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This book is written for all students of the Early Years. It begins by examining the role of a parent in a child's life and the importance of good working relationships between parents and Early Years practitioners. It goes on to discuss the preconceptions and assumptions that we all have about families and parents and considers

the practical implications of working with parents in a respectful and trusting partnership. It explores both interpersonal and communication skills and the formal and informal ways of involving parents in the early years experience of their children. About the Early Years series This series has been designed to support students of degrees and foundation degrees in Early Years, Early Childhood

and related disciplines. Each text takes a focused look at a specific topic and approaches it in an accessible and user-friendly way. Learning features help readers engage with the text and understand the subject from a number of different viewpoints. Tasks pose questions to prompt thought and discussion and further reading suggestions, including useful websites, are included to help stu-

dents access extended learning in each topic. Other titles in the series are Early Childhood Studies, Becoming a Practitioner in the Early Years, Child Observation for the Early Years and Exploring Play for Early Childhood Studies. Ute Ward has been involved in the Early Years sector for more than 20 years in a range of different roles and contexts. In October 2011 Ute became Senior Lecturer in Early Years at the University of Hertfordshire where she teaches on Foundation Degrees and on undergraduate and postgraduate courses.

First Published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134057325. Parents as Partners in Education is the most comprehensive book on the market covering the history of family/school collaboration, current issues and population trends affecting American schools and communities, diverse family structures, and techniques for establishing connections with parents and encouraging

involvement with their child's learning (PreK-Grade 4). Among other themes, the book emphasizes the importance of funds of knowledge for children's development and for effective partnerships with families (the knowledge that children acquire from their families). This edition also adds the concept of funds of identity as a catalyst for educators to understand their own identity. Throughout the book the authors make connections to these concepts not only to help educators understand child development, but also to show how children develop within the context of their families. This edition also continues to highlight important parent involvement programs and how such programs are often successful because of an asset-based view of families, particularly of those that are culturally and linguistically diverse, as well as those with children with special needs. The Enhanced Pearson eText features embedded video and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of

content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

Parents' relationships with schools are changing. No longer passive recipients of the system, they are increasingly making decisions. This book explores the changing roles and relationships of parents, teachers and administrators.

Parent involvement in their children's education

and school life was studied in England through a telephone survey of 2,109 households. Around 1 in 3 parents (29%) felt very involved in their child's school life, and primary school parents were more likely to feel this way than secondary school parents. Mothers were more likely to say that they were very involved than were fathers. Around 72% of all parents agreed that they wanted more involvement, and a third definitely agreed. Among the barriers to involvement, parents cited the competing demands in their lives such as work commitments, demands of other children, childcare difficulties, and lack of time generally. Almost all parents were happy with the school's attitude toward them, with a large majority finding the school welcoming (94%) and willing to involve them (84%). Parents particularly value face-to-face contact with teachers, but a significant minority thought that they would be labeled trouble makers if they talked too much. Parents were generally happy with the quality of written communications coming from schools, although a significant minority (27%) thought that the general

information was spoiled by jargon. Many parents were not aware of the labels given to recent educational initiatives, and 35% did not recognize the term Home School Agreement, even though all had been invited to sign one. A Technical Appendix discusses sampling methods, and the survey questionnaire is attached. (Contains 12 figures, 26 tables, and 14 references.) (SLD)

Teachers must be prepared to create an effective learning environment for both general education students and students with special needs. This can be accomplished by equipping teachers with the proper knowledge and strategies. Preparing Pre-Service Teachers for the Inclusive Classroom discusses the latest approaches, skills, and methodologies on how to support special needs students. Highlighting relevant perspectives on technology implementation, curriculum development, and instructional design, this book is an ideal reference source for pre-service teachers, teacher educators, researchers, professionals, and academics in the education field.

Despite the ever-changing demographics of the United States and decisions made by the Supreme

Court, racial tensions and turmoil continue to affect daily life in a multitude of environments. In educational environments, advancements in teaching technologies, in conjunction with these tensions, require a cooperation between parents and school personnel to promote student success. Social Justice and Parent Partnerships in Multicultural Education Contexts is a critical scholarly resource that explores the importance of cooperation between parents, teachers, and administrators to create valuable support systems that will promote student success through strategies using social justice. Featuring coverage on a wide range of topics, such as parent collaboration, bilingualism, and community-based partnerships, this book is geared toward academicians, researchers, and teachers seeking current research on the importance of cooperation between parents and education professionals in encouraging positive student outcomes in multicultural learning environments.

