

Cooperation Parents– School

Introduction

School's effort essentially depends on cooperation between parents, pupils, teachers and authorities. While responsibility for children's upbringing is basically at the parents, teachers have the task to educate the children. From this common responsibility for children's development intersections and the necessity of cooperation result.

Still a lot of parents have repressions to care a good contact with school. The picture that teaching people, headship, school commission is as a closed community not interested in parents' corporation is still grounded in large parts of parent ship. On the other side school behaves- due to worries about exaggerated expectations by parents, apprehensions that parents interfere in didactic and methodical issues and fears for attacks against teachers- reserved in cooperation with parents. These mutual fears of contact often avoid a cooperation of parents and school. That's a pity, because if school and parents agree about points of contact and their cooperation is based on well- known responsibilities, they will be able to fulfil their proper educational advice in their certain context.

The school HERISAU is interested in good cooperation with parents. The improvement of transparency, the advancement of understand and support each other, just can be useful for child's good, because in principal parents and teachers want the same: advance the child optimally, so that he/ she can burgeon his/ her faculties and meet challenges of community. The current compendium shall view conditions and possibilities of a fertilising cooperation. Parents should know where they can contribute actively and where the limits of their cooperation are. If all participants have their responsibility in esteeming relations, the effort is increased and the stress for each individual decreases.

1. Parents' cooperation and school success

A partner- like cooperation between parents and school is deemed to be an indispensable “factor for success” for school. Only where parents' home and school find common goals, where parents are informed about what's on the move at school, they can think and trust and good school climate develop.

Please watch the illustration in the German text.

Goals of cooperation

Parents' corporation in general

- Builds confidence and decreases fears and prejudices
- Advances mutual tolerance and appreciation
- Supports children's commitment and learning pleasure
- Improves the support of children to cope with stressing experiences
- Helps to handle different influences from environment as good as possible and to reduce endangerments
- Supports school to cope it's multiplex educational advice
- Is pattern for a respectful and constructive cooperation

Parents' organisations

- Parents have an organ at command which possibilities of corporation are clear described
- Parents' concerns come to school in a coordinated and structured form
- School has a defined partner to contact
- Due to their engagement parents are better informed which is reflected in a greater transparency
- Parents' contact to each other and their exchange of thoughts is possible with low effort of organisation

2. Ways of cooperation

There is a vast number of possibilities to cooperate. The choice should be made in a meaningful dimension, appropriate and purposeful.

Level: Teaching person- parents- child

Teachers and parents have a regular exchange about the child's development and it's facilities and possibilities (social competence, learning behaviour, achievements, possibilities of advance, transfers...) In case of problems, solutions are worked out together.

Schedule:

Talk with parents:

Teachers and parents discuss special observations and measures that concern the child (with child's inclusion); i. e. dated meetings, consultation- hour, phone calls, Talks in passing, accidental meetings

Contact by letter:

Teachers and parents care about regular stream of information; i.e. Letters, contact books, exercise books, view pupil's works, email

School visit:

Parents have the possibility to get an idea about their child's behaviour by a visit a school. (open school room)

Level: Class

During one school year at least one meeting for parents should be arranged on the class level, in which concerns can be expressed and information can be exchanged. After adoption of a class such a meeting is advisable.

Parents' active corporate at class' level can simplify a lot: Parents can enrich lesson subjects with their knowledge and their experiences, can corporate in class events, in actions like class parties, parents' mornings, school journeys, can attempt learning expeditions and can support in issues of organisation (organise transport...).

To intensify the mutual exchange parents of one class can build a parents- council.

Schedule:

Parents- evening:

Teachers impart information about school and lessons, listens to parents' concerns and clears up parents' questions

Invitation to class events:

Pupils and teachers invite parents to an event, in which also opinions and information can be exchanged.

Parents as corporates:

Parents are invited as experts of one subject into class, attempt class at expeditions, journeys, in camps, help with special activities and at festivities.

Parents- council of class:

Parents organise themselves in own initiative to contribute their own questions and concerns.

School visit:

Parents have the possibility to get an idea about their child's behaviour by a visit a school.
(open school room)

Level: School

The exchange of information about school as a whole becomes more and more important. It's important that parents know about school's direction, about guidelines, rules and habits and also about their own possibilities to support school.

For public relation the school- house- teams can point out official days for visits autonomically (i.e. 1st till 3rd day/ school year).

Schedule:

Exchange of information:

School and parents inform each other about specific local or general pedagogic questions and developments; i. e. circular letter, lectures, presentation, discussions, homepage/ newsletter.

