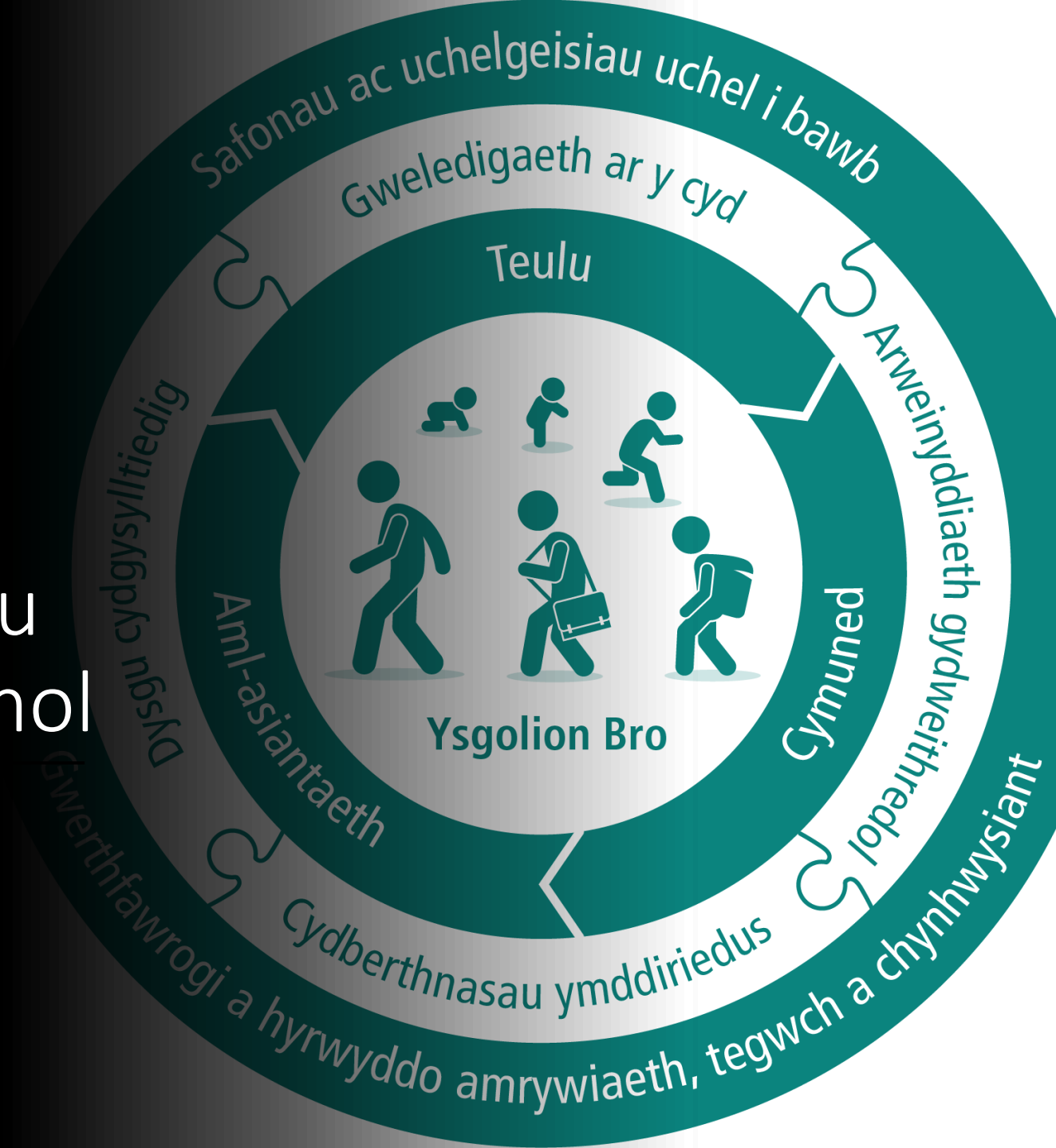


S4 - Theoretical Frameworks



S4 – Ffamwaithiau Damcaniaethol



Amcanion y sesiwn

Session aims

Datblygu dealltwriaeth ddadansoddol a beirniadol myfyrwyr o'r modd mae ffactorau y tu hwnt i'r ystafell ddosbarth yn dylanwadu ar y dysgu gan ddisgyblion, meddwl academiaidd cyfredol a mentrau cyfredol.

To develop students' analytical and critical understanding of how pupils' learning is influenced by factors beyond the classroom, current academic thinking and contemporary initiatives.



