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Title/Título: The importance of partnership: Semiotic consciousness and bridging schools, parents, and local communities

La importancia de la colaboración: Conciencia semiótica y puentes entre los centros docentes, los padres y las comunidades locales

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, 10:15-11:45 p.m. Room 5, Third Floor

Sesión en Inglés. Viernes 16, 10:15-11:45 p.m. Sala 5, Tercer Piso

Abstract

This paper focuses on the meanings of partnership and the significance of semiotic consciousness in building bridges between families, schools, and community members. This is especially essential in the author's country, in its reality of social transformation, in which the creation of nets of social trust and values, school, family, and local community partnerships play an important role, as part of the continuing democratisation process. The author presents a research project, and its theoretical grounds, that is a pilot analysis of meaningful family-school-community partnerships in the context of Polish reality. The Semiotic approach, which is widely used in this study, may endow potential builders of school-family-community partnerships with some sensitivity about the significance of 'etiquette', symbols, and interpretations in determining common understanding and fruitful communication. The importance of such partnerships is supported in social contexts in which meaningful forms of words, acts, and objects create a system, and in which various agencies and individuals are involved. Therefore, the author has assumed that understanding the meanings of school, family, and community partnerships may open new educational perspectives, a situation which is no doubt challenging for educators.