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Potential for Improving the Collaboration between Parents and School at the point
of intersection of the elementary and secondary schools

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0. Introduction

It is a widely encountered opinion – even among teachers – that the school on the one hand and the parental home on the other constitute two different living spaces of children which rarely communicate. Indeed, the educational actors of both spheres rather attempt to accurately separate these from each other. Children thus are obliged to intermediate between both spheres and reconcile the diametrically contradicting demands they face, a task in which they rarely succeed.

If the primary goal of schools and parents is to educate young persons to self-confident and widely competent individuals and members of society, then the integration of both educating institutions is needed. In this regard, it is of crucial importance to realise that both realms constitute communicative and overlapping spheres of influence. However, it is a fact that, in spite of the nationally as well as internationally intensified attempts to increase efficiency and develop quality in the educational realm, the ‘resource’ parents has been widely neglected.

This is particularly remarkable in Austria, as whole day schools constitute an exception in the country’s school system. Therefore, engaged participation in schools on the part of parents is imperative and constitutes a critical factor for a successful school career. In other words: the lack of commitment or knowledge on the part of parents with regard to participation in school represent one essential disadvantage with regard to qualification and equal opportunity. It is therefore that parents need to be seen as the direct addressees of educational measures and not – as previously – peripheral outsiders.

This work will seek to outline the deficits prevalent in the present approaches regarding communication and cooperation structures between parents and schools. Subsequently, it will be attempted to outline some exemplary measures of improvement for the point of intersection between elementary and secondary schools.

This study results from the PFL course ‘English’ of the Klagenfurt University which seeks to evaluate and reflect upon own professional approaches to teaching as well as from the participation in the Comenius Project COPASCH which seeks to ameliorate the cooperation between parents and school on a Europe-wide basis.

1. Objectives, Research Questions, Working Hypotheses, Research Methodology of the Study

With regard to this work:

The objective of this work is to create a basic background document and to outline concrete approaches as to how cooperation between parents and school may be improved.

Within the framework of COPASCH, the European Commission has passed a memorandum as to how cooperation between parents and school (CPS) can be improved, hoping that the member states would use the proposed seven measures as guidelines for their national education legislation. This study seeks to implement the Commission's 'European recommendations for cooperation between parents and school' into concrete measures. Shortly summarised, the Commission's recommendations encompass:

1. The cooperation between parents and school (CPS) shall be an integral part of educative measures and shall be engrained into the organisation of schools.
2. The participatory, decision-making, and information rights of parents shall be binding and clearly regulated.
3. The CPS shall be one criterion of a good school's quality and shall be absorbed into the school's quality standards.
4. In order to take part in school life, parents shall be offered various supportive measures regarding questions of participation, education, etc.
5. The school shall develop integrative concepts for parents, so as make participation more concrete.
6. The cooperation with parents shall become a part of teachers' professional conception and shall be included into the training and education curriculum.
7. Successful CPS needs clear distribution of responsibilities at schools, at education administrations, and not least, the availability of appropriate resources.

The improvement measures outlined in this paper focus on the amelioration of the information flows between parents and school in particular. Moreover, it is also suggested that the reservations of parents and teachers vis-à-vis each other have to be reduced and their mutual understanding of respective expectations and demands strengthened and so as to eventually develop one collective conception of the institution school. Thus, the improvement measures are related to the above recommendations in the following regards:

- They represent an important part of the parents encounters concept (recommendation 5) at the HIB-Libenau
- They induce the professionalisation of the cooperation with parents (recommendation 6)
- The aim at a more pronounced integration of parents into school life and offer manifold ways to cooperate
- They serve to empower parents, helping them to learn and apprehend their decision-making, participatory, and information rights (recommendation 2)

As the concrete implementation of the identified improvement potential was a necessary precondition for this work, I had to limit my research to some aspects of the field: at the core of the analysis stands the improvement of school – parents cooperation on the intersection of elementary and secondary schools. This aspect is particularly interesting as it constitutes one of the most sensible phases of the entire school career; the optimal design of parameters may impact the considerable improvement of the individual satisfaction of those having personal interests at stake in school as well as those having interest in the efficiency in the general efficiency of the education system.