Cysylltiadau gyda Safonau SAC:

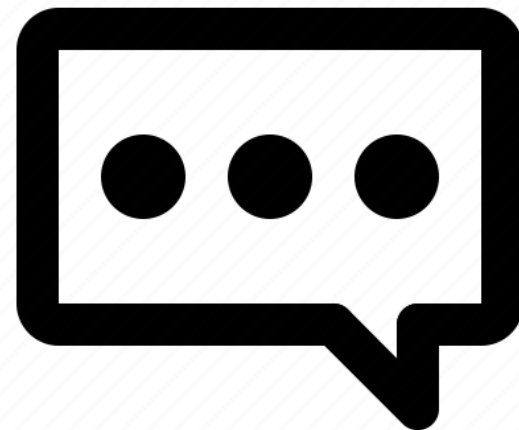
- **Addysgeg:** Mae'r darpar athro'n codi ymwybyddiaeth o sut mae profiadau dysgu a deilliannau perfformiad o safon uchel yn arwain at well dysgu a gwell synnwyr o les.
- **Arweinyddiaeth:** Mae'r darpar athro'n arddangos agweddau ac ymddygiadau proffesiynol, gan ddatblygu cydberthnasau cadarnhaol gyda dysgwyr, rhieni/gofalwyr a chydweithwyr, sy'n dangos ymrwymiad personol i'r egwyddorion sylfaenol, sef tegwch a gwneud y mwyaf o botensial pob dysgwr.
- **Arweinyddiaeth:** Mae'r athro'n arddangos dealltwriaeth o natur cyfrifoldebau o fewn ac ar draws timau ac o gyfraniadau unigolion tuag at ethos yr ysgol a gwireddu gweledigaeth yr ysgol yn llwyddiannus.

Links to QTS Standards:

- **Pedagogy:** The importance of positive involvement of parents/carers and other partners is understood, and opportunities are taken to observe and evaluate processes.
- **Leadership:** The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
- **Leadership:** The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision.

