

Rethinking Family—School Relations

**A Critique of
Parental Involvement in Schooling**



Psychology Press

Maria Eulina P. de Carvalho

Rethinking Family School Relations A Critique Of Parental Involvement In

Joel Spring



Rethinking Family School Relations A Critique Of Parental Involvement In:

Rethinking Family-school Relations Maria Eulina P. de Carvalho, 2000 This book addresses the complications and implications of parental involvement as a policy through an exploratory theoretical approach including historical and sociological accounts and personal reflection This approach represents the author's effort to understand the origins meanings and effects of parental involvement as a prerequisite of schooling and particularly as a policy solution for low achievement and even inequity in the American educational system Most of the policy and research discourse on school family relations exalts the partnership ideal taking for granted its desirability and viability the perspective of parents on specific involvement in instruction and the conditions of diverse families in fulfilling their appointed role in the partnership De Carvalho takes a distinct stance She argues that the partnership parental ideal neglects several major factors It proclaims parental involvement as a means to enhance and perhaps equalize school outcomes but disregards how family material and cultural conditions and feelings about schooling differ according to social class thus the partnership parental involvement ideal is more likely to be a projection of the model of upper middle class suburban community schooling than an open invitation for diverse families to recreate schooling Although it appeals to the image of the traditional community school the pressure for more family educational accountability really overlooks history as well as present social conditions Finally family school relations are relations of power but most families are powerless De Carvalho makes the case that two linked effects of this policy are the gravest the imposition of a particular parenting style and intrusion into family life and the escalation of educational inequality **Rethinking Family School Relations A Critique of Parental Involvement in Schooling** a carefully researched and persuasively argued work is essential reading for all school professionals parents and individuals concerned with public schooling and educational equality

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Family-school Relations Maria Eulina de Carvalho, 2000-10 This book addresses the complications and implications of parental involvement as a policy through an exploratory theoretical approach including historical and sociological accounts and personal reflection This approach represents the author's effort to understand the origins meanings and effects of parental involvement as a prerequisite of schooling and particularly as a policy solution for low achievement and even inequity in the American educational system Most of the policy and research discourse on school family relations exalts the partnership ideal taking for granted its desirability and viability the perspective of parents on specific involvement in instruction and the conditions of diverse families in fulfilling their appointed role in the partnership De Carvalho takes a distinct stance She argues that the partnership parental ideal neglects several major factors It proclaims parental involvement as a means to enhance and perhaps equalize school outcomes but disregards how family material and cultural conditions and feelings about schooling differ according to social class thus the partnership parental involvement ideal is more likely to be a projection of the model of upper middle class suburban community schooling than an open invitation for diverse families to recreate schooling Although it appeals to the image of the traditional community school the pressure for more family educational accountability really overlooks history as well as present social conditions Finally family school relations are relations of power but most families are powerless De Carvalho makes the case that two linked effects of this policy are the gravest the imposition of a particular parenting style and intrusion into family life and the escalation of educational inequality Rethinking Family School Relations A Critique of Parental Involvement in Schooling a carefully researched and persuasively argued work is essential reading for all school professionals parents and individuals concerned with public schooling and educational equality *Parental Involvement Across European Education Systems* Angelika Paseka, Delma Byrne, 2019-10-08 This book addresses central questions regarding parental involvement across European educational systems exploring the commonalities and differences across European countries and the extent to which current policy and practice pertaining to parental involvement is inclusive of diversity Adopting an interdisciplinary approach that draws from the fields of education sociology and psychology it presents a description of the policy context and empirical research on critical perspectives relating to parental involvement Comprising a rich varied cross section of national experiences from eleven European countries and the contexts surrounding them case studies provide insights into parental

involvement across Europe and identify challenges in the field This volume s in depth approach and comprehensive interrogation of parental involvement across European education systems make it an ideal resource for parents teachers and academics researchers and post graduate students in the fields of education policy and comparative education as well as teacher educators and policy makers

