

QED52Q Effective Parent Engagement For Teachers Individual Assignment

Name: Francis Gideon Neo En

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Tutor: Dr. Mercy K. Jesuvadian

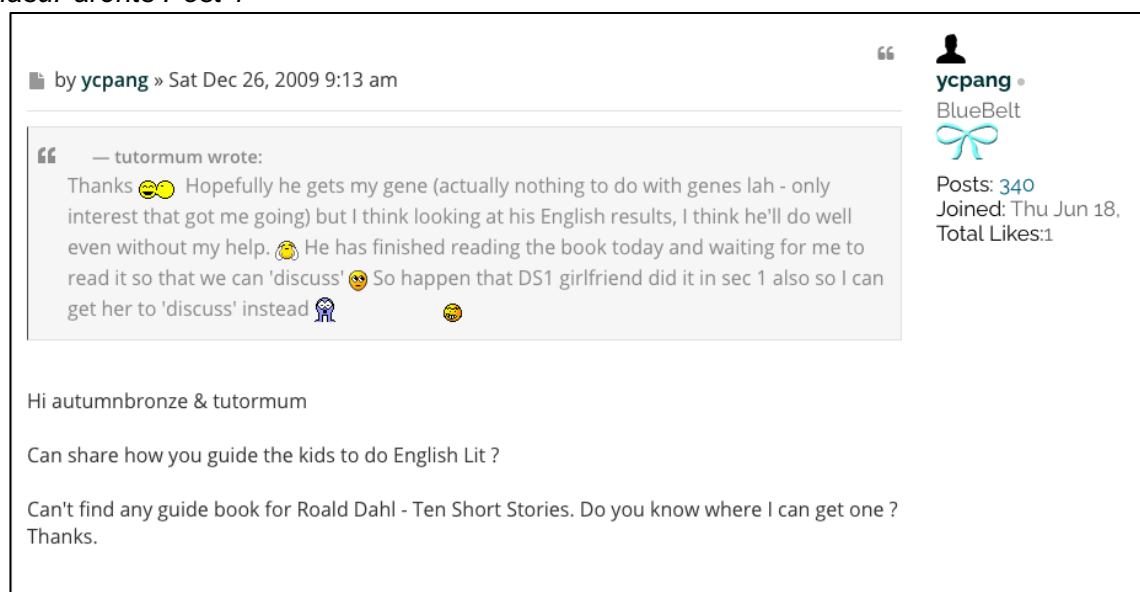
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With reference to the **Hoover-Dempsey Model of the Parental Involvement**, reflect on how you as the teacher could facilitate greater parental involvement in the following areas: a) Parents' motivational beliefs, specifically parental efficacy and b) Parent perceptions of invitations for involvement from others, specifically perceptions of specific teacher invitations.

Parents' motivational beliefs and perceptions of invitations for involvement from others form part of the first level of the revised Hoover-Dempsey model of Parental Involvement, or the "broad psychological predictors" of parental involvement (Walker et al., 2005, p. 89). In this essay, I reflect on possible actions I can take as a Literature in English teacher to improve *parental efficacy* and *perceptions of specific teacher invitations* to facilitate greater parent involvement.

I would facilitate parents' access to cultural resources to enhance their *parental self-efficacy*. Parental *self-efficacy* considers how the beliefs in one's capability "shape[s] individual behaviour" and exert a "significant influence on people's goal selection, effort, persistence, and ultimate goal accomplishment" (Walker et al., 2005, p.93). In other words, parents are likelier to be involved in parent-school relationships if they believe such involvement is useful and produces positive outcomes. This is especially pertinent for Literature teachers since many parents, particularly those who did not read Literature as an examinable subject, feel anxious about their ability levels in the subject (Lee, 2015, para. 13.). For example, parents on popular forum Kiasuparents commonly express a lack of confidence in guiding their child, and seek correct answers such as those in "guide books" (Figure 1; ycpang, 2009).

Figure 1
KiasuParents Post 1



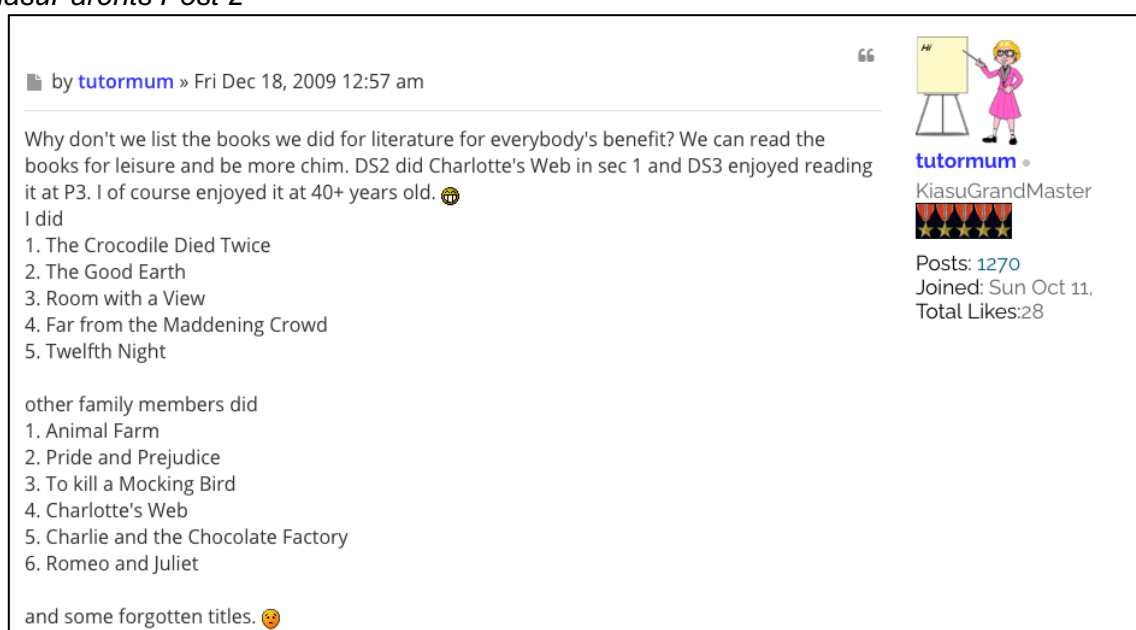
Yet, boosting *parental self-efficacy* is not about enabling parents to help their children with homework. In fact, such forms of parental involvement instead hinder student achievement (Manzon et al., 2005, p. 19).