Ffactorau
sy'n
dylanwadu ar
ddysgu

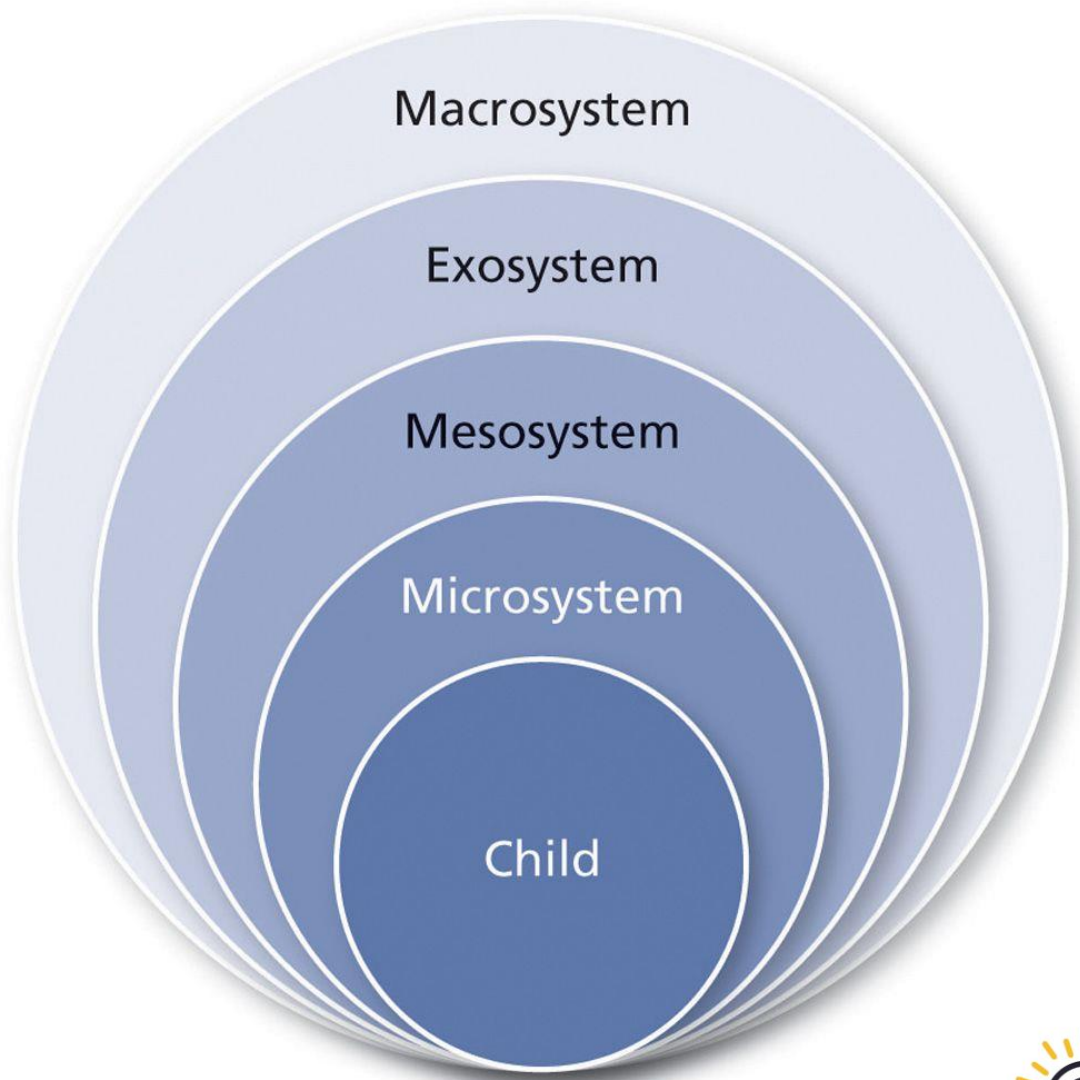
Factors that
influence
learning

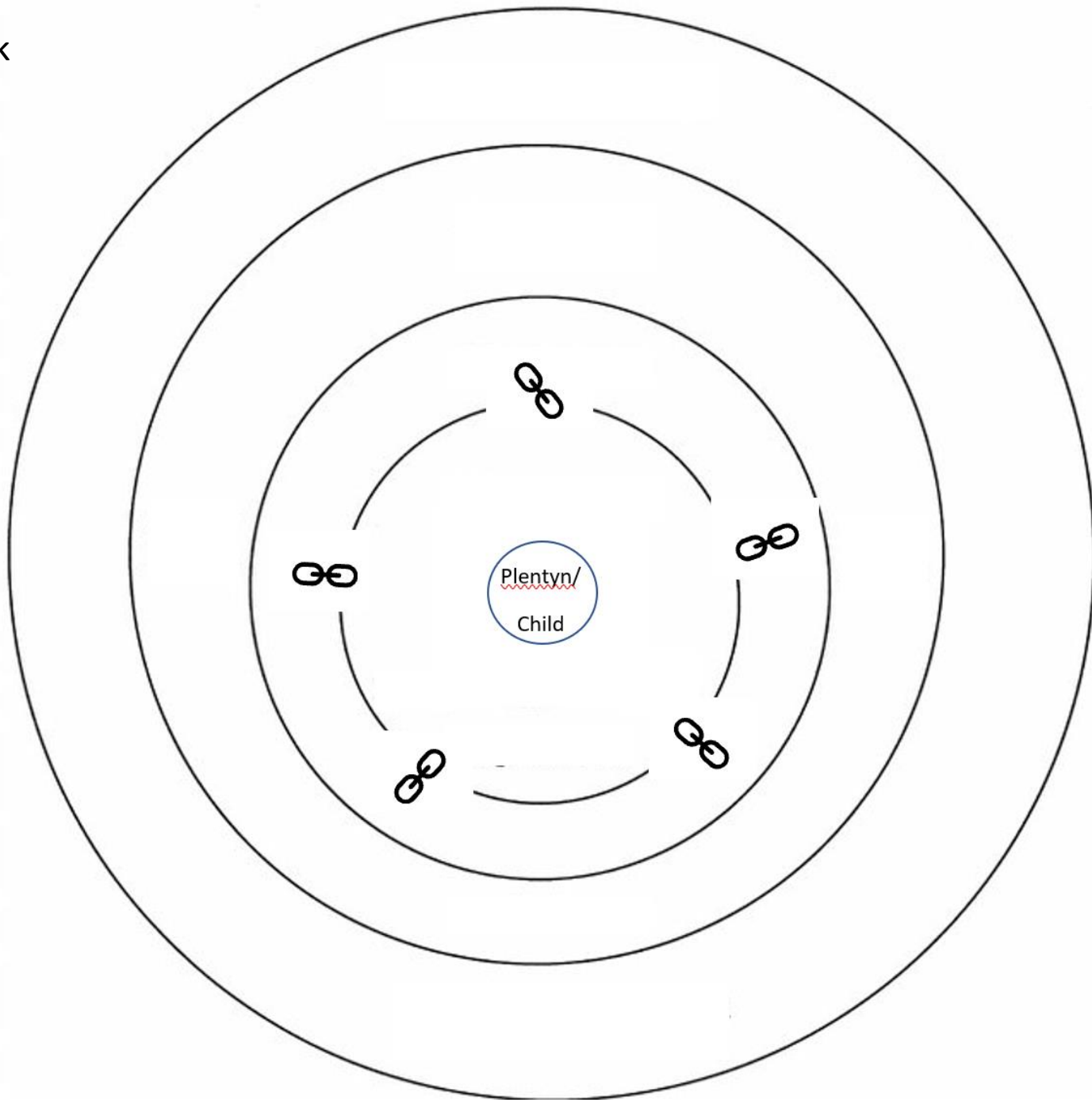


Urie
Bronfenbrenner

Damcaniaeth
Systemau
Ecolegol am
Ddatblygiad

Ecological
Systems Theory
of Development





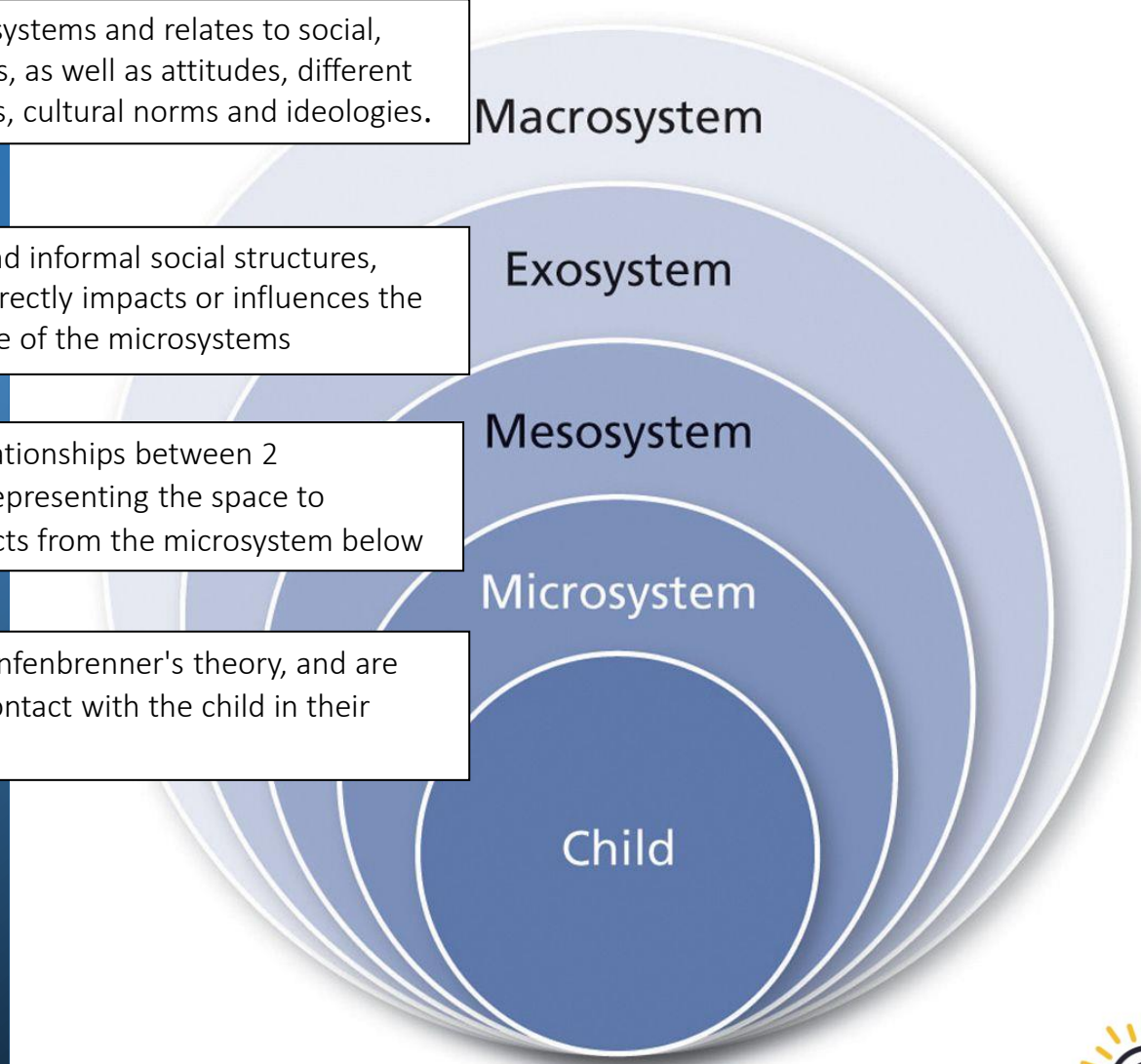
Support for task

The **macrosystem** affects all the other systems and relates to social, cultural, political and economic aspects, as well as attitudes, different dominant norms such as gender norms, cultural norms and ideologies.

The **exosystem** includes other formal and informal social structures, which do not contain the child, but indirectly impacts or influences the child as links from this system affect one of the microsystems

