mendel 2023). The 2nd focused on the phenomenon of a teacher who won the Gdansk competition for „Teacher of the Year” as a person of particular merit in cooperation with parents (conducted in 2023).

In both of these cases I observed tenderness as a feature of the educationally active existence of parents (and teachers) together in the public space. In general, I will focus on describing this tenderness and its meanings, especially in the context of searching for ways of life in the conditions of polycrisis.

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2f2. Parents’ and teachers’ collaboration perspectives in the post-COVID period

Audrey Addi-Racah, *Tel-Aviv University*

This study examines parent and teacher perceptions of collaboration in Israeli schools post COVID, guided by the overlapping spheres of influence model (Epstein, 2018). Collaboration

is often a loosely defined concept, used interchangeably with cooperation (Griffiths et al., 2021). Diverging views can lead to conflicts and limit parental involvement (Addi-Racah & Grinshtain, 2022; Bang, 2018). Despite the importance collaboration, few studies compare these groups' perspectives. The study addresses two questions: 1. What constitutes desirable parent-teacher collaboration? 2. How do perceptions differ between these groups? An online questionnaire with 3,254 parents and 1,020 teachers asked: What is desirable collaboration between parents and teachers? Responses were analyzed using semantic network analysis, identifying recurring terms and grouping them into clusters. Visualization and illustration of participant answers will be provided. Findings-Six key clusters emerged for parents: Transparency for trust-building and mutual respect, with seeking updates and shared goal-setting and be involve in key decisions; prioritizing the solving of academic and behavioral problems; adopting holistic child development as a shared focus. Lastly, communication and updates were pivotal for parents. Five clusters emerged from teachers' data: Trust and professionalism were core aspects for interacting with parents; they emphasized parents' respect in their expertise; they supported limited parental involvement, with boundaries preventing interference in their work; interactions with parents were based on social and academic support; and teachers valued parent contributions to classroom communities but maintained a school-centric, cooperation-focused approach. Conclusion-The sphere of influence is contextualized within a spectrum of interactions of collaboration and cooperation. Identifying these differences can inform policies for enhancing parent-teacher relationships.

2f3. The family-school connection: theoretical frameworks for collaborative educational partnerships

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Two of the main theoretical frameworks useful for understanding the the interconnected roles of families, schools, and communities in child development are the Ecological Systems, introduced by Urie Bronfenbrenner (1979), which describes how the environment affects individual development through a series of interconnected micro and macro systems and the Social Capital theory, introduced by Lyda Judson Hanifan (1916, 1920) and subsequently developed by Jane Jacobs (1961),

Gary Becker (1964) and Pierre Bourdieu (1980), that emphasizes the value of social networks and relationships in achieving collective and individual benefits and how, in educational settings, strong social capital can lead to improved information flow, support systems, and shared norms, concurring to student success.

This contribution aims to delve the theoretical foundations that underpin effective family-school community collaborations (Yamauchi et al., 2017), examining the ways in which the integration of Ecological System theory and Social Capital theory can support educators and policy makers to develop strategies that promote collaborative partnerships (Epstein, 2011).

The discussion emphasizes the significance of the following key components:

- Trust-Building: Establishing mutual trust among families, schools, and communities is foundational. Regular communication, transparency, and honoring for mutual commitments are essential practices to this end (Bryk & Schneider, 2003).

- **Shared Responsibilities:** Recognizing that education is a collective endeavor encourages shared decision-making and accountability. This approach leverages different perspectives and resources (Epstein & Sanders, 2006).

- **Culturally Responsive Practices:** Acknowledging and valifying the cultural backgrounds of students and their families promotes inclusiveness, participation and commitment for everyone.

Tailoring educational practices to reflect cultural diversity enhances relevance and connection

(Gay, 2010).

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2f4. Normativity of teacher competences for parental involvement: a review of research on required teacher competences in the context of curriculum ideologies

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This study focuses on gaining insight into competencies teachers are suggested to possess to enhance parental involvement. It's not a straightforward question, as required competencies likely depend on beliefs about the goals of education and the roles and responsibilities of teachers and parents. For example, expecting that teachers focus on parental home socialization in particular of children from at-risk families to reduce disparities

in social class-based educational achievements can be understood from a belief that teachers should create equal opportunities for all children. Other normative frameworks, like a focus on educational effectiveness, may support educational home environments for all students, regardless of background. Teacher competencies for parental involvement may vary based on these differing normative frameworks.

In this study, we review empirical studies on required teacher competences for home- and school-based parental involvement (Hussain et al, 2018). To investigate the normativity underlying these competences, we used Schiro's (2013) typology of curriculum ideologies.

A Qualitative Systematic Review method was applied. This methodological approach allowed us to systematically and qualitatively analyze the literature and identify patterns (Dickson et al, 2017).

By analyzing forty studies and integrating various perspectives from literature, a more nuanced understanding was developed of the competencies teachers need to collaborate with parents and enhance parental involvement across different curriculum ideologies.

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2f5. Fragility and vulnerability in education: a bibliometric analysis of educational partnerships

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In a world marked by individual fragility and collective vulnerability, education emerges as a creative force capable of shaping bonds and generating new perspectives on social justice. Alliances between families, schools and communities represent a bulwark against a fragmented existence, offering responses that weave resilience and creativity. This study explores how the academic literature has addressed these dynamics, highlighting emerging trends and gaps yet to be filled.

The theoretical framework conceives education as a laboratory of equity and solidarity, where fragility and vulnerability are transformed into levers for collective change. Educational partnerships are catalysts for interdisciplinary reflection and transformative action, capable of responding boldly to current challenges.

Methods

The analysis uses a bibliometric approach based on documents indexed in Scopus, using keywords representative of the issues addressed. The VOSviewer software made it possible to generate interactive maps highlighting citation networks, co-authorship and co-occurrence of keywords, outlining complex academic dynamics. The approach combines quantitative and qualitative analysis to identify influential contributions and emerging trends.

Expected outcomes

The analysis uncovers an academic landscape in which equity and community emerge as cornerstones of educational partnerships, while innovative strands value vulnerability as a

resource for change. The maps reveal connections that transcend the academic sphere, redefining education as a space for collective reconstruction. Knowledge gaps also emerge, such as the integration of institutional fragilities and collaborative strategies. The results offer an impetus towards the construction of educational alliances capable of transforming fragility and uncertainty into fertile ground for concrete and shared social justice.

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Session 2g: Family-school relationships and disadvantaged/vulnerable groups/families: academic trajectories and school dropout

2g1. Who wants to go to college? We do! The impact of a college access program that begins in third grade for first-generation college students

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Access to post-secondary education for first-generation college students (FGCS) became very important after COVID-19 brought to the forefront the most affected in the workforce: those who had a high school degree or less. College access programs play a vital role to move the needle in closing the educational achievement gap. These programs provide the support and opportunity for FGCS to enroll, persist and graduate from college. This study examined a college access program in Southern California, Barrio Logan College Institute (BLCI), a program that begins as early as third grade for students and their parents. A phenomenological qualitative approach examined the experiences of first-generation college graduates and their parents who participated in BLCI. This research explored the interventions and activities that contributed to the success of enrollment, persistence and graduation from college within six years as a result of their participation in BLCI. In particular, understand the experiences of students and parents' participation as a family and how it impacted the student's aspirations to enroll, persist and graduate from college. The framework of critical race theory (CRT), in particular experiential knowledge was used to guide this research. In addition, self-determination theory (SDT) was utilized to understand how it affected their self-efficacy and belief to persist and graduate from college. Ten families were interviewed, insights on their experiences were gained and as a result four themes were developed. The findings of this study along with preexisting data affirmed the impact BLCI had on participants enrollment, persistence and graduation from college. Also, the results found parents engagement throughout the pipeline influenced their child's aspirations of a college education and completion. BLCI's wrap around services for the entire family from workshops, to experiences outside the Barrio, to storytelling from previous alumni and staff played a pivotal role in participants successful completion of college.

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2g2. The school is for everyone: investigating the social determinants of schooling disadvantages in order to improve inclusion for non-Italian students

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This dissertation explores the achievement gap among immigrant students, who face academic challenges leading to lower performance and less university-oriented track choices, particularly in Italy. It emphasizes the urgent need to address the gap's causes and identify effective interventions through four key investigations.

Methods and Results

The first study reviews the achievement gap among immigrant students in Western countries, emphasizing SES factors. It reveals limited research on language policies, teacher bias, psychological well-being, and self-concept, as well as a lack of interdisciplinary studies and analysis of factor interactions. The second study uses qualitative research to explore how school choice during the transition to upper secondary school is shaped in Verona, Italy, with a high percentage of migrant-background students. Key themes include student interests, language use, and experiences, while teachers emphasize class dynamics, early orientation, and peer/parental influence. Language and socio-economic challenges highlight the need for personalized guidance and effective orientation. The third study uses

correlational research to examine the link between three sets of factors and student academic outcomes. Findings show immigrant students are overrepresented in vocational tracks and underperform compared to native peers. The study connects socioeconomic, socio-cultural, and relational factors to outcomes, with a marginal link between self-esteem and performance, but no significant achievement difference between immigrant and Italian students. In a separate review in Study 4 interventions aimed at reducing the gap were overviewed. The findings were most focused on psychological factors like stereotype threat in the US, with few addressing relationships. Few interventions target immigrant students, and multi-factor approaches are rare, emphasizing the need for tailored strategies and more European, longitudinal research. Conclusion. Together, these studies deepen our understanding of the achievement gap's causes, offering insights for policymakers, educators, and researchers to create targeted interventions for educational inclusion and equity.

2g3. Academic trajectories of immigrant female students: key elements for success

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Most studies related to immigrant students and their experience in school focus on identifying the elements that define and describe the academic failure to which these immigrant students are often doomed (Cernadas, Lorenzo y Santos, 2019; Peñalva-Vélez y Leiva-Olivencia, 2019; Álvarez-Sotomayor, 2020; Olmos y Lastre, 2022; Garreta-Bochaca y Llevot-Calvet, 2022). However, in the study we have decided to focus our attention on the academic success trajectories, concentrating primarily on: a) understanding the academic, curricular, and organizational aspects that have facilitated academic success trajectories; b) studying the socio-affective and relational dynamics with peer groups and teachers in the school context; c) delving into the essential elements of socio-educational and family contexts, with a focus on gender and inclusion; and d) exploring the impact that their academic success trajectories have had, or continue to have, on their empowerment as women in their socio-cultural contexts.

Methods and results

To do this, adopting an interpretive naturalistic paradigm and using the biographical method (Bolívar-Botia et al., 2001; Pujadas-Muñoz, 2002), we have carried out five life stories of immigrant university students who have been educated in the Spanish compulsory education system and have academic success trajectories. The university context was chosen as the space for sample selection, taking advantage of the identification of 'university student' with academic success, and the opportunity these students have to construct their own narrative, giving meaning to their experiences, thoughts, feelings, opinions, relationships, etc., about: 1) the importance of social recognition and family support for academic success, identifying both personal elements and peer support as key factors; 2) the role of teachers and the pressure of the educational system as spaces for validation and inclusion, but also for measurement and confrontation; and 3) the involvement of academic, family, and professional support in their empowerment and participation in micro and meso contexts.

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2g4. Italian Next Generation Europe funds: ecological system against early school leaving in a secondary school in Bologna

Cristian Tracà, *University of Bologna*

This paper focuses on a case study about the use of NExt Generation Eu funds that Italy has twice used to contrast early school leaving. Did these funds enable the experimentation of innovative project practices and educational actions, or did they simply crystallize a network system already present on the scene?

Bronfenbrenner's study on the ecology of human development will be the main theoretical frame of reference for highlighting possible factors for improvement in planning. A correspondence between PNRR actions and the microsystem, mesosystem, exosystem and macrosystem levels will be proposed to see whether conditions for an open system of work have really been created.

The paper focuses on two good practices observed in a school in Bologna, Crescenzi Pacinotti Sirani, where there were at least two conditions of integrated systems. The first case study regards individual mentoring actions, which were shared with educational pacts with families and intensified relationships with SEST (Territorial Educational Systems of Bologna).

The second one involves family workshops designed with partner schools of a Theater Network, a theater institution and a cultural association in the area.

It will also be pointed out that probably only in the case of networks already in place prior to the project was it possible to arrive at an effective design in such a short time. In fact, the school already had collaborative agreements in place with the Theater Network and Educational Services beforehand.

The study, as the actions are still being carried out and monitored in a large number of schools, will be based on observing what happened within a single school. In the following

phases, studies with enlarged sample and with qualitative and quantitative monitoring systems will be conducted to assess the impact on psychological well-being and school success.

2g5. Analysis of Educational Policy in Spain During the COVID-19 State of Alarm: Impact on Equity, Inclusion, and the Role of Families

Inmaculada González Falcón & Katia Álvarez Díaz, *University of Huelva*

The state of health alarm caused in Spain and other countries by Covid-19 has led to the application of several measures that affect society as a whole. Among those with the greatest impact were the confinement of the population and school closures during the first wave of the pandemic. These responses were followed by others related to children's right to study and to management of the school year. The decisions of the Spanish government have tried to minimise the educational gap, marginality and inequality, although the consequences have not been the same for the different groups and, especially, for the most vulnerable families. This article analyses the education policy implemented in Spain following the declaration of the state of alarm. It questions the measures implemented and the main effects on children and their families from an inclusive standpoint. Interpretative phenomenology serves as a methodological framework, grouping the different actions analysed into three categories: 1) access to education; 2) relations and participation of members of the educational community; and 3) acquisition of learning. The results underline the need to make policies more flexible in order to accommodate diversity and ensure the principles of social justice. In this endeavour, it is essential to acknowledge the active role that families themselves have played as social and educational facilitators, as well as to promote less rigid methodological proposals that also consider their needs

SESSION 3. Thursday, June 05 | 16:30 – 18:00

Session 3a: Family and school professions fragilities: children's and adolescents' emotional and socio-relational education (1)

3a1. Harnessing fragility: socio-emotional education as a pathway to adolescent resilience

Giuseppe Valentino, *University of Naples "Federico II"*

This paper investigates how socio-emotional education (SEL) can address adolescents' emotional and relational fragilities in complex educational environments. The research is guided by the following questions: How can SEL programs transform adolescent fragility into relational resilience? What role do schools, families, and communities play in supporting this transformation? The study draws on Bronfenbrenner's (1979) ecological systems theory to explore the interconnected influences on adolescents' socio-emotional development and is enriched by Masten's (2014) work on resilience as an adaptive process in adversity. Using a qualitative case study methodology, the research examines two SEL initiatives: (1) a peer mentoring program for adolescents in economically marginalized urban areas, and (2) culturally responsive SEL workshops in multicultural classrooms in Southern Europe. Data were collected through semi-structured interviews with educators, students, and parents, along with classroom observations and policy document analyses. Preliminary findings suggest that SEL programs effectively reduce emotional isolation and foster self-awareness and empathy among adolescents. The study identifies three key outcomes: (1) the development of emotionally inclusive classrooms that prioritize student voice and relational care; (2) stronger school-community partnerships that address socio-emotional fragility holistically; and (3) the emergence of student-led initiatives that normalize vulnerability as a source of strength. The research contributes to the growing body of literature advocating for SEL as a central component of educational systems. By reframing fragility as an opportunity for relational and emotional growth, the paper calls for policies that embed SEL into national curricula and teacher training programs. It argues that this shift is essential for fostering inclusive, empathetic, and resilient educational ecosystems.

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3a2. In the world of hikikomori: exploring vulnerabilities to reopen relationships

Maria Gabriella Landuzzi & Caterina Scarpari, *University of Verona*

The term hikikomori (hiku "to pull" , komoru "to withdraw") literally means "to stand apart, isolate oneself, shut down" (Saito, 1998) and it is used to refer to both the social phenomenon and those who choose to withdraw from social life (Belmonte, 2009). The phenomenon originated in Japan in the 1980s and has spread to other technologically advanced countries as well (Kato et al., 2019) including Italy (Porcelli, 2020). The phenomenon affects young people between the ages of 15 - 19 and 20 - 29 (Tajan et al., 2017) corresponding to transition periods (e.g., between school orders and/or school and work), which, coupled with current social pressures, can create emotional disorientation, leading the individual to feel inadequate and resort to social isolation to escape failure (Porcelli, 2020). In these dynamics, school and family, primary actors in the formation of the subject (Bagnato, 2019), play a key role. The heterogeneity of the phenomenon (Furlong, 2008) hinders the definition of shared preventive strategies and an unambiguous intervention protocol (Bagnato, 2019) therefore the areas of intervention noted in the literature are individual psychotherapeutic and environmental pedagogical (Lancini, 2019). The goal of this exploratory analysis is to deepen the understanding of the phenomenon from the experiences of hikikomori in order to identify strategic areas for the resumption of relationships through targeted interventions in synergy with school and family. A qualitative approach was used for this exploration by analyzing six interviews with hikikomori. Given the inherent characteristics of the phenomenon, we opted to use video interviews already conducted by Crepaldi and available on the public YouTube channel "Hikikomori Italia" (<https://www.youtube.com/@Hikikomoritalia>). The selected interviews, were transcribed and analyzed using a Framework Analysis (Pope et al., 2000) to capture themes useful in identifying strategies aimed at rebuilding a trusting relationship between withdrawn youth and other stakeholders.

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3a3. Tell me about yourself. The educator facing adolescents' fragility

Antonella Coppi, *IUL University*; Debora Tringali, *Pegaso University*

The Auxiliary Ego Procedure is a psychiatric-educational method that resulted useful in cases of strong adolescents' fragility. The method requires a professional educator and a child neuropsychiatrist. The educator works with the youth, his function is aimed at encouraging to identify and socialize and therefore autonomy. The child neuropsychiatrist takes care of the parents and supervises the work of the educator. The educator meets the adolescent at home (Papini, Tribotti, 2006). This work presents the results of a phenomenological-hermeneutic study carried out with the educators of the Auxiliary Ego Project of the Social Cooperative l'Abbaino in Florence. The project is aimed at adolescents aged between 11 and 18 who are particularly vulnerable as they come from families with a history of neglect, abuse, abandonment, and loss. The aim of the study is to explore the role of the educator within the Auxiliary Ego Project. The testimonies of seven educators were collected through hermeneutic interviews. The interviews were recorded with the consent of the participants, transcribed and submitted to content analysis. The results were grouped into a series of phenomenological categories. The results show that the educator, by making his own ego available, helps the adolescent develop his/her own inner coordinates (Mortari, 2020) which are essential to orient him/herself in the world of life. The educator does not pathologize the discomfort of the youth (Cambi, 2014), does not treat the signs of fragility shown by the adolescent, but aims to investigate and understand the vision of the world and of him/herself-in-the-world of the vulnerable adolescent. This means entering the subjective world of the person and assigning him/her the task of re-educating him/herself (Formella, Perotti, 2022) by integrating the elements of vulnerability: the wounds, the tears with the possibilities, the resources (Biasin, 2024).

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3a4. Between parents, school and society: resilience of young adults

Agnieszka Bzymek, *University of Łódź*

The resilience phenomenon has found a place in social sciences (e.g. Rutter, 1987, 2006; Ollson et al., 2003; Borucka and Ostaszewski, 2008). However, it is still not sufficiently present in the mentioned field, especially in pedagogy (e.g. Junik, 2011; Gwiżdż, 2015; Smulczyk, 2019; Bzymek, 2020). The speech is guided by the idea of promoting resilience in the field of education as an effective form of human development. Thus, resilience seen as a disposition, process and interaction (Uchnast, 1997, Luthar and Cicchetti, 2000; Waller, 2001), becomes an excellent tool for individual and societal growth. I assume that resilience can be an effective form of development for young people. The study of resilience carried out in the scientific circle of pedagogy students (Resilience Assessment Questionnaire KOP-26 Gąsior, Chodkiewicz, Cechowski, 2016) revealed the level of resilience of students in the individual, family and social areas. The tool used was chosen because of the accompanying assumption of lifelong resilience formation in the individual area, family relations and social competence. I want to present the results of the study. Then I show the correlation of the importance of the role of: school, family and society with the level of resilience in the individual area, family relations and social competence. Finally, I try to ask: how to school, parents and society work together.

