

Bo Su (PhD) Faculty of Culture & Society

Parental involvement is widely seen as supporting children's learning, and New Zealand education values strong partnerships between schools and families. Chinese immigrant families make up a growing part of Auckland's primary school communities, where the proportion of Asian learners is projected to rise from 26% in 2018 to 43% by 2043 (Education Review Office, 2023). Yet how Chinese immigrant parents engage in their children's education in Aotearoa New Zealand primary schools is still little understood. Much existing knowledge draws on overseas studies and on older, more generalising accounts of Chinese families. The contemporary population, however, is far more diverse. Many recent parents are well-educated professionals who chose New Zealand for its lifestyle and education, and their circumstances differ from those of earlier arrivals.

This study explores how Chinese immigrant parents understand and enact their roles in supporting their children's learning, and how teachers perceive and respond to that involvement, particularly in light of the changing profile of contemporary Chinese migration to New Zealand. It uses an interpretivist, basic qualitative design. The study draws on individual semi-structured interviews with 10 to 12 parents and 10 to 12 teachers in Auckland and will use reflexive thematic analysis to analyse the data. Two established models of parental involvement guide the study: Hoover-Dempsey & Sandler's parental role construction model (1997) and Epstein's overlapping spheres model (2010). These inform both the interview design and the later interpretation. Interculturalism serves as an analytical lens, while the analysis stays open to meanings beyond these frameworks.

As the project is at its design stage, this presentation sets out the rationale and approach and invites discussion on studying a changing community from both parents' and teachers' perspectives. It aims to offer a current, New Zealand-based account that can inform more culturally responsive school-family partnerships.

Keywords

Chinese immigrant parents, parental involvement, teacher perspectives, primary education in Aotearoa New Zealand

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