



Kolegji AAB

FACULTY OF SOCIAL SCIENCES

DEPARTMENT: SOCIAL POLICIES AND THE WELFARE OF CHILDREN

MASTER THESIS

THEME:

AREAS OF COOPERATION BETWEEN SCHOOL-FAMILY

Mentor:

Prof. Dr. Naser Zabeli Fatbardha Azizi-Jusufi

Candidate:

Prishtinë, 2015

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Introduction

Partnership between the factor school-family-community is a long and complicated process. As an active and continuous process starts from being prepared to start school, respectively from the moment of the introduction of the child in school or at new levels, lasts throughout the whole process of education until the completion of schooling in special circumstances even after the graduation of children / students. (Fullan, 2002).

Cooperation between the school and the family where the students come from has a very important value in the educational process of the children. We say this because the school and the family constitute two important factors in the education of the young generation. Despite the differences between these two factors of education it should be noted that the school has an important role in preparing the family for the child's education. But the relation that is created between the school and the family depends on many factors, however they should be for cooperation that is in favor of the education of the younger generation. So, children are more successful students throughout their education if their parents participate in school and encourage learning at home, regardless of their educational or social level. (Fullan, 2002).

In educating young people, families and schools have the same goal, the formation of an independent, versatile and creative person. Due to the full realization of the common purpose, they are required to work closely together and to be complemented. Thus, the success in education of young people depends on the two sides. Schools are required at the beginning of each school year to show to parents the annual work program, with the rights of students, teachers and parents with opportunities to engage parents in the realization of specific educational contents (as volunteers) , with material and educational conditions of the school and with the support that is expected from parents for their improvement.

One of the high priority tasks of any school is to ensure the full participation of parents in making decisions. The initiator of cooperation should be schools, although each proposal by the parents is welcomed. Cooperation takes place individually and in common meetings with all parents. Cooperation between the school and the family is realized through various forms, including: individual contacts, parental meetings, days of waiting for parents, educational lectures, performances, exhibitions, seminars, advices and others. Changes in our education and the high quality of educational activities that is expected and the space of elementary and secondary modern schools, impose the need for frequent communication in relation or teacher-parent or school-family. (Bart. R, 1990). The largest number of teachers behave with great dedication and responsibility and have good cooperation with parents. Unfortunately, there are a significant number of teachers that insufficiently visit families, with the aim to directly get notified by them with the family conditions of their students (material, health, cultural, social and educational conditions, etc.) . Most parents behave in a positive way to teachers and school for cooperation and offer constructive comments and suggestions. Their remarks are about irregularities regarding the conduct of teaching, assessment, teacher towards student behavior

and so on. However, a large number of parents do not visit the school or parental meetings. It is a fact that in parental meetings come the parents of those children who have enviable success even though the parental meeting is more valuable for those students who are weak in learning, to increase the responsibility of parents, whose children in elementary school are showing poor success, bad and violent behavior etc.

In recent decades the society (human) has changed radically. Many of the tasks and challenges that result from this, schools and parents can only solve them together. It is proved that a good cooperation between the school and parents will have positive effects on the atmosphere of the school and contribute to the school success of the children and the youth. In order for this collaboration to always be safe and good practiced, are needed useful structures and cooperation of the parents in the form of parent councils. This complements existing forms of contact methods and forms of cooperation.

Conclusion

Parents always encourage their children to learn new skills. Since their birth and throughout their life, parents are the teachers of their own children. Raising children changes the ways and methods of teaching. Children begin to learn new things from different sources, not only from parents but also from teachers, their classmates, and of the wider community. Even adults learn continually. This paper is intended for adults who want to learn how to make a difference in their schools. By highlighting positive examples, demonstrating some of the steps that should be taken to make the change and encouraging readers to engage in the process of representation, to build hope that parents and other people who will be involved, will know to be efficient and will be able to make a difference. The information in this paper intends to help people to make their students better. However, the real test is the introduction of all this information in practice. The acquisition of new techniques can be a major challenge and true excitement. The first steps may seem a little strange, but while practicing, they become much safer. Instead of being worried and standing aside, become active participants in improving your life and the lives of your fellow citizens of your community.