



WHO BROUGHT US THIS IDEA?

The Marlborough Family Education Centre has been running a daily multi-family group for over twenty years. And currently running family groups in fifteen schools in Westminster with upwards of ninety children and their families being involved at any one time. Similarly, family groups are being introduced in some other areas of the UK and quite systematically in Denmark and Norway.

THE ACCESSIBILITIES OF A FAMILY CLASS?!

The main reason for establishing these groups on the school premises is to try to increase accessibility so that families can participate in the systemic; helping the child, working with own skills in order to support the child, making reflections of the parents ship, making decisions of doing something else, getting feed back and being a part of a dynamic group trying to find solutions.

WHY FAMILY CLASSES IN SVENDBORG?

The family class is a project based on the work connected to the idea of "capaciousness" (stands for the fact that the schools in Svendborg municipality tend to work for inclusion of all children). The project is managed by a manage group and is cooperating with the Psylogical/Paedagogical Council.

The family class is also cooperating with a local school nearby: "Hoemarkskolen".

WHY FAMILYCLASS AT VESTRE SCHOOL?

The children remain close to their classes throughout the course in the family class

To strengthen the cooperation between school and home. To find new ways of parental cooperation

To make the children feel they are being seen and are important and help them being capable to live up to the expectations and demands they meet in school and in life in general.

The parents assume responsibility in the changes of their children's behaviour in school.

The responsibility of planning the teaching remains to be the form master's.

WHAT SIGNS DO WE LOOKING FOR; TELLING US THAT WE ARE POINTING IN THE RIGHT DIRECTION?

- Less children need individual support
- Less children are excluded
- Children in the family class obtain the aims that are postponed in their home class.

- The amount of conflicts is reduced.
- That the parents and teachers experience and give expression to the fact that the cooperation has increased in terms of confidence, openness, commitment and observance of individual appointments.
- Happy children.
- Tight corporation between teachers and parents.

WHAT TO DO!

The form master refers the child (the family) to the family class; the search itself is done by the centre council (a local council – headmaster, psychologist, nurse, teacher in family class).

At the first meeting participate: child, parents, form master and teacher from the family class.

At the first meeting the form master describes the problems. 3-4 very concrete aims for changing the child's behaviour are agreed on.

The aims follow the child, after each lesson the child got a “score” in order to these aims and the current behaviour.

The family participates for 12 weeks, two times a week, and 3 lessons each time in the Family class. One parent is a “must”. The teachers from the home class deliver the materials for working during the day. If possible the materials ought to be the same as the rest of the class are working with during the day. In the Family class, the parents are the “teacher”, it means that the parents are the leader. The Family class teachers are supervisors to the parents in order to support in a study way or in a raising way.

“THE TEACHERS ARE PROMOTORS TO CHANGES” – “KEEP DANCING, OR YOU GET FIXED”

The group of parents attending the family class and the teachers in the family class are having a meeting every 14. Day, one hour without the pupils. The main reason is to create space and room for true reflections; what did we see!, why do you think...?, Do you want to....?, what....do you want? The parents in the group also talks about, what needs to be change and how they might need to change. Sometimes the change who is required is so little and easy to do! But the result is so much bigger!!!

The parents like the groups because it helps not to feel alone with a problematic child. They frequently describe the relief they felt when they first met with other parents who were “in the same boat”. Talking with others who recognised and shared the feelings of guilt, failure, self-blame, frustration and anger was described as being highly therapeutic.

“FROM HOPELESS TO HOPEFULL” – “USE IT, OR LOOSE IT”

The teachers in the family class are having support from the local Psychological/Pedagogical Council

A description of all children attending the family class is produced.

HOW TO EVALUATE/REFLECT

The aims are evaluated by means of a “score form” after each lesson. The form is completed by the teachers in the different subjects. In the family class the form is completed by the parents.

This feed back is very important. The teachers like the fact that the children's behaviour usually improves significantly and that this leads to improved academic performance. They also welcome the effect that the improved behaviour has on the rest of the class. Both teachers and parents have

noted that the teaching style and attitude has been changed during participating in the Family class, as well as the parent's expectations to the teachers. Also the fact that the pupils behaviour improves at the start, makes the reflection turn into a positively development.

The completed forms are every week delivered to the teachers in the family class who have the responsibility of making the statistics to be used at the final evaluation.

The score form follows the child and the parents must see it every day. The child's score is evaluated in the family class every week.

After 6 weeks there is an evaluation meeting. The starting point is the children's obtained statistics. Maybe the aims are changed a bit.

After 12 weeks the whole course is evaluated and if the child has obtained min.80% content grown ups, a diploma is given.

All evaluations are written down.

