

Suomen Vanhempainliitto ry, Finnish Parents' League

vanhempainliitto.fi



- **Founded in 1907 – more than 115 years of building partnership in parenting and home-school co-operation.**
- **An umbrella organization for member parent associations**
- **Approximately 1,200 parent associations as members**

Core mission

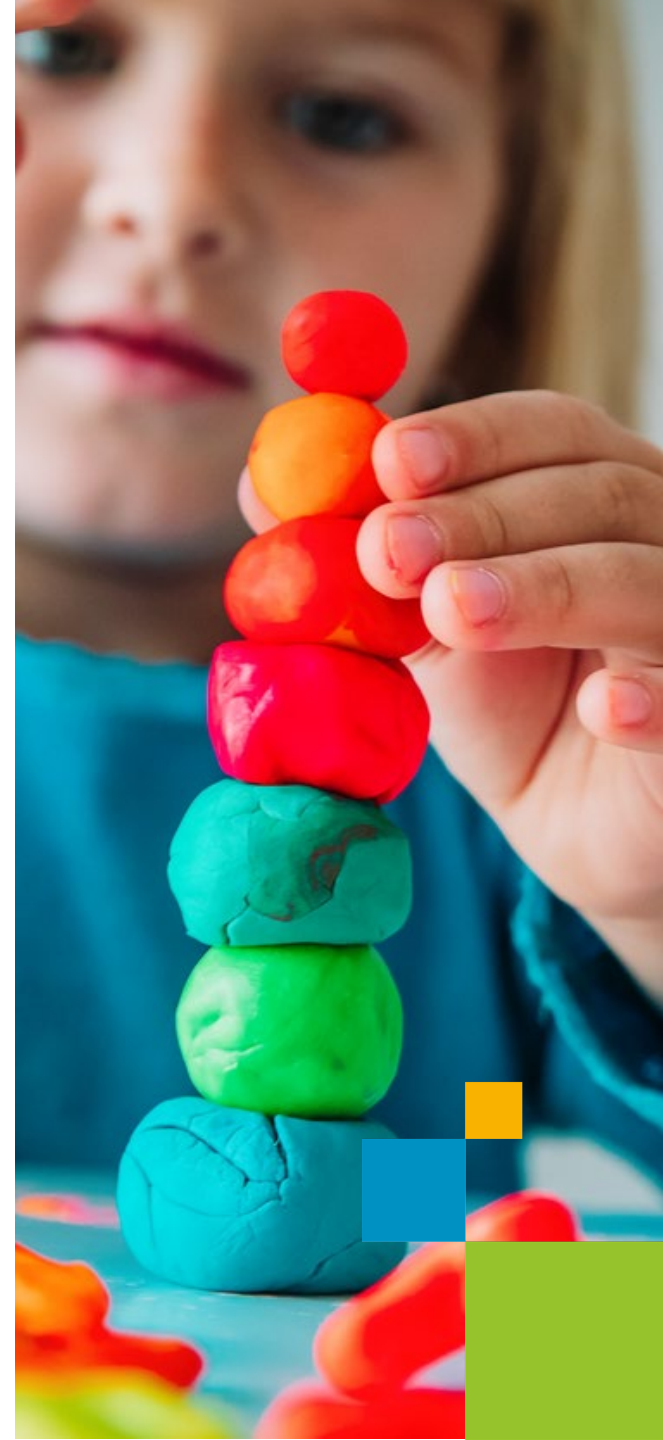
- Support the work of parent associations and the inclusion of parents in daycare, school and upper secondary level institutions
- Develop cooperation between homes and daycares, schools and upper secondary education level institutions
- Based on the voices of parents, influence in education, childhood and family policy in Finland



Cooperation mandated by law

Act on Early Childhood Education and Care

- "The aim of early childhood education and care is... to act together with the child and the child's parents or other persons who have custody of the child for the benefit of the child's balanced development and holistic wellbeing..."





Basic Education Act

- “Those providing education shall cooperate with students’ parents/carers.”

General Upper Secondary Schools Act

- “Guardians must receive information about the student's work and the progress of their studies often enough.”

Student Welfare Act

- “A student welfare plan shall be prepared in cooperation with the staff of the educational institution, the students, and their guardians.”



National Core Curriculum for Basic Education 2014

- The inclusion of guardians and the opportunity to be involved in schoolwork and its development **is a central element in the operating culture of the school.** The cooperation between home and school improves the wellbeing and safety of the pupil, the class, and the entire school community.
- The basis of cooperation is **building trust, equality, and mutual respect.**
- Guardians are given opportunities to **become familiar with everyday activities at school and take part in planning, assessing and developing** school activities and the goals of education together with school staff and the pupils.

**From legislation to
practise – How do we
at the Finnish
Parents' League
understand
cooperation and
parental inclusion?**



Kodin ja koulun yhteistyö

Vanhempien luottamus kouluun ja opettajiin on vahvaa. Enemmistö vanhemmista kokee, että koulu kannustaa heitä pitämään yhteyttä kouluun. Alle kolmannes kokee, että vanhempainilloissa on aikaa vanhempien keskinäiselle tutustumiselle.