"This text uniquely provides comprehensive coverage of the history of parenting and parent/school collaboration, current issues and immigration

trends affecting American schools and communities, diverse family structures, and many techniques that teaching professionals can use to engage family members of all children more completely as partners in education. Chapters on working with families of children with special needs and on child abuse are remarkable aspects of this text."--BOOK JACKET.

For in-service and practicing teachers and for parents as well, *Home-School Relations* examines the nature of the contemporary family and its relationship to the school, and provides practical advice for developing strong home-school relationships and solid examples of building good home-school partnerships and fostering parent involvement. This textbook discusses the need for educators to have positive working relationships with the students they teach and describes the techniques they must use to understand the families from which their students come. In addition to covering the traditional topics of ethnic families, change in families, and parent-teacher communication, this practical and popular text delves further into the issues facing families today and their effect on

families including: income level, advocacy, the father's role, family and domestic violence, bullying and school violence, parents' perspectives on schools, opening new paths of understanding for educators. The text features a multitude of practical information such as descriptions of the successful parent-involvement programs, contains an excellent chapter on communication skills and activities, helps educators understand the legal and policy aspects of home-school relations and educational choices, and incorporates working with students with special needs in the classroom. Diversity (cultural, racial, religious, and sexual orientation) is integrated and discussed throughout the textbook to promote understanding of all students and their families, including those with special needs. Unlike other books in this field, *Home-School Relations* confronts the alarming statistics on poverty and how it affects children, and ultimately, their performance in schools.

Based on the presentations and discussions from a national symposium on family-school links held at the Pennsylvania State University, this volume brings together psycholo-

gists, sociologists, educators, and policymakers studying the bidirectional effects between schools and families. This topic -- the links between families and schools, and how these affect children's educational achievement -- encompasses a host of questions, each of key social and educational significance. * How far does parental involvement in schools affect children's experiences and achievement at school? * What explains the great differences between schools, families, and communities in the extent of such involvement? * Are these differences a matter of school practices, or do they reflect much broader social and cultural divisions? * What is the nature of the impact schools have on children and their families? * How can family-school-partnerships be fostered in a way that helps children? The chapter authors consider these questions and related issues, present different perspectives, highlight various aspects of the issues, and suggest widely differing answers. This volume's goal is to provide the reader with current information on what is known about family-school-community links, and to provoke new ways

of thinking about these links and their implications for children's education and well-being.

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Just as populations change, ideas about how to encourage and work with parents also need to evolve. This practical resource by bestselling author Patricia Edwards provides school leaders and classroom teachers with new and creative ways in which to welcome, encour-

age and involve parents. Enacting these types of practices requires a special kind of commitment from teachers and school leaders, which often coincides with a particular kind of mindset about families and one's responsibility to engage them. Educators often develop this mindset as they depend their understanding of families, literacy/language, culture/race/class, and themselves. Edwards pulls these understandings together and presents them in a straightforward, concise, and easy-to-use guide that is perfect for professional learning communities and teacher preparation courses. *New Ways to Engage Parents* is essential reading for all educators who care deeply about engaging a wide range of parents in today's schools. The book features: a stark look at the changing community demographics and what that means for teachers and administrators; strategies for communicating with parents; examples of how to bring parents together for meaningful activities; the importance of understanding parental constraints and the need to meet them halfway; and approaches for overcoming "school ghosts" as well as nega-

tive histories and perceptions in the community.

How can we make it easier for schools and families to work together on behalf of all students? It all begins by tapping into the different strengths educators and parents and caregivers can contribute to building a strong partnership. Partnering with Parents to Ask the Right Questions, by Luz Santana, Dan Rothstein, and Agnes Bain of the Right Question Institute, presents a deceptively simple strategy for how educators can build effective partnerships with parents—especially those who typically have not been actively involved in their children's schooling. It distills complex, important ideas on effective civic participation into an easy-to-learn process that teaches parents two fundamental skills they can use to support the education of their children, monitor their progress, and advocate for them: asking better questions and participating effectively in key decisions. Based on more than two decades of work and research in a wide range of low- and moderate-income communities, this book empowers overburdened and under-resourced educators and

parents to work together and achieve their common goal of successful students. This indispensable guide includes case studies spanning K-12 classrooms, and it explores ways to assist struggling students, collaborate on IEPs, and communicate with families of English language learners. The accessible and easy-to-use format, field-tested advice, and vivid examples from schools that put the advice into practice make this a must-have for everyone from the classroom to the central office.

