





























































































































































































































































































































































- Crossley, N. & Roberts, J.M. (2004). *After Habermas: New perspectives on the public sphere*. Oxford, UK: Blackwell Publishing Ltd.
- Crozier, G. (2001). Excluded parents: the deracialisation of parental involvement. *Race, Ethnicity and Education*, 4(4), 329-341.
- Crozier, G. & Reay, D. (2005). *Activating participation: Parents and teachers working towards partnerships*. Sterling, VA: Trentham Books.
- Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-36.
- Dahlie, J. (1970). The Japanese in B.C.: Lost opportunity? *BC Studies*, 8, 3-16.
- Dei, G. J. (1996). *Anti-racism education: Theory and practice*. Halifax, NS: Fernwood Publishing.
- Dei, G. J. (1993). Narrative discourses of Black/African-Canadian parents and the Canadian public school system. *Canadian Ethnic Studies*, 25(3), 45-65.
- Dei G. J., James, I. M., Karumanchery, L. L., James-Wilson, S., Zine, J. (2000). *Removing the margins: The challenges and possibilities of inclusive schooling*. Toronto, ON: Canadian Scholars' Press Inc.
- Delgado-Gaitan, C. (1991). Involving parents in the schools: A process of empowerment. *American Journal of Education*, 100(1), 20-46.
- Delgado-Gaitan, C. & Trueba, H. (1991). *Crossing cultural borders: Education for immigrant families in America*. London: Falmer Press.
- Delta School District. (2005). Enhancing parent involvement. [www.insinc.com/ministryofeducation/20051130/assets/ParentInvolvementinBCWecast.ppt](http://www.insinc.com/ministryofeducation/20051130/assets/ParentInvolvementinBCWecast.ppt)
- Deflem, M. (1994). Social Control and the theory of communicative action. *International Journal of the Sociology of Law*, 22(4), 355-373.
- Don Cameron Associates. (2004). *A survey of School Planning Councils in British Columbia*. Kelowna, BC: Society for the Advancement of Excellence in Education.
- Dye, J. (1989). Parental involvement in curriculum matters: Parents, teachers, and children working together. *Educational Researcher*, 31, 20-33.
- Dyson, L. (2001). Home-school communication and expectations of recent Chinese immigrants. *Canadian Journal of Education*, 26(3), 455-476.

- Edelman, M.W. (1987). *Families in peril: An agenda for social change*. Cambridge, MA: Harvard University Press.
- Edwards, R. & Alldred, P. (2000). A typology of parental involvement in education centering on children and young people: Negotiating familialisation, institutionalism, and individualisation. *British Journal of Sociology of Education*, 21(3), 435-455.
- Edgar, A. (2006). *Habermas: The key concepts*. New York, NY: Routledge.
- Ellis, J. (1999). Children and place: Stories we have, stories we need. *Interchange*, 30 (2), 171-190.
- Epstein, J.L. (1984). School policy and parental involvement: Research results. *Educational Horizons*, 62, 70-72
- Epstein, J.L. (1986). Parents' reactions to teacher practices of parent involvement. *The Elementary School Journal*, 86, 277-293.
- Epstein, J.L. (1987). Parent involvement: What research says to administrators. *Education and Urban Society*, 19, 119-135.
- Epstein, J.L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J.L. & Dauber, S.L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal*, 91, 289-305
- Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., & Simon, B.S. (1997). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, California: Sage.
- Fine, M. (1993). [Ap]parent involvement: Reflections on parents, power, and urban public schools. *Teachers College Record*, 94(4), 682-729.
- Finlayson, J.G. (2005). *Habermas: A very short introduction*. Oxford, UK: Oxford University Press.
- Fleras, A. & Elliot, J.L. (1992). *Multiculturalism in Canada: The challenge of diversity*. Scarborough, Ontario: Nelson Canada.
- Flynn, J. (2004). Communicative power in Habermas's theory of democracy. *European Journal of Political Theory*, 3(4), 433-454.
- Fraser, N. (1992). Rethinking the public sphere. In C.Calhoun (Ed.), *Habermas and the public sphere* (pp. 109-142). Cambridge, MA: MIT Press.

