

## THE FAMILY-SCHOOL INTERFACE IN STRENGTHENING THE EDUCATIONAL PROCESS

## A INTERFACE FAMÍLIA-ESCOLA NO FORTALECIMENTO DO PROCESSO EDUCATIVO

## LA INTERFAZ FAMILIA-ESCUELA EN EL FORTALECIMIENTO DEL PROCESO EDUCATIVO

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### ABSTRACT

The study aimed to analyze central aspects of the interface between family and school in strengthening the educational process, based on a bibliographic review. The results indicate that both institutions are indispensable partners for the student's integral development, sharing responsibility for creating conditions that foster learning and citizenship formation. For this interface to produce significant effects, it is essential that family and school organize environments consistent with the values they aim to promote. Among these values, the need to provide children with concrete opportunities for democratic experience stands out, encouraging the expression of ideas, dialogue, and the collective construction of knowledge. Likewise, welcoming environments that promote respect, emotional security, and individual appreciation are essential conditions for school development. In this process, it is the school's role to establish and strengthen continuous partnerships with families, seeking communication, cooperation, and participation strategies that broaden students' understanding of themselves and the world. This articulation contributes to shaping individuals capable of acting critically, transforming their realities, and fully exercising their citizenship.

**Keywords:** Family. School. Socialization Agents. Social Function.

### RESUMO

O estudo teve como objetivo analisar aspectos centrais da interface entre família e escola no fortalecimento do processo educativo, a partir de uma pesquisa bibliográfica. Os resultados apontam que ambas as instituições constituem parceiras indispensáveis para o desenvolvimento integral do aluno, sendo corresponsáveis pela criação de condições que favoreçam a aprendizagem e a formação cidadã. Para que essa interface produza efeitos

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significativos, é fundamental que família e escola organizem ambientes coerentes com os valores que desejam promover. Entre esses valores, destaca-se a necessidade de oferecer às crianças oportunidades concretas de vivência democrática, estimulando a expressão de ideias, o diálogo e a construção coletiva do conhecimento. Da mesma forma, o acolhimento em espaços que promovam respeito, segurança emocional e valorização individual é condição essencial para o desenvolvimento escolar. Compete à escola, nesse processo, estabelecer e fortalecer relações de parceria contínua com as famílias, buscando estratégias de comunicação, cooperação e participação que ampliem a compreensão que os alunos têm de si mesmos e do mundo. Essa articulação contribui para formar sujeitos capazes de atuar de maneira crítica, transformando suas realidades e exercendo plenamente sua cidadania.

**Palavras-chave:** Família. Escola. Agentes de Socialização. Função Social.

## RESUMEN

El estudio tuvo como objetivo analizar aspectos centrales de la interfaz entre la familia y la escuela en el fortalecimiento del proceso educativo, a partir de una investigación bibliográfica. Los resultados señalan que ambas instituciones constituyen socios indispensables para el desarrollo integral del alumno, siendo corresponsables de crear condiciones que favorezcan el aprendizaje y la formación ciudadana. Para que esta interfaz genere efectos significativos, es fundamental que la familia y la escuela organicen ambientes coherentes con los valores que desean promover. Entre esos valores, se destaca la necesidad de ofrecer a los niños oportunidades concretas de vivencia democrática, estimulando la expresión de ideas, el diálogo y la construcción colectiva del conocimiento. Del mismo modo, la acogida en espacios que promuevan el respeto, la seguridad emocional y la valoración individual es una condición esencial para el desarrollo escolar. Compete a la escuela, en este proceso, establecer y fortalecer relaciones de asociación continua con las familias, buscando estrategias de comunicación, cooperación y participación que amplíen la comprensión que los estudiantes tienen de sí mismos y del mundo. Esta articulación contribuye a formar sujetos capaces de actuar de manera crítica, transformando sus realidades y ejerciendo plenamente su ciudadanía.

**Palabras clave:** Familia. Escuela. Agentes de Socialización. Función Social.

## 1 INTRODUCTION

The family is a fundamental resource in the educational context, because, unlike other social instances, it invests more time, affective dedication and commitment in the care and education of children. In contemporary times, it becomes evident that the school cannot do without the family, just as the family cannot do without the school. Both are interdependent and complementary institutions, whose articulation is decisive for the strengthening of the educational process.

The school, as an institution that also performs socio-affective functions, complements the role played by the family. Without this expanded understanding, it becomes unfeasible to train subjects capable of learning, acting and transforming society, applying the knowledge constructed in their daily lives. Learning initiated in the family and community environment needs to find continuity in school, so that school content is constituted as instruments for the ethical, cognitive and social formation of the future citizen.