Research Questions

The analyses of this study deal with the question how the cooperation between school and parents may be altered in order to increase the satisfaction of all those having personal interests at stake (parents, pupils, teachers) on the one hand and the efficiency of the entire school system on the other.

Working Hypotheses

The following basic assumptions constitute this study's point of departure:

- Presently, the cooperation between parents and school is not structured in an optimal manner, leaving especially the parents and pupils at risk of heightened stress (frustration through overload, achievement failure, lack of social integration, etc.). It is in the following realms that improvement is necessary:
 - Parents can support school (home) work considerably in that they constitute an important resource which has not been involved in a sufficient manner into the school's educative process.
 - The information flow between school and parents and vice versa is presently insufficient, the response mechanisms only function with ample delays and remain sporadic

- Presently, there is hardly any knowledge transfer from the school to the parents of material relevant to the latter. Thus, parents are not informed systematically about relevant regulation and provisions in respect of school acts and with regard to their rights and duties within the school democracy.
- The readiness to achievement and a positive attitude towards school work represent the a crucial condition for success. The systematic mediation of core competencies of self-organisation (such as the identification of goals, strategic planning, time management, self-estimation, looking for help systematically) crucially depends on the integration of parents.
- The attitude of the institution school and / or the image that parents have of teachers is problematic: parents tend to transfer their latent reservations or fears deriving from personal school experiences onto the pupils and thus complicate the pupils' identification with the institution school. This also negatively impacts school (home) work
- The pattern of communication pattern of the actors involved into school life is comparatively worse than in other professional realms of society.

Methods

The observations and experiences I have made during my time as a secondary school teacher constitute the point of departure for this study and are related to the current structure of collaboration between parents and schools. This structure is partly engrained in school legislation, partly rests upon tradition and convention, and partly upon the pupils stress. Notably the latter could have been considerably reduced if the cooperation between parents and school was ameliorated.

The depiction of the improvement potentials also derives from a self-reflective analysis of the structure of CPS, notably with regard to important realms of cooperation, which in the present approaches are insufficiently or unsystematically covered.

The pilot parents questionnaire represents a further method of this study. On the one hand, the questionnaire seeks to analyse the fundamental attitudes of parents towards school. On the other hand, it shall inform about the parents' objectives and wishes with regard to CPS and about their readiness to engage in concrete cooperation measures.

The last section deals with concrete implementation steps to improve CPS in the intersection point of elementary and secondary schools, deriving from this study as well as from the traditional issues presented by academic literature.

2. Short Illustration of the most important Problems in Transition from elementary to Secondary School and of the Relative Value of CPS in this Regard

The transition from elementary to secondary school represents a sensible matter for children's school career due to:

- The transition from one reference person at elementary school to many, subject-specific teachers may be a difficult adjustment.
- The professional self-conception of secondary school teachers is different to that of elementary school teachers (socially integrative education is replaced in favour of more academically oriented teaching)
- Secondary schools are often much larger and thus less personal than elementary ones, the way to school is longer and more complicated, rendering many children additionally insecure.
- The pupils are confronted with new class constellations (larger classes, no or only few familiar faces, new social competition constellations)
- The higher demands with regard to achievements renders differentiated secondary schools more competitive than undifferentiated ones (small fish – big pond effect).
- On the part of parents, a discourse culture that is characterised by own experiences and attitudes vis-à-vis teachers ('professor'), often negatively impacts parent teacher communication.

