

Special issue 2019
Call for papers

**Supporting Disadvantaged Families
in Using Their Own Resources in Education**

Guest editors: Jana Obrovská, Karel Pančocha, Kateřina Sidiropulu Janků

Orbis Scholae is following the international debates on the relation between social disadvantage, ethnicity, childhood development, and education. Despite intense research on the topic for decades, the effects of social origin on educational opportunities remain significant across Europe and therefore it is crucial to keep looking for new solutions, based on thorough analysis and new perspectives. In our thematic issue we want to contribute to the stream of debates that consider socially disadvantaged families as actors with potential to use their own social, cultural, and linguistic resources to support children's development and education potential. We are focusing on the inner family dynamics as well as the broader social context of their daily life and possible interventions of family and education support centres into the development of disadvantaged multilingual children. Further, we are interested in addressing the effects of researchers' visits to such families in their daily routine, including the likely reflection on their social situation by socially disadvantaged multilingual families.

We consider the relationship between families and educational institutions as a two-way, multi-layered process. Therefore, based on Bronfenbrenner's bioecological model of personal development we go beyond changes within families and children's educational performance. We would also like to publish papers addressing notions of change in the education environment due to the introduction of inclusive practices. We are well aware that the actions and structural changes towards supporting the multilingual development of educational competences do not only influence the disadvantaged children's performance (or work against deepening the educational gap). These changes also influence the nature of educational curricula, environment, as well as relationships in classrooms. Therefore we welcome contributions critically reflecting these changes.

The aim of the issue is to analytically grasp diverse perspectives, activities, practices, and instruments that can be resources in the process of education of socio-culturally disadvantaged children. In this sense, we are trying to reframe the chronic and problematic question of how to remove the educational barriers faced by socio-culturally disadvantaged families into another one: What are the potential resources that multilingual disadvantaged families can bring into the education process? We further aim on grasping the perspectives of disadvantaged parents and children in particular as these tend to be suppressed in the field of social and educational research. We are much more informed about the views of teachers, social workers, and other professionals working with disadvantaged children and families than about these actors' perspectives as such. In this respect, we want to contribute to a more balanced view of the topic and overcome the dominant/dominating dichotomy in majority-minority relationships which can be sometimes challenging to strictly avoid.

We welcome contributions from diverse scientific fields: pedagogy, sociology, psychology, social work, anthropology, ethnology, etc. We would like to approach the topic in an interdisciplinary, multiparadigmatic, and multi-methodological way. Papers from senior as well as junior researchers are welcomed. The contributions may have the form of theoretical or empirical study, as well as scientifically based applied research. We also accept conference reports and interviews with leading professionals in the field of inclusive education and multilingualism.

Should you consider submitting a paper to the special issue of Orbis scholae, please send us the title and the abstract of your contribution by the end of May 2018 (katerinasj@mail.muni.cz). We will notify you about our interest considering your proposal by June 2018. The papers should be delivered by January 2019 and will be reviewed by two anonymous reviewers until May 2019. Revised papers are to be sent to the guest editors in August 2019. The issue is expected to be printed/published in autumn 2019.

On behalf of the guest editors,

Jana Obrovská and Kateřina Sidiropulu Janků

Orbis scholae is a journal published by Charles University (Prague, the Czech Republic) in cooperation with Masaryk University (Brno, the Czech Republic). It comprises articles on school education in the wider socio-cultural context. It aims to contribute to our understanding and the development of school education, and to reflection on teaching practice and educational policy. It is included in the SCOPUS database. Further information is available at <http://www.orbisscholae.cz>, the detailed instructions for authors are to be found at http://www.cupress.cuni.cz/ink2_stat/index.jsp?include=pokyny.