

Pedagogical perspective: Teachers

Upbringing and education are important for the development of a child and are the joint responsibility of parents and school. Collaborations with parents as well as their support to school projects has been proven to be successful. Many studies show a significant positive effect of parent involvement on the functioning of children at school. This applies to both learning performances, behaviour and working attitude (Desforges & Abouchaar, 2003 and Henderson & Mapp, 2002). Although parent and school partnerships are very successful and seem very logical, they don't take place on a large scale. Only if the school has an open attitude, there will be a high degree of involvement of parents (Vries, P. de, Boer, H. de, Cijvat, I. & Voskens, C., 2008). Just like the example with parents, schools also have few collaborations with other members of the community, such as businesses and policy makers. However, these collaborations can be very valuable, so it is important to improve it.

Open schools are part of the community and their education increases the commitment of different groups. Collaborations between schools, parents, businesses and policy makers will increase. Many teachers find it difficult to implement an open school approach consistently because it asks for more preparation and more energy. At the same time, the unknown can make a teacher reluctant. This three-year Open Schools for Open Societies project aims to help teachers from a thousand European primary and secondary schools with the implementation of an open school approach, which is not difficult nor time consuming. Schools can count on support around curriculum, pedagogy and assessment. There will be given guidelines and advices on different issues such as staff development, redesigning time and partnerships with for instance, local industries, businesses, research centres, parents and policy makers. Finally, schools can count on a range of possible implementation models. It is expected that, towards the end of the project, the online communities will include a rich collection of learning resources and applications that will facilitate the implementation of an Open School.

The first round of implementations is scheduled for school year 2017-2018. Schools that will participate in this round, will act as HUBs for the schools participating in the second round of this project. This means that there will be a growing support network arise between schools.

What kind of teachers and schools are we looking for? This open school approach suits schools that are innovative or want to be innovative. If a school is not yet innovative, they will get the support to become so. It is also important that a school wants to collaborate with its community.

To find out more about Open Schools for Open Societies and to become part of this project, contact the participating schools or the [National Coordinator](#).

References

Desforges, C. & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievements and adjustment: A literature review*. London: Department for Education and Skills, Research Report 433.

Vries, P. de, Boer, H. de, Cijvat, I. & Voskens, C. (2008). *Een onderzoek naar de rol van ouders in het primair onderwijs*. Amersfoort: CPS.