Cooperation in school projects:

Parents support the team of teachers in planning, organising and executing of extraordinary scholar occasions.

Parents- forum/ parents- council of school:

Parents organise themselves in own initiative or supported by school authority or headship, to contribute their questions and concerns.

2.3.1 Parents' organisation

Parents of pupils of one school can group to a parents- forum or parents- council. This guide ignores the less structured form of parents- root.

2.3.1.1 Goals

The parents- forum/ parents- council advances the constructive cooperation between school and parents and makes it possible, that both partners do their bit for an optimal activity of school. Possible goal settings are (comp. 1.1 Goals of cooperation):

- Advance the conversational culture between pupils, parents and teacher ship
- Build mutual confidence, tolerance, appreciation
- Support children's commitment and learning pleasure
- Advance the contact between parents, consultation and mutual help
- Advance integration
- Contribute opinions in school questions
- Cooperation in projects

In all it's activities parents- forum/ parents- council behaves fair, partner-like and transparently towards school.

2.3.1.2 Distinction

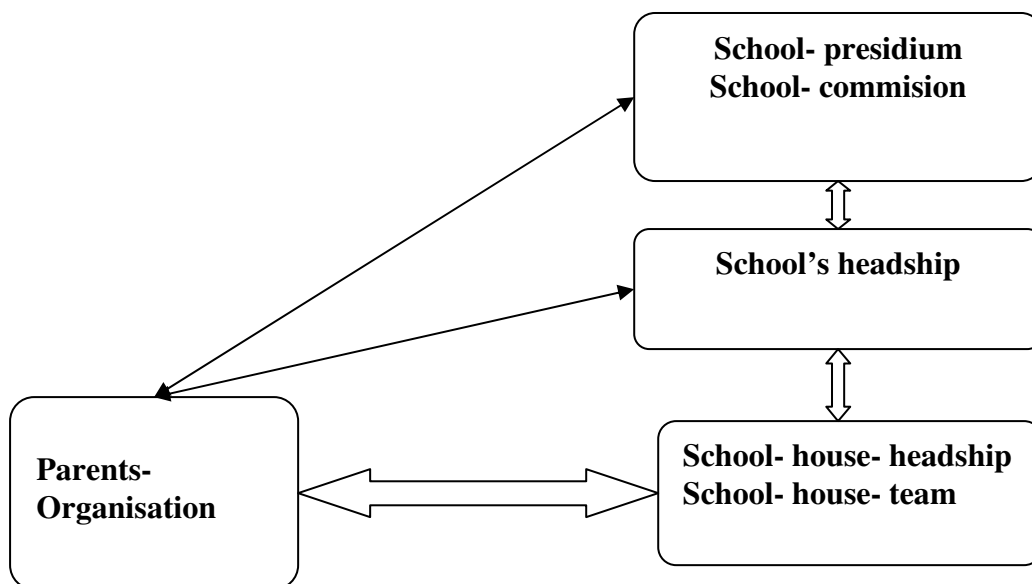
Participants of the parents- forum/ council accept the allocation of competences. They have no say in:

- Pedagogic- didactic questions
- Staff questions
- Evaluation of employees
- Class schedules, teaching aids
- Class allotment and school supervision

Furthermore they have no **managerial prerogative** towards teachers or other parents and they don't represent individual interests. If people of the parents- cooperation got to know confidential information, they are subject to discretion.

School on its side doesn't prescribe the form of organisation in the parents- forum/ council.

