The Peripheral Model of Home-School Associations

Abstract

Most models of family-school partnership emphasise notions of reciprocity and mutuality, are aimed at enhancing and highlighting the opportunities for families and educators to work together, target capacity building, and provide guidance around building sustainable practices and plans that facilitate partnership work. This might be somewhat of a controversial chapter in that it does not advocate any of these things. Instead, it offers a new lens in which to structure and view how the adults in the lives of children might work to support children's participation in the school environment. We call this lens the Peripheral Model of Home-School Associations (PMHSA). Underpinning the PMHSA is Young's notions of aggregation, association, and intersecting voices (Young, 1997), Sartre's definition of seriality (Sartre, 1960; Young, 1994), and Hutchinson's Pedagogy of Democratic Narrative Relation for Strangers (Hutchinson, 2004). After a brief introduction, the chapter begins by problematising the term 'partnership' and follows with an outline of the theoretical basis drawn on to conceptualise the model, offering clear boundaries for stakeholders. The PMHSA is then presented and examples of how it can be applied in research and practice are offered. The chapter concludes by highlighting the importance of seeking out new ways of conceptualising how adults might support the academic learning of children, particularly at a time of rapid contextual change across the education landscape.

Introduction

It has been well-documented that children do best when the adults in their lives work together to support them (Goff, 2016; Epstein, 2019; Goff, Phillipson & Clarke, 2023) and it is now widely reported that both families and educators have a shared responsibility when it comes to children's schooling (Johnson & Ramsom, 2023). Whilst the COVID-19 pandemic and its related school closures and lockdown periods provided useful insight into both concepts, it also tested and challenged the ideas of working together as well as the notion of a shared responsibility of schooling, particularly in relation to equity (Biesta, 2022). There is no doubt that in some contexts, when families and educators were thrust into this space of working together and adopting a shared responsibility for children's schooling, they experienced success. However, in many instances, when some families and educators were thrust into the same space, the gap between home and school was widened, and it became glaringly apparent that this 'utopian notion' of everyone working together and sharing the responsibility of children's schooling was an extremely difficult undertaking, and in some instances, impossible for many families. The UK Government's research into recovery from the pandemic found that Primary school pupils' success in learning during the pandemic was often dependent on the level of support parents were able to give and the confidence parents had in helping their children in different subjects (Lynch, 2022). Furthermore, many schools have struggled with ongoing Covid related absences of children due to anxiety of not only the pupils but also that of their parents (Ofsted, 2021).

In this chapter, we foreground the home, the context of schooling, and the school environment to provide a different way to think about and conceptualise the adults who support children's participation in the school environment. We commence the chapter by first problematising the notion of partnership, specifically the blurring of boundaries for

stakeholders. We then provide an overview of Young's notion of aggregation, association (Young, 2008) and intersecting voices (Young, 1997), Sartre's concept of seriality (Sartre, 1960) and Hutchinson's Pedagogy of Democratic Narrative Relation for Strangers (Hutchinson, 2004) to provide a theoretical basis for thinking in new ways about how adults might work together. We then present the Peripheral Model of Home-School Associations (PMHSA). We discuss the unique features of the model in relation to research and practice and provide insight into the strengths and limitations of the model from a research and practice perspective. The chapter concludes with a discussion about the importance of reconceptualising how adults come together in schools during times of uncertainty and change.

The Problem with 'Partnership'
Over the past few decades, the term 'partnership', has become a key piece of operationalised political rhetoric across the globe (Jones & Bird, 2000). This is particularly evident in the education landscape, where governments around the world have cleverly shifted the responsibility of schooling away from being the sole responsibility of schools and teachers toward the shared responsibility of parents/carers teachers and schools. "Win-win elements are identified within good [school] partnerships which is why strengths-based approaches are espoused by education authorities globally and nationally" (Lynch, 2016, p. 8). Furthermore, global research suggests higher standards of learning are present; "in schools with well-established school-community partnerships" (UNESCO 2015, p. 44). On the surface this idea of shared responsibility makes sense and appears clear, it acknowledges that learning travels between home and school, and recognises parents as children's first and most influential teachers. However, when viewed through a political lens, the idea of a shared responsibility in relation to children's schooling offers limited boundaries for stakeholders, thus the idea becomes complex and can be perceived as a dominant tool for those in power, the Government.

