

**Pre-service teachers' professional identity development concerning parent involvement****Bakker, Joep and Kerkhof, Marleen.** Radboud University, The Netherlands

Although there is widespread support given to the importance of parent involvement with their child's school, little attention is paid to pre-service teacher preparation for working with parents. Teachers are expected to build strong relationships with their students' parents, but little is known about the way they develop their perspectives on parent involvement and their competences in relating to parents.

In this paper, pre-service teachers' professional identity regarding parent involvement will be studied. Literature indicates three factors to influence teacher's professional identity development: (1) their educational context, referring to characteristics of the curriculum of the teacher training institute and its socializing elements; (2) teaching experience, referring to experiences that pre-service teachers have had with parents during teaching activities at schools; and (3) their personal biography, referring to their own past experiences, for example with the involvement of their own parents (Beijaard, Verloop and Vermunt, 2000).

Interviews were held with students from all grades of a small number of pre-service education institutes in order to identify the impact of the curriculum of teacher training institutes on pre-service teachers, the impact of their experience with parents and of their personal biographies on their perspective on parent involvement. Implications for teacher training practices will be discussed.