These factors, apart or in conjunction can render a child's transition from elementary school to secondary school a critical phase in his school biography. Usually, children of this age do not recognise the problems they are confronted with, they also cannot articulate themselves in an adequate manner, and finally, they cannot develop strategies in order to address these problems themselves. It is therefore crucial to recognise the symptoms of overload timely, so as to avoid a sustainable damage on a child's emotional health and his school career. This can be negatively impacted by the parents' lack information with regard to the potential workload and / or the modification in a child's social behaviour and / or his achievements at school. If the diagnosis needed for effective problem confrontation is not attainable, the reactions may be counterproductive such as the unjustified accusations towards, and doubts regarding the professional skills of, the teachers.

3. Description of the Status Quo of CPS at the Intersection Point Elementary – Secondary School and Identification of Improvement Potential

This section deals with the different realms of collaboration between parents and schools at the intersection point elementary – secondary school, drawing upon the example of BG/BORG Libenau. Subsequently, measures to be taken for improvement of the status quo will be outlined. Parents' participatory rights (such as the election of parents representatives, etc) will be excluded as they do not have a direct impact upon specific needs encountered at the intersection point.

The following communication channels are currently present:

Character of Contact	Character of Information	Part.
Headmaster Application	General information regarding school programme, etc.	Everybody (a) Compulsory (v) for parents
Headmaster notification of acceptance	General information	a, v
Class level School party (before start of school) first get-to-know of all Sch-E-Kv	General information, personal getting to know each other, information regarding the onset of school	a collectively (g) (quasi) v
Class level / teachers parents evening (one moth after start of school)	Getting to know b/w parents and teachers, general information, information regarding school, short specialised pedagogic information	a g v
Teachers consultation hours	Exchange of information, also with regard to difficult topics	e if necessary
Teachers consultation hour (once per semester)	Exchange of pedagogic information	e if necessary
Teachers notification (e.g. early warning, fall of achievements, behaviour problems)	Exchange of pedagogic information notably with regard to difficult topics	e v
Headmaster / teachers letters to parents	General & administrative information	
Teachers attestation		

Improvement potential

- All of the ‘classic’ channels for information have a rather formal character which complicates discourse to be held on the same eye level and to be cooperative. Ultimately, this may lead to social and linguistic barriers on the part of parents vis-à-vis the teachers.
- What is more, contact within the current system are rather time and effort consuming for parents (e.g.: meetings are held during working hours) and therefore only attended by parents if problem situations are apparent. Parents’ levels of information are thus very different and depend on the extent of interest and availability of time.
- The exchange of information is sporadic and often suffers from severe delays, less serious circumstances are therefore hardly discussed. Communication is rather problem oriented, as mostly achievement and behaviour problems are addressed. The discussion of positive events, necessary for the development of collective trust is pushed in the background.
- Information and communication between parents and school mostly relate to the organisational, disciplinary, and achievement realms. Other important issues are hardly or even not at all mentioned. These include:
 - Information regarding school rights and school participatory decision making rights
 - Transparency and reasoning behind didactic methods, criteria of achievement assessment (specific and general); Dealing with learning problems (stress during transition from elementary to secondary school); How to deal with the computer, the mobile, etc; reading education.
 - Questions regarding personality development: development psychology, motivation training, social behaviour and social learning, dealing with behavioural problems (e.g. in adolescence); alcohol, drug, computer addiction, etc.
 - Information regarding the possibilities and advantages of cooperation parents-school: the understanding that parents’ engagement is relevant for success at school; concrete possibilities of supporting pupils in doing their homework

The two following sections deal with how the above identified improvement potentials may be conceptualised as easy-to-implement measures so as to restructure and broaden CPS.

4. Description and evaluation of a pilot questionnaire of parents of first grade secondary school pupils in the school year 2007/2008

During the winter semester 2007/2008 a questionnaire was handed out to parents in order to grasp their basic attitude regarding the institution school and to give them the possibility to voice wishes in respect of the improvement of CPS and the test their readiness to articulate their preferences in this process (see questionnaire in Annex). It needs to be mentioned that the questionnaire could only be handed out to the group of parents that participated in a school workshop and that only one part of these returned the questionnaire (25% of all parents). Therefore the questionnaire is of a pilot character, however, the observation of some clear trends was possible. The questionnaire is to be handed out next year as well, this time in a more systematic manner and with a better participation and consequently observation rate.

