

Dialogue models

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a) partnership oriented children and parents develop simultaneously an educational task, keeping record of their activities and presenting to the discussion of the whole class b) academic oriented academic skills hopefully improve

Aim at partnership based on activities to get to know the school culture and to help parents support their children's learning process
How to do it: Meetings with parents take place in an educational context. The meetings should apply to different age groups.

1) Examples primary:

1st meeting after summer holidays parents and pupils create a logbook together. They take photos of each other on the spot or they bring them from at home and put them into the logbook. They tell a short story about their family. It could be in their mother tongue and afterwards it will be translated into Danish. All stories and pictures will be copied and put into the other pupils' log books.
2nd Meeting can take place at the nature school where parents participate together with the pupils in the learning process. Parents and pupils get a map of the forest, a nearby parc or the school surroundings and walk along with the pupils in groups of two pupils and their parents. Underway there are different tasks to solve, e.g. about birds, plants or buildings.

2) Example 4-6 class:

Meeting with parents at the art museum of Louisiana. The pupils have prepared the visit with the teacher. Two by two the children have selected some paintings or sculptures that they want to introduce to their parents. After the introduction all children and parents individually create a piece of art. In the end they all make a collective piece of art, which is later exhibited at the school.

3) Example 7-9 class: A class with 21 pupils is divided into 3 groups

of 7. Together with their parents they visit 3 different working places in one day. The week after parents and pupils meet in the classroom to discuss their experiences from the visits. This can be the basis on a discussion about the academic skills demanded to obtain the education needed to work at those places and other ones relevant to the pupils and parents hope for the future. Discussions about working life can take place to open parents' and pupils' eyes to realistic options of juvenile and further education. Why:

1) The idea is that the parents and pupils can talk about the teaching afterwards and in that way use their own experiences and develop their vocabulary and understanding. By using their own experience as a common starting point they can compare between previous knowledge and newly gained knowledge. The children can ask questions and the parents can explain and thus enter a dialogue.

2) The general information about school and teaching will be given during the active session. In this way the parents obtain a better understanding of the contents of a subject when they watch and are participating instead of inactive listening. They are capable of asking questions on the spot because they can follow the learning process. Further they can contribute with their own experiences in school and in their everyday life, which provides them with a sense of being necessary in their children's school life.

3) The parents can make use of their own experiences with education and the options they had. By involving parents in their children's process towards juvenile education they get the opportunity to gain relevant information about different types of jobs and education and discuss parents' individual experiences and attitudes to the labour market in Denmark and the countries they come from.

Some of the parents from the class – so called ‘class parents’, if there are such or parents appointed by the teacher – are asked by the teacher to participate in the planning of the session.

1) the parents can help in the planning 2) getting contact to other parents 3) parents can help suggesting and getting contact to working places.