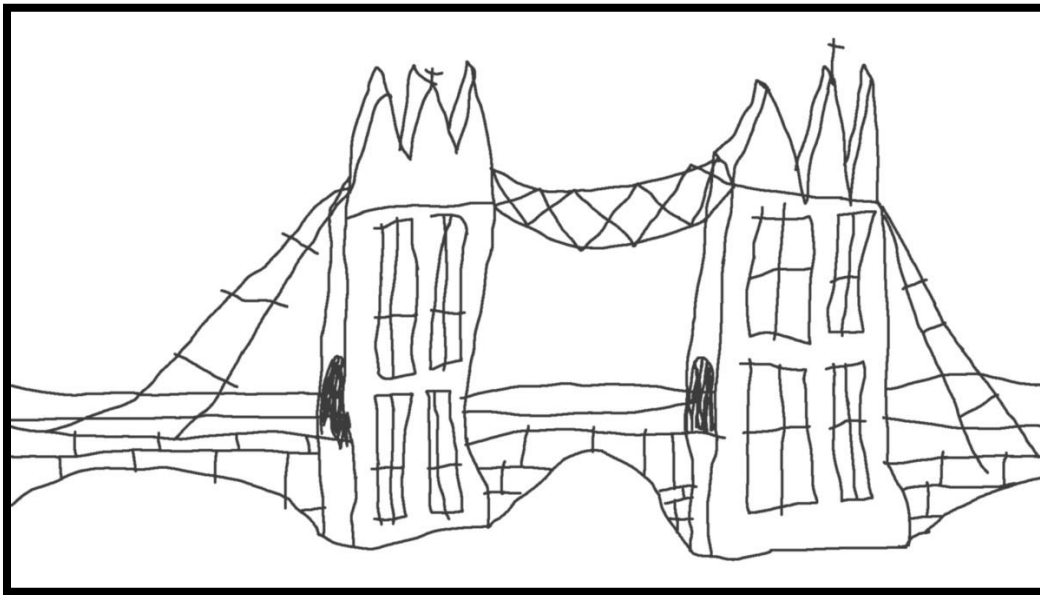


Care as a Bridge Between Us: Living a Philosophy and Pedagogy of Parent and Teacher Engagement

Video Series Facilitation Guide

This nine-part video series on Parent Engagement¹ is offered to guide educators in supporting their journey to walk alongside children and families. Dr. Debbie Pushor from the College of Education, University of Saskatchewan led the development of this video series along with the Parent Engagement Collaborative 3. You may already be on your journey with parent engagement. This video series is designed to be viewed as a series or based on a topic of interest, with a group of educators/staff members, parents or individually. It is recommended to *begin with the Intro video*, followed by *Video 1: “Examining Beliefs and Assumptions”* to set the context for the video series but the viewing order of the videos is not prescribed. This video series was developed to support the Education Sector Strategic Plan by the Early Years Outcome.

The video series features an analogy to the children’s book *Pop’s Bridge* by Eve Bunting (2006)². You may like to have a copy of the book if you are viewing the video series with a group.



¹ The term ‘**Parent Engagement**’ is used throughout the series. “Parent” refers to a very specific role within a family, with responsibilities including but not exclusive to the acts of caregiving. It is understood that the parent role is not always filled by the biological parent.

² Bunting, E., & Payne, C. (2006). *Pop's bridge*. Orlando: Harcourt.

You may stop and pause the video to engage in the reflective discussion questions. It is the intention that these videos be used in part or as a whole series at a professional development day/conference, and/or as part of a meeting with staff, a school community council meeting, school-based administrators, or central office staff. The series does not need to be viewed all at once.

The video series references educators. However, this is intended to mean anyone involved in the education of children. Parent engagement is equally important in all stages of a child's school life including: prior to school entry programs, Prekindergarten through Grade 12, family literacy, as well as library and community settings. Please make the content of the videos applicable to your setting. Whether you are a home visitor, child care director or staff member, Aboriginal Head Start director or coordinator, preschool educator, Early Childhood Intervention Program consultant, Regional KidsFirst community developer or Family Resource Centre director or programmer; or if you are a superintendent, coordinator, supervisor, consultant, teacher, principal, director/CEO, caregiver, or parent, please apply the approach to your setting.

