



International Perspectives on Contexts, Communities and Evaluated Innovative Practices: Family-School-Community Partnerships (Contexts of Learning)

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Research and practice in the vast field of school-family-community relations have evolved dramatically over the last thirty years. Schools throughout the world face enormous challenges due to demographic changes and societal problems, making partnerships among schools, families and community groups a necessity. Specific issues such as poverty, school dropout, violence and suicide, the wider diversity of students and parents, the higher accountability demanded of school systems, the implementation of school reforms and a multitude of government strategies and policies all contribute to a rapidly changing educational world. But as this book shows, even though research is often being undertaken independently in different countries, strong similarities are apparent across countries and cultures. School-family-community collaboration is no longer a single country issue.

The book brings together contributions from culturally and linguistically diverse countries facing these common situations and challenges. It details practices that have proved effective alongside relevant case examples, and covers a wide variety of topics, including:

- o challenges arising from the application of parent-school legislation at national level
- the work of schools with migrant groups, low-income parents and parents with behaviour problems.
- evaluation of various family-school-community partnerships programs
- the way ahead for Family-School-Community Relations

With contributions from distinguished researchers from throughout the world (including the United States, Canada, the UK, Europe, China and Australia). It is a perfect companion to *International Perspectives on Student Outcomes and Homework*, also edited by Rollande Deslandes, and published simultaneously by Routledge.



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