

School and family: a necessary partnership for the integral formation of the student*Escuela y familia: una alianza necesaria para la formación integral del alumno**Escola e família: uma parceria necessária para a formação integral do aluno*

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Abstract

The aim of this article is to study the importance of the dialogical relationship and the establishment of a partnership between the school and the family, with a view to learning and the full development of the student. The distance between the school and the family is considered a problem, as well as the lack of definition of roles and responsibilities regarding the education of the child or adolescent. It is hypothesized that the contact and interaction between education professionals and parents or guardians represent the foundation for guaranteeing learning and development of the students' superior abilities. This article is elaborated from a reflective study that seeks support for the ideas and thoughts listed in the productions of authors who discuss this subject with propriety. It is concluded that the dialogue and partnership between school and family are among the determinants for guaranteeing an education capable of assuring the full formation of the subject.

Descriptors: Student; School; Family; Education; Partnership.

Resumén

El objetivo de este artículo es estudiar la importancia de la relación dialógica y el establecimiento de una sociedad entre la escuela y la familia, con miras al aprendizaje y al pleno desarrollo del alumno. La distancia entre la escuela y la familia es considerada un problema, así como la falta de definición de roles y responsabilidades en cuanto a la educación del niño o adolescente. Se hipotetiza que el contacto y la interacción entre los profesionales de la educación y los padres o tutores representan la base para garantizar el aprendizaje y desarrollo de las capacidades superiores de los estudiantes. Este artículo se elabora a partir de un estudio reflexivo que busca apoyo a las ideas y pensamientos enumerados en las producciones de autores que abordan este tema con propiedad. Se concluye que el diálogo y la colaboración entre escuela y familia están entre los determinantes para garantizar una educación capaz de asegurar la formación integral del sujeto.

Descriptorios: Alumno; Escuela; Familia; Educación; Camaradería.

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Resumo

O objetivo deste artigo consiste em estudar a importância da relação dialógica e o estabelecimento de parceria entre a escola e a família, tendo em vista a aprendizagem e desenvolvimento pleno do aluno. Considera-se como problema o distanciamento entre a escola e a família, bem como a indefinição de papéis e responsabilidades referentes a formação da criança ou adolescente. Tem-se como hipótese que o contato e interação, entre os profissionais da educação e os pais ou responsáveis representam o alicerce para a garantia da aprendizagem e desenvolvimento das capacidades superiores do alunado. Elabora-se este artigo a partir de um estudo de reflexão que busca sustentação para as ideias e pensamentos elencados nas produções de autores que discutem este assunto com propriedade. Conclui-se que o diálogo e parceria entre escola e família situam-se entre os determinantes para a garantia de uma educação capaz de assegurar a formação plena do sujeito.

Descritores: Aluno; Escola; Família; Educação; Parceria.

Introduction

The social function of the school is clear, it refers to the transmission of the scientific legacy accumulated by the community, however, the process does not happen in an imposing way, in such a way that the existence of the student and the teacher in the same space is not a guarantee for the realization of learning. There are several obstacles and challenges that hinder and even prevent the success of formal education, problems that can be overcome by building a favorable relationship between school and family. In practice, it is an arduous and intense process, which does not end with the delimitation of the responsibilities inherent to each institution. In this scenario, the coexistence between school and family has been a recurring theme in discussions concerning the quality of basic education, however, due to its extension and complexity, further studies are needed, in order to contribute to the understanding of this subject, as well as to clarifying concepts and changing attitudes.

The revisitation of history favors the understanding that the public, free and universal school is a recent creation, in the case of Brazil, the process occurred practically from the second five-year period of the last century. Gradually there was an expansion of vacancies in basic education, so being in the second decade of the 21st century it can be said that access is practically resolved, however, the alarming levels of evasion, repetition and low performance denounce irrefutably the existence of obstacles correlated to student learning. In practice, there is a school that has opened its doors to its legitimate users, to working-class children, but it has not been able to provide them with quality education. This subject, which when discussed finds different and even contradictory positions, however, it is indisputable that the distance between the school and the families of the students is among the barriers that prevent the educational success of the students.