Teaching students to live in society and to fully exercise their citizenship requires a consistent integration between family and school. The incentive to the child's educational process is directly related to the family's expectations, the stimuli offered and the way the family recognizes its influence on the children's development. As Silva and Lima (2009) state, family involvement depends essentially on the value that parents attribute to education and the perception they have of the impact of their performance on the children's performance and academic trajectory.

The developmental potential of an environment, as Well (2002) argues, is amplified to the extent that there are solid support bonds between different life contexts. Environments that are weakly linked or devoid of supplementary relationships configure less favorable conditions for human development. In this sense, the strengthening of developmental potential occurs when the support relationships include people with whom the child establishes stable primary dyads, which refers to the notion of continuity. Such continuity presupposes a joint construction between family and school, offering consistent support to the child's academic and socio-emotional development.

Given the relevance of the theme, this study is justified by adopting an integrative perspective on the family-school relationship, evidencing the need for parents and the school institution to act in an articulated way in the educational process. Thus, the objective of this research is to analyze central aspects of the performance of the family and the school in the teaching and learning process, based on a bibliographic investigation.

In this article, the family and school environments are understood as fundamental contexts of human development, emphasizing the importance of qualified relationships between them. Initially, the role of the family and its space as a socializing agent is discussed, with emphasis on contemporary family configurations, support networks and affective bonds that influence child development and learning. Next, the social function of the school is addressed, highlighting its complementarity in relation to the family and its responsibility in the development process. Finally, the family-school interface is analyzed, seeking to understand the similarities, specificities and responsibilities attributed to these instances in the development and learning process.

## 2 FAMILY AND SCHOOL as Socialization Agents

### 2.1 FAMILY FUNCTION

The concept of family has been transformed throughout the history of humanity (ALMEIDA; MEDEIROS, 2010). However, in its conceptual aspect, it is understood as a system of affective bonds that generates the process of humanization. The historical transformation of the sociocultural context is the result of a continuous process of evolution in the face of which the family structure is shaped.

Traditionally, when talking about family, especially a so-called "structured" family, there was the vision of a couple united by marriage and living in the same house with their children. Today, however, it is necessary to take a new look at this organization. A family can be considered harmonious and structured regardless of its constitution; and it can be unstructured even when formed by father, mother and children. This is because the structure does not necessarily define the relationship between the people who form a family (SOUZA; LOCH, 2008, p. 10).

The family environment is the first space for the establishment of affective and social relationships, a place for learning to live together and interact with others, a space constituted to learn to seek other spaces for socialization, preparing the human being to act in the social, political and ethical spheres.

Dessen and Poland (2007) state that the family plays an essential role in the transmission of values and behaviors in different social classes, enabling the incorporation of the primary *habitus*. The affective bond found in the family context can be understood as a necessary factor for the operations of the cognitive structure, exerting influence on the agility with which knowledge is constructed.

Nascimento (2011) points out that the family is responsible from birth for the physical, psychological, emotional, moral and cultural development of the child. The author adds that the child fulfills his basic needs, starting the process of construction of his perceptual, motor, cognitive, linguistic and affective schemes, through the first contact with family members. The family is understood as the first mediator between man and culture, therefore:

It constitutes the dynamic unit of affective, social and cognitive relations that are immersed in the material, historical and cultural conditions of a given social group. It is the matrix of human learning, with its own meanings and cultural practices that generate models of interpersonal relationships and individual and collective construction. Family events and experiences provide the formation of behavioral repertoires, actions and problem solving with universal (child care) and particular (perception of the school for a given family) meaning. These experiences integrate the collective and individual experience that organizes, interferes and makes it a dynamic unit, structuring the forms of subjectivation and social interaction (DESEN; POLÓNIA, 2007, p. 22).

Thus, the family has an important role in the construction of the individual, because, as the primary space of socialization, it influences the "basis of personality", favoring physical growth and emotional development. As a source of human socialization, in the family space, the child experiences the first rewards and punishments, building his self-image and modeling his behavior. All this, when inscribed in his innermost self, starts to configure his individual world, coming to function as a determining factor in his social interactions.

Vygotsky (2000), in his work "The Construction of Thought and Language" makes it evident that learning precedes development, that is, for the development of Higher Psychological Functions (FPS) to<sup>6</sup> occur, subjects need to appropriate cultural goods.

With this view, family life is essential to transform the subject from being biological into a social human being. For Vygotsky (1998, p. 75), the child's learning and development occur at two levels:

First at the social level, and then at the individual level; first between people (interpsychological), and then within the intrapsychological child). This applies equally to voluntary attention, logical memory, and concept formation. All higher functions originate from the real relationships between human individuals (VYGOTSKY, 1998, p. 75).

