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**Title/Título:** Teacher-Family collaboration: Can it generate social capital?

Colaboración Profesor-Familia: Puede generar capital social?

**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:** Plenary Round Table. Thursday 15, 6:00-7:30 p.m.

Conference Room, Ground Floor

Mesa Redonda Plenaria. Jueves 15, 6:00-7:30 p.m. Sala de Cámara, Planta Baja

### **Abstract**

The concept of 'social capital' has been employed to explain the impact of the school and the home on children's schooling and to demonstrate the importance of active school-family relationships. In this paper, this concept is used to explore teacher-family relationships in primary schools in Cyprus. The research conducted was an ethnographic multiple case study, and the data set reported includes the data collected from individual and focus-group interviews, observations and the researcher's journal entries. Findings, reported in a case study format, demonstrate a wide variation among teachers in the content, the extent, the intensity and the quality of their linkages with their pupils' families. This variation may be traced both to differences among teachers' institutional arrangements and parents' ideological approach to schooling and school-family relationships. The study indicates that close contacts between teachers and families may strengthen families' social capital and result in children's school success and all-round development.