The **mesosystem** refers to the inter relationships between 2 microsystems – think of this circle as representing the space to consider the **links** between any 2 aspects from the microsystem below

The **microsystem** is the first level of Bronfenbrenner's theory, and are the people or places that have direct contact with the child in their **immediate** environment



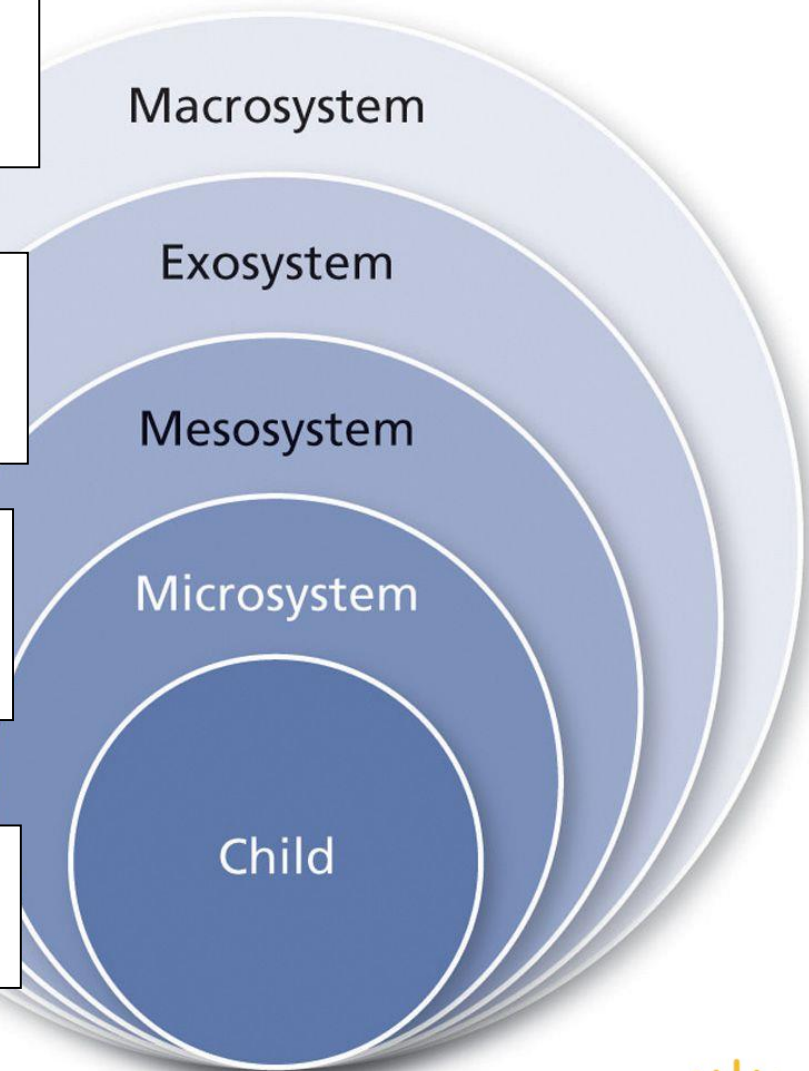
Mae'r **macrosystem** yn effeithio ar yr holl systemau eraill ac yn ymwneud ag agweddau cymdeithasol, diwylliannol, gwleidyddol ac economaidd, yn ogystal ag agweddau, normau dominyddol gwahanol fel normau rhywedd, normau diwylliannol ac ideolegau.