Session 3b: Paths to improve family-school-community relationships: projects, practices, and experiences for supporting and engaging families (2)

3b1. Determinants of parental participation in preschools and primary schools in contemporary Polish society

Monika Popow¹, Anna Górka-Strzałkowska², Marta Wiatr², Maciej Bernasiewicz³ & Alicja Zbierzchowska⁴

¹ *Polish Naval Academy*

² *Maria Grzegorzewska University*

³ *University of Silesia*

⁴ *University of Gdansk*

The presentation will showcase findings from research conducted by scholars from four academic centers in Poland, working under the ERNAPE-PL network. This part of the project focuses on individual, interpersonal, institutional, and socio-cultural factors influencing the forms of parental participation in children's education and the functioning of educational institutions in Poland. The findings are analyzed within the framework of the parental engagement model by Hoover-Dempsey and Sandler (Green et al., 2007; Hoover-Dempsey et al., 2005; Hoover-Dempsey & Sandler, 2005). This analysis includes a comparison of factors affecting parental participatory practices concerning parents of children at different stages of development: preschool (ages 3–6), early primary education (ages 7–9), and later primary school education (grades 4–8, ages 10–14). The research employs a quantitative

and comparative methodology (Babbie, 2006) and is conducted using a diagnostic survey method on a sample of approximately 300 parents of children at various educational stages, residing in different regions of the country. The sample was selected using purposeful, non-probabilistic, and quota-based methods. The findings consider the specificity of the Polish education system as well as global social processes affecting modern family life. Comparative analysis facilitates the identification of key factors that either support or hinder parental engagement in school life. These insights result in recommendations for introducing changes in the studied school communities and serve as inspiration for discussions and further research inquiries at the international level.

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3b2. Parental participation in Polish educational institutions: diagnosis of practices, motivations, and barriers at different stages of child development

Anna Górka-Strzałkowska¹, Marta Wiatr¹, Monika Popow¹, Alicja Zbierzchowska² & Maciej Bernasiewicz³

¹ *Maria Grzegorzewska University*

² *University of Gdansk*

³ *University of Silesia*

The aim of the presentation is to present the results of research on parental participation in educational institutions, conducted on a nationwide sample of parents whose children attend kindergartens and primary schools. The analysis encompasses both the motivations and practices of parental participation, as well as the barriers and factors supporting parental engagement. The study employed a survey method, allowing for a comparison of parental participation across three age groups of children: preschool, early school-age, and students in grades 4-8. The findings reveal significant differences in the level of engagement and forms of cooperation with educational institutions depending on the child's age. Notably, the study highlights distinctions between formal and spontaneous forms of participation (involvement vs. engagement). The analysis also considers the socio-cultural context and structural conditions influencing the level of parental participation. Preliminary conclusions indicate that, although most parents express a willingness to cooperate with educational institutions, significant barriers include limited time resources, insufficient communication mechanisms, and inadequate support from institutions. The study's findings can serve as a

basis for recommendations aimed at strengthening dialogue and cooperation between parents and educational institutions. The presentation will contribute to enriching the debate on parental participation as a key element of education and to developing strategies for fostering effective collaboration models within the context of the Polish education system.

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3b3. Classed caring: care ethics in schools form different socioeconomic classes

Avihu Shoshana¹, Ilanit Pinto-Dror² & Mirit Haybi Barak¹

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² *Oranim Collage*

The research literature on care in education often references Noddings' (1992) definition, which frames care as a positive, reciprocal relationship between teacher and student, characterized by concern and mutual respect. Studies emphasizing the positive aspects of care in education explore its impact on academic performance (Hemmings, 2006), motivation (Daniels & Arapostathis, 2005), and social competence (Wentzel, 2003). However, relatively few studies have examined how care is influenced by socioeconomic status (SES) and power dynamics (Antrop-Gonza'lez & De Jesus, 2006; Rolon-Dow, 2005). These studies highlight how teachers' care work is shaped by the social positions of students and their families. This study expands on this line of research, proposing to examine teachers' identity among teachers in schools serving students from two different SES levels in Israel: vocational schools serving low-SES students and elite schools catering to high-SES students. Through semi-structured interviews with 40 teachers, we investigated how care work is integrated into their roles and how the various approaches contribute to reinforcing or challenging inequalities in education. The teachers in vocational schools described their care work as compensating for students' lack of academic capital. These teachers frequently framed their work as "holy work" or "rescue," perceiving themselves as substitute parents for students, who are perceived as deficit-laden. In contrast, teachers in elite schools describe their care work as reciprocal, committed, and geared toward fostering students' academic growth. Care, in this context, is seen as an additional resource—akin to cultural capital (in Bourdieu's terms)—that enhances students' social positioning. Based on these findings, the impact of class and power relations on teachers' care work is discussed, arguing that care contributes to perpetuating inequality and widening social gaps. In this context, the article presents a critical interpretation of the notion of care, proposing that its

manifestation differs depending on educational settings and challenging universalist notions of care and its impact.

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3b4. Building educational alliances by learning from fragility

Monica Amadini, *Catholic University of the Sacred Heart*

The drive for efficiency has colonised schools, fuelling demands for performance that make it impossible to tolerate failures. Teachers often find themselves alone and exposed to the fragility of their professional role and to sense of inadequacy. The relationship with families is often the element that exacerbates these experiences. This situation gradually generates a representation of families as a potential source of judgement. How can we go beyond the coping mechanisms expressed in the denial of our own fragility or in the projection of blame to others (families)? Is it possible to experience training as an opportunity to reconcile oneself with one's own frailties, but also to restore a social-relational dimension?

OBJECTIVES:

- Focusing on the constitutive fragility of our professional lives.
- Wanting to grasp the opportunities that the conditions of the encounter with contemporary families.

The theoretical framework can be ascribed to the pedagogy of the limit (Lizzola; Bertolini; Erbetta). This framework offers the possibility to work on one's own emotional experiences and professional representations, but at the same time to engage in a change of perspective towards the limits of families.

The methodological approach adopted is that of collaborative research (Desgagné). This is a research approach that gets teachers engaged, together with the researcher, in exploring an aspect of their professional practice, generating a situated understanding of the issue being investigated. By exploring the perimeter of the school-family relationship, collaborative research offers the possibility of promoting an attitude of self-reflection and a 'research posture' (Taylor; Cochran-Smith, Lytle).

- Strengthening a device for approaching teachers' and families' vulnerabilities in an alternative way;
- Deconstructing the gaps that often characterise the relationship between teachers and parents;

- Discovering the essential role of the school-family alliance as an important device for embracing individual fragilities and social vulnerabilities.

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3b5. I no longer feel like an alien. Interprofessional groups plan "the near future" of family-school service collaboration

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Service-family-school collaboration is often understood as a process of networking between people who, on the basis of their own interpretation of a problem, get in touch by asking each other for the resources each believes to be appropriate. In research on preventing children's vulnerability, Edwards proposes instead to base collaboration on the creation of

interprofessional and community spaces in which to engage in coconstructing knowledge and understanding of the problem. It is neither about diluting specialist expertise nor learning to do each other's work as much as it is about 'gaining sufficient insight into the purposes and practices of others to enable collaboration' (Edwards, 2011, p. 34). It is about recognising the relational nature of any effective form of agency. (Edwards, 2011). This horizontal working, which takes place at the boundaries of communities and professional practices, consists of negotiating interpretations of tasks and ways of accomplishing them: at the boundaries, the categories, values and goals on which practices are based are revealed and, at the same time, the categories, values and goals of the work of others are recognised and paid attention to. There is not just an exchange or transfer of information but a real mutual commitment to identifying common horizons and practices that can help achieve them.

This paper presents a case study conducted with social workers, educators, psychologists, teachers, neuropsychiatrists working with children and families in Italy within the P.I.P.P.I. programme (an Italian Ministry programme for vulnerable children and families) (Milani, 2022).

The presentation focuses on 'Letters from the Future', a narrative tool from the writing collective "Zanzibar" in which professionals are asked to write about the near future (Kloetzer, in press) of school-family-service collaboration. It is a realistic practice of imagination and a stimulus to reflect on systematic and professionals' representations and expectations, contradictions and desired changes.

We present the key contents that emerged from a thematic of 45 letters, focusing on what it means to cross professional and institutional boundaries, trying to establish collaboration and to search for shared knowledge, while expanding the 'bubble of now'.

Session 3c: Family and school professions fragilities: training and support for teachers and school staff

3c1. Parental involvement in school and teachers' affective commitment: the role of political skills

Alexander Zibenberg & Yael Grinshtain, *Tel Hai Academic College*

The relationships between parents and teachers can be either positive, marked by trust and cooperation, or negative, marked by tension and disagreements (Addi-Raccah & Ainhoren, 2009). While research shows teachers understand the importance of staying connected with parents, they may not always be eager to encourage parental involvement (Peček et al., 2008).

We argue that the school's organizational climate, as revealed in the parent-teacher relationship, whether collaborative or combative, may influence the commitment of teachers to the school. Following this, we ask how teachers manage conflicts with parents to minimise harm to their commitment.

Political skills have previously been shown to serve as an organizational tool capable of moderating workplace relationships (e.g., Kolodinsky et al., 2007). Political skills can act as a remedy to counter the adverse effects of workplace stressors. Importantly, they are considered malleable; as such, they can be significantly developed through training, mentoring, and socialization. Therefore, we argue that when teachers employ political skills during conflicts with parents, they may safeguard their commitment to the school. In other words, we examine how political skills influence the relationship between parental involvement (conflictual or collaborative) and teachers' commitment to their schools.

The quantitative research involves a questionnaire administered to 300 Israeli teachers, including 130 from elementary and 163 from high schools. Our findings indicate parental involvement permeates the organizational environment, which is reflected in teachers' attitudes toward the school. In addition, teachers with strong political skills experienced less impact on their school-related affective commitment when facing problematic relationships with parents.

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3c2. Teachers' feelings and perceptions of school-family collaboration: a qualitative analysis

Diego Hervella Fariñas, Esperanza María Ceballos-Vacas, *University of La Laguna*; Beatriz Rodríguez-Ruiz, *University of Oviedo*

The school-family relationship is crucial for quality teaching and learning (Intriago-Pérez, 2022). This qualitative study aims to analyse the teachers' feelings and perceptions regarding the school-family collaboration, exploring both positive and negative sentiments. Three focus groups were organized, involving 16 teachers from Early Childhood and Primary Education. A content analysis was conducted using the software Atlas-ti 7.5.10. The results present the dimension of teachers' feelings and perceptions regarding the school-family collaboration, subdivided into two subdimensions: one with positive feelings and perceptions (three categories) and the other with negative ones (two categories). Teachers feel valued by families, although differences sometimes arise. The benefits of collaboration are highlighted, and it is emphasized that when families participate in school life, teachers feel comforted and grateful. However, negative feelings such as anxiety, fear, uncertainty, or stress also emerge in interactions with families. The study concludes that this relationship is key to student development and improves when teachers remain at the same school. Finally, it links family involvement with the enhancement of teaching quality, highlighting terms such as enthusiasm and teaching worth.

3c3. Teacher training needs and offer for (migrant) parent engagement

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Research done with teachers highlights that engaging parents is an aspect of their role that is a white spot in their training. Migrant parents, often coming from different cultural backgrounds, not having a shared language with the teachers or not being confident enough due to their lack of education, are even more often excluded from participating at school, as teachers are not equipped with tools and methodologies to overcome the barriers, or even have the motivation to do so in the first place. The Parents Engage project was focused on supporting teachers in engaging migrant parents in school successfully. Parental engagement is not a topic covered in initial teacher education, and if it is, it is done in an elective course, while working with families belonging to the majority population is already flagged as challenging for many schools. Our research was aiming at identifying the general and specific training needs as well as inspiring practices related to this target group. The conference presentation will introduce the outcomes of the research leading to identifying training areas in the field of parent and family engagement as well as working with diverse groups. The presentation will also introduce our evidence-based training for initial and inservice teachers to help them understand the main concepts and benefits of parental engagement and to provide them with support on how different obstacles whilst reflecting on their own environment. The main topics of the training – based on our initial research – cover concepts and evidence parental engagement, managing relationships in diverse school communities, and clarifying the role of teachers and parents in the process. The unique element of the approach is that it examines and builds on the experiences and resources NGOs and community organizations already possess and help create partnerships between schools, civil society, community, and decision-makers.

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3c4. Challenges in parent-teacher relationships in Chinese middle schools: insights from a qualitative study

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This study investigates the parent-teacher relationship in Chinese public middle (junior high) schools, an increasingly critical issue within the framework of home-school cooperation. The research is part of a broader qualitative study that uses the Cultural Historical Activity Theory (CHAT) to examine the systemic factors influencing these relationships. In China, home-school collaboration has been widely promoted by education authorities (Dong & Wang, 2015). Despite this large-scale implementation, significant challenges exist, such as ineffective communication between parents and teachers (Dong & Wang, 2015; Zhang et al., 2024). Moreover, with the publication of the Law of the People's Republic of China on the Promotion of Family Education (MOE, 2021), the parent-teacher dynamic appears to get more intense. A significant increase in parental complaints regarding teachers' behavior (Zhao, 2024), highlighting the urgent need to examine the underlying causes of these tensions. Through semi-structured interviews with three head teachers, this study dives into the key elements that challenge parent-teacher relationships. The findings suggest that several factors contribute to these difficulties, including high parental expectations, controversies regarding the use of educational punishment, the increasing role of technology and social media in education, and the pressure faced by teachers. Rich qualitative examples are provided to illustrate these challenges and their impact on the stakeholders involved. While the study provides valuable insights into the complexities of the parent-teacher relationship, its scope is limited by the small sample size of only three participants. Consequently, the findings may not generalize to other teaching contexts or regions. Nevertheless, this research offers a critical foundation for further investigation and highlights the need for policy and practice interventions to improve home-school collaboration.

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Session 3d: Decolonising school-family relationship

3d1. Teachers' use of cultural knowledge in culturally responsive teaching in primary schools

Dorien Petri, Margreet R. Luinge, Annelies Kassenberg, *Hanze University of Applied Sciences*; Eddie Denessen, *Radboud University*; Klaas van Veen, *University of Groningen*

Teachers can embrace cultural diversity to make education meaningful for all pupils (e.g., Ladson-Billings 2009; Gay, 2010). An approach which sees diversity as a strength is Culturally Responsive Teaching (CRT) (Gay, 2010). In CRT, teachers use the background of their pupils in their education. Teachers' knowledge of pupils' backgrounds is also referred as teachers' cultural knowledge. To ensure that every pupil feels seen and heard, teachers can use cultural knowledge in their teaching approach to establish a relationship with pupils, use meaningful examples, and apply pedagogical strategies. Learning in the classroom increases when teachers use their cultural knowledge of pupils, to design and implement instructional activities (Banks et al., 2005).

Various articles have described the background and principles of CRT. However, fewer works describe how teachers concretely operationalize the principles into classroom practices when making use of their cultural knowledge. This lack of concreteness in educational research may be a cause for struggles that teachers experience with how to integrate cultural knowledge into their practice (Brown et al., 2018; Powell et al., 2016; Samuels, 2018).

Therefore, the aim of this study is to explore how cultural knowledge is enacted in cultural responsive teaching. Insights obtained from this study can be used to develop concrete tools for using cultural knowledge in primary schools.

In the school year 2024-2025, we conduct structured interviews with approximately fifteen primary school teachers in the Netherlands. We showed them domains of cultural knowledge that we have derived from a previous scoping review (Petri et al., submitted) and asked them to describe concrete examples of using this cultural knowledge domains in their education. Our preliminary results show that specific knowledge of pupils' language and cultural backgrounds enables teachers to adapt their teaching to the specific contexts of their pupils and that cultural knowledge can be used to give pupils a feeling of being welcome and to create positive pupil-teacher relations.

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3d2. Decolonising Thought and Knowledge: Unmasking Deficit Thinking in Education

Paola Dusi, *University of Verona*; Audrey Addi-Raccah, *Tel-Aviv University*

Deficit thinking provided a theoretical-scholarly underpinning to a compensatory (and assimilationist) approach to practice involving students from “different” socio-economic or cultural background and their families. This approach views “different” students (and families) as less intelligent or less competent (Pica-Smith & Veloria, 2012). Students whose strengths differ from those recognised by the curriculum and in society tend to be considered in terms of what they do not know, relative to the education system’s established standards (Levinson, 2011). In earlier days, or at least in Europe, it was this compensatory approach that characterised the relationship between the school institution and students from minorities, black, low socioeconomic status or with migratory background (and the ones who found themselves at the intersection of all these aspects) (Crenshaw, 1989). Still today students from linguistic, cultural and economic minorities encounter numerous difficulties in Western education (Save The Children, 2023) that is often comprehended through the lens of deficit thinking (Solorzano & Yosso, 2001).

The present contribution seeks to set out a theoretical explanation of the academic difficulties faced by these students and the surviving of DT in our school system (Dusi, 2023; 2025). Inspired by the concept of the ‘coloniality of knowledge’ developed by Anibal Quijano (1992), we asked ourselves: could the epistemicide theorized by decolonial authors be one of the reasons behind the spread and persistence of deficit thinking in Western school contest?

To this aim, a traditional literature review (Pope, Mays, Popay, 2007) has been conducted, focusing on the works of decolonial authors, Epistemologies of the South (Santos, 2007, 2014, 2018), critical race theory (e.g., Ladson-Billings, 2006), critical Chicano feminist thought (e.g., Anzaldúa, 2012), perspectivism (Viveiros de Castro, 2014), as well as works by Afro-descendant Italian women authors. The guiding question of this literature review is: is there a connection between deficit thinking theories and the concept of coloniality of knowledge?

The thematic analysis, revealed – both in these authors’ personal experiences and theorizing – the presence of foundational aspects of deficit thinking: a reductive interpretation of the ‘other’ and their knowledge and experiences. These finding seem to confirm the presence of a link between the coloniality of knowledge, the epistemic violence exerted by the Western countries, and the Deficit thinking approach.

To further validate our hypothesis we have begun an overview of research on deficit thinking, addressing the following main questions: What constitutes deficit thinking? Who has studied it? To explore this topic, we will conduct a bibliometric analysis of 1,523 articles related to Educational Research, retrieved from Web of Science and Scopus, published from 1971 to the end of 2024.

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3d3. Educational alliances and plural perspectives: decolonising school-family relations in community contexts

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Educational alliances between school and family aim to ensure fair and quality development opportunities for children and young people. It takes time to co-construct projects and support processes for the care and valorisation of different cultural heritages. The dialogue between complex subjects is carried out to deconstruct the linearity of educational alliances and to reinstate the cultural-experiential exchange between adults in the interest of every child. It is a question of promoting educational co-responsibility in the school-family alliance in such a way as to build the educational community as a place of activation, inclusion, and proximity (Cappello & Siino, 2023; Galligani, 2024).

The “diffuse alliance” requires decolonisation to take sides against indifference and exclusion, and addresses a community where active citizenship, experienced in the daily-life, is composed through processes of co-creation (Brattström & Bachmann, 2018; Epstein, 2018). This opens up transformative scenarios that require accompanying discovery’s paths of deconstruction and revision of singular paradigms. It is essential to activate mechanisms of deconstruction and decolonisation of thoughts, cultures, and approaches of education (Singh and Lopez, 2024; Pirbhai-Illich, Martin and Pete, 2023) to offer innovative projects that promote a “migrant pedagogy”. If the family, the school, and the territory become active actors in the educational community, they can co-design processes of growth, care, and enhancement of different cultural heritages (Gamuzza et al., 2020; R'boul and Dervin, 2023). This requires a willingness to meet in new ways, to overcome cultural rigidities, and to promote participatory perspectives in the interest of plural childhoods (Silva & al., 2022; Deluigi, 2024). The proposal looks at some design and pedagogical styles that favour the decolonisation of education in the school-family relationship, promoting mutual recognition and contrasting contexts of subalternity or misrecognition (Corvino, 2021; Sayad, 1999), proposing guidelines for a community ecosystem capable of building new “educational sites” and narratives.