In this perspective, the theme under discussion in this article is relevant and justifies the theoretical and conceptual study that they propose, it is emphasized that in this trajectory, the relevance of a harmonious relationship between school and family is emphasized, with a view to learning, development of the developed capacities of the student and his/her preparation for collective life. Thus, it is not intended to prove that the school or family does not fulfill its basic attributions, on the contrary, it is intended to

draw the attention of both educators and parents to the fact that both have specific and irreplaceable functions for education of child. However, it is not possible to delimit the border between the scope of action of the parents and the space belonging to the school, since the two institutions have as their purpose the integral formation of the child or adolescent, which consists of an indivisible being by nature.

Thus, the construction of a harmonic, respectful, balanced relationship, based on dialogue, establishment of common objectives and goals between parents and educators, is located among the challenges and imperative needs that surround families and schools in contemporary times. Since the energies must be channeled into the search for paths, possibilities and means capable of making the process viable, thus the game of responsibilities only aggravates the existing difficulties and problems.

Given the above, the objective was to study the importance of the dialogical relationship and the establishment of a partnership between the school and the family, with a view to learning and the full development of the student.

Methodology

The descriptive approach is a research method that focuses on describing the characteristics of a population or phenomenon without making judgments or trying to explain causes. It is used to collect quantitative and qualitative data in an objective and systematic way, with the aim of describing the characteristics of a group or phenomenon.

A reflection study is a research technique that focuses on understanding how people think and feel about a particular issue or issue. Reflection studies are commonly used in fields such as education, health, psychology and business to assess the impact of programs or interventions and to improve understanding of the perspectives of the individuals involved.

Therefore, this article is elaborated from a study of reflection that seeks support for the ideas and thoughts listed in the productions of authors who discuss this subject with propriety. Articles from the databases were studied and analyzed: Google Scholar, SciELO and LILACS, articles published in the last 10 years were considered, obeying the following criteria: within the established period, available in the cited database, in the Portuguese language and that



Dialogue between school and family: a promising possibility for student success

In contemporary times, teachers and other education professionals point out that a significant part of the difficulties faced in the classroom would be mitigated or even resolved if families really assumed their responsibilities regarding the education of the child or adolescent. In the same discussion, parents and/or guardians have different responses to the problem, claiming that the school only calls to complain about the student and that they also do not know how to help, because the son or daughter does not like to study or even, in house behaves properly. In this way, clashes and divergences are established that often distance themselves from the focus and only accentuate the difficulties faced in the classroom and school space.

It is noticed that the contact between educators and parents is not something quick or bureaucratic, on the contrary, the foundation needs to be dialogue and interaction, in this direction, studies show that with: “[...] the participation of the family in the in the teaching-learning process, the child gains confidence seeing that everyone is interested in him, and also because you get to know what the difficulties are and what the child knows”^{3:199}. Thus, a relationship is being fostered between parents and education professionals mediated by common objectives, which must converge to the integral formation of the student, however, this process has been triggered in the opposite direction, in this regard it becomes urgent to add that:

“[...] it can be seen that the family-school relationship is permeated by a movement of blaming and not shared responsibility, in addition to being marked by the existence of a strong attention of the school directed to the instrumentalization of the parents for the educational action, because it is believed that the participation of the family is a necessary condition for the school process”^{4:107}.

It is evident that the contact between family and school, in the situations in which it occurs, the process almost always happens in a distorted way, because instead of dialogue, consideration and common sense, energies are channeled to the search for culprits. Thus, educators claim that parents do not set limits or do not teach the basic and necessary rules for the study environment and collective life, in turn, the family does not accept such a position and counters by stating that the problem lies in the tutelary council that does not allow correct the children. In this scenario, conflicts arise, exemption from responsibilities, the harmed end up being the students and, consequently, the children themselves who end up acting according to their momentary interests, in extreme situations they internalize the discrepancy between the position of their parents and the school's thinking, so they take advantage of that gap, intentionally or unintentionally to behave inappropriately to the study environment.

