

Parenting Education And Social Lity In Rural China Cultivating Dragons And Phoenixes Routledge Contemporary China Series

An empowering, timely guide to raising anti-racist, compassionate, and socially conscious children, from a diversity and inclusion educator with more than thirty years of experience. As a global pandemic shuttered schools across the country in 2020, parents found themselves thrust into the role of teacher—in more ways than one. Not only did they take on remote school supervision, but after the murder of George Floyd and the ensuing Black Lives Matter protests, many also grappled with the responsibility to teach their kids about social justice—with few resources to guide them. Now, in *Social Justice Parenting*, Dr. Traci Baxley—a professor of education who has spent 30 years teaching diversity and inclusion—will offer the essential guidance and curriculum parents have been searching for. Dr. Baxley, a mother of five herself, suggests that parenting is a form of activism, and encourages parents to acknowledge their influence in developing compassionate, socially-conscious kids. Importantly, Dr. Baxley also guides parents to do the work of recognizing and reconciling their own biases. So often, she suggests, parents make choices based on what's best for their children, versus what's best for all children in their community. Dr. Baxley helps readers take inventory of their actions and beliefs, develop self-awareness and accountability, and become role models. Poised to become essential reading for all parents committed to social change, *Social Justice Parenting* will offer parents everywhere the opportunity to nurture a future generation of humane, compassionate individuals.

We are in this together and will get through this together Parent involvement has always been a vital part of any child's education, but the pandemic and resulting remote instruction require that parents and educators partner at a deeper level. Following the tremendous success of *The Distance Learning Playbook*, K-12, education authorities Doug Fisher, Nancy Frey, and John Hattie have teamed up with New York Times bestselling author and parenting expert Rosalind Wiseman to bring you the consummate guide to support your child's academic, social, and emotional development in any learning environment – while not overwhelming you in the process. This essential guide will arm you with the tools and insight to Create an environment conducive to learning, establish routines, and most importantly, take care of yourself and your child Maximize the time you spend supporting learning by focusing on what is proven to work best in education Help your child develop the cognitive attitudes and habits that foster creativity, critical thinking, and increased responsibility for their learning Support the development of your child's social and emotional learning skills, including the ability to navigate social interactions, build friendships, and regulate emotions at a time when they have never been more important to have, and more challenging to maintain *The Distance Learning Playbook for Parents* outlines supportive strategies for navigating virtual environments to ensure effective and impactful learning that aligns the needs and expectations of teachers, parents, and students alike.

Textbook

A single-volume textualization of the growing level of interest in research, educational and professional activity within the broadly defined field of parenting.

Through a global, multidisciplinary perspective, this book describes how four factors influence parenting practices: a countries historical and political background, the parent's educational history, the economy and the parent's financial standing, and advances in technology. Case studies that illustrate the impact these four factors have on parents in various regions help us better understand parenting in today's global, interconnected world. Descriptions of parenting practices in countries from Europe, North and South America, Africa, Asia, and the Caribbean give readers a contemporary perspective. Both research and clinical implications when working with families from various cultures are integrated throughout. Part I reviews the four major factors that shape parenting practices. Part II features cases written by contributors with extensive experience in parenting practice and research that bring to life the ways in which these four factors influence parenting within their region. Each chapter in Part II follows the same format to provide consistency for comparative purposes: an introduction, historical and political, economic, educational, and societal factors and parenting practices, and a conclusion. Each case reviews: Historical and political factors such as slavery, war, and natural disasters and how these factors impact cultural beliefs, parenting behaviors, and a child's development Economic factors which impact the capacity for consistent, involved parenting which can result in low IQ, behavioral problems, depression, and domestic conflict and the need to account for financial factors when developing intervention programs Educational levels impact on parenting practices and their children's achievements Advances in technology and its impact on parenting practices. Intended for graduate or advanced undergraduate courses in families in global context, immigrant families, family or public policy, multiculturalism or cross-cultural psychology, social or cultural development, counseling, social work, or international development taught in human development and family studies, psychology, social work, sociology, anthropology, racial studies, and international relations, this book also appeals to practitioners and researchers interested in family studies and child development and policy and program managers of governments, NGOs, and mental health agencies.

