



## Call for chapters to be published in a book in 2022/23 by JET and Reos



# Parent and caregiver involvement in education: stories of trauma, wellness and hope

## Context and rationale

The edited chapters in this book will examine parents' and caregivers' involvement in education, particularly in South Africa and Africa. The interest arises from an observation that parental involvement in children's learning and development, whether at home or school, plays an important role in improved educational outcomes. Furthermore, the COVID-19 pandemic catalysed educational change: both teachers and parents had to adjust at full tilt to a new teaching and learning process, which included home-schooling and the role-reversal of parents and teachers. Learners endured much trauma and stress at home and school, and positive working relations between teachers and parents became even more essential for the holistic development of learners. When collaboration between primary caregivers and the school exists, there is a greater potential to support children's learning and development. Benefits of strengthened relations between the school and parents include positive parental attitudes towards teachers and the school; improved learner performance in adaptive and social skills; an improved school climate; increased parental satisfaction with the school; and overall school improvement.

The current reality, however, is that there can be a disconnect between parents, their child's learning and development, and the school. Parents from lower socio-economic backgrounds might feel that they are not adequately able to support their

children with their learning activities, either because of their low levels of literacy or lack of confidence. Other parents either do not know that they have a role to play in their children's education or do not feel it is their responsibility. Teachers are also reported to have little knowledge on parental involvement in education. There are instances where parents could be 'too' involved, thus impeding learner agency, individuality and independence. Parental 'over'-involvement could even be experienced as an attack on teacher autonomy. There is no doubt that there are also parents who have struck a balance in their connective practices with regards to enhancing their children's learning. It is hoped that the chapters in this book will offer experiences and lessons across the parental involvement continuum.

We are interested in case studies that engage with the observations and claims outlined above. The case studies might offer more depth and critique or guide the debate in unique and novel directions. We are particularly keen on accepting chapters that adopt a collaborative, systemic or experimental approach. As such, chapters that address interventions (conceptual or empirical) with the potential to offer systemic insights would be particularly welcome. Co-authored chapters, where authors are from more than one sector in the system - permutations of practitioners, academics, policy makers, for instance - would be especially welcome.

This book will be of interest to social scientists, researchers, academics and students in the fields of education and education reform, including school improvement. It will also be a useful resource for practitioners and policy makers.

## Purpose

The purpose of this edited book is to collaborate with scholars, practitioners, educators and social scientists in presenting current and ongoing research that focuses on parent and caregiver involvement in education: stories of trauma, wellness and hope. Chapters presented should explore ways in which parents and caregivers could be/are involved in their children's education to improve the quality of teaching and learning in schools.

## Contributions could focus on the following themes:

- Historical view and context;
- Local research in this area (including inclusive education, learner support, early childhood development (ECD), school governance, digital communication, COVID-19, safety and security, food security, transport);
- International research (including inclusive education, learner support, ECD, school governance, digital communication, COVID-19);
- Case studies focused on the implementation of interventions ;
- Critical questions to consider.

## Chapters could build on and explore the following questions:

1. How does the definition of parental involvement and the role and function of parents in education shift across contexts?
2. What is the nature of the benefits or (dis)advantages of parental involvement for learners, families, teachers, schools and society?
3. To what extent is parental involvement impacted by rural settings?
4. Are there barriers hindering parental involvement in education, and if so, what has been done to mitigate these?
5. What are the pathways to implementing effective parental involvement programmes in South and Southern African contexts?

## Submission procedure

Abstract (up to 500 words).

The length of the book chapter should be between 15 to 20 pages (including references).

Authors should submit MS word versions of their manuscripts electronically.

All chapters will be double-blinded, peer-reviewed, and editors' reports will be available on request.

## Important Dates

**March 31, 2022:** Abstract submission deadline

**April 30, 2022:** Notification of acceptance and accompanying style guide

**June 30, 2022:** Full chapter submission

**July 30, 2022:** Chapters returned to authors with comments

**August 31, 2022:** Revised chapters returned

**September 30, 2022:** Manuscript submitted to publisher for review

**Early October, 2022:** Colloquium



To express an interest in contributing and to submit an abstract, [please fill in the form.](#)

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