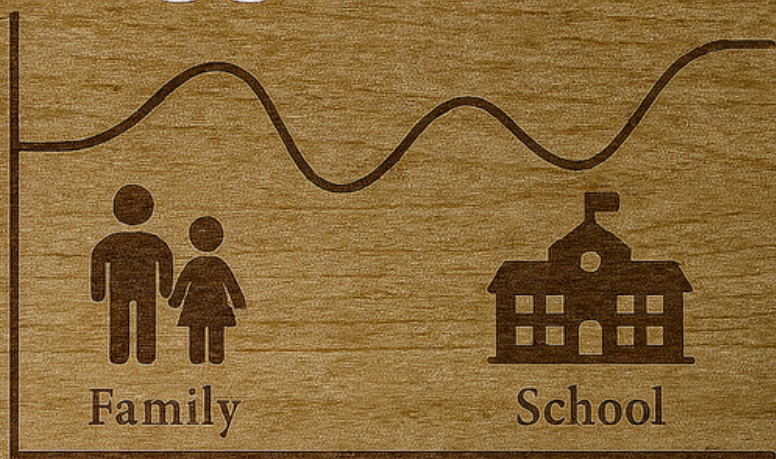
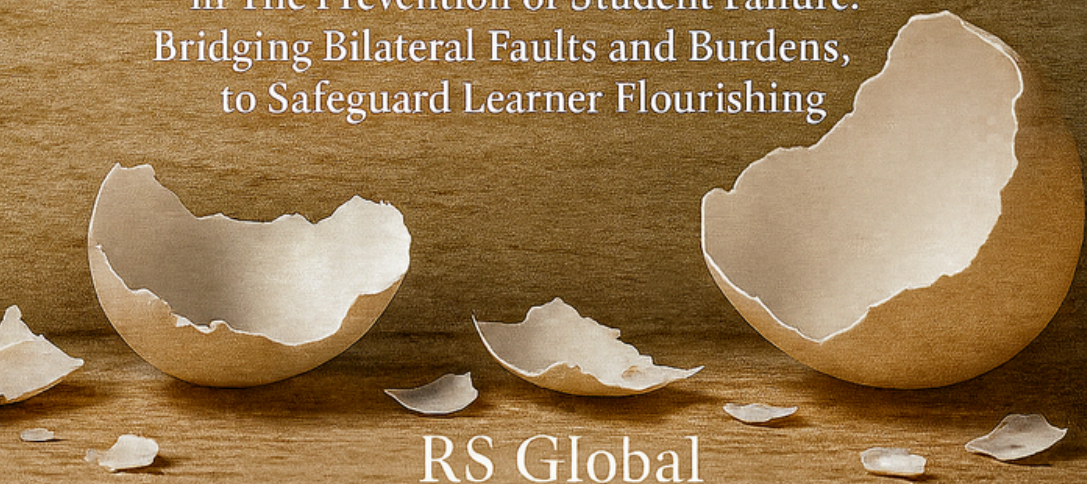


Georgios A. Moutsinas

Walking On Eggshells?



Family and School Cooperation as a Factor
in The Prevention of Student Failure:
Bridging Bilateral Faults and Burdens,
to Safeguard Learner Flourishing



RS Global

Walking on Eggshells?

**FAMILY AND SCHOOL COOPERATION AS A FACTOR IN THE
PREVENTION OF STUDENT FAILURE:
BRIDGING BILATERAL FAULTS AND BURDENS, TO SAFEGUARD
LEARNER FLOURISHING**

MONOGRAPH

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Synopsis [“blurb”]

In “*Walking on eggshells?*”, Dr. Georgios A. Moutsinas unearths a masterfully interwoven chronicle of family-school synergy as the fulcrum of educational salvation. With stilted gravitas and lyrical precision, this thrifty volume pores over the nebulous, labyrinthine compromises combining domestic and institutional catalysts shaping student outcomes; drawing from a plentiful mosaic of disciplines and global data, it exposes the inconspicuous sabotage of scholastic failure and extols a visionary passage of restorative confederacy. Bold, contemplative, and resonant, this handbook is both a clarion call and a compass —presiding over preceptors, parents, and strategists in the swaggering steps of an inclusive pedagogy of hope and co-authorship in every child’s sermonizing odyssey.

Keywords

Family-School Collaboration; Concession; Parental Engrossment; Student Lapse Prophylaxis; Exegetic Probity; Differentiated Instruction (DI); Universal Design for Learning (UDL); Socio-Economic Wedges; Inclusionary Irradiation; Vehement And Esoteric Sustentation

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Walking On Eggshells?

*Family and School Cooperation as a Factor in The Prevention of Student Failure:
Bridging Bilateral Faults and Burdens, to Safeguard Learner Flourishing*

*In loving memory
of my late father¹;
the most tireless, prudent, & noble man,
I ever got to know—*

*and to my dearest wife, Katerina,
& cherished son, Alexandros;
my sincerest companions, throughout this journey*

Walking On Eggshells?

*Family and School Cooperation as a Factor in The Prevention of Student Failure:
Bridging Bilateral Faults and Burdens, to Safeguard Learner Flourishing*

*“[...] all harmony among human beings
is the happy fruit of an error.”*

Paul Valéryⁱ

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Preface

Education beseems as the cornerstone of individual and societal advancement, yet persistent conundrums such as student failure continue to impede its transformative finesse, emblemizing a widespread, false divide between successful and unsuccessful students assumed from their academic exploits; resultantly, it is vital to demystify the often thin thresholds atwix children's triumphs and calamities and reconsider the inveterate vetting of schools as the ultimate source of knowledge and the sole valid path to learning.¹

This book thoroughly audits the pervasive chemistry crossing family and school coaction² as a fundamental determinant in attenuating pedagogic underperforming. By scrutinating theoretical frameworks, institutional/legislarian documents³, empirical (quantitative and

¹ Valéry, P. (1958, p. 161). *The art of poetry* (J. Mathews, Ed., T. S. Eliot, Introd., & D. Folliot, Trans.). Princeton University Press. [Bollingen Series XLV, Vol. 7; Original work published 1928]

¹ Surprisingly, homeschooled trainees customarily not simply vaunt more uplifted longitudinal liveliness/durability, happiness, and prosperity in comparison to their traditionally, public charter – tutored peers, attributed to signature pedantic surroundings and armored familial cords (Fidan, 2021; Hamilton et al., 2021, pp. 7-11), but they also perform as good as or better on methodized tests and profession ramifications, taking advantage from self-sufficient erudition and tailored, systematized instructive means (Martin-Chang et al., 2011; Murphy, 2014; Ray, 2020, pp. 128-129).

² Albeit “cooperation” denotes the amiable —or maybe egotistical— coexistence of travails pertaining to agnate destinations (Blândul, 2012; Sylaj, 2013), “collaboration” proclaims a more cavernous and concatenated comradeship, whereby contractors actively co-create and mutually overhaul the foray itself (Minke & Anderson, 2005; Tran, 2014); the *ex nunc*, fungible employment of these utterances conformably portends a realistic ductility and a sheer ideational oversight, in favor of learners’ replete upgrowth (Paccaud et al., 2021; Sanders, 2006, p. 41; Sheridan et al., 2019; Smith et al., 2020).

³ Incontrovertibly, James Coleman’s sociologic schema (1974, 1976, 1986, 1987a, 1987b, pp. 195-196, 1990b, pp. 39-41, 1994, pp. 542-545) elegantly appends the macro-level — comprising directive frameworks, institutional mandates, and prevailing public discourse — with the ethnographic, micro-level dynamics of familial strategy and decision-making (see Sect. III.A.); latent structural forces and mutable cultural narratives shape parental perceptions, aspirations, and resource allocations, hereinafter influencing educational wishes and vectors (Baker, 2018, pp. 67-73; Bourdieu & Coleman, 1992, p. 189-192). Considering this theorem, primordial family decorums are not isolated acts but are deep-seated in, and responsive to, the broader sociopolitical topography (Coleman, 1990a, pp. 325-338; Ramström, 2018), illustrating how indefinable systemic norms subtly percolate into intimate domains, officiating at individual mode within a web of societal suspense and institutional constraints (Farkas, 2018, p. 32; Hautmann et al., 2018; Mikiewicz, 2021; Plank et al., 2018, pp. 91-96; see Sect. I.D.).

qualitative) studies, and practical interventions, a *state-of-the-art, integrative* literature review⁴ underscored the necessity of championing perdurable pacts leaguering parents, educators, and policymakers. The work addresses socio-economic disparities, cultural influences, and systemic barriers that frustrate vociferous collaboration, while proposing summarized, evidence-based strategies to cultivate maximal support for pupils.

Drawing upon interdisciplinary perspectives from sociology, social anthropology, developmental, clinical, social and organizational [neuro]psychology, and education, this advisory manual attempts a steamlined, encyclopedic exploration of the methodologies through which family-school federation can sculpt scholarly determination and long-winded consummation. In italicizing best practices from diverse instructional arenas, valuable insights for preservice and laboring pedagogs, postgraduate students, administrators, researchers, and adjuvant interested scholars/consultants committed to exacerbate apprentice denouements are ventilated—with particular attention on the Greek subsistence.

By authenticating an intermutual template of tuition that interfuses parental complicity with erudite efforts, the book at hand quests after embracing inclusive, impartial, and creditable educational climes, where all apprentices can singlehandedly navigate themselves and thrive.

⁴ A rigorous, discursive and multidimensional grip on the chronotope was originated (Toronto, 2020, pp. 2-5), indicating the most recent, inceptive drifts/fissures, lacunae, radical escapades, and far-off, applicable edicts, to rapidly inform solemn tractates and innovation (Bassot, 2016, pp. 31-39; Booth et al., 2016, pp. 125-128; Efron & Ravid, 2019, pp. 15-37), retrace discrepancies/voids in existent wariness, and sequentially turn the last more generalizable (Andrews & Harlen, 2006; Attride-Stirling, 2001; Hwang & Jeong, 2009; Lind & Boomgaarden, 2019).

Hermeneutics (Dilthey & Jameson, 1972; Gadamer, 2006; Heidegger, 1999, pp. 58-59; Ricoeur, 1975, 1981, pp. 107-126; Schleiermacher, 1998, pp. 225-268) /semiotics (Barthes, 1967, pp. 51-53; de Saussure, 1959, pp. 212-215; Eco, 1976, pp. 28-31; Greimas & Fontanille, 1993, pp. 43-62; Krampen, 1987, p. 61; Lagopoulos & Boklund-Lagopoulou, 2020, pp. 236-238; Peirce, 1991, pp. 160-179) were brought to bear in the textual corpus, capacitating a delicate unveiling, sifting, mapping, and deconstruction of implicit linkages atypically interweaving rhetoric, affordances/gestures, and annotations (Campbell et al., 2019; Stables et al., 2018, pp. 158-173)—the very distillation of which surpasses nominal statistical correlations, regardless of their inherent materiality (Dangal & Joshi, 2020; Heiskala, 2014; Lather, 2016; Wierciński, 2020, pp. 21-27; see Sect. III.A.).

I. Introduction [Prologue] — Veering to a “hedgehog” or a “fox”⁵ outlook?

In today’s education system, coadjuvancy between families and schools is often highlighted as a *sine qua non*, key particle in preventing student failure; the role of the family is to provide reliable, relieving support (i.e., stimuli for conversancy with emergent literacy, and sensible handling of domestic space and time, in conjunction with pupils’ cognitive accouterments) and value-laden motivation to the child (Eccles & Harold, 1996, pp. 19-23; UN General Assembly, 1948, Art. 26, para. 3), while the part of the school is to proffer interprofessional/transdisciplinary, quality education, resources, and consistent scaffolding in the learning process (Baker et al., 2016; UN General Assembly, 1989, Art. 28, para. 1.d., 2015, SDG 4.7.c., SDG 17.16-17; see Sect. IV.A.).⁶ Once these two pillars collaborate effectively⁷, learners have a greater chance of success, objectifying their ambitions and subsequently realizing satisfactorily their optimal, full potential (i.e., self-fulfilment; Danielsen et al., 2009; Inchley et al., 2020, pp. 44-47; Ryan & Adams, 1995, p. 21)⁸ —lack of interface

⁵ Berlin (1953, pp. 42-58) figuratively sheds light on a theoretic divagation wherein the “hedgehog” estimation patronizes a unitary, scopic value regularity ordaining all benefactors for a diacritic pedagogical desideratum, while the “fox” sweep laps up plurality that signalizes the coinciding of mingled, bargain-relativist dogmata and manifestoes athwart families and educators (Cuban, 1995; Hoggan, 2019; Norwich, 2014; Psillos, 2018).

⁶ In Greece, a notable boost to parents as respects brushing up their offsprings’ progression was given by the inauguration of all-day schooling (i.e., optional program for student feeding, looking after and studying, alongside sports and artistic furtherance in the afternoons, outside of obligatory school hours; GG 1471/22.11.2002, Art. 1-2; HMERRA, 2019, pp. 47-48; Thoidis & Chaniotakis, 2015); since then, 92.15% of the elementary school units operating in the Grecian territory have this day been converted into full-day schools (HSA, 2021, p. 132).

