

„Parteneriatul educațional școală-familie.**Ghidul profesorului pentru învățământ primar”****by Diana-Crina Marin, Mușata-Dacia Bocoș, Anicuța Todea and Maria Sofia Pinte**
(coordinators)

Presa Universitară Clujeană Publishing House

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Specific Details

The book “The school-family educational partnership. The teacher's guide for primary education” (400 pages, ISBN: 978-606-37-1155-8) was published in 2021 in the collection Paedagogia at Presa Universitară Clujeană Publishing House affiliated with Babeș-Bolyai University, in Cluj-Napoca, Romania. This book is the outcome of constant preoccupations and exemplary collaborations between the four coordinators, Diana-Crina Marin, Mușata-Dacia Bocoș, Anicuța Todea and Maria Sofia Pinte. The experience of coordinators gained over a long period of time, as well as the know-how (solid educational, curricular and managerial contributions aimed at identifying ways to ensure the well-being of learners) provided by the over 50 authors represent a substantial guarantee for the usefulness of this book and for its impact on the community.

Contextualization

The educational partnership is legislated in Romania by the National Education Law No. 1/2011, with subsequent amendments and completions and is highlighted in educational policy documents, as well as in current research. Therefore, there is increasing interest both theoretically and practically. Consequently, the establishment of the triarchic relationship between teacher - student/class - parent and the identification of responsibilities within the School – Family - Community partnership represents a salient aspect of an effective school. Furthermore, schools are required to significantly intensify

interactions within the School-Family-Community partnership. They are also called to consolidate parents' status as secondary beneficiaries of education – as provided in the National Education Law No. 1/2011, subsequently amended and supplemented (Article 79).

This book aims to answer specific professional requirements related to ensuring a functional and viable partnership between the school and the family, in primary education, by offering personalized and validated educational practices. Likewise, the practical examples offered in the book, as well as the operational recommendations formulated by the authors, based on their own teaching and managerial experience, constitute a valuable source of educational inspiration.

The educational message of the book

The main educational message of the book suggests that an authentic, constructive and visible school-family-community educational partnership supports the appropriate educational rights and responsibilities and contributes to a higher purpose – to ensure the well-being and success of the learner.

The content of the book

The book offers an operational conceptualization of the school-family educational partnership, portraying it as a principle in the pedagogy of primary education, as it expresses the unity and coherence of the requirements and expectations of the school and

the families in educating the learners. Students begin their educational journey in their family and continue it in school, so both environments are needed to achieve a harmonious, complete, integral development of the student. Therefore, the school must consider the importance of parental participation in children's education and the need for a collaborative and constructive relationship between teachers and parents, while ensuring equality, trust and mutual respect. In this way, teachers can teach effectively and achieve the desired educational goals, while parents will become genuine "catalysts" in the teacher-student educational relationship.

The book has a wide addressability – would-be practitioners and current primary school practitioners, school managers and parents. It has the status of a didactic guide, as it comprises and provides examples of good practices that can be used in the initiating and consolidating the school-family partnership.

The added value of the book refers to the fact that, in addition to approaches and theoretical references, it offers examples of good educational, curricular and didactic practices. Multiple perspectives are offered: of the researchers working in higher education, of the specialized school inspectors, of the practitioners from the primary education and of the school principals. The research was carried out collaboratively by research teams consisting of researchers in the field of education and practitioners in pre-university education. The research had a pragmatic, namely to provide authentic and valuable educational tools, ideas and resources, which can be used to streamline the collaborative relationship between school and family.

The book presented in a strong pragmatic vision the illustrative results of recent scientific studies, which highlight analytically the positive multidimensional effects of cooperation between school, family and community members. Consequently, the book analysed by us supports this conclusion and provides details of unique educational activities and projects which have been validated in practice. The fact that all the educational projects presented in this book have been explored in a practical manner represents another element of added value. These can be easily taken over, adapted and put into practice by primary education teachers to increase the quality of cooperation between school and family.

Conclusions regarding the relevance of the book

The book “The school-family educational partnership. The teacher's guide for primary education” has a strong practical, hands-on and instrumental feature. It represents an invitation to reflective and active reading about the promoted values, the educational and the didactic messages of the text and their constructive application to increase the degree of family involvement in school life and in children's education.

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