> The term 'Governmentality' is concerned with the art of government (Chamberlain, 2014); it comes from the work of Michel Foucault and involves public regulation as an "exemplary paradigm of the deployment of governmental strategies that seek to shape the conduct of individuals and collectives" (Tinning, 2009, p. 147). Thorpe warns that governmentality illustrates a "declining faith in the institutions responsible for governing education" (2003, p. 147). (Lynch, 2019, p. 35).

Shared responsibility for children's schooling also means shared accountability for student outcomes, and this is an appealing notion to government, particularly in relation to the economy of performance and comparison of product context in which schooling is situated globally (Hart & Bracey, 2023). If parents/carers are encouraged to "accept their responsibility for the success or failure of the national education venture" (McNamara, 2000, p. 474) then when the system or government institution fails or does not perform well, parents/carers are more likely to shoulder some of the responsibility and less likely to hold government to account.

The notion of shared responsibility (and therefore shared accountability) also becomes a powerful way for government and government institutions to shift the blame of poor performance away from the government institution and government employees. For example, when the product of schooling is not performing well globally, as measured by global league

tables (PISA, TIMMS etc.), it becomes extremely easy to shift blame and focus onto parents/carers or children's home environments. This is evident in the rhetoric that emerges about parents/carers not valuing or prioritising children's education in the same ways as higher performing countries. Rather than a comparative analysis of funding, practice, the system, and resourcing, the focus is shifted towards analysis of how education is valued by parents/carers and the wider society. According to Hart and Bracey, "this discourse serves to 'responsibilise' parents. That is, to blame parents for failures in their child's education" (2023, p.733). What it also does is diminish the expertise of educators by shaping societal perception in a way that does not recognise the intricate skills, knowledge and understandings that are necessary to educate children.

Hart and Bracey suggest that "home-school partnerships have also been constructed as a form of surveillance by the state" (2023, p. 742). They further suggest that this surveillance serves to ensure that families are prioritising the institutional attributes necessary to perform in a neoliberal education system (Hart & Bracey, 2023). In relation to children from disadvantaged backgrounds it is positioned by government as an effective way to enhance the home learning environment. This positioning communicates to those involved in partnerships that working together is both good and important. However, this positioning could also be considered as an attempt to colonise home values and culture in the pursuit of "boosting national economic success" (Brinn, 2021).

Problematising dominant discourses in policy and policy construction is important because it provides a springboard for change. We have reached a moment in the educational landscape worldwide where the COVID-19 pandemic unearthed both inadequacies and inequities in many entrenched and unchallenged discourses within societies and around the world. Problematising such discourse provides a starting point for change by introducing new ways of reconceptualising the things that matter. In the proceeding we start this reconceptualisation by introducing a different theoretical basis for understanding how adults might support children's participation in the school environment.

Associations, Seriality, and Intersecting Voices
Young describes social groups as, "a collective of persons differentiated from at least one other group by cultural forms, practices, or way of life" (2008, p. 57). She further explains that "[g]roups are an expression of social relations; a group exists only in relation to at least one other group" (Young, 2008, p.57). When we think about how adults support children's learning through the lens of social groups, there are two main social groups that have been the primary focus of the field of home-school partnership research over the past decades; 'teachers' and 'parents'. However, Young provides an alternative view of social grouping by drawing on the notions of aggregate and association (Young, 2008).

An aggregate according to Young is "any classification of persons according to some attribute" (Young, 2008, p. 58). When adults come together in schools an aggregate could be centred around the child and according to an individual's role relative to that child. For example, an adult who supports a child's transition to school. An aggregate could also be centred around the physical context in which the adult is primarily situated. For example, an adult from the child's home environment, an adult from the child's school environment, an adult from the child's community.

Associations, according to Young emerge when individuals come into contact "as already formed persons" for a particular purpose at a specific moment in time (Young, 2008, p.58). She further explains that "the relationship of persons to associations is usually voluntary, and even when it is not, the person has nevertheless usually entered the association" through a particular circumstance (Young, 2008. P.58). That is, individuals come into contact at specific moments in time, in particular contexts, for specific purposes. For example, a parent visiting school to assist with reading.