The Federal Constitution of Brazil, when legislating on the subject, establishes that education consists of: “[...] the right of all and the duty of the State and the family, it will be promoted and encouraged with the collaboration of

covered the topic in question, excluding those in other languages and outside the established period. The survey was carried out from March 2021 to December 2022 using the descriptors: “Student”, “School”, “Family”, “Education” and “Partnership”.

Results and Discussion

Basic education, mandatory in Brazil, aims at learning and the full development of the subject, so enrollment in school must be accompanied by the appropriation of the contents provided for a given school year and level of education, respectively.

It is indisputable that the family is the first institution that the child participates in, in this sense, it is responsible for safety, care and basic teachings concerning the physiological, affective and social aspects, among others. Equally consensual, is the fact that for various reasons, in recent decades the child has been enrolled in the first months of life in day care, thus starting their school trajectory that lasts about fifteen years, this only in basic education. In this way, he spends a significant amount of time in his life under the responsibility of teachers, which certainly interferes with his intellectual, social, ethical and affective formation.

Therefore, the school and the family need to act in partnership, through mutual collaboration, otherwise, the chances directed at the formation of critical, proactive subjects capable of exercising free will in the institutions they attend and/or belong to are nullified or hindered. In the discussion, concerning the relationship between school and family, it is urgent to emphasize that: “To participate is to experience the school not as a spectator, but as a protagonist. The participation of fathers and mothers in the school requires informational transparency, the possibility of freely choosing, the real ability to intervene in decisions”^{1:78}. The family needs to be motivated to get involved with their children's school life, a process that requires availability to listen, consider divergent points of view and, above all, the delimitation of common objectives aimed at the prevalence and fulfillment of the basic function of education formal.

The discussion around the interactive relationship between school and family in contemporary times must be permeated by the incessant search for quality training for children and adolescents, in no way can it affect the lack of definition of roles and exemption from attributions, thus: “The school need to become sensitive to the family histories of their students in order to responsibly, together with their parents, seek resolution to everyday difficulties and, thus, provide the child with the achievement of self-confidence, which will provide him or her with social success in the future”^{2:171}. The above corroborates the establishment of important reflections around the context and challenges imposed on formal education, it is evident that in addition to mastering the content of the subject taught, the teacher needs to be knowledgeable of the fundamentals of didactics, understand from the assumptions of psychology, human development and, above all, acting with professionalism, delicacy and receptivity in relation to the life trajectory of its students and families.



society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work”^{5:122}. The Magna Letter states that the public power, the family and organized society itself are responsible for the formal education that must ensure the integral formation of the subject. Therefore, there should be no room for unclear roles, unreasonable demands, without offering the necessary contributions and mechanisms for building bonds based on trust, support, dialogue, willingness to modify behaviors and deep-rooted thoughts in favor of learning and integral development of the student who represents the continuity of the family and the reason for the existence of the school.

It is evident that the maximum law of the country ensures the participation of the family in the formal education of the children, in this sense, it is considered important to highlight that for: “[...] to function satisfactorily, the school needs the adhesion of its users [...] to the educational purposes that it should aim at, and that this adherence needs to result in effective actions that contribute to the good performance of the student”^{6:10}. In the current context, the premise that the relationship between school and family needs to be as harmonious as possible is indisputable, but it is necessary to pay attention that the participation of parents is not limited to involvement in promotional events aimed at raising funds to complement the scarce funds coming from the public Power. On the contrary, it is about investing in planned, dialogic and respectful actions, guided by the search for alternatives and ways capable of contributing to the quality of the teaching-learning process.