Objective of Questionnaire

The questionnaire is aimed at the following topical realms:

- The basic attitude of parents vis-à-vis the institution school and school learning
- Wishes regarding concrete improvements in respect of CPS
- Readiness of parents to support school work in certain realms

The following will elucidate the objectives of the questionnaire and the underlying working hypotheses.

a. Basic attitude of parents regarding the institution school and school learning

One of my working hypotheses was that some parents have an ambivalent attitude towards the institution school. Parents, if asked directly, agree that the institution school and school learning have a central role in the socialisation of their children. However, parents, often subconsciously, do have reservations towards the relevance of the school learning or the competency of the teaching staff. Moreover, the importance of learning outside the school is often very underestimated. I consider it very urgent to talk about reservations of this kind as they may be transmitted onto the pupils and may hinder their identification with the institution school, which ultimately may constitute a motivation constraint with regard to engagement at school.

It is difficult to identify attitudes and latent reservations with questionnaires, as even though being asked anonymously, people may try to avoid the appearance of such attitudes. Therefore, it has been attempted to ask questions indirectly so as to attain credible conclusions with regard to the above mentioned reservations.

I expect the following conclusions from the agreement / disagreement of the statements:

The school shall also take on educative tasks which previously have been the exclusive domain of parents.

→ Are parents unable to cope with their classic education tasks or do they not feel like doing it?

In our media-influenced times, reading loses its importance.

→ How important do parents consider reading? (considered here as the most central competence of school education)

In order to achieve higher education standards, there is need for a better teacher education.

→ The inversion of the argument: the lack of competence of our teachers is the prevalent problem of our school system.

I would like my child to deal with school issues at home as little as possible.

→ Is the network of school work – work outside school considered as being of importance? To what extent is school learning supported at home?

I consider the PISA debate superfluous.

→ How pronounced is the readiness to innovation, are the aims of school work being dealt with?

Things that are learned at school are not important in life later on.

→ Are the contents of school learning considered as relevant?

Playing computer games is useful, as children get to know modern technology through playing.

→ Do parents recognise the danger potential of computer games?

I would like my child to relax during vacation, not to deal with school issues.

→ Vacation is there to relax, however, it also offers the possibility of training new skills without pressure and to address deficits. Agreeing with such a statement reflects lack of understanding of the importance of the network between in-school and outside-school learning.

When I think about my school time, I am glad that it is over.

→ To what extent is the attitude towards school influenced by personal experience?

b. Wishes regarding concrete improvements in the realm of CPS

This section has the form of an open question and thus leaves the possibility to address personal wishes and improvement suggestions. The following questions deal with the usefulness of a systematic information exchange on various topics via email.

c. Readiness of parents to support school work in certain realms

The third section aims to find out whether parents are ready to support their children during the learning process.

Results of the pilot questionnaire

The following trends, taking into account the above made reservations regarding the credibility of the questionnaire, can be observed:

With regard to a. Basic attitude of parents regarding the institution school and school learning

Overall, parents' basic attitude towards school learning is relatively positive. The scale reached from +2 totally agree over +1 agree and 0 neutral to -1 disagree and -2 totally disagree. The average results have been:

The school shall also take on educative tasks which previously have been the exclusive domain of parents.

→ Average result: -0,2 The feedback to this question was very polarised: about 30 per cent of the parents have totally disagreed, about 25 per cent have totally agreed. The expectation of parents are thus very different.

In our media-influenced times, reading loses its importance.

→ Average result: -2 Most parents do recognise the importance of reading. However, not all parents are ready to further this endeavour, e.g. endowing the child with leisure time reading material and making it read regularly.

In order to achieve higher education standards, there is need for a better teacher education.