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3d4. Transforming vulnerabilities into opportunities: a democratic community-oriented intervention for teachers, families, and students

Lavinia Pia Vaccaro, *University of Enna "Kore"*

In the contemporary neoliberal society, relationships between individuals are often characterized by dynamics of power—exploitation, subordination, and marginalization (Burgio, 2022)—which render all parties involved fragile and vulnerable. These dynamics primarily affect subordinated social groups, as they are generally more vulnerable and fragile. At the same time, however, they indirectly impact those who exercise power, leading to their "decivilization" and rendering them vulnerable and defenseless as well (Césaire, 2020). This is particularly evident in the school environment, which perpetuates hierarchical relational dynamics. Within such contexts, certain individuals experience greater vulnerability, which should be transformed into opportunities for all. Thus, for schools to become spaces of community (hooks, 2003), it is essential for all the actors involved—subordinating teachers and subordinated families/students—to break from these power dynamics, creating an environment free from inequities and injustices. Hence, this contribution aims to implement a training and support intervention involving teachers, families, and students from a Secondary School of the second grade of the Sicilian

hinterland. The intervention will address themes related to the importance of establishing an ecological (Liss, 2016), democratic (Gordon, 2001) and direct communication among families, students, and teachers, promoting active listening and mutual respect while examining the intersectional power dynamics that emerge in these relationships (Crenshaw, 2013). The intervention will consist of a five-hour workshop, including pre- and post-intervention questionnaires to evaluate potential changes in participants' perspectives (Merizow, 2003) regarding more inclusive and community-oriented approaches to classroom practices. The expected outcome is an increased awareness of power dynamics in relationships, alongside the ability to envision democratic educational practices aimed at individual empowerment and at the collective resolution of vulnerabilities.

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Session 3e: Family and school professions fragilities: Children's and adolescents' emotional and socio-relational education (2)

3e1. School-parent cooperation in Polish general secondary schools in the narratives of teachers representing Generation

Paweł Śpica & Małgorzata Obrycka, *University of Gdansk*

The aim of the presentation is to present the results of research on the cooperation between schools and parents of students attending Polish general secondary schools. This research was conducted using qualitative research methodology (specifically: phenomenography) among teachers representing Generation Y, working in the Pomeranian Voivodeship. The research problem was formulated as a question: how do general secondary school teachers born between 1980 and 1994 define, understand and interpret the phenomenon of school-parent cooperation? The research results obtained reveal the following categories of

phenomenon description: K1 – student wellbeing (subcategories: responsibility, self-reliance, independence, guidance to adulthood); K2 – institutionality (subcategories: formality, team, systematic, transparency); K3 – proactivity (subcategories: tasks, relationships, cognitive processes). Converging understandings (synonymy) include the following phenomena: interplay, positive energy, seeking solutions, striving for change, seeing opportunities, creating situations, taking initiative, taking action. Identifying the divergent scope (homonymy) of understanding brings with it a vision of three levels: 1) form of action – institutional versus spontaneous; 2) communication – online versus in-person meetings; 3) task implementation – selfless action versus fee-funded action. According to the narratives obtained, the factors that foster positive relationships are specific qualities and skills, which respondents included: understanding, commitment, honesty, acceptance, sensitivity, selflessness, communication skills, teamwork, openness, flexibility, the ability to admit when one is wrong, self-awareness of one's strengths and weaknesses.

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3e2. Perceptions and attitudes of families about their role as educational agents in sexuality in adolescence, and the cooperation with school and community: emergencies and resistances

Roxana Sarrablo Lascorz, Maria Antònia Gomila Grau & Rosario Pozo Gordaliza, *University of the Balearic Islands*

The main objective of this paper is to analyse the perceptions and attitudes of adolescent families about the role played by the family, the school and the community as educational agents in the area of sexuality on the island of Mallorca. To this end, an interpretative phenomenological analysis is carried from group discussions involving 37 relatives (23 mothers and 14 fathers). The study identifies that although families adopt positive attitudes towards sexuality education, they face significant barriers, such as lack of knowledge, shame, a perception of educational inadequacy and challenges in collaboration with other educational agents. Likewise, families consider that the responsibility falls mainly on the family, the school, social networks and the media, warning about the low levels of collaboration and coordination between the aforementioned agents. The implications of factors such as gender, the educational, economic or cultural capital of families are analyzed, highlighting how these variables influence the attitudes and perceptions of families about the role played by educational agents – family, school, community. The study concludes that families consider how a comprehensive, collaborative and multi-agent approach to sexuality education is characterized by both its relevance and its absence. The need to actively integrate families, schools and communities in sexuality education research, interventions and programmes is reinforced, developing comprehensive approaches that

overcome existing barriers. This work offers an innovative approach that contributes to the design of transformative educational strategies, aimed at the integral well-being of adolescents and the development of more inclusive, collaborative and healthy social dynamics.

3e3. This pain is not yours. parental fragility and emotional dis-education

Tiziana Iaquinta, *University of Catanzaro "Magna Græcia"*

The emotional dynamics that characterize new adolescents have long been the subject of growing interest and apprehension on the part of the adult world and experts in the field psycho-sociopedagogical. This is not only because of the implications that emotional well-being has on the overall state of well-being of the adolescent, but also because of how their emotional-affective structure could be profiled in the future due to a lack or inadequate emotional literacy. According to recent studies and research, adolescents do not enjoy good psycho-emotional health and seem unaware of it. Awareness, as a capacity to identify what exists in the inner world of the subject, is a gradual process that is implemented through an emotional education that has as its main reference the parental figures. Today, however, parenting is marked by numerous frailties, including emotional ones, from which an involuntary educational immobilism results in the most delicate, complex and difficult aspects of existence. Faced with emotions and feelings of a kind negative value (pain and suffering), adults tend to take a stance of denial and removal of the children's experience. The emotional education of which the adolescent is the recipient, and which has in the parent the fundamental educational agent, either has not been given or is inadequate. If the emotional issue continues to be analyzed from the point of view of adolescents and not adults, who are attributed emotional skills not possessed, there will be a risk of implementing forms of emotional diseducation.

3e4. When the classroom moves home: Israeli parents' challenges, strategies, and the role of teacher partnerships in supporting teenagers' remote learning

Asnat Dor, *Max Stern Academic College of Emek Yezreel*

This study investigates the experiences of parents navigating the challenges of remote learning with adolescents. Remote learning has become integral to education systems globally, especially during crises like the COVID-19 pandemic and wartime conditions in Israel. Its use also extends beyond crises, offering flexibility and broader access to education. Despite these benefits, remote learning presents challenges for many adolescents, as it requires self-regulation, intrinsic motivation, and time management—skills still developing during this stage of life (König et al., 2020). Parents face the complex task of balancing support and autonomy, often experiencing helplessness, particularly in times of heightened economic and emotional stress (Spinelli et al., 2020).

Research Questions

1. What challenges do parents face in supporting teenagers' remote learning?
2. How do parents view their role in fostering remote learning success?
3. What strategies do parents use to motivate and assist academic routines?
4. How do parents assess communication with teachers in addressing challenges?

Methodology

Ethics committee approval was obtained. A qualitative phenomenological approach was used, involving semi-structured interviews with 12 parents of adolescents aged 14–18, recruited through social media. Interviews, lasting 40–60 minutes, explored parental challenges, strategies, and interactions with teachers. Data were analyzed thematically (Braun & Clarke, 2006). Participants provided informed consent, ensuring confidentiality, anonymity, and voluntary participation. Preliminary Findings Parents face significant challenges supporting teenagers in remote learning, particularly in maintaining motivation, time management, and self-discipline. Balancing guidance and independence often leads to feelings of strain. Strategies include structured routines, incentives, and designated learning spaces, though results are inconsistent. Teacher collaboration is seen as vital but varies in effectiveness; some parents find it beneficial, while others report insufficient communication. These findings emphasize the need for strong teacher-parent partnerships to address remote learning challenges effectively.

Session 3f: Family and school professions fragilities: training and support for teachers and school staff (2)

3f1. Parental beliefs and behaviour in learning support: effects of a short-term training for parents

Caroline Villiger & Edith Niederbacher, *University of Teacher Education Bern*

Family plays a significant role in student learning. Beyond structural factors like socioeconomic background and first language, parental beliefs and behaviour in learning support are critical. Research shows that parental beliefs, such as a growth mindset, positively correlate with children's academic success (Matthes & Stöger, 2023). However, findings on parental behaviour are mixed; their impact varies depending on whether they support autonomy or impose control (Dumont et al., 2012). Given the large impact of families, it can be detrimental if parents do not support their child in a favourable manner, especially within families of socially deprived background. Past studies indicate that parental behaviour can be influenced through interventions (Harackiewicz et al., 2021). This is a promising way to better harmonise learning support at school and at home.

Methods

This study developed and implemented a short parental training program in Switzerland. Conducted as an evening session (1.5 hours), the program focused on supporting self-regulated learning at home by addressing parental beliefs (growth mindset, constructive responses to failure) and behaviour (autonomy support, structure, reduced control). The study comprises 757 students (5th and 6th grades) and their parents. Fourteen classes were randomly selected for offering the training session. 157 of the 252 invited parents attended the training session. The training's effects on beliefs and behaviour were assessed by regression analyses.

Results

Results revealed a significant reduction in controlling behaviour among trained parents and an increase in growth mindset, observed seven months after the training. Other beliefs and behaviour showed no significant change. These findings are notable considering that the

training's effect persisted despite its brevity. The study highlights how parental training can address learning support beliefs and behaviour. Future training enhancements and practical implications are discussed, emphasizing the potential for even short interventions to create meaningful change and better alignment between school and family.

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3f2. Characteristics of training of facilitators in parenting programmes: expert consultation

Carmen Orte, Joan Amer, Belén Pascual & María Valero, *University of the Balearic Islands*

The training of trainers is crucial in socio-educational and preventive family programs that work with adolescents. From the academic literature it has been confirmed that the competences of professionals are key for effective interventions. The objective of the article is to find out, according to experts, which competences are a priority to work on in the training of facilitators

Method

Delphi technique was used in order to reach consensus among experts, in this case academics and professionals (n=22). Data collection procedure was double round, to ensure consensus was reached, while quantitative and qualitative techniques were used to analyze the information.

Results and discussion

Regarding the results on the contents that should be prioritized in training, the training of communication skills, the detection of specific needs, the ability to establish links and the involvement of the trainer are highlighted. As a didactic format, practical activities are prioritized. In conclusion, the article contributes scientifically by providing the key components for the design of a curriculum for the training of trainers. Based on contributions from experts, this curriculum focuses on skills training to improve the effectiveness of evidence-based preventive family socio-educational interventions.

3f3. Promoting professional growth: the role of phenomenological vignettes and awareness of vulnerability in teacher education

Marianna Capo, *Mediterranean University of Reggio Calabria*

This study is based on a pedagogical experiment involving 300 Primary Education students, framed within a theoretical context that examines the relationship between embodiment, vulnerability, and fragility in teaching-learning processes. The primary aim is to explore the

pivotal role of embodiment in shaping educational experiences and fostering relational understanding, recognizing fragility and vulnerability as intrinsic aspects of the human condition. The study targets prospective teachers, emphasizing the need for a profound grasp of the emotional and physical dynamics within the school environment. This entails fostering an attitude and a qualitative worldview (Poulin, 2007; Rogers, 2003), enabling them to “open their eyes to the differences between the written and the unwritten, the sayable and the unsayable, the perceivable and the imperceptible” (Agostini, 2019: 187). Phenomenological vignettes serve as a cornerstone methodology, encouraging critical reflection on embodied and relational experiences (Agostini, 2019; Zadra & Agostini, 2024). These narrative tools not only address the role of emotions in teaching but also highlight how vulnerability can become a lever for promoting inclusion and social equity in educational practices (Capo, 2021). The vignettes, as short narratives that capture significant moments, serve as tools to explore and reflect on the corporeal and relational dimensions of education (Agostini, 2019; Merleau-Ponty, 1976) through a recursive writing process. In fact, the writing of the vignettes follows a rigorous methodology: from the annotation of perceptions to the elaboration of a draft, passing through phases of validation and collegial revision. The meticulous approach to vignette writing fosters critical analysis and shared responsibility, contributing to the development of professionals who are aware of the complexities of contemporary education (Meyer-Drawe, 2012; Biesta, 2013). It also fosters the creation of alliances among all educational actors, with the aim of pursuing social justice and school well-being.

The outcomes of this training for participants include:

- Fostering introspection and critical analysis of personal experiences;
- Enhancing analytical competencies and observational skills, with particular attention to detail;
- Increasing awareness of the value of mistakes as integral to the learning process;
- Building skills to recognize and interpret the bodily languages accompanying thoughts and actions.

In conclusion, the use of vignettes emerges as an innovative and essential pedagogical strategy for the professionalization of future teachers, promoting training that is sensitive to fragility. Additionally, promoting collegial collaboration and reinforcing learning communities (Mortari, 2009) are essential strategies for building a more inclusive educational environment that supports the well-being of all participants in the educational process (Freire, 1996; Hooks, 1994).

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3f4. Bridging theory and practice: preparing preservice teachers for family-school partnerships in Scottish initial teacher education

Clare Mouat, *Massey University*

This presentation examines the role of Initial Teacher Education (ITE) in equipping preservice teachers to meaningfully engage with families. Drawing on my experience as a Teaching Fellow in primary education and my ongoing doctoral research, I explore the Scottish context, highlighting Education Scotland's Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home (2022). This pioneering policy positions family engagement as fundamental to educational excellence. Despite the policy's progressive vision, international research consistently highlights insufficient preparation of preservice teachers for effective family-school partnerships (de Bruïne et al., 2014; Epstein, 2013; Willemse et al., 2018). Antony-Newman (2024) similarly emphasises the vital role of teacher educators in fostering these competencies. In Scotland, developing the skills to work effectively with parents and families is understood as a career-long process. Family learning, as defined by the Scottish Family Learning Network (2016), is recognised as a transformative approach to promoting lifelong learning, addressing educational disadvantage, and building socio-economic resilience. This session shares insights into embedding family engagement practices within ITE programmes, encouraging preservice teachers to critically reflect on their attitudes toward parents while exploring the theoretical and practical benefits of collaborative working. By bridging theory and practice, preservice teachers can begin to develop an understanding of parental engagement as both a philosophy and a pedagogical strategy. A key component of this work is a unique partnership with a Scottish local authority, which provides authentic, community-based experiences to develop professional skills in family engagement and learning. This collaboration highlights how ITE can empower teachers to create meaningful educational partnerships with families and communities, addressing equity challenges and promoting inclusion. By presenting this model and its outcomes, this session hopes to contribute to broader discussions on enhancing teacher education to support enduring and impactful family-school-community partnerships.

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Session 3g: Parents and teacher relationship in the context of inclusive and special education

3g1. School-Family: the skills of the inclusive teacher some results of a national exploratory survey carried out at the specialization courses for educational support activities for students with disabilities

Daniela Gulisano, *University of Catania*

The paradigm of complexity with which the teaching-learning process is confronted, together with the global commitment undertaken by the UN with the 2030 Agenda to guarantee inclusive and equitable quality education and promote lifelong learning opportunities for all, highlight, even more, the issue of the skills of the inclusive teacher and, consequently, of his training. In this new perspective, the Agency, the co-responsibility of school and family, accessibility to knowledge, classroom management, teaching strategies, the plurality of skills/capabilities, not only declined on the curricular-disciplinary side, but above all capable of increasing methodological-didactic competence, take on a role of great importance. For this reason, starting from the indications developed by the international document of the European Agency for Development in Special Needs Education in relation to the "Profile of the inclusive teacher", it was decided to develop an exploratory primary survey research on original data, which involved the students/teachers of the first and second level of the Specialization Course for Educational Support Activities for Students with Disabilities of 6 Italian Universities (Catania, Rome "European University", Basilicata, Lecce "University of Salento", Milan "Catholic University of the Sacred Heart", Perugia), with the aim of investigating, through the administration of a mixed method questionnaire, the quality of the profile and professional skills of the inclusive teacher. In particular, in this contribution we will try to analyze the items inherent to the relationships of educational co-responsibility between school and family, for a substantial renewal of teaching and inclusive and planning processes for a school that is truly aimed at responding to the differentiated needs of all students.

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3g2. Empowering families for inclusive emergency management: supporting people with intellectual disabilities and autism spectrum disorders

Silvia Maggolini & Elena Zanfroni, *Catholic University of the Sacred Heart*

Life's unpredictability often poses significant challenges, particularly in emergencies such as natural disasters, traumatic events, or health crises. These situations can deeply disrupt routines, especially for individuals with intellectual disabilities and autism spectrum disorders (ASD), who may struggle with changes in their environment. Such vulnerabilities necessitate comprehensive approaches to ensure their safety, well-being, and inclusion during emergencies. This paper emphasizes the crucial role of family accompaniment in addressing these challenges. Families are not only the primary caregivers but also the first responders in emergencies, playing an integral role in mitigating stress and ensuring effective communication with emergency personnel. However, families often require targeted training and support to fulfill this role effectively. Empowering them with tailored strategies, such as visual communication aids, behavior management techniques, and emergency preparedness plans, can significantly enhance outcomes for individuals with disabilities during crises. Building on these insights, the Erasmus+ project "I Learn and Get Beyond My Limits" (LEBEL), led by CeDisMa at the Catholic University of the Sacred Heart, focuses on equipping teachers, professionals, and families with the knowledge and tools needed for emergency management. In collaboration with partners from Italy, Turkey, Belgium, and North Macedonia, the project developed training materials and methodologies to address the unique needs of people with intellectual disabilities and ASD. This paper explores the

intersection of family support and emergency management, proposing that an inclusive, family-centered approach is essential. It argues that by strengthening families' capacity to respond to emergencies, we can promote resilience and foster a more inclusive society, where individuals with disabilities are safeguarded and empowered to navigate unpredictable circumstances. Moreover, equipping families with these skills contributes to the broader goal of creating a society that recognizes, safeguards, and values the diverse needs of all its members. In such a society, individuals with disabilities are not only protected but also actively supported in building their autonomy and capacity to navigate unpredictable circumstances, promoting their dignity, inclusion, and well-being even in the face of adversity.

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3g3. Designing, nurturing, and sustaining collaborative relationships between families and schools: experiences and suggestions of parents of disabled children

Eleni Damianidou & Loizos Symeou, *European University Cyprus*

The educational partnership between families, schools, and communities is a powerful framework for fostering vibrant alliances and creating a holistic ecosystem that may enhance educational outcomes, build resilience, and promote social cohesion (Damianidou & Phtiaka, 2018). The aim of our research was to explore how collaborative relationships between families and schools can be designed, nurtured, and sustained to enhance individual empowerment, improve educational outcomes, and address vulnerabilities, in the case of disabled children. To this end, we conducted a qualitative study with 21 parents of disabled children, who participated in semistructured interviews. The participants were selected with a purposive sampling method. Data was analyzed with thematic analysis. According to the participants, achieving robust educational partnerships between families, schools, and communities to empower individuals and address collective vulnerabilities faces several barriers. In particular, participants indicated the following barriers: a) communication gaps,

related to unclear channels and cultural misunderstandings that hinder effective dialogue, b) institutional barriers in the form of rigid policies, structural discrimination and a narrow focus on academics that impede collaboration, c) mistrust and power imbalances that weaken relationships, d) cultural and social factors, such as stigma and differing priorities that discourage involvement, e) inadequate teacher training and support from teachers and the education system that hampers partnerships, and f) fragmented efforts, evident in poor coordination and short-term programs that lead to inefficiencies. To address the above challenges the parents suggested: designing relationships, through the establishment of shared goals, inclusive structures, and clear roles and mutual accountability; nurturing relationships by building trust through open communication and co-creating programs; sustaining relationships by maintaining regular communication and advocating for inclusive policies; empowering parents and students by offering tailored academic and social support, promoting equity and using holistic education approaches; and, adapting strategies based on parents' feedback. In this way, inclusive and sustainable partnerships may be fostered, which may empower individuals, enhance education, and address societal vulnerabilities.