The Wiley Handbook of Family, School, and Community Relationships in Education Steven B. Sheldon,Tammy A. Turner-Vorbeck,2019-03-19 A comprehensive collection of essays from leading experts on family and community engagement The Wiley Handbook of Family School and Community Relationships in Educationbrings together in one comprehensive volume a collection of writings from leading scholars on family and community engagement to provide an authoritative overview of the field The expert contributors identify the contemporary and future issues related to the intersection of students families schools and their communities The Handbook s chapters are organized to cover the topic from a wide range of perspectives and vantage points including families practitioners policymakers advocates as well as researchers In addition the Handbook contains writings from several international researchers acknowledging that school family and community partnerships is a vital topic for researchers and policymakers worldwide The contributors explore the essential issues related to the policies and sociopolitical concerns curriculum and practice leadership and the role of families and advocates This vital resource Contains a diverse range of topics related to the field Includes information on current research as well as the historical origins Projects the breadth and depth of the field into the future Fills a void in the current literature Offers contributions from leading scholars on family and community engagement Written for faculty and graduate students in education psychology and sociology The Wiley Handbook of Family School and Community Relationships in Educationis a comprehensive and authoritative guide to family and community engagement with schools

The SAGE Handbook of African American Education Linda C. Tillman,2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books journals and electronic content in over 40 categories This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings Len Foster Washington State University The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning PK 12 school leadership higher education current issues and education policy The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK 12 and postsecondary education This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group Key Features Promotes inquiry and development of questions ideas and dialogue about critical practice theory and research on African Americans in the United

States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U S education and society Addresses the central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy

TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill

Poverty and Schooling Sue Books, Valerie Polakow, 2001-10-01 This is a special issue of Educational Studies Volume 32 No 3 from 2001 It s main focus is poverty and schooling with two guest editors that have been deeply involved in research and teaching on the problem of children in poverty for many years and bring their considerable expertise to this excellent collection of scholarship and reviews

City Kids, City Schools William Ayers, 2008 Of the approximately 50 million public school students in the United States more than half are in urban schools A contemporary companion to City Kids City Teachers Reports from the Front Row this new and timely collection has been compiled by four of the country s most prominent urban educators Contributors including Sandra Cisneros Jonathan Kozol Sapphire and Patricia J Williams provide some of the best writing on life in city schools and neighborhoods Young people and practicing teachers poets and scholars social critics and journalists offer unique takes on topics ranging from culturally relevant teaching and scripted curricula to the criminalization of youth gentrification and the inequities of school funding In the words of Sonia Nieto City Kids City Schools challenge s the conventional wisdom of what it means to teach in urban schools

How Educational Ideologies Are Shaping Global Society Joel Spring, 2014-04-08 In this book Joel Spring explores three major international educational ideologies that are shaping global society neo liberal educational ideology human rights education and

environmentalism Neo liberal ideology reflects a rethinking of nationalist forms of education as the nation state slowly erodes under the power of a growing global civil society Traditional nationalist education attempts to mold loyal and patriotic citizens who are emotionally attached to symbols of the state whereas the goal of neo liberal educational ideology is to change nationalist education to serve the needs of the global economy These changes are fueling a clash between the ideas of free market and consumer based neo liberals and those of human rights and environmental educators Human rights education is concerned with creating activist global citizens It is rooted in the idea that inherent in human rights doctrines is a collective responsibility to ensure the rights of all people Environmentalism is the most radical of the ideologies because it rejects the industrial and consumerist paradigm that has dominated most economic thought including capitalism and communism Spring synthesizes and analyzes the effect of these educational ideologies on shaping the future of the global society In the concluding section he compares the effect of these ideologies on global society with the possibility of a world divided between conflicting civilizations How Educational Ideologies Are Shaping Global Society Intergovernmental Organizations NGOs and the Decline of the Nation State features a critical exploration of the transition of schooling from a function of the nation state to a globalized economic and political system a discussion of the major organizations and trading blocs shaping the future globalization of educational policies an analysis of the major competing global ideologies of education including national and corporate models that emphasize training workers for a competitive global free market the worldwide network of human rights and peace educators who are teaching a global set of ethics and the environmental movement s efforts to create a common set of educational standards for sustainable development and sustainable consumption and an exploration of the possible future of global educational policy and school organizations By integrating a wide range of previously scattered information within a bold new framework for understanding educational ideologies and their impact on the global society Spring raises important questions for researchers professionals and students in history and philosophy of education educational policy educational studies comparative education multicultural education curriculum studies critical media studies global studies human rights education and related areas