→ Average result: +1,2 With only one exception, all parents consider that teacher education may be considerably improved. (47 per cent have totally agreed, thus there is definite improvement potential)

I would like my child to deal with school issues at home as little as possible.

→ Average result: -0,1 Here, parents expectations are very polarised, too. Almost 40 per cent (totally) disagree, the same percentage of parents (totally) agrees, therefore the average result is almost zero. Parents need to be made aware of the respective differences in expectations, and the network of in-school and outside-school learning needs to be furthered.

I consider the PISA debate superfluous.

→ Average result: +0,3 55 per cent agree. However, this may be due to the medial overkill of this issue. Therefore, a lack innovation readiness can not be deducted from this result.

Things that are learned at school are not important in life later on.

→ Average result: -0,6 This statement is clearly not agreed with. However, 21 per cent have agreed, which may be quite negative with regard to the children of the latter parents.

Playing computer games is useful, as children get to know modern technology through playing

→ Average result: -0,1 Only few parents totally agree or disagree on this question. Most of them view it in a more differentiated manner.

I would like my child to relax during vacation, not to deal with school issues.

→ Average result: +0,5 Only 30 per cent disagree with this statement. Therefore, one can conclude that during the 9 weeks of school children become alienated from school.

When I think about my school time, I am glad that it is over.

→ -0,7 Only 21 per cent do not like to think back to their school time, which allows us to deduct that most parents have a good image of school.

With regard to b. Wishes regarding concrete improvements in the realm of CPS

The above mentioned open question was given the following feedback:

- Regular teacher-parents workshop – class level
- Regular dialogue
- More parents evenings
- Problems to be immediately notified to parents
- Information mails and event-related contact
- Quick possibility to contact (by phone or email)

All improvement suggestions given by parents aim at the improvement of communication between parents and school: the communication shall be more often, more direct and less complicated than before. With regard to the direct question about ways and reasons for parent-school communication, the results were the following:

- | | |
|--------------------------------|---|
| 1. Average result +1,7 | Feedback regarding general pedagogic questions |
| 2. Average result +1,1 | Feedback regarding the issues of other parents |
| 3. Average result: +1,0 | Feedback regarding the class climate / group dynamics |
| 4. Average result: +0,6 | Feedback regarding the achievements of my child |
| 5. Average result: +0,5 | Feedback regarding the behaviour of my child |

These results were rather surprising for me, as I have expected more interest on the part of parents in the individual behaviour and achievements of their children. However, the interest appears to be much more pronounced in realms of general relevance: Consultation in general-pedagogical matters and with regard to the social behaviour of the group (class) seem more important. Also clearly articulated was the desire of networking among the parents. Most parents felt well informed about the individual achievements of their children – not surprising, as it is this realm that is currently best covered by the schools. (cf: section three improvement potentials). Finally, it can be emphasised that all average results are positive which means that most parents would like to be informed.

With regard to the subsequent open question regarding how often parents would like to be contacted by school, the feedback was as follows:

- 9 per cent: at least every 14 days
- 72 per cent: at least once a month
- 19 per cent: every two months

The clear preference for monthly contact makes the establishment of an email-based information channel in such intervals desirable.

With regard to c. Readiness of parents to support school work in certain realms

Generally the participating parents have shown a great measure of readiness to cooperate. Even if one considers that the readiness can not only implemented in due to the workload of parents, the average results are very positive. The following results reach from 1 (very high readiness to cooperate) to 5 (very low readiness to cooperate).

1. Make and help children study before exams. AR: 1,4

2. Buy appropriate leisure reading material for child. AR: 1,5

3. Make children read regularly in their leisure time. AR: 1,6

4. Check whether homework complete. AR: 1,7

5. Check whether homework orderly. AR: 1,8

6. Learn together. AR: 1,9

7. Practice arithmetic with child. AR: 2,0

8. Feedback to teachers if tasks cannot be solved. AR: 2,2

9. Check homework with regard to content. AR: 2,3

10. Check, whether school bag is packed correctly. AR: 3,2

The results show that the readiness is higher to help if it is directly related to the individual achievements (i.e. grades) of the child. Children get more help with preparing homework than with getting along with their day-by-day issues of school and the consolidation of basic competences. (packing the school bag, helping with arithmetic etc.)

