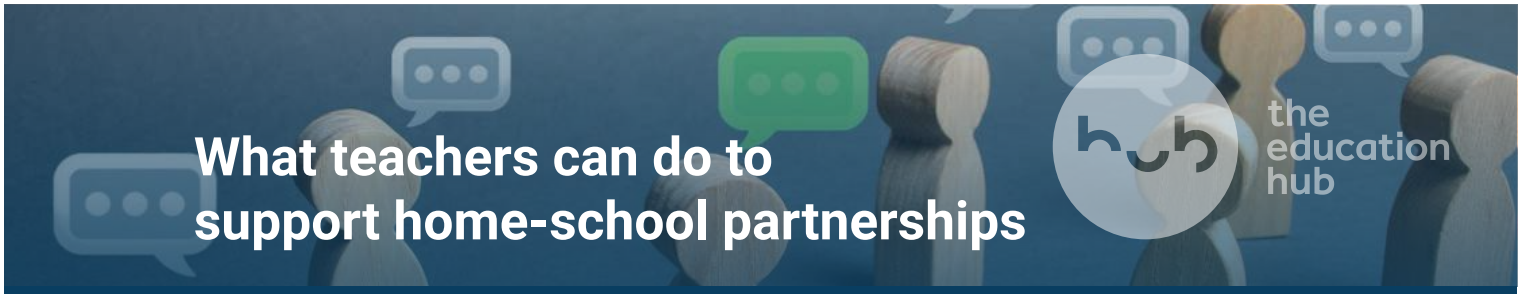

What teachers can do to support home-school partnerships

School resources

The research demonstrates that teachers play a significant role in influencing the level of family and whānau involvement in students' education. For example, families report that the relationship with their child's teacher is the key factor enabling them to feel confident participating in school. They feel that the relationship is enhanced when the teacher:

- Shows a desire to learn about the child's background, needs, and interests (both academic and personal), and has a caring attitude.
- Makes sincere efforts to make parents feel welcome, valued, and respected.
- Is visible, available, and empathetic.
- Respects parents' choices and gives their opinions, ideas, and requests real consideration.
- Demonstrates open communication, reliability, confidentiality, and sound judgement.
- Is optimistic but honest about students' development, communicating their strengths and weaknesses.

However, teachers do not always feel well prepared to initiate this level of involvement and consider relationship-building with parents one of the top three challenges for their profession. In addition, current efforts to involve parents often reinforce uncomfortable power dynamics. For example, teachers tend to focus on giving advice or suggesting activities as a way of engaging families. Other forms of family involvement, such as fundraising and governance activities, primarily benefit schools. In this school-centric view, teachers feel that families should serve the school's needs in supporting children in their academic work. It may lead teachers to devalue other ways families are supporting their children, and it may lead parents to perceive a power imbalance in the relationship.

There are many things that teachers can do counteract these dynamics and initiate strong partnerships that meet the goals and aspirations of both partners. Here are some ideas and strategies to consider.

Communicate more effectively

Research shows that improved parent-teacher communication is one of the most important components of home-school partnerships. It contributes significantly to positive outcomes across all students demographics, and is especially effective for older students. Below are some key strategies for improving your communication with students' families and whānau.

1. **Improve your day-to-day communications:** Build mutual support with parents in brief daily interactions instead of reserving all communication for official parent-teacher conferences. You can:
   - Minimise barriers by taking the initiative in opening informal channels of communication. Make your email address available for parents who prefer writing, and initiate face-to-face conversations, phone calls, or home visits for those who prefer in-person chats.
   - Make communication two-way. For example, invite parents to share information on their child's needs while you share information on their progress at school.

- Focus on the content and quality of your interactions with parents, which are more strongly related to increased family engagement than the amount of contact.
- Provide easy access to information about each student's learning, progress and achievement; for example, via dedicated school apps.
- Empower families to participate in setting goals and developing career pathways for their child, share decision-making, and share ideas and strategies for supporting their child's learning and wellbeing.