- Gay, L.R. (1996). *Educational research: Competencies for analysis and application* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Gerwitz, S. (2001). Rethinking social justice: A conceptual analysis. In J. Demaine (Ed.), *Sociology of Education Today* (pp. 49-64). New York, NY: Palgrave.
- Gibson, M.A. (1998). *Accommodation without assimilation: Sikh immigrants in an American high school*. Ithaca, NY: Cornell University Press.
- Goetz, J.P. & LeCompte, M. (1984). *Ethnography and qualitative design in educational research*. Orlando, FL: Academic Press.
- Graue, E. (2005). Theorizing and describing preservice teachers' images of families and schooling. *Teachers College Record*, 107(1), 157-185.
- Greenwood, G. E. & Hickman, C.W. (1991). Research and practice in parent involvement: Implications for teacher education. *The Elementary School Journal*, 91(3), 279-288.
- Goode, L. (2005). *Jurgen Habermas: Democracy and the public sphere*. London: Pluto Press.
- Grodnick, S. (2005). Rediscovering radical democracy in Habermas's between facts and norms. *Constellations*, 12(3), 392-408.
- Gutmann, A., & Thompson, D. (2004). *Why deliberative democracy?* Princeton, NJ: Princeton University Press.
- Habermas, J. (1984). *The theory of communicative action: Reason and the rationalization of society, Vol. 1*. Boston: Beacon Press.
- Habermas, J. (1987). *The theory of communicative action: Lifeworld and system, Vol. 2*. Boston: Beacon Press.
- Habermas, J. (1990). *Moral consciousness and communicative action*. Cambridge, MA: The MIT Press.
- Habermas, J. (1993). *Justification and application: Remarks on discourse ethics*. Cambridge, MA: The MIT Press.
- Habermas, J. (1996). *Between facts and norms: Contributions to a discourse theory of law and democracy*. Cambridge, MA: MIT Press.
- Habermas, J. (1998). *The inclusion of the other: Studies in political theory*. Cambridge, MA: MIT Press.

- Haig-Brown, C. (1998). *Resistance and renewal: Surviving the Indian residential school*. Vancouver, BC: Tillacum Library.
- Hamby, J. V., (1992). *The school-family link: A key to dropout prevention*. In L. Kaplan (Ed.), *Education and the Family* (pp. 54-68). Needham Heights, MA: Allyn & Bacon.
- Hanafin, J. & Lynch, A. (2002). Peripheral voices: parental involvement, social class, and educational disadvantage. *British Journal of Education*, 23(1), 35-49.
- Hare, J. & Barman, J. (1996). Aboriginal education: Is there a way ahead? In D. Long & O. Dickason (Eds.), *Visions of the Heart: Canadian Aboriginal Issues* (2<sup>nd</sup> ed.) (pp. 1-19). Toronto, Ontario: Harcourt Brace.
- Hare, W., & Portelli, J. P. (1996). *Philosophy of education: Introductory readings*. Calgary: Detselig Enterprises.
- Henderson, A.T. (1988). Parents are a school's best friend. *Phi Delta Kappan*, 70(2), 148-153.
- Henderson, A.T. & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: National Centre for Family and Community Connections with Schools.
- Henry, M. (1996). *Parent-school collaboration: Feminist organizational structures and school leadership*. Albany, NY: State University of New York Press.
- Henry, F., Tator, C., Mattis, W. & Rees, T. (2005). *The colour of democracy*. Toronto, ON: Harcourt, Brace & Company.
- Hester, H. (1989). Start at home to improve home-school relations. *NASSP Bulletin*, 73, 23-27.
- Hicks, D. (2002). The promise(s) of deliberative democracy. *Rhetoric & Public Affairs*, 5(2), 223-260.
- Hidalgo, N.M., Sui, S., Bright, J.A., Swap, S.M., & Epstein, J.L. (1995). Research on families, schools, and communities: A multicultural perspective. In J. Banks & C. McGee Banks (Eds.), *Handbook of Research on Multicultural Education* (pp. 498-525). NY: Macmillan.
- Hidalgo, N.M., Sui, S., & Epstein, J.L. (2004). Research on families, schools, and communities: A multicultural perspective. In J. Banks & C. McGee Banks (Eds.), *Handbook of Research on Multicultural Education* (2<sup>nd</sup> ed.) (pp. 631-656). NY: Macmillan.
- Huberman, A.M. & Miles, M.B. (1994). Data management and analysis methods. In N.K. Denzin & Y.S. Lincoln (Ed.), *Handbook of Qualitative Research* (pp. 428-444). Thousand Oaks, CA: Sage.