Critical Social Issues in

American Education H. Svi Shapiro, David E. Purpel, 2004-09-22 This text reader brings together powerful readings that critically situate issues of education in the context of the major cultural moral political economic ecological and spiritual crises that confront us as a nation and a global community It provides a focus and a conceptual framework for thinking about education in light of these issues Readers are exposed to the thinking of some of the best and most insightful social and educational commentators Critical Social Issues in American Education Democracy and Meaning in a Globalizing World Third Edition is intended to work on two levels First it helps readers to develop an awareness of how education is connected to the wider social structures of cultural political and economic life Second it encourages not only a critical examination of our present social reality but also a serious discussion of alternatives of what a transformed society and educational process

might look like The editors goal is to deliberately engage readers in connecting the work of teachers to an ethically committed politically charged pedagogy The assumption on which they base the text is that educators must see their work as inextricably linked to the broader conflicts stresses and crises of the social world it is not otherwise possible to make sense of what is happening educationally What happens in school or as part of the educational experience reflects expresses and mediates profound questions about the direction and nature of the society we inhabit The text is organized thematically into five sections which address respectively social justice and democracy consumerism culture and public education marginality and difference moral and spiritual perspectives on education and globalization and education Each section is preceded by a brief essay that introduces the readings This Third Edition includes many new readings and addresses issues that have more recently emerged as especially significant such as concerns about the implications of globalization and the post 9 11 world commercialism violence and the ever increasing influence of high stakes testing This compelling text is relevant for a wide range of courses in educational foundations educational policy curriculum studies and multicultural education that address the social context of education cultural and political change and public policy Pedagogies of Globalization Joel

Spring, 2012-10-12 In this ground breaking book Joel Spring examines globalization and its worldwide effects on education A central thesis is that industrial consumerism is the dominant paradigm in the integration of education and economic planning in modern economic security states In the twenty first century national school systems have similar grades and promotion plans instructional methods curriculum organization and linkages between secondary and higher education Although there are local variations the most striking feature is the sameness of educational systems How did this happen How was education globalized Spring explains and analyzes this phenomenon and its consequences for human life and the future improvement of social and economic organizations Central themes include the elements of the educational security state and the industrial consumer paradigm in relationship to classical forms of education such as Confucianism Islam and Christianity and their concerns with creating a just and ethical society the role of the other in the globalization of educational structures as international military and economic rivalries spark competition between educational systems the transition from the Confucian village school to Western forms of education as exemplified in the lives of Ho Chi Minh and Mao Zedong the effect of the cultural and economic rivalry between the Soviet Union and the United States and its impact on schooling in both countries the rise of the educational security state in China the Soviet Union and the United States as these countries focus their educational efforts on military and economic development the evolution of progressive education as it appeared in revolutionary movements in South America Cuba Nicaragua and El Salvador the transition from traditional to Westernized forms of Islamic education against the background of European imperialism Arab nationalism and wars of liberation and the uneasy tension between Western educational ideals and Islamic religious values socialist education in the Democratic People's Republic of Korea current developments in educational security states such as China Japan the United States the new