2. **Improve your listening skills:** Effective listening includes being attentive to body language, listening for content, and listening for feelings and unspoken messages.

Attentiveness

- In Pākehā or European culture, attentiveness is shown primarily via direct eye contact. Other cultures, such as South and East Asian, Pasifika, and some African cultures, may consider eye contact inappropriate or disrespectful. They may use verbal affirmations, body language, or respectful distance instead. Always adjust to the parents' cultural background rather than expecting them to adjust to you.
- Ensure optimal distance from the parent. Again, 'optimal' will depend on their culture. Being too close or too far will make them feel uncomfortable, so look for signs of discomfort or anxiety and adjust your distance accordingly.
- Be mindful of your body language. Nodding and leaning slightly forward tends to be interpreted as attentive, whereas looking at the clock, leaning back, or crossing arms can be interpreted as detached.
- Use nonverbal cues such as 'mmm' and 'uh-huh', or mirror vocal tone to indicate that you are attentive, especially in phone conversations.

Listening for content

- Invite parents to talk about their concern by asking, for example, 'How can I help?'
- Ask open questions to clarify meaning, such as 'How do you mean?' or 'What happened next?'
- Allow pauses, which may encourage parents to reflect on what they have said and add more.
- At natural breaks in the conversation, paraphrase the main points of the parent's message for clarification. Focus on facts, not feelings, and keep the paraphrase short.
- Avoid dismissive phrases such as 'don't worry, it'll work out' or 'look on the positive side'. These types of phrases tend to block communication attempts.
- Avoid criticism, moralising, labelling, interrogating, or comparing.

Listening for feelings

- Actively support parents to clarify their thoughts and feelings, acting as a sounding board rather than attempting to solve issues for them.
- Feed your insights back to the parent by identifying their main feeling along with the apparent reason. A formula such as 'you feel … because …' is helpful. For example, you may say 'you feel frustrated because he didn't finish the work'.
- You do not have to be completely right to be helpful. A response that is a little inaccurate helps parents to clarify further.

3. **Hold three-way conferences with families and whānau:** In a typical parent-teacher conference, the teacher tends to speak for 80% of the time and students are not involved. Instead, three-way conferences include the teacher, parents, *and* student. Aim for genuine conversations by making space for whānau to speak for an equal amount of time. Three-way conferences have been found to increase participation significantly. To enable successful three-way conferences, you might:
    - Minimise distractions and enable as much privacy as possible.
    - Encourage parents and whānau to ask questions or make comments at any point during the meeting, and explain that you expect them to ask for clarification of unfamiliar terms.
    - Ask how whānau would feel about you taking notes during a conference. If they feel uncomfortable, consider alternatives such as real-time transcription apps, which can also create meeting summaries for you. If note-taking is essential to you, explain your reasons, be sensitive about what you write, and offer whānau a copy of your notes.
    - Offer whānau the chance to take their own notes, or suggest that they may make an audio recording of the meeting.
    - Encourage students to facilitate the involvement of whānau by using home languages. However, do not ask students to translate for their parents, which can cause undue stress to the student.
    - Allow plenty of time for each whānau conference. If more time is needed, offer to make appointments for further meetings.
    - In secondary school, a form teacher can collect information from other subject teachers, and whānau and students can meet with the form teacher rather than attend lots of shorter interviews with different teachers.
    - Ask whānau (including students) to complete a brief questionnaire to rate aspects of the conference, including the suitability of the room, the amount of time allocated, the usefulness of the information conveyed, the appropriateness of the agenda, the quality of your listening and communication skills, and the helpfulness of your recommendations.

Increase shared decision-making

One of the ways that power relations between schools and families can be made more balanced is by seeking input from families and students and involving them in decision-making.