Mae'r **exosystem** yn cynnwys strwythurau cymdeithasol ffurfiol ac anffurfiol eraill, nad ydynt yn cynnwys y plentyn, ond sy'n effeithio neu'n dylanwadu'n anuniongyrchol ar y plentyn wrth i gysylltiadau o'r system hon effeithio ar un o'r microsystemau

Mae'r **mesosystem** yn cyfeirio at y cydberthynas rhwng 2 ficrosystem – meddyliwch am y cylch hwn fel un sy'n cynrychioli'r gwagle i ystyried y **cysylltiadau** rhwng unrhyw 2 agwedd o'r microsystem isod

Y **microsystem** yw lefel gyntaf theori Bronfenbrenner, sef y bobl neu'r manau sy'n cael cysylltiad uniongyrchol â'r plentyn yn ei amgylchedd cynefin

Cefnogaeth i dasg/



Gwyliwch y
fideo byr
hwn ar
YouTube.

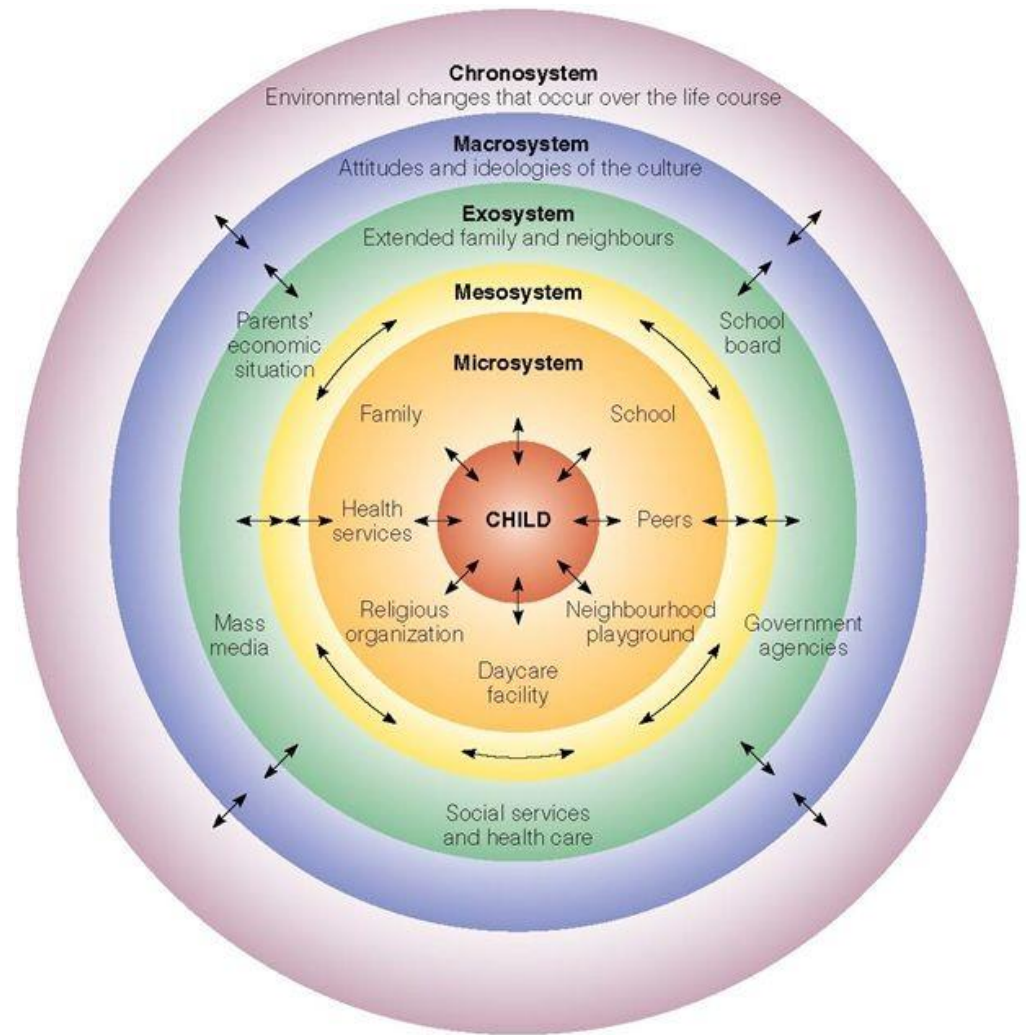
Watch this
short
YouTube
video

[Bronfenbrenner's Ecological Systems: 5 Forces
Impacting Our Lives – YouTube](#)