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Traditionally, books on parent education have focused on techniques from a certain tradition, either behavioral or humanistic, that could be applied to any problem of parenting or child behavior change. These books have used a "cook-book" approach that is frequently oblivious to environmental conditions that influence behavior or take into account the individual differences of the children or families involved. This book highlights the complexity of our society and times by exploring the problems faced by diverse types of parents, children, and parenting situations. Moreover, the sensitive issues of parenting in unique populations are handled in a caring, straight-forward way with an emphasis on research-based parent education programs along with tips and strategies for everyday use. Premier text on parent education in diverse populations Features tips, strategies, websites and support for parents Based upon "cutting edge" research in parent education Models for developing problem-specific parenting programs Step-by-step parent education programs for low-incidence problems Features violence and crisis prevention and intervention skills for families

The instant New York Times bestseller! "Emily Oster dives into the data on parenting issues, cuts through the clutter, and gives families the bottom line to help them make better decisions."

–Good Morning America “A targeted mini-MBA program designed to help moms and dads establish best practices for day-to-day operations.” -The Washington Post From the bestselling author of *Expecting Better* and *Cribsheet*, the next step in data driven parenting from economist Emily Oster. In *The Family Firm*, Brown professor of economics and mom of two Emily Oster offers a classic business school framework for data-driven parents to think more deliberately about the key issues of the elementary years: school, health, extracurricular activities, and more. Unlike the hourly challenges of infant parenting, the big questions in this age come up less frequently. But we live with the consequences of our decisions for much longer. What's the right kind of school and at what age should a particular kid start? How do you encourage a healthy diet? Should kids play a sport and how seriously? How do you think smartly about encouraging children's independence? Along with these bigger questions, Oster investigates how to navigate the complexity of day-to-day family logistics. Making these decisions is less about finding the specific answer and more about taking the right approach. Parents of this age are often still working in baby mode, which is to say, under stress and on the fly. That is a classic management problem, and Oster takes a page from her time as a business school professor at the University of Chicago to show us that thoughtful business process can help smooth out tough family decisions. *The Family Firm* is a smart and winning guide to how to think clearly--and with less ambient stress--about the key decisions of the elementary school years. Parenting is a full-time job. It's time we start treating it like one.

This book focuses on parents and teachers as adult learners, who should be growing and learning along with the children in their care. It lays out a theory of what parents and teachers need to care for children and themselves and then it shows how the author has assisted parents and teachers to put these theories into practice. McDermott relies on stories and listening to the voices of parents, teachers and children to make her case. She weaves together the latest theories and research with these stories. She uses narratives of actual school meetings, workshops, parent planning and discussion groups, testimonies, newsletters, and research of others in the field, to demonstrate applications of theory and research. She fills a gap by focusing on parents from all socioeconomic backgrounds. Key Features:

- o Focuses on parents and teachers as adult learners
- o Focuses on the dynamic process of parenting and teaching
- o Provides a theory to practice model to support parents, families and teachers
- o Provides a tool or guide for thinking through problems and finding solutions that take into consideration the needs of all involved.

There is a dynamic and growing energy in Indonesia focusing on parenting education, particularly for low-SES families. However, little is known about parenting styles and related outcomes, much less the coverage and effectiveness of various parenting education approaches. In 2013, the Government of Indonesia commissioned the World Bank to review existing programs and make recommendations to strengthen its parenting education system. This report synthesizes international research while providing detailed information on the seven agencies currently providing parenting education programs in Indonesia, collected from interviews, reports, and data presentations in 2013 and early 2014. Four government ministries and three non-governmental organizations currently offer programming: Ministry of Health, Ministry of Education and Culture, Ministry of Social Affairs, Family Planning Board, Plan, Save the Children, and World Vision. The report notes the commonalities in current program structures and approaches, then articulates recommendations to create a more cohesive and effective system with adequate coverage. In terms of content, authors recommend that providers choose a narrow and meaningful set of messages for respective programs, and enhance content for particularly vulnerable families, such as those with children with disabilities or dealing with chronic illness, natural disaster, conflict, and so forth. To strengthen program design and delivery, eight recommendations emerge, such as articulating measurable goals, ensuring active learning, encourage in-session practice, improving training and compensation for facilitators, and increasing the use of technology. The report includes a matrix of short-term (1-2 years) and medium-term (3-5 years) steps to build a coordinated system of parenting education that involves four areas of action: (1) create the framework; (2) develop an enabling environment; (3) conduct the research; and (4) implement and refine programming. Steps are both simultaneous and sequential and should lead to increased coverage and quality of programs within 5 years.

