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**Title/Título:** School-families Interaction: In-service teacher education and university-school partnership in focus

Interacción centro-docente-familias: Formación inicial del profesorado y relación universidad-centro docente

**Topic:** Professional training for effective home-school-community partnerships

Formación del profesorado y de los profesionales de la educación para promover relaciones eficaces entre las familias, los centros docentes y las entidades sociales comunitarias

**Presentation time/Día de presentación:** Session in Spanish/Portuguese. Thursday 15, 4:00-5:30 p.m. Room 3, Third Floor

Sesión en Español/Portugués. Jueves, 15, 4:00-5:30 p.m. Sala 3, Tercer Piso

### **Abstract**

This work is based on experiences involving the adoption of an intervention-research design aimed at improving the relationship between the school and its students' families. It intends to discuss some implications to teacher education and university-school interactions. The projects were carried out by researchers from a Brazilian public higher-education institution (Universidade Federal de São Carlos) and teachers from public elementary schools located in lower-income communities in a medium-size city in the State of São Paulo, Brazil. The experiences were developed as part of a course on research practice of the postgraduate education program along several years. They comprised the investigation about school-families interactions and teachers' professional development processes on collective and individual bases. The goal of these investigations was: to generate knowledge about how the schools interacted with its students' families, in order to identify and characterize new needs as perceived by the schools; to help the schools build communication channels with the families which differ from the usual model; to bring the schools closer to the families by learning how to listen to them; to contribute ways for the families and the schools to establish ties that favor the students' success; and to understand the teachers' professional learning processes. The school is conceived in this study as a learning organization and a place that favors the teachers' professional development processes, and the university as playing a strategic role in these processes, including the teachers' relationships with their students' families. In addition, this work explores some effects of considering the university as the main producer of scientific knowledge and provider of service in the teacher education area. It also investigates some aspects related to the work in different cultures through the adoption of a collaborative-constructive intervention-research design.