1. **Actively seek parents' input:** Engagement activities only lead to equal, collaborative partnerships if teachers seek families' contributions to develop shared agendas. To achieve this, you can:
    - Offer guidelines about how whānau might prepare for meetings. Mutually agree on an agenda that gives teacher and whānau priorities equal weight. Being able to prepare decreases uncertainty and anxiety. For example, you can ask them to write a list of discussion points, such as their questions, concerns, goals, and factors that might affect their child's learning.
    - Send home a written report prior to the meeting, which can serve as another discussion point.
    - Enable parents to lead sessions or parts of sessions.
    - Find out about parents' aspirations and priorities rather than just gaining support for your teaching agenda and decisions. Make use of parents' insights on their child's strengths and weaknesses, likes and dislikes, and how they are likely to respond to different approaches.
    - Ask them how you might strengthen the relationship and contribute to their child's achievement.

2. **Prioritise student voice:** Research shows that around three quarters of students want to take a more active role in partnerships and be involved in decision-making processes. This is good news because their involvement can be highly motivating for parents to play their part, and students' perceptions of how much of a part their parents play is associated with better academic outcomes. Indeed, research shows better outcomes for students *and* schools if student voice is prioritised. You might:
    - Seek student feedback directly via questionnaires, interviews, panels, or even breakfast-with-the-principal type engagements. Offer a range of feedback options to be inclusive of different communication styles.
    - Have students lead three-way whānau conferences and do most of the talking. When students take the lead, research shows improved academic outcomes, fewer behavioural issues, increased confidence for students, and less stress for teachers. For example, you can have the student prepare a presentation on their activities and goals. Students might also share some examples of their work, or guide their whānau through school activities such as literacy and maths games to demonstrate how these subjects are taught.
    - Have students find a role for family members in projects or homework.
    - Have students write in a 'family message journal' about different aspects of their school day, such as something they learned or an upcoming event, and take it home each day for the family to read.
    - Have students take photographs or make videos to share with their families.

Increase participation in events

There are many barriers that prevent parents from participating in events as much as they would like. To dismantle these barriers, try the following adjustments:

1. **Make it interesting and relevant.** To ensure this, you can:
    - Tap into whānau interests by having them identify topics for meetings and workshops. Find out what they want to learn about their child's school experience.
    - In workshops on topics identified by the school alone, emphasise the connection with the child's learning.
2. **Consider the best timing and make attendance as easy as possible.** Consider whether you can:
    - Schedule parent information sessions to suit working parents' needs and different shifts. Give whānau plenty of advance notice, including precise location and intended duration.
    - Offer the session two or three times across a day to enable as many families as possible to come.
    - Provide childcare during sessions, or invite younger siblings to come and play in a corner of the classroom.
    - Keep education sessions short – one to one and a half hours. Longer durations may put whānau off attending subsequent sessions.
    - Make information available in a variety of forms that can be viewed, read, or heard anywhere, at any time.
    - Plan a series of events, rather than one-offs.
    - Run meetings and offering workshops as a cluster with other local schools.

3. **Make it inviting.** To make whānau feel welcome and create enthusiasm, you can:
    - Use a range of advertising methods for educational events, such as banners and posters, adverts in the local paper or on radio, a telephone tree, in-person invitations, and having tickets that serve as entry into a prize draw. Include photos and whānau feedback on the value of an earlier information evening on posters.
    - Create invitations that make whānau feel valued. You can achieve this by using community languages and having the invitation come from the children (rather than school or teacher) and/or using a photo of the child on the invitation. Children's involvement in inviting families was the most effective strategy for increasing parental participation in the events planned for the NZCER's Home-School Partnership Literacy Programme[1].
    - Use cultural liaison people for word-of-mouth advertising.
    - Explain the importance of the event in the invitation, in a friendly and non-threatening way, so that whānau do not worry unnecessarily.
    - Send reminder notes home with children, or make a phone call where verbal communication is more appropriate, two or three days before the event.
4. **Make the setting attractive and welcoming.** You can:
    - Have students or other parents greet whānau as they arrive and show them around.
    - Have an official and culturally appropriate welcome. Use attendees' first languages where you can, particularly in greetings.
    - Spend time putting parents at ease. Thank them for coming.
    - Provide food, which shows that you value the people coming and acknowledge them culturally. Arrange food and drink to promote opportunities for informal conversation. For example, the principal might cook sausages on a barbeque while the parents and teachers meet.
    - Use ice-breakers, energisers, a variety of media, and games to create a friendly, supportive and inclusive environment.

