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**Title/Título:** Home – school partnership treated in “OPETTAJA” in 1995 – 2004

La colaboración familia-centro docente en la revista “OPETTAJA” entre 1995-2004

**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 Inglés. Viernes 16, 12:15-1:45 p.m. Sala 5, Tercer Piso

### **Abstract**

The paper studies how the topic of home-school partnership was treated in the journal “Opettaja”, published by Trade Union of Education in Finland, during the period 1995-2004. The study is part of a wider project ( “What teachers think about power”) dealing, among other issues, with home-school cooperation from teachers’ point of view. The period of the study covers a decade during which the decision making process on the curriculum of comprehensive schools was decentralized, a national evaluation system was developed and partnerships between local decision makers and interest groups were emphasized. During this period a lot of economic, social and regional changes with impact on education took place too. The empirical studies on that period reveal, among other things, that a vast majority of Finnish teachers criticize political decision makers and administrative authorities on their lack of expert knowledge of education, unwillingness to be influenced, lack of trustworthiness and excessive power. Despite these tensions between educational professionals and public decisions makers, Finnish teachers have done their job quite well, as the results of the surveys among parents (Räty and others 1996) and also PISA-studies show. On the other hand, survey results (Nuutinen 1996, 1997, 1999, 2004) point out that, at group level, the teachers are quite critical towards parents, although not so much critical as they are towards politicians and public administrators. The main task of our analysis is to find out how the articles and the Letters to the Editor dealing with home-school cooperation construct partnerships between homes and schools, as well as to see how the issue of power is represented in these texts, for example, as demands for support and sharing the duties and as efforts to empower teachers and parents to cooperate in the changing social conditions.