In school contexts, the adults in the lives of children enter an association as a child starts school. Traditionally these adults have been defined as two social groups, parents/carers, and educators. According to Young, whilst social groups embrace a person holistically, including their "sense of history, affinity, and separateness, even the person's mode of reasoning, evaluating, and expressing feeling" (Young, 2008, p.58) there are still shared attributes that define the social group. For example, all parents will support a child's education in similar ways, or all teachers will have a shared philosophy of teaching and learning and therefore will teach in similar ways.

Associations take place, according to Young, between individuals whose actions are shaped and guided by the structures and expectations of a particular context (e.g. a formal institution). However, within an association every individual remains a separate, unique, and autonomous being within this context (Young, 2008). According to Young, when people are socially grouped and described through this grouping 'sameness' and 'shared agreement' becomes the dominant discourse and ideas such as protection of individual autonomy, uniqueness, difference, and self-determination are not prioritised (Young, 2008).

Much of the work around home-school partnerships centres round the notion of social groups (families/parents/carers/teachers/educators) coming together in partnership to support children's academic growth and development. In her description of intersecting voices Young explains this notion further by advocating that social grouping and positioning (e.g. 'parents' or 'educators') condition rather than facilitate the identity, agency, and voice of individuals (Young, 1986). This has implications for the individuals within these groups, particularly in relation to notions of individual autonomy and self-determination.

Through the lens of association, in the context of schooling, individuals are not considered as collective social groups but rather as individual agents who have a specific contribution to make to other adults, to children, and to a child's experience of the school environment at a particular moment in time. This directly aligns with Sartre, concept of seriality which is described "an ensemble of individuals who have nothing more in common than what they are presently doing" (Oxford Reference, 2024). Drawing explicitly on Sartre's seriality Young suggests that individuals can be unified passively through contexts around which their actions are orientated at a specific moment in time, but they are not necessarily groups or in a specific relationship and therefore, should not be treated as such (Young, 1986).

Thinking about how adults come together through Young's offerings and Sartre's notion of seriality, provides a new and different proposition for thinking about adults and how they support the education of children. It provides a way to recognise that the adults involved in

supporting a child in the school environment are not homogenous groups of parents/carers and/or educators, but an ensemble of individual adults who are in any other context alienated from one another, but who associate and/or build associations through the context of schooling.

Along with the notions of aggregate, association, and seriality Young also offers the idea of communicative democracy. She describes this as individuals viewing each other as resources that collectively come together via "mutually influencing institutions and practices through which people enact their projects and seek their happiness, and in doing so affect the conditions under which others act" (Young, 1997 p.20-21). The idea of an individual affecting the conditions under which others act provides another interesting contemplation for the idea of individual adults coming together to support children in the school environment, particularly when considered alongside the notion of human action being shaped and guided by the structures and expectations of the formal institution. When applied to the context of schooling, it highlights both the power and the responsibility of a school's resources, routines, practices, and habits in shaping the supports and education that are afforded to children by their significant adults.

So, if the adults involved in supporting children in the school environment are not groups, but an assemblage of individual adults who are passively united through context and time, it is important to recognise and embrace the unfamiliar and unknown between these people. Hutchinson defines this process of recognition as acknowledging and embracing the relation of strangers (Hutchinson, 2004). According to Hutchinson there is a "value of strangers, remaining strangers, yet in a distinctly unique relationship" (Hutchinson, 2004, p. 75). In a context of schooling this makes sense, particularly when juxtaposed with the group lens that is currently applied to partnership work. In the following section we explore this notion further.

