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Introduction; building bridges between home and school

This volume is a collection of 25 essays, grouped into three parts, on the theme of building bridges between home and school.

The first part contains a parents' orientation and reflection on partnerships between home and school (Don Davies), models, strategies and contexts (Shawn Moore, Sue Lasky), parents supporting their children's learning (Emma Beresford, Sue Botcherby, Olwen McNamara) and possible predictors of parental involvement (Stelios Georgiou). Oliver Moles describes overcoming barriers to family involvement in low-income area schools. Frederik Smit, Hans Moerel, Peter Slegers give an overview of types of experiments with the role of parents in primary education in the Netherlands.

The research of Annemiek Veen consists on the relationship between migrant parents and primary schools. Kees van der Wolf, Ronald Lippens and Pauline Huizenga explored questions about parental/community involvement and behaviour problems in Dutch secondary schools. The study of Ingebjörg Johannesson concerns successful interaction between home and school. Maria Mendel describes a 'parents at school' programme.

The second part is devoted to the school perspective on collaboration between families, school and community. Home-school agreements is studied by Gary Heywood-Everett. Donald Lueder presents a strategic planning system. The group Jennifer Hartman, Ann Kinkor, Barbara Wilson and Rhonda Payne describes an innovative partnership program in California.

Adelina Villas-Boas gives a prospective overview on school/family/community partnerships in 25 primary schools in Portugal. Cees Klaassen en Han Leeferink present the results of research into pedagogical attunement between schools and families. Pirjo Nuutinen reports what Finnish teachers think about their power position. Leonidas Kyriakides presents findings of an evaluation of a primary school in Cyprus to develop a policy for parents working with their own children in school. Helen Phtiaka gives an example of the triangle: teacher, tutor, parent in Cyprus.

The third part reports on a number of investigations related to specific aspects of collaboration between home and school. Ton Mooij and Ed Smeets studied assessing entry characteristics in Kindergarten Andrew Brown presents a sociological analysis of home-school partnership in primary mathematics. Martha Allestaht-Snyder presents an analysis of school and parents involved in mathematics education reform in the U.S. Elzbieta Bielecka describes some environmental projects in Poland aimed at improving children's performance at school. Daniel Safran gives a description of parent school partnership programs to assist refugees and other vulnerable populations. Lesley Jones discusses some findings from a home school numeracy project with Somali families living in London. Raquel-Amaya Martínez González, Marisa Pereira, Norberto Corral, Begoña Donaire, Ana Isabel Alvarez, Victoria Caselles describe the family role in drug consumption prevention.

The contributions to this volume were presented at the European Research Network About Parents and Education (ERNAPE) held in Amsterdam (the Netherlands) on November 18-19, 1999.

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Hans Moerel
Kees van der Wolf
Peter Slegers