<sup>6</sup>The functioning of FPS such as attention, memory, imagination, thought and language are organized into functional systems, whose purpose is to properly organize the mental life of the subject in his environment comes from the social life of the young. Such interactions have the intellectual precise (VYGOTSKY, 2000). interações entre crianças e adultos desse efeitos sobre o desenvolvimento

This means that all FPS lack the mediation of other more experienced subjects or the instruments to be developed. In this way, the family influences the child's relationship with the internal and external world, and can contribute negatively or positively to a healthy relationship with the society that surrounds him.

According to Sousa and José Filho (2008, p. 3), the family functions as the first and most important agent of socialization, helping the child in the construction and development of his or her apprentice model. All the knowledge acquired during your primary life experience will be reflected in your life in society, because:

It is through family interactions that transformations in societies are materialized, which, in turn, will influence future family relationships, characterized by a process of bidirectional influences between family members and the different environments that make up social systems, including school, constitute a preponderant factor for the development of the person (DESEN; POLÓNIA, 2007, p. 22).

Considering that the child's performance is related to the different aspects of the family environment, Campos (2011) states that those who receive help regularly at home are more subject to better school performance, when compared to those who do not receive help at home.

Until the seventeenth century, a large part of the values and knowledge linked to professional actions was transmitted by family groups. The older members had the role of taking their knowledge to the younger ones as a way of ensuring the development of practices of survival and perpetuation of groups (CAMPOS, 2011).

However, currently, not only family members, but also the child's surroundings, such as the school context, friends, the church, among other spaces and people, exert influence on the understanding of the world, contributing to the transmission of knowledge and values that little by little form the character and personality of the citizen.

## 2.2 THE SOCIAL FUNCTION OF THE SCHOOL

In the current context, Brazilian education has the challenge of promoting the learning of all students and ensuring them a trajectory of school success. This trajectory becomes possible when the pedagogical aspect becomes part of a consolidated practice that prioritizes the permanence and appropriation of school scientific knowledge by children. For Saviani (2000), it is through the mediation of the school that the subjects make the transition from spontaneous knowledge to systematized knowledge.

According to Saviani (2000, p. 15), "education is a phenomenon of human beings. Therefore, the understanding of the nature of education passes through the understanding of human nature." The author understands that what is not produced by human nature needs to be historically produced by men, because,

Human nature is not given to man, but is produced by him on the basis of bio-physical nature. Consequently, educational work is the act of producing, directly and intentionally, in each individual. Thus, the object of education concerns, on the one hand, the identification of the cultural elements that need to be assimilated by individuals of the human species in order for them to become human and, on the other hand and concomitantly, the discovery of the most appropriate ways to achieve this objective (SAVIANI, 2000, p. 17).

For this reason, education understood as a mechanism of socialization and social insertion is pointed out by Saviani (2000) as the path to the development of human capacities. The author understands that only a non-alienating education contributes to the integral formation of man, so that he can carry out the social transformations necessary for his humanization, seeking to break with the systems that prevent his free development.

Facci (2004, p. 175) states that education is connected to the development process since "it can only be defined as a rational, planned, premeditated and conscious action, therefore, a form of intervention in the processes of natural growth of individuals".

The use of strategies must be adapted "to the different realities of students and teachers, to the demands of the community and to the available resources, taking into account the conditions and peculiarities of each era or historical moment" (DESEN; POLÓNIA, 2007, p. 26).

The school is a place that is influenced by the socio-cultural conditions of the community in which the child is inserted, constituting the socializing space of all who live there, thus enabling the exchange of experiences and learning. Hence the importance of verifying the evolutionary conditions of the school segments, including teachers, students, parents and the community as a whole, in order to plan activities in the school context (DESEN; POLONIA, 2007).

According to Vygotsky (2000), education plays a central role in the transformation of men in the path of their social formation. For the author, subjects are historical and learning arises from social relations, mediated by other subjects who help in the appropriation of knowledge that supports development. The author pointed out that the origins of the higher

forms of conscious behavior arise from the social relations that the subject maintains with the outside world in his practical activity. In this sense, the school has a prominent role.

According to Oliveira (1997), it is from the school's knowledge of the student's zone of proximal development (ZDP) that he will be able to develop an education that provides learning for the future, teaching what he does not yet know and not what he already knows. For the author, it is learning that determines development.