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3g4. Parental involvement and academic achievement in inclusive classrooms: a longitudinal study of low SES and SEN students in Hungary

Katinka Bacskai, *Univeristy of Debrecen*

In an inclusive school, the parents are involved in SEN and non-SEN students (Paseka & Schwab, 2019). Several empirical studies have examined the relationship between parental involvement (PI) and academic achievement (Domina, 2005; Driessen et al., 2005; Sheldon & Epstein, 2005; Erdem & Kaya, 2020; Naite, 2020). However, neither the PI nor the relationship between the two factors is shared equally by the researchers in the studies (Boonk et al., 2018; Nyitrai et al., 2019). Our research question is: How does parental involvement (PI) influence academic achievement in inclusive classrooms, particularly for low SES and SEN students? This study used a longitudinal database to examine the association between the PI and school success in inclusive classrooms. We aim to analyze how the PI has changed as the school years progress. Our analysis highlighted the low SES SEN students whose parents are far from school life. All students in Hungary's 6th, 8th, and 10th grades participate in the National Assessment of Basic Competencies (NABC) census. From 2015 to 2019, we merged the three databases based on Student IDs and built a longitudinal database that covers the 6th through 10th grades. We found that students from low SES and those with special needs are at high risk of dropping out, but the amount of involvement they receive at school can help counterbalance this risk. Compared to the average population, the volume of the PI is higher in the case of the SEN students, but in the case of the low SES families with SEN students, the correlation is not valid. As a result, one of the main conclusions from the study is that access to hard-to-reach parents is very important for schools to improve the educational opportunities students have in their schools.

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3g5. Positive transitions – Parents' experiences with transitions of their child with Special Educational Needs in regular primary education

Aline Oelen, Margreet R. Luinge, Annelies Kassenberg, Marie Louise Luttik, *Hanze University of Applied Sciences*; Alexander Minnaert, *University of Groningen*

Little is known about how parents experience the transitions of their children with special educational needs (SEN) in regular primary education. The current study therefore aimed to (a) investigate parents' experiences with transitions in the educational process of their children with SEN, and (b) identify barriers and facilitators for positive transitions of children with SEN within Dutch regular primary education.

THEORETICAL FRAMEWORK: The double ABCX-model (1)

Focus groups and interviews were held to collect experiences from 17 parents of children with SEN. The recordings were transcribed verbatim and inductively coded by two

researchers working independently. These codes were then grouped into themes and related to existing literature.

The results indicated that there are different transitions within regular primary education. All parents reported misunderstandings and problems during these transitions, but they differed in how positive or negative their experiences were. Key facilitators and barriers identified in relation to these transitions were (1) communication practices and parental attitudes, (2) the availability and quality of social support, and (3) parents' own experiences and coping.

To promote inclusive education, teachers and other professionals can create a positive experience for parents of children with SEN through transparent communication, moral support, and a willingness to work together.

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SESSION 4. Friday, June 06 | 09:00 – 10:30

Session 4a: Perspectives on parental involvement – Theoretical Perspectives

4a1. Different generations in the family–school partnerships: toward new forms of reciprocity

Giuseppina D’Addelfio, Maria Vinciguerra & Anna Gagliano, *University of Palermo*

Nowadays, the co-responsibility between schools and families has an articulated history that allows us to highlight its resources, limits but also new possibilities for expansion. National and international literature shows us how reflecting on possible ways to build educational partnerships between schools and families implies looking at the multiple actors of co-responsibility and its various declinations. These are necessary openings to deepen forms of reciprocity appropriate to our time. Within this scenario, this paper intends to launch a study on school-family co-responsibility, in order to offer new perspectives on the educational care of families, promoting experiences and paths of educational support for parenting to be experienced within renewed and even more inclusive communities. Furthermore, it must be recognized that, within the different early and second childhood education and care services, we are witnessing an increasingly high presence of grandparents. The latter are above all today not only fundamental pillars that increase the weaves of the intergenerational fabric, but also constant interlocutors of schools and services. Therefore, their presence requires a more careful pedagogical reflection which, in the proposal of this paper, must be developed together with that on parents. In particular, what we intend to explore is the possibility of educational support for parenting, promoted by early childhood educators themselves as possible facilitators of educational co-responsibility with families, also involving grandparents. This could allow us also to promote the role of families in the redefinition of educational care between generations and between educational communities. This proposal certainly highlights clearly the need for adequate training in family pedagogy for educators in order to implement their professionalism in the proposed direction.

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4a2. Users, Clients, and Partners: The Multifaceted Nature of Citizenship in the Parent-School Relationship

Marta Wiatr, *Maria Grzegorzewska University*

This presentation aims to review three types of relationships between parents and schools in the context of the evolving roles of citizens and the state (Wiatr, 2024). The main question empowering the theoretical reflections is about institutional conditions shaping the relationship between parents (civic sphere) and the school (institutional sphere). It introduces three main roles of parents in their interactions with schools: passive user, client, and partner. Each role reflects a different type of rationality governing relations between the state and citizens (Bridges, 2010; Kristoffersson, 2007; Martin & Vincent, 1999).

The passive user is a “product” of the nation-state and the welfare state, characterized by passivity and a lack of engagement in shaping and implementing the services they receive. The client is a product of the market-oriented state, capable of choosing from various services but unable to influence their design. The partner emerges from civil society, creating spaces for participation and co-management. Partners are uniquely equipped with the tools to engage in and influence the school environment. However, this engagement does not always occur. Understanding this phenomenon leads to the concepts of radical citizenship by Chantal Mouffe and the public sphere by Gert Biesta (Biesta, 2012; Mouffe, 2005).

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4a3. Fragility and vulnerability in the school-family relationship: a theoretical reflection on the educational implications

Vito Balzano, *University of Bari Aldo Moro*

In a context characterized by diversity, complexity determines that beyond the many promising examples of families that actively collaborate and are involved in the processes of the educational system, there are other dimensions that need to be there to think to promote the development of children and young people more effectively. When the family-school relationship is addressed, it is assumed that the main challenge lies in its construction and maintenance as a strong relationship of trust between the different parties, based on respect, dialogue and the recognition of the competencies and functions of each one. The main difficulties lie in the idiosyncrasies of the community involved in the interaction – families, students, teaching and non-teaching staff with their own stories, desires, affections, beliefs, expectations, support networks, constraints – and dependence on the balance of structuring policies at a macro level, and largely insensitive to a micro-context.

Given the importance of the collaboration and involvement of families, the aim is at a theoretical reflection on the most fragile and vulnerable aspects of the family-school relationship and at highlighting some educational implications. These reflections are divided into two parts: first, it tries to demonstrate how the family-school relationship can be assumed as fragile and vulnerable, distinguishing the parameters and enunciations of this reading; in a second moment, some propellants are given to be thought of and (re) built relationships that are more solid and protective, seeking to extricate the best for the children and young people from this ongoing dialogue.

The present contribution, based on these solicitations, aims at investigating to what extent fragility and vulnerability may imply the relationship already existing between the formal educational context represented by the school, and the informal and intentional one represented by the family.

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4a4. For a sociology of the school-family relationship

Pedro Silva, *Polytechnic University of Leiria*

This paper corresponds to a personal essay where I propose a sociology of the school-family relationship. For this purpose, I present elements of social and theoretical legitimation, partially anchored on the idea of a relative autonomy of the field of home-school relations in the social and education sciences. I also acknowledge that the sociological perspective on this field has been developed mainly through the sociology of education, but not exclusively.

Social legitimation

There is a whole set of indicators that point to the relative autonomy of the field of school-family relationships. One of them refers to the definition of social policies with their conversion into national and international legislation. A clear signal, in the European context, is the creation of the European Day of Parents and Schools, in 2002. On another level, it should be stressed the existence of national and international scientific associations with special interest groups and the organization of academic events in this field.

Theoretical legitimation

Home-school relations have been the subject of numerous publications. This has been consistent for decades and encompasses a diversity of types of literature as well as a plurality of formats, including books, scientific papers, and master and doctoral theses.

Even though many thematic issues on the topic have been released in quite different scientific journals, the ERNAPE's IPJE (International Journal about Parents in Education) plays a special role as one exclusively dedicated to home-school relations. IJPE has published so far a total of 153 articles in 15 issues spread over 13 different years, including 30 articles with a sociological perspective.

On the other hand, a personal analysis of 149 books about home-school relations reveals that 53 take a sociological perspective. Furthermore, there are hundreds of master and doctoral theses on the topic, many of them also assuming a sociological stance.

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Session 4b: Paths to improve family-school-community relationships: projects, practices, and experiences on the mother's role

4b1. Mothers and teachers learning with and from each other

Marta Civil, *University of Arizona*; Kathleen Jablon Stoehr, *Santa Clara University*

This paper describes a project aimed at developing a model of family engagement in mathematics in low-income, immigrant origin communities in two different locations in the United States, Arizona and California. Grounded on the socio-cultural concept of funds of knowledge (González, et al. 2005) that focuses on an asset view of families, and on the concept of parents as intellectual resources (Civil & Andrade, 2003) that challenges the traditional home-school power differential, the project brought mothers of Mexican origin and teachers to talk and do mathematics together.

The paper addresses the question of "how can parents and teachers learn with and from each other in an authentic educational partnership that builds on each other's strengths and knowledge?" We describe some of the activities developed to address this question. One activity is a funds of knowledge conversation in which teachers and mothers learn about each other's family history, traditions, experiences, educational views, language backgrounds, and their uses of mathematics in everyday life. Another activity has teams of teachers and mothers co-facilitating family mathematics workshops; and yet another activity engages mothers and teachers in explorations of mathematics specifically designed to address potential power issues. Our findings indicate the importance of providing opportunities for mothers (parents) and teachers to really get to know each other beyond the school-centric approaches that characterize school-home communication.

Activities centered on the development of "confianza" (mutual trust) among the participants helped mothers and teachers realize that they had more in common than they expected. Engaging in joint mathematical explorations opened up possibilities for a mathematics teaching that built on families' knowledge. While the project focuses on mathematics, many of the lessons learned are applicable to family-school partnerships more broadly.

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4b2. Mothers' encounters with school professionals: The views and experiences of mothers of disabled children concerning their relations with teachers and specialists

Pinelopi Patrika & Anastasia Vlachou, *National and Kapodistrian University of Athens*

The development of productive and positive relationships among parents, teachers and school specialists is extremely important for promoting inclusive education. For students with developmental disabilities, parental engagement and positive relationships between parents and school professionals is described as a critical factor for promoting more inclusive schooling environment in which students with disabilities gain a sense of well-being and succeed academically and socially^{1,2,3}. In light of the above, the present study aimed to explore the way(s) mothers of children and adolescents with developmental disabilities perceive and experience their encounters with teachers and school specialists as well as the support they received from them. Semi-structured interviews were applied with 73 mothers of students with developmental disabilities aged between 10 and 17 years old. Thematic and content analyses were used for analyzing the data. The analysis indicated that the participant mothers have collaborated with a wide variety of professionals in both public settings and private centers in order to support the education of their children. The majority of mothers identified a range of *unmet* needs (i.e. structured and organized educational settings, guidance on individual training issues, information and counseling), lack of access to resources for their children and conflicting or restrictive beliefs and practices (i.e., disabling practices, rejecting/ignorant versus supportive/caring behaviors). They also reported that the support they have received from teachers and school specialists was fragmented and isolated from a wider supportive network. In relation to what constitute a "supportive teacher/professional", the majority of mothers referred to someone who provides access to the curriculum through the use of differentiated pedagogies/strategies, creates opportunities for social inclusion and meaningful social interaction with peers, demonstrates feelings of care, shows genuine interest, communicates frequently and is willing to help the child and family.

Implications for research and practice are discussed.

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4b3. Mothers from excluded urban places, heroines of systemic fissures

Małgorzata Michel, *Jagiellonian University*

The purpose of the speech is to present an excerpt from the results of research carried out in Poland in excluded urban spaces (socio-economically fragilities, povety ghettos and from the social risk communities). These were ethnographic studies carried out in the Urban Studies and Childhood Studies context. The main objective of the research was to answer the question: what is the activity of street children (invisible children) in local communities, peer groups (including risky and criminal behavior) and education in Poland? One of the conclusions from observations and interviews with streetworkers was that street children have great difficulty going to school regularly and if they do go to school-they have a lot of trouble. These problems are related to behavior, learning, adjustment, educational difficulties and the law. At the same time, contact between teachers and their mothers is greatly impaired and communication is disrupted. However, mothers' behavior toward their children outside of school is full of care and commitment despite difficult living conditions. In the speech, I ask the following research questions: What are the causes of communication disruptions between teachers and mothers from excluded spaces? What competencies and what knowledge about children and their environment should teachers teaching in schools in excluded areas have? What is the role of mothers from vulnerable groups and the risk system in school inclusion? What do teachers and mothers need in order for children to go to school regularly and not experience exclusion and other difficulties? In the research I put forward a thesis: the welfare of the child is the most important and common good in the difficult communication between the school and mothers from vulnerable groups and living in excluded urban spaces. The thesis is based on the Convention on the Rights of the Child and the argument can convince mothers and teachers to set in motion processes of communication and inclusion.

Methodological and theoretical grounding of research

Urban Studies (Chicago School, R. Park, etc.) and ethnomethodology (H. Garfinkel and E. Goffman), Childhood Studies (W. Corsaro, James A&A, P. Liamputtong, etc.), invisible environment theory (M. Harlbutt, H. Radlinskaya), pedagogy of place theory (M. Mendel, M. Michel, etc.), concept of systemic gaps (F.H. Trasher).

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4b4. Mothers as role models: the impact of community sports participation on students' physical activity motivation

Orr Levental, *Tel Hai Academic College*

This study explores how school-community collaboration, focusing on the Mamanet League where mothers play Mamanet Catchball, creates value and motivates students' physical activity. The study aims to investigate how integrating mothers' sports activities with educational institutions has fostered resource pooling and created positive role models for young girls. It seeks to understand the impact of this collaboration on breaking gender stereotypes in sports and increasing motivation for participation in physical education classes and extracurricular sports activities. The research is grounded in theories related to parental involvement in educational processes and the influence of parents' physical activity on children's motivation to participate in sports as a positive example.

This qualitative study employs in-depth interviews with 20 mothers participating in the Mamanet Catchball league. The research spans across all educational levels (elementary, middle, and high school), providing a comprehensive view of the phenomenon's impact across different age groups.

Preliminary results indicate a shift in gender perceptions of sports and increased motivation levels for participation in physical education classes and extracurricular sports activities. The study is expected to highlight how the use of resources from all stakeholders (facilities, knowledge, communication) facilitates this activity and emphasizes mothers' role as examples for their daughters regarding participation in physical activity. This research contributes to the limited academic exploration of this widespread phenomenon, particularly within the local cultural context of Israel. It provides insights into how school-community partnerships can leverage parental involvement to promote physical activity and challenge gender stereotypes in sports.

Session 4c: Parents and teacher relationship in the context of inclusive and special education

4c1. Promoting inclusion at school: legislative guidelines, cultural evolution and new challenges

Elena Zanfroni & Silvia Maggolini, *Catholic University of the Sacred Heart*

Over the last fifty years, Italian legislation, which has regulated inclusive processes in the various contexts of life, has continued to evolve, seeking to respond to ever new needs, in order to meet the daily educational challenges of ever-changing socio-cultural scenarios. More specifically, the collaboration between school and family, whose importance has always been widely recognised not only for the educational and training success of each student, but also for the wellbeing and participation of all the actors involved, has undergone renewed scientific and regulatory attention, especially with regard to the construction of accessible and welcoming school contexts for all.

Starting with law 104 of 1992 and the consequent introduction of an operational tool – the Individualised Educational Plan (PEI) - aimed at fostering greater dialogue between the various stakeholders and at defining a coherent and specific project for each disabled pupil, the need for the active involvement of parents in the definition of possible objectives and goals for the most fragile subjects has been formally recognised.

The progressive complexification of reality, also due to the plurality of special educational needs that characterise classes of every school order and grade, has, therefore, made it necessary to redefine an alliance between the two main institutions, called upon to interact in a cohesive and constructive manner to manage the future challenges of inclusive education. Considering also the most recent legislative developments (Decree-Law no. 71 of 31 May 2024, Urgent provisions on sport, didactic support for pupils with disabilities, for the regular start of the 2024/2025 school year and on university and research), the contribution proposes a reflection on the future directions of school policies, suggesting possible lines of intervention that can further strengthen the school-family educational alliance, avoiding reducing it to a mere relationship of a communicative and managerial nature.

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4c2. Teacher training: what inclusive teaching for DSA subjects through ICT? Some findings of an exploratory survey carried out in some lower secondary schools in Eastern Sicily

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New technologies offer significant opportunities to improve the quality of life and fight social exclusion, the importance of investing in these tools to support social, scholastic and working inclusion is increasingly recognized at community and institutional level, emphasizing the need to acquire fundamental digital skills to orient themselves independently in contemporary society.

To this end, in the European Digital Agenda and in the European Framework for the Digital Competence of Educators, the need to develop IT skills in young people is underlined, with particular attention to critical thinking and digital citizenship. At an educational level, guidelines and initiatives are being implemented that aim to provide teachers with the necessary skills to effectively integrate digital technologies into their teaching. However, it is essential to also consider the challenges that students with disabilities and special educational needs may face in accessing and using these tools. The pedagogical integration of ICT is, therefore, crucial to ensuring equal educational and participation opportunities for all students. The use of ICT, especially with students with DSA, must not be understood

simply as a technical support, but as a fundamental educational resource to enhance learning. Technologies, in fact, can reduce the cognitive effort required by complex tasks such as reading and writing, allowing students to focus more on acquiring more advanced skills and developing their potential.

To achieve this integration effectively, it is essential that teachers have solid not only technical but also pedagogical preparation, in order to be able to plan teaching activities that make the most of the potential of digital tools. A teacher well trained in the use of ICT must not only know how a software or technology works, but must also be able to adapt and personalize teaching content based on the specific needs of students. This requires continuous training that allows teachers to develop increasingly sophisticated methodological skills, necessary to address the complexity of educational needs, in particular those linked to DSA. The possession of these skills by teachers is, therefore, fundamental to guarantee inclusive and effective teaching, capable of exploiting ICT as a tool to support and enhance learning. It is precisely on this theme that the exploratory investigation focuses, with the aim of investigating, through the administration of a mixed method questionnaire, the use of ICT in lower secondary schools, with particular attention to their impact on students with DSA. The main objective is to understand how teachers use and perceive these digital tools, evaluating the opportunities and difficulties they encounter in their daily practice.

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4c3. Restoring healthy communication in the education system: promoting cooperative relationships between school and family in the Italian context

Michela Bettinelli & Emilia Roberta Cardarello, *University of Modena and Reggio Emilia*

School-family conflict is a critical but under-researched challenge, especially in relation to students with special needs. The starting point of this research was the analysis of disputes handled by the Administrative Court (TAR) in Lombardy, Emilia Romagna, Friuli Venezia Giulia and Veneto between 2010 and 2023. Based on the results of these studies, the focus of our research has shifted to analyzing the opinions of teachers and parents, thus the aim of the research was to examine and compare these two perspectives. The methodology used was survey of two population groups using a structured questionnaire, with a convenience sample being selected.

