

Authors/Autoras: Caddell, Dorothy (dorothy.caddell@ed.ac.uk) and Norman, Maggie. The University of Edinburgh, U.K.

Title/Título: Enhancing student teachers' understanding of home-school partnership: A case study from a PGDE programme

Incrementando la comprensión de los estudiantes de magisterio sobre las relaciones familia-centro docente: Un estudio de caso desde el programa PGDE

Topic: Policies and actions to ensure effective and democratic co-operation and dialogue among social actors to promote home-school-community links

Políticas Educativas y Sociales que promueven una efectiva y democrática cooperación y diálogo entre los actores sociales para estimular las Relaciones entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Session in English. Friday 16, 12:15-1:45 p.m. Room 5, Third Floor

Sesión en Ingles. Viernes 16, 12:15-1:45 p.m. Sala 5, Tercer Piso

Abstract

Research studies, exploring the role of parents in their children's development and learning, continue to highlight the positive contribution that more extended parental interest and involvement brings to individual children, teachers and parents and commonly link the positive benefits of parent-teacher collaboration to enhanced educational outcomes. As a result, working with parents is increasingly acknowledged as an integral part of a teacher's role. Questions however continue to be raised about the demands working collaboratively with parents may make on newly qualified teachers and about the role of Initial Teacher Education in preparing student teachers for their role in working with parents. National ITE benchmarks emphasise the importance of working effectively in co-operation with other professionals and adults in order to promote learning. School placement experience within ITE programmes, however, tends to focus on students' developing teaching role in the context of the school and classroom and less on their extended role in working with parents. Recognition of this apparent haphazard state of affairs, raised questions about how the PGDE (primary) programme within the University of Edinburgh could be further developed to enhance students' understanding of parent-teacher communications at different stages of the primary school. This paper outlines how involvement in a Scottish national 'Assessment is for Learning' initiative provided the catalyst for taking such a development forward. It charts, how an action plan, based on specific themes related to parental involvement, offered a more systematic approach to developing students' confidence and competence in the field of home-school relations at different stages of the primary school and encouraged collaboration and co-operation between experienced and student teachers. The paper concludes by suggesting some key principles for Initial Teacher Education programmes in preparing student teachers for their role in working with parents.