In Saskatchewan, the Ministry of Education uses the terminology of 'family engagement' to be inclusive of the variety of family construct present in the province. The guiding document to this work is *Family Engagement in Prekindergarten*³.

The video series may be accessed through the Recommended Online Video Education Resources (ROVER) at: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249 or through the Early Learning Portal → Resources → Families → Family Engagement Resources at: <http://earlylearning.edonline.sk.ca>.

The following provides a brief description of each video and the questions for reflection that appear in the videos. Throughout this document, you will find the following icons:



indicates video segments;



indicates key ideas;



indicates questions for reflection; and;



indicates additional resources or reading.

³ Saskatchewan Ministry of Education (2012). Retrieved 12 November 2019, from https://www.edonline.sk.ca/webapps/blackboard/content/listContent.jsp?course_id=_3934_1&content_id=_150393_1

Introduction (Duration: 10 minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249



This video:

- Introduces the video series and is recommended to be viewed first;
- Is a virtual learning opportunity to:
 - Imagine the metaphor of care as the bridge of relationship between educators and families;
 - Cross the bridge into the world of others with a focus on the topic of Parent Engagement;
 - Reflect on your own practice; and
 - Rethink opportunities for your program, children and families in the future.



Care as a Bridge Between Us



Key Ideas:

- The concept of world traveling to cross into the worlds of others in order to learn with and from them.
- Teachers working on engaging with parents in meaningful and authentic ways.
- Parents trying to find their place and voice on the school landscape.



Understanding parent and teacher engagement philosophy is important in order to:

- Challenge your paradigm, values, assumptions and beliefs;
- Develop genuine empathy and respect;
- Work with parents to improve outcomes for children; and
- Move into the world of another. See their world with new eyes and see our world through their eyes.

I. Examining Beliefs and Assumptions (Duration: 30 minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249



This video introduces key concepts, philosophies, beliefs and assumptions about parent engagement.

- It features a parent/teacher story, a Prekindergarten teacher sharing her observations and experiences and opportunities for viewer reflection.



Pop's Bridge by Eve Bunting - may be ordered from your Public Library:

<https://www.reginalibrary.ca/search?terms=pop%27s+bridge>



Beliefs and Assumptions



Key Ideas:

- Parent Engagement vs. Family Engagement
 - Challenges the position of schools in communities and the resulting disposition (attitude or state of mind) how we see ourselves in relation to parents, families and students.
 - Looks to the process of challenging our position the **dis**-position or change of our original position or stance.



Teacher Vignette (Cari) (@9:20)



Questions for Reflection:

- What is Cari's initial disposition as a teacher?
- What is her later disposition?
- What are the changes she made in order for such dis/positioning to occur?



Dis/positioning Personal Reflection (@16:32)



Questions for Reflection:

- Think about a time when you were challenged to dis/position yourself.
- What did you do to dis/position yourself?



Looking Inward Personal Reflection (@18:20)



Key Ideas:

- Move from looking outward to looking inward. (Changing from looking outside for the problem and the solution to looking at ourselves.)
- Affirm practices that reflect positive assumptions.
- Discard practices that are based on negative assumptions that are contradictory to relationship building.



Teacher Vignette (Janick) (@19:15)



Key Ideas:

- The difference between involvement and engagement; and
- Learning to listen.

Video I (Examining Beliefs) continued...



Questions for Reflection:

- What does Janick do to dis/position herself?
- What is the difference between a story of a family and a family story?
- Why is this difference important?



Reflection (@22:30)



Questions for Reflection:

- What are you currently doing in your practice to come to know parents; to learn their family story; to know what they want for their child; and to know how they would like to be engaged in their child's learning?



Scenario: Teacher A and Teacher B (@23:00)



Key Ideas:

- Beliefs and assumptions are foundational in working with parents.
- Parent engagement is a philosophy and a pedagogy.















