



## Model course 4

Interactive experiences as basis for dialogue between the home and school, and a model for teachers on the supplementary training course.

**Objective:** - As a starting point, consider your own parent group, think over and organise the school/home cooperation transverse language, culture and environment, so that one can set the scene for dialogue and involvement of all parents in the pupils learning process.

**Goals:**

- to acknowledge include and make visible the parents resources in respect to the pupils learning process.
- to consciously make visible, the teacher's tasks and role in cooperation with the parents.
- to try out a course of cooperation in practice.
- to develop and put into perspective the cooperation.

**Time framework:** 3 days of 6 hours, divided into 2 days for presentations, exercises, discussions

and reflections, an intervening period of about a month's duration, for trials in practice and 1 day for presentation, evaluation and further work. Furthermore, 2 hours are reserved for picking up, sparring, and putting into perspective as a part of implementation, six months after the course.

**Method 1st day:**

- Introduction to school/home cooperation put in a historic perspective.
- What relevance has the cooperation today? Discussion and exercises
- What is the purpose of cooperation? Discussion and exercises
- How should the cooperation be organised? Presentation and discussion

With a starting point in the introduction, exercises and investigations, which point to both barriers and possibilities, together with the teachers own experience will:

- Direct the teacher's attention towards cultural stereotypes regarding school/home cooperation and bilingual parents.
- Make visible the cultural constructions and their functions in communication.
- Debate the importance of the native language in relation to the pupils learning process.
- Debate the importance of dialogue in relation to the pupils' learning process.
- Debate the importance of interactive experience in relation to the dialogue.

2nd Day:

- Debate goals, framework and organisation of dialogical school/home cooperation.
- Arrange the participants in groups of two or more, where they debate how to include the bilingual parents in the pupils' learning process, and how they would set goals, organise and arrange the future school/home cooperation.

The teachers test the theory in class 3rd day:

- Participants present their experiences from pilot studies in their own school. Subsequently, they debate how the new knowledge can contribute to development of a school/home cooperation that considers all parents and which contributes to the pupils' learning process.
- Participants work on and write down a plan for concrete future initiatives.

Follow-up day: six months after the course:

- Participants tell about their experiences.
- The teachers' experiences from practice are put into perspective and point forward to further cooperation with the parents in the pupils' learning process. Including the withdrawal of the leaders' role. Including, the management's role of involvement.

**Testing cooperation in practice** Schedule to help teachers take into account what to consider when testing cooperation in practice. The teacher should take into consideration the following:

1. Purpose of the teaching/education, both linguistically/professionally
2. Purpose of involving the parents
3. How should the parents be involved, taking time and subject into consideration?
  - Via: Log book, Internet
  - Via: Exercises, examples
  - Via: functions where parents are actively involved:
    - In the school: Computer room, house craft, visual arts, nature and technology, maths, sport, Danish, English.
    - Outside school: Museums, Nature School, the forest, neighbourhood, excursions, practical trainee work, other schools.
4. How should the cooperation be organised? Informing to the home, when, table of arrangements, group work, transport
5. Evaluation: Summary