



CALL FOR PAPERS: Special Issue

STUDIA PAEDAGOGICA

Parental involvement in schools

Editors: Angelika Paseka & Milada Rabušicová

2023

The *Studia paedagogica* journal is indexed in SCOPUS.

The upcoming thematic issue of the journal *Studia paedagogica* will focus on parents and their involvement in the education of their children. The choice of topic is inspired in part by the experiences of families and schools of the COVID-19 pandemic situation over the past few years.

In recent decades, there have been several discourses in the discussion on the topic of parents and parental involvement in Europe (Betz, Honig & Ostner 2017; Paseka & Byrne 2020). The *first* discourse focuses on the role of parents in supporting their own children in learning. This strand is in response to large scale-assessment studies like PISA that emphasize the importance of parents in their children's assessment and the role of parents as *supporters* in the learning processes, especially at home. The *second* discourse focuses on the role of parents as *actors* in schools as organizations. This strand is motivated by democratic movements that enlarged the role of parents in decision-making processes in schools and gave them an active role in such processes. These two discourses of home and school cooperation can be summarized in terms of the home-based and school-based involvements of parents. A *third* discourse focuses more on the role of parents as *consumers* due to the changes in governmental policies to extend the rights of parents in choosing schools. Schools are in competition for "good" parents, meaning socially attractive, well-educated parents. As a result of these changes, new

risks arose for parents as well as schools. A *fourth* discourse must be considered that can be described as a normative discourse, emphasizing parents as *partners* of schools. Such a partnership rhetoric is interwoven with ideas of good parenthood, which is again oriented toward “good” parents and their options for supporting their children in their learning processes.

Due to the COVID 19-pandemic, the first discourse (*parents as supporters*) has become very visible in discussions among parents and between parents and schools within the last two years, and it seems to be strongly intertwined with the fourth discourse (*parents as partners*). The second discourse (*parents as actors*) and third discourse (*parents as consumers*) seem to have become lost, although the engagement of parents in schools seems more necessary than ever and the disadvantages of parents that are constructed as “hard-to-reach” are still present.

With this special issue, we would like to take a closer and critical look at these discourses from different perspectives and on the basis of empirical data. We invite researchers to write papers on the following topics:

- home-based and school-based parental involvement involving diverse social groups
- parents as supporters, actors, partners, and consumers in learning and educational processes
- parent/school communication and cooperation and their limits or barriers (e.g. concerning socio-economic status, family structure, or gender)
- schools as institutions and their openness/reservedness to parents
- deconstructing analyses of rhetoric about parents and parental involvement
- critical evaluations of programs for parents and their children
- parents and parental involvement during the COVID 19-pandemic situation

This thematic issue will be published in English in April 2023. The deadline for the submission of **abstracts** is **April 15, 2022**. Following an invitation, the deadline for the submission of **full texts** will be **August 15, 2022**. Abstracts are to be sent to the e-mail address studiapaedagogica@phil.muni.cz. Full texts are to be submitted via the Open Journal System, www.studiapaedagogica.cz. Articles should be written in English and should meet the requirements set out in the instructions for authors on the journal's website. Manuscripts will be submitted to a peer-review process that will enable the editors to select papers for publication.

The editors of this issue are Angelika Paseka (University of Hamburg, Germany) and Milada Rabušicová (Masaryk University, Czech Republic). More information is available at www.studiapaedagogica.cz.

REFERENCES

- Betz, T., Honig, M. S., & Ostner, I. (2017). Parents in the Spotlight. *Journal of Family Research*, Special Issue 11.
- Paseka, A., & Byrne, D. (2020). *Parental Involvement Across European Education Systems. Critical Perspectives*. Routledge.