Questions for Reflection:

- Compare/Contrast: What are the beliefs and assumptions that underpin Teacher A & B's thinking?

II. Building Relationship: Learning with and from Parents (Duration: 27 minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249

	<p>This video explores:</p> <ul style="list-style-type: none">▪ Building relationships;▪ Learning from and with parents;▪ Overcoming school centric viewpoints; and▪ Working towards family centric viewpoints. <p> Key Idea: When we are gifted with a parent's story, we are gifted with their knowledge.</p>
	<p>Key Ideas:</p> <ul style="list-style-type: none">• Parent Engagement (engaging the caregiver) vs. Family Engagement (engaging the holistic family)
	<p>Parent Vignette (Camille) (@5:30)</p>
	<p>Questions for Reflection:</p> <ul style="list-style-type: none">• Do you know every child's family story?• What do you gain from knowing those stories?• What can we do differently in our practice to begin to learn from and with our families?
	<p>Teacher Vignette (Jessica) (@9:22)</p>
	<p>Questions for Reflection:</p> <ul style="list-style-type: none">• What did Jessica change? What was the result?
	<p>Key Ideas:</p> <ul style="list-style-type: none">• 'School Centric' focuses on needs of teacher; and• 'Family Centric' focuses on needs of family.
	<p>Teacher Vignette (Hayley) (@14:40)</p>
	<p>Questions for Reflection:</p> <ul style="list-style-type: none">• How do you make the start of the school year more relational?• How do you make it more meaningful for children and their parents?• How do you make space for parents to share:<ul style="list-style-type: none">○ their hopes and dreams for their child;○ how they wish to see the year unfolding; and○ their expectations of the child's teacher?
	<p>Teacher Vignette (Janick) (@21:00)</p>
	<p>Questions for Reflection:</p> <ul style="list-style-type: none">• What is parent knowledge?• How does parent knowledge enrich our work with young children?

III. Relational Home Visits (Duration: 45 Minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249



This video:

- Describes how a Prekindergarten teacher and Grade One teacher value the pedagogical practice of the home visiting process;
- Addresses benefits of home visits, safety concerns; and
- Offers considerations for a Parent Teacher Home Visiting Protocol (PTHVP).



This video references the Parent Teacher Home Visiting Protocol (PTHVP) as a resource for consideration when creating home visit protocols. While it is not specifically endorsed in this video series as a commercial program, the considerations it presents could be applied to any home visiting context. For more information visit: www.pthvp.org



Teacher Vignette (Katelynn) (@5:15)

Prior to viewing:

Jot down your own questions and wonders.



Questions for Reflection:

- What excites you and/or scares you?
- What do you want to know more about?

Post-viewing:

Take some time to go back through your questions:

- Cross off the ones that were answered; and
- Discuss/reflect on any remaining wonders you may have.



Parent Teacher Home Visiting Protocol (PTHVP)⁴ (@21:00)



Key Ideas:

- Non-negotiables:
 - Professional development training first;
 - Make an appointment;
 - Be a listener and a learner;
 - Refrain from taking paperwork;
 - Go with a partner – be sure to debrief together;
 - Keep visits open ended; and
 - Extend a specific invitation upon leaving.



Potential Questions to ask on a home visit:

- What are your hopes and dreams for your child?
- What does your child do when not in school?
- What was your school experience like?
- What are your expectations of the teacher (me)?

⁴ Please see endorsement disclaimer at the top of this section.

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Video III (Relational Home Visits) continued...



Teacher Vignette (Kim) (@27:40)



Questions for Reflection:

- What additional learning do we gain from Kim's experience with home visits in a rural context?




Key Ideas:

- Relational home visits are about:
 - Relationships;
 - Deeper knowledge of students;
 - Opportunities for curricular connections;
 - Choice in venue; and
 - Benefits for teacher, parents, and children.
- Benefits for students:
 - Decreased rates of absenteeism;
 - Other students' absenteeism is positively affected;
 - Increased rates of English Language Arts (ELA) and math proficiency;
 - Other students' rates of ELA and math proficiency are positively affected;
- Benefits for parents and families:
 - More engagement in academics;
 - More confident in helping their children; and
 - Increased trust and communication with teachers.
- Benefits for teachers:
 - Increased sense of cultural competence (understand families more);
 - Decreased bias and teacher judgement; and
 - Greater retention - less stress for teachers and less burnout when there are positive relationships.


