

ABSTRACT

The theses deals with partnership and client-based approach to family and school collaboration. The theoretical part focuses on family and school as an institution, their definition, fiction and curricular documents. Further it deals with relations between a family and school, evolution of views on cooperation, mutual expectations of resulting cooperation, educational and social partnership, the parents influence on the education of children, forms of cooperation, as well as with the limitations and risks that can be involved in the communication and collaboration. Criteria of effective cooperation between a family and school given by two different authors are characterized and compared. The work also maps the criteria of effective cooperation and forms of collaboration within in programme Step by Step.

The empirical part presents observations, action research and interviews, to detect cooperation between school and families in a class following the programme Step by Step. The research methods include observations focused on consultations of a teacher – parents – children, an action research, which took place during creative workshops designed for parents, as well as group interview, carried out with the parents, the teacher and the children.

KEYWORDS:

Family, school, communication, cooperation, criteria of cooperation, programme Step by Step