SOME ASPECTS OF SUCCESSFUL SCHOOL MANAGEMENT COOPERATION WITH PARENTS

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Abstract

The theme in this paper is inspired by the need for a real and essential partnership between parents and school, in order to create a modern school in which all participants will be satisfied: students, teachers and parents. For the governing body in the school (principal or manager), this question should be among the most important and should be given due attention.

The education and personality formation of young people in the era of information technology is influenced by a multitude of factors that intertwine, connect and depend on each other in the process of educational action. The fundamental question is how to realize the joint action of all factors, in the direction of realizing a complete, holistic development of the young individual.

The continuous cooperation of the family - educational institution - school, parent - teacher - director relationship contributes to the development of the child/student, to the advancement of the teacher's work, to the strengthening of the role played by the parent in the development, education and education of their child . The need for the active involvement of the parent, for partnership with the school where his child studies, stems from the fact that parents are the first educators, that is, the pedagogues who can give teachers the most useful information that will be the basis for guidance and taking over of joint actions in the future for the benefit of each child/student. Therefore, the cooperation of parents with the school should be a priority task of the school management.

In the paper, we focus on the aspects of how to achieve greater effectiveness in the cooperation between management and parents, to create a modern, quality and efficient school, and we present a case study in the context of the topic.

Keywords: management (principal), parents, partnership, school.

Introduction

The family represents the first and most significant social environment for the development of a person. It is the first contact with the environment and the first example of behavior towards the environment. In the family, the child acquires the first rules of behavior, learns what is allowed and what is not allowed, what is good and what is bad, adopts moral norms, and learns valuesin society and many other things. Here the foundations of intellectual, moral, social, aesthetic, physical, emotional and work education are laid, but also the foundations of community, respect, as well as the acquisition of values and worldview. (Petrova Gjordjeva; E. et al. 2015). Through the prism of the family, the traditional and the contemporary, authority and freedom, individual and collective, feelings and reason are broken or simply put - the family is the "matrix" of all human values. Therefore, family education is of extraordinary importance. (same)

In the conditions of a modern family, which according to the number of members it consists of is a micro family, great turbulences occur in this direction. A strong influence on the realization of the educational function is the coexistence of only parents and children, the employment of both parents, the increase in divorces, urban changes, the economic crisis, etc. It is becoming increasingly clear that this function is much more difficult to achieve in the modern family than in the previous traditional family. It is clear that parents deal with the behavior of their children

much more difficult than it was with their parents. (Popova-Koskarova; R. 2010). The results of involving parents in the educational process lead to improving the results of the educational process and will strengthen positive forms of children's behavior.

Theoretical Hypothesis: A structured, reciprocal, and continuous cooperation between school management and parents positively impacts student development and school climate, especially when guided by clear communication, mutual trust, and shared educational objectives.

Theoretical review of the paper

Theoretical Framework

The importance of the family in personality formation is undeniable, but schools must increasingly compensate for weakened family structures. Research shows that active parental engagement improves student outcomes and reduces behavioral problems (Epstein, 2001; Fan & Chen, 2001).

Modern educational theory recognizes schools as open systems, dependent on their interaction with the broader social environment, including families. Bronfenbrenner's Ecological Systems Theory (1979) emphasizes the interconnectedness of microsystems such as school and family in child development. Thus, successful management must integrate parental voices and actions into the educational process.

Methodology

This paper employs a qualitative case study approach. Data were gathered through interviews and written reflections from teachers, parents, and students involved in a school improvement initiative. The case focuses on solving a practical problem collaboratively, documenting processes and outcomes. Participants were selected based on their direct involvement in the initiative. Thematic analysis was used to interpret the data.

The role of the family in the formation of personality

Various factors participate in the education of children, but the most important are considered to be: the family and the school, i.e. the teacher. Among other factors, peers, the social environment, the mass media, (especially TV), non-governmental organizations, political parties, and with the development of the information society, the influence of various social networks, i.e. the Internet, has a strong impact. All these factors enter the corpus of functional education, which can sometimes be much stronger (although more negative than positive) in contrast to the intentional education that results from school as an organized and planned activity within the institutionalized system.

