

Six archetypes of parents, and teacher strategies aiming at creating effective partnerships**Smit Frederik*, Driessen Geert*, Slegers Peter** and De Vroom Xandra*****

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Schools host a very diverse population of groups of parents. A study was conducted which focused on:

- getting a better understanding of what each of these groups of parents expects from education and school;
- developing a framework for teacher strategies aiming at involving diverse types of parents in school.

In the Netherlands, parents and teachers are increasingly expected to have meaningful and efficient interactions to make a combined effort in defining education and child-rearing. More and more, the relation between parents and school is characterized by cooperation and consultation. Some parents are seen by teachers as partners with whom they should cooperate. Also, among teachers there is a growing tendency to point parents to their responsibility with regard to their children's learning performance. Some parents try to exert more influence on the school's policy and practice. As many parents play an active role in defining the school's policy, both the educational authorities and the school management are held accountable, and they are being forced to make their policies more public and accessible. The goal of the research project was to get a better understanding of the various relationships between different types of parents and the schools. More specifically, this study focused on:

- the expectations various types of parents have with regard to the schools their children attend;
- strategies for schools/teachers aiming at involving these types of parents in school and creating effective partnerships.

For this study 500 parents and 500 primary school teachers were selected. These parents and teachers were asked to answer questions on topics like parental participation, communication between schools and parents, the importance of norms and values, discrepancies between.