Vanhempainilloissa käytetään aikaa siihen, että vanhemmat tutustuvat toisiinsa

	Alakoulun vanhemmat (%)	Yläkoulun vanhemmat (%)
Täysin tai jokseenkin samaa mieltä	31	31
Täysin tai jokseenkin eri mieltä	62	62
En osaa sanoa	7	6

Rehtori osoittaa toiminnallaan, että vanhemmat ovat koululle tärkeä yhteistyökumppani

Täysin tai jokseenkin samaa mieltä	70	69
Täysin tai jokseenkin eri mieltä	24	25
En osaa sanoa	6	6

Koulu viestii vanhemmille, että se pitää kodin ja koulun yhteistyötä tärkeänä

	Alakoulun vanhemmat (%)	Yläkoulun vanhemmat (%)
Täysin tai jokseenkin samaa mieltä	86	83
Täysin tai jokseenkin eri mieltä	12	15
En osaa sanoa	2	2



Koulu kannustaa vanhempia pitämään yhteyttä kouluun

	Alakoulun vanhemmat (%)	Yläkoulun vanhemmat (%)
Täysin tai jokseenkin samaa mieltä	78	74
Täysin tai jokseenkin eri mieltä	19	22
En osaa sanoa	3	2

Koulu kannustaa vanhempia vierailemaan koulupäivän aikana

	Alakoulun vanhemmat (%)	Yläkoulun vanhemmat (%)
Täysin tai jokseenkin samaa mieltä	32	22
Täysin tai jokseenkin eri mieltä	58	65
En osaa sanoa	10	13

Koulu kuuntelee vanhempien mielipiteitä ja suhtautuu avoimesti vanhempien kehittämisehdotuksiin

	Alakoulun vanhemmat (%)	Yläkoulun vanhemmat (%)
Täysin tai jokseenkin samaa mieltä	54	47
Täysin tai jokseenkin eri mieltä	26	28
En osaa sanoa	20	24

Saan opettajalta riittävästi tietoa lapseni koulunkäynnistä

	Alakoulun vanhemmat (%)	Yläkoulun vanhemmat (%)
Täysin tai jokseenkin samaa mieltä	71	66
Täysin tai jokseenkin eri mieltä	29	33
En osaa sanoa	0	0



Parental activity

- Parental activity consists of voluntary activities organized by parents in early childhood education, primary and secondary schools or upper secondary education.
- Activities support and promote the learning and well-being of children and youth.
- The activities are centered around all of the children and youth within the community.
- Parents may operate in class teams, informal parent forums for the entire school or within the framework of a registered associations at the school or municipal level.

Encounters, interaction and dialogue

- Every parent should feel that they are seen, heard, and noticed.
- The parents' **experience and knowledge** of their child ideally comes together with a **professional opinion**. Different opinions are respected.
- Building common understanding of the child's growth and learning, schooling, and needed support.
- Focus on finding a solution that is best for the **child's wellbeing, growth and learning**.



Part of everyday activity

Inviting parents to take part in everyday activities at school

- Inviting parents to school events, involving them in the organization process, making the most of parents' competencies
- Planning informal events together with parents and students


Embracing active communication

- Showing and telling parents about everyday activities and life at the classroom
- Communication channels: Newsletters, emails, social media, blogs,..



Ideas and ways for strengthening co-operation



- 
- Organise encounters for which the threshold for participating is low and where parents and families can meet. E.g. invite the entire family to school and organise celebrations, theme days, sports events, game nights

- **Help parents to get to know each other, e.g. ask for a permission to share contact information or bring parents together at a class/group level and support parents in forming a parent association.**

- **Provide opportunities for parents to influence the school community. e.g. participate in activities and processes for developing the school, communal student welfare work or school based student welfare group**





How to reach parents and start cooperation?

Emphasis on new parents

- Send a message at the beginning of the semester, invite all parents to school for a teacher-parent-event
- Keep events interactive and include parents in the planning

Different strategies for different parents

- Provide different ways of participating (online, chat, live meetings at school)
- Pay attention to different language and cultural backgrounds



**DUGSIGA
XANAANADU
CARUURTU WUU
BILAABMAYAA**

Soo Dhawow!

TILMAAMAHA WAALIDKA CARUURTA
EE GALAYA WAXBARASHADA
CARUURNIMADA HORE IYO
DARYEELKA

**دخول المدرسة
مرحبًا بك**

**Welcome to
LOWER
SECONDARY
SCHOOL!**

A GUIDE
FOR PARENTS
OF SEVENTH-YEAR
STUDENTS
WWW.VANHEMPAINLIITTO.FI

**Добро пожаловать
в главную среднюю школу!**

РУКОВОДСТВО ДЛЯ РОДИТЕЛЕЙ ДЕТЕЙ, ЗАКЛЮЧАЮЩИХ ОСНОВНОЕ ОБРАЗОВАНИЕ



***Our vision: Change
attitudes and ways of
cooperation***

More courage for teachers and headmasters...

- to meet with parents and listen to their thoughts
- to try out new ways of communicating and doing things
- to open their eyes to parents' competencies
- to include parents in school activities

More courage for parents...

- to support the growth and learning of their child
- to take part in school activities
- to share their ideas and thoughts on school activities and cooperation
- to help strengthen the wellbeing of the school community



Well-functioning cooperation...

- **Supports** child's growth and learning, teacher's work and pedagogy and also parenthood.
- **Increases** child's wellbeing and sense of belonging to a community, and the wellbeing and safety of the entire community.
- **Improves** interaction between the child and parent and the quality of early childhood education and care as well as basic education
- **Decreases:** loneliness, bullying



Thank you!

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