The quantitative and qualitative analysis of the data from the litigation shows significant trends, including a higher prevalence of cases involving undiagnosed students and a disproportionate representation of secondary schools, particularly lycées. It is worth noting that there were no foreign families among the cases analyzed, indicating a possible inequality in access to or use of legal remedies. Complementing these findings, the views of 803 teachers were sought in a nationwide survey. The results shed light on the language and dynamics of conflicts with families. To balance this, the views of 100 parents were also sought with similar questions.

These families reported that excessive bureaucracy has become an unbearable obstacle and that they feel unheard and unsupported in their needs.

The results underline the urgent need to prioritize improving the quality of communication between school and family. This includes possible communication skills training in teacher curricula and the establishment of institutionalized parent support systems. These systems would provide ongoing support to families, ease the burden on teachers and encourage a collaborative approach. By considering these aspects, it becomes possible to rebuild trust and ensure that educational partnerships support the well-being of all students, especially those with special needs.

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4c4. Training the trainer: partnering with community-based professionals to support Black American families raising autistic children

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FACES (Fostering Advocacy, Communication, Empowerment, and Support) was designed to empower Black families to combat autism service disparities and strengthen equitable and inclusive access to autism supports (Pearson & Meadan, 2021). FACES pilot studies have demonstrated increased service utilization and advocacy among Black caregivers of autistic children (Pearson et al., 2021; Pearson et al., 2023). To ensure program sustainability, FACES researchers partnered with community-based providers to (a) understand what types of services Black families were seeking for autistic students (Pearson, Mason-Martin, et al., 2024), (b) understand community-based providers' experiences supporting black families (Pearson, Manns, et al., 2024), and (c) implement FACES. Three community-based providers completed the 16-hour hybrid FACES Facilitator Training (FFT). Following completion of the FFT, participants implemented FACES across three different sites in the southeastern United States. The community-based providers facilitated FACES with Black families raising autistic children between the ages of 3 and 18 years old.

Following FACES implementation, each community-based provider participated in a post-FACES interview to describe their experiences. The purpose of this presentation is to describe the FFT and present findings from our mixed methods exploration of the feasibility and acceptability of the FFT. Our research questions were:

1. Is there a functional relation between the FFT and the parent educators' fidelity of implementation of FACES?
2. To what extent do parent educators perceive FACES as feasible, acceptable, and likely to improve provider outcomes?
3. To what extent do FACES families perceive FACES as feasible, acceptable, and likely to improve family outcomes?

Data analysis is underway at the time of this submission. We anticipate completion by March 2025.

We hypothesize (1) FACES will be implemented with fidelity; (2) FACES facilitators will report feasibility, likeability, and improved knowledge for community-based providers; and (3) FACES facilitators will endorse feasibility, likeability, and improved outcomes for family participants.

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Session 4d: Family-school relationships and disadvantaged/vulnerable groups/families: migrant/refugee/vulnerable families and children

4d1. Parent-school collaboration in case of additional support needs in mainstream education: perspectives of educational care professionals and parents with migration background

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When children in mainstream primary education face psychological, behavioral or learning difficulties, internal and external support can be mobilized. Successful access to support largely depends on effective collaboration between parents and schools (Struyf, Bodvin & Jacobs, 2016). However, relationships between educational professionals and parents of students in need of additional care and educational support are often challenging (Leenders et al., 2018)i. For parents with a migration background, these relationships are further complicated by language barriers, differences in cultural traditions and educational systems (Mohamad et al., 2024)ii.

This study investigated the experiences, perspectives, and expectations regarding additional support from the viewpoint of parents with a migration background and care coordinators, i.e. educational or social professionals who support teachers when children experience difficulties in school, in West Flanders, Belgium. Data was collected via semi-structured interviews with 17 parents and 7 care coordinators. Additionally, 5 focus group discussions were conducted with parents and one with care coordinators. Part of the data collection and analysis involved collaboration with three community researchers of Somali, Moroccan and Armenian descent. Our preliminary analysis reveals that care coordinators and parents often have conflicting ideas about when care should be initiated and what type of care the child should receive. While teachers identified a lack of parental cooperation as a key barrier, parents felt insufficiently involved in support trajectories. We conclude that fostering open dialogue at every stage of support, where parents' perspectives and experiences are taken seriously, is crucial for building more positive parent-school relationships when children require additional support.

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4d2. Perspectives of teachers and parents of newcomers on family-school partnerships

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Establishing Family School Partnerships (FSP) requires specific attention and education (Epstein & Sanders 2006; Willemse 2017). Teachers need to develop positive attitudes and effective communication skills (Bartels & Eskow, 2010). Teachers in newcomer education face specific challenges when establishing FSP, such as the presence of different languages in communication, different school systems, and different role perceptions (Antony-Newman, 2019). Research shows these challenges require a culturally responsive approach (Bakker et al., 2013; Kayzer et al., 2021; McWayne et al., 2019). What does this approach mean for teachers' attitudes and communication and for necessary support for teacher professional development?

In 2021-2024, two interpretive studies were conducted at five primary schools for newcomer education in the Netherlands. During the first study, we invited 10 experienced teachers to share successful experiences about their collaboration with parents. During the second study, we interviewed 12 parents from Syria, Eritrea and Ukraine about their experiences and expectations regarding their collaboration with teachers. A thematic analysis (Verhoeven, 2020) of the transcribed semi-structured interviews was used to describe relevant aspects of teachers' attitudes and communication. To verify the meaning of teachers' and parents' perspectives, we used member checking (Birt et al., 2016). Interpreters were used for communication with parents.

Teachers and parents agree on the importance of an inviting and understanding attitude, responsive language use and accessible communication channels. However, there are more differences than similarities in their perspectives of what is relevant to encourage collaboration. Developing a culturally responsive approach requires an ongoing dialogue with parents about mutual expectations regarding the presence of different languages, school systems and role perspectives. This dialogue is influenced by time pressure and power distance. Newcomer teachers need support in dealing with these challenges. The

results will be processed into professional development activities, which will be evaluated among stakeholders in a third study.

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4d3. Educational community and female frontier teachers: towards an educational co responsibility in the school

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The relationship between school and family and the concept of educating community take on a crucial role, especially in the contexts of degradation and cultural, social and economic poverty. Here, the school becomes not only a place of education, but also a place of social cohesion capable of promoting collective wellbeing and offering opportunities for redemption for young people and families. Educational co-responsibility, sanctioned by the Delegated Decrees in the 1970s, revolutionised this relationship by introducing active participation of parents in decision-making processes and reinforcing the principle of a shared education, based on dialogue and collaboration, to realise an open and inclusive school. In particular, in the neighbourhoods marked by economic and social marginality schools have always played a central role in combating the increasingly widespread phenomenon of educational dispersion, where a leading role has been played by the so-called 'female frontier teachers'. Even today, the role played by the female frontier teachers is not only to teach but also to act as mediating figures between the school and families, addressing with their support cultural,

emotional and social difficulties that often hinder children's education. Through their commitment, the school can become a place of inclusion, where they work to build bonds aimed at promoting students' educational and social success. In this regard, it is important to emphasise that the concept of educational co-responsibility is not limited to the school environment, but has broader implications for the well-being and human flourishing of individuals. This integrated approach aims to develop all dimensions of the individual, promoting a 'good life' where students can realise their full potential, both personally and socially.

Methodologies

Reading archive documents and literature on the subject using a hermeneutic and critical approach.

Documentation

Ministerial documents, critical literature, magazines, newspapers, testimonies, iconographic sources, archival sources.

Location in the literature on the subject

It is a central theme in the history of school research, but also concerns the history of pedagogy, the history of education, social and cultural history, the history of social pedagogy.

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4d4. School, territory, and family: collaborative strategies for the well-being of children in contexts of family vulnerability

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This contribution aims to analyze the relationship between school, community, and family in the presence of family vulnerability, with a specific focus on the context of the city of Catania (Annino, 2016; Piazza, Castiglione, Di Stefano, 2023). Family vulnerability is understood as a condition characterized by the absence or weakness of the ability to build and/or maintain the set of internal and external resources that enable a positive and autonomous exercise of parenting functions (MLPS, 2017). Although this topic is widely addressed in national pedagogical literature (Milani, 2017; Milani, Serbati, Zanon, 2019; D'Antone, 2020; Serbati, Boudon, 2024), there are few comprehensive studies on the role and support provided by schools in ensuring the educational success of students in conditions of family vulnerability. By contrast, more attention has been given in the literature to the contribution of local associations in this regard. Additionally, in the context of Catania, significant studies on the role of schools in supporting family fragility are lacking.

In response to this gap, the study aims to assess the forms of collaboration and support offered to students and their families (Girelli, Bevilacqua, 2018; Silva, Lopez, Zizioli, 2024), focusing on the context of Catania. The qualitative methodology, based on interviews with teachers, parents, and local stakeholders, will allow for the collection of in-depth data on the educational and social practices implemented.

The ultimate goal is to highlight best practices, critical issues, and opportunities for improvement, emphasizing the role of schools as not only educational but also social reference points. In this sense, the study aims to contribute to the development of integrated strategies to promote the well-being and inclusion of children in contexts of family vulnerability.

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Session 4e: Paths to improve family school-community relationships: projects, practices, and experiences for active families

4e1. Bridging school and family through a reading workshop

Chrysoula Tsirmpa, Nektarios Stellakis, Katerina Papadimitriou & Eleni Ntente, *University of Patras*

Research demonstrates that there is a strong link between parental involvement and increased academic achievement. When schools work together with families to support learning, children tend to succeed, not just in school but throughout life (Epstein, 2019; Saracho, 2016; Wilson, 2019).

In addition to the research base supporting the importance of family involvement, the new curriculum for preschool education in Greece promotes and emphasizes on family-school collaboration (Government Gazette, 5961/B/17-2-2021). However, family involvement in children's learning remains a challenge both for schools and families. Research in Greece show that collaboration between Kindergarten and family has not been sufficiently developed, is not particularly supported by kindergarten teachers (Papanastasatou & Penteri, 2020) and parents have limited opportunities to participate in classroom activities (Grammatikopoulos et al., 2014). The reading workshop is corresponded to the expressed need of parents to participate with their children in activities, which would be held outside of school hours. The workshop was designed and implemented from the Education Counselor for Preschool Education and implemented with the collaboration of volunteers from diverse kindergartens. It was carried out at the 39th Kindergarten of Patras, in Greece, during the school year 2023-2024. The purpose was to enhance school-family relationships and to promote literacy development at home. The duration of the workshop was 5 months and there was a variety of playful activities for both parents and children. Based on the evaluation of the program -through interviews with parents-, the workshop exceeded parents' expectations, enhanced family literacy and strengthened the relationship between parents and their child and the relation with the school, too. These results advocate that school should embrace all the parents and make them partners in the educational process, so that there is "continuity" between them. Furthermore, the collaboration between them can contribute to strengthen literacy at home.

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4e2. My first pages. A project to promote books and reading in a family context, in a community network in a municipality

Maria Fernanda dos Santos Martins¹, M^a João Silva², Sara Reis da Silva¹ & Teresa Sarmento¹

¹ *University of Minho*

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The project My first pages was created by a local authority located in the north of Portugal, in Braga, with the aim, in the first phase, of raising awareness among children aged 0 to 10 about books and children's literature, relying on the support of parents to promote and mediate reading in a family context. As a strategy for implementing the project, based on the registration made by interested families, with the support of different partners – public and private hospitals, health centers, libraries and post offices – books are periodically offered to children.

In this paper, in addition to presenting the project as a public policy, we aim to describe and problematize the process of evaluating its development carried out by one of the links in the network, consisting of a group of researchers in the field of Education at the University of Minho, in close collaboration with the coordinator of the project and with the involvement of the participants in the project. Based on data collection carried out through direct observation, questionnaires, interviews and document analysis, we analyze, in an exploratory manner, some of the effects of its implementation, as well as the opening of other/new paths in this dimension, to be pursued within the scope of this local educational project that aims to be participatory.

4e3. Parental involvement in homework: an intervention study

Ragnar Dienske, M.E.A. Lusse, *Rotterdam University of Applied Sciences*; Eddie Denessen, *Radboud University*

Parental self-efficacy and role construction help parents to show interest in and support their child with school. For children, parental involvement can stimulate their motivation, wellbeing and grades. Especially lower SES parents and parents with lower amounts of social and cultural capital report lower levels of self-efficacy in parental involvement and a more distant

role to school. This contributes to educational inequality (Breinholt & Jæger, 2020; Edgerton & Roberts, 2014; Fitzmaurice et al., 2021).

Stimulating parents to engage in schoolwork through interactive homework assignments (TIPS) has been shown to benefit students' perceived parental support and their academic careers (Epstein et al., 2018; Epstein & Van Voorhis, 2001, 2010; Van Voorhis, 2000, 2001, 2003, 2004, 2011a, 2011b).

This study investigated whether TIPS assignments improve parental self-efficacy and role perception in school involvement, and students' perceived parental support, motivation, wellbeing, and achievement.

To answer these questions, we designed 24 interactive homework assignments (6 per group) for grades 5-8 that should foster a meaningful conversation about what the student learns at school and contribute to above mentioned variables. After a pretest, all assignments were handed out over a period of 12-20 weeks in intervention groups. After each assignment, intervention and control groups received a small test about the assignment in order to measure students' achievement. After the intervention was completed a posttest was taken. Using repeated measures ANOVA's we analyzed all the gathered data on the surveys and using ANOVA we measured the differences in control and intervention groups for the different test scores.

Results show mixed outcomes on pre and post measurements. We identified no significant rise in parental self efficacy, role construction and motivation and wellbeing for students. The ANOVA's we conducted on the tests did show differences between intervention and control groups. These findings indicate that while specific tasks can improve short-term academic outcomes, broader effects on parental involvement and student well-being may require further exploration.

Implications and results will be discussed in depth.

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4e4. Designing a board game for parental involvement

Zsófia Kocsis, Dániel Bodnár, Zsolt Csák & Gabriella Pusztai, *University of Debrecen*

Research highlights a growing demand for active, experiential learning methods in higher education, particularly for teacher training programs (Khalaf & Zin, 2018). While the benefits of parental involvement (PI) are highlighted in international literature (Goodall & Vorhaus 2011, Boonk et al. 2018), tools to effectively prepare teacher trainees in fostering family-school cooperation remain underdeveloped in Hungary. This study addresses this gap by exploring the use of a custom-designed board game, as an innovative teaching tool. The effectiveness of board games shows a better and longer-term effect (Karbownik et al., 2016) and helps to deepen knowledge, develop skills (Ge & Ifenthaler 2018). How can a board game enhance teacher trainees' knowledge and skills in fostering effective PI? Our board game simulates real-world challenges in PI through a cooperative, scenario-based framework. The exercises in the game are grounded in both international (Epstein 2010, Smit et al. 2007, Sheldon et al. 2015) and previous national results, ensuring their relevance and evidence-based design. The game was tested with 110 teacher and teacher trainees, who evaluated its educational value via post-gameplay questionnaires.

Players highlighted the strengths of the game's co-operative structure, scenario-based challenges, and the integration of humor and educational elements. Most respondents reported gaining new insights into the diversity of parental roles and practical strategies for building effective home-school partnerships. Beyond increasing knowledge, the board game fosters collaboration, problem-solving, and communication. These findings underline the potential of board games as powerful pedagogical tools. Practical applications include embedding the game in teacher training curricula. This board game also provides a model for integrating playful methods into professional practice, bridging theoretical knowledge and practical application. This study demonstrates how educational board games can transform traditional learning approaches, offering an engaging and effective medium to prepare future teachers for the challenges of PI.

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Session 4f: Family and school professions fragilities: Positive parenting initiatives and programs

4f1. Family Preservation Spaces. Design and evaluation of a social programme in Galicia (Spain)

Mar Lorenzo Moledo, Gabriela Miguez Salina & Anais Quiroga Carrillo, *University of Santiago de Compostela*

The Family Preservation Spaces programme was designed in 2021, aimed at working with families at low or moderate risk, by a group of technicians from the Meniños Foundation and the ARELA Association, organisations with extensive experience in working with families, children, and adolescents at risk. Its goal is to act preventively to keep minors out of the protection system, but also to demonstrate, through its evaluation, the effectiveness of the approach (Rodrigo-López et al., 2008).

Specifically, evaluation continues to be one of the pending issues in social intervention, and organisations must adopt a culture of scientific evaluation of the social programmes they develop in order to be able to rely on evidence that supports their effectiveness.

For this purpose, the Esculca Research Group of the University of Santiago de Compostela proposed a multilevel participatory evaluation involving all target groups: design of the programme, needs, implementation, coverage, results, and monitoring.

In the present work, our goal is to describe the intervention programme as well as the evaluation process carried out in order to serve as a guide for the evaluation of other social intervention programmes.

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4f2. The evaluation of the results of the Family Preservation Spaces programme in Galicia (Spain): The adults' perception

Tania Ramos García & Alexandra M. Rodríguez Gil, *University of Santiago de Compostela*

The Family Preservation Spaces programme was designed in 2021, aimed at working with families at low or moderate risk, by a group of technicians from the Meniños Foundation and the ARELA Association, organisations specialised in intervention with families and minors. Its goal is to act preventively to keep boys, girls and adolescents out of the protection system, but also to demonstrate, through its evaluation, the effectiveness of the approach (Rodrigo-López et al., 2008).

For this purpose, the Esculca Research Group of the University of Santiago de Compostela designed a multilevel participatory evaluation that included the evaluation of results (Permuy et al., 2024). All members of the family unit (father, mother and children) and the social services technicians of the programme took part in the evaluation. A quasi-experimental design involving two groups (experimental and control) was carried out, using a pretest and posttest instrument.

Specifically, in this work, we present the results derived from the analysis of the parental competence scale that was completed by both parents in pretest and posttest situations. This scale is part of a broader instrument designed by the research team that validated the different scales. The initial sample was made up of 131 adults in the experimental group and 52 in the control group. The data enable us to confirm changes in the competences exhibited by the experimental group, specifically by the mother's figure, while in the control group there are no significant changes following the intervention. In any case, the profile of the families in terms of needs identified by the professionals explains which families benefited most from the intervention.

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4f3. Profile of the families participating in the Family Preservation Spaces programme in Galicia (Spain)

Mar Lorenzo Moledo, Jesica Núñez García & Ana Vázquez Rodríguez, *University of Santiago de Compostela*

The Family Preservation Spaces programme, designed in 2021, aimed at working with families at low or moderate risk, by a group of technicians from the Meniños Foundation and the ARELA Association, was implemented on an experimental basis in two areas of Galicia. Its goal is to act preventively to keep boys, girls, and adolescents out of the protection system, but also to demonstrate, through its evaluation, the effectiveness of the approach (Rodrigo-López et al., 2008).

For this purpose, the Esculca Research Group of the University of Santiago de Compostela designed a multilevel participatory evaluation that included the evaluation of the families' needs to have a thorough understanding thereof (Permuy et al., 2024).

For this purpose, we used, among others, an instrument designed by the Programme's technicians.

This is the Referral Form that was filled out by the community Social Services technician for each family and sent to the Programme in order to study the family's suitability. It provides information on the physical, housing, educational, emotional, and labour needs as well as on the presence of abuse in the family nucleus.

The total sample includes 106 families who will later participate in the Family Preservation Spaces programme, making up the experimental group, and 42 who will not participate in the programme and will act as the control group.

The data revealed a variety of needs, which allowed us to group the families in clusters, enabling us to better explain the results of the intervention programme and to identify which families benefit more from it.

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Andalucía. Aplicación del Programa de Competencia Familiar y otras actuaciones (pp. 91-110).

4f4. Promoting transformative educational practices with vulnerable families with children in the 0-3 age group: evaluation of a participatory tool for the needs assessment and the design of individual care plans

Armando Bello, Sara Serbati & Paola Milani, *University of Padua*

The research aims to evaluate the impact of the “Maps to Explore the 0-3”, a tool for the participatory assessment and co-design of care plans for children aged 0–3 within the P.I.P.P.I. program.

