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**Title/Título:** The construction of teacher beliefs about parental involvement

La construcción de las creencias del profesorado sobre la implicación de los padres

**Topic:** Professional training for effective home-school-community partnerships

Formación del profesorado y de los profesionales de la educación para promover relaciones eficaces entre las familias, los centros docentes y las entidades sociales comunitarias

**Presentation time/Día de presentación:** Session in Spanish/Portuguese. Thursday 15, 4:00-5:30 p.m. Room 3, Third Floor

Sesión en Español/Portugués, Jueves, 15, 4:00-5:30 p.m. Sala 3, Tercer Piso

### **Abstract**

There is a consensus about the importance of the teacher educational representations in the scope of its training and professional practice. "Each teacher has a unique mental representation of the world of education and of the role he or she plays in that world", that representation being his or her "reality". Therefore, the study of the family-school relation must take into account those representations about parental involvement. In this context, the present research aims to understanding the role of the teachers' beliefs about parental involvement and looks forward to developing a framework for the relationship between these beliefs and the educational representations, aiming also to know how those beliefs are constructed, namely which are the educational situations and personal characteristics that are related with them. The empirical study was carried out with a sample of students and teachers from the University of Coimbra. Several variables were considered, representing: i) the teacher beliefs about parental involvement (e.g., its importance or parent ability to be involved), assessed through a scale adapted from Epstein, Salinas & Horsey (1994); ii) the teacher educational perspectives, which were analysed through educational beliefs, emotions and actions considered in the TPI (Pratt & Collins, 2002); iii) the teacher personality characteristics, assessed in the NEO PI (McCrae & Costa, 1996; Lima, 1997); iv) episodes of the educational biography that were related to family-school relation. The preliminary results of this research allow some significant conclusions about the understanding of the construction process of teachers' beliefs about parental involvement and enable the development of instruments of analysis and reflection which can be used in teacher training.