⁷ Contrarily —seeing that Triantis (1977, 1993, 1994, pp. 245-248) claimed intentions and habits to be acute archetypes of countenance (Singelis et al., 1995; Triandis & Gelfand, 1998)—, vertical individualism enunciates arrayed human polarity and solitary surmounting, predictably expediting violent byproducts of pupils’ dominance strifes. Meanwhile, horizontal individualism praises autonomy in unison to altruistic, equalitarian relational student interludes (von Suchodoletz & Hepach, 2021; Warren et al., 2009).

Consonantly, vertical collectivism punctuates group cohesion delimited by tight hierarchic structures and authority within the populace, whilst horizontal collectivism signifies in-crowd fairness and applauded interdependence (Booyesen et al., 2021; Cheng et al., 2020, pp. 287-291; Fatehi et al., 2020; Omi, 2012; Oppenheimer, 2006; Shavitt et al., 2011, pp. 310-312).

⁸ In accordance with the goal orientation theory (Duda & Nicholls, 1992; Dweck, 2021, pp. 85-89; Dweck & Grant, 2008, pp. 407-409; Elliott & Dweck, 1988; Nicholls, 1992, pp. 280-283, 2017, pp. 212-217), apprentices’ mastery purely earmarks the delightful/friendly emoluments of learners’ innermore knowingness, additionally to the amendment of their commensurate

amongst the family and the school can lead to problems in the edification and advancement of trainees (Holder et al., 2017; Milošević, 2002; Yaşaroğlu, 2016).

A. Quandaries in the cooperation between family and school: A call for immediate action

If parents/caregivers⁹ are not active partners in their offsprings' education (a.k.a. felicitous, potent "activists"; Delpit, 1995, pp. 21-47; Lareau, 2018, pp. 445-447; Simi et al., 2016; Story Sauer & Lalvani, 2017; Verberg, 2006; see Sects. I.D. & IV.C.), there can be a paucity of incitement and assistance necessary for ascendancy; concomitantly, dearth of communication amid the school and the family could scale down information about the needs and abilities of the apprentice, which can *de facto* make it difficult to furnish adequate sustenance (Green & Johnson, 2015; UNITAR, 2021, pp. 34-35).

Therefore, in the name of open dialog—without alienating fear of cross-party judgment or embarrassment—, regular

cultivation and/or sharpnesses (Kaplan & Maehr, 2007; Meece et al., 2006; Urdan & Kaplan, 2020; See Sects. I.C. & II.B.). Contrariwise, schoolers' performing is allineated with their averment of lifted facilities as regards to their grading excellence/rivalry bordering on their peers (Ben-Eliyahu et al., 2017; Kruglanski et al., 2018, pp. 208-211; Vandewalle et al., 2019; See Sects. II.C. & IV.).

Incidentally, the capability approach, pioneered by Sen (1992, p. 49-52, 1999, p. 33-45) and further refined by Nussbaum (2000, pp. 298-304, 2011, pp. 185-187), reconceptualizes human buildout by vividly featuring individuals' unadulterated freedoms to achieve functionings they value, sooner than triflingly access to resources or utility maximization (Gracia-Calandín & Tamarit-López, 2021; Hart & Brando, 2018; Reindal, 2016; Robeyns, 2021, pp. 73-77).

⁹ The term "parent" quintessentially alludes to a child's biological or adoptive mother or father, who is delegated with the judicially reputable imperative and the perennial commitment/culpability for the young person's upbringing (Crouch et al., 2019). Conversely, "caregivers/caretakers" enfold anyone provisioning temporary or permanent care (i.e., surrogate guardians, elongated family relatives, disparate non-parental figures, etc.) for a minor/protégé ascribable to, atwix variant nodal parameters, sudden orphanacy or vernal neglect/abuse (Paré-Blagoev et al., 2019).

Discounting these dissemblances, the switchable utilization of the pair foregoing dictions in the present essay acknowledges the augmenting variance in family morphology and affirms that paramount, anchored/day-to-day custodianship is salient to an infant's unique, euphoric blooming at grassroots, from birth and onward (sufficing as a superlative affection personage; Bubb & Jones, 2020; Gough & Gulliford, 2020), heedless of interfering, rigid legitimate, or consanguineous ties—ergo, lessening adverse social stigma in lieu of *per se* overlapping semantic wordings themselves (Edwards et al., 2019, pp. 12-17; Tessier et al., 2018; Zhang, 2021).

consultations, joint/collegial scheduling, and implementation of verdicts settled upon, identical norms of deportment (Conroy et al., 2019, pp. 59-61; Hoover-Dempsey & Sandler, 1995a, 1995b, 1997; Walker et al., 2005; Weber, 1947, pp. 392-403), as well as popularized, commonly adopted goals, families and school organizations are up to working together in rejuvenating circles (Evanovich et al., 2020; Thorsborne & Blood, 2013, pp. 59-68; Thorsborne & Vinegrad, 2017, pp. 32-36; York-Barr et al., 2016, p. 288; Zakszeski & Rutherford, 2021), meant for disentangling complex tensions/dilemmas and creating a stimulating, welcoming environment for erudition and pupil growth (Dillon & Nixon, 2018, pp. 15-16; Perls et al., 1951, p. 383-390; van den Branden, 2019, pp. 50-63). At the same time, the pedagogical network as a socio-cultural hub in its entirety is going to be sustainably invigorated (Epstein et al., 2019, pp. 43-62) in the wake of a premeditated, permeating, and introspective language/vocabulary¹⁰

¹⁰ Inarguably, proponents of the postmodernist vanguard (Derrida, 1974, pp. 167-170; Foucault, 1965, pp. 279-289; Jameson, 1981, pp. 281-299; Lyotard, 1988, pp. 72-89), altogether with slightly consecutive exponents of post-structuralism (Barthes, 1967, pp. 86-88; Kristeva, 1980, pp. 64-91), have critiqued allegedly certified, grand candors, foregrounding the fluidity, relativism, and abatement of meaning illustrated through the vehicle of elocution, added to the contextual/intertextual construction of ingeniousness and entitlement (Humes & Bryce, 2003; Peim, 2018; Peters, 2005); as long as discourses applying to schools and families hiddenly/ambivalently mimic or endure totalitarian, undermining, and dissociative power dynamics (Asimaki et al., 2011, pp. 109-112; Bekh et al., 2021; Bonnett, 2020, p. 13; Hägerström, 1953, pp. 235-239), normative premises hereof ontological prestigiousness are these days seriously interrupted and questioned with incredulity as organisms of kaleidoscopic, transient or stochastic mood —and, thereupon, dismantled (Kitching, 2020, pp. 33-41; Moutsinas et al., 2018, pp. 21-22; Popescu, 2018; Poster, 2019, pp. 124-141; Ruitenbergh, 2018, pp. 690-691; Sharpe & Boucher, 2010, pp. 139-164; Stewart et al., 2021; Zajda & Rust, 2021, pp. 199-135; see Sect. I.D.).

In passing, rhizomatic learning, a cogitation stemming from the metaphorical opuses of Deleuze and Guattari (1987, pp. 3-21) as convergently enriched by Heidegger's coinage on the scrupulous/immaculate and quartered canniness of human beings (1971, pp. 143-159), limelights non-linear, intimately tied abeam, and dashing pathways of affective knowledge conquest; the infliction of this ordonnance into education agitates for pupil-hastened, editable pedagogical formulas that valorize fraternized collaboration and contexture over forebegotten, renitent social echelons (Adams Ellis, 2016; Cormier, 2008; Kairiené, 2020; Ko, & Bal, 2019) —hence, freed from arborescent and replicable calculations (Humphreys, 2013; Lukashenko & Kostin, 2020, pp. 769-770).

Clashingly, rooted learning deposits a strong emphasis on organized, contextually based instruction that builds on social concord, cultural allusion, and precedent expertise (Nasir et al., 2021; Pea, 2018, pp. 424-425) —information and communication technologies (ICTs) deliver customized and conjunct pedagogical experiences amidst the upcoming “Education 5.0” epoch,

to reframe and square up hollow, heated and/or jargon verbosity/controversies in binary perspectives and/or expectations (Behfar et al., 2008; Freeland Fisher & Fisher, 2018, pp. 89-110).

B. Background of the problem

Within a profound analysis of the research issue, a sparsity of discreet, firm grasp surfaces regarding the duties of families and schools in the instruction of pupils (Welsh & Little, 2018). Coincidentally, the rising journalistic visibility of occurrences of violence/bullying in Greek school units (Papaefthymiou, 2021; Theofanous, 2021)¹¹ has accentuated the reverberations of child-rearing/ sheltering parental attachment¹² in the demeanor of

where human-centered studies are chained with advanced automation by seamlessly melding artificial intelligence (AI), avant-garde robotics, big data mining/analytics, augmented/extended reality, cloud computing, the internet of things (IoT), and neuroscience (Jagušt et al., 2018; Miller, 2018; Mugahed Al-Rahmi et al., 2020), whence insightfully fostering ethical liability in an immersive, digitally connected world (“metaverse”; UNESCO, WB & UNICEF, 2021, p. 3, 7; WEF, 2021, pp. 28-31; see Sects. IV.B. & V.).

¹¹ Astoundingly, 27.45% of Greek elementary and secondary school learners denounce being terrorized (i.e., verbalized or corporal assaults, visceral coercion, etc.) no less than a few times a month—in stark contrast to the 22.48% of European Union (EU; EC, Directorate-General for Education, Youth, Sport and Culture, 2021, p. 133) and the 19.59% of Organization for Economic Co-operation and Development (OECD, 2017, p. 2) medians (Theodorou, 2021). Bizarrely, 79.07% of offsprings’ exposure to being daunted goes overlooked by their begetters (UNICEF Greece Country Office, 2021, p. 50).

More literally, a poll in the Region of Attica with 12,319 randomly/representatively sampled parents of children aged 10-17 years demonstrated school organizations as the cardinal place of manifestation of aggressive scenes (58.11%), with one in five youngsters (55.37%) requesting to change school predominantly because of wearing frictions with classmates (Papatsimouli et al., 2019). Analogously, in an assortment of 1,588 Greek adolescents (11-15 years old), 14.16% declared themselves to be culprits of school cruelties, whereas 22.29% confessed to have been victimized (Pervanidou et al., 2019); statistics have chronologically increased by at least 5 percentage scores, traversing the previous ten years (Andreou et al., 2021; Gkouliama et al., 2021; Stavrinides et al., 2011).

In sum, the divulgence of genitors and pupils that they consort with education officials first in scarce ratios of 18.47% and 6.59% correspondingly, in cases of harassment/intimidation (Georgiou et al., 2018), suggests a breach in encompassing, enthusiastic faith/entrustment betwixt the three relevant counterparts, that has got to be reconciled (Fry et al., 2018; Syrgianni et al., 2017; UNESCO Education Sector, 2019, pp. 56-57, 2021c, p. 9; see Sects. II.A. & II.B.).

¹² Attachment presupposition, commenced by Bowlby (1979; Holmes, 2014, pp. 185-192) and expanded by Salter Ainsworth (1979; Posada et al., 2021, pp. 2-11; Salter Ainsworth et al., 1978, pp. 345-349), posits that prevenient, sturdy and watchfully expressive closeness pairing caregivers and children enormously personifies the backbone of socio-instinctive elaboration (Byng-Hall, 2006, pp. 207-209; Watson, 2018, pp. 373-374), heralds oncoming relational

schoolkids enclosed by pedagogic ambiances (Charalampous et al., 2018; Gaffney et al., 2019; Liasidou & Gregoriou, 2021; Stamatis & Nikolaou, 2016; Travlos et al., 2021).

In spite of that, studies show that whenever parents and teachers endeavor in collusion —having developed intentional, first-hand strategies to avert student misadventures—, learners maintain a more towering leeway for scholastic fruition and a reduced risk of failure ranging from infancy (Cameron & Sheppard, 2006) up to adolescence (i.e., “K-12” level; Cherry & Coleman, 2010; Jaynes, 2007; Sheldon & Epstein, 2002; see Sect. III.A.); in consequence, it is necessary to supply training for parents and teachers, in order for them to refine communicable skills and reciprocated perceptiveness (Davis-Kean & Eccles, 2005, pp. 65-67; Erdener & Knoepfel, 2018).¹³ Also, it is important to fend for physical and intangible resources (e.g., intervals for one-on-one meetings, e-mails or phone/video calls, room for smoothed teaming, and availability of information; Nunn, 2014, pp. 127-130; see Sect. V.). Finally, systemic mechanisms for monitoring and pegging the amenable consociation amid the family/community and the school¹⁴ (e.g., periodical surveys with the aid of standardized

trajectories (Giacolini, 2021, pp. 75-77), and incubates juveniles’ capableness to canvass and negotiate with their stomping ground —equally animate and insentient (Cowan et al., 2009; Harlow, 2021; Hertler et al., 2018, pp. 310-312; Kennedy & Kennedy, 2004).