The socio-educational interactions children experience in early years, mainly within the family, play a decisive role in shaping their development (Milani, 2018). Supporting caregivers is essential for promoting early childhood development and “breaking the cycle of social disadvantage” (REC 2013/112/EU).

By fostering alliances among families, socio-educational services and communities, with an ecological, multidisciplinary and participatory approach, P.I.P.P.I. aims to support vulnerable families by innovating professional practices and promoting positive parenting. Special attention is given to the 0–3, recognizing this period as a unique window of opportunity for early interventions.

The Maps tool is expected to assist caregivers and practitioners in assessing children's needs, enabling more appropriate responses. Previous studies suggest that a participatory approach can be integrated into reflexive practices, which benefit from tools that support social and ECEC professionals in shared tasks of observation and co-design with families (Moreno Boudon et al., 2021).

The Participative and Transformative Evaluation framework (Serbati & Milani, 2013) proposes that dialogical and participatory assessment and co-design provide learning environments (Mezirow, 1991) where supportive educational experiences are developed.

Following a pluralistic approach (Fives et al., 2017), a mixed-method study is conducted to evaluate the impact of the Maps through quantitative counterfactual analysis and qualitative methods, such as focus groups and semi-structured interviews.

Preliminary data indicates positive feedback from professionals and caregivers, highlighting its role in improving the understanding of children's needs and facilitating co-design. The Maps tool has proven to be effective in fostering reflexive practices of observation and co-design in early childhood, promoting a child-centred participatory approach in social and ECEC services.

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SESSION 5. Friday, June 06 | 12:00 – 13:30

Session 5a: Perspectives on parental involvement

5a1. Good practices for school-facilitated parental involvement

Gabriella Pusztai, Tímea Ceglédi, Zsófia Kocsis, Katalin Pallay & Katinka Bacskai, *University of Debrecen*

Involving the parents is crucial for academic and non-academic success in schools (Boonk et al., 2018; Desforges & Abouchar, 2003; Jeynes, 2022), but it is often complicated. A common problem is mutual misunderstanding, which can be alleviated by increasing communication and meetings between parents and teachers (Mestry & Grobler 2007). Emphasis on understanding and seeking solutions rather than victim blaming is important for successful cooperation with families. The English-speaking good-practice literature focuses on the problem of particular groups of parents (immigrants, SEND parents, low SES families) and tends to involve external professionals to solve it (Pusztai et al., 2024). However, no single practice can be universally adopted due to context dependency; instead, schools should thoughtfully adapt proven methods to fit their unique circumstances (Goodall & Vorhaus, 2011; Epstein & Sheldon, 2016).

How can schools effectively involve parents in both academic and non-academic aspects of their children's education, especially considering limited resources and diverse family backgrounds?

The MTA-DE-Parent-Teacher Cooperation Research Group conducted a systematic cross-case analysis of case studies on school-parent practices. After collecting and reviewing 100 school practices from a national context, we - based on a system of criteria from the literature – identified those that could be considered “good practices.” One key finding from our research is that institutions often overlook the opportunity of community building and counseling practices as potential good practices. Due to limited resources, Hungarian institutions, in particular, rely heavily on teachers' voluntary efforts and sporadic grant funding. By systematically interpreting the factors contributing to these practices' success, our research provides actionable insights to help schools enhance their parent engagement strategies. Finally, a comprehensive toolkit for schools was compiled, which includes 82 relevant good practices created by the contributions of 30 researchers and teachers (Pusztai et al., 2024). This toolkit is designed to support developing complex strategies for engaging parents effectively

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5a2. Why parents and guardians serve on the boards of parent/guardians associations?

Maria Savva & Loizos Symeou, *European University Cyprus*

Parent and Guardians Associations (PGAs) in schools provide families with a platform to participate in school decision-making, advocate for resources, and support educational initiatives, and play a key role in building strong relationships among teachers and families (Álvarez-Álvarez, 2019; Deslandes, 2019; Epstein, 2018; Zare & Izadi, 2017). This collaboration enhances school programs, encourages active parental involvement, and nurtures an inclusive school culture ultimately driving positive outcomes for students (Eziuzo & Enueme, 2013; Okendu, 2012). Studies though highlight potential drawbacks that can arise in PGAs' operation, including exacerbating inequalities within the school community, as well as between schools (Essuman, 2019; Goldstein, 2017; Murray, 2019; Woysner & Cucchiara, 2017). This paper reports on part of the findings of a mixed-methods study that examined the role of PGAs in primary schools in Cyprus. The study employed an initial qualitative phase (Creswell & Clark, 2007; Halcomb & Hickman, 2015; Schoonenboom & Johnson, 2017), which included semi-structured interviews, observations, and document analysis. The insights gained on PGAs dynamics from the initial phase of the study informed the construction of a survey questionnaire, which was subsequently completed by a representative national sample of 1,118 teachers and parents.

The paper presents the findings of the questionnaire survey on the motives of parents to serve on the boards of PGAs. This section of the questionnaire included 18 variables which were subjected to exploratory factor analysis. The analysis process identified three distinct parental motivational categories: personal motives, altruistic motives in contributing to the school community, and child-centered motives relating to perceived benefits for their own children.

Further statistical analysis revealed significant differences in these motivational categories based on respondents' demographic characteristics, as well as notable distinctions between parent/guardian and teacher subgroups.

The findings of the study provide significant insights when striving to cultivate strong and effective family-school partnerships. By understanding the motives that drive parents/guardians to participate in PGAs, schools can develop strategies to encourage broader and stronger parental involvement and engagement. These insights can inform policies and practices that create inclusive environments where all parents feel empowered to contribute meaningfully to school decision making and initiatives.

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5a3. Strengthening family advocacy through systems change

Karen L. Mapp, *Harvard University*; Shadae Harris, *Virginia State University*

This presentation explores how family advocacy can be strengthened through systems-level changes guided by the Dual Capacity Framework Version 2. The framework emphasizes

equity and shared responsibility as key components in building family-school partnerships that empower parents and caregivers to become advocates for their children's success.

Methods/Methodology

Drawing on cross-district research and practical insights, this session synthesizes data from implementation studies where schools developed systems to foster family advocacy. Surveys, focus groups, and participant observations provide evidence of how advocacy training programs, paired with systems-level adjustments, empower families to participate meaningfully in their children's education.

Expected Outcomes/Results

Participants will leave with actionable insights into building family advocacy programs aligned with the Dual Capacity Framework. Expected results include increased family confidence in navigating school systems, greater family participation in decision-making processes, and enhanced student outcomes through shared accountability.

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Mapp, K. L. (2019). *The Dual Capacity Framework for Family-School Partnerships Version 2*. Harvard Family Research Project.

5a4. How do Austrian and German parents perceive teacher shortage and its consequences?

Angelika Paseka, *University of Hamburg*; Denise Demski, *Ruhr-University Bochum*; Christoph Helm, Tanja Aistleitner & Romana Dorfer, *Johannes Kepler University Linz*

Teacher shortage is a current challenge in many countries that will continue to increase (UNESCO, 2024). Solution approaches are diverse and include, for example, attracting second-career teachers, recruiting undergraduate students or out-of-field teaching (Hobbs & Törner, 2019).

Possible consequences for teaching and learning are not predictable yet, but referring to models of teachers' professional competence (Baumert & Kunter, 2013), losses in quality are anticipated.

Parents' perspectives on teacher shortage, its consequences and measures to counteract the problem have been largely neglected. However, teacher shortages might have consequences for parents' roles and their opportunities to provide support for their children as well as the school. Therefore, we conducted an online survey addressing parents in Austria (n = 1.165) and Germany (n = 375), asking them to what extent they had perceived (consequences of) teacher shortage and how they assessed measures such as out-of-field-teaching or employing second-career teachers.

Descriptive statistics, correlation analyses and regression analyses were calculated, controlling for school type and the socio-economic background of the families.

Consequences of teacher shortages are experienced in different ways: in Austria depending on the type of school and in Germany depending on the students' age. The majority of respondents anticipated further declines in teaching quality, extracurricular activities and learning outcomes. They were also afraid of teachers being unable to provide adequate support to students. Parents favored fully certified teachers, particularly in terms of teaching quality and subject knowledge. The data show that parents are willing to support their own children more intensively (German parents more than Austrian parents), but they are uneager in terms of supporting schools to cope with the

consequences of teacher shortage.

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5a5. Stakeholder perspectives on school performance

Eszter Salamon, Luca Janka László & Maral Nuridin, *Parents International*

With a growing number of families dissatisfied with formal education provisions and even deciding to opt out of it – an undesirable development in the authors' view - it is crucially important to understand the rationale behind decisions on children attending formal education or not, and also behind school choices. There is also a need to find what hinders their engagement with schools.

The main aim of research conducted by Parents International in collaboration with the Brookings Institution in 2023-24 was to understand what makes parents, teachers, school leaders and the students themselves satisfied with school provisions, what they think the other groups prioritise, and how much they are satisfied with what schools offer. Another aspect of the research was to explore the opportunities and barriers in equal partnerships of the main educators of children: parents and teachers. The research was conducted in 16 countries using different research methodologies and tools. Parents International carried the research out in three countries: Hungary, Kazakhstan and the Netherlands, using the same tools with very little modifications trying to accommodate the realities of school systems.

Beliefs about education were explored in the process of determining what needs to change in a system. Mapping beliefs and making families contributions to education systems visible is another thread throughout this research. The research measured how important the different actors consider the following four main goals of education: gaining academic/subject knowledge, preparation for the labour market, social-emotional learning, and citizenship education. There is a clear mismatch not only between these expectations and curricula, but also what teachers think about parental expectations. At the same time, in all 16 countries teachers have perceived parents as un-interested in the schooling of their children while not a single parent or student indicated the lack of interest on the parents' side.

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Session 5b: Family and school professions fragilities: training and support for teachers and school staff

5b1. Perceptions of fourth-year students in the Degree in Primary Education Specialist Teachers program regarding the level of competence attained to foster family engagement within the school environment

Agustín Godas Otero, Julia Maria Crespo Comesaña & Iris Estévez Blanco, *University of Santiago de Compostela*

This study aims to determine the extent to which final-year students in the Primary Teacher Training Degree feel capable to undertake actions that foster family participation in their children's education. This contribution is part of a broader national competitive research initiative titled: How to Achieve Family Involvement in Education from School. The effectiveness of a training program for Primary Education teachers, abbreviated as IMPLICA2(+), emphasizes the necessity of training educators to encourage family engagement within the school context (Godás, 2015). The general methodology of the research employs both qualitative and quantitative techniques, using a triangulation of data, researchers, and methods, according to Denzin's (2006) proposals. Specifically, the work presented in this communication is part of an exploratory-descriptive study aimed at assessing whether the training programs that constitute the initial education of teachers at universities in the Autonomous Community of Galicia (Spain) are training students with the knowledge, skills, and attitudes pertinent to this area of competency development. For this investigation, a questionnaire featuring closed questions on a Likert-type scale was administered to fourth-year students of the Master's Degree across the three public

universities in Galicia. Research by Vallespir-Soler and Morey-López (2019) and Bernar and Llevot (2016) underscores the importance of examining the initial training of teaching professionals to identify potential deficiencies and to design improvement proposals that enhance family involvement in schools and promote educational practices that ensure quality education.

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5b2. Self-perception of primary education teachers' capabilities to foster family engagement in the education of their children

Julia María Crespo Comesaña, Agustín Godás Otero, Iris Estévez Blanco & Cristina Varela Portela, *University of Santiago de Compostela*

This study aims to investigate how Primary Education teachers in the Autonomous Community of Galicia (Spain) assess their training to enhance family involvement in their children's educational processes. This contribution is part of a larger national competitive research initiative titled: How to Achieve Family Involvement in Education from School. The Effectiveness of a Training Program for Primary Education Teachers, abbreviated as IMPLICA2(+). The research emphasizes the necessity of training teachers (Godás, 2015) in the design of tools and strategies to foster family engagement by cultivating relationships that support children's educational journeys (Aierbe-Barandiaran et al., 2023). The overarching methodology employs both qualitative and quantitative techniques, utilizing a triangulation of research data and methods, consistent with Denzin's (2006) proposals. The contribution presented is an exploratory-descriptive study aimed at understanding teachers' perceptions of their capabilities to encourage family involvement in the educational process, as well as their views on the correlation between acquiring these skills and various aspects of their training. To achieve this, a questionnaire featuring closed questions on a Likert-type scale was developed and administered to Primary level teachers. The findings will guide the creation of a training program designed to enhance teachers' educational strategies for family involvement (Franco-Marín et al., 2022). This program will be tailored to the needs felt and expressed by teachers, thereby serving as a relevant resource for their professional development (Martínez-Izaguirre et al., 2021).

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5b3. For a communities pedagogical education of secondary school teachers. Towards paths of school family co-responsibility

Giorgia Coppola, *University of Palermo*

In modern's techno-liquid society there is a thinning of community ties and an increasing drive towards self-sufficiency. This condition exacerbates the insecurity and precariousness of the human condition, which manifests itself in both individual and social dimensions. This fragility can also be traced at school, a complex physical, relational and symbolic context which today, more than in the past, is experiencing widespread educational suffering. The latter affects not only teachers, with a gradual loss of personal motivation and professional vocation, with repercussions on the teaching-learning process and important implications for individual and collective well-being, but also families and the entire community. However, it is precisely in conditions of vulnerability and fragility that new opportunities for education can be found.

This paper will focus on communities pedagogical training for secondary school teachers as a possible methodological direction for education aimed at restoring and/or establishing authentic community ties and promoting social change. In particular, the paper will focus on pedagogically grounded training pathways that enhance teachers' emotional-relational competencies and sense of community at school in order to support teachers in their professional practice, to build virtuous educational alliances, and to promote school-family co-responsibility pathways. In a school in crisis, the question of pedagogical training of adult educators needs a communities perspective. The basic assumption is that there can be no "I" without a "We", and that community is a fundamental part of the human and social structure.

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5b4. For a shared partnership in education: a research-training path

Paola Zini, *Catholic University of the Sacred Heart*

In the research-training experiences conducted in recent years in schools on the relationship between school and family, a sense of fatigue has been observed among both teachers and parents.

They often describe a difficult relationship where the two parties struggle to understand each other, risking misunderstandings and lack of comprehension.

In light of these difficulties, there is a strong need to reconsider the modes of participation and interaction between schools and families, initiating new opportunities for meeting and discussion. Based on these considerations, during the 2023/2024 school year, a research-training project was carried out with a primary school in a comprehensive institute in the province of Brescia.

The project, titled "School and Family: Towards a Shared Partnership in Education," involved first grade teachers and parents and had the following objectives: to enable teachers and parents to get to know each other and work together using a co-design methodology; to build a school-family relationship that guided the educational choices and actions of both parents and teachers, ensuring coherence and harmony; and to positively support the growth of the children.

The project was introduced in an assembly at the beginning of the school year followed by bi-monthly meetings between teachers and parents and a final meeting in may. Researchers monitored the process, meeting periodically with the teachers. Teachers and parents worked together in modules, selecting educational goals to address and jointly identifying appropriate behaviors to respond to emerging issues. This collaboration facilitated a dialogue between the educational culture of the school and that of the families, enabling the participants to experiment with educational consistency between teachers and parents through shared mutual commitments.

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5b5. COFORMACION Platform: validation of a digital platform for the school-family relationship

Joaquín Parra-Martínez¹, Beatriz Rodríguez-Ruiz², María José Martínez-Segura¹, Esperanza María Ceballos-Vacas¹, María Ángeles Gomariz-Vicente¹ & Raquel Amaya Martínez-González²

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In recent years, innovative training modalities have been proposed in strategies for improving participation in schools that involve joint training for families and teachers, from which families and teachers are trained together (Gomariz et al., 2020; Hernández-Prados et al., 2019; Tran, 2014).

Training teachers to promote participation and families to mobilise consists of providing them with collaborative strategies to improve relations between both educational agents and to generate positive interactions in schools. This can have an impact on improving the quality of school education (European Commission, 2021). As a result of the pandemic, a

competitive research project (PID2020-113505RB-I00) was developed in which the main objective was to design a digital co-training platform for families and teachers, which enables training needs to be detected and resources to be proposed in order to improve them. The three dimensions of family participation contained in the platform are communication with the educational centre, a sense of belonging and involvement from home.

Training platforms offer virtuality as a complement to face-to-face training, which facilitates overcoming difficulties of personal, family and work conciliation (Suárez-Perdomo et al., 2022).

This paper presents the validation process of the COFORMACION platform by teachers (63) and families (47) belonging to four schools in Spain. The instrument used for the validation is called UPCOCEF (Pedagogical usability for school-family co-training platforms) and evaluates the technological characteristics (accessibility, navigability...) and the pedagogical characteristics (didactic quality) of the platform. This instrument was previously validated by a procedure of expert judgement (10) obtaining a high degree of concordance (Kendall's coefficient $W = .60$) (Martínez-Segura et al., 2024).

The results obtained show a positive assessment of the platform, both in its technological and pedagogical aspects, exceeding in all cases the score 4.00 (scale from 1 to 5). In the next phase of the project, it is planned to apply the COFORMACION platform to a representative sample of schools in Spain.

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Session 5c: Family-school relationships and disadvantaged/vulnerable groups/families: dealing with disadvantages and diversities

5c1. Between superdiversity and doing diversity: school-based parent cafés revisited

Alexei Medvedev, *University of Hamburg*

In the early 2010s, the first schools in Germany founded school-based parent cafés (hereafter: SPC). Apart from case studies (Killus and Paseka 2020: 160), there is no systematic research on them. The author developed some theoretical approaches to this phenomenon by drawing up a parent café profile and comparing it with the profile of a conventional urban café (Medvedev 2016).

The theoretical framework of this study refers to the triad of superdiversity (term coined by Steven Vertovec 2024), diversity and doing diversity (based on social interactionist concepts, such as doing difference (e.g. Walgenbach 2017: 587). This framework is used to illustrate how socio-spatial developments and the increasing superdiversity of parents (macro-level) are taken up at the schools (meso-level) and realised at the micro-level. In addition to the critical-analytical intention, the applied goal of contributing to better parent representation in and participation in the school system also plays a role. The focus is on the following research question: From the perspective of the staff of the SPC, what reasons may promote and hinder the (super)diversity of the participants?

A qualitative empirical approach based on grounded theory (Glaser and Strauss 2010 / Strauss and Corbin 1996) and the problem-centred interviews (Witzel and Reiter 2022) was chosen. As main findings, it is argued that the composition of the café participants is diverse but is not yet representative enough to reflect the superdiversity of parenthood. The implementation of the diversity programme often goes hand in hand with biased attributions and alleged knowledge of the target groups' living circumstances. At the micro level, dynamic grouping processes take place, including reciprocal othering as a side-effect. If keeping the exclusion threats in mind, the school-based parent cafés have potentials to become a tool how to establish more superdiversity-responsive spaces in and for school-parent cooperation.

5c2. Enhancing kindergarten teachers' professional agency in supporting children from diverse family backgrounds through family-centred practices

Chrysa Keung, *The Education University of Hong Kong*

Teachers in the early childhood sector increasingly serve a diverse range of families. Recognising this diversity is vital, as it empowers kindergarten teachers to address the specific needs of these families while actively engaging parents and caregivers (Movahedazarhouligh & Banerjee, 2020; Tutwiler, 2005). Addressing kindergarten teachers' professional agency is a key part in providing assistance to parents, particularly those from at-risk backgrounds, as they seek to promote their children's development and well-being (McCarthy & Guerin, 2021; Rogers et al, 2024). Family centered practices prioritise the needs and concerns of families, encouraging teachers to adapt strategies that acknowledge

the unique cultural, social, and economic circumstances of each family (Goff & McLoughlin, 2016; Ridgway et al., 2021).

While previous studies have highlighted the significance of family-centered practices, there remains a notable scarcity of research detailing how these practices are tailored to various family types within family-school collaboration (Ray, 2005; Rouse, 2012). This study draws on the experiences of 37 head and classroom teachers, gathering critical incidents through interviews.