IV. New Ways of Sharing (Duration: 33 Minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249

 This video is filmed in an urban school setting featuring video footage from highly diverse families. This video:

- Describes how teachers have shifted their thinking to incorporate parent knowledge and embrace the understanding that the strongest predictor of children's success is parents.

 Photo Story App: <https://play.google.com/store/apps/details?id=kr.co.nnngomstudio.jphoto2&hl=en>

 **Parent Vignette** (Camille) (@4:20)

Questions for Reflection:

- Are report cards and parent teacher conferences, in their current form, *authentic and meaningful* for parents?
 - Do they engage parents?

Questions for educators to ask parents:

- How would you want teachers to get to know your child and family?
- What information do you want teachers to share with you about your child's learning and growth?
- How do you want that information shared?
- What do you want as a record of your child's learning?

Key Ideas:

- A bridge (or relationship) must be flexible, strong, limber, and within the capacity (financial and emotional funds) of the participants.

 **Teacher Vignettes** (Amy, Melanie, Tracy) (@12:45)

Chart Questions:

- Flexible: How are the new processes flexible enough to accommodate the diverse profiles of parents?
- Strong: How are these new methods strong enough to share student growth and performance in all those holistic ways that parents ask for? (example: intellectually/ academically, socially, emotionally, physically, spiritually, behavioral)
- Limber: How are the new processes they developed limber enough to make room for parent knowledge about their child and to respond specifically to what a parent wants to know?

 **Call to Action** (@28:00)

Questions for Reflection:

- What might you do to engage parents in conversations about teaching and learning in ways that are meaningful and effective?
- What will you do to shift your practice?
- Why? How does what you plan reflect both what parents want and what you know/believe?
- What other professional development or resources might you need to inform your changes?
- What support will you want/need as you move forward?
- What is the cost for you to make changes to your practice?
 - What do you need to unlearn and what do you need to relearn?

 *The price of doing the same old thing is far higher than the price of change. (William J. Clinton)*

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V. Co-Constructing Teaching and Learning with Parents (Duration: 37 minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249



This video:

- Addresses the act of parent engagement including the notion of making a pledge, critical attributes, and demonstrating trust and capabilities of parents; and
- Features vignettes with a parent, Prekindergarten teachers and a Grade One teacher.



Check it out:



[A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement](#) (Henderson & Mapp, 2002) (www.sedl.org/connections/resources/evidence.pdf)



Currie, B. and Jardine, J. (2015). *Cook by colours*. Regina, SK: Cook by Colours Inc.

<http://cookbycolours.ca>. Order the *Cook by Colours* kit from your public library:

www.reginalibrary.ca/search/1928815 (Referenced at 16:50)



Joseph Schwab: Practical Paper 1. Can be found at

www.researchgate.net/publication/263172739_Joseph_Schwab_curriculum_curriculum_studies_and_educational_reform



Key Ideas:

- Education begins at birth and continues through a child's life.
- Schooling represents only one part of a child's education. Children's education has already begun prior to entry into schools.

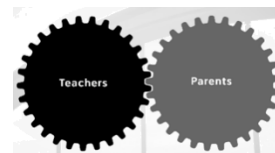


Parent Vignette (Camille) (@6:18)



Key Ideas:

- Students, parents, and community members who are engaged are "brought into the act" of teaching and learning together because of care and commitment. Parents and teachers are equal, side by side, and the work of one informs the other.
- Parent Engagement is centered on teaching and learning.
- *"families have a major influence on their children's achievement in school and through life. ... When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."* (Henderson & Mapp, 2002, p. 7)



Teacher Vignette (Callie) (@14:48)



Questions for Reflection:

- How is the work focused on teaching and learning?
- How is the work of the educators reflective of an act of care and commitment?
- How are they using parent knowledge to influence their children's schooling?



