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Family-School Integration Strategies in Initial Education: a Multidisciplinary Approach

ABSTRACT

The objective of the study consisted of implementing strategies for the integration of mothers, fathers and representatives in the learning of the children of the C.E.I.N.B "Menca de Leoni" located in the Tinaco Municipality, Cojedes State, since it reported a low participation of the same in the educational process of their children. The referential theories constitute the contributions that from the point of view of various authors raise about the conception of integration and participation of the family in the school environment. Methodologically, it belongs to the qualitative paradigm, the socio-critical method of the participatory action research type with field design. The population was 75 boys and girls from this institution. The instruments to collect the information: the field diary, the table of indicators, the descriptive records with focused and non-focused observations. The results linked the family as the primary socializing agent of boys and girls, and the school as a formal actor in this educational process. Parents and representatives needed constant motivation, and teachers were an important factor to encourage them, there was greater participation in both the family and the teachers and distribution of time to attend activities. In conclusion, I can affirm that after the application of the workshops, the children showed a better school performance, being able to help them in a more assertive way. These activities make the teaching professional; consolidate it in the face of the situations that each child experiences at home.

Descriptors: Strategies, Integration, Family, School, Multidisciplinary approach, Initial Education.

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