Improve written reports

Research shows that reports offered to parents about their child's progress are not always written in an accessible way. Typical issues include excessive length, unclear messaging, and use of technical language. For example, parents may struggle to interpret statements such as 'He now needs to adhere to the meanings within the text, reconstructing information and inferencing'. As a result, they may feel disengaged from their child's learning. Here are some points to consider:

1. **Content.** In terms of the content of reports:
    - Find out if school reports provide the information parents want.
    - Make comments personal and relevant to the student.
    - Don't focus solely on the positive aspects of a student's performance without also addressing areas where improvement is needed. Failing to mention these can cause parents to perceive the feedback as unreliable.
    - Form. In terms of how reports are structured:
    - Find out whether the reports are comprehensible.

- Present information clearly and succinctly, using familiar language.
- Provide illustrative examples or anecdotes.
- Use graphs to make assessment results clearer to families with English as a second language (add notes about how to read the graphs if necessary).
- Allow time for parents to process the information in a written report, then get in touch with them to check their understanding. Encourage them to ask questions or make comments.
- Experiment with other ways of presenting reports. For example, consider supplementing written reports with in-person dialogue. Oral reports are more easily understood and more likely to support partnerships than written reports.

Increase home-learning opportunities

Engaging whānau to understand and support students' homework and home learning activities has many benefits. Below are some tips on how to help families and whānau to be more involved.

1. **Empower whānau to support learning at home.** You can:
   - Communicate what useful kinds of whānau involvement can look like, such as providing support and structure, offering an enriching environment, having high expectations, and encouraging children to set goals.
   - Ensure that your ideas of parental involvement account for diverse cultural beliefs and practices.
   - Make it clear that you think of parents as genuine partners, and that you value what they do. Let them know when their help has had a positive influence on the child's achievement. Parents' self-efficacy (their belief in their own ability to support their child's academic development) has been identified as a crucial factor in student, parent, and relational outcomes, as well as home-school partnerships as a whole.
2. **Facilitate whānau understanding of schoolwork.** Consider how you can:
   - Offer demonstrations of teaching, perhaps by making videos. Include explanations and a commentary, and encourage questions.
   - Use class websites, blogs, dedicated apps, or physical booklets to keep parents updated about current homework.
   - Help whānau navigate school activities and student assignments. Clarify expectations regarding the amount of time spent on homework, how much help to give, and how to deal with challenging questions. Offer parents a range of strategies for helping their child. Discourage direct assistance with homework.
   - Support parents of older children to encourage good homework habits and create a regular routine, space, and materials for homework completion.
   - Offer summer learning packets or activity bags.
3. **Offer interactive homework.** Parents expect homework to be meaningful and help students to develop a good work ethic. However, research finds that students, parents, and teachers have concerns about current homework practice, citing the high quantity and low quality of activities, along with a lack of guidance for parents. Interactive homework can address these concerns. It works by giving students the responsibility to start discussions with family members, supported by clear directions from teachers. As a result, families learn how to get involved appropriately. Parents report feeling more confident to

help their children, and realising the importance of their engagement in their child's education. Students report feeling more able to discuss their schoolwork at home. Both students and parents report enjoying these interactions. Interactive homework also may also improve student achievement, helping comprehension and memory due to increased opportunities to talk about their schoolwork. It leads to students handing in more homework and completing it more accurately.

Key differences from usual homework practice:

- It is assigned less regularly (once or twice a month).
- At certain points in the activity, detailed instructions prompt students to involve family members.
- Parents are encouraged to provide feedback on the effectiveness of the activity.