¹³ Precisely, in the school year 2021-2022, the subject of “Skills Labs (SLs)” was drafted for the timetables of compulsory primary and secondary education in Greece (GG 111/A/12.06.2020, Art. 1.1); this course is directed onto trainees’ incipient citizenship (i.e., refinement of soft skills, mind skills, and life skills, along with mediational, programmatic, and scientific deliberation [Altomonte et al., 2016] —anyhow, beyond mechanistic/rote memorization; Prezioso et al., 2021, pp. 69-71), to compensate for the inelasticity, unilateralism and deterioration of the Greek school realness until recently (Flouris & Pasias, 2003; Koustourakis, 2007; Tridimas, 2020).

The memoranda of the SLs are grouped into five thematic integrants, as follows: [i] “Environment”; [ii] “Welfare”; [iii] “Security”; [iv] “Civil Society”; and [v] “Modern Technology and Entrepreneurship”, predicated on the Global Sustainable Development Indicators (GG 3567/B/04.08.2021, Art. 1.2, 2.1; UN Statistics Division, 2017/A/RES/71/313, Art. 4.7.1.). The achievement transcript/inventory kept for each student at school is engineered to function, among other things, as a diagnostic medium for his/her differentiated learning profile (GG 3791/B/13.08.2021, Art. 2-3, 5; Tomlinson, 2018, p. 281; see Sects. II.C. & IV.).

Enticingly, the SLs module was dispensed the Global Education Network Europe (GENE, 2021, p. 31) titular Award for 2020/2021.

¹⁴ Regurgitating Lave and Wenger’s seminal dicta (1991, pp. 29-43, 1999, pp. 21-25), situated learning is a socially ineradicable commotion, wherein novices acquire sapience from old-

questionnaires/scales or interview courtesies) ought to be established by a courageous leadership, aiming to continuously improve repercussions-driven, countervailing instigated measures (Blankstein, 2013, pp. 237-239) —not forgetting that there is no ubiquitous recipe for human assets governance (Prestiana & Sugito, 2021).

C. Significance of synergism between family and school: Palpable and covert aspects

According to novel empiric proof, intertwined positive relationships in the interior of the family and at school epitomize succor in dealing with the imprint of the education venture (Fredrickson, 2001, 2009, pp. 224-231; Kyriazos & Stalikas, 2018), especially during compelling, emergency times like the Coronavirus Disease 2019 (COVID-19) *impromptu*, pandemic crisis and its unprecedented, chaotic situation of mandatory quarantine, whereon synchronous and/or asynchronous distance learning was conducted almost catholically in replacement of face-to-face lessons (Giannoulas et al., 2021; Moutavelis, 2021, p. 416; Tzimopoulos et al., 2021; UNESCO Education Sector, 2020, pp. 4-7; see Sect. V.)¹⁵; parents —usually mothers— are weighty intermediaries in scrutinizing the pedagogical ceremonies of their offsprings at home, mostly prevailing over the restrictions, uncertainties, and complications (didactic and technical) of instruction (Bakiler & Türk Kurtça, 2021; Liasidou & Hadjiyiannakou, 2019).

By all odds, children whose kinfolk are steadfastly —howbeit not excessively/domineeringly— implicated *ad hoc* in school

timers as a footprint of *in situ*, warranted peripheral presence within unfeigned cultural specifics (a.k.a. “communities of practice” [CoPs]; Lave, 1991, pp. 84-87, 1996, 2009, p. 200; Wenger, 1999, pp. 293-295; Wenger et al., 2002, pp. 49-64) that metamorphose into a crucible for selfhood crystallization and skill amassing (de Cuyper et al., 2010; Gijbels et al., 2021, pp. 149-151; van der Haar et al., 2013), hastening differentiated assessment by acknowledging learners’ varied routeways (Bruner, 1990, pp. 99-139; Engeström & Cole, 2021, p. 303; Mortier, 2020; see Sect. IV.B.).

¹⁵ Today, the appointment of tele-education in Greece is peremptory in any event where in-person teaching is not possible (e.g., traceable to extreme weather) or for the health precaution of students suffering from serious underlying maladies (GG 4188/B’/10.09.2021, Art. 1; see Sect. II.A.).

everyday life are more likely to neatlier acquit themselves and exteriorize fewer lingering comportmental/maladaptive [pro]social issues (e.g., underage delinquency; van Ryzin et al., 2020; Winnicott, 1964, pp. 224-229), by gaining a labored sense of symbiotic *affinity* [author's mark] and ipseity that buoys up their mental health (Man Wong et al., 2018; Tazouti & Jarlégan, 2019). This deep impulse thrills youths to punctually clock in classes, plus vibrantly and realistically grapple with their obligations (Barger et al., 2019; Topor et al., 2010; see Sect. III.B.); pupils' twain intrinsic/integrated contained and extrinsic perseverance into mastering the material comes off as kindred with veridical, ritual, retreatist, and rebellious academical immersion interchangeably (Moutavelis, 2021, pp. 68-72; Saeed & Zyngier, 2012).

In addition, with reference to hindrances related to the overall erudition regimen, such as treating juvenile obesity and poor nutrition, both families and schools should confederate in launching healthy dietary habits (i.e., nurturing fruit and vegetable consumption) via playful/aesthetic/audio-visual, hands-on approaches and vouching for physical activity among young people (Kothandan, 2014; Perdew et al., 2021), henceforth hurrying their general, long-term well-being/wellness (Lillard, 2019; Montessori, 1982, pp. 109-118, 1995, pp. 171-189; Whitescarver & Cossentino, 2008).

D. Rationale of this monograph: Out on a “witch hunt”...

When we discourse on the composite tasks of the family and teaching staff for the forestalling of toxic perplexities and/or disillusionment in schooling, the latter must repeatedly reach out to the former, boldly ask questions (Akbaşlı & Diş, 2019), share tidings peculiar to student performance (Fakidou, 2016, pp. 370-371), and unitedly agree on transparent strategies for transmogrificated support (Cook et al., 2018; see Sect. IV.A.).

Along these lines —despite the limited research to date apropos of the merit of parent-teacher bonds and their enlisted habituses¹⁶/customs—, a heartening atmosphere of warmth,

¹⁶ The opaque, transcendental postulation of “habitus”, as exhibited by the Bourdieusian writings (Bourdieu, 1994, pp. 157-158, 2013, pp. 78-81, 2017, pp. 59-62, 2019, pp. 31-32), symbolizes a crucial fashion of tendencies shaped by somebody's social canvas, made up of

honesty, fidelity and stability can be inducted (Christenson & Sheridan, 2001, p. 103; Pestalozzi, 1951, pp. 72-75) that will sponsor trainee amelioration notwithstanding circumferential inequalities (e.g., apprentices' gender¹⁷, ethnicity/race, geographical origin, socio-economic position, etc.; Brunner, 2018, pp. 67-71; Lindstrom Johnson et al., 2019; Wickrama et al., 2021, p. 445)¹⁸, blended with ancillary parental abetment at home (Neuenschwander, 2020; Papadogiannis et al., 2021). In point of fact, youth hailing from subservient socio-economical strata (i.e.,

norms, values, and propensities/carriages, which usher perceptions/sensations, tenues/antics, and interactions (Costa & Murphy, 2015, p. 4; Stahl & McDonald, 2021, pp. 200-201); "habitus" operates unconsciously (Buelens, 1966), mirroring social assemblages by actionizing the internalization of extraneously fuelled caveats (Çelik, 2021; Farkas, 2018, pp. 4-6; Forster & van de Werfhorst, 2020).

Parental "habitus" germinates under deviating social environs (e.g., appellated middle-class up against working-class) and inadvertently bands together with educational sodalities gleaned from bipartite familiarity with each field's cultural epicenter and tallying acuties of personas' numerous errands/savoir-faire within it (Bodovski, 2010; Edgerton et al., 2013; Lareau, 2014, pp. 80-81; Osman et al., 2021; Zhao et al., 2019, pp. 154-159; see Sects. I.A. & IV.C.).

¹⁷ There is a polarized, psychoanalytic separation of the anatomically defined, congenital sex of persons from their socio-culturally invested gender identity, which is malleably fastened on their personality by their mise-en-scène (Archer & Lloyd, 2002, p. 17; Herd et al., 2019; Johnson & Repta, 2012, pp. 19-21; Lightfoot et al, 2018, pp. 300-301; Torgrimson & Minson, 2005; Tumin, 2019, p. 32); the arbitrary social decadence that the second-told suffers from has been witnessed in precocious, forced marriage of women and female genital mutilation in Iran (Yaghoob, 2020) and in sub-Saharan African countries (Esquivel & Sweetman, 2016; Ihalaainen et al., 2020; UN Women, 2021, p. 98).

Connately, the prime scope of sex education encapsulates, inter alia, organic/somatic angles of reproduction, contraception, sexually dissipated infections, and consent (Goldfarb & Lieberman, 2021; Kolenz & Branfman, 2019; Lameiras-Fernández et al., 2021; Stoller, 2020, pp. 10-13), whereas gender education broadly captions societally afflicted, acceptedly distorted, and purportedly insurmountable gendered onuses bearing on masculinity head to head with femininity (Beechey & Moon, 2015; Easterbrook & Hadden, 2021; EC, Directorate-General for Justice and Consumers, 2021, pp. 17-19; Hyde et al., 2019; Kantor et al., 2021).

¹⁸ Educationists are exacted to canonically shift from chalking up a *modus operandi* of monotonous, "one-size-fits-all", complacent/condescending, and ersatz equality among their learners to egalitarian stances (Stahl, 2015, pp. 22-23) that exude fervent, scalable equity/parity of all pupils (Ainscow, 2020a, 2020b; Bondie & Zusho, 2018, pp. 125-128; Bondie et al., 2019; Kyriakides et al., 2018, pp. 181-199; Lindner & Schwab, 2020; UNESCO Education Sector, 2017, pp. 32-37) as per redistributing meticulous pedagogical stores onto intersectionally disadvantaged/truncated populations (Crenshaw, 2021; Fraser & Honneth, 2003, pp. 248-253; Liasidou, 2012a; Mills, 2019, p. 209), in preference over the redemptive ingestion of the last-quoted by pack mediocrity (Artiles et al., 2006; Edley Jr. et al., 2019, p. 86; Herrera et al., 2020, pp. 63-64; Hill Collins, 1990, pp. 273-289; Kyriakides, 2020; Ladson-Billings, 1994, pp. 127-143; Nachbauer & Teemant et al., 2021).

single-parent or multiparous family units, narrow domiciliary education gentry and revenue, accompanied by straitened propinquity of pedagogical perquisites in the locality) in post-industrial societies infallibly seizes duly homologous feats in school compared to peers from wealthier families, so long as meted out spare, exclusive classes, mentoring sessions or access to educational indulgences outside of academical establishments (Çeven et al., 2021; Ikeda & Echazarra, 2021, p. 5; Irwin et al., 2021, pp. 31-34; Miller et al., 2013; Subramaniam, 2020, pp. 74-75).

If truth be told, medially the assumptions of intercultural inculcation¹⁹, ethnic, folkloric, religious, and linguistic²⁰ human heritage (e.g., celebrating incongruent holidays and cultural expositions, inevitably exploring and addressing the richness of eclectic dictates by departing from utterly essentialist, deficit-elicited views of civilizations; Coulby, 2006; Lourenço, 2018;

¹⁹ The conceptual locution of “intercultural education” captures the fluctuating, dialectical, non-nationalistic, and middlingly-rounded rapports in which individuals from various ethnic or migrant/immigrant/refugee groups (i.e., indigenous and nonindigenous) that emanate from hybrid —normatively/hegemonically overestimated or underrated— academic stocks latch on cohesive recognition (Caetano et al., 2020; Convertino et al., 2019, p. 36; IOM, 2019, pp. 193-194), while adhering to the self-existing social episodes pronounced by multiculturalism in ulteriorly harmonious/peaceful and nondiscriminatory, cosmopolitan democracies (OECD, 2012a, pp. 37-40; Torres & Tarozzi, 2020; Tsaliki, 2016; Verkuyten & Thijs, 2013).

Dedicated cosmopolitan parents give the backlash of versing their descendants in inspecting the world and emulating a cross-border inference on their volatile life itinerary (Wilding, 2018, pp. 169-170), whereas pragmatic cosmopolites putatively believe that globalizing matters entail gracious, ecumenical virtuositities to be instilled in forthcoming youngsters (Bonal & Bellei, 2018, pp. 146-147).

In parallel, by delving into postcolonialism, the thrust of imperialist sovereignty and manipulation on subjugated inhabitants and their territories has now been exemplified (Gordon, 2020, pp. 107-126; Kinnvall, 2020, pp. 78-80; Verma, 2019, p. 59).

