



## **Rethinking Parental Engagement in Inequality Contexts**

*Summary of Bond et al (2025)*

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### **Academic Insights**

This study explores parental involvement in socioeconomically disadvantaged communities, highlighting a gap between visible participation and meaningful engagement with learning. While parents often attend school events, deeper involvement—such as supporting critical thinking and problem-solving—is limited. A key issue is the mismatch between how schools define learning (academic-focused) and how families perceive it (broader life experiences).

Structural barriers such as poverty, time constraints, and institutional biases further reduce engagement. Schools often adopt deficit perspectives, failing to recognize the complexities of family contexts. The study argues for expanding the concept of learning to include informal and experiential dimensions. It emphasizes that effective engagement depends on schools adapting their approaches rather than expecting uniform parental participation. This shift is essential for reducing inequities and improving student outcomes.

### **Apply This Now**

Acknowledge and validate informal learning happening at home.

### **Add This**

Design activities that connect classroom topics with real-life family contexts.

### **Avoid This Mistake**

Do not equate school attendance with meaningful engagement.

### **Keywords**

parental engagement, inequality, home learning, socioeconomic context

### **Reference (APA)**

Bond, A., Moore, G., & Hawkins, J. (2025). Understanding parental involvement with schools and parental engagement with learning across schools in areas of socioeconomic deprivation in Wales. *Educational Review*, 77(7), 2025–2045.

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