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**Title/Título:** Parents' role in education. Findings from Norway

El rol de los padres en la educación. Resultados en Noruega

**Topic:** Parents as educators, their challenging role and current status in school, family and community relationships

Los padres y madres como educadores, los retos de su rol y su situación actual en las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

**Presentation time/Día de presentación:** Session in English. Thursday 15, 12:15-1:45 p.m. Room 3, Third Floor

Sesión en Inglés. Jueves 15, 12:15-1:45 p.m. Sala 3, Tercer Piso

### **Abstract**

What can be done when collaboration with parents is not the way it should be? This paper is about an action research that took place in a small school in northern Iceland. The study began in the spring 2002 and was completed in the spring of 2004. The developmental project was based on the ideas of Dr. Joyce L. Epstein. An action team was started right from the beginning. It included: school administrators, teachers, parents and pupils as well as myself, the researcher. This action team was responsible for the work process. It developed and organized the implementation of the collaboration which all the teachers of the school participated in. I, the researcher, had two roles: school consultant as well as researcher for the duration of the project. The first year of the study was used to collect data and to assess the existing collaboration between schools and families. After that the planning of the work schedule between the school, the families and the community started. The work schedule covered three years. While the developmental project was ongoing much discussion and project work took place between the school staff and parents. Many projects received very positive statements in the final assessment from parents and teachers. The projects that received most attention were the home visits from teachers to pupils, the work of attending teachers in the upper grades (8th to 10th) and positive statements about pupils. Formative and summative assessment showed that Epstein's working process is indeed applicable to Icelandic elementary schools that want to examine their collaboration with families and community and adjust it to the need of those involved.