Tips for introducing interactive homework:

- Give interactive homework on the same day each month and allow an extended time for completion. Coordinate with the student's other teachers to avoid overwhelming families with too much work.
- Provide detailed instructions about the student's and family member's roles. Help whānau to understand what to do if their child gets stuck.
- Offer prompts that encourage whānau to support their child's initiations and problem-solving attempts. Ensure that discussion prompts allow the family member to encourage, listen, guide, and discuss, rather than teach.
- Ensure all questions are designed so that whānau can answer them without formal education to avoid embarrassing them. Focus questions on what the students are learning, not what the parent knows.
- Get a parent to sign off each activity.

Some examples include:

- Student demonstrates a new skill to their whānau, and they discuss the use of the skill in everyday life.
- Student and parent view a YouTube clip that introduces a new topic, and discuss it.
- Student asks family members for their shoe size and height, and works out averages.
- Student interviews whānau members about a particular topic, such as popular hairstyles when they were at school, writes up the interview as a newspaper item, and then reads it to them.

Troubleshoot more effectively

Every teacher will have negative encounters with parents at some point, dealing with criticism, anger, or even aggression. Many adopt avoidance strategies, particularly given that teaching is an emotionally demanding profession at the best of times. However, attempting to resolve matters is a better long-term strategy. A calm, assertive demeanour is essential in these difficult conversations. This can be supported by focusing on your breath, keeping it slow and deep. Assertiveness involves being honest and direct, and communicating your own ideas, needs, and concerns diplomatically while respecting the rights of others. Assertion skills are required whenever you need to make or refuse a request, give constructive feedback, deal with criticism, and engage in shared problem-solving.

1. **Responding to criticism.** While this is not easy, it is helpful to:
   - Use effective listening skills and questions to clarify the criticism.

- Determine its validity, and, if you consider the criticism to be fair, agree with the parent and make a brief apology with an assurance that you will correct the situation. If you consider the criticism to be only partly true, agree with the part you feel is valid, briefly apologise and, at the same time, correct the false part. For example, 'Yes, I did make a mistake in that case and I regret that, but I don't accept that I make this mistake repeatedly'.
- Clearly reject the criticism if you consider it to be completely false. Explain how the criticism makes you feel, and ask for an explanation of their comments. For example, 'I don't agree I was wrong to do that and I am upset by the suggestion. My teaching plans are sound. Please explain your grounds for making such a comment'.

2. **Dealing with aggression.** While this should not happen, it helps if you can:
   - Defuse the situation by reflecting back the parent's thoughts and feelings, speaking softly, slowly, and calmly.
   - Avoid inflaming the situation by arguing, raising your voice, becoming defensive, attempting to minimise the other person's issues, or making promises you cannot keep.
3. **Refusing requests.** Saying no can be difficult, even when you have a good reason to do so. Try these ways of saying no:
   - A delayed no: Ask for time to think it over. This allows you time to consider the request and work out exactly how you will say no.
   - A listening no: Use effective listening skills, which lets the parent know you understand the reason for their request, combined with a brief apology and a firm refusal. For example, 'I understand your frustration about not being able to meet the deadline. I'm sorry but I can't alter it for you'.
   - A 'get back to me' no: Explain the difficulties you have in meeting the request, and suggest the parent try other sources of support. Offer that, if all else fails, you are happy for them to get back in touch and you will see what you can do. For example 'I'm really busy for the next two weeks. You could try [name]. If you get really stuck I'll do my best to fit you in but I can't promise anything'.
   - A 'broken record' no for people who will not take no for an answer. Simply make a brief statement of refusal and repeat it as many times as necessary, avoiding discussion.
4. **Making requests.** When you need to ask things of families, try to:
   - Make requests directly, firmly, and clearly to the parent, being specific and precise about your needs. Create an expectation that they will support you by focusing on the positive.
   - Give time for the person to think about it and suggest that you will follow up with them. Be prepared to compromise and respect the other person's rights to say no.
   - Be clear that it is okay to say no if you are concerned that some parents may feel coerced due to uneven power dynamics.
5. **Giving constructive feedback.** When you need to communicate with families about things that need to change, try to:
   - Describe the behaviour in specific terms, and explain the difficulties it causes for you without blame or judgement. For example, 'When you miss a communication about homework, I feel frustrated because your child loses an opportunity to practise'.
   - Discuss the exact actions that would solve the problem. Start at a lower level of assertion, such as 'It would be useful if you checked the homework diary every Monday'. Increase assertiveness (for