Questions for Reflection:

- What is Parent Engagement? (Write a statement expressing your own understanding of what parent engagement is.)
- How are you making sense of this notion of parent engagement?
- How has your understanding deepened, shifted or changed, or been extended?

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Video V (Co-Constructing Teaching and Learning) continued...

 **Teacher Vignette (Kelly) (@25:53)**

Prior to viewing questions:

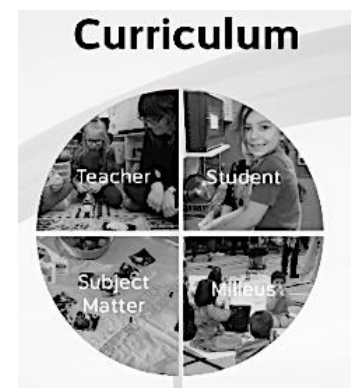
- What might your thoughts and wonders be?
- What might your feelings of excitement be?
- What might your feelings of fear or vulnerability be?

Questions for Reflection:

- What thoughts and wonders were addressed?
- What feelings of excitement were affirmed?
- What fears and vulnerabilities were allayed?
- If you could take one significant message away from Kelly's lived experience, what would that message be?

Key Ideas:

- This video refers to the work of Joseph Schwab⁵. According to Swab, "Curriculum" compris(es) of four essential components: Teacher, Student, Subject or Content Matter, and Milieus (the context of family and community). (Joseph Schwab, 1978)
- Team effort is integral to the teaching, learning and co-construction of curriculum.



Currie, B. and Jardine, J. (2015). *Cook by colours*. Regina, SK: Cook by Colours Inc.

⁵ Joseph Schwab: Practical Paper 1. Can be found at www.researchgate.net/publication/263172739_Joseph_Schwab_curriculum_curriculum_studies_and_educational_reform

VI. Systematic Parent Engagement (Duration: 35 minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249



This video:

- Appeals to a wide audience including central office staff to address the benefits of parent engagement as an essential aspect to embedding parent engagement into the work with teaching and learning;
- Several vignettes address ideas to engage parents using continuous and high impact strategies including the use of technology; and
- Would be an ideal video to use at a staff meeting.



Key Ideas:

- A Systematic approach:
 - is seen to be important;
 - is clearly defined;
 - is planned and scheduled;
 - is supported;
 - is resourced; and
 - is an “add in” and not an “add on”.



Questions for Reflection:

- How can we make sure that parent engagement is planned, supported, resourced, and a part of our practice?



Teacher Vignette (Heather) (@6:28)



Questions for Reflection:

- What do you identify as the elements that make something systematic?
- How did Heather make this work an ‘add in’ not an ‘add on’?



Teacher Vignette (Claudette) (@12:00)



Questions for Reflection:

- How has Claudette made this a systematic approach?
- How is this process making an impact:
 - for children/students?
 - for parents?
 - for Claudette as a teacher?



Key Ideas:

- Benefits of family evenings (Family “evenings” are specifically mentioned in the video but this could also be applied to other family events.):
 - Broadening of community
 - Parents develop a web of relationships
 - Strengthening of trust and relationship

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Video VI. Systematic Parent Engagement continued...



Teacher Vignette (Carlie) (@18:00)



Questions for Reflection:

- How did Carlie and her school create a more integral place and voice for parents on their school landscape?



Teacher Vignette (Kelly, Carlie) (@18:00)



Questions for Reflection:

- How are these educators making their communications with parents systematic rather than “random acts”?
- Thinking systematically, how do you engage with parents both on and off the school landscape?
- How do you move school learning to home for further conversation? Or bring home learning into the classroom?



Key Idea:

- We can stay systematically engaged with parents outside of the school setting.



Questions for Reflection:

- Where do we find time and/or money for systematic parent engagement?
- What are some possibilities for systematic parent engagement?
 - class coverage;
 - non-instructional days
 - staff meeting time to discuss our work with parents;
 - extra-curricular activities; and/or
 - redefining contact hours.