Russia and the European Union and the consequences of English as the global language and the global spread of the industrial consumer paradigm Readership for this book includes scholars and students in comparative international and multicultural education educational policy and politics historical social and philosophical foundations of education and curriculum studies It is a particularly timely informative engaging text for courses in all of these areas Poverty and Schooling in the U.S. Sue Books,2004-07-19 Poverty is an educational issue because it affects children s physical emotional and cognitive development Especially in current times taken for granted ideas about poverty and poor children must be scrutinized and reconsidered That is the goal of this book Poverty and Schooling in the U S Contexts and Consequences is in part a plea for educators and future educators to undertake the intellectual and emotional work of learning more about the social causes as well as the sometimes life altering consequences of poverty Although such efforts will not eradicate poverty they can help form more insightful educators administrators policymakers and researchers The book is also an effort to bring to the table a larger conversation about the educational significance of the social and legal policy contexts of poverty and about typical school experiences of poor children Poverty and Schooling in the U S Contexts and Consequences describes what teachers need to know or to understand about the contexts and consequences of poverty provides information and analysis of the social context of poverty examines the experience of many children and families living in poverty documents the demographics of poverty and offers a critique of the official U S poverty metric reports on continuing and significant disparities in school funding presents historical context through a broad brush review of some of the landmark legal decisions in the struggle for educational opportunity looks at some typical school experiences of poor children considers the consequences of the federal No Child Left Behind Act and offers suggestions about the kind of educational reform that could make a difference in the lives of poor children This book is fundamental for faculty researchers school practitioners and students across the field of education It is accessible to all readers An extensive background in social theory educational theory or statistics is not required Studying Educational and Social Policy Ronald H. Heck,2004-07-19 The purpose of this textbook is to introduce beginning researchers to the study of policy making how it has been examined from a scholarly perspective and the salient issues to consider in conceptualizing and conducting policy research Non-Western Educational Traditions Timothy G. Reagan,2004-09-22 This text provides a brief yet comprehensive overview of a number of non Western approaches to educational thought and practice Its premise is that understanding the ways that other people educate their children as well as what counts for them as education may help us think more clearly about some of our own assumptions and values and to become more open to alternative viewpoints about important educational matters The value of this informative mind opening text for preservice and in service teacher education courses is enhanced by Questions for Discussion and Reflection and Recommended Further Readings included in each chapter New in the Third Edition Chapter 2 Conceptualizing Culture I We and The Other is new to this edition It is a response to feedback about the problems inherent in

our general discourse about culture and in addition provides an example of a culture that is near to us but nevertheless alien the culture of the Deaf World Chapter 9 which deals with Islam and traditional Muslim education has been substantially revised The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational Thought and Practice reflecting not so much a change in the emphases found in the book but rather a recognition of the growing scholarly interest in indigenous peoples their languages cultures and histories Various points throughout the text have been expanded and clarified and chapters have been updated as needed

Improving Urban Schools: Leadership And Collaboration

Ainscow, Mel, West, Mel, 2006-03-01 Drawing on research evidence Improving Urban Schools addresses the question of how primary and secondary urban schools can be improved in a more inclusive way The authors argue that urban schools and their communities have within them expertise that tends to be overlooked and latent creativity that should be mobilised to move thinking and progress forward They show that new approaches to leadership various forms of collaborative school to school partnerships and major changes in national policy development are needed to make use of this untapped energy

Learning Beyond Cognition Niels Kryger, Birte Ravn, 2007-06-11 Learning beyond Cognition goes beyond a merely cognitive understanding of learning The concept denotes the ideological and mental formation of the individual as well as the individual's own shaping of an identity Learning beyond Cognition expands on the notion of Building and the current debate about citizenship education The book outlines contemporary educational policies and practices in Europe and other Western countries The authors analyse dominating discourses and learning practices to identify their social and cultural grounding and potentials The authors are experienced international scholars This book is aimed to become an essential resource for researchers teachers students and policy makers who address the current challenges to learning

Unsettling Choice

Ujju Aggarwal, 2024-03-05 How the Great Recession revealed a system of school choice built on crisis precarity and exclusion What do universal rights to public goods like education mean when codified as individual private choices Is the problem of school choice actually not about better choices for all but rather about the competition and exclusion that choice engenders guaranteeing a system of winners and losers Unsettling Choice addresses such questions through a compelling ethnography that illuminates how one path of neoliberal restructuring in the United States emerged in tandem with and in response to the Civil Rights movement Drawing on ethnographic research in one New York City school district Unsettling Choice traces the contestations that surfaced when in the wake of the 2007-2009 Great Recession public schools navigated austerity by expanding choice based programs Ujju Aggarwal argues that this strategy positioned as saving public schools mobilized mechanisms rooted in market logics to recruit families with economic capital on their side thereby solidifying a public sphere that increasingly resembled the private where contingency was anticipated and rights for some were marked by intensified precarity for poor and working class Black and Latinx families As Unsettling Choice shows these struggles over public schools one of the last remaining universal public goods in the United States were entrapped within neoliberal regimes that

exceeded privatization and ensured exclusion even as they were couched in language of equity diversity care and rights And yet this richly detailed and engaging book also tracks an architecture of expansive rights care and belonging built among poor and working class parents at a Head Start center whose critique of choice helps us understand how we might struggle for and reimagine justice and a public that remains to be won Retail e book files for this title are screen reader friendly with images accompanied by short alt text and or extended descriptions