A Pedagogy of Democratic Narrative Relation for Strangers
Through the lens of aggregate, association, and seriality the adults who are supporting a child's participation in the school environment, are bounded, and guided by the context of schooling and can be defined not as groups of people, but as strangers rubbing shoulders for particular purpose, in a unique context, at a specific moment in time (Hutchinson, 2004). According to Hutchinson in relation to equity "[t]he role of a stranger in a large democracy where anonymity is given, is crucial, particularly in certain contexts" (2004, p. 75). When we think about children and the adults in their lives coming together through the context of schooling, this specific relation of narrative life experiences exists in different ways (e.g. it might incorporate an adult's own experience of the transition to school). Hutchinson further suggests that there is an inherent value in "strangers remaining strangers" whilst simultaneously recognising that they are also "in a distinctly unique relationship" (Hutchinson, 2004, p.75). In a highly commercialised and contemporary world that conditions people to judge others through market-induced relationships (designer clothes, an expensive car etc.) there are also natural protective benefits to focusing on the relationships between strangers.

According to Hutchinson, school-based environments currently try to create new relationships rather than focus on the democratic necessity for individuals "to be separate and self-determining" (Hutchinson, 2004, p.85). This is not to say that people cannot be collectively

united through association, context and time, and the procedures, schedules, and practices of an institution (eg. a school), but it does pose questions around current notions of the need for reciprocity, mutuality, and working together in partnership; particularly when a lens of 'social groups' is underpinning the process. If, in a democratic society there is a necessity to recognise and support the separation of the individual in ways that facilitate self-determination, the exploration of a different way of looking at how individual adults come together to support children's participation in the school environment, might be necessary. Particularly for adults who may not enjoy the same resources as others.

In school-based environments Hutchinson advocates for a pedagogical approach that embraces the notions of separation and self-determination, they coin this approach a Pedagogy of Democratic Narrative Relation for Strangers (PDNRS). The pedagogy is described relative to students, however, there is also merit in the approach in relation to the adults in the lives of children. Particularly when thinking about adults supporting children's participation in school-based environments. A PDNRS emphasises "opportunities for us to peak into each other's lives without interfering in them" (Hutchinson, 2004, p.85). It is different to many current family-school partnership models in that rather than bringing people together it,

> acknowledges how important it is to know of and about differences among us, to have some shared communities, but also to feel deeply respectful of and acknowledge the necessity for others to be separate and self-determining (Hutchinson, 2004, p. 86).

When coupled with Young's notions of aggregation and association, and her interpretation of Sartre's notion of seriality, Hutchinson's PDNRS provides a useful frame for reimagining how the adults in the lives of young children might come together to support children's participation in the school environment. In the following section we bring these ideas together to present a new theoretical lens – *The Peripheral Model of Home-School Associations.* We first define the terms 'context' and 'environment' and provide reasonings around why these definitions are important.

Defining Context and Environment
At the core of the Peripheral Model of Home-School Associations is the notion of self-determination rather than the notion of empowerment. Many current studies of home-school partnership are focused on 'empowering parents' to become actively involved in the education of their children and with their children's teachers (Albrecht, 2021; Gonzalez-DeHass et al., 2022). The PMHSA recognises that the notion of empowerment or empowering are loaded terms that potentially dismiss the idea that individuals can both develop and perform independently. Through the PMHSA adults are viewed as proactive individuals who, when supported through environment, will grow, and contribute to and through new experiences in their own unique ways. In a school-based environment it positions the adults in the lives of children as autonomous people who have entered the context of schooling at a particular moment in time, and who inherently want to do well to support children's participation in the school environment.

When the adults that support children are viewed as autonomous capable people, both context and environment become extremely important. However, these are two terms that

tend not to be defined well, particularly in relation to schooling. For example, according to Williams,

> Context is one of those words you will encounter again and again, without anyone offering anything like a useful definition. It is something of a catch-all word usually used to mean "all those things in {a} situation which are relevant to the meaning in some sense, but which I haven't identified (Williams, 2004, p.105).

'Context' is generally aligned to different components of a communicative situation and is embedded in environment. For the purpose of this chapter, we define context as a situation, incorporating time, place, the individual and the setting (Williams, 2004).

In relation to the term environment, we borrow the definition from the Oxford English Dictionary (OED),

> The physical surroundings or conditions in which a person or other organism lives, develops, etc., or in which a thing exists; the external conditions in general affecting the life, existence, or properties of an organism or object. (OED, 2013).