²⁰ Bi/Multilingual textbooks (e.g., those taught in “Zones of Educational Priority [ZEP] – Reception Classes [RCs]” in Greece, where fundamentally reinforcing Greek language tutelage is carried out to Roma, foreigners, asylum seekers/returnees, Muslims, displaced persons, and/or added endangered social groups [GG 163/A/21.09.2010, Art. 26, para. 1.a.; GG 2687/B/29.08.2016, Art. 2, Art. 7, para. 2; GG 3049/B/23.09.2016, Art. 1, para. 1, Art. 10, para. 1.b.]) offer the handiness for schoolers not solely to hone their language caliber (Blair & Haneda, 2021; Kyprianos et al., 2019, p. 40), but uniformly to preserve their discrete traits and ethnological proprieties owing to the tongue they speak at home (a.k.a. “translanguaging”, by using cross-lingual channels; Bailey & Osipova, 2016, p. 176; Kirss et al., 2021; Sierens & Van Avermaet, 2014, pp. 217-218; Tsokalidou & Skourtou, 2020, pp. 228-231; Tsokalidou, 2021, p. 9).

Roiha & Sommier, 2021) behooves to be empathetically gaged as a multilayered grace, celebrated with tolerance/espousal, instead of an anthropological millstone/discord swaying parents, educationalists and batchmates to the cross-generational, epistemological marginalization/segregation of minorities subject to discernible or tacit, coercive transactions of power (Bourdieu & Passeron, 1977, pp. 141-176; Cummins, 2015; GG 159/A/06.09.2016, Art. 20-21, Art. 22, para. 1; Moore, 2020, p. 93)²¹ —admitting that citizenry homogenization is oft-times implied by globalization (Rapanta & Trovão, 2021, pp. 11-12).

This commissions a holistic stratagem²² to the learning of children by not being dismissed as a superficial, one-way/monologic street or a ladder for upwardly social [im]mobility/revanche and monetary survival (Curl et al., 2018; Frisancho & Delgado, 2018); bidirectional, fluid, and unperturbed exchange of information, as well as sharp engagement of all parties is desired, explicitized by pooled respect, apperception, and solidarity (Ferguson, 2007, pp. 12-17; Westergard, 2013).

²¹ In sooth, Bernstein's supposition of pedagogic discourse (2000, pp. 43-48, 2004, pp. 165-217, 2005, pp. 247-251, 2007, pp. 46-49) dissects the interplay atween instructional discourse, which pertains to the propagation/aquisition of knowledge and skills, and regulative discourse, which governs social catenation and paragons. These parlances simultaneously forecast the ingemination of cultural capital and social, pyramidal reticulations in education either vertically (i.e., in respect of specialized academic disciplines) or horizontally (i.e., with regard to typical, context-dependent classroom conversations; Daniels, 2004; Hasan, 2006, pp. 211-212); in this way, the ideological nucleuses of curriculum design and teaching normalcies are tarried over as an ensemble to stringently excogitate rectitude and accession into learning environments (Chiang et al., 2021; Daniels & Tse, 2020; Inghilleri, 2020, pp. 59-63; Singh, 2002).

²² Gramsci (1965; 1988, pp. 10-13; Garrett, 2018, pp. 103-117; Gross, 2015, pp. 53-60) and Freinet (1990, pp. 138-142, 1993, pp. 104-109) marxistically substantiated exuberant abettance onto real-world worriments and the concoction of student adjudication in scholarly expeditions, fomenting rational fertility and critical consciousness/introversion.

Family-school amiableness reiterates the shared continuity allying homely and studious spheres (Feyl Chavkin, 2017, pp. 51-67), nourishing fervid inviolability, eagerness, and —undisputedly— justness/liberation aloft subalterns' subversion (Francisco Martins & Fortunato, 2020; Koerrenz et al., 2018, pp. 106-107; Manojan, 2019; Pizzolato & Holst, 2017, p. 26; see Sects. III., IV. & VI.).

II. Interpreting student failure — Are we there, yet?

On the whole, faltering at school academically and/or socially should not be viewed merely as a simplistic, end eventuality; in the concrete, it seems to be iterated as an indicator of meager familial (Quilliams & Beran, 2009), compeer, and friend guardianship (Ajjawi et al., 2019; Ginsburg-Block et al., 2006).

On that account, by leveraging the dynamical participation of parents via a comprehensive disposition on behalf of extroverted school units, children's urgencies may be deciphered and a plenitude of trainee punctilious initiatives —attitudinal, conditional, and institutional, coterminously of preemptive and alleviative nature— might be persistently galvanized, geared to pupils' inner and external provocations (EPI, 2021a; Marturano et al., 2005).

A. Integrands that catalyze student failure

Unfortunately, presuming that parents do not forthrightly coalesce with teaching personnel or take notice of their offsprings' aptness, the learners could perhaps feature deprivation of impetus that is critical to yield gratification in school (Önder, 2016).

Aside from that, unpleasant incidents like pressuring financial arduity, curable or chronic illnesses —transmitted or non-transmissible (Pelekasis, 2021, p. 83; see Sects. I.B. & I.C.)—, or social curtailments (i.e., prejudice, stereotypes, and nepotism) would abundantly weaken an apprentice's ability to lucratively focus on education (OECD, 2020, pp. 187-198).²³ Lastly, minors who feel dispirited or scantily self-assertive/self-compassionate against pedagogical hardships can easily become disinterested in scholarship, by espousing a frail, sceptical/cynical, anxious/ burned out, phobic/depressive, and compulsive/avoidance-oriented mindset (Bowlby, 1973, pp. 292-296; Eppel, 2018, p. 93; Kuh et

²³ Obviously, peace education seeks to develop a culture of nonviolence, social decency, and conflict resolution, by speeding critical thinking, patience, empathy, and collaborative problem-solving (Gürsel-Bilgin, 2020; Harris, 2004); famed devotees, such as Johan Galtung (1983), Betty Reardon (2004, pp. 397-399), and Paulo Freire (Kester & Booth, 2010; Pouwels, 2019; see Sect. III.), heighten the significance of schooling in rivaling systemic ferocity, supporting human dignity, and unshackling individuals to launch into serene, unbiased, and generative dealings (Gibson, 2019, pp. 208-211; see Sects. II.A. & II.B.).

al., 2006, pp. 45-49; Marris, 2018, pp. 22-23; Neff et al., 2005; WHO, 2019, F41.1/Z73.0, Z13.3, & F42.2/F93.2 classification codes).

B. Impact of student failure on academic success: Rooting for concurring vessels?

On the occasion that a pupil struggles at school, this can redound to a decline in self-esteem, a loss of inducement, and a diminution in curiosity to study, signally impinging upon a trainee's deftness to evolve intellectually (Gale & Densmore, 2002; Jarl et al., 2021) —and longitudinally propagandizing a dichotomous, suppressive/oppressive sociological hypothesis of rewarding/included²⁴ versus abortive/excluded learners (Liasidou, 2013; see Sect. VI.).

Nevertheless, parents, pedagogs, and deviant stakeholders who coadjute are able to bequeath a more panoramic ministration protocol for already-vulnerable²⁵ children experiencing scholarly

²⁴ Relational sociology, revolutionized by Pierpaolo Donati (2010, pp. 41-52, 2013, pp. 15-19, 2019), Mustafa Emirbayer (2013, p. 210), Margaret Archer (2010), and Nick Crossley (2015, 2018, pp. 482-485), sees society as a composition of changing interoperabilities, rather than a symphony of beings. It juxtaposes between inclusion, which corresponds to an individual's official ingress into social institutions (e.g., legal rights or membership), and integration, which purports to more reciprocal confederations within *suis genera* federal networks and cultural frames (Burkitt, 2016). Pursuant to this headset, societies that enforce inclusion over integration might end up in fragmented communal situations where persons retain liberties, but lose substantial inculcation (Abbott, 2020, pp. 73-79).

In fact, Parsons' (1968, pp. 316-328) "AGIL" codification (i.e., [i] adaptation; [ii] goal attainment; [iii] integration; and [iv] latency) can be used as a heuristic to examine these dynamics. Adaptation (A) assays how civilian systemizations adjust to variegated people; goal attainment (G) investigates policies that promote both inclusion and integration; integration (I) assesses social formation consistency; and latency (L) explores prefatory and ordinary periodicities that maintain long-lasting unanimity (Mahler, 2021, pp. 184-188). For example, as for educational practice, assenting to mere legalized inclusion in pedagogical settings (A & G) without endorsing true cultural and ulterior economic integration (I & L) may potentially add up to concerted alienation and disputation, in place of commensurable diverseness (Ormerod, 2020; Vanderstraeten, 2013; Weiss & Gomes Neto, 2021).

²⁵ Social fragility spurs some groups of individuals into being frugally capable of resisting, defending themselves and/or recovering (in short, "CBUPO" prowesses: [i] competence; [ii] belonging; [iii] usefulness; [iv] potency; and [v] optimism; Cox & Sagor, 2017, pp. 204-215) in competition with slippery extortions and insults (Ecclestone & Lewis, 2014), containing inclination to disruption and the reconfiguration of schemes in response to jeopardy expenses (IPCC, 2021, p. 68; Spielman et al., 2020; UNESCO & UNFCCC, 2016, pp. 6-8).

puzzlements (Giangrande et al., 2019), by demarcating early signs/symptoms of tribulation and swiftly intervening (Desforges & Abouchaar, 2003, pp. 46-64; Drane et al., 2021; Fantuzzo et al., 2000); under the aegis of protracted communion, apprentices can scale up their self-regulation, pertinacity, and self-image/self-worth (Fernández-Río et al., 2017), at the same moment crafting a sound congruity with lenient school organizations, setting high tenets for themselves and vivaciously hustling on the road to perpetrating them (Daily et al., 2020; Reyes et al., 2012).²⁶

C. Derivatives of student failure

Incontestably, the precursory ignominy of mishap can temper a child's self-assuredness and excitement to learn (May, 2019); this harmful cycle may actually perpetuate surplus literary collapse in school—given the customary graded, cumulated/summative, high-stakes assessment/testing of pupils²⁷ rather than the descriptive depiction of their track record/portfolio, self-appraisal and cohort assay, which is barely fractionally applied in Greece at present (EPI, 2019, pp. 11-18; GG 3/A'/10.01.1995, Art. 3-4; GG 4676/B'/11.10.2021, Art. 1, para. D; Konstantinou, 2018, pp. 73-77; see Sect. I.A.). Regrettably, the forenamed can have grueling impressions for the trainee's living as an adult; repetitive letdowns are ego-threatening, which causes humans to procrastinate and/or tune out anytime they begin a task (Anderson et al., 2019).

Here, the conjecture of “distress” as an operation that imaginably impairs human affluence, facing “hazard” as the probability of a corollary spawning within a given time or under a specified climate (Agasisti et al., 2021), yearn for clarification (Newnham et al., 2020, p. 98; [imminence = prevalence of distribution × spin-offs] Wang et al., 2020, p. 2005).

²⁶ Indubitably, school mediation—mainly propounded by Bonafé-Schmitt (2013, pp. 51-53)—asserts that structured, participatory interlocution within the bounds of educational niches is the incarnation of conduits for breeding triangulated sororities flanked by trainees, families, and educational institutes (Favaretto & Munhoz, 2019; Karakiozis & Papakitsos, 2018; Lithoxidou et al., 2021; see Sect. I.B. & II.A.).

²⁷ Straight off from the valedictory band of elementary school, Greek kids methodically implore coaching by commercial, sumptuous, and non-state-run tutorials, vying to be electorally enrolled to model Gymnasiums (where inventive and exacting explicative methods are trialed, contrasted with pedestrian middle schools; Xochellis & Kesidou, 2015, pp. 346-347; see Sects. I. & IV.) in view of countrywide examinations (Bouras & Papadopoulou, 2021, p. 358; Droggitis, 2020; GG 111/A'/12.06.2020, Art. 11-12; GG 2184/B'/25.05.2021, Art. 1, para. 3, 14.c)—which anyway, ensuingly harbor students to Hellenic universities (GG 25/A'/17.02.2021, Art. 4, para. 1.b, 5).

Equivalently, parents might savor fearful tensivity, shame and guilt over their offspring's antecedents, foreseeably exhorting conflicts inside the family that hinder the cogent, problem-solving drill (Eskreis-Winkler & Fishbach, 2019). In winding up, if the nuisances are not palatably mended, there is a menace that they will spread to a wider number of apprentices, generating a negative trend in society where persons' repertoire of study, volitional, self-censoring, metacognitive, self-control, and help-seeking psychological tactics is incrementally shrunk (Turner et al., 2002).

III. The posture of the family in student success — “*A bone of contention, up a tree?*”

As attested by research that avows the intergenerational transmission of pedagogical glory attributable to the lens of an ecological model (Calabrese Barton et al., 2004; Livingstone & Blum-Ross, 2018, pp. 61-63), proficient parents that fixate prestigious, aceding beliefs²⁸ for their kids (Epstein & Sanders, 2002, p. 415) and seriatim vocalize them to their school units’ treadmills ordinarily beget more excelling educational accomplishments of trainees (Feinstein et al., 2008, pp. 23-42; Hampden-Thompson & Galindo, 2017; see Sect. V.). Similarly, forebears harness eminent power on the gestation of youngster civilities of ethic and judgement, next to the versatilities of logistics and self-reliant perspicacity (Gordon, 1970, p. 327; O’Toole et al., 2019, pp. 21-23), which —as normalized in the genealogical quotidian, wholly replicating the micro-tract of the school— directly translate into unrivaled academic perfection (Fitzmaurice et al., 2021; McAllister Swap, 1993, p. 46).

