

Special Issue

A Familycentric Approach to Schooling: What It Is, What It Takes, What It Looks Like

Message from the Guest Editor

In this Special Issue, we foreground work being carried out across the educational sector that aims to engage parents in authentic and meaningful ways, using their “parent knowledge” (Pushor, 2015), and giving them place and voice in the development of policies, programs, and practices affecting their children and families. Within the aim and scope of this Special Issue, we are seeking papers that are demonstrative of “familycentric” policies and practices currently being conceptualized, developed, lived in practice, and/or researched. Our intent with this Special Issue is to provide the field with ideas that will move us into new possibilities and will help us re-imagine schools in ways that give place and voice to all parents and families, and that are equally honoring and reflective of parent knowledge and teacher knowledge.

Guest Editor

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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