For example, teachers emphasise the importance of a clear reporting system and immediate referral processes for addressing special cases, particularly when working with single parents who are new migrants or those facing health and substance abuse issues. These systems enable teachers to respond quickly and effectively to any concerns. Moreover, teachers noted an increasing number of grandparents serving as caregivers, who often bring varied parenting styles and educational values, thus posing challenges in care responsibilities. Families from diverse backgrounds benefit from relational communication with both caregivers and parents. The findings of these cases affirmed the integration of family-centered practices in fostering a more responsive and equitable family-school collaboration landscape (Mas et al., 2022). By empowering kindergarten teachers with the skills and knowledge to implement these agentic practices, the necessity for ongoing training and professional development is highlighted, enabling kindergarten teachers to navigate the complexities of diverse family environments.

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5c3. Navigating complexity: educators' experiences with seasonal agricultural worker families in a rural Turkish School

Şerafettin Gedik & Meram Uzundal, *Amasya University*

Seasonal agricultural worker families face profound challenges, including frequent relocations, economic risks, and limited access to culturally responsive support systems (Barrueco, 2019; McLaughlin et al., 2017; Thomas-Duckwitz et al., 2013). These challenges often disrupt children's academic lives and pose systemic barriers for their schooling. While previous research has documented the struggles of these children and their families (Avcı & Ekici, 2023; Gökçe & Fırat, 2024; İş & Özkan, 2024), limited attention has been given to the lived experiences of educators and administrators tasked with supporting them. This study addresses this gap by employing a phenomenological case study to explore the experiences of a rural K-8 school in Turkey serving children of seasonal agricultural workers.

Using Interpretative Phenomenological Analysis (IPA) to explore the lived experiences of educators at a rural K-8 school in Türkiye, it focuses on how teachers and administrators experience and interpret their roles in supporting children of seasonal agricultural workers, how they make sense of the relational dynamics with families, and how systemic barriers influence their daily practices. Data collection includes in-depth interviews, observations of school-family interactions, and policy analyses, providing a rich, contextualized understanding of educators' lived experiences within the bounded case of the school.

As part of a larger research project, this phase illuminates the institutional side of the issue, complementing future phases focused on families' lived experiences and collaborative solutions.

By focusing on educators' interpretations and emotional responses, this study seeks to deepen understanding of the complexities involved in engaging with marginalized families. The findings aim to contribute to the broader discourse on family-school-community partnerships by highlighting the nuanced realities faced by educators working in vulnerable contexts.

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Session 5d: Family-school relationships and disadvantaged/vulnerable groups/families: migrant/refugee families and children

5d1. Multilingual families in the German educational system: exploring language brokering in the school-family-child triad

Benedikt Wirth, *German Centre for Integration and Migration Research DeZIM*

This study examines how multilingual students mediate cultural and linguistic interactions within the school-family-child triad, shaping inclusion and exclusion in education, particularly for migrant children.

Migrating into new cultural and linguistic contexts often requires navigating unfamiliar institutional practices and acquiring new languages. While policies in Germany recognize the importance of professional interpreting services in sectors such as health, law, and education to support both newly arrived individuals and the institutions they interact with, informal language brokering – or community interpreting – remains prevalent. Often facilitated by family members – such as children, who tend to acquire language skills faster (Kristen et al. 2022) – this practice is sometimes the only available option. In school settings, children frequently act as key intermediaries, bridging communication gaps between families, peers, and institutions (Degener 2010). Integrating Social Network Theory (cf. Lareau 1987; Emirbayer & Goodwin 1994) and boundary-making (cf. Lamont et al. 2014), the research analyzes interactions and dynamics of agency at the school-family-child triad. Social Network Theory highlights how agents navigate (in)formal networks among families, peers, and teachers, while boundary-making reveals how routines, practices and policies like language support regulations and day-to-day interactions shape brokering processes. An intersectional perspective (cf. Haschemi & Nowicka 2022) supports the exploration of the gendered, racialized, and socio economic dimensions of these dynamics in school settings. Drawing on policy analysis, expert interviews, and semi-structured interviews with school staff, teachers, and families, analyzed through an informed grounded theory framework (cf. Thornberg 2012), preliminary findings underscore factors such as access to interpreters, teacher awareness, and institutional support.

Linking social interactions and institutional structures, the study advances research on child language brokering in Germany and offers actionable recommendations for fostering equitable school-family partnerships.

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5d2. Digital pathways to heritage language learning: transnational parents bridging fragility and equity

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This presentation explores how transnational parents leverage digital and multimodal resources to support heritage language learning, advancing linguistic equity for bilingual children. It examines how three Chinese immigrant families in Canada navigate fragility and vulnerability tied to linguistic and cultural identity by integrating technology into their children’s learning environments. These families use a range of tools—interactive apps, online platforms, personalized YouTube channels, and reading pens—to overcome the limitations of traditional methods. These digital resources provide access to culturally relevant materials and foster connections with global communities, enriching linguistic and cultural learning. By drawing on communicative repertoire (Rymes, 2010), dual frame of reference (Guarnizo, 1997), and bifocality (Vertovec, 2004), the study situates these practices within the families’ bicultural realities and the broader context of educational inequities.

The methodology employs narrative inquiry, capturing the lived experiences of three mothers through in-depth Mandarin conversations. The findings reveal how digital tools transform heritage language learning by: Offering engaging, interactive materials tailored to children’s interests and needs; Bridging home and school environments, promoting a seamless integration of heritage and contemporary learning; Connecting families to global networks, fostering a sense of belonging across cultural boundaries. This study aligns with the conference theme by illustrating how transnational parents turn educational fragility into resilience through digital and multimodal practices. It emphasizes the potential of family-school-community alliances to address vulnerabilities and promote linguistic equity. By recognizing and leveraging transnational parents’ knowledge, educators and policymakers can create inclusive practices that sustain bilingualism and cultural identity in diverse educational settings. This research highlights how digital tools can reframe fragility as a pathway for growth and justice, fostering vibrant, equitable partnerships for multilingual children’s success.

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5d3. Translanguaging with caregivers and their children during a co-designed multilingual math activity

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Caregivers with migrant backgrounds have valuable (funds of) knowledge (Moll et al., 1992) that can be used to help their children learn math. Interacting verbally while doing math can be difficult, as some caregivers possess knowledge in a language different than the language being used for the schooling of their children. However, there is evidence that caregivers of multilingual children use both the home and school language in order to support their children mathematically using translanguaging: utilizing the full linguistic repertoire of an individual, instead of exclusively the language of instruction, to promote learning and engagement. The present study seeks to identify how caregivers and their multilingual children use their language(s) during a co-designed mathematics activity, and how they experience translanguaging (both affordances and challenges) during the activity. The activity was designed in a research practice partnership of caregivers, educators, and researchers with design principles 1-3. The design principles posit: 1) The activity is suitable for verbal interaction in multiple languages (not limited to language of instruction); 2) the activity can be conducted using multiple methods —there is not one correct way to succeed in the activity; and 3) the activity is game-like. The sample includes four caregivers and five children. Caregivers and their children participated in six activity sessions. Audio recordings were made during activity sessions, and debrief interviews were conducted to gain information about how the caregivers and children experienced using their languages during the activities. Results are forthcoming.

This study is a part of a larger design study where researchers, educators, and caregivers of multilingual children collaborate as co-designers of multilingual mathematics activities for the home setting.

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5d4. Transforming school-scapes and weaving alliances: the (un)expected impact of translanguaging on family-school relationships in primary school

Petar Lefterov & Chiara Bove, *University of Milan-Bicocca*

In Italy, 914.860 students have a migrant background, 4.9% increase compared to previous years (MIUR, 2024). This large number of children serves a rich cultural, linguistic and experiential background, which should be valued to promote a more equitable, inclusive and democratic education (Dewey, 1916). However, while on the one hand best practices in

welcoming migrant background students are increasing (i.e. Carbonara, Scibetta, 2022), on the other migrant families often continue to be perceived as absent and disinterested, reproducing a stereotype, deeply rooted in the school system, that affects the school-family relationship (Mytton et al., 2013). This lack of alliance between schools and families puts pupils in a position of a collective vulnerability, hindering a potential break from the spiral of inequalities. Thus, a call for a good degree of coordination and communication between the school system and the family sphere is needed; one that fosters positive educational transitions (Bove, 2020) and promotes family participation (Epstein, 2001), protective factors that may counter the reproduction of inequalities.

The contribution stems from an ongoing PhD on translanguaging (Williams, 1996), a multilingual approach, which aims to transform the schoolscape (Brown, 2012) to foster children's education.

Specifically, this paper seeks to reflect mainly on the echo of schoolscape change on school-family relationship. The study adopts a pragmatic paradigm and a qualitative method (Creswell, 2014). The Professional-Development-Action-Research methodology (Guay, Prud'homme, 2011), conducted from January to June 2024 in one primary school in Milan, involved 6 classes and used qualitative tools such as field notes, recordings and focus groups. From the thematic analysis (Braun, Clarke, 2006) of the focus groups, the pedagogy of translanguaging emerges as a promising approach, as it redefines teachers', children's and parents' attitudes towards linguistic and cultural diversity, transforms the schoolscape with multilingual documentation and promotes more autonomous and proactive participation of families.

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Session 5e: Family and school professions fragilities: Facing Parents'/families' fragilities & positive parenting initiative and programs

5e1. For an anti-fragile fragility: (re)thinking educational co-responsibility

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Fragility, as an ontological condition peculiar to every human being, whether adult or child (Milani & Crotti, 2019), underlies the leap of faith that families make at the time of school enrollment toward educational professionals and the territory and vice versa. Reduced homeostatic adaptive capacities, coupled with the difficulties experienced in the path of parenting and teaching, lead to the need for promotion and support to develop an anti-fragility (Taleb, 2012) that embraces the unexpectedness inherent in life paths to provide stable and supportive environments for growth. Among the capitalist challenges posed by today's society, it appears necessary to take care of the empowerment of citizens for a return to collectivity intended as a civilizational commitment to the reconstruction of the community fabric (Dewey, 1983). It seems necessary to reflect about the relationships of co-responsibility apt, by definition, for the care of the younger generations; the latter now appear lost, lacking reference points and cornerstones, finding themselves navigating by sight in the inescapable storm of change. Consequently, parenting aid programs, systematized (in)training interventions aimed at teachers, and territorial community initiatives to recognize the growing youth (Dusi, 2017) could be the cornerstone for building an unprecedented relationship that sees mutually acknowledged difficulties in order to relaunch them under the banner of a socially engaged union.

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5e2. Education as common ground: balancing institutional initiatives with grassroots parental engagement in Polish preschools and primary schools

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This abstract presents findings from ongoing research investigating the forms, motivations, and barriers to parental participation in the education of children at preschool and primary school levels. The study highlights two key dimensions of participatory practices: Institutionally Induced Participation: Engagement prompted by school or kindergarten initiatives, such as invitations to collaborate on organizing events and educational projects. Grassroots Participation: Self-initiated parental activities driven by personal needs, beliefs, and motivations.

The research is grounded in theoretical perspectives on participation (e.g. Arnstein 1969, Hart, 1992, Nózka 2019) and parental involvement (e.g., Ferlazzo 2011), as well as concepts of political action (e.g. Rancièrè 2005, Biesta 2012, Mendel 2023), which view educational institutions as spaces for potential agency and democratic action.

A quantitative survey method was employed, using a combination of purposeful, convenience, and quota sampling. These approaches ensured diversity among respondents, capturing parents from three distinct age groups (preschool, early school-age, and older primary school children). While non-probabilistic, this sampling strategy allows for cautious generalizations by aligning quotas with key population characteristics.

The ongoing analysis aims to deepen understanding of how institutional and grassroots dynamics shape parental engagement. Preliminary findings suggest that while many parents are willing to participate, institutional structures and communication barriers often hinder their involvement. The study aspires to inform educational policy and practice by proposing strategies to enhance parent school collaboration at different stages of child development.

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5e3. “Kintsugi”: facing vulnerability with a systematic approach

Daniel Mastrosimone, Nicolò Valenzano, Paola Menotto & Federico Zamengo, *University of Turin*

The paper presents the final outcomes of the three-year “Kintsugi” project, implemented in the Province of Cuneo, in collaboration with the Department of Philosophy and Educational Sciences of the University of Turin. The project proposed a new systemic working method involving social services, the community, schools, and families to address increasing family vulnerability and the widespread situation of educational poverty (Sottocorno, 2022), for individuals in situations of overt fragility and those experiencing of submerged and widespread discomfort (Iori, Rampazzi, 2008). The aim of the project is, in line with the Japanese art of Kintsugi, to restore value to collective bonds as a form of diffuse support and promotion of parenthood.

The research presented here involved a transformative monitoring action to track the progress of the project (Cadei, Deluigi, Pourtois, 2016). This was achieved by gathering insights from educators, social workers, and psychologists involved in the project. Narrative ‘life history’ interviews (Atkinson, 2002) were used, as they focus on a specific phase of a person's life course, encouraging reflection and a proactive approach to the investigation (Bichi, 2007).

During the study period, 18 interviews were conducted with professionals from the project and 8 operators from similar services not involved in the experimentation, to compare perceptions based on the operational model of the working context (Avallone, Paplomatas, 2005).

The analysis aims to present the results of the research, focusing on how a systemic approach proves to be more effective in intervening with minors and families in vulnerable situations. The research will also highlight the key elements and their practical applications through which a community approach to educational intervention in parenting support can enhance the well-being of the involved operators. The study identified some key points that seem to strongly influence the effectiveness of interventions and professional satisfaction, capable of generatively influencing practices of taking care of minors.

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5e4. Schools, Families, and Services: Pathways of Inclusion and Repair in the Complexity of Mafia Vulnerability

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Gesualdo Bufalino, reflecting on the mafia, stated: “To win the war [against the mafia], I propose a very long-term remedy: the intervention of elementary school teachers. [...] The solution is one and only one: books, books, books” (Bufalino, 1996). Education, as a social and cultural practice capable of transforming its own foundations (Bruner, 1996), reframes what starts as an economic and political struggle into an educational one (Bertolini, 1996, p. 60).

Within the P.I.P.P.I. program (Milani, 2022), an Italian LEPS established to support positive parenting, research investigates how the program can be adapted to address the needs of families and children facing mafia-related vulnerability (Rizzo & Milani, 2024), a condition rooted in poverty, isolation, and deviant cultural transmission that affects family relationships, education, and social participation. A key tool of the P.I.P.P.I. program is the school-family-services partnership, which promotes child and family well-being by integrating educational, social, and community resources. Schools play a pivotal role as educational communities, fostering initiatives that promote, prevent, and protect children’s rights. Acting as a bridge, schools can address complex vulnerabilities and support positive parenting (Milani, L., 1957).

This study focuses on 49 P.I.P.P.I. families registered in RPMonline who identified mafia-related vulnerability during preassessment.

Using an exploratory approach, the research combines RPMonline data analysis with case studies to assess the partnership’s implementation and its role in supporting positive parenting (REC/EU, 2006-19) aligned with the child’s best interests.

The goal is to develop practical models that enhance the mechanism’s effectiveness in fostering awareness, resilience, and shared growth, while emphasizing parents' educational roles, the transformative potential of parenting support, and the significance of educational relationships in challenging contexts like those shaped by mafia-related vulnerability.

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Session 5f: Parents and teacher relationship in the context of inclusive and special education

5f1. Family and school contribution to the process of self-determination of people with intellectual disabilities

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In this paper, it is considered essential to identify, through careful analysis of the literature, the facilitators and barriers to be promoted and removed in order to achieve self-realisation for people with intellectual disabilities. Inclusive education, in order to promote the self-affirmation of the intellectually disabled person, must recognise the importance of the synergy of the main educational institutions. The family must support the existential continuum of its disabled child, accepting the diagnosis, countering attitudes of passivity and over-dependence, and favouring autonomy and self-determination, imagining that its child can play "future roles" in adulthood, affirming and fulfilling itself in the dimensions of personal, emotional and professional life. The school also plays a key role in the education and training of people with intellectual disabilities, promoting methods and intervention strategies aimed at creating and consolidating a positive climate in the classroom, good pedagogical and teaching practices aimed at structuring learning processes "tailored" to the pupil, adapting the content to the learning characteristics of the person, enhancing development and learning potential, experiencing new skills and developing cognitive and relational competences, weaving inclusive webs. The aim of this work is therefore, on the one hand, to strengthen and promote the importance of a network of support for people with intellectual disabilities, in which the family represents the nest from which to start, to take important steps of self-affirmation and also a safe haven to return to, with the awareness of finding deep acceptance, support and understanding; on the other hand, to promote the student-centred perspective of the school, in order to allow people with intellectual disabilities to experience educational and training contexts characterised by inclusive planning.

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5f2. Building family-school partnership based on family-centered education approach – School in the Circles of Support in Poland

Katarzyna Świeczkowska, *Polish Association for Persons with Intellectual Disability Gdańsk*; Kacper Kowalski, *University of Gdańsk*; Agnieszka Żyta, *University of Warmia and Mazury in Olsztyn*

Students with disabilities and their families need support in various spheres of life and the school should be a welcoming and competent institution that plays an important role in providing this support. The 'School in Circles of Support' model is one that has been implemented for several years in some institutions in Poland, based on four values, the person, development, independent living for people with disabilities and inclusion. The implementation of the model is based on four key pillars: student-centred education, partnership with the family, inclusion, school as a learning institution.

In our presentation we would like to present the main objectives and activities of the family partnership pillar. We would like to show how we implement this approach in our daily work with students and families and what are the results of our actions.

We will present the first stage of the research project (quantitative research - online survey). The aim is to find out the opinions of the surveyed parents on the role of the School in Circles of Support in building school-family partnerships and strengthening parents in their parenting tasks. Finding out the opinions of students' parents about the school's participation in supporting families raising a child with disabilities and how the school takes into account parents' resources, needs and expertise is important for implementing the School in a Circle of Support model and building family-school partnerships. The results and conclusions of the surveys are the basis for the focus interviews (qualitative research) in the next phase of our project.

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5f3. The family and the Operational Working Group for inclusion: pedagogical reflections and operational proposals

Corrado Muscarà, *University of Catania*

With the establishment of the Operational Working Group (OWG) for inclusion (Legislative Decree 96/2019), the school has had to change some inclusion processes of disabled pupils organisational aspects and working logics. Through the recent school ministerial provisions, the legislator prescribes the strengthening of educational and didactic co-responsibility between the school, the territory and above all the family, with particular regard to the role, skills and contributions that this educational agency can and must offer to the inclusion processes. In fact, it is envisaged that the OWG members work in an inter-institutional network perspective (school-family-territory), having the priority task of planning and sharing educational and didactic interventions for pupils with disabilities (PEI). This perspective, however, while on the one hand seems to satisfy long-standing needs, as demonstrated by the countless research projects in the field of school pedagogy for inclusion and family pedagogy, on the other hand, it also suggests the emergence of certain problems. These may concern, for example, communication and relational dynamics between the family and other OWG members.

The research results, conducted in a number of schools in Eastern Sicily, confirmed a number of the hypotheses put forward, such as those just mentioned, but also made it possible to reflect on the importance of organising the families special pedagogical training for inclusion. In order for OWG to contribute to the enhancement of school inclusion processes, the school should support the family, with the creation of pedagogical services designed ad hoc, through the organisation, for example, the desks listening and mediation, capable of providing the family with pedagogical devices useful for constructing and/or re-constructing, together with the teachers and other OWG members, educational and training projects that guarantee the quality of school inclusion processes.

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5f4. Positioning as a worried mother: raising a child who may show signs of having special needs

Solveig Roth & Janne Støen, *University of Stavanger*

Background and Aim: The aim of this article is to explore how mothers of children who may show signs of having special needs understand themselves in the transitions from kindergarten to primary school, so that kindergarten and school can provide better support in the home-school collaboration. We take as our starting point the analytical concepts of parents' positional identities and figured worlds of interpretation to examine how mothers' positionings change through the transition.