Therefore, in the PMHSA the term context is defined as 'schooling', and the term environment is defined as the 'school'. School being the physical surroundings and conditions in which children develop academically and schooling the physical situation in which individuals (adults in the lives of children) come into contact at a specific time (as a child starts school or transitions into a new classroom) in a specific environment (the school or classroom).

Defining context and environment provides a way to separate school and schooling so that the adult experience and space can be recognised independently and foregrounded accordingly. In many existing models of home-school partnership the context and environment are blurred, and this sets up a condition in which adults are expected to act, interact, and perform in a specific way. The PMHSA recognises that the adults in the lives of young children do not need to participate in the school environment to actively support children's transition into, and participation within, the school environment.

The separation of context and environment also provides a way to re-conceptualise the adults in the lives of children and how they might support children's participation and success in the school-based environment. It acknowledges that all adults are not automatically situated in the school environment, nor do they have to participate in that environment as autonomous adults. It acknowledges that some interaction will take place through the context of schooling but that it will be different and will evolve in different ways for different adults.

Recognising difference and the prospect of a different context for the adults who are supporting children's participation and success in the school environment opens a new way of thinking about how adult interactions and relationships that support children in the school environment might evolve. It shifts the focus away from strategies that are "constructed from logocentric position[s]" and moves thinking towards a closer alignment with the lived realities of the adult lifeworld and lived reality (Crozier, 1999, p.315). It does not seek to 'empower'

but rather recognises an adult right to choice (choice to participate in a way that is suitable), autonomy, and self-determination.

The Peripheral Model of Home/School Associations

The PMHSA can be described as a model of adult support for children's school-based learning and development. It recognises that the adults in the lives of young children have different roles to play when a child commences school, and both acknowledges and forefronts the separation of these roles. Drawing on the context of schooling and the school environment the PMHSA is further outlined below.

The Context of Schooling

In the PMHSA the context of schooling is recognised as where associations take place at specific moments in time. These associations are between the adults in the lives of children beginning or participating in the school environment. The aggregate defining the associations can be described as supporting children's transition into, participation and success in the school environment. In this model the associations exist *because* of the school environment but they do not necessarily take place *in* the school environment. They are defined as a peripheral activity (separate from the school environment) that acknowledges adult autonomy as well as the fact that adults have the right to remain strangers in specific contexts.

Whilst the school environment might shape some of the interactions of the associations that emerge through the context of schooling, there is recognition in the PMHSA that teaching and learning is the responsibility of schools and the adults employed by schools and government. Therefore, within the PMHSA the interactions that take place between adults through the different associations that emerge within the context of schooling are focused on supporting children's transition into, and participation and success in the school environment, rather than academic learning. This focus is somewhat different to models of partnership that tend to advocate supporting the travel of academic learning across and between home and school. The PMHSA positions academic learning as the responsibility of the school and the adults employed by school and government for their expertise.

The context of schooling is the context in which adults interact when a child makes the transition to school or the transition into a new school classroom. Adults are thrust into this context and can be unified or not unified through their associations. The adults bring their own unique and individual past experiences of school and schooling to the context, as well as their hopes and aspirations for the child, or children situated in the school environment. This includes adults who are situated in the school environment, who will also have their own unique past experiences, as well as hopes and aspirations for the children and the new school year.

Associations within the context of schooling can be passive or active. Some adults will perform numerous actions and experience deep and ongoing associations, whereas other adults will have sporadic associations that are driven by a specific need, purpose, circumstance, or expectation (for example, a mid-year interview or providing permission to attend an excursion). The PMHSA also recognises that associations will take place through various mediums such as online video conferencing, face-to-face, written text etc.

The School Environment

The school environment is the physical surroundings and conditions in which children, and employed adults occupy. It incorporates the academic environment and is focused explicitly on learning, teaching, and children's growth and development. Although children learn in the home environment and through the world around them, the PMHSRIA recognises the school environment as a unique environment due to the academic purpose of the institution. There is also a recognition of the situatedness of the adults in relation to environment. In the PMHSA adults who are not employed to work in the school context sit on the peripheral of the school environment. They are not recognised as part of the school environment but rather as supports for children's transition into, participation and success in the school environment.

