School-Family Relationships. A Teacher's Point of View.

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Abstract

Phenomenological perspectives can be useful for qualitative researchers trying to make rigorous, in-depth descriptions of lived experiences. This paper aims at developing reflections on how to create a better partnership between home and school, and is based on research of interviews on teachers’ experiences of family-school relationships. Interviewees include 19 teachers: 9 from pre-schools, 10 from primary schools. An exploratory qualitative study on this topic was carried out using descriptive interviews with teachers of different school levels. The main goal is to understand the essential aspect of this relationship as it is experienced, from the viewpoint of those who are explicitly involved in it.

Parental involvement is recognized as one of the key factors for carrying out teachers’ jobs in the best way possible, however this knowledge is acquired in the field over the years.

This research provides the research participants time and space to reflect on their personal experiences, allows them to grasp a better understanding of their experience. This is the first contribution of phenomenological research and knowledge to improve and orient teachers’ practices. Moreover, in giving a voice to teachers’ experiences we can explain their acquired knowledge and it can be shared.