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Abstract: Family and school are two of the child's basic educational environments having a decisive impact on the normal course of development of a person, and therefore correct interaction between them is important. The interaction of teachers and parents is one of the factors influencing proper functioning of school and family. A condition for harmonious development of students. It affects both their progress in learning and in behavior. It gives equal opportunities for continuous improvement of teachers and parents as educators responsible for the multilateral development of children and youth.

Key-words: family, school, interaction of teachers and parents

Family and school are two main factors affecting children and young people, which should closely interact to form one harmonious educational environment. With such harmonious interaction teachers can count on the support of parents in educational process, they can better know and understand their students, strengthen their resources and correct negative behaviors. In the person of a teacher parents can gain an advisor and a partner in the education and training of their children [Bibik 2009].

Family and school in education, socialization and child care have similar goals and objectives. Parents carry them in relation to their children, and the school and teachers fill their tasks in the educational and child care process.

Educational tasks, caring and teaching ones, formulated by parents for their children fully correspond to educational purposes placed by the primary, secondary, or high school. The difference, however, between the family and the school environment is that parents fulfill their educational role in a way that is not often conscious, stays unplanned and informal, by the ordinary course of events between family members, and the school as an educational institution implements

educational activities for students in a planned, deliberate and purposeful way. Despite those differences in the tasks performed and awareness of education activities for children and students at school, the two educational environments, family and school must cooperate to form a system of interaction relating to the behavior of children and adolescents. Any discrepancies or indifference to educational cooperation on the part of one of the entities - family or school - can be a cause of disturbance in the interaction of parental and school actions, can create different requirements on the part of teachers and parents and that harms educational and social development of children.

Any discrepancies or indifference to the educational work of one entity - family or school - can disturb the interaction of parental and school actions, can create different requirements on the part of teachers and parents and that harms educational and social development of children.

One of the objectives of the school and family interaction, as evidenced by Andrzej Janke [2001] is the mutual recognition of partnership in educational entities such as parents, teachers and students.

This cooperation should be full of mutual respect, based on direct, friendly and efficient personal relations and contacts. Creative interaction of schools, teachers, school counselors, and the management of schools with their parents is believed to be based, as S. Cudak [2008] claims, on the following principles:

1. Mutual tolerance of three major educational entities such as schools, families and students (children). Each of them can make mistakes, the causes of which should be found and they should not be criticized eliminating the importance of this entity.
2. The search by parents, teachers, school principals and students for best educational practices and introduction of new and optimal pedagogical interaction that, through joint discussions, have been developed for implementation in the educational process at school and educational activities at home. This search must always be for the child's and student's sake in various areas of development.
3. Positive emotional structures in mutual relations between school and parents. Interaction of school with parents should be based on mutual emotional bond. It should, therefore be avoided in interpersonal teachers and parents relations, to have any aggression, slander, negative attitudes, hostility and indifference. Those negative social relations and emotional reactions always bring controversy, conflict and misunderstanding between the school and parents. As a result, they disorganize the forms and methods of cooperation of teachers with the family.
4. Mutual understanding, kindness and willingness to cooperate. This principle is combined with the emotional sphere of parental attitudes and the school's need to interact with the family for the common good and proper development of children and youth. Lack of understanding and friendship between teachers

and parent educators interferes with proper interpersonal relations, motivation for school interaction with the family, leads to confusion and indifference to the actions of teachers in the area of parental interaction with children.

The realization of the principles of cooperation between school and family shapes the democratization of social relations between teachers and parents. Serious subject treating of family by the educational team of school includes educational views expressed by parents during a variety of formal and informal meetings at school. Those views taken into account by teachers in the educational process of students are to, on the one hand, motivate parents to cooperate and act in educational activities undertaken by school and, on the other hand, improve the effectiveness of teaching and educating students, as the school's actions towards students stem from mutual pedagogical motivation of teachers and parents. All meetings of teachers and parents need to be marked with mutual affection and constitute a site of active debate, freedom of expression, the desire for cooperation and mutual assistance, elimination of school and educational difficulties. Common striving of schools and parents will cause a need to develop a more or less formal school system and teachers interacting with the students' parents. This system will be based on common goals, interests, educational needs, mutual assistance and trust. Parents, in this system, will not only be following dominant teachers in the educational process, but they will also be recognized as partners in the education of their children, the designers of pedagogical activities assisting in the implementation of educational and nursing tasks of school.

The nature and form of cooperation of school and a child's family is visible in science [Kawula 2006] and the reality of school in three dimensions.

In the first area of educational and interaction activities school is regarded as a leading educational-pedagogical institution, which sets out the objectives, methods and forms of cooperation with parents. In this area school takes almost no account of the needs and motivation to interact with parents and students as educational material entities.

The second dimension of school and parents interaction, who only occasionally occur in educational activities of school as childcare entity, is aimed at the dominant role of parents in collaboration with teachers and school officials. Parents point to the need and importance of some of the important activities of teaching that the school should pay more attention to in the educational process. Parents make the analysis and evaluation of undertaken educational and behavioral issues with children. This direction of cooperation is often taken in private, Catholic schools.

Finally, the third dimension of cooperation of school and the child's family, reflecting the most appropriate educational trends and the requirements of modern times, is the collaboration of teachers and parents in terms of symmetric partner regulation, under which mutual complementation of those educational entities,

teachers, parents and students, takes place. Those three dimensions express mutual respect for dignity, beliefs and actions of pedagogical activities for development and education of children - students. Desire to improve the educational activities undertaken by schools and families in helping the education of students at school and children in their family home.

An example of the participation of parents in school teaching may be data obtained from studies conducted by Maria Mendel. The author includes the following among the most popular forms of family and school interaction:

- keeping in touch with the teacher (participation in class meetings, interviews, correspondence, etc.);
- participation in co-organizing trips, classroom and school events;
- providing services for the classroom, the school;
- agreeing with the teacher on common activities in relation to a child, co-deciding about plans related to the child;
- a common diagnosis of the child's development, sharing the knowledge of him/her [Mendel 2000].

M. Mendel believes that the above forms can be said to be very close to children. By actions taken in the above framework parents penetrate their child's schooling, and together with the teacher, shape its course and actively participate in the educational process of the child. Such participation gives them a sense of fulfillment of their parental desires, satisfaction. In the opinion of M. Mendel family atmosphere at school allows parents cooperate with school to create the right conditions for the full development of the child [Mendel 2000].

School interaction with family is very important, it can ensure the attainment of teaching objectives, not only in theory but also in practice. Only through cooperation and common reflection may some actions "around the child" be corrected, eliminated, strengthened. Home and School are the site of numerous, significantly different from each other educational interactions. Becoming aware of and understanding the nature of these educational interactions at school and at home determine their correct course of collaboration.

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