



Teaching school – home – neighbourhood

Jetske Strijbos

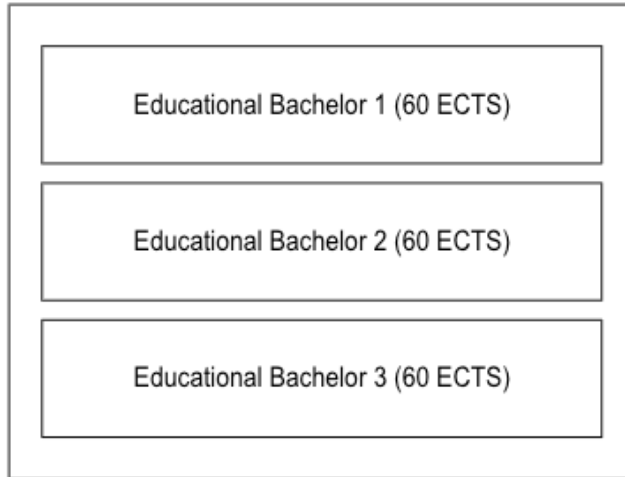
SES
School voor
Educatieve Studies



UHASSELT

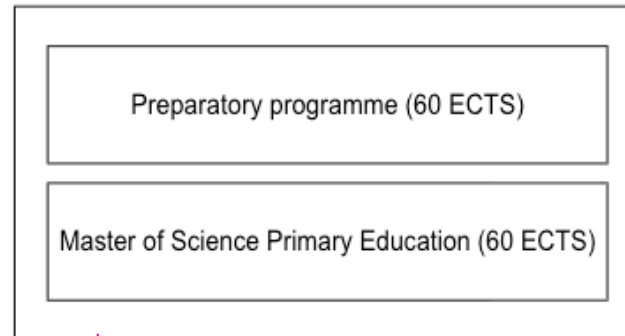
Context

Preschool or primary school teacher



University College

Optional: teacher professionalisation



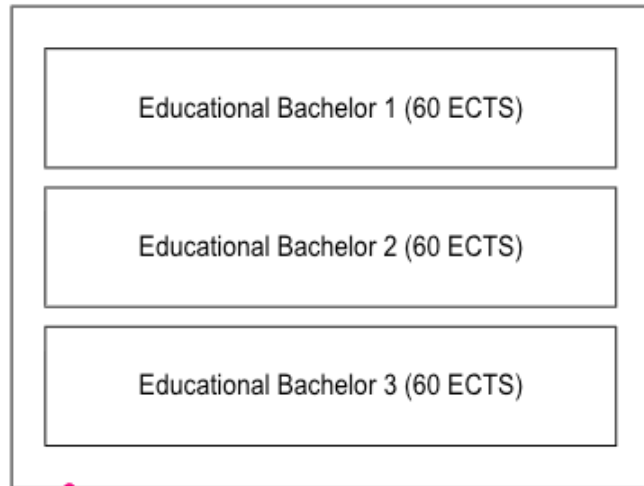
University College (1/3) + University (2/3)

Our **students** are:

- Teachers
- In primary education or preschool
- With or without teaching experience
- Combining or not with a job

Context

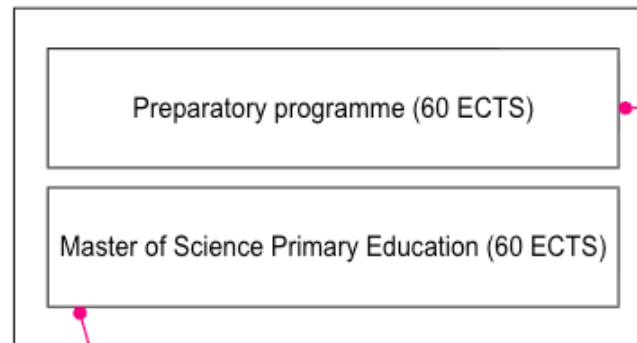
Preschool or primary school teacher



University College

Professional bachelor
Teaching competences

Optional: teacher professionalisation



University College (1/3) + University (2/3)

Academic master
Advanced pedagogical content knowledge
School development and leadership
Care and inclusive learning environments
Research competences

