

Family-school cooperation in the context of traumatic transitions in Serbian society

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The main theme of this paper is an attempt to clarify from the point of a researcher and practitioner the complex issue of parent-school cooperation under the pressures of long lasting and traumatic transitions in Serbian society. The paper consists of two parts. The first one includes «vertical» research based analysis focused on the parallel processes of change in broader society and family's functioning, with reflections to new meanings and potentials for parent involvement in academic socialization of their children. In the discourse of leading sociological and socio-psychological researches conducted during last ten years, parental position and potentials are described with words: material deprivation, stresses, confusion, crash and demoralization of family life, short term adaptation strategies in rapidly changing environment, time and energy draining and lack of physical and psychological presence in the life of their children. The second part of article deals with «horizontal» research based analysis focused on actual and concrete manifestations of parent-school cooperation, parents needs and resources connected to elementary and secondary level of their children schooling. Leading psycho-pedagogical quantitative, qualitative and action based researches conducted during 2006.year are presented, with the aim to analyze actual state of functioning and identify systemic knots that support, hamper or block family-school cooperation. Words like disengagement, passivity, tension and dissatisfaction, pseudo/cooperation, decreasing of parental and school authorities, are punctuated in the discourse of this group of research. At the end of article author integrate two levels of analysis and give suggestions for improvement of quality of parent engagement in school/education.