Through the concept of ZDP, Vygotsky (2000) explains how the influence between learning and development happens. To justify this concept, the author considers two levels of development: the first refers to the effective development, the one already accomplished (real development zone) which can be measured, for example, through psychological tests; the second is the zone of potential development, which refers to the development that is in the process of being achieved, that is, which is not yet part of the child's own repertoire, but is focused on his future.

According to Vygotsky (2000), the expansion of the zone of potential development occurs as the subject performs appropriate activities. This development is only effective in the social environment. It is at school that the child comes into contact with more structured activities.

At school, children invest their time and get involved in differentiated activities linked to formal tasks (research, directed reading) and informal learning tasks (recess time, excursions, leisure activities). However, in this environment, the attendance to cognitive, psychological, social and cultural needs is carried out in a more structured and pedagogical way than at home. School educational practices also have an eminently social nature, since they allow the expansion and insertion of individuals as citizens and protagonists of history and society. Education in its broad sense becomes a very important instrument to face the challenges of the globalized and technological world (DESEN; POLÓNIA, 2007, p.29).

At school, the child has the opportunity to live unique experiences, expanding his repertoire as a subject of learning and development, especially with regard to the acquisition of culturally organized knowledge in his different areas of knowledge.

In this sense, the social function of the school is expanded, in order to become a privileged nucleus of education as a universal form of human development. As an institution capable of mediating between everyday and scientific concepts, the school together with the family is the main space for the integral formation of man.

## 2.3 FAMILY AND SCHOOL INTEGRATION

Studies and research on the family-school relationship, according to Silva and Lima (2009) have pointed out that the greater the bond that parents and/or guardians establish with the schooling process of their children, the greater the chances of these subjects obtaining a good school performance.

The integration between family and school is fundamental for the child's development and school learning, because,

The school space has many similarities with the family space, fundamentally because both are imbued with the task of educating. However, the dimension of education present in the school has singularities, mainly because it deals, above all, with formal education, systematized through the transmission of epistemological dimensions of knowledge throughout the curriculum (SILVA; LIMA, 2009, p. 242).

The school is a complementary institution to the family in terms of education, and should be a pleasant and affective space for children in the process of formation. According to Silva and Lima (2009), the school and the family as educational institutions need to act together in order to promote complementary and significant learning situations.

Although the roles of each are different, there are similar responsibilities and objectives between them. When the family works in partnership with the school, the child wins. The possibility of being able to count on the participation of the family in the school daily life is "a privilege for both institutions. It cannot be denied that the protagonists of this process are the students and teachers and, of course, the teaching-learning process" (SILVA; LIMA, 2009, p. 246).

According to Tiba (1988), in order to act democratically, the school needs the support of the family, to know its dynamics, to be able to respect, guide and understand it. Open and frank dialogue contributes to the most effective interventions in accordance with the real educational needs of children.

The Law of Guidelines and Bases of National Education (LDB), Law No. 9,394, of 1996, in Art. 12, paragraphs VI and VII, when referring to the process of integration between schools and families, exposes the need to articulate with families and the community, creating processes of integration of society with the school (BRASIL, 1996).

Gadotti and Romão (2004) share the understanding that the school-family partnership is a challenge that needs to be assumed by the entire school community. The school is also a place of meeting and coexistence between parents, students and managers, who must act

in groups in search of favorable conditions for the cognitive, affective, emotional, motor, social and professional development of their students. By working together, family and school can help the student to acquire personal security, helping him to overcome the insecurities of each phase, to feel valued in his qualities and in the changes that may occur, learning to organize himself internally and with the external environment.

However, this integration is not easy and requires a lot of dialogue. For Souza and Loch (2008), the relationship between family and school is the product of a sum of actions that lead the family, managers (principal, pedagogue, teacher, secretaries, among others), to practice continuous dialogue, in an attempt to overcome differences of opinion and understand the role of each one in the educational process.

The family and the school are understood as the two main spaces of human development in contemporary Western societies. Therefore, it is necessary to implement viable policies to bring the two contexts closer together, in order to recognize their singularities and similarities, especially with regard to "the development and learning processes, not only in relation to the student, but also to all the people involved" (DESEN; POLÔNIA, 2007, p. 29).

The opening of the school to the entry of family members is a central aspect in the process of educational formation. Thus, the participation of the family in the school context is understood as an essential factor in the child's development and learning process, making the space more egalitarian in conditions to be shared by all through open dialogue. When mediated by dialogue, participation takes place in all spaces of the school: in school councils, in assemblies, in the classroom, in the library, among other spaces.

The partnership between family and school makes the school space democratic (LIBÂNEO; OLIVE TREE; TOSCHI, 2007). For these authors, the dialogue between family members and the school contributes to the construction and reorientation of decision-making, serving as a guide for the actions of the subjects, with a view to welcoming all those who are part of the school context.