Academic bachelor
Pedagogical frameworks
Research skills

Context

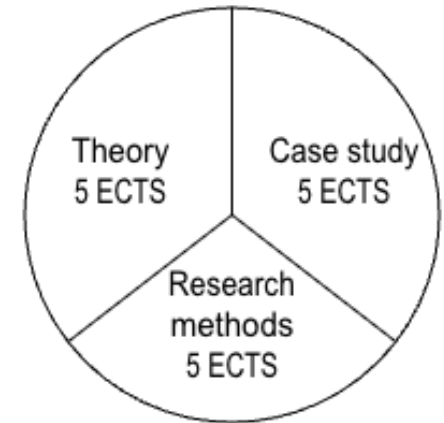
Preparatory programme (60 ECTS)

Module Learning, developing & coaching (15 ECTS)	Module Educational research and statistics (15 ECTS)
Module Data literacy in schools (15 ECTS)	Module sociocultural dynamics (15 ECTS)

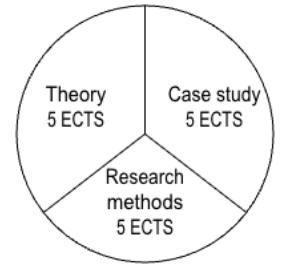
Master of Science Primary Education (60 ECTS)

Module Care, diversity & innovation (15 ECTS)	Module School development and leadership (15 ECTS)
Module DPedagogical content knowledge (15 ECTS)	Module master thesis (15 ECTS)

Each module



Context



Theory

Equity in primary education

- Pedagogical and sociological perspectives
- Transnational and national educational policy
- Diversity in school policy and practice
 - Poverty
 - Cultural diversity
 - Language
- School, home and neighbourhood

Case study

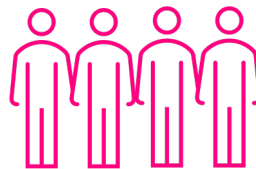
In-depth study of cases, e.g.,

- Exclusion from school
- Abuse/ neglect
- Racism in literature
- Home education/ Bednet
- Gender diversity/ homophobia
- Bullying
- Poverty

Research at school

Participatory research

- Photovoice method or alternative + 2. perspective
- Multiperspectival awareness
- With one class
- Topic of choice, e.g.,
 - School connectedness
 - School travel
 - Home learning environment
 - Leisure time



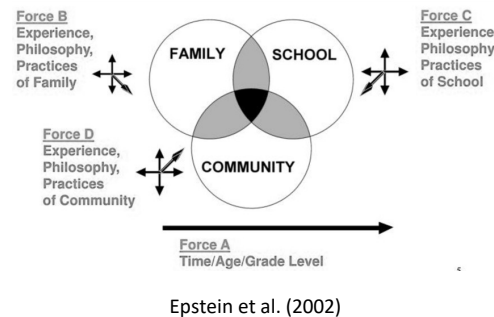
Teaching practice Theory

Course material

- Course with 22 chapters
- Based on one key publication
- Following a consistent structure:
 - Introduction
 - Core concepts and ideas
 - Implications for education
 - Example
 - Self assessment assignments
 - Extra literature

PART VI: School, home and neighbourhood CH 20: Parental engagement

Key publications: Joyce Epstein



- Spheres: schools, family and communities
- Interactions: types and levels
- Types of involvement
- Challenges and conditions

Literature:

- Epstein, J. L., & Sheldon, S. B. (2023). School, family, and community partnerships: Preparing educators and improving schools (3rd ed.). Routledge.
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., et al. (2018). School, family, and community partnerships: Your handbook for action (4th edition). Corwin Press.
- Banks, J., Kea, C., & Coleman, M. R. (2023). Making meaningful connections: Facilitating schoolwide family engagement with culturally diverse families. *Teaching Exceptional Children*, 57(3), 186–194.
- Boutte, G. S., & Johnson Jr, G. L. (2013). Community and family involvement in urban schools. In *Handbook of urban education* (pp. 205-225). Routledge.
- Garvis, S., Phillipson, S., Harju-Luukkainen, H., & Sadownik, A. R. (Eds.). (2021). *Parental engagement and early childhood education around the world*. London: Routledge.
- Jeynes, W. (2021). Parent involvement for urban students and youth of color. In *Handbook of urban education* (pp. 418-433). Routledge.
- Vance, N. (2024). Joyce Epstein's school-family-community partnership model. EBSCO Research Starters. <https://www.ebsco.com/research-starters/education/joyce-epsteins-school-family-community-partnership-model>
- Monfrance, M., Haelermans, C., Leenders, H., de Jong, J., & Coppens, K. (2024). Parental engagement in primary education: Differences in teacher perceptions and parent-teacher communication explained. *Teachers and Teaching*, 1-16.
- Warren, M. R., Hong, S., Rubin, C. L., & Sychitkokhong, P. U. (2009). Beyond the Bake Sale: A Community-based Relational Approach to Parent Engagement in Schools. *Teachers College Record*, 111(9), 2209-2254.

