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1. Status Quo of Collaboration

→ legal-formal

Information, Collective Composition

Class, School, Class, School

→ voluntary-informal

Information, Collective Composition

Class, School, Class, School

1. Status Quo of Collaboration

Legal-Formal Forms, Definition:

→ all forms of parents' work / parental involvement in school that have their legal basis in School / Education Acts

→ in part governed by school Development programmes (UK/NL)

Voluntary-Informal Forms, Definition:

→ all forms which have evolved according to the specific needs and interests of the schools.

→ go beyond legal possibilities and necessities.

Legal-Formal Forms

I) Information: a) The right to information:

→ teachers are obliged to inform parents about achievements / behaviour of pupils

→ board of parents receives information regarding Education Acts / school's curriculum

b) The right to advice

→ Advice regarding profession / further school career

→ Need for regular communication between school and parents

II) Collective composition: a) The right to advice

→ curricular or pedagogic aspects

b) The right to decision making

→ often possible in boards

→ school programme / Camping / Parties / Projects

2. Good Models

- a) openness / transparency
- b) communication and information
- c) clarification of the expectations and feedback
- d) involvement and participation

Forms of information

Forms of Collective Composition

Methods of Collaboration

2.1 Forms of Information

- a) individual conversations / phone calls / emails (Finland and Denmark)
- b) wall newspapers for parents (Great Britain and Denmark)
- c) school booklets (Finland and Denmark)
- d) open door days (Slovenia) or 'parents Saturdays'
- e) parties and festivities (Denmark: parents evening with theatre)
- f) parental education through school (Slovenia, GB, DK) taking the form of seminars and handbooks

2.2 Forms of Collective Composition

- a) educational partnerships (GB / NL / SLO as reading sponsorships)
- b) lesson- and school projects (GB / D / SLO)
- c) working partnerships
- d) parties and festivities
- e) booster club
- f) parents educating parents
- g) 'parents rooms' (SLO / D) / parents groups

2.3 Methods of Collaboration

For a continuous and sustainable cooperation:

- a) Methods helping to clarify expectations
 - cooperation data base / management of parents' proposals
 - questionnaires / discussions between parents and school
- b) Methods governing the aims / agreements in a binding manner
 - contracts and agreements, individually applicable or for all school levels
 - (FIN as boosting concepts, D)
- c) Methods that evaluate the process and regurgitate
 - evaluation / feedback models
 - estimates of current practise with criticism, compliments, and new proposals
 - feedback models (D, Fin; GB / NI, GR, H)

3. Aspects of further Practise

Minimum goals of collaboration

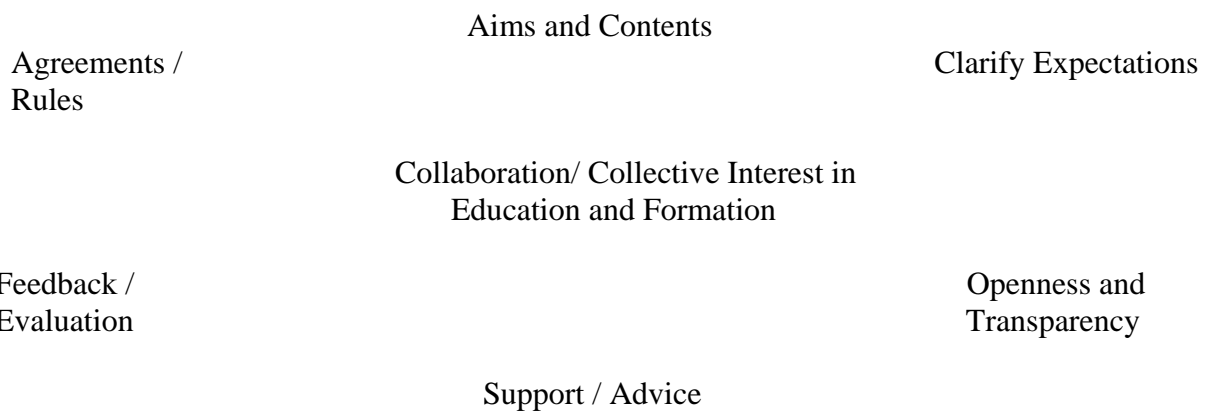
- a) parents evenings that go beyond established forms
- b) teachers' consultation hour for parents
- c) Conversations between pupils teachers and parents
- d) Letters from teachers / school

e) Parental education / teacher education

Further possibilities

- a) Clarification of interests, expectations
- b) Feedback / Evaluation of the practise
- c) Openness / transparency – information gathered from individual conversations, open school doors
- d) Create occasions for exchange / parties and festivities
- e) Collective composition of lessons and school life
- f) Educative sponsorships
- g) Parents' room / parents regulars' tables
- h) Binding rules and agreements

End:





Socrates

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