This is the first book to provide a multidisciplinary, critical, and global overview of evidence-based parenting education (PEd) programs. Readers are introduced to the best practices for designing, implementing, and evaluating effective PEd programs in order to teach clients how to be effective parents. Noted contributors from various disciplines examine evidence –based programs from the U.S., Canada, Europe, Asia, Australia, as well as web-based alternatives. The best practices used in a number of venues are explored, often by the developers themselves. Examples and discussion questions encourage application of the material. Critical guidance for those who wish to design, implement, and evaluate PEd programs in various settings is provided. All chapters feature learning goals, an introduction, conclusion, key points, discussion questions, and additional resources. In addition to these elements, chapters in Part III follow a consistent structure so readers can easily compare programs—theoretical foundations and history, needs assessment and target audience, program goals & objectives, curriculum issues, cultural Implications, evidence-based research and evaluation, and professional preparation and training issues. The editor has taught parenting and family life education courses for years. This book reviews the key information that his students needed to become competent professionals. Highlights of the book's coverage include: Comprehensive summary of evidence-based PEd training programs in one volume. Prepares readers for professional practice as a Certified Family Life Educator (CFLE) by highlighting the fundamentals of developing and evaluating PEd programs. Exposes readers to models of parenting education from around the world. The book opens with a historical overview of PEd development. It is followed by 20 chapters divided in four parts. The initial six chapters focus on fundamentals of parenting education --program design, implementation, evaluation, the role of mediators and moderators, as well as the U.S. Cooperative Extension Parent Framework. The three chapters in Part II review the latest status of parenting education in Europe, Asia, and web-based alternatives. Part III presents ten stellar, evidence-based parenting programs offered around the world. In addition to the learning goals, introduction, conclusion, key points, discussion questions, and additional resources that are found in all chapters, those in Part III also consider theoretical foundations and history, needs assessment and target audience, program goals & objectives, curriculum issues, cultural Implications, evidence based research and evaluation, and professional preparation and training issues. Part IV reviews future directions. Ideal for advanced undergraduate or graduate courses in parent education, parent-child relations, parenting, early childhood or family life education, family therapy, and home, school, and community services taught in human development and family studies, psychology, social work, sociology, education, nursing, and more, the book also serves as a resource for practitioners, counselors, clergy members, and policy makers interested in evidence based PEd programs or those seeking to become CFLEs or Parent Educators.

This book should enhance the reader's understanding of the contemporary scene in parenting education, including effective programming, important issues, and future trends.

Drawing on in-depth observations of black and white middle-class, working-class and poor families, this study explores the fact that class does make a difference in the lives and futures of American children and offers a picture of childhood in the 21st century.

In 2015, social justice educator and activist Angela Berkfield held her first Parenting for Social Justice workshop. Now it is time to share those tools and inspiration. Using plain language, this book discusses race, class, gender, disability, healing justice, and collective liberation, initiating age-appropriate and engaging conversations with kids about social justice issues. Included are ideas for taking action as families, from making protest signs and attending a local march, to trying healing meditations and consciously connecting with people from different backgrounds. Resources for further learning and activities that readers can engage in on their own or as part of a group.

There is a strong connection between culture and parenting. What is acceptable in one culture is frowned upon in another. This applies to behavior after birth, encouragement in early childhood, and regulation and freedom during adolescence. There are differences in affection and distance, harshness and repression, and acceptance and criticism. Some parents insist on obedience; others are concerned with individual development. This clearly differs from parent to parent, but there is just as clearly a connection to culture. This book includes chapters on China, Colombia, Jordan, Kenya, the Philippines, Thailand, Korea, Vietnam, Brazil, Native Americans and Australians, Argentina, Chile, Mexico, Ecuador, Cuba, Pakistan, Nigeria, Morocco, and several other countries. Beside this, the authors address depression, academic achievement, behavior, adolescent identity, abusive parenting, grandparents as parents, fatherhood, parental agreement and disagreement, emotional availability and stepparents.?

Grounded in pioneering research, this authoritative text examines the parenting strategies that help children and adolescents develop into productive, happy members of society. Joan Grusec gives students and practitioners a roadmap for navigating the vast, seemingly contradictory literature on parenting. Rather than advocating one "best" style of parent-child interaction, Grusec identifies five domains of socialization and shows that different ways of responding to children are appropriate for each one. Chapters on each domain--protection, reciprocity, control, guided learning, and group participation--combine theory, empirical findings, cross-cultural considerations, and real-world applications. Personal recollections from culturally diverse young adults illustrate how parents helped impart important life lessons. Learning exercises present examples of children's behavior and invite the reader to select the most effective parenting action from several possible options.