Recent legislation - the 1981 and 1993 Education Acts - have emphasized the need for parents to work as partners with professionals in the assessment of children's special educational needs. This book explores that notion of partnership and subjects it to critical scrutiny. It describes the assessment process from both the parental and professional standpoints, looking in particular at the parent-professional relationship and the barriers that might inhibit effective partnerships between parents and professionals. The child's viewpoint is equally important, and later chapters examine children's own accounts of the assessment process.

This report aims to provide an in-depth analysis of teachers' and school leaders' perceptions of the value of their profession, their work-related well-being and stress, and their satisfaction with their working conditions. It also offers a description of teachers' and school leaders' contractual arrangements, opportunities to engage in professional tasks such as collaborative teamwork, autonomous decision making, and leadership practices. Getting parents involved in the learning of their young children in early years settings is critical: children learn from everything they experience, wherever they are and whoever they are with. The greater the continuity between home and setting, and the richer the learning environment in both, the more children will benefit. This full-colour book provides accessible guidance for practitioners, explaining why parents need to be involved, what can prevent parental involvement, how to build respectful relationships, and how to ensure that involvement is a two-way process. It features practice examples for working with children and their families and provides ideas for those em-

barking upon new projects.

This volume focuses on how family-school partnerships are conceptualized, defined, and operationalized as well as the research that is needed to advance these foundational issues. Each chapter integrates prevailing approaches into a research-based framework for supporting learning from pre-K through high school. The book incorporates structural and relational methods into the larger context of educational processes to promote research about collaboration and to improve the academic and behavioral development of students. Diverse theories and models of family-school alliances demonstrate approaches and interventions that are goal-directed and strengths-based, respectful and responsive. In addition, the book analyzes cognitive, behavioral, and interpersonal aspects of partnership and discusses different methods of assessing parental involvement and student outcomes. Included in the coverage are innovative, agenda-setting discussions on: Definitions and conceptual frameworks of family-school partnerships. Need-satisfying

partnerships. Diverse parent perspectives and participation. Measurement of family-school partnership constructs over time. Foundational Aspects of Family-School Partnership Research is an essential resource for researchers, professionals, and graduate students in child and school psychology, educational policy and politics, family studies, developmental psychology, sociology of education, sociology, and anthropology.

Shares practical solutions relating to school-parent engagement and communication based on insights gathered from some of the hardest-to-reach parents.

This work examines the factors that shape and influence home-school relations. At its heart is an analysis of parent-teacher relationships in an inner city borough, drawn from case studies of five primary schools and a parents' centre. Interviews with parents are revealing windows into parents' views on a range of issues, including curriculum, discipline and parents' relationships with their children's teachers.; The author also considers teachers' perspectives on these matters, and explores the influence of social class, ethnicity and

gender on parent-teacher interactions. While presenting these issues within a consideration of broader themes such as citizenship, community, power and participation, the book discusses the reasons why initiatives designed to improve home-school relations appear to result in such limited change.

In *Natural Allies*, Soo Hong offers a paradigm shift in how we think about family engagement with schools. Hong challenges the conventional depiction of parents and teachers as "natural enemies," and shows how, through teachers' initiative and commitment, they can become natural allies instead. Based on a three-year ethnographic study, the book features the experiences and motivations of five urban school teachers who have successfully created meaningful, productive relationships and partnerships with students' families. In *Natural Allies*, the teachers' personal narratives are juxtaposed with rich descriptions of their interactions with families and children. The book explores how the dimensions of race, class, culture, and family history shape the interactions between teachers and families, particularly in schools

where teacher-parent dynamics may be fraught with distrust or misunderstanding. The book demonstrates how commitment to families and community can become a central part of educators' development as professionals. In addition, the research provides new insight and seeks to merge the study of family engagement with the field of culturally relevant and sustaining pedagogies. Offered with optimism and urgency, *Natural Allies* addresses an area in which many educators feel ill equipped and unprepared. Readers will emerge from a reading of the book with new ideas on family engagement that are grounded in an analysis of the deep contours of the parent-teacher relationship.