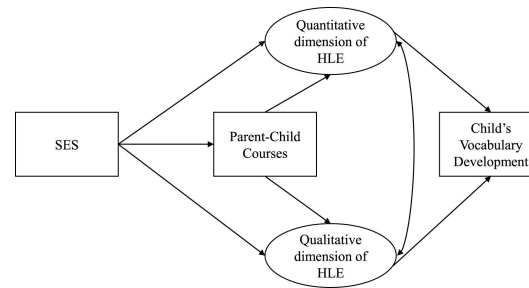
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PART VI: School, home and neighbourhood CH 21: Home learning environments

Key publications: Simone Lehl



Lindberg, Lehl & Weinert (2020)

- Characteristics of quality HLE
- Relational & physical dimensions
- Effects on learning outcomes (language and math)
- Role parents and school

Literature:

- Lehl, S., Evangelou, M., & Sammons, P. (2020) The home learning environment and its role in shaping children's educational development. *School Effectiveness and School Improvement*, 31(1), 1-6.
- Burghardt, L., Linberg, A., Lehl, S., Konrad-Ristau, K. (2020). The relevance of the early years home and institutional learning environments for early mathematical competencies. *Journal for Educational Research Online*, 12(3), 103–125.
- Ebert, S., Lehl, S., & Weinert, S. (2020). Differential Effects of the Home Language and Literacy Environment on Child Language and Theory of Mind and Their Relation to Socioeconomic Background. *Frontiers in Psychology*, 11.
- Costa, A. R. (2024). The physical dimensions of the home learning environment and its impact on young people's learning motivations. *Cogent Education*, 11(1).
- Faith, L. P., Boak, A. Y., Griffin, K. W., Ripple, C., & Peay, L. (1999). Parent-child relationship, home learning environment, and school readiness. *School Psychology Review*, 28(3), 413.
- Nag, S., Vagh, S. B., Dulay, K. M., Snowling, M., Donolato, E., & Melby-Lervåg, M. (2024). Home learning environments and children's language and literacy skills: A meta-analytic review of studies conducted in low- and middle-income countries. *Psychological Bulletin*, 150(2), 132–153.
- Volk, D. (2021). Constructing Literacy Spaces in Low-Income Homes and Communities: A Study of Two Latino First Graders and Their Families. *Urban Education*, 56(1); 61-90.
- Volodina, A. (2023). Home learning environment and out-of-home activities: their relations to prosocial behaviour and peer relationships in primary school children. *Current Psychology*, 42, 23619–23633.

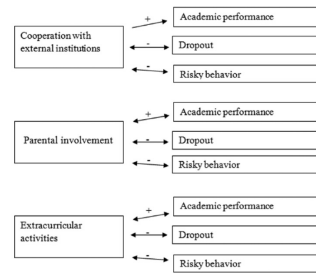
Teaching practice Theory

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PART VI: School, home and neighbourhood CH 22: Neighbourhood

Key publications: Mark Warren



Heers et al. (2016)

- Community schools
- Neighbourhood connection
- Effects of cooperation with external partners, parental involvement and extracurricular activities

Literature:

Heers, M., Van Klaveren, C., Groot, W., & Maassen Van Den Brink, H. (2016). Community Schools: What We Know and What We Need to Know. *Review of Educational Research*, 86(4), 1016-1051

Warren, M. (2005). Communities and Schools: A New View of Urban Education Reform. *Harvard Educational Review*, 75(2), 133-173.

Carver, A., Timperio, A., & Crawford, D. (2008). Playing it safe: The influence of neighbourhood safety on children's physical activity—A review. *Health & Place*, 14(2), 217-227.

