

## SCHOOL AND DIFFERENT FAMILIES

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### **Abstract:**

In the post-modern society families have been changed, transformed, pluralised. A number of particular life plans of individuals have been produced, which depend on their personal decisions.

In the paper, we wanted to find out, by the help of Slovenian and foreign references, if collaboration with parents is adapted to different types of families that students come from and we were looking for approaches and ways which could better the mentioned collaboration. We will present part of the results of a qualitative research that included 50 elementary female and male teachers from the Littoral-Karstic region, in the west of Slovenia. We estimate that school has also not adapted to the changes which have occurred in the area of family life. Some family forms, life courses have been already transformed in the process of schooling itself. In each school, there are as many different situations as there are families (and teachers) involved. (Dusi, 2012)

We agree with Rangelov-Jusović (2007) who claims that if school wants to have partnership with families, each family has to, among other things, be accepted and respected according to its own criteria without prejudices and points-of-view formed in advance; racial, cultural, ethnic, religious and socio-economic differences have to be respected, individual needs of families and their members have to be met. We wish to find sensitivity in educators and to find new ways and approaches in collaboration and partnership with parents who come from different families.

*Keywords: family, family changes, teachers, parents, home - school cooperation, home - school partnership*