VII. Engaging with Individual Parents (Duration: 21 minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249



This video:

- Explores what it means to engage with varying parent perspectives and honour parental knowledge and teacher knowledge; and
- Features vignettes that include a grandfather, grandmother/elder, and parents.



Questions for Reflection:

- Have you ever heard the expression “That parent is a difficult parent”?
- What thoughts, feelings, or images come to mind when you think of a “difficult parent”?

Create a table with three columns: Difficult Parent, Hard-to-Reach Parent, Helicopter Parent

- List characteristics or actions of each.



Key Ideas:

- “World Traveling” is the act of leaving one’s position to travel to the place of the other and see the world through their eyes. (Lugones, 1987)

Create another table with the same three columns: Difficult Parent, Hard-to-Reach Parent, Helicopter Parent. Put yourself in these three perspectives.



Questions for Reflection:

- What might cause you as a parent to be _____?
- What do you learn when you move from the perspective of the teacher to the perspective of the parent?



Demonstrating Parent Knowledge (@6:50)

- Challenge: Grandfather David



Questions for Reflection:

- What does David know about his granddaughter that you, as an educator, couldn’t know or don’t know?
- What kinds of cultural teachings has he been giving his granddaughter?
- What kinds of cultural experiences has he immersed her in? *(Consider the following: books that have been read; places the child has been to; activities the child has taken part in; foods the child loves; what puts the child to sleep when s/he is tired; who are the people that are such an important part of the child’s life?)*



Three Parent Vignettes (Camille, Mariea, Momina) (@8:56)



Questions for Reflection:

- What parent knowledge did you see/hear expressed by the parents/caregivers?

Jot down three or four ideas of times or ways in which a teacher could use parent knowledge to make better decisions for children.

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Video VII. Engaging with Individual Parents continued



Questions for Reflection:

- Where might you as an educator use knowledge such as what you heard in the vignettes?



Key Ideas:

- We are better teachers when we work with parents than we are when we work on our own.
- Teacher knowledge combined with parent knowledge enhances what the teacher knows about each student and enables the teacher to determine and meet the needs of the child.



Teacher Vignette (Kelly) (@15:18)

Outro (Duration: 3 minutes)

Weblink: https://rover.edonline.sk.ca/en/rover/videos?series_id_eq=249



This final video:

- Concludes the video series and summarizes the potential of parent engagement and the impact it can have to benefit children.



Final Vignettes



Key Idea:

- Parent engagement can become an integral part of classrooms everywhere.



Questions for Reflection:

- How will you authentically pledge to ‘cross the bridge to learn with and from others’?
- What can you do to shift your practice and join the ‘gentle revolution’?

Appendix

Deepening Your Learning

The following resources are offered at the end of each video segment in the section titled ‘To Deepen Your Learning.’ These resources may guide further conversation and discussions.

Video Title	To Deepen Your Learning
Introduction (10 minutes)	Bunting, E. & Payne, C.F. (2006). <i>Pop’s bridge</i> . New York, NY: Houghton Mifflin Harcourt Publishing Company.
I. Examining Beliefs and Assumptions (30 minutes)	<p>Basaraba, A. (2013). Beyond the classroom walls. In D. Pushor and the Parent Engagement Collaborative, <i>Portals of promise: Transforming beliefs and practices through a curriculum of parents</i> (pp.93-101). Rotterdam, NL: Sense Publishers.</p> <p>Pushor, D. (2011). Looking out, looking in. <i>Educational Leadership</i>, 69, (1), 65-68.</p> <p>Pushor, D. & Amendt, T. (2018). Leading an examination of beliefs and assumptions about parents. <i>School Leadership and Management</i>, 38(2), 202-221.</p> <p>Pushor, D., Ruitenberg, C., with co-researchers from Princess Alexandra Community School. (2005). <i>Parent engagement and leadership</i>. Research report, project #134, Dr. Stirling McDowell Foundation for Research into Teaching, Saskatoon, SK.</p>
II. Building Relationship: Learning with and from Parents (27 minutes)	<p>Huber, J., Graham, D., Murray Orr, A., Reid, N. (2010). Literature conversations for inquiring into the influence of family stories on teacher identities. In M. Miller Marsh & T. Turner-Vorbeck (Eds.), <i>(Mis)Understanding families: Learning from real families in our schools</i>. New York, NY: Teachers College Press.</p> <p>Pushor, D. and the Parent Engagement Collaborative. (2013). <i>Portals of promise: Transforming beliefs and practices through a curriculum of parents</i>. Rotterdam, NL: Sense Publishers.</p> <p>Pushor, D. and the Parent Engagement Collaborative II. (2015). <i>Living as mapmakers: Charting a course with children guided by parent knowledge</i>. Rotterdam, NL: Sense Publishers.</p> <p>Pushor, D. (2015). Walking alongside: A pedagogy of working with parents and family. In C. Craig & L. Orland-Barak (Eds.), <i>International Teacher Education: Promising Pedagogies, Part B</i> (pp. 233-253). Bingley, UK: Emerald Group Publishing Ltd.</p>