Kuyvenhoven, J., & Boterman, W. R. (2021). Neighbourhood and school effects on educational inequalities in the transition from primary to secondary education in Amsterdam. *Urban Studies*, 58(13), 2660-2682.

De Jesus, M., Puleo, E., Shelton, R. C., & Emmons, K. M. (2010). Associations between perceived social environment and neighborhood safety: Health implications. *Health & Place*, 16(5), 1007-1013.

Lenzi, M., Vieno, A., Santinello, M., & Perkins, D. D. (2013). How Neighborhood Structural and Institutional Features Can Shape Neighborhood Social Connectedness: A Multilevel Study of Adolescent Perceptions. *American Journal of Community Psychology*, 51(3-4), 451-467.

Rich, P., & Owens, A. (2023). Neighborhood–School Structures: A New Approach to the Joint Study of Social Contexts. *Annual Review of Sociology*, 49(1), 297-317.

Teaching practice Case study

Case

- In group
- During the semester
- One **case** of choice: a problem statement within a school context, including relevant background information
- Approach:
 - Study the theme (e.g., review of literature)
 - Contextualize
 - Elaborate answer
- Support:
 - Journal clubs
 - Academic writing
 - Future headlines method
- Output:
 - Paper
 - Presentation + defense

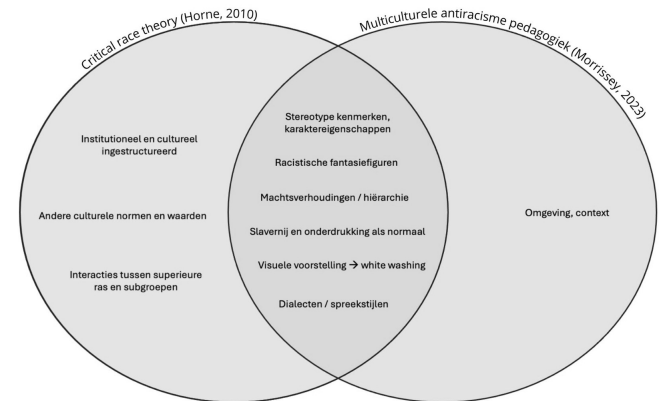
Example

Case:

- Parents suggest to read the books of Pippi Longstocking
- Not all teachers agree (racism, colonialism)
- What to decide? How to react?

Approach Phase 1:

- Review of literature: racism in children's literature
- Document analysis of selected chapters in Pippi L.
- Using a codebook, developed from literature



Approach Phase 2:

- Literature: Communicating with parents on controversial topics
- Developing a plan of action

Teaching practice

Case study

Code	Tekst fragment	Interpretation
Slavery and oppression are portrayed as normal	"After that, I ruled strictly for two weeks, so it would be enough for the time I was away. And then I sailed off, while everyone shouted: 'Ussamkura, kussomkara!'"	Pippi's father casually describes his role as a tyrant over the Black, submissive people of Taka-Tuka Land. No one in the story responds to this.
Stereotypical traits, assignments, and character attributes	"Momo showed the white children how many coconuts and breadfruit mash were stored in the big cave."	A prehistoric food-gathering instinct is attributed to the Black characters.
	"Tommy and Annika hadn't climbed much in their lives, because their mother was always afraid they'd get hurt. Suddenly Pippi said: 'Shall we climb that oak tree?' Tommy immediately slid off the fence. Annika looked a bit hesitant." "But Tommy was brave and not afraid to descend into the dark hole. Annika saw him disappear and wondered if she'd ever see him again." "Then Annika climbed back into the tree with trembling legs, and Pippi helped her with the last difficult part. Annika was startled when she saw how dark it was inside the trunk. But Pippi held her hand firmly and encouraged her."	Both Annika and her mother are portrayed as overprotective, fearful, and emotional women, while Tommy is depicted as brave and adventurous.

