

**School-family relationship: the classroom director as intercultural mediator**

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The present study pertains to the analysis of the school-family relationship, which consists in the development of an intervention program, carried out by the classroom director, who acted as a mediator in the school-family interface, which took place in a school located in the suburbs of Lisbon. The objective of this intervention was to promote changes in the communication strategies between the school and the family, as well as changing the parents' attitudes towards the school, by involving them more in the education of their children, in such a way, which would enable them to influence their children in a positive way in the improvement of their grades, assiduity and overall school behaviour.

In order to achieve these objectives, an experimental study was conducted, in two distinct environments, one in an experimental classroom and the other in a controlled classroom environment, where questionnaires were filled out (in order to know the parents' opinions before and after the intervention), parent reunions and school visits took place, as well as training for the parents. The final evaluation also consisted of a brief questionnaire, which was distributed both to the parents and to the students, as well as taking into consideration the minutes of the class Council.

The analysis of the quantitative and qualitative data indicated that parents considered that there was a significant improvement in the communication between the school and the family, especially regarding the quality and frequency of the contacts affected, a better combined apprehension with the teachers, as well as resulting in improved support to the students and their parents.

Concerning the students' behaviour, this study verified that the students in the experimental classroom improved their grades, assiduity and overall school behaviour in comparison to the students in the controlled environment classroom.

Therefore, in conclusion, this study confirmed the existence of an approximation between the institutions, resulting in a significant parental involvement, which in turn influenced positively their children's attitudes towards the school, as well as their overall progression in school.