"This text uniquely provides comprehensive coverage of the history of parenting and parent/school collaboration, current issues and immigration trends affecting American schools and communities, diverse family structures, and many techniques that teaching professionals can use to engage family members of all children more completely as partners in education. Chapters on working with families of children with special needs and on child abuse are remarkable aspects of this text."--BOOK JACKET.

Parents as Partners in Education, Eighth Edition, is uniquely the most comprehensive book on the market covering the history of parenting and parent/school collaboration, current issues and population trends affecting American schools and communities, diverse family structures, and techniques for establishing a connection with parents and encouraging involvement with their child's learning. Based on the notion of funds of knowledge, the knowledge that children acquire from their families, this best-selling textbook helps the reader differentiate between culture and diversity as they relate to culturally and linguistically diverse families. Rather than following a tourist approach to culture, this new edition focuses on culturally relevant pedagogy to work with children and their families, particularly those who are English language learners and immigrant children. A special focus on culturally and linguistically diverse children with special needs is a remarkable aspect of the book.

As research in neuroscience increasingly points to the unparalleled influence of the first 1000 days of life from conception to two years of age in determining the baby's life trajectory, the need for high-quality early parenting education delivered by knowledgeable and dedicated professionals becomes ever more apparent. This book describes the global aims of early parenting education. It identifies the key areas that research suggests are important: building a relationship with the unborn and newborn baby; preparing for labour and birth; supporting parents' mental health; protecting the couple relationship across the transition to parenthood; and education for special groups such as same-sex couples, women with fear of birth, prisoners, military wives and parents from black and minority ethnic backgrounds. All practitioners providing early parenting programmes - midwives, health visitors, family link workers, children's centre staff and voluntary sector teachers - will gain new ideas for their practice in this book. Students taking midwifery and early childhood courses will find much to support their studies. Ultimately, the book provides inspiration for all those who are committed to the role of parenting education in reducing social inequalities.

This book explores how social workers incorporate issues of culture when evaluating the parenting competence of Black, Asian, and Minority Ethnic (BAME) parents and highlights the gap in how social workers assess safe parenting in BAME families. Drawing on a study that combined a phenomenological research philosophy with frame analysis, the book explores how culturally informed parenting is construed by social workers and BAME parents. It argues that effective assessment of the parenting competence of BAME parents is predicated on understanding how culture frames perspectives of what constitutes competent parenting. Throughout the eight chapters, the book moves the debate within the literature away from the universality of parenting concepts to a focus on a deeper understanding of culture. It highlights the influence that culture has on the way that BAME parents socialise their children, as well as how parents and social workers conceptualise safe parenting. The result is useful insights into the cultural context of parenting. The book will be of interest to all scholars and students of social work, childhood studies, sociology, and social policy, as well as social work professionals more broadly.

Effective teaching is effective teaching, no matter where it occurs The pandemic teaching of mid-2020 was not really distance learning, but rather crisis teaching. But starting now, teachers have the opportunity to prepare for distance learning with purpose and intent—using what works best to accelerate students' learning all the while maintaining an indelible focus on equity. Harnessing the insights and experience of renowned educators Douglas Fisher, Nancy Frey, and John Hattie, The Distance Learning Playbook applies the wisdom and evidence of VISIBLE LEARNING® research to understand what works best with distance learning. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design,

assessments, and grading, this comprehensive playbook details the research- and evidence-based strategies teachers can mobilize to deliver high- impact learning in an online, virtual, and distributed environment. This powerful guide includes: · Learning Intentions and Success Criteria for each module to track your own learning and model evidence-based teacher practices for meaningful learning · A diversity of instructional approaches, including direct instruction, peer learning, and independent work that foster student self-regulation and move learning to deep and transfer levels · Discussion of equity challenges associated with distance learning, along with examples of how teachers can work to ensure that equity gains that have been realized are not lost. · Special guidance for teachers of young children who are learning from a distance · Videos of the authors and teachers discussing a wide variety of distance learning topics · Space to write and reflect on current practices and plan future instruction The Distance Learning Playbook is the essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and impactful.