2.3.1.3 Organisation

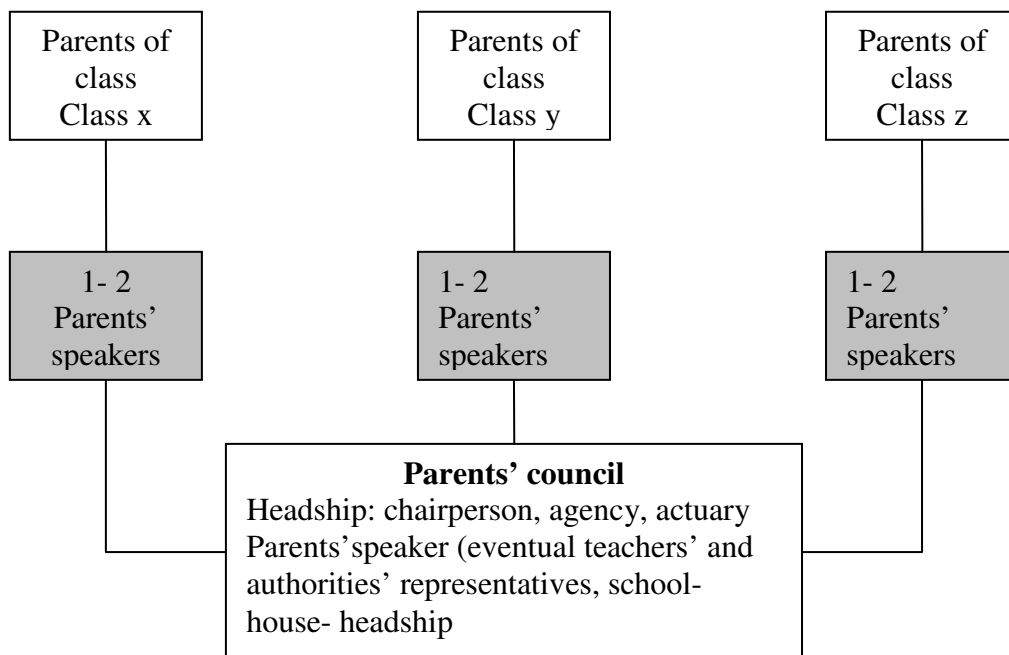


Parents- forum or parents- council **organise by themselves, arrange their structures by themselves.** School can give an offence for parents- council, by setting the first date for a meeting, for example, and by allotting the task of a parents' representative to 1- 2 people per class at the first parents- class- evenings of the year. Parents- forum principally is initiated on parents' side. It's important that parents' organisations and school- hose- team/ -headship work together constructively. How far school- house- team and headship cooperate in the arrangement of parents' organisation and are represented personnel in them, is the affair of the participants in each case. The headship is first authority in cases of difficulties at cooperation between parents' organisations and school- house- team/- headship; the school commission only interferes and contacts parents' organisation directly, if problems can't be solved at the first authority.

2.3.1.4 Models

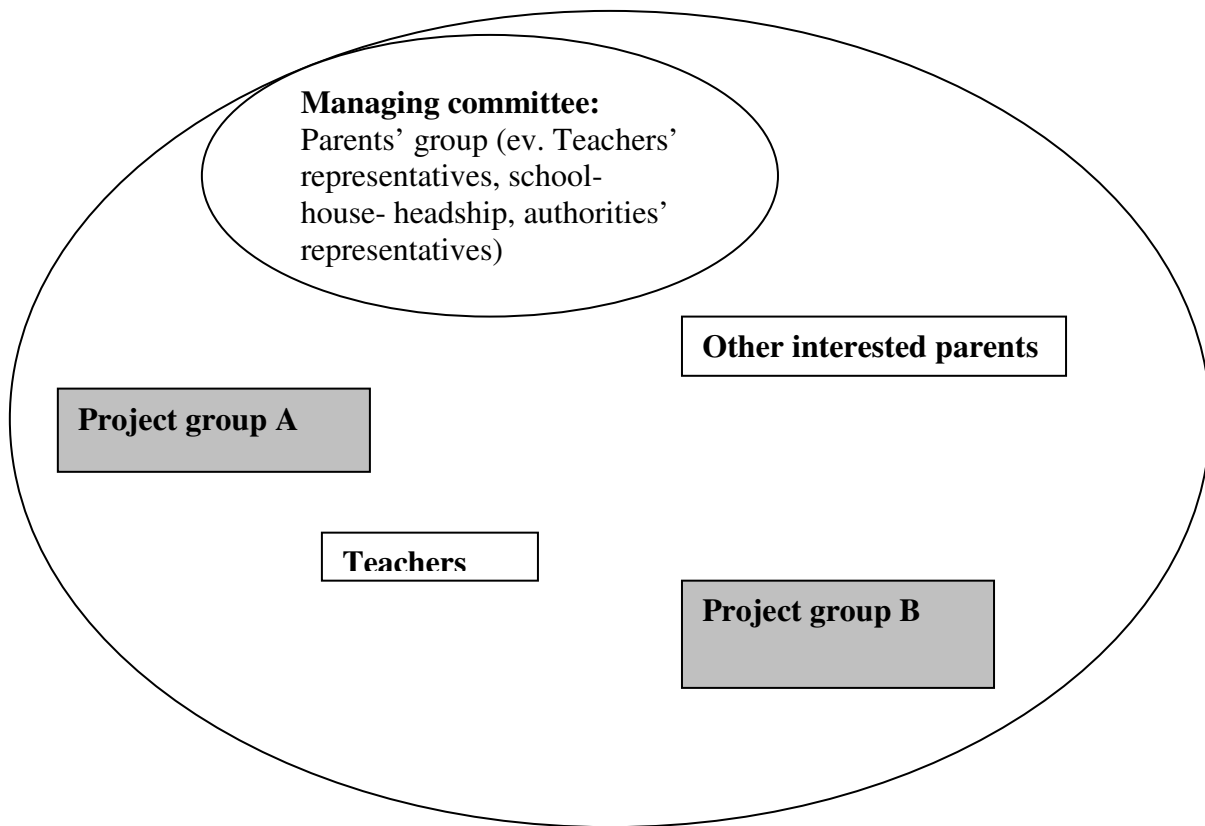
There is no universal model for parents' cooperation. Each school must find its own model. Both models are pointed out here:

2.3.1.4.1 Parents' council



- **Parents of each class are equally represented (only one parent per family).**

2.3.1.4.2 Parents' forum



- **Organisation is uncomplicated and flexible.**
- **All legal guardians and people interested in school can take part.**

2.3.1.5 Legitimation

If all parents of pupils of one school have the possibility to stand for election to the parents council or to incorporate in parents forum, organisation will be legitimised to find out about the opinion of parents ship and to represent it in an appropriate way.

2.3.1.6 Sourcing/ Administration

On community's level first of all it's important to inform population.

Press release/ Homepage:

School informs population about organisational matters, actual subjects, occasions and dates, Homepage, information sheet, lectures, visit days, parents consultation.

Road shows:

School informs population about actual concerns and its purposes and offers parents, authorities and other interested the occasion to get talking with each other.

(Comp. concept for communication of the school HERISAU)

3. Annex:

3.1 Central themes for the building of parent organisations

3.1.1 The first step: Inform, Communicate

Parents

- Are sensitised by information in press, documentations of existing parent organisations, on demand by the school- house- teams
- Inform themselves at other schools and other parent organisations
- Show their willingness to take responsibility
- Build a constant parent constellation

The school- house- team:

- Signalises interest in cooperation with parent organisations
- Can approach the subject of "parents' cooperation" together with the parents and include it as essential component of the program for the school year.

The school commission:

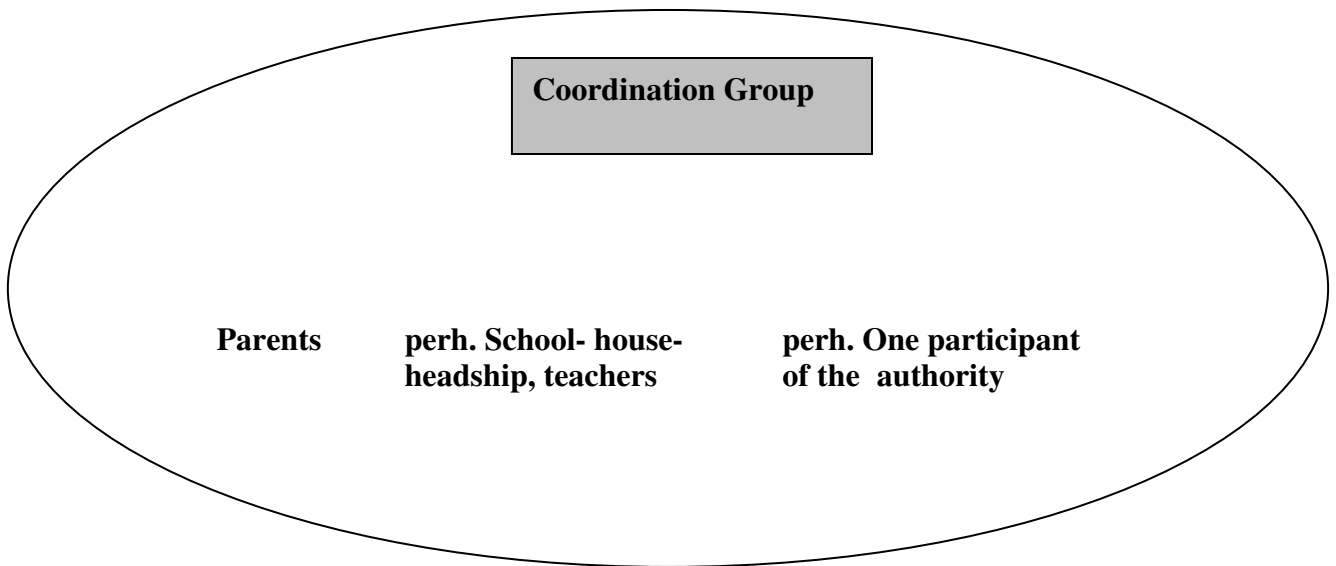
- Includes parents' cooperation in their guiding principles
- Cares about clarification of goals of parents' cooperation