In the PMHSA, the school environment is recognised as the physical space in which the experts of teaching, learning and child development and growth occupy. Although other adults are also experts on their children and their children's lived realities, in the PMHSRIA there is a recognition that adults without formal training are not experts of academic learning or child development, are not employed by the school, and therefore cannot hold membership to the school environment. In the PMHSA there is a clear distinction between adults who have expertise and are employed within the environment for that expertise, and the adults who are not employed but who contribute to supporting children within the environment through their associations with these experts.

Figure 1 provides a visual representation of the Peripheral Model of Home-School Associations. The separation between home and school, as well as the separation between the context of schooling and the school environment are depicted in the model, individuals are also recognised. The arrows in the model represent the different associations that might take place when a child occupies the school environment. The wider community is recognised as running across the home, the context of schooling and the school environment. Individual wider-school employees are recognised as sometimes having a direct association with individual parents/carers.
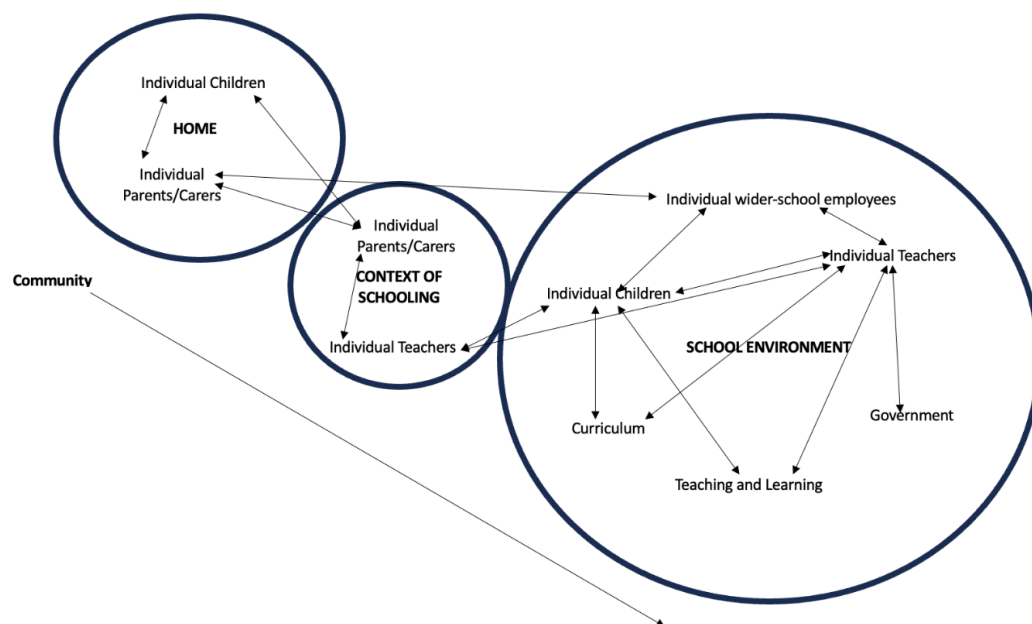

Figure 1 – The Peripheral Model of Home-School Associations

Discussion

The COVID-19 pandemic has highlighted the enormous inequities in education in different countries around the globe. Including the unfavourable conditions for supporting academic learning in some children's home environment (Lynch, 2022). We have argued in this chapter that rather than illuminating the need for strengthening family-school partnerships to 'fix these homes', what the pandemic has done is highlight the necessity for separation and assigned responsibility for academic learning. The PMHSA is a new offering of a different conceptualisation of how the adults in the lives of children (at a specific moment in life course) might support children's transition and participation in the school environment. In the following section we outline our reasonings around this conceptualisation and these new ideas and provide examples of how the PMHSA might be drawn on in research and practice.

It has long been argued that the best outcomes occur for children when their adults in their lives come together to support them (Bull et al., 2008; Goff, 2019) and we are not disputing this concept. In fact, a large body of research spanning across numerous decades highlights that partnerships between home and school have a positive influence on educational outcomes (Bull et al., 2008; Christenson, 1999; Epstien, 2018; Smith et al., 2020). What we advocate for in this chapter is a clear responsibility for children's academic learning and for the recognition of the individual rather than homogenous group.