Knowledge & Power in the Global Economy David Gabbard,2017-07-05 Advancing a three fold political agenda this volume illuminates how the meanings assigned to a whole vocabulary of words and phrases frequently used to discuss the role and reform of U S public schools reflect an essentially economic view of the world contends that education or educational reform conducted under an economized worldview will only intensify the effects of the colonial relations of political and economic domination that it breeds at home and abroad and offers a set of alternative concepts and meanings for reformulating the role of U S public schools and for considering the implications of such a reformulation more generally for the underlying premises of all human relationships and activities Toward these ends the authors in Part I critically examine many of the most commonly used terms within the rhetoric of educational reform since the early 1980s and before Part II links today s economized worldview to curricular and instructional issues These essays are especially important for comprehending how the organization of school curriculum privileges those disciplines deemed most central to market expansion math and science and how the political centrality of the economic sphere influences the nature of the knowledge presented in specific content areas Given that language constrains as well as advances human thought the twin tasks of de economizing education and decolonizing society will require a vocabulary that transcends the familiar terminologies addressed in Parts I and II The entries in Part III cultivate the beginnings of such a vocabulary as the authors elucidate innovative concepts which they view as central to the creation of truly alternative educational visions and practices

Wheels in the Head Joel Spring,2012-08-21 In this popular text Joel Spring provocatively analyzes the ideas of traditional and non traditional philosophies from Confucianism to human rights regarding the contribution of education to the creation of a democratic society The goal is to explore how governments use education to control and manage their populations and to examine forms of education that claim to free people from authoritarian control A critically original work it is widely used as a text for courses on philosophical social political and historical foundations of education and critical issues in education Reflecting its global relevance a Chinese translation was published by the University of Peking Press in 2005 New in the third edition Expanded analysis of the use of education by authoritarian states Revisions to more clearly relate educational ideas to the theme of wheels in the head a phrase coined by philosopher Max Stirner to describe the use of schools by modern governments to control their citizens New sections on liberation education and on human rights education

Political Agendas for Education Joel Spring,2014-03-26 The Fifth Edition of Joel Spring s ongoing documentation and analysis of political agendas for education reflects the major political

issues in education since 2008 This edition focuses on the education sections of the 2012 Republican Democratic Green and Libertarian Party platforms Taking a fresh look at the social and political forces educational research and ideologies shaping the educational agendas of these political parties and a comparative approach the book stimulates reflection and discussion New coverage in the Fifth Edition includes The political coup called Race to the Top Common Core State Standards and national testing based on the Standards Explosion of online instruction Debates about teacher evaluations and merit pay Growing for profit education industry New agenda for American Education Constitutional amendment long life and happiness environmental education Political Agendas for Education is essential reading for courses dealing with the politics of education foundations of education educational leadership and curriculum studies and for educational scholars professionals policymakers and all those concerned with the politics of education in the U S and its consequences for schools and society

Unveiling the Power of Verbal Art: An Psychological Sojourn through **Rethinking Family School Relations A Critique Of Parental Involvement In**

In a global inundated with monitors and the cacophony of quick transmission, the profound power and emotional resonance of verbal art frequently diminish in to obscurity, eclipsed by the continuous barrage of sound and distractions. However, located within the musical pages of **Rethinking Family School Relations A Critique Of Parental Involvement In**, a interesting perform of literary brilliance that pulses with fresh emotions, lies an wonderful journey waiting to be embarked upon. Penned by way of a virtuoso wordsmith, that mesmerizing opus books visitors on a psychological odyssey, lightly revealing the latent potential and profound impact embedded within the elaborate web of language. Within the heart-wrenching expanse with this evocative evaluation, we will embark upon an introspective exploration of the book is central styles, dissect their fascinating publishing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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Rethinking Family School Relations A Critique Of Parental Involvement In Introduction

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