An Intersectional Analysis of the Relationship between Families and Schools
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This presentation will give the audience an intersectional look at Canadian family dynamics and how social factors intersect with a child’s educational experience, including the CAGE issues (McMullin, 2009) of class, age, gender, and ethnicity/race. The social factors and dynamics within a family impact a child’s identity, performance in school, as well as impact the school community itself (Jenson, 2009; Coleman, 2013).

Canadian society remains unique in the world in that a plethora of worldviews exist in a country where only 33 million people reside. In the next 20 years, over 80% of our population growth will be made up of immigrants and newcomers to Canada. “The medium growth scenario used in population projections assumes an immigration rate of 7.5 immigrants per 1,000 population and a fertility rate of 1.7 children per women. This scenario indicates that starting in 2031, migratory increase could account for more than 80% of Canada's population growth, compared to about 67% currently” (Statistics Canada, 2011).

As educators who focus on critical analysis of the society we live and teach in, the importance of understanding schooling through historical, philosophical, sociological and cross-cultural perspectives remains a focus at Canadian institutions of education. To understand the child that we are teaching, we must look at the impact of the various contexts that assist the child in his or her development into an adult.

This presentation will focus on the benefits of family involvement for families and teachers, with the concept of cultural adaption in mind. The presentation will use the theoretical framework of Bronfenbrenner’s Ecological Theory, as well as Epstein’s family-school-community partnership...
model (Coleman, 2013). The presentation will include the topics of multicultural education, racism and prejudice, risk and resilience, as well as the benefits of using a strengths approach to working with families and communities to improve the relationship between family and school.

References