- Ing, N.R. (1991). The effects of residential schools on native child-rearing practices. *Canadian Journal of Native Education*, 18, 65-118.
- Kailin, J. (2002). *Antiracist education: from theory to practice*. Lanham, MD : Rowman & Littlefield Publishers
- Kemmis, S. (2000). System and lifeworld, and the conditions of learning in late modernity. *Curriculum Studies*, 6(3), 269-305.
- Kim, E. (2002). The relationship between parental involvement and children's educational achievement in the Korean immigrant family. *Journal of Comparative Family Studies*, 33(4), 529-540.
- Lai, D.C. (1987). The issue of discrimination in education in Victoria, 1901-1923. *Canadian Ethnic Studies*, 19(3), 47-67.
- Lareau, A. & Horvat, E.M. (1999). Moments of social inclusion and exclusion: Race, class and cultural capital in family-school relationships. *Sociology of Education*, 72, 37-53.
- LeBlanc, P. (1992). Parent-school interactions. In L, Kaplan (Ed.) *Education and Family*. Boston: Allyn and Bacon.
- Leis, I.C. (1980). *An investigation into teacher practices of encouraging and facilitating parent involvement in student learning*. Unpublished master's thesis, Simon Fraser University, Vancouver, British Columbia, Canada.
- Leistyna, P. (2002). *Defining and designing multiculturalism: One school system's efforts*. Albany: New York Press.
- Levin, B. (1998). The educational requirement for democracy. *Curriculum Inquiry*, 28(1), 57-79.
- Li, Guofang. (2006). *Culturally contested pedagogy*. New York: Suny.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lopez, G. R. (2001). The value of hard work: Lessons on parent involvement from an (im)migrant household. *Harvard Educational Review*, 71(3) 416-437.
- Lopez, M.E., Kreider, H., & Coffman, J. (2005). Intermediary organizations as capacity builders in family educational involvement. *Urban Education*, 40, 78-105.
- Macpherson, C.B. (1977). *The life and times of liberal democracy*. Oxford: Oxford University Press.



- Marshall, C. & Rossman, G.B. (1995). *Designing qualitative research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Martinez-Cosio, M., & Iannacone, R.M. (2007). The tenuous role of institutional agents: Parent Liaisons as cultural brokers. *Education and Urban Society, May*, 349-369.
- Maia, R.C.M. (2007). Deliberative democracy and public sphere typology. *Estudos em Comunicacao, 1*, 69-102.
- May, S. (1994). *Making multicultural education work*. Clevedon, England: Multilingual Matters.
- May, S. (1999). Towards critical multiculturalism. In S. May (Ed.), *Critical Multiculturalism: Rethinking Multicultural and Antiracist Education* (pp. 1-10). London, England: Falmer Press.
- McCaleb, S. (1994). *Building communities of learners*. New York, NY: St. Martin's Press.
- McCollum, P. (1996). *Immigrant education: Obstacles to immigrant parent participation in schools*. Intercultural Development Research Association Newsletter.
- Merriam, S.B. (1988). *Case study research in education: A qualitative approach*. San Francisco, CA: Jossey-Bass.
- Miller, J.R. (1996). *Shingwauk's vision: A history of Native residential schools*. Toronto, Ontario: University of Toronto Press.
- Milloy, J.S. (1999). *A national crime: The Canadian government and the residential school system, 1879-1986*. Winnipeg, Manitoba: University of Manitoba Press.
- Ministry of Education. (2007). News release: Province gives \$600,000 to connect parents, schools. [www2news.gov.bc.ca/news\\_releases\\_2005-2009/2007](http://www2news.gov.bc.ca/news_releases_2005-2009/2007).
- Misgeld, D. (1985). Education and cultural invasion. In J. Forester (Ed.), *Critical theory and public life* (pp. 76-117). MA: MIT Press.
- Miretzky, D. (2004). The communication requirements of democratic schools: parent-teacher perspectives on their relationships. *Teachers College Record, 106*(4), 814-851.
- Mitchell, K. (2001). Education for democratic citizenship: Transnationalism, multiculturalism, and the limits of liberalism. *Harvard Educational Review, 71*(1), 51-78.
- Moles, O.C. (1982). Synthesis of recent research on parent participation in children's education. *Educational Leadership, 40*(2), 44-47.