Methodology: The data were collected as part of a small-scale longitudinal study in which mothers were interviewed repeatedly. The sample consisted of five mothers. Data were collected at three time points 1) last year of the kindergarten period, 2) right after starting school, 3) at the end of the 1st school year or beginning of second year.

Results and Discussion: The case histories illustrate how the mothers' parent positional identities were linked to their subjective experience of how the teachers viewed the pupils'

challenges. The teachers' understanding of pupils' potential special needs might help parents (mothers) to understand vague concerns (gut feeling) to better help their children during transition phases.

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Abstracts – Poster session

Thinking together about the profession of pedagogist (in Italy)

Federica Mascia, *University of Verona*

My PhD project focuses on the role and skills of the pedagogist. The aim is to attempt to at least partly fill the void created by the lack of identity of this profession. This study, directly involving professionals, aims to establish a research community promoting the identification of this profession. A study on the educational professions (Olivieri, 2020) has shown how complex it is to define the figure of the pedagogist both in the European and Italian context. Other studies also reveal some degree of vagueness concerning the specific nature of this career (Negri, Simeone, 2002). Different studies (Melacarne 2020, Iori 2018) reveal some degree of uncertainty concerning the specific nature of this career (Perillo 2022; Crispiani 2022; Negri 2014;) and this is the reason why I intend to act by directly involving a group of pedagogists. The study is conducted through the Grounded Theory qualitative research paradigm (Glaser and Strauss 1967). To creating a pedagogical community by using M. Lipman's Community of Research methodology (Cosentino, 2021), the meetings between pedagogists were recorded and transcribed and analyzed using the NVivo software (Tom e Lyn Richards 1981) A consent form and information sheet was provided to all participants. The project was approved by the ethics committee. The results demonstrate that this figure is an expert in the knowledge of relationships and knows well how to work in contexts by giving operational advice. These results can be the first starting point for a better definition of the figure of the pedagogist.

Growing up in multi-religious families - protective and risk factors

Ewa-Sowa Behtame, *Ignatianum University*

The main topic of the presented presentation was upbringing in multi-religious families as a thread rooted in intercultural education and constantly relevant due to the constant and growing diversity and social mobility. The research problem is: How are children raised in multi-religious families? This presentation distinguishes two main thematic areas. The first describes the case of families in which partners come from the Christian and Muslim religions. The second discusses the functioning of Christian-Jewish families. It is particularly important to present the issue of upbringing in multi-religious families from two perspectives - as an element building and strengthening the development of its members, as well as equipping them with a specific capital contributed to society and as a potential challenge and source of family conflicts.

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School cooperation with single parents - expectations vs. reality

Anna Dudak & Agnieszka Bochniarz, *Maria Curie-Skłodowska University*

The school cooperation with parents is one of the key elements of an effective educational and parenting process. A well-developed partnership between the two parties fosters better development of the child, supports his or her education and strengthens his or her sense of security. This cooperation is particularly important in the case of single parents who, in their dual parental role, not only have increased responsibilities but also face various types of difficulties. Therefore, the school should be a supportive environment for single parents in the educational and parenting process. In many countries, the school performs this task on the basis of system solutions dedicated to single-parent families (e.g. in the USA, Sweden). The aim of the research undertaken was to diagnose the relationship between the entities indicated on the example of a Polish primary school. An original survey questionnaire was used in the research. The research focused on primary school teachers' opinions on the forms of support and communication offered by the school to single parents and on teachers' expectations of system solutions improving the effectiveness of this cooperation. The research revealed that the teachers pointed to the lack of coherent and comprehensive system solutions on which to base the education system for supporting single-parent families. At the same time, the respondents stressed the need to implement such solutions. In their opinion, they will allow building partnerships and creating a friendly environment that is conducive to the development of the child.

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Creating a holistic network of cooperation between teachers and parents/guardians to develop the digital competences necessary to prevent and combat cyberbullying and online addiction

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⁷ *The Smile of the Child*

Digitalization holds huge promises especially in the field of education: A promise to make administration in the educational sector easier and less of a burden, a promise to help teachers putting together lesson plans in no time, a promise to individualize learning and

objectivize assessment to name but a few. And there is certainly a lot of potential but there are also downsides as the increase in screen time with negative effects on eye health and the danger of obesity due to the sedentary habits it encourages, the problem of mental health issues and two very specific challenges that parents and teachers alike are concerned with: cyberbullying and online addiction.

In this session the measures that can be taken to prevent both cyberbullying and online addiction but also how to deal with these phenomena in case they occur will be addressed. The results are the outcome of the Erasmus+ project E-Safety, E-Creativity – a Network for Teachers, Parents and Guardians 2023-2025.

We'll explain the design of this network which is based on 4 pillars:

Pillar 1: Creation of interactive digital educational material (Animation videos, Interactive Videos, Gamification, etc.) based on the distance-learning educational approach

Pillar 2: Creation of an e-learning environment (iLE)

Pillar 3: Design and implementation of a training program of parents/guardians, teachers and professionals (Blended Learning)

Pillar 4: Establishment of an e-Counselling Centre

In the e-learning environment a special focus was on the theoretical training and application of the method of active empathic listening in order to learn to listen and act accordingly on issues of digital readiness that concern children.

A further point was the development of means of communication between teachers and parents and their communication skills as key prerequisites to respond to children's concerns when engaging in digital media and to serve as role models.

The Role of Private Tutoring in Supporting Children with Specific Learning Disabilities: Capital, Advocacy, and Educational Inequality

Giovanna Zanolla & Elisa Geronimi, *University of Applied Sciences and Arts of Southern Switzerland*

This contribution applies Bourdieu's (1986) theory of capital—economic, cultural, and social—to explore how parents of children with Specific Learning Disabilities (SLD) navigate the educational system. As Nevill et al. (2023) note, there is limited research on the intersection of class and disability in reproducing inequalities. Sociological studies suggest that families with cultural knowledge similar to teachers' are more confident in educational discussions, which helps them advocate for their children's needs (Calarco, 2018; Lareau, 2011; Reay, 1998; Romito, 2016). In addition to cultural capital, which helps mothers advocate for their children (Ross, 2019), families of children with SLD need greater economic and social capital to access specialized tutoring and support services.

Focusing on Switzerland, this contribution investigates the challenges families face regarding teachers' preparedness to manage SLD students, as well as the availability and affordability of specialized tutoring. Based on semi-structured interviews with six mothers whose children with SLD attend lower and upper secondary schools, the study examines how the intersection of class and disability shapes educational outcomes. It highlights systemic barriers, such as inadequate teacher training and the financial strain of private tutoring. The paper also explores advocacy strategies employed by mothers, including confidence, being informed, and using private resources. These strategies, shaped by various forms of capital, reinforce class disparities in educational opportunities and support for children with SLD (Ball, 2003; Reay, 1998; Vincent, 2017).

The findings stress the need for inclusive educational policies that integrate support services within schools, reducing reliance on costly external resources. In line with Lareau's (2011) research on educational inequality, the study shows how unequal access to resources perpetuates disparities in educational outcomes. This paper contributes to the discussion on how educational institutions can better support students, particularly those with SLD, by promoting equitable access to specialized resources and addressing class, disability, and educational inequality.

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Development of Reading Skills in Early Childhood Education. The key role of school-family partnership

Helena González-Pulido, Beatriz Rodríguez-Ruiz & Raquel Amaya Martínez-González, *University of Oviedo*

Different studies have proved that school-family partnership is an indicator of quality in education (European Commission, 2021), as well as a key for achieving the objectives of the school curriculum (Aierve-Barandiaran et al., 2023). In the context of Early Childhood Education, family involvement plays a crucial role in preventing reading and writing difficulties (Puranik et al., 2018; Sagal et al., 2021), so it is essential for parents to provide their children with resources and literacy experiences that foster their pre-reading and pre-writing skills (Bigozzi et al., 2023; Dong et al., 2020). To this end, teachers are responsible for guiding families in their children's education, ensuring that learning initiated in school continues seamlessly at home (Galián et al., 2024). Aligned with these ideas, the aim of this study was to analyze parents' involvement in promoting reading skills in children and their partnership with the school.

The sample of the study performed included 766 families with children between 4 and 6 years old, who live in Asturias (Northern Spain). Regarding their children, 50.3% were female and 52.7% were enrolled in the third grade of preschool (5 years old). To collect data, the Home Literacy Environment Questionnaire (HLE) (Farver et al., 2006) and the Scale of Relations between the School and the Family, adapted by Martínez-González (1994), were used. Descriptive analyses and Pearson correlations were conducted using SPSS 27.0. Results showed that although parents perceived themselves as being involved in promoting their children's literacy in a medium-high level, they reported their own literacy habits were low. Regarding family-school relationship, those experiencing more positive relationship with the school perceived themselves as more competent in promoting reading skills in their children. From these results, practical implication for families and schools might be suggested.

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Is FACES Enough? Caregiver Outcomes Following a Psychoeducational Intervention for Black American Families Raising Autistic Children

Jamie N. Pearson, *North Carolina State University*

Despite increased diagnostic prevalence, Black caregivers raising autistic youth continue to experience barriers to accessing and using autism-related services. The barriers experienced by Black families are unique and more nuanced than those experienced by non-Black families. Increasing Black caregiver advocacy may help reduce these diagnostic and service disparities.

FACES (Fostering Advocacy, Communication, Empowerment, and Support) is a five-week, in person psychoeducational intervention designed to support Black families raising autistic youth. Grounded in adult learning theory (Trivette, Dunst, Hamby, and O'Herin, 2009) and sociocultural theory (Vygotsky, 1934), the FACES training has resulted in positive empowerment and advocacy outcomes for Black families raising autistic children, and highlighted a need to train community-based providers to facilitate the intervention (Pearson & Meadan, 2021).

Previous findings suggest that training community-based parent educators to deliver FACES could facilitate program sustainability while making FACES more widely available to Black families. Therefore, the research team employed a train-the-trainer approach to prepare community-based providers to implement FACES.

The purpose of this mixed methods study was to explore the efficacy of FACES for families, when implemented by community-based facilitators. Twelve Black families of autistic children completed the FACES advocacy program. Participants completed the pre-FACES survey, five formative surveys (one following each session), and one post-FACES survey. This presentation will highlight family outcomes and the preliminary efficacy of FACES when facilitated by community-based parent educators. Following this presentation, attendees will be able to describe the autism disparities that led to the development of FACES, identify core elements of the FACES intervention, and describe the family-level outcomes of FACES when facilitated by community-based providers.

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Breaking Communication Barriers: Visual Communication in Parent-Child and Family-School Relationships Through the Method of Painting Dialogues

Małgorzata Karczmarzyk, *University of Gdańsk*

Effective communication between parents and children, as well as between families and schools, is fundamental to fostering emotional bonds, supporting child development, and enhancing collaboration in education. However, linguistic, emotional, or social barriers can

impede dialogue, rendering traditional methods insufficient. This study introduces the innovative method of painting dialogues as a tool for alternative visual communication, offering a novel approach to improving family relationships and fostering effective family-school collaboration.

The research involved a qualitative study with 30 parent-child pairs (children aged 7–12) and 10 schoolteachers and pedagogues participating in workshops based on the painting dialogue method. The study consisted of three phases: initial diagnosis of communication challenges within families and with educational institutions, implementation of collaborative painting sessions, and analysis of visual outputs and in-depth interviews with participants.

The findings reveal that the painting dialogue method creates new spaces for communication, where art becomes a shared language for expressing needs, emotions, and values. In the family-school context, this method strengthens parental engagement in education, builds trust and collaboration with educators, and aids in conflict resolution. It is particularly effective for families from marginalized groups, such as migrants or those with lower socioeconomic status.

Theoretical underpinnings draw on family communication research (Segrin & Flora, 2019), intercultural education (Banks, 2017), and art therapy (Malchiodi, 2020). The method is contextualized within local and regional educational policies that promote partnership-based family-school relationships.

The study concludes with recommendations for schools, educators, and family specialists, highlighting the potential of painting dialogues in creating inclusive school communities and strengthening family-school ties in the evolving landscape of education.

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The Missing Link? - Families as an Overlooked Entity in Supporting Multilingual Students: a participatory research project

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Multilingualism is both a reality and a goal within the Dutch education system. In Amsterdam as many as 60% of primary school students have a migration background (Gemeente Amsterdam, 2023). At the same time, multilingual students often perform worse academically than their monolingual Dutch peers, pointing to inequity within the education system (Onderwijsraad, 2024). To help alleviate this achievement gap and support vulnerable students, Amsterdam's city council has recently introduced a "language-friendly" policy in Amsterdam's schools, followed by an action plan, which forms the background for the current study.

Among the strategies aimed at addressing educational inequity, one approach that has received little attention for multilingual students is educational partnership between schools and families. A notable oversight, given that effective collaboration between schools and parents has been shown to enhance student participation and progress, potentially reducing inequity (Baquedano-López et al., 2013). The study therefore aims to explore the role that

such an educational partnership can play in supporting multilingual students' cognitive and social-emotional development, in line with the conference's mission of counteracting individual and social vulnerabilities by building alliances.

The project will involve a co-creation process with schools and families – including students –, guided by families' and schools' identified needs. Following this, the co-created program will be implemented and evaluated using a mixed methods approach, assessing families' sense of belonging and students' academic and social-emotional development. Based on the findings, practical recommendations will be drafted for schools and policy makers on fostering effective and equitable educational partnerships between schools and families in the context of multilingualism.

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The Role of Parents in Conducting Activities - Pedagogical Innovation: "The Art of Recycling in the School Common Room"

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The subject of this presentation is the relationship between schools and parents in the context of implementing care and educational activities in the school common room through the use of the art of recycling. Parents of students play a significant role in these activities. The teacher's task is to develop relationships that encourage the engagement of both students and parents. The attractiveness of the activities supports this goal. The foundation lies in discussions about needs, maintaining constant contact with parents, as well as openness, honesty, and gratitude. This approach can ensure high effectiveness in engaging with the art of recycling. The benefits will be evident for students, parents, and teachers alike. The art of recycling, also known as upcycling, involves interacting with objects to enhance their quality and transform them into something different from their current state. Objects retain their vitality in a new form. A significant role in this process is played by items that are no longer needed—objects whose functionality has been lost, such as old, forgotten, or discarded items often considered waste. Through the creative process, individuals establish relationships with these objects, giving them new forms of existence and elevating their value. As a result of this work, useful, necessary, and functional items are created. Currently, upcycling is described in the literature as an example of therapeutic processes implemented in art therapy and self-art therapy. It is important to emphasize that upcycling has numerous benefits. It fosters the development of students' imagination, fine motor skills, and independence while also cultivating competencies such as cooperation and mutual assistance. The art of recycling allows teachers to impart knowledge about ecology,

economics, sustainable development, and zero-waste principles. It also provides an opportunity for collaborative exploration of solutions beneficial to our planet, Earth, during the conducted activities.

Inclusive education and parent-teacher collaboration in working with children experiencing trauma: challenges and support strategies

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The aim of this presentation is to present the impact of trauma on children and adolescents, particularly in the context of inclusive education and teacher-parent collaboration. The experience of trauma, especially in childhood, can lead to serious difficulties in learning and emotional development. In working with children affected by trauma, the cooperation of parents and teachers is crucial, who, while noticing the difficulties of the pupils, may nevertheless misinterpret their behaviour in the absence of information about the trauma.

The author also considers in her presentation the different attachment styles that influence children's behaviour at school and suggests how teachers should respond to support the development of children with trauma experience. It is important to create a safe environment at school, based on understanding, predictability and long-term support that helps children overcome trauma and improve their functioning both academically and in interpersonal relationships.

The school plays a key role in supporting children with experience of trauma, although it is not responsible for diagnosing it. Teachers who understand the effects of trauma and show empathy can make a significant difference to the healing and education of these students. It is important that the school collaborates with parents, carers and external agencies to create a coherent network of support. An example of such collaboration could be the strategy of 'deciphering the message', which involves analysing the student's behaviour, identifying hidden needs and responding in a way that is tailored to those needs. It is also important that the school offers adapted teaching and assessment methods, fosters a safe emotional environment for students and puts them in contact with appropriate professionals. Teachers should also understand the survival mechanisms that children develop in response to traumatic experiences and respond appropriately, creating space for the student's emotions and experiences.

Nurturing the relationship between schools, families and communities through artificial intelligence: reflections from the Italian case

Valerio Ferrero, *University of Turin*; Veronica Punzo, *Scuola Superiore Sant'Anna*

This paper explores how artificial intelligence (AI) can enhance family and community school involvement, fostering participatory processes and inter-institutional collaboration. The relationship between school, family, and community is a well-established topic in international academic debate (Bryan & Henry, 2012; Grant & Ray, 2018), often focusing on parent-teacher interactions (Vincent, 2013), local resources for educational experiences (Champollion, 2015), and active participation in school life. The rise of digital technologies and the social web has reshaped these dynamics (Bordalba & Bochaca, 2021; Moyano Dávila et al., 2023). Generative AI offers new opportunities for strengthening connections between schools, families, and communities (Leaton-Grey, 2020; Yu et al., 2024). AI can

facilitate communication by simplifying complex information and fostering dialogue. Additionally, it can support collaborative design by creating virtual spaces for co-creation, scenario simulation, and educational solutions (Durall Gazulla et al., 2023).

Through a traditional literature review (Rozas & Klein, 2010), this study examines the Italian context, defined by specific regulations on educational co-responsibility, digital education, and technology use (Dusi, 2012).

In Italy, educational co-responsibility is formally emphasized but difficult to implement (Aiello & Pace, 2020): families engage strongly with teachers but less with institutional figures. Collaboration between schools and the local community remains limited, with little experience in integrated planning (Bovo & Cordini, 2025; Peruzzi & Lombardi, 2018). Digitalization is increasingly debated, with initiatives promoting the conscious use of new technologies (Garassini et al., 2024). Schools, as agents of cultural change, can play a pivotal role in fostering ethical and innovative uses of digital tools and AI to enhance dialogue and participation (Pasca & Arcese, 2024). Beyond video conferencing, AI has potential to overcome logistical and linguistic barriers, strengthen engagement, and build adaptive educational networks in the evolving social context.

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Positive parenting and pedagogical supervision for a responsible digital approach: family involvement in digital education

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The changing dynamics of families require new parenting approaches that blend educational support and pedagogical reflection, especially for children with special needs. A school-family partnership is crucial for an integrated educational system (Milani & Moreno, 2019; Giaconi & Caldin, 2021). The "best interest of the child" principle balances the right to information and protection against digital risks (CRC, 1989; Lansdown, 2022). Educational challenges involving responsible technology use necessitate educational co-responsibility and digital literacy, which extends beyond technical skills to include a critical, ethical, and inclusive perspective for an AI-driven society (Long & Magerko, 2020). EU Regulation 1689/2024 emphasizes the importance of having necessary skills to understand the functionality, limitations, and risks of AI systems.

The paper offers a theoretical analysis (Rozas & Klein, 2010) of the Italian context, emphasizing the significance of teacher training and family involvement in creating a new educational alliance (Iori, 2018), while also addressing the ethical and pedagogical implications of digital technologies (Calvani, 2007; Jenkins, 2010) and artificial intelligence.

In Italy, digital civic education, as governed by Article 5 of Law 92/2019, is an opportunity to incorporate digital skills into educational pathways. Pedagogical reflexivity and digital civic education are critical for raising awareness among young people and adults about responsible network management (Margiotta, 2019). Active collaboration between schools and parents is encouraged to strengthen the educational bond and promote the development of future generations (Capperucci et al., 2018). The Guidelines adopted by Ministerial Decree No. 183 of September 7, 2024, recommend sharing curricular paths and teaching resources between schools and communities to design activities on participation, digital identity, and risks in digital citizenship. Digital education promotes active and inclusive citizenship while addressing the challenges posed by emerging technologies (Pasta & Rivoltella, 2022).

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