Urie
Bronfenbrenner

Damcaniaeth
Systemau Ecolegol
am Ddatblygiad

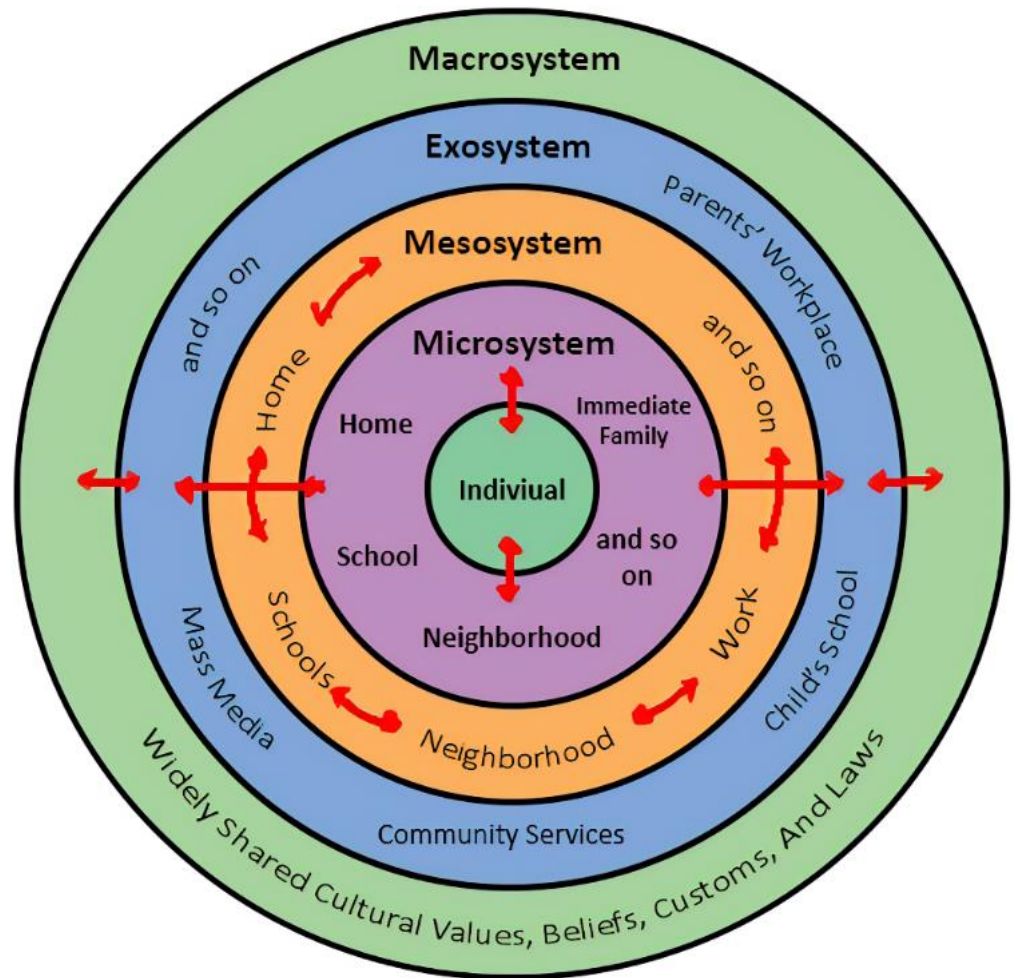
Ecological
Systems Theory of
Development