A powerful resource for teachers about the benefits of parental engagement, along with methods to foster and develop good practice. >

Partnership with Parents in Early Childhood Settings examines how practitioners can work effectively with parents and families, acknowledging the complex nature of these relationships. Drawing on policy, research and practice from kindergartens and early years settings in

five European countries, it provides insight into how political, social and cultural contexts affect the relationships between educators and families and the impact this has on children's early experiences. The book is based upon learning from an Erasmus mobility project between educators from five countries in OMEP (the World Organisation for Early Childhood Education). It presents examples from practice and research from the different countries and highlights some positive and practical ways in which professionals can work with parents, as well as potential barriers to parental partnership and how these might be overcome. Each section focuses on a different country and allows for a detailed exploration into how relationships are developed and sustained for the benefit of young children and their families in different places. Throughout, the reader is encouraged to reflect on their current understanding of parental partnership and how they can plan for positive parental partnership working in the future. This thought-provoking text will be an indispensable resource for students of early childhood and teachers and practitioners, as well

as academics and those with an interest in early years social and educational policy.

This book reports initiatives to listen to parents and families, to ascertain what families believe and do as they seek to engage collaboratively with their children's educators, and what educators and educational systems might do to facilitate and/or establish barriers to such engagement. Parental engagement in children's learning and development has many positive benefits. However, in the current environments of accountability and performativity which are pervading early childhood education in many countries, the opportunities for parents and other family members to be part of the development of respectful, collaborative relationships with their children's early childhood educators are becoming more and more restricted. Many educators feel forced to choose between curriculum outcomes and parental engagement, as both involve their time. There is a danger that the voices of parents and families in their children's early learning and development will not always be heard, seen, or fully understood. This volume addresses

this important issue. Researchers, educators, and families will all benefit from this book, to the ultimate benefit of the young children who are the future. This book was originally published as a special issue of the European Early Childhood Education Research Journal.

This book presents good news for stressed and concerned parents: it does not require a Ph.D or unlimited hours for parents to make a difference in their children's education.

For democracy to thrive, we must inspire and empower young citizens. Through research and stories of civically-engaged American youth, Tomorrow's Change Makers reveals the relationships, experiences, and challenges that propel today's young people to play important roles in their communities and across the globe.

Meet the Parents is an essential guide for school leaders and classroom teachers looking to build stronger and more productive relationships with the families of pupils. This book uses more than 40 years of experience to explain techniques for uniting families with a range of backgrounds and a variety of circumstances, and highlights the most suc-

successful approaches for encouraging and developing the home-school partnership. Drawing on case studies and real-life examples, Lepkowska and Nightingale unpick the reasons behind barriers to learning and examine the issues that cause parents to be demotivated from engaging with schools. The authors cover a range of important topics, from the long-standing concerns to modern problems, including: Making the most of parents' evening. Special Educational Needs and Disability. Bereavement, divorce and loss. Raising the aspirations of parents and children. Influence of the media and online safety. Meet the Parents aims to aid headteachers, senior leaders, classroom practitioners and student teachers – and any other school staff who wish to develop a more effective ongoing home-school partnership. Recognising the vital need for parental engagement with children's learning, this book will help schools and families to come together and provide the best support possible for every child.

It is a widely acknowledged fact that if parents are involved in their child's early learning there is a positive impact

on development and later school achievement. This title looks at how to build a positive relationship with the parents of children in your care, whether you work in a group or home setting. This book offers practical advice on: how to set up and maintain a respectful relationship with parents, what the EYFS expects of practitioners, how to encourage parental involvement, how to include fathers as well as mothers and working with hard-to-reach parents.

Decades of research have demonstrated that the parent-child dyad and the environment of the family – which includes all primary caregivers – are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills,

charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilita-

tors for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Confident Parents, Confident Kids lays out an approach for helping parents—and the kids they love—hone their emotional intelligence so that they can make wise choices, connect and communicate well with others (even when patience is thin), and become socially conscious and confident human beings. How do we raise a happy, confident kid? And how can we be confident that our parenting is preparing our child for success? Our confidence develops from understanding and having a mastery over our emotions (aka emotional intelligence)—and helping our children do the same. Like learning to play a musical