The strict delimitation in the roles and attributions of the family and the school is no longer possible, in this sense, the thought that it is up to parents to educate and teachers to teach does not encompass the complexity of the problem and challenges that prevail in the discussions correlated to the formation of the subject. In this line of thought, it is considered crucial to add that: “Educators are unanimous in recognizing the impact of the current economic, political, social and cultural transformations in education and teaching, leading to a reassessment of the role of the school and teachers”^{7:7}. The school of the second decade of the 21st century is overwhelmed by a set of challenges that question and even interfere with the effectiveness of its core attributions, which converge to the transmission of the cultural and scientific legacy accumulated in the course of history, knowledge and knowledge that are indispensable for the development of developed capacities, citizenship formation and humanization of children and young people.

The construction of the partnership between school and family has great allies in collegiate instances, so the Association of Parents, Employees and Teachers (APMF) and the School Councils are substantial mechanisms for the democratization of relations and decisions, as well as the guarantee of a teaching whose quality is measured and carried out by its legitimate users. Of course, there are attributions that are peculiar to the school, which must be assumed by education professionals, there are also

functions that are specific to parents or guardians, however, the success of both involves the articulation of roles, objectives and goals.

The dialogical relationship between school and family needs to be mediated by the understanding that parents are references for their children, positive or negative, in this context it is important to emphasize that: “The school is, together with the family, the social institution that has the greatest repercussions for the child [...] the school will be decisive for the cognitive and social development of the child and, therefore, for the later course and life”^{8:253}. Most of the child's time is spent at home and at school, so these institutions need to dialogue and act in partnership, as their purposes are similar. The contemporary public school has resolved the issue of access, however, the levels of student learning, with rare exceptions, are alarming, an issue that coexists with evasion and repetition⁹.

There is no manual or infallible recipe for all situations, but problems such as indiscipline, violence and lack of interest can be minimized or even banished by establishing an interactive relationship between school and family. In this regard, it is worth noting that: “If parents monitor their child's school performance from the beginning of the years, they will be able to identify these trends early and, with the support of the teachers, reactivate their interest in a certain subject in which they are doing poorly”^{10:187}. It is noticed that the contact between educators and parents is not something punctual, aimed at solving immediate problems, but rather a relationship built and strengthened throughout the schooling process, based on respect, interaction and achievement of objectives aimed at integral education of the child or adolescent.

It is practically a consensus among scholars the understanding that there cannot be an abrupt split between the attributions of the family and the school, as both want a quality education for the subject, in this way: “[...] understanding that education is a process built in partnership, it is up to the family and the school to seek in a single direction, to look, to have actions and strategies that aim at a common end: the integral being, as an ethical, instrumentalized citizen”^{11:55}. It is not about the transfer of responsibilities, but the delimitation of the specific role of each segment, and the process is not linear, it involves a great complexity of challenges and questions, which require dialogue, ability to ponder and persistence among adults involved. Brazilian legislation establishes, as a right and duty, the involvement of parents in their children's school life, which are materialized through various aspects, such as attendance, punctuality and resolution of tasks requested. On the other hand, the pedagogical practice is organized and carried out through a set of elements and actions exclusive to teaching, such as the teaching of contents with their concepts, the ordering of evaluation based on appropriate criteria and instruments and compatible with the objectives to be achieved.

Dialogue is the raw material for building a healthy relationship between school and family, in this coming and going, children need to realize that their learning and development are among the priorities of their parents and



teachers, who act with coherence, reciprocity and responsibility. This connection with objectivity and authenticity means: "[...] eye to eye, being together whole; wanting to know how the child is doing, his achievements, fears, life expectations, worldview, concerns, etc."^{12:23}. The scholar's words favor the understanding that the relationship between family and school cannot be a practice concentrated only in chaotic moments, in which problems have reached alarming, almost irreversible proportions. On the contrary, the child needs to understand the interest, concern and establishment of common purposes around their personal, pedagogical, affective and social success. Thus, they are instances that design, advise and act in favor of the physical, moral and emotional integrity of this being, whose learning and comprehensive training are substantially delimited and carried out by the adults who surround them.