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III. Relational Home Visits (45 minutes)	<p>Heinrichs, J. (2015). Teachers and parents: Learning from each other through home visits. <i>LEARNing Landscapes</i>, 8(2), 213-228.</p> <p>Jocelyn, J. (2013). Challenging hegemonic notions of family: Home visits as acts of caring. In D. Pushor & the Parent Engagement Collaborative, <i>Portals of promise: Transforming beliefs and practices through a curriculum of parents</i> (pp. 159-172). Rotterdam, NL: Sense Publishers.</p> <p>Parent Teacher Home Visit Program: http://www.pthvp.org</p> <p>Smith, S. (2013). Would you step through my door? <i>Educational Leadership</i>, 70(8), 76-78.</p>
IV. New Ways of Sharing (33 minutes)	<p>Hale, H. (2015). Wicahitowin: Finding my place alongside parents in a circle of shared responsibility. In D. Pushor & the Parent Engagement Collaborative II, <i>Living as mapmakers: Charting a course with children guided by parent knowledge</i> (pp. 141-150). Rotterdam, NL: Sense Publishers.</p>
V. Co-Constructing Teaching and Learning with Parents (37 minutes)	<p>Kobylak, K. (2015). The family-school storytelling connection. In D. Pushor & the Parent Engagement Collaborative II, <i>Living as mapmakers: Charting a course with children guided by parent knowledge</i> (pp. 89-103). Rotterdam, NL: Sense Publishers.</p> <p>Pushor, D. (2019). Using parent knowledge to enhance teaching and learning experiences in schools for children and youth. In T.A. Turner-Vorbeck & S. Sheldon (Eds.), <i>Handbook of family, school, community partnerships in education</i>. Hoboken, NJ: John Wiley & Sons.</p>
VI. Systematic Parent Engagement (35 minutes)	<p>Pushor, D. (2018). Using participatory action research to create systematic parent engagement. <i>Journal of Family Diversity in Education</i>, 3(2).</p>
VII. Engaging with Individual Parents (21 minutes)	<p>McKnight, K., Venkateswaran, N., Laird, J., Robles, J. & Shalev, T. (2017). <i>Mindset shifts and parent teacher home visits</i>. Berkeley, CA: RTI International.</p> <p>Pushor, D. (2019). Using parent knowledge to enhance teaching and learning experiences in schools for children and youth. In T.A. Turner-Vorbeck & S. Sheldon (Eds.), <i>Handbook of Family, School, Community Partnerships in Education</i>. Hoboken, NJ: John Wiley & Sons.</p> <p>Pushor, D. (2015). Conceptualizing parent knowledge. In D. Pushor and the Parent Engagement Collaborative II, <i>Living as mapmakers: Charting a course with children guided by parent knowledge</i> (pp. 7-19). Rotterdam, NL: Sense Publishers.</p> <p>Pushor, D. (2015). Mapping parent knowledge. In D. Pushor and the Parent Engagement Collaborative II, <i>Living as mapmakers: Charting a course with children guided by parent knowledge</i> (pp. 20-41). Rotterdam, NL: Sense Publishers.</p>
Outro (3 minutes)	<p>No additional materials</p>