Urie Bronfenbrenner

Damcaniaeth
Systemau Ecolegol am
Ddatblygiad

Ecological Systems
Theory of
Development



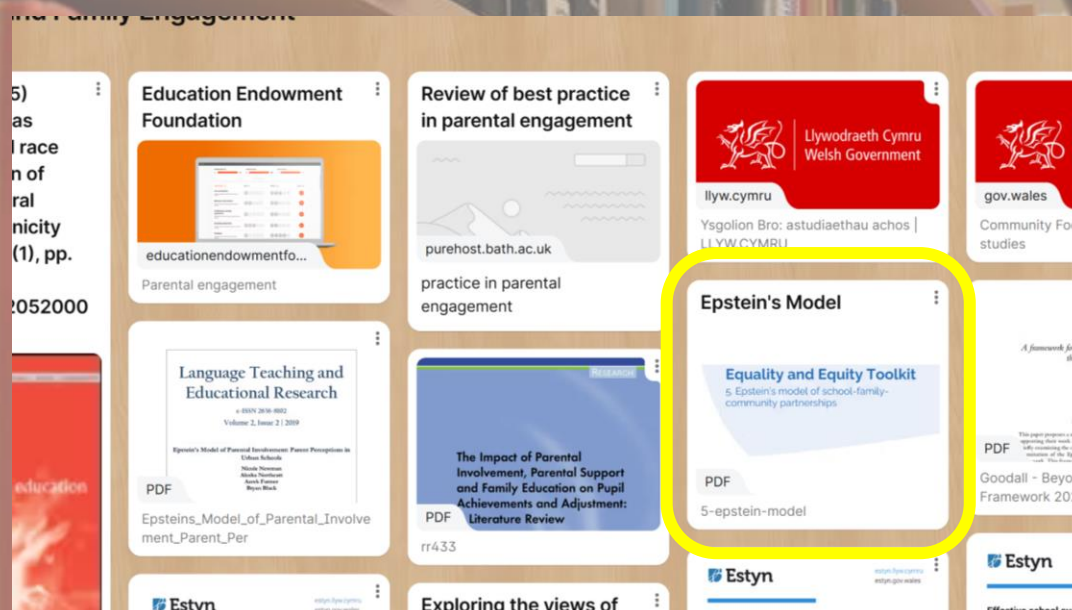


Mesosystem
Plentyn a athro/ child and
teacher

When Jane was a little girl, she hated school. Her mother often forgot to give her lunch, and her memories of school largely involve feeling hungry, finding it hard to pay attention and being shouted at by teachers for not knowing the right answers. Jane's daughter Lydia has just transitioned from preschool into the primary school where Jane went as a child. She has received a note from Lydia's teacher asking her to call to the school to discuss a matter related to Lydia's learning, but each time she is in the schoolyard, Jane feels sick and frightened and can't bring herself to go in. After a week, the teacher phones Jane. Jane shouts at the teacher, tells her that she's just picking on Lydia, that she won't come up to the school to listen to them bad-mouth her daughter, and hangs up the phone. The teacher chats to her colleagues in the staffroom about how parents from Jane's estate just don't care about their children's education and there's nothing she can do to help Lydia if the mother won't fulfill her responsibilities.

Source: adapted from O'Toole (2016)





Equality and Equity Toolkit

5. Epstein's model of school-family-community partnerships

Created by Connect - www.connect.scot



A 'Learning Together' - Equalities and Equities Fund project supported by the Scottish Government



Tasg Ymgysylltu â llenyddiaeth/Engagement with literature task

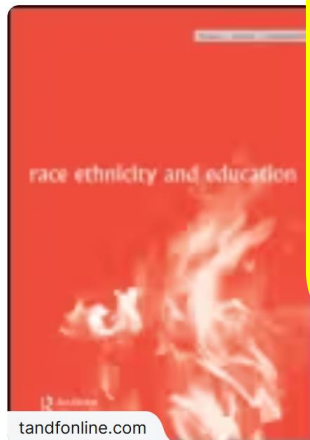
Literature School and Family Engagement



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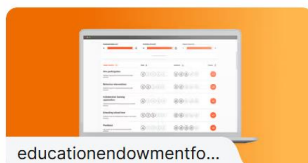
School and Family Engagement

Yosso, T. J. (2005)
'Whose culture has capital? A critical race theory discussion of community cultural wealth', *Race Ethnicity and Education*, 8(1), pp. 69–91. doi: 10.1080/1361332052000341006.



Whose culture has capital? A critical race theory discussion of community cultural wealth

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Parental engagement

Language Teaching and Educational Research

e-ISSN 2636-8002
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Epstein's Model of Parental Involvement: Parent Perceptions in Urban Schools
Nicole Newman
Alison Northcutt
Aurick Farmer
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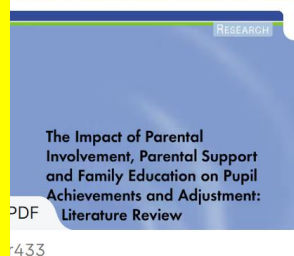
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Review of best practice in parental engagement



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practice in parental engagement



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Exploring the views of parents of high ability children living in relative poverty Valsa Koshy*, Joanna Brown, Deborah Jones and Carole

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Epstein's Model

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5. Epstein's model of school-family-community partnerships

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Sussex University

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February 2020

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%2520for%2520disadvantaged%2520



A framework for family engagement: Going beyond the Epstein Framework

JANET GOODALL¹
Swansea University

ACADEMIC ABSTRACT

This paper proposes a new framework for schools to use in evaluating and supporting their work around parental engagement. The paper begins by briefly examining the concept of parental engagement and moves on to an examination of the Epstein framework, which is the most widely used framework. This framework was first proposed in the last century, and the paper notes the advances in our understanding of parental engagement since that time. The paper concludes by offering a new framework to replace the one currently most often used. An appendix gives a practitioner's version of the framework to enable planning and evaluation.

PRACTICAL ABSTRACT

Epstein's framework is widely used by schools in evaluating their practices around parental engagement. This article suggests a way to bring this framework up to date, using current literature in the field. The article offers a new framework for looking at parental engagement in learning in schools, and also offers a practitioner's version, to allow staff to plan and evaluate their work in this area.

