# SHIFTING DEFICIT PERSPECTIVES OF TEACHER-PARENT PARTNERSHIPS: POST-COVID TEACHER STORIES

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It is widely accepted that children whose home environment is supportive of their school learning experience an academic advantage and that parents are influential in whether or not their children experience success in mathematics. In this oral communication we focus on primary school mathematics teacher practices, in the post-Covid context, that enabled (or not) mathematical learning partnerships with parents, and the parent responses to these practices, as storied by the teachers. We address the questions: (1) How are primary school mathematics teachers engaging with and supporting parents in the post-Covid context, particularly regarding supporting learners' mathematical learning? and (2) How are parents (according to teachers) responding to the efforts of teachers to encourage their engagement with the mathematical learning of their child? The research, conducted in October 2022, involved 89 teachers who completed questionnaires that sought narrative responses about their strategies for engaging with parents and sharing resources and knowledge. The theoretical framework that guided the thematic analysis of the data is Barton et al.'s (2004) Ecologies of Parental Engagement (EPE) framework. Parental engagement is situated as a "relational phenomenon that relies on activity networks" (p. 3) and it highlights "the crucial importance that both space and capital play in the relative success parents (and teachers) have in engaging parents" (p. 3) in the mathematical learning of their children.

The research reveals an emerging trend in the relationship between teachers and parents in the post-pandemic context, showing increased teacher-parent communication and parent engagement with children's learning. The study highlighted how teachers have creatively established an intermediate space between school and home, using technology to communicate with parents and share resources. This indicates a shift away from deficit accounts of the home space towards developing partnerships with parents to support student learning. The findings suggest that the pandemic necessitated increased collaboration between teachers and parents to support students' mathematical learning, and that leveraging technology played a significant role in facilitating this partnership. The research lays the groundwork for encouraging ongoing parent engagement as part of teachers' everyday practice.

## References

Barton, A.C., Drake, C., Perez, J.G., St Louis, K, & George, M. (2004). Ecologies of parental engagement in urban education. *Educational Researcher, 33*(4), 3-12. https://doi.org/10.3102/0013189X033004003



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