Family and changes in society

The modern family is undergoing characteristic changes, which are manifested in its structure and size. Changes in the family in our country began to be felt intensively from the 90s onwards, when the Republic of Yugoslavia and Macedonia, like some European countries, began the difficult period of transition.

Today's parents have less and less time for their children due to the daily concern for ensuring existential needs on the one hand, and on the other, due to the competition for greater benefits, therefore the educational care of the family is increasingly becoming a part of the school that was once exclusively carried out within the family. To reduce the negative effects of the

unsuccessful functioning of the family and school, as the most important factors in the education of children, it is necessary for the school and the family to be strongly connected, to be integrated into a whole, that is, to be intertwined in an educational way, in such a way that the family is put at the service of the school, and the school creates a strong relationship with the family and helps in its successful functioning in terms of education. At a time when the family is less and less able to successfully fulfill its educational function, the school, namely the teachers, must take responsibility in this regard.

Forms of cooperation between parents and the school to create a modern school

Cooperation between the school or more specifically teachers and parents takes place in several forms: group meetings with parents, individual conversations and meetings, written/electronic notification, as well as visits to the parents' home. These are considered basic, but there are many other forms through which the cooperation of parents with the school is encouraged, to the general satisfaction of all stakeholders.

Parent meetings - familiarizing the parent with the life and work of the school, the mission, vision, basic rules and principles in the institution, the rights, responsibilities of children/students, planned activities, necessary funds, etc.

Parent involvement in the Parents' Council, School Boards - this form of cooperation is directly related to legal regulations, procedures and refers to the parent's involvement and activities in specific bodies that exist in the school;

Workshop for parents - an educational program that is implemented through workshops, with the aim of strengthening their capacities in the educational and educational role; For example, reparation can be successfully presented to parents as one of the best techniques of educational action, which through practical examples is very easy to understand even for those parents who have low education. In that context, the modern school should raise the pedagogical culture and pedagogical education of parents. (Popova-Koskarova, R. 2010).

Communication that can be electronic - communication through a website on which information is posted, announcements about current and upcoming events in the mentioned institutions, then telephone communication, in writing, which refers to the transmission of information through which each child/student carries it home from school. It is done through notes, brochures, newspapers, suggestion boxes, portfolios, certificates, statements and the like.

Creative panels – made by children/students, preparing public performances and offering the opportunity for the parent to monitor the progress of their child/student;

Information board – This board can be placed in front of each classroom and an entry sheet can be placed on it, in which families can indicate the time that is convenient for them to visit the school, taking care not to disrupt the learning process (Hansen, Kaufman, Cypher 1999).
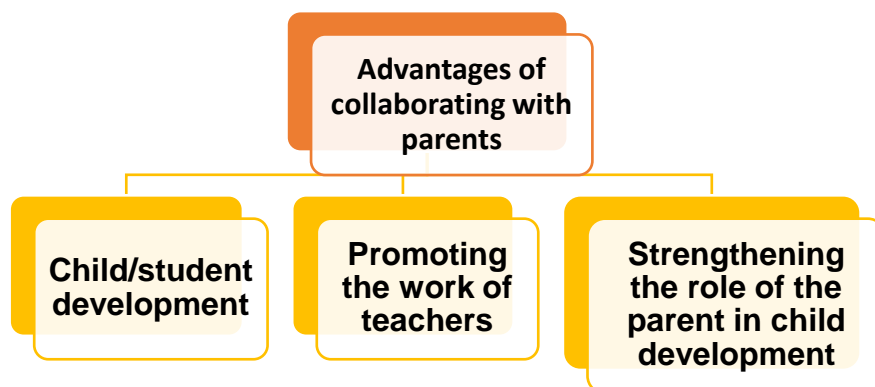
Open day for parents – which are organized for a certain period, are aimed at solving problems arising from everyday life and work at school and require the involvement of parents;

Public classes, concerts that provide an opportunity to see what has been achieved, show trust and established mutual relationships between school – child/student, contribute to strengthening self-confidence and a sense of security;

Conversations with professional associates – and providing professional assistance in solving and guiding specific problems faced by parents or the student.

