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Title/ Título: Parents as partners. Working with parents in education

Los padres como colaboradores. Trabajando con los padres en educación

Topic: Parents-teachers mutual obligations and different dimensions of partnerships

Obligaciones mutuas entre padres y profesores y educadores, y las distintas dimensiones en que se establecen sus relaciones

Presentation time/Día de presentación: Session in English. Thursday 15, 12:15-1:45 p.m. Room 2, Third Floor

Sesión en Inglés. Jueves 15, 12:15-1:45 p.m. Sala 2, Tercer Piso

Abstract

The debate about parents as partners in education is nothing new. It has been argued for a long time that the parents know their children best and should therefore have the opportunity to influence and participate in their children's curriculum. I have looked at a high school in Sweden to see what kind of influence parents have and would like to have as well as what kind of influence the teachers are willing to grant parents. I made a qualitative study, using an inquiry, with open questions, to reach a higher number of people. It went out to the parents of all the seventh and eighth graders as well as all the teachers. I also interview the representative parents of each class, from the seventh to the ninth graders. I used both American and Swedish research, for instance a governmental study by Ylva Ståhle, about parental influence in schools in Stockholm. I also looked at a guideline from the Swedish equivalent to parent-teacher association to see how they view the partnership between parents and teachers. The result was that teachers and parents have almost the same view on what kind of partnership they want. They both want regular information about the child and its development, they want to see more parents in the school, parents want to be able to help their children with their difficulties in different subjects and teachers would like parents to be more involved in schoolwork.