3.1.2 Second step: Concrete, Coordinate

The active parents concrete their purpose to build a parent organisation and tell this other parents. The participants of the coordination group are pointed out.

Possibilities to start:

- Information stage about parents' cooperation at visit days and at school house festivities
- Podium talks as forum for different opinions
- Ateliers to different subjects on Saturday mornings
- Parents' cooperation in working out the central themes
- Parents' aperitif, evening events with information about parent organisations and following building of the coordination group



Coordination group (5- 7 people) concerns with the delicate planning of the project and the definition of the certain tasks.

3.1.3 The third step: Compile a concept

Coordination group decides for one way of institutionalised parents' cooperation, works out a concept (adheres to guidelines from other concepts) and cares about:

- Current subjects and tasks are elaborated
- Subgoals are reached
- Other parents are informed about current conditions in their work

3.1.4 The fourth step: Institutionalise

Coordination group builds up the organisation (parents' forum, parents' council, parents' root...).

The following guide lines could be useful for the mentioned possibilities in "2. Forms of cooperation" for the elections of participants:

3.1.4.1 Guide line: Elections parents' council

Cooperation:	<ul style="list-style-type: none"> • all legal guardians of children required to attend school
Constitution:	<ul style="list-style-type: none"> • per class two representatives • only one parent per family • perh. Teachers' representatives • perh. Authority's representatives or headship
Date of election:	<ul style="list-style-type: none"> • the first parent evening of the first parents' meeting in the school year
Preparation of election:	<ul style="list-style-type: none"> • Invitation to parent evening with tractandum parents' cooperation • Two ballots per child of the class • Self- candidacy permitted • Absent parents can confide their interest in written form
Election:	<ul style="list-style-type: none"> • Accept commitment to candidate • Ballot • Count the votes (simple majority) • Elected representatives announce their acceptance
Curatorship:	<ul style="list-style-type: none"> • 1 Year, reelection is welcome • Eventually limit curatorship
Organisation:	<ul style="list-style-type: none"> • Parents' council elects one chairperson, one deputy and one actuary

3.1.4.2 Guide line: Elections parents' forum

Cooperation:	<ul style="list-style-type: none"> • All legal guardians of children required to attend school
Constitution:	<ul style="list-style-type: none"> • Legal guardians (ideally there are legal guardians of all grades represented) • Perh. Teachers' representatives • Perh. Authority's representatives or headship
First forum meeting:	<ul style="list-style-type: none"> • In new school year, between summer- and autumn vacations
Organisation of the meeting:	<ul style="list-style-type: none"> • Invitation to all parents and interested people with tractandum: election of presidium and executive committee of the round of parents and interested people
Election:	<ul style="list-style-type: none"> • Acceptation of commitment of attendants (absent parents can confide their interest in written form)

	<p>previously)</p> <ul style="list-style-type: none"> • Hold the election • Count the votes (simple majority) • The elected announce their acceptance of election • Election of one chairperson, one deputy and one actuary
Curatorship:	<ul style="list-style-type: none"> • 1 Year, reelection is welcome (until maximum curatorship)

3.2 Legal requirements

VI. The legal guardians

Art. 31 Legal guardians

In frame of this law these people are considered to be legal guardians to whom the custody of a child is rightfully entitled.

bGS 142. 211

739 Education act 411.0

Art 32 Cooperation

1 Legal guardians and school cooperate in education and upbringing.

2 Legal guardians are first- responsible for upbringing, school for education.

Art. 33 Obligations

1 Legal guardians are obligated to send their children regularly to school.

2 Due to important reasons learner can be temporarily partly or wholly excused from school.

3 A person who hold learners off school intentionally or carelessly without concession from school or doesn't send the child to its appropriate class, is sanctioned with 500 FR.

Art. 34 Rights

1 Legal guardians are regularly informed about scholar development and behaviour of the child.

2 They have the right for school visits.

3 Legal guardians can dispense their child maximum four half- days per school year from lesson.



Socrates

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