6. Description of concrete measures for improvement of communication and communication between parents and school in the first grade of secondary school

Based upon the results of this study, the following measures for improvement will be implemented or developed further in school year 2008/2009:

Email communication channel

The previous section showed that parents strongly seek the improvement of communication structures. The exchange between parents and school as well as between parents themselves should, according to most parents, become more flexible, intensive and with as little delay as possible. As the extension of present measures – such as parents' evenings – is not realistic with regard to time and financial resources (teachers' payment), the by far less complex communication via email shall become a systematic improvement mechanism.

5. Description of concrete approaches in order to ameliorate the communication and cooperation between parents and school in the first grade of secondary school

Basing upon this study's results, the following measures for improvement will be either implemented or developed further:

Email communication channel

The previous section has shown that there is a great need on the part of parents to improve the communication structures. The exchange between parents and school as well as among parents themselves should become more flexible, more intensive, and characterised by fewer delays. As the expansion of present offers regarding exchange is hardly realistic, notably due to time and financial constraints, the most effective way to improve the current structure of CPS is the enhance the communication via email. Therefore, the parameters of this communication channel shall be defined:

Parameter: flux of information

Teachers → Parents

Parents → Teachers

Parents → Parents

The basic structure if the information network and the maintenance works of the information flux is to be looked after by the class board, however, it should be provided for a permanent monitoring of, and a reoccurring conciliation with, the needs of parents.

Parameter: content

The information provided by the school should render all processes essential to school life transparent and comprehensible to parents. Notably this relates to three realms:

1. Individual response to achievements, engagement, behaviour of a pupil, with special focus on positive perceptions.
2. Information regarding current events at school and bureaucratic issues
3. Responses with regard to group dynamics and the social behaviour of the class
4. Information regarding didactic, pedagogic, and psychological questions, moreover, information regarding co-determination and co-participation of parents in the school democracy, and finally, regarding school law in general.

The class board functions as the coordinator of the information flux: It collects information from teachers regarding realms 1. (Individual response) 2. (Bureaucratic information and school events) and 3. (Group dynamic and social behaviour of class).

Every class email, moreover, should provide information regarding realm 4. (Didactic, pedagogic, psychological questions, information regarding co-determination and co-participation of parents in the school democracy, school law). It is impossible for the class boards to present all those issues in a concise and attractive manner *ad hoc*, therefore a working group will, as of autumn, work on respective modules with regard to the above topics which will eventually take the form of a databank that can be accessed by all class boards.

The following list contains those modules that require elaboration in the coming school year – the list is not exhaustive and shall expand according to demand. However, this list demonstrates that spectre of topics currently not part of communication between parents and school is very multifaceted.

- To feel good in the new school – how you can support your child's transfer to secondary school.
- The behaviour code of the HIB – what do they say, what do they mean?
- All of us are school – your participation is needed! (what participatory rights do parents within the framework of school democracy and how can they engage in the work of school?)
- My contact person is the school: function of the class board, teachers, administration, class parents' representative
- Homework – more than an annoying duty! (Explaining the necessity of homework, expectation on the part of school, what parents should (not) do)
- How to prepare schoolwork effectively – how parents can help
- Success in school (information module coordinated with parents workshops – see below)
- Learn to learn (information module coordinated with parents workshops)
- Frustration with school – what to do? (information module coordinated with parents workshops)
- Reading – adventure in your head and the key to the world (regular information in order to comprehend the importance of reading, reading tips, book recommendations)
- Subject-related suggestions (information module coordinated with parents workshops)
- Ways to self-sufficient and self-determined action (how parents can support / hinder autonomous learning)
- Be curious! (How can curiosity and engagement be furthered / maintained?)
- How do I react when a teacher treats my child in an unfair manner?

