

Best practise- Approaches of the discussion in Portoroz

Finland

Personal meeting (about 30 min) with the parents one time a year, compulsive in 1. , 2. , 7., form. Shall get compulsively for every form in future. Further teachers are always open for conversation with parents if there is demand. There is much email- contact between parents and school. Also for parents it's compulsively to take part in the yearly meetings.

Important criterion: Obligation in regularly contact between parents and school. It is about the individual child.

Austria

A committee (7 pupils, 7 parents, 7 teachers) works out an agreement of behaviour between parents, pupils and teachers.

What do parents expect from school?

What do teachers expect from parents and pupils?

What do pupils expect from the teachers?

Easily and distinctly explained. Form teacher, pupils and parents ought to underwrite. Every class deals with this agreement.

Important criterion: Inclusion of all associates (parents, pupils, teachers) as a guarantor for reliable execution of the agreement. Obligation. The main concern is the improvement of atmosphere at school.

Germany/ Brandenburg

Further education meeting for about 300 parents in autumn 2007 for their support in education of their children and to improve cooperation with school.

Important criterion: Cooperation between 'Landeselternrat', policy, administration, science and educational institutions. Financial support from state. Further education and information for parents.

France- Alsace

Association as network of parents of different school forms, police and social workers. It organizes theme nights (violence, drugs, use of mobile phone etc.) about growing up and education of children. No public financing. At the beginning teachers had reservations, but now the work of the association is accepted.

Important criterion: Intercommunication of different associates and institutions. Further education and support for parents with acute problems. School realizes, that the situation in lessons improves, if parents are actively included in educational problems.

Northern Ireland

Initiation of collective projects with parents, teachers and pupils in certain schools within the framework of a pilot project by the school authority. Object: Mobilize and include the creativity of parents and pupils (for example in a circus project) The majority of parents of the involved schools takes part.

Parent consulting revealed that parents don't feel included enough in school. Because of this there has been worked out an agreement which includes parents more. There exists a suggestion box for parents where they can bring in their ideas.

Important criterion: Improve parental influence after a parental feedback.

Slovenia

Intensification of parental work in education in pre- school- age in due to increasing violence and problems with migrants. Offeror and organisator is the association 'Vezi'. Also support in concrete educational problems in the form of individual advice at school by members of the association, respectively multipliers.

Primary school wants to improve lesson quality and is therefore interested in improving the cooperation between parents and school. Hence it has joined a project of the school department and has taken part in a parent questionnaire about their expectation from school quality. Parents were not satisfied with the communication. Because of this there are consulting- hours for parents with general rules. Action plans for parents, pupils and teachers have been worked out.

Important criterion: Building a network of different institutions. Further education for parents. Assistance with concrete educational problems. Feedback between parents and school as an initial point for better communication. New and regular possibilities for communication between teachers and parents. Parents take part too little in solution of problems.



Socrates

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