The valorization of the school and families as instruments of knowledge is necessary to suppress social selectivity. The school and the family are integral parts of society. Thus, for Libâneo, Oliveira and Toshi (2007), acting together with these instances implies the preparation of students to act in the adult world with its contradictions, providing them with tools, through the acquisition of content and socialization, an organized and more active participation in the democratization of society.

The school space has many similarities with the family space, fundamentally because both are imbued with the task of educating. However, the dimension of education present in the school has singularities, mainly because it deals, above all, with formal education, systematized through the transmission of epistemological dimensions of knowledge throughout the curriculum.

As a social institution, the school suffers and exerts influence on what happens around it, preparing the child to act in contemporary society. As the school organizes itself together with the family to promote activities that facilitate growth and development in the various dimensions of the human being, it becomes interesting, alive and dynamic for those who attend it. In this way, learning becomes more effective for the student, who may feel more motivated to acquire practical knowledge and apply it in daily life (DESSEN; POLONIA, 2007).

By interacting with family members, the school can become an engaging place for students. As historical subjects, students need care and a good social interaction for their psychosocial development, as learning requires successive and shared movements (ALMEIDA; MEDEIROS, 2010). For the authors, the school is not only a physical space, but a project of education for citizenship. It is necessary for the school to have pedagogical projects that complement the role of the family, providing students with access to scientific knowledge and progress in the social and personal aspects.

By seeking in the family an ally to instrumentalize learning, the school will be building a motivating teaching procedure, strengthening the most complex processes of knowledge, helping in the construction of a more democratic system, thus favoring the link between social actions and writing. The interaction takes place between the individual and the environment. However, the one who imposes the forms and limits of assimilation is the individual himself, in whom the presence of the environment is necessary for the construction of knowledge whose social and cultural value cannot be forgotten.

According to Campos (2011), the family-school interaction aims to provide the responsible parents with knowledge about the pedagogical proposal developed by the school, with a view to discussing it with the team. In addition, this interaction complements the work carried out in the school context with the children, enabling unique knowledge about the different contexts of life, customs and family cultural values, as well as the possible differences and/or similarities between them in relation to the pedagogical proposal. Still, according to the author, there are social and cultural factors that interfere in the family-school relationship that contribute to the establishment of different conflicts. Attitudes of demand and

accusations on the part of the school are common and, at the same time, relationships of apathy, residence or even revolt on the part of the families.

On the one hand, some families, especially from the urban area, which due to the very complexity of life predominant in large centers; and due to the conditions of their family context, they usually exempt themselves from flaunting their role, incumbent on the school to act alone in the formation of habits, values, health, among other factors from which the family cannot exempt itself. On the other hand, there are specific aspects related to daily life, which bring obstacles, although they can be overcome to a greater interaction between parents and the pedagogical team. The father or mother may be working hours that do not allow him or her to come to school to bring or pick up his or her child, or even that make it difficult for him or her to attend meetings (CAMPOS, 2011).

In this way, the participation of parents that begins in the family environment extends to the school. Thus, school proposals should be aimed at maintaining a cooperative relationship between families in matters related to the child's learning.

### 3 FINAL CONSIDERATIONS

It is observed that the joint work between school and family constitutes one of the greatest challenges of any pedagogical proposal. This difficulty reflects a broader social problem, marked by social and political factors that directly influence the educational context. Therefore, instead of looking for culprits, it is essential to focus efforts on building solutions that bring the family closer to the school's pedagogical proposal.

The school objectives resulting from the partnership with families are achieved more effectively when an education focused on citizenship is sought. For this, different strategies of articulation between family, teachers and students must be planned and implemented. The involvement of the family in the teaching process is essential, as the educational objectives will only be fully achieved when there is a continuous and significant interrelationship between both parties.

Knowledge is built in a process of interaction between family and school, sustained by dialogue, sharing of ideas and collective work. In this perspective, the teacher acts as a mediator, relating to the student from his daily reality and promoting connections between school knowledge and the family context.

Parents, in turn, should be guided to encourage and stimulate their children, transmitting security to them and valuing their school career. The presence of the family in

the school should be welcomed and encouraged, recognizing it as a co-author of the educational process. Thus, the importance of the partnership between school and family is reinforced as a path to a truly transformative pedagogical practice.

The construction of this interaction requires a willingness to work collectively and to jointly define the objectives and means necessary to achieve them. However, the effective participation of parents is only materialized in a management that values democracy and recognizes the family as a fundamental partner in the action of educating.

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