- How to detect mobbing, how to deal with it
- How to deal with conflicts at home and at school
- Legal information: early warning, the right to appeal
- Suggestions for holidays – expanding competence can be fun during leisure time (what you can / should do for school, alternatives to television and computer)

Parameter: time intervals

It seems that to contact parents once a month seems the most sensible as it mirrors the parents' desired time horizon, as stated in the questionnaire. Planned are emails going out four times per semester, each by the middle of the months October, November, December, February, March, April, May, June.

Parents Workshops (continuation and adaptation)

The workshops are implemented by my colleagues at BG/BORG Graz-Libenau already since the school year 2006/07. The focal point of these workshops is on parents of the new pupils of the secondary school (grade 5). The following workshops were offered and will be implemented in the coming year, too. (cf. www.hib-libenau.at):

1. **Learn to learn:** This workshop is offered to those parents whose children take part in the project “learn how to learn”. This workshop introduces its basic intentions and describes the different learning types. Furthermore, the analysis focuses on how to support the child according to his special needs (i.e. according to learning type).
2. **Motivation and attitude towards school → setting the direction to success.** What does motivate my child, what does de-motivate it? This workshop treats the question what parents can do to optimise a child's motivation and thus his success at school.
3. **PISA & Co.: Tips and tricks for German, English, maths.** These workshops serve to provide direct experience exchange between parents and the teachers of the respective subjects. Primarily, the focus is on concrete assistance and tips that can help parents to master their daily routine.

They have insofar stood the test as the participating parents described the value of the workshops in most positive manner. The problem during the last years was the not satisfactory participation rate on the part of parents – all parents were invited to the workshops but only 25 per cent attended. In the next year, the workshops will be communicated via the email channel, taking in account their chronologic order. Moreover, the e-mail channel also allows for a more effective promotion of these workshops and a better transportation of information needed.

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Annex 1

Dear parents,

We try to further the collaboration between parents and school within the framework of the project COPASCH. In order to get to know your desires and needs as well as the learning and leisure time behaviour of your children, we have made this questionnaire and would like to ask you to take some minutes for a response.

The following statements relate to the personal principal attitude regarding learning and school. Please mark, as spontaneously as possible, if you rather agree (+) or disagree (-) with the following statements.

The school should also take on tasks which, in the past, were the parents' responsibility + ←-----→ -

In our media-influenced times, reading loses its importance. + ←-----→ -

I consider the PISA debate superfluous. + ←-----→ -

Things that are learned at school are not important in life later on. + ←-----→ -

Playing computer games is useful, as children get to know modern technology through playing + ←-----→ -

I would like my child to relax during vacation, not to deal with school issues. + ←-----→ -

When I think about my school time, I am glad that it is over. + ←-----→ -

Which concrete measures or offers do you consider as improving cooperation between parents and school?

Do you consider it sensible to get regular information on the following topics via email?
(very sensible ...+ less sensible... -)

...regarding my child's achievements... + ←-----→ -

...regarding the behaviour of my child... + ←-----→ -

...regarding the class climate / group dynamic... + ←-----→ -

...regarding general pedagogic questions (learning tips) + ←-----→ -

...regarding the wishes of other parents + ←-----→ -

How often would you like to get this information?

The following question relate to your readiness to support the work of your child through active assistance. Please indicate to what extent you would be willing to take over the following tasks in a regularly.

Please mark

- 1... self-evident 2... in principle possible
3... if necessary 3... rather not
4... under not circumstances

Check, whether homework was completed
Check, whether homework was completed orderly
Control the content of the homework
Check, whether school bag is packed correctly
Learn and review material together
Make and help children study before exams
Get appropriate reading material for child
Make children read regularly in their leisure time
Practice arithmetic with child
Give feedback to teachers if tasks cannot be solved

Thank you for your help!



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