example, from 'I would appreciate if you …' to 'It is essential that you…') until you get a satisfactory response.

- Describe the consequences that are likely to result from the changed actions in terms of benefits for the parents and the student. For example, 'This will ensure that your child gets a chance to practise key concepts and techniques taught in class'.

6. **Engaging parents in shared problem-solving.** To work through issues and solve problems in a collaborative way with parents, you can:
   - Start by listening, and don't rush through this part. Use active listening skills, clarifying parent's needs and their reasons for these needs. Ask questions that keep parents focused on the main aspects of their concern.
   - Share useful information from your perspective, suggest alternative interpretations, and state your own needs assertively.
   - Brainstorm possible solutions that will meet both sets of needs.
   - Plan what to do, where, when, and by whom. Make a written note about what each party will do. Agree another time to meet to evaluate how well the solution is working for everyone.

References

Anderson, K. J., & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. The Journal of Educational Research, 100(5), 311-323.

Berthelsen, D., & Walker, S. (2008). Parents' involvement in their children's education. Family Matters, 79:34-41.

Biddulph, F., Biddulph, J., & Biddulph, C. (2003). The complexity of community and family influences on children's achievement in New Zealand: Best evidence synthesis. Ministry of Education Wellington.

Bridgemohan, R., van Wyk, N., & van Staden, C. (2005). Home-school communication in the early childhood development phase. Education, 126(1).

Brooking, K. (2007). Home-school partnerships. What are they really? Set: Research Information for Teachers, 3:14-17.

Bull, A., Brooking, K., & Campbell, R. (2008). Successful home-school partnerships: Report to the Ministry of Education (RMR-884).

Capretta, T. J., Zhang, J., Anderman, E. M., & Boone, B. J. (2024). Student leadership in family-school partnerships. Phi Delta Kappan, 105(8):20-25.

Coco, A., Goos, M., & Kostogriz, A. (2007). Tutor and teacher timescapes: Lessons from a home-school partnership. The Australian Educational Researcher, 34:73-87.

Collins, H. K. (2022). When listening is spoken. Current Opinion in Psychology, 47:101402.

Cottle, M., & Alexander, E. (2014). Parent partnership and 'quality'early years services: Practitioners' perspectives. European Early Childhood Education Research Journal, 22(5):637-659.

Daniel, G. R., Wang, C., & Berthelsen, D. (2016). Early school-based parent involvement, children's self-regulated learning and academic achievement: An Australian longitudinal study. Early Childhood Research Quarterly, 36:168-177.

Dunst, C. J. (2002). Family-centered practices: Birth through high school. The Journal of Special Education, 36(3):141-149.

Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. Phi Delta Kappan, 92(3):81-96.

Epstein, J. L., Mac Iver, D. J., Mac Iver, M. A., & Sheldon, S. B. (2021). Interactive homework to engage parents with students on the transition from middle to high school. Middle School Journal, 52(1):4-13.

Feiler, A., Andrews, J., Greenhough, P., et al. (2008). The Home School Knowledge Exchange Project: Linking home and school to improve children's literacy. Support for Learning, 23(1):12-18.

Grolnick, W. S., Raftery-Helmer, J. N., Flamm, E. S., Marbell, K. N., & Cardemil, E. V. (2015). Parental provision of academic structure and the transition to middle school. Journal of Research on Adolescence, 25(4):668-684.