Mentoring programs – These are a type of prevention program for violence between students, which modern schools should implement regularly. It implies "one-on-one" interaction where young people are given the opportunity to carry out appropriate content in their free time with an experienced person who can give them advice, help, support in solving the many problems they face, but also offer them matching challenges with their abilities (Gashic, Pavicic, Sl. 2011).

With their communication, parents are always a step ahead in their practice when, in public and professional meetings, they advocate for the integration of public services and resources in schools to strengthen ties with families, to enrich school resources and thus always encourage a better comprehensive development of students. The relationship between school and family should be based on mutual trust, which is built with understanding and effective negotiation. Partnership, promoting cooperation is a challenge for every teacher who tries to pave the way towards finding the conditions, forms, and means for the realization of constructive cooperation, where the school should enable that cooperation (Hansen, Kaufman, Cyfer, 1999).

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The school management team should strive for an open school that promotes active learning methods, that integrates new information and communication technologies into teaching and that strives to provide a stimulating learning environment in which students are given the opportunity to fully realize their potential, and parents and the community are made aware and involved in it.

An open and two-way exchange of information with shared responsibility for taking action and a shared assessment of what has been achieved will always be successful. (Krnjajic, S. 2006)

Creating a climate and maintaining a culture of cooperation is a challenge for schools and leaders. The cooperation of these relationships is important and significant for several undeniable facts:

- First of all, the responsibility and right of the parent to participate in making decisions regarding the care of his child;
- Also, due to ensuring continuity between family and institutional education, with the possibility of the educational influence of the former;
- The existence of similarities in the realization of the professional role of the teacher and the role of the parent (both are educators, although very often with different educational styles);
- Due to the common task of both parties and refers to the two most important components in teaching: education and upbringing of the student;
- Due to the harmonization of educational influences and joint problem solving in the development of students;
- For the sake of recognizing the interests and motivation of students;
- To reveal difficulties, possible omissions and encourage the normal course of the student's development;
- Due to the positive impact on motivation to achieve higher results, successes due to his general behavior.

- To strengthen professional competence - knowledge of family circumstances (social status, living conditions, functional or dysfunctional family, etc.) leads to better planning and organization of educational activity.

Parental participation in working with students is also a form of cooperation and refers to the involvement of the parent as an implementer of some educational activities, from the type of representation of professions, to the possibility for parents to be involved with educational lectures depending on their professional competencies. This form of cooperation is very common in Scandinavian countries, where parents are called to schools every day as substitute teachers, when needed (e.g. when the teacher is sick, or for some other reason is prevented from coming to work). .

In the following, we will present a case study that speaks of a successful joint cooperation between parents and teachers and school management.

Case study

When the space problem became so acute in the music school, we decided to adapt several rooms on the first floor, which were located immediately next to the administration and professional service rooms. However, the sound insulation was very poor, especially when several instruments were played in the music class. After it happened that a first-year student hit the percussion instruments (drums) hard, a loud noise was created and teaching in other classes could not proceed normally. But the expert service could not work successfully due to the high noise level.

The parents' council was convened and together with the teachers they decided how to overcome the sound insulation problem. For this reason, they set out to find a common solution, in which the students were also involved. "Can we solve this problem in a way that does not blame, humiliate, offend anyone or solve a pedagogical measure. "Let's solve the problem so that everyone wins" - was the main goal of the joint effort of parents, teachers and first-year students. Of course, this idea was also supported by the school administration. Finally, all parents, teachers and students agreed to bring egg cartons within a month to improve sound insulation.

The result: in less than a month, 300 cartons were collected and the students, with the help of parents and teachers, plastered the classroom (music room). Now it was possible to play without disturbing anyone, to the general satisfaction of everyone.