Still, allowing that children receive stalwart, counterbalanced love, sympathy and tranquility from their families as their grown-up, mature loved ones (a.k.a. “parenting wisdom”²⁹; Baumrind, 1966, 1971;

²⁸ Parenthetically, the pedagogy of hope (PoH), as idealistically envisioned by Paulo Freire (1978, pp. 374-379, 2018, pp. 88-91, 2021, pp. 73-77) and the critical pedagogy theorists, followers of his legacy (Giroux, 2003, 2019, pp. 91-94, 2021; Hooks, 2004, pp. 105-116, 2014, pp. 45-50), spectrally clusters around precipitating fastidious sentience, fortitude, and a forward-gazing mentality embodied midst schoolers —pointedly, those from discarded communities (see Sect. II.A.).

PoH betones the pioneering puissance of education to embolden persons by cultivating their solicitation and adroitness for humanitarian societal vacillation caused by a consolidated and dialogic learning milieu that not only wades into substantive educational fervor but levelly inseminates a subtlety of possibility and gathered, beloved liaison (Bourn, 2021; Denzin, 2016, pp. 232-235; Wals, 2020), immensely spanning turbulent eras, viz., economic and/or geopolitical upheavals (i.e., joblessness, industrial centralization, meteorological eviction, etc.; Accioly, 2020, p. 117; Banks, 2008; Easton, 1965, p. 386; Giroux, 2020, pp. 217-220, Giroux & Bosio, 2021, pp. 3-4).

²⁹ More patently, submissive/permissive/indulgent parenting, typified by high responsiveness and low demands, often cultivates an ardent/luminescent yet undisciplined environment (Mounts & Allen, 2019, pp. 42-48), admissibly leading to withdrawal and lower academic achievement due to diminished self-government and accountability (Ishak et al., 2012; Romero-Acosta et al. 2021; Yıldız et al., 2020). Authoritarian/“helicopter” parenting, marked by overprotection, senior clauses and stunted responsiveness, enforces rigid control and obedience, which may yield compliance (LeMoyne & Buchanan, 2011) —but frequently

Bowlby, 1988, pp. 137-156; Bretherton, 2013, pp. 46-47; Erikson, 1959, pp. 108-176; Piaget, 1951, pp. 131-149; Siegel, 2010, pp. 255-262, 2020, pp. 369-410; Siegel & Hartzell, 2013, pp. 154-183; Thompson, 2021, p. 56; Thompson & Baumrind, 2019, pp. 4-12), they tend to enjoy moral unassailability and certitude at school —as an alluring entity, nested in the overarching societal fabric (Kochhar-Bryant & Heishman, 2010, pp. 14-16; see Sects. I.B. & IV.); this can arouse pupils' robust, authentic emotional intelligence³⁰, which renders them more resilient (Garmezy, 1993, pp. 379-384; Marshall, 2021, pp. 67-70; Rutter, 1987, 2012; Southwick et al., 2014; Werner, 1995, 2005, pp. 4-5; Werner & Smith, 2001, p. 213) to adversity, anguish and/or trauma in the pedantic terrain, in defiance of their ostensibly entrenched detrimental history (Tett & Macleod, 2020; Willis, 2020, p. 43).

A. The impingement of family support on academic success: A multimodal armor

Studies have shown that homestead tending is supremely imperious for apprentices near overriding transitional periods, such as the milestones atween kindergarten, elementary (Besi & Sakellariou, 2019), and high school (Epstein et al., 2021; Kuh, 2016, pp. 259-261; see Sects. I.A. & I.B.); close to these interims

trammels autonomy and critical thinking, adversely affecting intrinsic motivation and academical enthusiasm (Areepattamannil, 2010; Cui et al., 2019).

At any rate, authoritative parenting reaches a judicious constancy past benignity and structure, fostering autarky, endurance, and self-possession (Brajša-Žganec et al., 2019; Jespersen et al., 2021; Rego, 2015) —attributes consistently correlated with superior scholarly performance and compendious student headway (Garcia et al., 2020; Lavrič & Naterer, 2020; Maccoby, 1994, p. 593; Maccoby & Martin, 1983, pp. 19-46; Shapiro & White, 2014, pp. 185-188; Tahira & Jami, 2021).

³⁰ Emotional quotient (EQ), as nomologically theorized by Daniel Goleman (1998, pp. 317-318; 2020, pp. 29-40) and his predecessors (Bar-On, 2010; Caruso et al., 2019, pp. 234-235; Salovey & Mayer, 1990) contends with the pluridimensional eligibility to perceive, apprehend, modulate, and accurately use feelings in oneself and others; unlike intelligence quotient (IQ), which meters cerebral, officious efficacies (e.g., locus of control, disturbance restraint, processing inhibition of irrelevant facts, inferential reasoning, problem-solving, etc.) as a prominent predictor of academic and/or technocratic éclat (Checa & Fernández-Berrocal, 2015; Marcelino Siquara et al., 2018), EQ emphasizes intersubjective and endogenous competencies (e.g., gratitude, humor, forgiveness, etc.) that bring forth social adaptability and personal eudaemonia —thusly, practically bulwarking directorship, relationship auspices, and tenacity (Bru-Luna et al., 2021; Gottman & DeClaire, 1998, pp. 185-214; Seal & Andrews-Brown, 2010; Segrin & Flora, 2019; Verma et al., 2021; Wijoyo et al., 2020).

of accumulation, anatomization, and/or demarcation of human capital, domestic guidelines appear to forfend children's intellectual self-discipline and self-efficacy (Schmitt & Kleine, 2010). By the same token, parental psycho-social comfort strikes to mitigate learners' school stress (Galloway et al., 2007, p. 614; Mulyadi et al., 2016), coupled with broadened self-appreciation/self-confidence, self-awareness, and an astuteness of responsibility/independence (Bagnall et al., 2020)³¹ —besides, by dint of ensuring that families are not deemed passive members in learning, but emphatic advocates for schoolers, the pursuances of the second en route for tertiary education and their outlying career prospects shall be steered, tackling whatever inertia on this excursion (Boonk et al., 2018; Chen & Gregory, 2009).

Proportionately, verifiable testimonials (Đurišić & Bunijevac, 2017; Epstein, 1986, 1992, pp. 11-12, 1995, 2018a, 2019, pp. 105-107; Gil et al., 2021; Hall, 2020) prescribe that parents are apt to mobilize students so as to acclimatize themselves more calmly to newly arrived erudite circumstances³² and to tame fixed thinking patterns on the strength of six strands (i.e., [i] custody; [ii]

³¹ Nowadays, compounding social-emotional learning (SEL) in education fosters essential pupils' entitled "RULER" coping capacities (i.e, [i] recognizing, [ii] understanding, [iii] labeling, [iv] expressing, and [v] regulating sentiments; Brackett et al., 2016, pp. 28-29) akin to self-cognizance, commiseration, effectual communication, and agile dissent resolution (Durlak et al., 2011; Konishi & Wong, 2018, p. 105).

In this regard, home and school framings that concertedly articulate, model and endorse benevolent, cutting-edge SEL axioms instrumentally underpin prosperous innate attentiveness and optimal/maximum concentration in edification (Gueldner et al., 2020, pp. 6-8; Yoder et al., 2021, pp. 7-9) —including manifold, mindful, sophisticated, and expansive interpersonal socialization of trainees with their coevals and/or pedagogs (Albright & Weissberg, 2010, pp. 251-254; Berry et al., 2018; Corcoran et al., 2018; Fairless et al., 2021; Weissberg & O'Brien, 2004).

³² In the domiciliary sites of parental backing for learners, phenomenology (Hatzimoysis, 2020, p. 163; Heidegger, 1982, pp. 59-61; Husserl, 1931, pp. 187-188; Levinas, 1973, pp. 153-158, 1996, pp. 149-160; Merleau-Ponty, 1962, pp. 137-242; Merleau-Ponty & Bannan, 1956; Moati, 2020, p. 551; Peperzak, 1997, pp. 53-71; Sartre, 1971, pp. 34-50; Wimmer, 2008, p. 139) /phenomenography (Cheong Lam, 2019; Entwistle, 2018, pp. 266-267; Marton, 1981, 1989, pp. 148-152; Marton & Pang, 2009, p. 546; Marton & Säljö, 1976a, 1976b; Säljö, 1997) dramatically discloses how parents subjectively encounter their real-life, factual part in their child's education, capturing intense emotions, challenges, and solutions that govern their varying involvement (Cibangu & Hepworth, 2016; Go & Fai Pang, 2021; Koopman, 2017, pp. 2-5), with a view to figure out the symbolic and transplantable denotations they allocate to this happening (Brinkmann & Friesen, 2018, pp. 591-594; Gibas, 2019; Marton, 2007, p. 153; Moutsinas, 2017, pp. 414-415; Stolz, 2020; see Preface).

confabulating; [iii] volunteering; [iv] tutoring at home; [v] ruling; and [vi] teaming up with the intramural and/or peripheral community, e.g., fellowships with provincial bodies, such as non-governmental associations, cultural conservatories or sporting clubs), alongside six tantamount notions of cordial intercession (i.e, [i] conservative; [ii] impeccable; [iii] dispatch; [iv] module-burgeoning; [v] consumer; and [vi] league).

B. Communication between family and school — The soothing, dual obstinacy

Scientists have revealed that the nimble, conversationalist-stationed coalition linking parents and teaching practitioners moderates the peril of scholastic absenteeism/dropout/truancy quotas worldwide (Alexiadou et al., 2019; Gubbels et al., 2019; Childs & Lofton, 2021; EC, EACEA, 2013, pp. 32-33; Kearney et al., 2019) —counter to viciously encircling hostility, maltreatment (i.e., revoking privileges, verbal scolding, and harsh, corporeal punishment), and lean stewardship (Ibabe, 2016; Marlow & Rehman, 2021; Sachs et al., 2021, pp. 26-27; see Sect. III.).

Oppositely, negligence of these two-pronged negotiations might feasibly enkindle missing pivotal, meaningful clues germane to the pupil (i.e., his/her demographic portrayal, avidities and/or derelictions; Chappel & Ratliffe, 2021; Koc et al., 2020; see Sect. I.C.); this could culminate in tenuous auxiliaries, which will malingly disquiet learners' academic meliorism and lifespan self-admiration (Farrell & Collier, 2010; Jowkar et al., 2011).

IV. The answerability of the school in student success: The flip side of the coin

In the aggregate —otherwise than children who fall within a passable performance—, pedagogic institutions are bound to endure reasonable accommodation, ample gratuities, and personalized ministration for trainees with special educational needs and/or disabilities (SEN/Ds), in tandem with learners who are cognitively gifted or medically susceptible (Daily et al., 2019; GG 199/A'/02.10.2008, Art. 1, para. 1, Art. 5, para. 5.a.-c.; Machts et al., 2016; Mahoney et al., 2021; UN, 2006, Art. 24, para. 2.a.-c., Art. 5)^{33, 34}; upon the forethought of

³³ Hinging on individual education plans (IEPs), indispensable and adjustable multidisciplinary maneuvers enable distinguishing didactical abettal and inclusion of apprentices who may fall behind with attainment or display an accelerated pace in mainstream schoolroom leanings (Bowden et al., 2021, pp. 29-32; GG 136/A'/03.08.2021, Art. 17, para. 5.b.-d.; Martin-Denham & Watts, 2019, pp. 11-14; Mason & Goldman, 2017; Moutavelis & Tzivinikou, 2019, pp. 23-25).

In that vein, the roll-out of the denominated 21st-century “7Cs” exploitable Learning Portfolio comprises of the following seven, baseline and oblique/transversal components: [i] cognition; [ii] communication; [iii] creativity; [iv] control; [v] compassion; [vi] coordination; and [vii] the curriculum (Carter, 2021, pp. 50-51; OECD, 2019, p. 45). The preceding articles transpire from taxonomically stepwise, conglomerate phrenic mileages/solemnities (e.g., deployment, strategic collation, abductive syllogism, and scopious inspiration), in distinction to idle recall, retrospection, comprehension, and imitation (Anderson et al., 2014, pp. 27-36; Barber, 2018; Bloom, 1956, pp. 45-49; Francis, 2021, pp. 67-82; O'Donnell et al., 2012, p. 224; Radmehr & Drake, 2019; Webb, 1997, pp. 14-22, 2002; see Sect. I.B.).

In actuality, the stipulation of Greek legislation for parents to co-teach their kids detaining a legitimately located disability of 67% or higher (GG 199/A'/02.10.2008, Art. 6, para. 1.b, Art. 21, para. 1.c) convertibly with conventional teachers —as privatized, exogenously hired assistants (namely, “Parallel Support”; GG 193/A'/17.09.2013, Art. 28, para. 18; GG 449/B'/03.04.2007, Art. 1, para. 7)— puts the former in a focal status (i.e., complementary, nonstatic, and nonintruding) in terms of instructional praxis (Liasidou & Antoniou, 2015; Mavropalias & Anastasiou, 2016; McGinley, & Alexander, 2020, p. 107; Strogilos & Tragoulia, 2013; Wearmouth, 2021, pp. 366-368).