instrument, we can fine-tune our ability to skillfully react to those crazy, wonderful, big feelings that naturally arise from our child's constant growth and changes, moving from chaos to harmony. We want our children to trust that they can conquer any challenge with hard work and persistence; that they can love boundlessly; that they will find their unique sense of purpose; and they will act wisely in a complex world. This book shows you how. With author and educator Jennifer Miller as your supportive guide, you'll learn: the lies we've been told about emotions, how they shape our choices, and how we can reshape our parenting decisions in better alignment with our deepest values. how to identify the temperaments your child was born with so you can support those tendencies rather than fight them. how to align your biggest hopes and dreams for your kids with specific skills that can be practiced, along with new research to support those powerful connections. about each age and stage your child goes through and the range of learning opportunities available. how to identify and manage those big emotions (that only the

parenting process can bring out in us!) and how to model emotional intelligence for your children. how to deal with the emotions and influences of your choir—the many outside individuals and communities who directly impact your child's life, including school, the digital world, extended family, neighbors, and friends. Raising confident, centered, happy kids—while feeling the same way about yourself—is possible with Confident Parents, Confident Kids. This book addresses central questions regarding parental involvement across European educational systems; exploring the commonalities and differences across European countries and the extent to which current policy and practice pertaining to parental involvement is inclusive of diversity. Adopting an interdisciplinary approach that draws from the fields of education, sociology and psychology, it presents a description of the policy context and empirical research on critical perspectives relating to parental involvement. Comprising a rich varied cross-section of national experiences from eleven European countries and the contexts surrounding them, case studies pro-

vide insights into parental involvement across Europe and identify challenges in the field. This volume's in-depth approach and comprehensive interrogation of parental involvement across European education systems make it an ideal resource for parents, teachers and academics, researchers and post-graduate students in the fields of education policy and comparative education, as well as teacher educators and policy makers.

This book takes a holistic approach to pedagogy and argues that the purpose of education is to educate the student's whole personality including cognitive, social, and moral domains. The four sections and twelve chapters address the current pedagogical challenges in basic and higher education in international contexts. The authors describe the principles and practices through which meaningful education is promoted and enhanced in a variety of ways. The challenges educators face in their profession as well as ways to overcome them are elaborated on both theoretically and empirically. The book allows both researchers, teachers, and educational policy makers to reflect on current develop-

ments, challenges, and areas of development in educational institutions when aiming to support student growth and learning.

This definitive resource provides a comprehensive range of activities and materials enabling you to equip your staff with the knowledge, confidence and skills they need to collaborate effectively with parents as part of their early years practice. Packed with practical, reflective and team-based activities and templates, *How to Develop Partnerships with Parents* offers evidence-based information on working successfully with parents, and provides a range of materials to meet the specific training and development needs of your staff. Chapters emphasise the benefits of working closely with families, and acknowledge the particular needs of parents with children at various stages of development, and with SEND. Information and activities are presented in a unique, accessible format, meaning you can quickly access the materials most relevant for your staff and setting, to provide effective training and ensure that staff members can build outstanding working relationships with parents,

collaborating with families to the benefit of the child. With downloadable resources, activities and opportunities for reflection throughout, this will be essential reading for Early Years managers, students and practitioners, trainers and co-ordinators.

Flexible, effective and creative primary school teachers require subject knowledge, an understanding of their pupils and how they learn, a range of strategies for managing behaviour and organising environments for learning, and the ability to respond to dynamic classroom situations. This third edition of *Learning to Teach in the Primary School* is fully updated with reference to the new National Curriculum, and has been revised to provide even more practical advice and guidance to trainee primary teachers. Twenty-two new authors have been involved and connections are now made to Northern Irish, Welsh and Scottish policies. In addition, five new units have been included on: making the most of your placement play and exploration in learning behaviour management special educational needs phonics. With Masters-level reflective tasks and suggestions for re-

search-based further reading, the book provides valuable support to trainee teachers engaged in learning through school-based experience and through reading, discussion and reflections as part of a teacher education course. It provides an accessible and engaging introduction to knowledge about teaching and learn-

ing that every student teacher needs to acquire in order to gain qualified teacher status (QTS). This comprehensive textbook is essential reading for all students training to be primary school teachers, including those on undergraduate teacher training courses (BEd, BA with QTS, BSc with QTS), post-graduate teacher training courses (PGCE, SCITT) and

employment-based teacher training courses (Schools Direct, Teach First), plus those studying Education Studies. This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/CrEmin.