


THE SCHOOL-FAMILY PARTNERSHIP AS A PILLAR OF MEANINGFUL LEARNING: CHALLENGES AND EFFECTIVE PRACTICES

 <https://doi.org/10.56238/rcsv6n5-003>

Submitted on: 08/11/2022

Approved on: 09/11/2022

Karina Ferreira Vicente Costa

ABSTRACT

The partnership between school and family is a fundamental pillar for meaningful learning, grounded in effective communication and shared responsibility. This article investigates the impact of communication and co-responsibility between school and family on the learning process, emphasizing the importance of parental engagement in children's academic, social, and emotional development. Despite challenges such as time constraints and communication barriers, effective practices including bidirectional communication, inclusive family participation, and educational workshops foster stronger school-family bonds. Drawing on academic research and practical experience from lectures and workshops on family bonds and affectivity, this study highlights how collaborative efforts enhance child development and educational outcomes. The findings underscore the essential role of coeducation and affective relationships in sustaining successful school-family partnerships for lifelong meaningful learning.

Keywords: Coeducation. School-family relationship. Parental engagement. Child development. Meaningful learning. Family bonds. Educational communication.

INTRODUCTION

The partnership between school and family represents a fundamental pillar for meaningful learning, grounded in effective communication and shared responsibility. Research indicates that active parental engagement positively impacts not only students' academic performance but also their emotional and social development. When families and schools collaborate, children benefit from a supportive environment that fosters motivation, self-esteem, and comprehensive growth. The integration of families into the school community through joint pedagogical projects and extracurricular activities further strengthens the student's connection to learning, making education a dynamic and holistic process. However, challenges such as limited time, communication barriers, and unclear role definitions can hinder this collaboration. Effective practices to overcome these obstacles involve establishing regular, clear, and bidirectional communication channels, promoting mutual understanding and expectations, and creating inclusive opportunities for family participation. Workshops and lectures aimed at parents that emphasize the importance of affective bonds and co-education play a crucial role in reinforcing this partnership. Such initiatives empower families to share roles with educators in supporting children's success both at home and at school. Ultimately, the school-family partnership is essential for fostering children's development and building a foundation for lifelong learning, emphasizing the need for sustained efforts to nurture these bonds with empathy and shared commitment.

Research by Malta et al. (2024) highlights that active parental involvement enhances academic outcomes and emotional well-being by strengthening self-esteem and motivation. Lopes et al. (2016) stress that children with engaged parents display better performance fostered by emotional support and high expectations. Girão (2024) adds that collaboration manifests in projects and activities that enrich the educational experience. Moreover, El Nokali et al. (2006) found that increased parental involvement predicts improvements in social skills and reductions in behavioral problems, reinforcing the holistic benefits of this partnership.

Effective communication strategies are emphasized by multiple scholars and practitioners as the cornerstone of successful school-family partnerships. By fostering a positive, solution-focused dialogue and utilizing diverse communication tools—including newsletters, meetings, and digital platforms—schools can ensure transparency and shared responsibility (University of Minnesota Extension, 2018). Highlighting student strengths before addressing challenges builds trust and collaboration. Engaged parents who participate

in school activities and maintain open communication consistently support children's academic and socio-emotional development (Kinderpedia, 2023; St. Nicholas, 2024).

The co-educational perspective promotes joint educational responsibility, encouraging families and educators to define shared roles for nurturing learning and development. Opportunities for families to connect with educators through workshops, lectures, and community events promote affective bonds essential for children's growth. This relational approach counters challenges like time constraints and communication gaps by fostering mutual respect and understanding, thereby reinforcing the effectiveness of school-family collaborations (OECD, 2024; NYU Steinhardt, 2024).

The flowchart represents the process of fostering a meaningful school-family partnership, starting with establishing a solid foundation based on effective communication and shared responsibility between schools and families. It highlights the critical role of parental engagement in supporting children's academic, social, and emotional development. The flowchart also acknowledges challenges such as time constraints, communication barriers, and unclear roles that can hinder collaboration. To overcome these, it promotes effective practices including bidirectional communication, inclusive family participation, and educational workshops. Ultimately, the strengthened partnership leads to improved child development, better educational outcomes, and supports lifelong meaningful learning.

Figure 1

School-Family Partnership Process for Meaningful Learning



Source: Created by author.