These are notes that make us rethink deeply held beliefs, for example, the uncompromising defense that it is up to the school to teach the contents of the different areas of knowledge and the family to educate the children, all of this in an unintricate and shelved way. Suffice it to mention that the school of the 21st century has before it a great plurality of subjects, which are often neglected in terms of basic needs in terms of affection, attention, food, clothing, health and leisure. In this context, the school needs to look for alternatives and answers capable of teaching this subject who is in a situation of extreme vulnerability, who has not internalized the meaning of the rules and parameters necessary for collective life, in this regard it becomes preponderant to consider that:

"No matter how good this school is, no matter how well prepared its teachers are, the school will never fill the gap left by an absent family. Father, mother, grandmother or grandfather, uncles, whoever is responsible for the child's education must effectively participate otherwise the school will not be able to achieve its objective. The family has to closely monitor what develops in the school benches"^{13:17,18}.

The above words elucidate the understanding that regardless of the constitution or arrangement, the child, with some exceptions, is born and grows up in a family, which is responsible for security, supply of physiological, affective and social needs, in short, promotes the first steps correlated to the subject's cultural insertion. Therefore, even though the school has formal education as its core attribution, its purpose will only be carried out with quality if it manages to dialogue and act in partnership with the family, which represents the greatest reference for the being in development. These are issues that emphasize the importance of a harmonious, respectful and constructive relationship between school and family, therefore, it is reiterated that there is no manual, however, initiatives capable of favoring approximation, communication and reflection regarding the success of the child are valid. Understanding it as the center of the teaching and learning process, the success of which involves a number of factors, among them, the balanced relationship between parents and educators, undoubtedly proves to be a constructive

Conclusion

Access, permanence and school learning at a satisfactory level are among the universal human rights, so it should be a reality for all children and adolescents. However, the results of large-scale external evaluations, as well as the performance achieved by a significant part of school institutions, show that many students are not appropriating the contents and skills expected for a given school year and schooling stage. This reality, which cannot be naturalized, on the contrary, it is necessary to seek to understand this phenomenon in a complete way, being preponderant also, to correlate the causes involved, being these internal or external to the school.

The relationship between school and family in a dialogical and partnership perspective, with a view to the integral formation of the student, was the theme addressed in this work, elaborated through bibliographical research. Thus, it aimed to study the importance of the dialogical relationship and the establishment of a partnership between the school and the family, with a view to learning and the full development of the student. The theoretical and conceptual reference covered favored the understanding of important aspects of this subject, which is recurrent in the speeches of parents and education professionals. Since there is a real existence of a culture of non-involvement of families with the school, which needs to be broken, it is up to education professionals to encourage and offer favorable ways for said participation.

It is unquestionable that many families really do not know how to support their children's school life, so it is necessary to build communication channels between the two institutions, in the sense that parents and guardians are equipped to support their children in solving tasks, teach them the habits necessary for collective life, as well as ensure the fulfillment of the psychosocial functions assigned to them. In this sense, dialogue becomes preponderant, in the sense of clarifying the responsibilities of the school and the family and, above all, that they can act articulately, with the purpose of enabling the full formation of the students.

In this scenario, communication is a basic ingredient for a harmonious and productive relationship between school and family. Of course, it is up to the parents or people who occupy this role to insert the subject in the culture, as well as to ensure the satisfaction of physiological, affective and social needs. Likewise, the school has as its main role the transmission of the scientific legacy accumulated in the course of human history, a purpose that directs towards cognitive development. In summary, the family is responsible for training, while the school is responsible for systematic instruction, which requires mastery of contents extracted from elaborated knowledge. However, the process does not occur in a shelved and unilateral way, on the contrary, they influence each other.

In this perspective, parents and teachers must constantly dialogue, act collaboratively and with the purpose of providing for the affective, moral, social, psychological



and cognitive needs of children and adolescents. This process, benefited by praise, support in attempts, exchange of experiences, guidance, love building and setting limits. Purposes that involve communication, interaction and

sharing of decisions between the school and the family, a relationship that, when based on the principles of respect, acceptance and authenticity, certainly has a great impact on the student's learning and full development.

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