Keywords: parental engagement, learning, relationships, school leadership

<https://doi.org/10.16922/uje.24.2.5>

Alternative Viewpoint

Yosso, T. J. (2005) 'Whose culture has capital? A critical race theory discussion of community cultural wealth', *Race Ethnicity and Education*, 8(1), pp. 69–91.

Whose culture has capital? A critical race theory discussion of community cultural wealth

Tara J. Yosso*

University of California, USA

This article conceptualizes community cultural wealth as a critical race theory (CRT) challenge to traditional interpretations of cultural capital. CRT shifts the research lens away from a deficit view of Communities of Color as places full of cultural poverty disadvantages, and instead focuses on and learns from the array of cultural knowledge, skills, abilities and contacts possessed by socially marginalized groups that often go unrecognized and unacknowledged. Various forms of capital nurtured through cultural wealth include aspirational, navigational, social, linguistic, familial and resistant capital. These forms of capital draw on the knowledges Students of Color bring with them from their homes and communities into the classroom. This CRT approach to education involves a commitment to develop schools that acknowledge the multiple strengths of Communities of Color in order to serve a larger purpose of struggle toward social and racial justice.

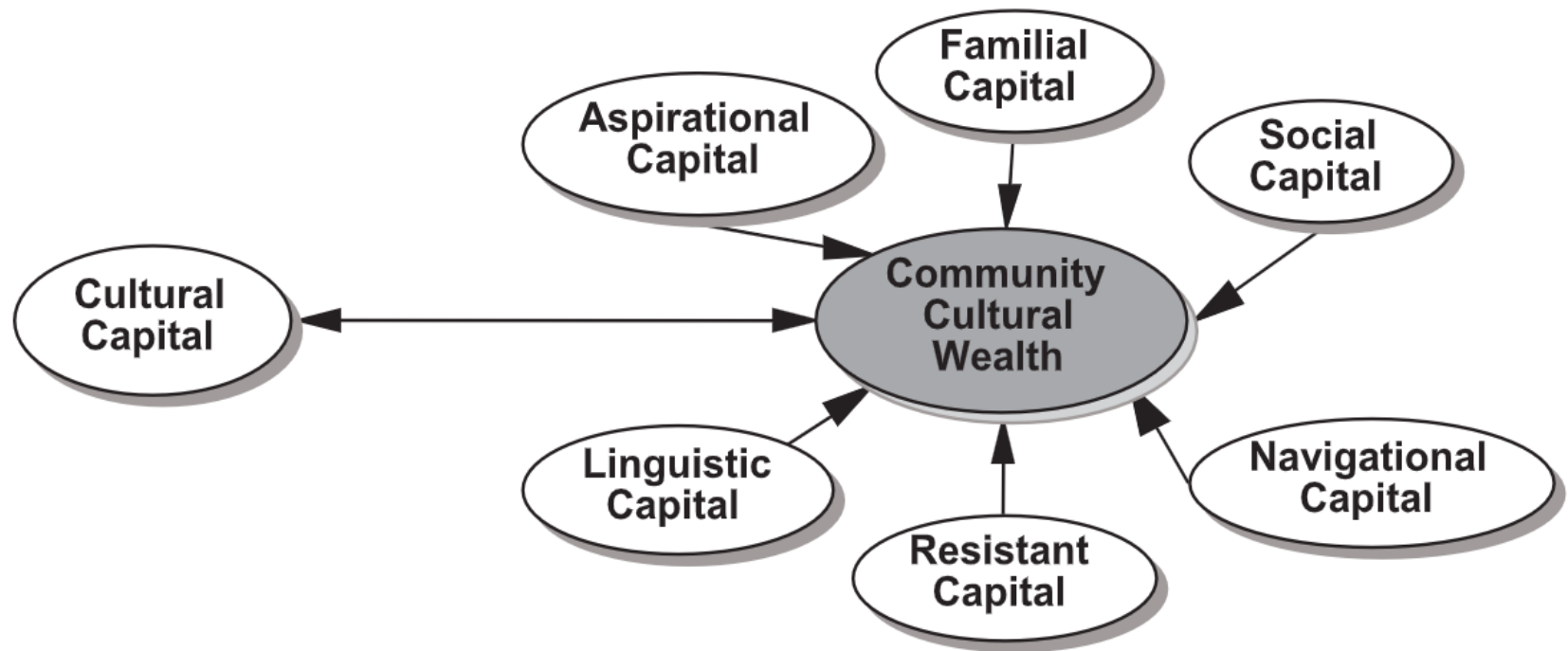


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Cyfeiriadau/References



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Hayes, N., O'Toole, L., & Halpenny, A. M. (2017). *Introducing Bronfenbrenner: A guide for practitioners and students in early years education*. Taylor & Francis.

Yosso, T. J. (2005) 'Whose culture has capital? A critical race theory discussion of community cultural wealth', *Race Ethnicity and Education*, 8(1), pp. 69–91.



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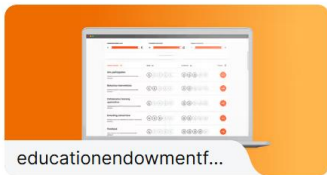


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