In conclusion, the school-family partnership constitutes a vital axis for significant learning, contingent on continuous communication, shared responsibility, and emotional engagement. Strengthening this alliance through effective practices and parental empowerment leads to improved academic achievement and holistic development, confirming its critical role in contemporary education.

REFERENCES

- Malta, D.P.L.N., Silva, M.C.F., Quadros, S.C.L., Nogueira, M.P.S., Santana, J.S.S., & Silva, D.N. (2024). The school-family relationship in the academic and social development of students. *Revista Aracê*, 6(3), 4932-4944.
- Lopes, et al. (2016). Parent involvement and student achievement.
- Girão, R. (2024). Integration between family and school: joint pedagogical projects and extracurricular activities.
- El Nokali, N.E., Bachman, H.J., & Votruba-Drzal, E. (2006). Parent involvement and children's academic and social development in elementary school. *Child Development*, 77(3), 1-16.
- University of Minnesota Extension. (2018). Effective communication for family-school partnerships.
- Kinderpedia. (2023). Practices that support effective school-family partnerships.
- St. Nicholas. (2024). Family and School: An important relationship in the educational process.
- OECD. (2024). Engaging parents and guardians in early childhood education and care centres.
- NYU Steinhardt. (2024). How to build strong family-school partnerships.
- SANTOS, Hugo; PESSOA, Eliomar Gotardi. Impact of digitalization on the efficiency and quality of public services: A comprehensive analysis. *LUMEN ET VIRTUS*, [S.l.], v. 15, n. 40, p. 4409-4414, 2024. DOI: 10.56238/levv15n40024. Disponível em: <https://periodicos.newsciencepubl.com/LEV/article/view/452>. Acesso em: 25 jan. 2025.
- Freitas, G.B., Rabelo, E.M., & Pessoa, E.G. (2023). Projeto modular com reaproveitamento de container marítimo. *Brazilian Journal of Development*, 9(10), 28303–28339. <https://doi.org/10.34117/bjdv9n10057>
- Freitas, G.B., Rabelo, E.M., & Pessoa, E.G. (2023). Projeto modular com reaproveitamento de container marítimo. *Brazilian Journal of Development*, 9(10), 28303–28339. <https://doi.org/10.34117/bjdv9n10057>
- Pessoa, E.G., Feitosa, L.M., e Padua, V.P., & Pereira, A.G. (2023). Estudo dos recalques primários e secundários executados sobre argila mole do Sarapuí. *Brazilian Journal of Development*, 9(10), 28352–28375. <https://doi.org/10.34117/bjdv9n10059>
- PESSOA, E.G.; FEITOSA, L.M.; PEREIRA, A.G.; EPADUA, V.P. Efeitos de espécies de alga na eficiência de coagulação, Al residual e propriedade dos flocos no tratamento de água superficiais. *Brazilian Journal of Health Review*, [S.l.], v. 6, n. 5, p. 2481-24826, 2023. DOI: 10.34119/bjhrv6n5523. Disponível em: <https://ojs.brazilianjournals.com.br/ojs/index.php/BJHR/article/view/63890>. Acesso em: 25 jan. 2025.
- SANTOS, Hugo; PESSOA, Eliomar Gotardi. Impact of digitalization on the efficiency and quality of public services: A comprehensive analysis. *LUMEN ET VIRTUS*, [S.l.], v. 15, n. 40, p. 4409-4414, 2024. DOI: 10.56238/levv15n40024. Disponível em: <https://periodicos.newsciencepubl.com/LEV/article/view/452>. Acesso em: 25 jan. 2025.
- Filho, W. L. R. (2025). The Role of Zero Trust Architecture in Modern Cybersecurity: Integration with IAM and Emerging Technologies. *Brazilian Journal of Development*, 11(1), e76836. <https://doi.org/10.34117/bjdv11n1-060>