- Nakagawa, K. (2000). Unthreading the ties that bind: Questioning the discourse of parent involvement. *Educational Policy, 14*, 443-472.
- Nieto, S. (1996). *Affirming diversity: The sociopolitical context of multicultural education* (2<sup>nd</sup> ed.). New York: Longman.
- Parekh, B. (1987). Preface. In J. Shaw, P. G. Nordlie, R. M. Shapiro (Eds.), *Strategies for Improving Race Relations* (pp. vii-xiii). Manchester: Manchester University Press.
- Perry, T. & Fraser, J. W. (1993). *Freedom's plow*. New York: Routledge.
- Peters, R.S. (1973). Aims of education: A conceptual inquiry. In R.S. Peters (Eds.), *Philosophy of Education*, (pp. 11-28). Oxford: Oxford University Press.
- Phillips, A. (1993). *Democracy and difference*. Cambridge: Polity Press.
- Pushor, D. & Murphy, B. (2004). Parent marginalization, marginalized parents: Creating a place for parents on the school landscape. *The Alberta Journal of Educational Research, 50*(3), 221-235.
- Pushor, D., Ruitenberg, C. W., & co-researchers at Princess Alexandra Community School. (2005). *Parent engagement and leadership*. Saskatoon, SK: Dr. Stirling McDowell Foundation for Research into Teaching.
- Posner, R.A. (1996, May). Law's Reason. *The New Republic, 26-30*.
- Potter, G. (1989). Parent participation in the language arts program. *Language Arts, 66*, 21-28.
- Reese, L., Balzano, S., Gallimore, R. & Goldenberg, C. (1995). The concept of educación: Latino family values and American schooling. *International Journal of Educational Research, 23*(1), 57-81.
- Riley, A. (1994). Parent empowerment: An ideal for the nineties. *Education Canada, Fall, 15-20*.
- Robinson-Zanartu, C. & Majel-Dixon, J. (1996). Parent voices: American Indian relationships with schools. *Journal of American Indian Education, Fall, 33-54*.
- Scribner, J.D., Young, M.D., & Pedroza, A. (1999). Building collaborative relationships with parents. In P. Reyes, J.D. Scribner, & A.P. Scribner (Eds.), *Lessons from High-Performing Hispanic Schools: Creating Learning Communities*. New York: Teachers College Press.
- Simon, T.W. (1995). *Democracy and social injustice: Law, politics, and philosophy*. Lanham, Maryland: Rowman & Littlefield.

