

Families shapping new societies

The family is a child's first and smallest school - parents are the first teachers.

To raise a child we need all a community

Some parents act as they don't have children's and some children's act as they don't have parents



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In wich society do we want to live?

GLOBAL ECONOMY SOCIETY

- Economics as a regulative principle of society
- Primacy of consumption driven by rapid product obsolescence
- Explosion of information and knowledge
- Uncertainties about the future
- Changes in job profiles
- Loss of references, hedonism and lawlessness
- Individualism



GLOBAL SOCIETY RESPONSIBILITY

- Individual and collective responsibility for solving social problems
- Primacy of social rights promoted by democratic participation and social learning
- Sustainable community development
- Partnerships
- Volunteering
- Citizenship



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What is expected from Youngsters?

ASSIGNMENTS OF PERSONAL DEVELOPMENT

- Become competent and useful
- managing emotions
- Strengthen the autonomy towards interdependence
- Strengthen interpersonal relationships
- Consolidate identity
- Claiming a sense of life
- Ensuring the integrity

CHICKERING & REISSER (1993)

MOST PREVALENT YOUTH PROBLEMS DEPEND OF ...

- Personal Characteristics
- Structural and organizational characteristics of institutions
- academic environment
- Interaction with socializing agents
- Quality of the effort made by the student
- Family support

PASCARELLA & TEREZINI (1991)



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The Parents *need* Support

- Parents need support and some times *guidance* at each stage of child's development into adulthood.
- Needs for information about what to expect, what to do and sometimes "***How to do***".
- Needs for examples from other parents about what works and what does not.
- Parents need to empower and improve relationships with family, friends, neighbors, colleagues networks.

(Lynn McDonald 2007)

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- If is true that.....

“Families are *missing learning opportunities* for skills which would help them manage family life and bring up children while protecting them from risk factors and building their resiliency.”



It is also true that....

Families(*specially parents*) have difficulties to take time or motivation to be more involved in family issues or participate in the school activities or others of their children's

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Why Family-School Partnerships?

"... parents take their child home after professionals complete their services and parents continue providing the care for the larger portion of the child's waking hours... No matter how skilled professionals are, or how loving parents are, each cannot achieve alone what the two parties, working hand-in-hand, can accomplish together"

(Peterson & Cooper, 1989).



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Family-School Partnerships

- A relationship involving close cooperation between parties having joint rights and responsibilities.
- The goals of family-school partnerships include:
 - enhancing success for students, and
 - improving experiences and outcomes for children, including those that are academic, social, emotional and behavioral in nature.

(Christenson & Sheridan, 2001)



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Defining Characteristics of Family-School Partnerships

- Interactions among partners are collaborative and bi-directional.
- Relationships across home and school systems are *cooperative, interdependent, and balanced*.
- Maintenance of a *positive relationship* is a priority.
- Services are *flexible, responsive, and proactive*.
- *Differences in perspectives* are seen as strengths.
- There is a commitment to *cultural competence*.
- Emphasis is on *outcomes and goal attainment*.

(Sheridan, 2004.)



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Research Findings

In the presence of effective family-school partnerships, students have been shown to demonstrate:

- improvement in grades (Fehrman, Keith, & Reimers, 1987);
- test scores (Epstein, 1991);
- attitudes (Kellaghan et al., 1993);
- self-concept, behavior, social skills (Hickman, Greenwood, & Miller, 1995);
- greater study habits and homework completion rates (Clark, 1993; Hoover-Dempsey et al., 2001);
- more engagement in classroom learning activities (Collins, Moles, & Cross, 1982; Sattes, 1985); and
- higher attendance rates and a reduction in suspension rates and discipline problems (Sheldon & Epstein, 2004).



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■ Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement. Family involvement at home appears to have the greatest affect on student achievement.



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- Family Involvement has a protective effect. The more families can support their children's progress, the better their children do in school and the longer they stay in school.




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 Families of all cultural backgrounds, education, and income levels encourage their children, talk with them about school, help them plan for higher education, and keep them focused on learning and homework. In other words, all families can, and do, have positive effects on their children's learning.



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Impact of Educational Community Partnerships:

- Upgraded school facilities
- Improved school leadership and staffing
- Higher quality learning programs for students
- New resources and programs to improve teaching and curriculum
- Resources for after-school programs and family supports
- Increased social and political capital of participants



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Components of Effective Partnerships

- *To partner: Implies a relationship, frequently between two people, in which each has equal status and a certain independence but also implicit or formal obligations to the other or others.*



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Parents and Community members are more likely to become involved when they:

- Understand that they **SHOULD** be involved
- Feel **CAPABLE** of making a contribution
- Feel **INVITED** by the School



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Creating Parents Networks

- Will promote institutional commitment as they represent the key mechanisms for change and innovation
- Organizational forms are to provide cooperative learning and reduce uncertainty in the implementation of innovation
- They are the ideal base to generate commitment since they legitimize change, promote solidarity, provide mutual support, avoid repeating mistakes or the need to reinvent



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The keys to building partnerships:

- When programs and initiatives focus on building **trusting and respectful relationships** among school staff, families, and community members, these programs are effective in creating and sustaining meaningful partnerships.



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- Parent involvement programs that are effective in engaging diverse families recognize, respect, and address cultural and class differences.
- Programs that successfully connect with families and community invite involvement, are welcoming, and address specific parental and community needs




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 Effective programs to engage families and community embrace a philosophy of partnership. The responsibility for children's educational development is a shared, collaborative enterprise among parents, school staff, and community members.



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Novo Projecto



Freedom, Security and Justice

EUROPEAN COMMISSION DIRECTORATE-GENERAL JUSTICE, FREEDOM AND SECURITY

European Family Empowerment. Improving family skills to prevent alcohol and drug related problems.

JLS/DPIP/2008-2/112

6 Países Europeus : Espanha -Suécia-Eslovénia-Reino Unido-Portugal-Checoslováquia

1.620 famílias a nível nacional

Estudo dos Modelos educativos e consumo de SPA´s

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- This Project is a opportunity because.
- -we have very good data
- - we professional competence
- Economic crises give us extra arguments to defend and promote our ideas.



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