- Oliveira, C. E. C. de. (2025). Gentrification, urban revitalization, and social equity: challenges and solutions. *Brazilian Journal of Development*, 11(2), e77293. <https://doi.org/10.34117/bjdv11n2-010>
- Pessoa, E. G. (2024). Pavimentos permeáveis uma solução sustentável. *Revista Sistemática*, 14(3), 594–599. <https://doi.org/10.56238/rcsv14n3-012>
- Filho, W. L. R. (2025). THE ROLE OF AI IN ENHANCING IDENTITY AND ACCESS MANAGEMENT SYSTEMS. *International Seven Journal of Multidisciplinary*, 1(2). <https://doi.org/10.56238/isevmjv1n2-011>
- Antonio, S. L. (2025). Technological innovations and geomechanical challenges in Midland Basin Drilling. *Brazilian Journal of Development*, 11(3), e78097. <https://doi.org/10.34117/bjdv11n3-005>
- Pessoa, E. G. (2024). Pavimentos permeáveis uma solução sustentável. *Revista Sistemática*, 14(3), 594–599. <https://doi.org/10.56238/rcsv14n3-012>
- Pessoa, E. G. (2024). Pavimentos permeáveis uma solução sustentável. *Revista Sistemática*, 14(3), 594–599. <https://doi.org/10.56238/rcsv14n3-012>
- Eliomar Gotardi Pessoa, & Coautora: Glaucia Brandão Freitas. (2022). ANÁLISE DE CUSTO DE PAVIMENTOS PERMEÁVEIS EM BLOCO DE CONCRETO UTILIZANDO BIM (BUILDING INFORMATION MODELING). *Revistaft*, 26(111), 86. <https://doi.org/10.5281/zenodo.10022486>
- Eliomar Gotardi Pessoa, Gabriel Seixas Pinto Azevedo Benitez, Nathalia Pizzol de Oliveira, & Vitor Borges Ferreira Leite. (2022). ANÁLISE COMPARATIVA ENTRE RESULTADOS EXPERIMENTAIS E TEÓRICOS DE UMA ESTACA COM CARGA HORIZONTAL APLICADA NO TOPO. *Revistaft*, 27(119), 67. <https://doi.org/10.5281/zenodo.7626667>
- Eliomar Gotardi Pessoa, & Coautora: Glaucia Brandão Freitas. (2022). ANÁLISE COMPARATIVA ENTRE RESULTADOS TEÓRICOS DA DEFLEXÃO DE UMA LAJE PLANA COM CARGA DISTRIBUÍDA PELO MÉTODO DE EQUAÇÃO DE DIFERENCIAL DE LAGRANGE POR SÉRIE DE FOURIER DUPLA E MODELAGEM NUMÉRICA PELO SOFTWARE SAP2000. *Revistaft*, 26(111), 43. <https://doi.org/10.5281/zenodo.10019943>
- Pessoa, E. G. (2025). Optimizing helical pile foundations: a comprehensive study on displaced soil volume and group behavior. *Brazilian Journal of Development*, 11(4), e79278. <https://doi.org/10.34117/bjdv11n4-047>
- Pessoa, E. G. (2025). Utilizing recycled construction and demolition waste in permeable pavements for sustainable urban infrastructure. *Brazilian Journal of Development*, 11(4), e79277. <https://doi.org/10.34117/bjdv11n4-046>
- Testoni, F. O. (2025). Niche accounting firms and the brazilian immigrant community in the U.S.: a study of cultural specialization and inclusive growth. *Brazilian Journal of Development*, 11(5), e79627. <https://doi.org/10.34117/bjdv11n5-034>
- Silva, J. F. (2025). Desafios e barreiras jurídicas para o acesso à inclusão de crianças autistas em ambientes educacionais e comerciais. *Brazilian Journal of Development*, 11(5), e79489. <https://doi.org/10.34117/bjdv11n5-011>
- Silva, E. N. da. (2025). Urban circular microfactories: local micro-plants for regenerative urban economies. *Brazilian Journal of Development*, 11(9), e82335. <https://doi.org/10.34117/bjdv11n9-059>

DA SILVA, Eduardo Nunes. GREEN NANOTECHNOLOGY APPLIED TO CIRCULAR MANUFACTURING. **LUMEN ET VIRTUS**, [S. l.], v. 14, n. 32, 2024. DOI: 10.56238/levv14n32-029. Disponível em: <https://periodicos.newsciencepubl.com/LEV/article/view/AEW09>. Acesso em: 4 nov. 2025.

Recycling of Rare Earth Elements Using Ionic Liquids for Regenerative Manufacturing. (2023). *International Seven Journal of Multidisciplinary*, 2(5). <https://doi.org/10.56238/isevmjv2n5-037>