HOW TO ASSIST SCHOOLS TO IMPROVE THEIR PARENT INVOLVEMENT POLICY? A CASE STUDY OF ONE EDUCATION ADVISOR.

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To improve school-family partnerships schools can be assisted by external advisors or school counselors. Several advisory organisations provide support for schools in this respect. The goals and types of interventions that have been designed by school advisors are rooted in their vision on school-family partnerships. Moreover, the effects of the interventions are related to the translation of this vision on school-family partnerships into specific intervention practices that are designed to meet these goals. To understand the quality and the effects of interventions, it is thus needed to get insight in the vision of advisors on school-family partnerships as well as the way in which this vision has been translated in interventions.

In our contribution we will describe a case-study on school-family partnership interventions of one education advisor working at CPS in The Netherlands. This advisor has a long history in helping schools to strengthen their school-family partnerships.

We use two research perspectives in the analysis of the quality and effects of the interventions. The first perspective contains a detailed qualitative analysis of interventions, performed by external researchers, who will interview the advisor and the participating school leader, parents and teachers about the design and implementation of interventions. Second, the advisor will be participating as an interventionist-researcher, who will focus on the interventions from an action research perspective. With the advisor’s reflections and analysis of the interventions, an insider analysis of the interventions will be conducted. We will specifically address the validity and added value of both research perspectives with respect to the knowledge that will be obtained about the design and implementation of effective interventions to promote school-family partnerships.

Keywords:
School-family partnerships, Quality of intervention, Case-study.