Teaching practice

Research at school

Research method

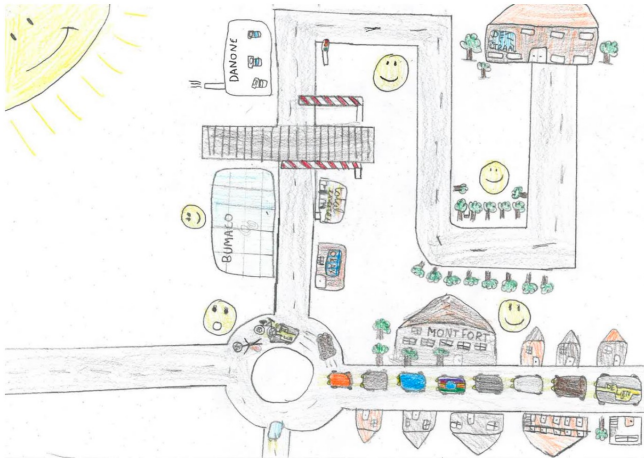
- Individual work
- During the semesters
- In a pre- or primary school
- Using participatory research methods:
 - Photovoice (or equivalent) for students' perspectives
 - Method of choice for one other perspective (parents, teachers...)
- To study an equity related topic of choice, e.g.,
 - School connectedness
 - School travel
 - Home learning environment
 - Leisure time
 - Conditions for learning
- And to reflect on
 - Multiperspectival awareness
 - School context
 - Professional identity

Example

- Theme: school travel
- Question: How do you experience your school travel?
- Sample:
 - 17 pupils, 5th grade
 - 17 parents
- Data
 - Pupils:
 - Pictures + captions + classroom discussion
 - Drawings
 - Survey
 - Parents: survey
- Thematic analysis: safe/ unsafe places, travel mode, company, infrastructure, meeting points...
- Exhibition:
 - Pupils
 - Teachers
 - Parents
 - Local community → the parents' and children's input about unsafe places has been included in the municipality's new traffic plan

Teaching practice

Research at school



Unsafe spaces



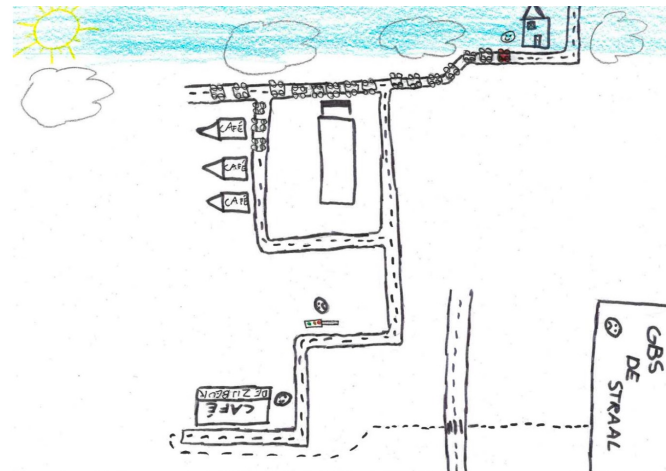
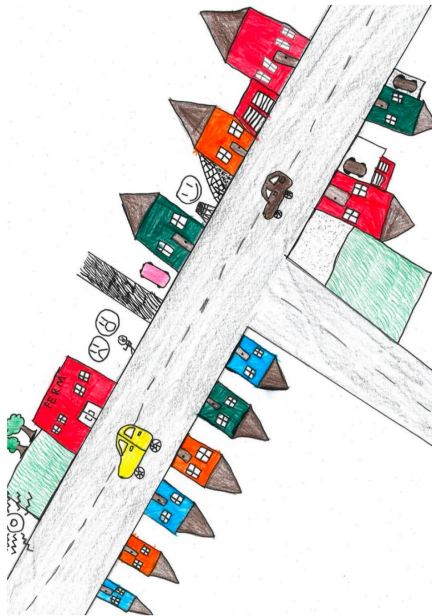
I don't like cycling on this bike path. I find it unsafe. It's too narrow.



I can't see what's happening around the corner.



I always pass this roundabout. Cars don't pay attention to cyclists.



Reflections of our team

Theory:

- Use more teaching time for the school–home–neighbourhood connection
- Add new chapters (e.g., home schooling)

Cases:

- Include input on the legal perspective (e.g., in cases of suspected neglect or abuse)
- Provide interim formative feedback of student work
- Develop new cases (always including school-home/neighbourhood relation and diversity)

Research at school:

- Preselect topics
- Involve parents as second perspective
- Provide more input during workshops (e.g. multiperspectivism and professional identity)

All questions are welcome!

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