Joint problem solving results in respecting everyone's needs, everyone cooperates, is cooperative, responsibility is shared and in the end everyone is a winner, that is, satisfied (students, parents, teachers, professional service, director) with positive feelings, without blame and criticism.
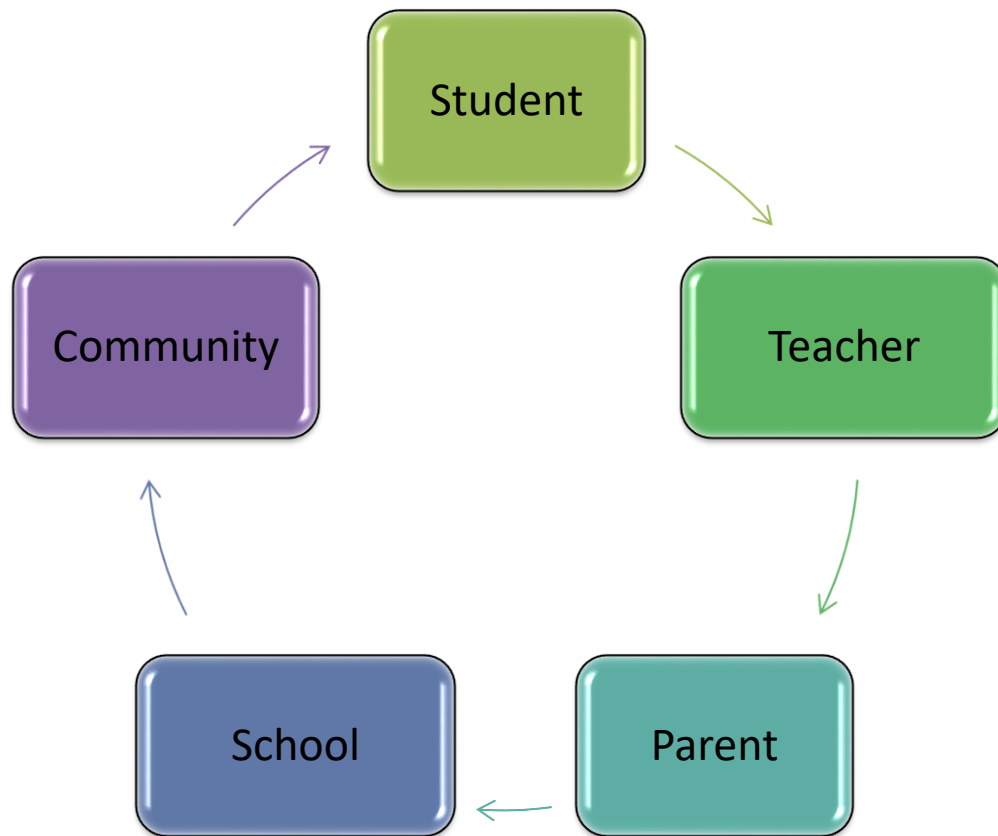
Discussion

The case confirms the theoretical hypothesis. Strong school-family cooperation, when inclusive and respectful, leads to positive educational and social outcomes. Shared decision-making and joint action create a supportive environment for both teaching and learning.
Moreover, the example demonstrates how educational leadership can transcend administrative duties and embrace community engagement as a core function.

Conclusion

From what has been said so far, we can conclude that the cooperation of parents with the school should be a priority task of school management. In the process of cooperation and communication, this is certainly achieved when the agreed roles and information are regularly provided in an open and democratic manner.
Policies to create structures and facilitate parental involvement and community participation are increasingly widespread in and around education. The principles of cooperation include encouraging collaborative leadership and democratic decision-making, proactive communication procedures, building on positivity, conflict resolution, collective learning. However, sometimes communication is not always a successful case, so a culture of cooperation must be developed, together with policies and instruments to enable effective participation and overcome the many barriers that make cooperation difficult, such as the existence of policies that are not implemented. , the reluctance of parents to fully cooperate, because many of them still think it is just a waste of time, the school is not very willing to involve parents in making decisions on essential educational issues, thinking that they are insufficient and more similar reasons.

We hope that school leaders are aware enough and educated in a modern way that barriers need to be overcome, to overcome the stereotype that parents usually come to school only when they have problems with their child.

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