The aforesaid reports echo an equitable, auspicious, caring, and fair human rights and social justice propaedeutic peroration toward diversity (Williams-Brown & Hodkinson, 2020, pp. 1563-1567), contra a harrowing antagonistic/entrepreneurial, and examination-centric philosophy of neoliberalism (Chomsky, 2010, pp. 47-48) imposed by multinational, market-pledged fiscal grievances, and/or prolonged dribs and drabs of austerity/recession (Atkins & Duckworth, 2019, pp. 19-22; BoG, 2021, pp. 18-21; IMF, 2021, p. 19; Liasidou & Symeou, 2018; UNESCO, UNICEF & WB, 2021, pp. 41-42; see Sects. I.D. & VI.).

Compatible with western, laissez-faire, capitalist ideological imaginary/policymaking (reminiscent of current Greek state), parents are basically surmised to be frontline, entrapped clients (Bastiani, 2018, pp. 108-109; Stavrakakis, 2007, pp. 227-253), who linearly purchase

disseminative educational leaders, the student population should certainly be indurated at proximal (classrooms, schools, families, and

ingrained, hierarchical/stratified, and commercialized educational commodities (Ichilov, 2012, p. 285; Noula & Govaris, 2018; Pechtelidis & Stamou, 2017; Pechtelidis, 2018, pp. 217-220) —thence, recurrently satiating vested remunerations of largely private/solvent, bequiled specialists (Moutsinas & Tsaliki, 2020, pp. 190-195; Tomlinson, 1982, pp. 82-105, 2015, 2017, pp. 165-169, 2018, pp. 368-371; see Sect. II.C.). Anyway, the antithetical alternative would be for families to retaliate infringements under the temperament of conscientious/cautious civilians who omnifariously envisage, problematize, and aviate the honorable rationing of formalistic statutable arrangements in habitual school landscapes (Angus, 2015; Hall & Pulsford, 2019; Helgoy & Homme, 2017; Keser Ozmantar & Karatasoglu, 2019; Ahmad et al., 2012; Stonemeier et al., 2013, p. 7).

³⁴ Veracious “inclusive education (IE)” is unequivocally oppugnant to “integration”, which is a layout of remedially-impelled normalization/rehabilitation of learners with SEN/Ds, shallowly, hastily and deplorably relocating them to inherently inexonerable and assimilative pedagogical convolutions (Amor et al., 2019; Kauffman et al., 2018, pp. 9-11; Mitchell & Sutherland, 2020, pp. 50-56, 70-71; Valle & Connor, 2019, pp. 63-66). Nonetheless, co-teaching of all children flexibly and delectably negates proclivities that contribute to the molding, cloning, and abidance of hegemonic social partialities that ostracize, stigmatize, and reject/isolate convocations of apprentices under the pretence of heterogeneity/exceptionality of genetic and/or biographical particularities (Castillo Rodriguez & Garro-Gil, 2015; Juvonen et al., 2019; Liasidou & Ioannidou, 2021; Moutsinas & Ntziavida, 2018, pp. 76-77; Shyman, 2015; Wedell, 2008).

Undeterred by the Greek institutional ratification of international documents that promulgate the ubiquitous preponderance of instructional inclusion in fortifying axiomatic, inalienable human rights, combating predilections, and removing expulsions/preclusions, alongside erecting hospitable and incorruptible vicinities (GG 88/A/11.04.2012, Art. 1, Art. 4, para. c.; UN, 2006, Art. 24, para. 1.a.-c., Art. 19, para. c.; GG 78/A/14.03.2000, Art. 1, para. 6.d.; UNESCO & MESS, 1994, Art. 3-4), paradoxically the Hellenic Republic has been tediously categorized 24th among the 27 member states of the EU (Schraad-Tischler et al., 2017, p. 108; UNESCO, 2021a, p. 127) and 31th out of the 38 countries swung with OECD (Hellmann et al., 2019, p. 161; OECD, 2021a, p. 114), touching on inclusive policies.

Strangely, the conjunctural intricacy, terminological multiplicity, and sometimes doctrinal and institutional contradictions/fragmentations that underlie IE in the public domain (Allan, 2015, pp. 182-183; Gleason & Santi, 2021, pp. 37-39; Liasidou, 2012b, pp. 5-7, 2015, pp. 28-39) propel its in-depth, clear enlightenment and realization into terminating as conformingly enigmatical, under the influence of several, interrelated socio-political, historic, and economic sparse and voluminous properties (Done & Andrews, 2020; Florian, 2019; Hardy & Woodcock, 2015; Qvortrup & Qvortrup, 2018; Schwab, 2020); as it happens, the precepts of Greek domestic IE policy have been chiefly considered regulative, litigious, hoarded, contentious, and warring, insofar as they vaguely intermingle inclusive pedagogy with iatrocetric individualization (Damianidou & Phtiaka, 2018; Deropoulou-Derou, 2012, pp. 142-149; Lampropoulou & Padelidiadou, 2019, pp. 54-55; Veroni, 2019) —possessing a blurred and verging stature as an add-on, commonsensical/cliché, and curative deed of trainee cataloging/sorting, coated with chivalrous, opulent proclamations (Pappas et al., 2018; Van Mieghem et al., 2020; Vlachou-Balafouti & Zoniou-Sideris, 2016, pp. 30-34; Youdell, 2011, pp. 101-105; Zoniou-Sideri et al., 2006).

communities; Whitaker, 2015, pp. 154-158)³⁵ and distal (districts, states, nations, and international) ecosystem ranks (Caldas et al., 2020, pp. 9-14; a.k.a kids' conjugate, appurtenant, and self-referential "mesosystems"; Bronfenbrenner, 1977, 1979, pp. 209-236; Luhmann, 1995, pp. 405-436).³⁶

Irrefutably, by synthesizing an omnibus, tentative and amalgamated didactic panorama whilst latching onto expert [para]professionals from differing sectors (e.g., teachers, counselors/psychiatrists, speech or occupational therapists, social workers, nurses, etc.; Epstein et al., 2019, p. 111), schools are beholden to embark on annexing achievement gaps across privileged and penurious pupils in light of parent responsiveness interventions (Leithwood & Patrician, 2017, pp. 330-335; Redding, 2011, pp. 16-17). Ongoing, palliative, and penetrating job-embedded training of all employees —by choice, vaulting from undergraduate/college major and internships to retirement— is by far parlous (Baquedano-López et al., 2013; Hamlet, 2017, pp. 23-32; Krille, 2020, pp. 91-103; Pantazis & Styla, 2020; Sancar et al., 2021; Zepeda, 2019, pp. 19-21).³⁷

³⁵ In Greece, "Community Centers" harmonize with the authorities of each Municipality appertaining to the implementation of dispersed social protection policies and the inception of a civic benchmark for the recipience, service, and interconnection of citizens with all extenuating programs and expedients sanctioned indoors of a designated area of superintendence —for instance, creative/ludic, extracurricular activities for children and/or psycho-social counseling for their begetters (GG 1344/B'/19.04.2019, Art. 1, para. 3, Art. 2, para. 2).

Comparably, "Creative Children's Activity Centers (CCACs)" in Greece —municipal or private— provision educational, recreational, and cultural leisure occupation to students after school hours, optimizing their skills in a custom-fitted manner (GG 2332/B'/02.06.2021, Art. 1, para. 2-6).

³⁶ "Glocalization", a neologism that fuses/correlates globally, omnipresent lionized architectures with benefactions orchestrated to enhance singular local/communal socio-cultural and/or economic veracities (Ozer, 2020, pp. 24-26; Spring, 2015, pp. 212-218; WTO, 2021, pp. 175-176), quickens a nuanced, collated vantage point adjacent to families and schools, that treasures divergence in the act of striving for rampant educational targets (Brent Edwards Jr. & Means, 2019), thereby resonating with apprentices' "lived" acquaintances (Karim, 2021; Moos & Wubbels, 2018).

³⁷ Along with the rest, the school as a professional learning community (PLC) —transposed by thinkers like Argyris (1992, pp. 151-163), Argyris and Schön (1978, pp. 203-219), Senge (1990, pp. 363-378; Senge et al., 2000, pp. 341-359), and Hord (1997, p. 32, 2004, pp. 9-11)— is ideated as a magnetic, reflexive battery that exceeds bureaucratic andragogy and cultivates shared vision, inquiry-driven practices, and continuous professional development (Admiraal et al., 2021; Michopoulou et al., 2020; Seashore Louis & Leithwood, 2021, pp. 278-279; Xafakos, 2016, p. 109; Xafakos et al., 2020); in so-called "double-loop learning", personas or

A. Operable instructional strategies

Supplementary to traditional, teacher-piloted lectures, enterprising, honourable, and transformatory methods like discussions, debates, dramatizations/role-plays³⁸, team practice, indagation tasks, and provable exercises³⁹ licence schoolmates to

companies reflectively question and carefully modify consealed insinuations, ethics, and machinations, as opposed to sporadically and plainly correcting mistakes into extant edifices (a.k.a., “single-loop learning”; Argyris, 1977, 2002; Clark, 2021).

Within the innards of PLCs, miscellaneous educators/faculty, administrators, and families forge a congenial, censurable, and revitalizing consolation matrix that strongly undertakes aligned decision-making (OECD, 2012b, pp. 42-43), relentless criterion-specific data perusal/archiving, and enduring purpose-recasting (Grant & Ray, 2019, pp. 63-64; Mitchell & Sickney, 2019, p. 172-181; Park et al., 2019; Stoll, 2020) —thus, exerting an allied alertness over unabating improvement vis-à-vis bespoke schooler outcomes (DuFour et al., 2021, pp. 324-326; Hord & Sommers, 2008, pp. 143-145; Lezotte, 2009, pp. 199-200; Vescio et al., 2008).

³⁸ Role-playing games provoke schoolers into partaking in simulated scenarios, pondering antipodal worldviews, practicing committals, and magnifying hurdle-amplification brilliance (Kingdon, 2018), by unfolding in the distinct phases of: [i] prelusive ontogeny of objectives and stints; [ii] enactment of the formerly-written pieces; and [iii] pupils’ reflection on their observational acumens, to intensify pleasurable learning (Baruch, 2006; Félix-Brasdefer, 2018, pp. 359-362; van Oers, 2013).

Noticeably, dramatization —as transgressively enveloped within role-play (Švábová, 2016)— spotlights on more artistically than spontaneously pulling off scripted exegeses, to fascinatingly convey precogitated tenors or stories (Rawian et al., 2018; Shiakou & Piki, 2020; Steiner, 1996, pp. 89-114).

Adjectitiously, the cultural-historical, social-constructivist psychologic theories of Vygotsky (1978, pp. 92-104, 2012, pp. 52-81, 2019, pp. 45-63), Leontiev (2005), and Elkonin (2005) headline the magnitude of the zone of proximal development (ZPD), that evinces the spectrum of vocations a learner is formidable to prosecute with gradually receding directions (Ausubel, 1963, pp. 146-179, 1968, p. 431), still and all not solitarily at a certain instant, convoying pedagogs to prepensely cushion optimal, spiraled trainee blossoming (Britt Postholm, 2019, pp. 8-24; Bruner, 1977, pp. 69-72; Fleer & Hedegaard, 2013, pp. 198-216; Piaget & Inhelder, 1972, pp. 92-95; Sannino & Engeström, 2018; see Sect. I.D.).

Comparatively, teaching-learning sequences (TLSs), as an evolutionary mission that interlaces the forensic and the student conceptions —renownedly in natural sciences education (Millar, 2017, p. 32; Osborne, 2014; 2018, pp. 163-168)—, foremostly inhold: [i] the elicitation of anterior, *a priori* savviness; [ii] proposition of fresh speculations; [iii] gradational, guided rehearsal; and [iv] posterior opportunities for exercising and brainwork (Guisasola et al., 2021, pp. 164-167; Méheut & Psillos, 2004; Psillos & Kariotoglou, 2016, pp. 12-13; Spyrtou et al., 2018).

³⁹ The discovery pedagogics and the inquiry apprenticeship prototypes collide speaking of the blueprint that the prior is instructor-riveted (i.e., the choice of charades to be riddled out, the employable avenues, the expendable narrations, and the advent of a probing, deductive

sculpture sedulous contemplation and problem-solving dexterousnesses metacognitively transportable to mundane footings (Evans, 2020, pp. 8-10; McKeachie et al, 1985; Sayed Munna & Kalam, 2021; Tinto, 2012); children's scores dimly ignore case-by-case course grouping size, withal rest on school geographical whereabouts (i.e., low- or middle-income trainee ancestry), metely relegated hortative time, and interjected ICTs (Chen & Yang, 2019).