A study sought to determine the need for parenting education for children (up to 19 years), and to find out what is being done worldwide in the field. Data were collected by means of a computer search of Family Life Education (FLE) literature, letters to ministries of education and educational organizations, and telephone calls to selected education personnel. A synthesis of information is presented on: (I) most widely perceived goals of FLE programs; (2) goals of courses in FLE curricula; (3) sex education and FLE; (4) sex of students and provision of FLE; (5) relation of course content to grade levels; (6) education for and about handicapped children; (7) teacher selection for FLE courses; (8) teacher support--material resources, inservice training, and human resources; (9) parent and community involvement; (10) education in nonschool settings; (11) new directions in the field; and (12) parenting education research, past and future. General conclusions are presented. Appendixes include questions addressed by the study, descriptors used in the computer search, the letter sent to solicit information, sources of direct response, and references and a six-page bibliography. (JD)

Confident Parents, Confident Kids lays out an approach for helping parents—and the kids they love—hone their emotional intelligence so that they can make wise choices, connect and communicate well with others (even when patience is thin), and become socially conscious and confident human beings. How do we raise a happy, confident kid? And how can we be confident that our parenting is preparing our child for success? Our confidence develops from understanding and having a mastery over our emotions (aka emotional intelligence)—and helping our children do the same. Like learning to play a musical instrument, we can fine-tune our ability to skillfully react to those crazy, wonderful, big feelings that naturally arise from our child's constant growth and changes, moving from chaos to harmony. We want our children to trust that they can conquer any challenge with hard work and persistence; that they can love boundlessly; that they will find their unique sense of purpose; and they will act wisely in a complex world. This book shows you how. With author and educator Jennifer Miller as your supportive guide, you'll learn: the lies we've been told about emotions, how they shape our choices, and how we can reshape our parenting decisions in better alignment with our deepest values. how to identify the temperaments your child was born with so you can support those tendencies rather than fight them. how to align your biggest hopes and dreams for your kids with specific skills that can be practiced, along with new research to support those powerful connections. about each age and stage your child goes through and the range of learning opportunities available. how to identify and manage those big emotions (that only the parenting process can bring out in us!) and how to model emotional intelligence for your children. how to deal with the emotions and influences of your choir—the many outside individuals and communities who directly impact your child's life, including school, the digital world, extended family, neighbors, and friends. Raising confident, centered, happy kids—while feeling the same way about yourself—is possible with Confident Parents, Confident Kids.

Developed for students in child and family science courses, *An Introduction to Effective Parenting Education: Exploring Context, Content, and Strategies* provides foundational information and orients readers to professional parent education, both formal and informal. Geared specifically to those who may one day provide parenting education, the text is organized into three sections that discuss the context of parenthood in the United States, the content generally included in parenting programs, and the specific strategies parent educators use to teach adults. Readers learn about the sociology of parenthood, including demographic trends regarding parenthood, the effect of parenting on both parents and children, and the research that has produced a scientific consensus regarding effective parenting. They also review the best practices of those parenting strategies in depth. Strategies include attachment relationship formation; communication approaches such as active listening, I-messages, and win-win problem-solving; process-centered feedback to nurture a growth mindset; natural and logical consequences; and applied behavior analysis. Finally, readers explore the profession of family life education, including best practices for teaching as well as a review of widely used parenting programs. Focused on content that is practically applicable, and dedicated to compassionate, evidence-based parenting education, *An Introduction to Effective Parenting Education* encourages students to think deeply about all aspects of parenting. It is well-suited to courses in child and family science, human development and family studies, or parent-child relations. Kathleen Dyer earned her Ph.D. in human development and family studies at the University of Missouri, Columbia. She is an associate professor in the Department of Child, Family, and Consumer Studies at California State University, Fresno where she also serves as the department chair. Dr. Dyer has been certified as a Family Life Educator by the National Council on Family Relations since 2006. She regularly provides parenting education in a church setting as well as with a court-ordered divorce-related parenting program. Her professional writing has appeared in numerous journals including *Infant and Child Development*, the *British Medical Journal*, *Family Science Review*, *Sleep*, and the *Journal of Adult Development*.

The purpose of this study was to learn the needs of parents who are involved in the Taking Off To Success program and how the program can meet those needs. The Taking Off to Success program goal is to prepare children for kindergarten. The academic success of children living in poverty is important to the economy of Dayton Ohio and the voice of the parents is vital to helping children succeed. There were three themes presented in the review of the literature: parent education and involvement, early childhood literacy, and social justice. These three areas represented the focus of the Taking Off To Success program goals to assist parents in understanding their role as their child's most important teacher. The mixed methods used in this study included case studies of three mothers involved in the Taking Off To Success program. After the qualitative data were collected a survey was developed and 35 parents from the program completed this survey. This QUAL--quan model (Morse and Niehaus, 2009) was appropriate for this research question. Seven themes were identified during the research. The three main themes included: making friends with other parents, school and the importance of an education, and a need to learn more about parenting specifically in the area of discipline. The four sub-themes were: gaining self-confidence, poverty, listening to others, and mental health. Implications from this study include the need for parent education programming to include a component for building social capital. Parents living in poverty need the knowledge of child development, as well as the need to alleviate the social isolation they feel. Teacher education should require understanding families living in poverty and the daily struggles they face. With this knowledge the teacher in the classroom might become an ally to families, rather than a purveyor of stereotypes of family deficiency.