Instead, I focus on enabling parents' contributions in shaping conducive learning environments for Literature at home. In partnership with teachers, parents can engage in Literary practices in meaningful and accessible ways with their child, as part of their everyday communicative practices. For example, I would introduce parents to free theatre performances which they can view with their child. While free performances were previously a rarity, many theatre companies began offering past productions online for free due to Covid-19, such as Wild Rice's *Grandmother Tongue*. In addition to book recommendations from public libraries for parents, I would also alert them to relevant movie adaptations of Literature texts, such as *Little Women* (2019) or *The Green Knight* (2021) for their viewing pleasure. These actions contribute to the fundamental practice of discussion and appreciation of Literary texts, which I can then build upon and frame with subject-specific expertise in class.

These activities are not intended to directly boost parents' confidence in answering Literature questions, but rather to help to promote a love of language in a way that *complements* the Literature syllabus' ethical, aesthetic, and intellectual aims (CPDD, 2019, p.

6). For example, while the forum post below is tongue-in-cheek, seeking to be “more chim” (tutormum, 2009) by reading Literature texts, it is invaluable for parents and students to understand Literature as a particular way of consuming texts that *can* be practised with a teacher’s guidance:

Figure 2
KiasuParents Post 2



Indeed, shaping conducive learning environments has been shown to produce better performance outcomes than parenting practices that involve higher monitoring behaviour, such as supervising their children and helping them with queries (Manzon et al., 2005, p. 27).

For parents with language barriers or lower language abilities, these resources are especially useful. Indeed, Loh and Sun note that reading habits in school-going children in Singapore are a form of cultural capital strongly correlated with socio-economic class (Loh & Sun, 2019, p. 8). Hence, my recommendations seek to level the playing field by enhancing all parents’ beneficial engagements with culture. To better cater to all parents, my specific parental invitations would be packaged in easily digestible, succinct, and accessible language. I would host these resources on a parent resource space, such as a Wixsite, or an existing schoolwide platform such as Edmodo.

Such invitations segue into my second area of consideration – *specific teacher invitations* for parental involvement. These contribute to parents’ overall “perceptions that their

involvement is sought, welcomed, and valued” (Walker et al., 2005, p. 93). Yet, there are challenges with incorporating *specific teacher invitations*. The extant literature suggests examples such as “encouraging parents to visit the classroom” and “supervising homework, actively helping with homework” (Walker et al., 2005, pp. 95 – 96). However, in localising these constructs, research suggests that that active involvement in homework should remain a secondary invitation. Furthermore, actions such as “observing a child’s class” have been found to conversely hinder student performance (Manzon et al., 2005, p. 17).

Drawing from Singapore’s best practices, teachers can invite parents to share their assessment of their child’s strengths and weaknesses at the start of the academic year, as seen from Mdm. Zainab Haron’s sharing in the course resources (IN-Learning, 2017). I would also invite parents to share their child’s home reading habits, and the frequency of engaging in specific cultural activities, at the start of each year.

In addition, I could invite parents to become stakeholders in the curriculum by inviting them to read the set text during the December holidays. Together with their child, parents could suggest discussion areas to teachers as the latter are preparing lesson materials. Regionally-oriented research also finds that there is room for greater parent participation in institutional life, such as “school activities and school decision-making bodies” (Manzon et al., 2005, p. 15). I could invite parents to engage the department even earlier – during its text selection process the year before. This may help to obtain parent buy-in when choosing texts that are real, and therefore, controversial – as seen in one school’s contested decision to use *The Hunger Games* for Secondary 2 Students (Teng, 2015, para. 4).

In conclusion, my suggestions for improving *parental self-efficacy* cluster around incorporating Literary culture into parents’ everyday lives – creating conducive environments, rather than training parents to take over the teachers’ role. These go hand-in-hand with *specific invitations* for input throughout the school year. Lastly, as we progress in building relational “trust and a partnership philosophy” (Manzon et al., 2005, p. 10) in Singapore, perhaps our mental models can move from parental involvement to engagement: from input to collaboration.

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