Symmetrically, educationists is fitting to appoint idiomatic and multi-tiered modalities proportionate to children of diametric [dis]abilities, devoutness, and interests/talents (Jordan, 2018) — having deservedly palavered with their parents for flowing, circuitous, and helical recapitulation of proximate annoyances and the delivery of alacritous tuitional mutations (Molina et al., 2018, pp. 41-42; Stronge et al., 2011).

B. Implementing universally differentiated instruction (UDI): Ideal or surreal?

To begin with, differentiated instruction (DI) and universal design for learning (UDL) are two pedagogical paradigms that sustain inclusive education (Griful-Freixenet et al., 2020; see Sect. IV.). Carol Ann Tomlinson (1999, pp. 17-35, 2001, pp. 8-15, 2015, 2017, pp. 279-283), a leading expounder of DI⁴⁰, stresses adapting

explanation inserting causal similitudes that equate phenomena to each other are left to the briefing of the educators; Honomichl & Chen, 2012), whilst the latter is student-corroborated (i.e., the sum total of items is intuitively allotted to the didactic agendas by the self-commanded learner audience; Hood Cattaneo, 2017; Furtak et al., 2012, pp. 228-230; Pedaste et al., 2015; Small, 2009).

In any case, the deuce phraseologies are primarily alternated in the international literature as synonymous, forasmuch as they both strain to sharpening the pupils' immanent and paradigmatic incisive genius (Acar & Tuncdogan, 2019; Fahmi et al., 2019; Hooser & Sabella, 2018; NAAEE, 2021, p. 43).

⁴⁰ "Flipperentiation", an extension of DI, is found in the pedagogical model of "flipped classroom" (Bergmann, 2017, pp. 69-72; Bergmann & Sams, 2012, pp. 13-18, 2015, pp. 31-36; Sams, 2013, pp. 259-261), where trainees are exposed (in virtue of interceding ICTs; see Sect. I.A.) to personalized and synergetic learning resources at home, gratifying the succeeding, joint negotiation of unclear details in the schoolroom or the demonstration of exemplary student mantles (Carbaugh & Doubet, 2020, pp. 8-9, 93-97; FLN, 2014; Moutsinas & Athanasiou, 2016, pp. 794-795; Siegle, 2014). Pupils tap into uppermore cognitive sleights to discuss their prior tuition (Akçayır & Akçayır, 2018; Loizou & Lee, 2020), instantly as their teachers save teaching time from their standard course deliveries, monitor the visitability of their posted

content, process, and product to students' readiness, interests, and learning profiles/styles⁴¹ (Pozas et al., 2020; Shareefa & Moosa, 2020; Tomlinson & Imbeau, 2010, pp. 12-23; Tomlinson & Moon, 2013, pp. 84-88; Tomlinson et al., 2003, 2008, pp. 180-189). On the contrary, David H. Rose (2000) and the Center for Applied Special Technology (CAST, 2018, p. 5) created UDL (Lapinski et al., 2012, pp. 10-11; Rose & Gravel, 2010, pp. 119-121; Rose et al., 2018, pp. 167-171), which incentivizes flexible academic conditions that proactively eliminate boundaries resting on different forms of representation, embroilment, and expression (Xiao, 2021).

Universally differentiated instruction (UDI) combines the two outlets by imbricating differentiation inside a widely intended framework (Thousand et al., 2006, 2007, pp. 9-12), guaranteeing that the totality of trainees benefits from distinctive educational junctures without any whatsoever requirement for retroactive/retrofit modifications (Graham et al., 2021; Hall, 2004; Lindner & Schwab, 2020; Moutsinas & Maritsi, 2020, p. 281; Novak, 2016, pp. 97-113; OECD, 2018, pp. 98-103; Xie et al., 2021).

artifacts and the performance of their recipients by the expediency of special, online platforms (e.g., “[moodle™ LMS \[learning management system\]](#)”, “[Google Classroom](#)”, “[EDpuzzleSM](#)”, “[eduCanon](#)”, etc.; see Sects. I.C. & V.), and hold digital archives of their teachings (Altemueller & Lindquist, 2017; Papadakis et al., 2019; van Alten et al., 2019). Moreover, the lassitude of apprentices whose exigencies are not met by the business-as-usual tutoring is palliated by their unleashed freedom of self-directed/self-pacing learning (a.k.a., “heutagogy”; He et al., 2019; Selwyn, 2021, pp. 122-127; Yusuf & Taiye, 2021).

The aforementioned reversal of revelatory pipelines —whereupon families, among others, make sure that their offsprings engage with materials before in-class pretensions (Retno Hidayah & Mustadi, 2021; Siaw Kissi et al., 2018)— has been conceived as an elemental partition of the latterly revised national curricula in Greece (GG 6336/B/31-12-2021, Art. 1, para. 4; Kalogiannakis et al., 2021, p. 14-15).

⁴¹ In 1983, Howard Gardner laid out the Theory of multiple intelligences (MI), which holds that perspicuity is not just a lone aptitude; alternatively, it consists of eight autonomous types: [i] linguistic; [ii] logical-mathematical; [iii] spatial; [iv] musical; [v] bodily-kinesthetic; [vi] interpersonal; [vii] intrapersonal; and [viii] naturalistic (later, existential giftedness was allusively taken into consideration; Zülküf Altan, 2020; Cavas & Cavas, 2020, pp. 405-412; Kornhaber, 2019, pp. 669-671; Gardner, 1999, pp. 47-66, 2020, pp. 159-175).

On grounds of questioning the classical IQ-premised version of intellect (see Sect. III.), selective teaching strategies are elaborated to accommodate apprentices' individualized learning elections (Berrios Aguayo et al., 2021; Gardner & Hatch, 1989; Sener & Çokçaliskan, 2018; Shearer, 2018).

Formative assessment in UDI chimes with pupils' self-inquisition (Doubet et al., 2017, pp. 39-62); it enshrouds a myriad of feedforward genres —written, oral, and peer-generated (Bozkurt & Sharma, 2020; Schildkamp et al., 2020)—, impressing on a dialogical rather than a monological projection that stifles two-way power imbalances (Bastoni & Posey, 2020, p. 34; Dell et al., 2015; Rodríguez-Triana et al., 2020; see Sect. I.B.).

C. Unraveling a sagacious school forum — Time for voiced emancipation of the self-willed

Wontedly, appealing lifelong learning family workshops (experiential seminars) will consign parents solid knowledge to more prodigiously underprop their offsprings' scholastic reification (i.e. by elucidating parental slots in decentralized, idiosyncratic educational policies/ departmental procedures, their pluralistic formulation⁴² and/or pupils' diurnal homework (Cefai et al., 2015, p. 45; Dettmers et al., 2019; Matsopoulos & Luthar, 2020; Matsopoulos et al., 2020), along with events/projects⁴³, campaigns/camps, councils, and consonant, aforethought parenthood advice; Carnie, 2018, pp. 151-175; Epstein, 2018b, pp. 568-570; Olivos, 2019, pp. 9-11; see Sects. I.A. & I.D.)⁴⁴, the earlier-adduced had better be visualized by principal headship in

⁴² In John Dewey's (1916, pp. 251-270, 1998, pp. 349-351) hermeneutic pragmatism (Putnam, 2020, pp. 185-186; Quay, 2019, pp. 37-40), education is a monumental machinery for vindicating cooperative, populist/libertarian, and latitudinarian ideals —heavier than purveying stale knowledge—, basal for informed, empathetic partisanship on democratic life (Damianidou & Phtiaka, 2016) and shielding/immunizing averse to indoctrination within the confines of contemporary, repugnant commonalities (Englund, 2000; Neubert, 2009, pp. 21-24; Odajnyk, 2007, p. 184; Synytsia, 2020; Thoilliez, 2019).

⁴³ The admixture of project-based learning and computational thinking (PjBL-CT) involves peer groups collaborating to find answers to open-ended questions (Bramwell-Lalor et al., 2020), explicitly explaining (i.e., analytical deductions by utilizing decomposition, pattern detection, abstraction, and algorithmic meditation) and contradicting any whichever intuitive suspicions, misreckonings, or misunderstandings (Hollstein & Smith, 2020), in excess of sharing pupil *œuvres* with others (Nurul Farhana et al., 2017; Shin et al., 2021) —oftentimes fusing Science, Technology, Engineering (Arts), and Mathematics (a.k.a. "STE[A]M") concepts (Veerasamy et al., 2021, pp. 370-371; Wahab et al., 2021).

⁴⁴ Genuinely, anent the annual collective preparation – internal evaluation (self-assessment) of the school unit rackets in Greece, the "Action Plans" that are drawn up and materialized prioritize, inter alia, school, family, and surrounding community relations (EPI, 2021b, p. 6; GG 4189/B'/10.09.2021, Art. 3, Axes 5 & 7).

line with abiding laws (GG 1340/B'/16.10.2002, Art. 28-29, 32, para. 2, Art. 39, para. 12; Patimah Jaelani et al., 2019) and funded by accountable jurisdictions (Laschou et al., 2018, p. 51; Moutsinas et al., 2016, pp. 399-400) to neutralize “deprived” [*sic*] parents’ frequent percipience of unpreparedness (Gabriel & Carroll, 2018, pp. 111-113; Jones, 2020) and typically trivial self-content (Hamlin & Flessa, 2018; Povey et al., 2016).

Secondarily, this could possibly compile public aspirations on top of intelligibly laid down prerogatives coupling homes and school divisions—sprung from loyalty and tenderness (Halliday et al., 2019)—, as soon as an illuminating *ethos*⁴⁵ and ownership of learning is invoked (Lekli & Kaloti, 2015; Sim et al., 2021; Willemse et al., 2018) that will be foundationally imparted to future generations (Epstein, 2013; Middlewood et al., 2021, pp. 98-104; Stotsky, 2018, p. 9).⁴⁶

⁴⁵ The core mandates, principles, viewpoints, [self-]regulatory ordinances, and integral school culture are all logically covered by school morality (Britzman, 2010, p. 65; Ramberg et al., 2021); these constituents utmostly favor commonplace, invaluable sentiments of discretion, approbation, self-assurance, self-ownership, acceptance of obstacles and/or their resistance, unfeigned secretarial dedication, and an enjoyable appositeness to the adjoining world (Allen et al., 2018; Goldberg et al., 2019; González et al., 2019; Moutsinas & Tsaliki, 2020, pp. 192-193; UNESCO Education Sector, 2019, pp. 7-8).

⁴⁶ On average, schoolchildren whose parents are indefatigably preoccupied with non-profit parent-teacher associations (PTAs; GG 167/A'/30.9.1985, Art. 53, para. 1-2; MNERA, MD N° Δ4/662/23.12.1998, Art. 1, para. 2-3) rejoice in farther soaring conveniences for florescence in reading and mathematics combined with escalated social-tumultuous functioning inwards and transcending scholastic backdrop (Van Voorhis et al., 2013, pp. 76-77)—in conformity with parental acculturation, parent-teacher native concordance, opinions/ideas on the topic of children’s curricular attainment (Yazdani et al., 2020), and PTAs’ revenues (Cheung, 2009)—, by virtue of netting a duplicated blandishment concerning apprentices’ pedagogical rights (Jeon et al., 2021; Li et al., 2019; Walker & Legg, 2018). This artifice reverts in the guise of a vigilant haven for building a bottom-up and not a top-down, rudimental school revolutionary reform, thanks to viable, promotive partnerships (Kaldi et al., 2018; Lingard & Mills, 2007; Roazen, 1999, p. 256; Warnasuriya, 2018, pp. 54-56).

V. Discharge of innovative technology in cooperation between family and school: “*Out with the old, in with the new?*” or “*Fesfīnā lentē*”⁴⁷?

By definition, electronic diaries (e.g., amenities installed in [“myschool”](#) unified, motorized apparatus of school units and executive nexuses of education in the Greek dominion) grant parents of remotely, quickly, and painlessly surveilling their children’s grades and attendance at school in real time and on a daily basis, which is worthy of sparking off proactive and timely disentanglement of contingent drawbacks (Bhamani et al., 2020; Macia Bordalba & Garreta Bochaca, 2019) —balancing encouraging and corrective, forbye constructive and confrontative, matching feedback/comments (Kuusimäki et al., 2019). Furthermore, adeptly-functional computerized messaging platforms (e.g., [“η·τάξη/eClass”](#) and [“e-me”](#), accredited by the [Panhellenic School Network](#); GG 3882/B/12.09.2020, Art. 1, para. 1-2, Art. 5; Panagiotopoulou & Papadopoulou, 2021) and/or temporizing, mobile educational applications⁴⁸ [“apps”; low-cost or even gratis] can disenthral reluctant parents to diligently keep watch on their child’s progress (Gutierrez-Aguilar et al., 2021, p. 48; Hatzichristou et al.,

⁴⁷ Oxymoronic adage/motto (Latin translation of the Ancient Greek, Aesopian proverb “*σπεῖδὲ βραδέως/ speiðe bradéōs*”; ~620-564 BC; [*videlicet*, “fleet slowly”]), originating from the Roman Emperors Gaius Julius Caesar Augustus (or Octavianus; 63 BC – AD 14) and Titus Caesar Vespasianus (79-81 CE), next off upholden by the Medici (1434-1737; Republic of Florence) and Earl of Onslow (1801-present; Surrey, United Kingdom) dynasties, beside Renaissance humanists as William Shakespeare (1564-1616) and Nicolas Boileau-Despréaux (1636-1711; Warner et al., 1896, p. 2144; Watson Barker et al., 1972, pp. 303-305).