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This book explores the shifting geographies and contexts of children's play and learning. The author examines both free and guided play through the lenses of class, gender and disability, drawing links between face-to-face and online interactions. As young people increasingly spend time in virtual environments it is important to adjust understandings of how, and when, they engage with learning. The book

examines play as a continuum of activities and peer interactions, interrogating what it takes to bridge the gap between academic and wellbeing goals for children with disabilities and disadvantage, as well as those at the intersection with other markers of difference (e.g. gender and race). It will be of interest and value to scholars of play and education, as well as those working with disabled or disadvantaged children.

Like many countries around the world, China has been implementing policies aimed at improving parent-school relationships. However, unlike many developed countries, the historical context of family-school relationships has been limited and parents typically do not participate in the school context. Until now, there has been little research conducted in rural China on parental involvement in their children's education. This book investigates the nature of parental involvement in primary children's education in rural China by using a combination of quantitative and qualitative methods. It outlines the layered strategies of how rural parents are involved in their children's schooling, showing that rural parents strongly desire educational success for their children and view education as a means to their children gaining social mobility. It demonstrates that few rural parents engage in visible forms of parental involvement in their children's schools, such as attending parent-teacher meetings. Rather, they are more likely to engage strategies to support their children's education which are largely invisible to schools. It adds to the growing body of parental involvement research that suggests that culture, location, and socio-economic status influence different forms of parental involvement, and highlights nuances in invisible forms of parental involvement. Providing insights into how poor rural parents envision their role with their children, schools, and the larger society, and how these relationships can affect the social mobility of students and families, this book will be of huge interest to students and scholars of Asian education, comparative and international education, and Chinese society.

Concrete, research-driven advice on humanity's oldest, hardest job Why is parenting so fraught and so difficult in today's society? There has never been a time when advice was so readily available, and yet there is also a prevailing sense that parents are getting it wrong. This book examines the arguments and counter-arguments supported by research on how best to parent children, from birth to twelve years. By taking an impartial approach to the evidence and, by discussing case studies from across the world and from a number of academic disciplines, this book is designed to show how good parenting comes in many shapes and forms.

In March of 2020, our daily lives were upended by the COVID pandemic and subsequent school closures. With work and school shifting online, a new and ongoing set of demands has been placed on parents as school moved to online, virtual and hybrid models of learning. Families need to balance professional responsibilities with parenting and supporting their children's education. As education professors, we find ourselves in a particular position as our expertise collides with the reality of schooling our own children in our homes during a global pandemic. This book focuses on the experiences of education faculty who navigate this relationship as pandemic professionals and pandemic parents. In this collection of personal essays, we explore parenting in the pandemic among education professors. Through our stories, we share our perspectives on this moment of upheaval, as we find ourselves confronting practical (and impractical) aspects of long held theories about what school could be, seeing up close and personally the pedagogy our children endure online, watching education policy go awry in our own living rooms (and kitchens and bathrooms), making high-stakes decisions about our children's (and other children's) access to opportunity, and trying to maintain our careers at the same time. In this collision of personal and professional identities, we find ourselves reflecting on fundamental questions about the purpose and design of schooling, the value of our work as education professors, and the precious relationships we hope to maintain with our children through this difficult time. Praise for Parenting in the Pandemic "Lowenhaupt and Theoharis have curated a magnificent collection of essays that captures the hopes, fears, tensions, and possibilities of parenting in a time of crisis. A gift to parents and educators everywhere as we continue to process and reflect on what the pandemic has taught us about what it means to educate others, and perhaps through a renewed imagination, our very own children." - Sonya Douglass Horsford, Teachers College, Columbia University "In this powerful collection of essays, we have a rare window into how the personal and professional worlds of academics collided during the COVID-19 pandemic. What emerges from these reflections is an intimate portrait of the longstanding tensions in our lives as public intellectuals and parents that have long burned as embers, but are now set ablaze by the public health, economic, and educational crisis we have lived through during the last year. Reading these essays will help us to see questions of education policy and practice in a new, more personal light." - Matthew Kraft, Brown University

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