Hannon, L., & O'Donnell, G. M. (2022). Teachers, parents, and family-school partnerships: emotions, experiences, and advocacy. Journal of Education for Teaching, 48(2):241-255.

Harris, A., & Goodall, J. (2008). Do parents know they matter? Engaging all parents in learning. Educational Research, 50(3):277-289.

Hart, P., Bracey, O., Oliveira, G., & Paul, S-A. S. (2022). Problematising conceptions of "effective" home-school partnerships in secondary education. Educational Studies:1-19.

Hindin, A., & Mueller, M. (2016). Getting parents on board: Partnering to increase math and literacy achievement, K–5. Routledge.

Hornby, G. (2011). Parental involvement in childhood education: Building effective school-family partnerships. Vol 53: Springer.

Kim, Y. (2009). Minority parental involvement and school barriers: Moving the focus away from deficiencies of parents. Educational Research Review, 4(2):80-102.

Ma, T., Tellegen, C. L., Hodges, J., & Sanders, M. R. (2024). The associations between parenting self-efficacy and parents' contributions to the home-school partnership among parents of primary school students: A multilevel meta-analysis. Educational Psychology Review, 36(3).

McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. Psychology in the Schools, 41(3):363-377.

Muller, D., & Saulwick, I. (2006). Family-school partnerships project: A qualitative and quantitative study. Melbourne: Australian Council for State Schools Organisations and Australian Parents Council.

Mutch, C., & Collins, S. (2012). Partners in learning: Schools' engagement with parents, families, and communities in New Zealand. School Community Journal, 22(1):167-187.

Norheim, H., & Moser, T. (2020). Barriers and facilitators for partnerships between parents with immigrant backgrounds and professionals in ECEC: a review based on empirical research. European Early Childhood Education Research Journal, 28(6):789-805.

Padak, N., & Rasinski, T. (2006). Home-school partnerships in literacy education: From rhetoric to reality. The Reading Teacher, 60(3):292-296.

Pearson, R., Dixon, H., & Hawe, E. (2015). Can written reporting against New Zealand's National Standards fulfil the mandate of creating a robust, learning-focused, home–school partnership? Curriculum Matters, 11:155-174.

Reynolds, A. D, Crea, T. M., Medina, J., Degnan, E., & McRoy, R. (2015). A mixed-methods case study of parent involvement in an urban high school serving minority students. Urban Education, 50(6):750-775.

Sheldon, S. B., & Van Voorhis, F. L. (2004). Partnership programs in US schools: Their development and relationship to family involvement outcomes. School Effectiveness and School Improvement, 15(2):125-148.

Smith, T. E, Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The effects of family-school partnership interventions on academic and social-emotional functioning: a meta-analysis exploring what works for whom. Educational Psychology Review, 32(2):511-544.

Valerie, L. M., & Foss-Swanson, S. (2012). Using family message journals to improve student writing and strengthen the school–home partnership. Teaching Exceptional Children, 44(3):40-48.

Van Voorhis, F. L. (2003). Interactive homework in middle school: Effects on family involvement and science achievement. The Journal of Educational Research, 96(6):323-338.

Zhang, J., Boone, B. J., & Anderman, E. M. (2024). Students at the center: Student voice in parental involvement and school-family partnerships. School Community Journal, 34(1):109-126.

Endnotes

1 Brooking, K. (2007). Home-school partnerships. What are they really? Set: Research Information for Teachers, 3:14-17; Bull, A., Brooking, K., & Campbell, R. (2008). Successful home-school partnerships: Report to the Ministry of Education (RMR-884).

Dr Vicki Hargraves

Vicki is a teacher, mother, writer, and researcher. She recently completed her PhD using philosophy to explore creative approaches to understanding early childhood education. She is inspired by the wealth of educational research that is available and is passionate about making this available and useful for teachers.