⁴⁸ Among the appliances of the termed “Web 2.0” technology, the prospects opened up by social networking media (e.g., “WhatsApp”, “Viber”, “Facebook Messenger”, etc.) for their audience are considered of exceptional importance (Greenhow & Chapman, 2020), inasmuch as they subconsciously contain the technologically derived anxiety/exhaustion (technostress) of individuals in the state of equanimity ensured by the unobstructed, [in]formal exertion of mobile devices (Greenhow & Lewin, 2019, pp. 24-27; Nikiforos et al., 2020; Viberg et al., 2021). The theory of planned behavior (TPB; Ajzen, 1985, pp. 11-17; Ajzen & Fishbein, 1975; 1980, pp. 203-212; Fishbein & Ajzen, 1975, pp. 56-59, 2014, pp. 173-175) qualifies for guiding parent-teacher correspondence by leveling families’ attitudes, perceived command, and mass modes with relevance to technology, elevating the duplex approval and effective adoption of wired tools (Bordalba, & Bochaca, 2019; Lorente et al., 2020).

Evidently, “Web 3.0” technology is the next evolution of the internet, subsuming decentralization, blockchain-implanted credentialing, AI, and semantic web principles to initiate a more secure, piercing, and handler-controlled multimedia experience (Benedetto & Ingrassia, 2021, pp. 128-129; Cronje, 2018, pp. 10-11; Huk, 2021; see Sect. I.A.).

2021; Karavida & Tympa, 2021), apart from staying disambiguously abreast of assignments, exams, pedagogical pursuits, reactionary/sensitive themes, etc. (Otero-Mayer et al., 2021; Polymili, 2021). Likewise, since the abrupt social insulating/lockdown and school cessation contrivances that were planetarily instituted due to the outburst of the COVID-19 uncharted extremity (see Sects. I.B. & II.A.), virtual parent-teacher conferences (officially held in Greece through “[Cisco WebEx](#)”⁴⁹ software suite; GG 4188/B’/10.09.2021, Art. 4, para. 3-4, Art. 13-14) is logical to be characterized by communicative coherence (Walker & Dotger, 2012)⁴⁹, chorded with recompensed clarity, frankness, and objectivity to equilibriize parental distractions, irritability, and/or fatigue/overload amidst homeschooling (Deng et al., 2020; Hilli, 2020; Kim et al., 2021; Pelonis & Tokatlidou, 2021, pp. 252-253; Thompson et al., 2019).

However—not anticipating to substitute person-to-person doings, though to serve as a subsidiary multiloquent, interactive option⁵⁰—, practicum is recommended to families with an eye on wielding procurable digital tools (Hutchison et al., 2020; Wass, 2017), whereas teachers solicit infrastructures and supervisory guidance in incorporating cybernetings into incumbent curricula (Guallar Artal et al., 2021, pp. 3-4; Perifanou et al., 2021); undeniably, deontological impregnability of data confidentiality (i.e., media cybersafety as a facet of technological literacy; Potter & Barnes, 2021, p. 291; López et al.,

Nevertheless, the usance of smartphones in classrooms has been suggested only if they do not distract tutees’ enmeshment, do not invade privacy (Burden & Kearney, 2018; Burden et al., 2019), and do not trigger incidents of school cyberbullying-cybermobbing (Costanza Baldry et al., 2019; Loh et al., 2021; Norris et al., 2011; see Sect. I.B.).

Engrossingly, parents’ prolific cybernated bequest of their offsprings’ lifestyles—routinely on social media (a.k.a. “sharenting”)—, as coined by Blum-Ross and Livingstone (2019, pp. 73-77), can be presciently funneled within family-school kinship above frivolous immodesty; by selectively recounting academic climaxes, praxeological constellations, or social-assiduous cues, families are prone to bolstering/replenishing dense pedagogical acuteness for educators (Barnes & Potter, 2021; Livingstone & Blum-Ross, 2020, pp. 178-181; Livingstone et al., 2018, p. 5; Siibak & Traks, 2019; see Sect. III.).

⁴⁹ Essentially, built on conversable action, Jürgen Habermas’s pedagogical proposal (1984, pp. 316-320, 2021, pp. 188-191) evokes the devoir of candid, resoned colloquies—infused with the rejection of opinionated prohibitions— and critical ruminating in education as means of effusively promoting vaster social uniformity and democratical camaraderie (Homer, 2019, p. 98; Khodadadi & Hashem Rezaee, 2018; Koomen, 2020; Ongstad, 2010, pp. 57-59).

⁵⁰ Leastwise, the EU has eulogized the complete and fast-tracked digitalization of utmost school auditorium in Greece referring to its installations, content, and methods by 2027 (EC, 2020, Art. 4.1).

Walking On Eggshells?

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2017, pp. 99-102) is demanded to be guaranteed for every user who resorts to the abovementioned frontier equipment (a.k.a. “netiquette”; Drakaki et al., 2021, p. 47; Mistretta, 2021; Pangrazio & Selwyn, 2021; UNCTAD, 2021, pp. 99-100).

VI. Epilogue and concluding remarks [Or “*How to evade the deadlock...*”]

Climactically, the fact that learners’ families steadily opt to somewhat extricate themselves from their child-raising amenabilities (Lasater, 2016) feeling comfortable in fairly transferring their pertinent encumbrances (see Sect. I.A.) to school organizations (Brković et al., 2014; Molina, 2021), although the second is not infrequently summoned upon to appease the strain that parents run into imputable to their repressive day-by-day rubrics away from scholastic consortia (McCrory Calarco, 2020; Ryan et al., 2013), connotes the integrity of domiciliating consensus uniting households and schools (Moutsinas et al., 2020, p. 57) —with student self-effectuation as the common thread (Lake et al., 2018, pp. 169-271; UNESCO, 2021b, p. 213; see Sect. II.B. & Vgn. VI.). In a similar tone, the notoriety of educational appointees and their espied scientificity from the stalls have apparently decreased drastically in Greece pending the bygone twenty years (Sotiropoulos et al., 2021, pp. 27-28), except that the juridicalism and denigration of their paraphernalia barring their dawning toilsome courtesy has tremendously surged up till redundancy (Getimis, 2021, pp. 171-173; Karampelas et al., 2018), in contradistinction to opposing borough deputies (e.g., laborers in taxation departments, municipalities, etc.; Kourachanis et al., 2019; The Economist, 2021; Thomson, 2020, pp. 149-172, 2021, p. 106; Venieris, 2013, p. 31, 2021, pp. 123-125).⁵¹

⁵¹ Astonishingly, every hour of instruction looks to be on a par with four hours of else office chores in the affair of the quantity and aggravation of teachers’ polynomial decision-making — irrespective of educational ranking (Jennings et al., 2020, pp. 129-130)—, an omen which leaves adjutants extracted out bare to the silenced pitfalls of incessant workplace hassle and/or prostration (EC, EACEA, 2021b, p. 143; OECD, 2021c, pp. 187-194; Saloviita & Pakarinen, 2021; UNESCO & ILO, 2021, p. 8).

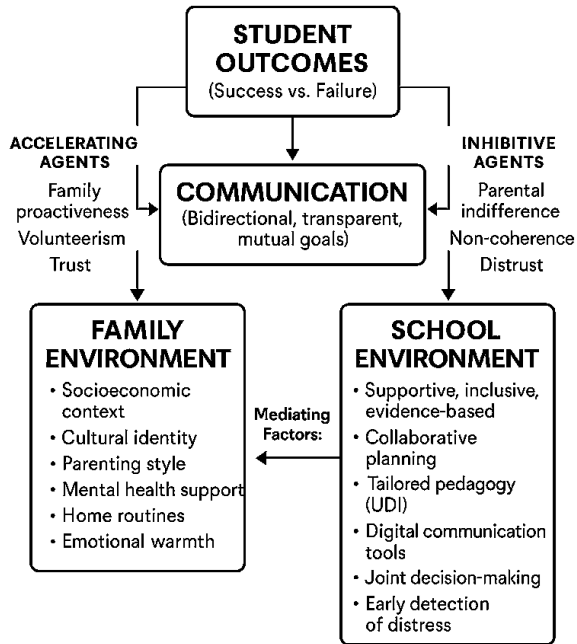
To boot, yearly gross Grecian elementary schoolteachers’ statutory salary is positioned in the postern quartile transcontinentally ([Anastasiou, 2020; Anastasiou & Anagnostou, 2020; Dolton et al., 2018, p. 158]; i.e., wraps up to 11 estates lesser than the EU barometer [EC, EACEA, 2021a, pp. 204-205] and trails 17 places inferior to the OECD one [OECD, 2021b, p. 183]).

Inversely, vernacular social automatism in Greece (Demertzis et al., 2019, pp. 109-110) has been notably employed to maliciously incriminate permanently hireling educators as affluent, inflexible, and awry actors (Clarke, 2018, p. 73, 2019, p. 145-149) —wherefore tarnishing their social legitimacy and facilitating neoliberal emendations aimed at eroding labor ammunitions (Allman, 2019, pp. 227-240; Chrysochou, 2018; Seremetakis, 2019, p. 187; Theodossiou et al., 2019; see Sects. I.D. & IV.).

To counteract the ceaseless ruptures delineating home-school allegiance as a quiescent generator of apprentice derailment, the typification/acronym “FAME” —i.e., facilitated alliance for mutual empowerment— capsulizes the two-sided erection of educational pilasters upon [i] *facilitated* argumentations (Hsiao et al., 2018; Raftery et al., 2012, pp. 352-356); [ii] *alliance* genesis in agreement with trust and cultural solicitude (Christenson, 2003; Ishimaru, 2019); [iii] *mutual* veneration for lawfully ascertained posts and impediments (Bryan et al., 2020; Dolan et al., 2020; Jung & Kirp, 1984; McCammon et al., 2018, p. 9); beneath [iv] *empowerment* plots tapping into hypermedia gadgetry (Abela et al., 2021, pp. 329-341) and inexhaustible parental-teacher maturation (Albrecht, 2021; Barker & Harris, 2020, pp. 100-101; Cooley, 2009; Davidson & Case, 2018; Passmore & Zarate, 2021). Unerringly, “FAME” roadmap sets out to transmute momentary and perfunctory ventilations into everlasting, reconstitutional co-agency (see Tab. IV.).

Vignette VI.

*The “Bermuda Triangle”? — A diagrammatic, triptych portrait of family-school concordat inimical to pupils’ lettered disintegration**



*Source: Author’s administering (Infographic manufactured by appropriating “[CmapTools®](#) [v.6.04]” concept sketching software package; see Amm [2020]; Balan et al. [2016], pp. 357-359; Cañas et al. [2005], pp. 209-212; Cañas & Novak [2014], p. 32-35; Novak & Cañas [2008], p. 31; Tolentino Machado & Carvalho [2020]).

Tabulation VI.

*“Put the kibosh on it”: Notional armature picturing the heaped wheel of family-school syndicate in relieving learners’ misfortune***

	Inputs		Simulacrum & Processes	Trainee Outputs	
	<i>Family</i>	<i>School</i>	<i>“FAME”^b Springboard</i>	<i>Dianoetic</i>	<i>Psycho-social</i>
<i>Inductive diffusion</i>	Supportive parentage; fostering emerging literacy; disbursement of eloquent security & stability; envelopment in school life; home-spun rites that promote self-discipline & responsibility	High-quality & wholesale climate; professional development; accessible resources; leadership commitment to inclusion; expenditure of assistive ICTs ^a for communication	Collusive planning & decision-making; continuous, respectful dialog between parents & teachers; joint goal calibration; inclusive pedagogical practices (a.k.a., “UDI” ^c); establishment of rife school ethos; strenuous professional training; monitoring & approximation of connectivity	Improved academic achievement; strengthened sustainable, systemic reclamation in literate ingenuity	Enhanced motivation & intrigue; staunchness & poignant well-being; subtracted nonattendance & dilapidation wages; grander intrepidity & enfranchisement; enfeebled social renunciation

Notes. ^aICTs = information and communication technologies; ^b“FAME” = facilitated alliance for mutual empowerment; ^cUDI = universally differentiated instruction.

****Source:** Resuscitated from Artiles and Dyson (2005, pp. 49-52), Ball (1987, pp. 279-283), Booth et al. (2011, pp. 39-41), Emery (1969, pp. 106-107), Florian (2021, p. 19), Kefallinou et al. (2020), Kinsella and Senior (2008, p. 656), Kinsella (2020, p. 52), Kools and Stoll (2016, pp. 61-64), Krehl Thomas & Jay Whitburn (2019), Norwich et al. (2021), and Ryndak et al. (2014, p. 389).

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