School closures during the COVID-19 pandemic highlighted the fragility of the notion of the home-school partnership. Some parents were placed under enormous stress and in some instances developed a reliance on teachers to support them to support their children (Ofsted, 2021). Many individual parents found themselves thrust into multiple roles (parent, teacher, learner, caregiver) and juggling changes in their employment as well as personal relationships. This juggle and expansion of role caused a high level of parental distress for some adults during the COVID-19 pandemic (Lynch, 2022; Ofsted, 2021). Some of the remnants of this distress are now playing out in the post-pandemic home-school dichotomy with the emergence of an unrealistic expectation from some parents that teachers should be available and responsive to them in the same ways they were during school lockdowns.

The COVID-19 pandemic has also instigated a substantial shift in parental perceptions of the 'teacher-self'. During school lockdowns many parents helped with some of the delivery of the planned curriculum within the home environment. This newfound experience has resulted in numerous individual parents left with a gross misconception that they have the same level of knowledge, understanding and expertise of teaching and learning as trained and qualified classroom teachers. Again, this is being played out in the post-pandemic home-school dichotomy where we are seeing a high level of critique of classroom practice and enormous pressure being placed on individual teachers by some parents to 'do things in a certain way'. This is having enormous impact on the teaching profession with many teachers exiting the system highlighting parental expectation, critique, and pressure as the key reason (Heffernan et al., 2022; White, 2023).

The PMHSA repositions the adults with the expertise in curriculum, learning and teaching, and child development, who are employed in school environments, with the responsibility for

supporting children's academic learning and development. This repositioning does not reject the fact that academic learning might travel across and between the sites in which children live and learn but rather it acknowledges that not every individual parent/carer has the expertise or capacity to foster academic teaching, learning and development at home and therefore cannot be expected to shoulder such responsibility. We would also argue that adults who do have qualifications in academic teaching, learning and development but who are not employed by the same school as the child they are supporting, have the right to step outside of their professional roles in the home context. We advocate again that they cannot share responsibility for academic teaching, learning and development because they have the right to occupy a different role with their child.

Within the PMHSA the interactions that happen between adults in the context of schooling are recognised as associations. Through this recognition adult autonomy around participation and levels of participation is maintained. All adults are afforded choice in relation to how, why, and when they interact. Schools and adults employed by schools are trusted with the responsibility of academic teaching, learning and development and pressure is not placed on adults without this expertise to assume this responsibility. Similarly, individual teachers are not expected to engage every individual parent in children's academic learning. They are trusted to ensure that each child's academic needs are met and to provision for equity within the school environment if they are not.

Trusting schools and the adults employed within the school environment with the responsibility of academic learning ensures that they are positioned well to direct adequate resource and additional support for a child when necessary. This is an important positioning, particularly in relation to recognising the differing capacities and choices of other adults who enter the context of schooling. It is a positioning that does not shift responsibility or blame to adults who do not 'engage' or 'meet the expectation of partnership', but rather proactively provisions for equity for children in relation to academic teaching, learning and development.

We accept that this new conceptualisation of adults who support children's transition into, participation, and success within the school environment poses a dramatic shift away from the utopian notion of 'parents' and 'teachers' coming together to forge and work in partnerships. However, we also believe that the deficits uncovered during the COVID-19 pandemic invite a different way to think about this relationship. We also concur that this new conceptualisation of adults who support children's transition into, participation, and success within the school environment needs to be trialled and researched further. We invite those embarking on research in the space to draw on the PMHSA in their work.

Conclusion

Over the past two years there is no doubt that the educational landscape across the world has undergone some significant changes and is still grappling with some substantial challenges. The COVID-19 has placed additional pressures on schools, individual teachers and individual parents and carers worldwide. Both global and local recovery provides the opportunity to question, re-evaluate and reconceptualise old, and often unquestioned ways of doing, being and knowing. An example of this is Governmentality. In this chapter we have attempted to contribute to the improvement process by reframing the expectations and boundaries for teacher and parent roles. The recommended PMHSA positions academic learning as the

responsibility of the school and the adults employed by school and government for their expertise.

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