- Sitton, J. (2003). *Habermas and contemporary society*. New York, NY: Palgrave Macmillan.
- Sleeter, C.E. (1991). *Empowerment through multicultural education*. Albany, NY: State University of New York Press.
- Soloman, R. P., & C. Levine-Rasky. (2003). *Teaching for equity and diversity: Research to practice*. Toronto, ON: Canadian Scholars' Press
- Stake, R.E. (2000). Case studies. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- Stanley, T. (1990). White supremacy, Chinese schooling, and school segregation in Victoria: The case of the Chinese students' strike, 1922-1923. *Historical Studies in Education*, 287-305.
- Suárez-Orozco, M., & Suárez-Orozco, C. (2000). Some conceptual considerations in the interdisciplinary study of immigrant children. In E. Trueba & L. Bartolome (Eds.), *Immigrant voices: In search of educational equity*. Lanham, MD: Rowman & Littlefield.
- Swap, S.M. (1987). *Enhancing parental involvement in schools*. NY: Teachers College Press.
- Taylor, L. S., Whittaker, C. R. (2003). *Bridging multiple worlds: Case studies of diverse educational communities*. Boston, MA: Allyn and Bacon.
- Thorsen, F. (2003). *A first look at school planning councils in BC*. Kelowna, BC: Society for the Advancement of Excellence in Education.
- Torrance, H. (1997). Assessment, accountability, and standards. In A. H. Halsey, H. Lauder, P. Brown, A.S. Wells, (Eds.) *Education, Culture, Economy, Society* (pp. 320-331). Oxford, UK: Oxford University Press.
- Trueba, E. T., & Bartolome, L. I. (2000). *Immigrant voices: In search of educational equity*. Lanham, MD: Rowman & Littlefield Publishers.
- Valdes, G. (1996). *Con respeto: Bridging the distance between culturally diverse families and schools*. New York: Teachers College Press.
- Vincent, C. (2000). *Including parents? Education, citizenship and parental agency*. Buckingham, UK: Open University Press.
- Walberg, H. J. (1984). Families as partners in educational productivity. *Phi Delta Kappan*, 65, 397-400.
- Wasley, P. (1993). A response. *Teachers College Record*, 94(4), 720-727.

- Wells, S.E. (1990). *At-risk youth: Identification, programs, and recommendations*. Englewood, CO: Teacher Ideas Press.
- Williams, L. (2000). Urban Aboriginal education: The Vancouver experience. In M.B. Castello, L. Davis, & L. Lahacite (Eds.), *Aboriginal Education: Fulfilling the Promise* (pp. 129-145). Vancouver, BC: UBC Press.
- Williams, D.L. & Chavkin, N.F. (1989). Essential elements of strong parent involvement programs. *Educational Leadership*, 47, 18-20.
- Wissbrun, D., & Eckart, J. A. (1992). Hierarchy of parental involvement in schools. In L. Kaplan (Ed.), *Education and the Family* (pp. 119-131). Needham Heights, MA: Allyn & Bacon.
- Wolfendale, S. (1992). *Empowering parents and teachers: Working for children*. New York, NY: Cassell.
- Wotherspoon, T. (2004). *The sociology of education in Canada: Critical perspectives*. Don Mills, ON.: Oxford University Press.
- Yin, R.K. (1994). *Case study research: Design and methods* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Young, I. M. (1997). *Intersecting voices: Dilemmas of gender, political philosophy, and policy*. Princeton, NJ: Princeton University Press.
- Young, I. M. (2000). *Inclusion and democracy*. Oxford, NY: Oxford University Press.

## Appendix A

Members of the school staff and parents that were interviewed:

Ms. Susie, parent

Mrs. Devika, parent

Ms. Brenda, parent

Ms. Ruth, community-school coordinator

Ms. Joanne, principal

Ms. Mida, head teacher and kindergarten teacher

Ms. Judy, kindergarten teacher

Ms. Carmen, grade one/two teacher

Ms. Rina, the grade one/two teacher

Ms. Lisa, grade four/five teacher

Ms. Tess, grade three/four teacher

Mr. Brian, grade six teacher

Mr. Steve, grade six/seven teacher

Ms. Terry, grade six/seven teacher

Ms. Sandy, music teacher

Ms. Thelma, resource teacher

Ms. Margery, English as a second language teacher and learning assistance teacher

Ms. Pin, English as a second language teacher

Ms. Elizabeth, learning assistance teacher

Ms. Sarah, librarian

Ms. Rosy, neighbourhood worker

Ms. Louise, youth and child care worker

Ms. Paula, counsellor

Mrs. Neena, multicultural liaison.