

Media literacy
through
the co-education
school - families

What is co-education?

Co-education is...

« Co-education is not about parents who come to co-educate at school with the teachers, nor the teachers who co-educate the family. Co-education is defining the roles of each other to educate the children together both in the family and at school »



Julie Feron – trainer for the UFAPEC
(support organisation for parents' associations, in Belgium)

Co-education is...

1. Expectations from both sides:

Parents have expectations of the school and their child's education. Sometimes these expectations are disproportionate and lead to more and more tasks for the school.

What do you, as a **teacher**, expect from parents?
And how do you react when parents do not meet these expectations?



Co-education is...

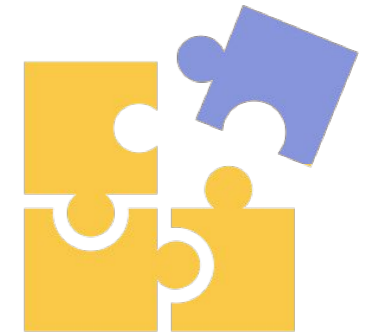
1. Expectations from both sides:

« In the school-family relationship there are many expectations on both sides. Parents often have high expectations, perhaps even more in kindergarten [...] teachers also have expectations, sometimes high compared to the means of families »



Julie Feron – trainer for the UFAPEC
(support organisation for parents' associations, in Belgium)

Co-education is...



2. Added values for the child:

Co-education between school and families aims to a **coherent discourse** between the home and the classroom, allowing the child to find his way, to be confident during his/her schooling.

In this process, the school respects the role of the parent and the parent respects the role of the school. They are two complementary actors of the child with a **common objective**: that the child learns, grows and flourishes.

Collaborate together is the **recognition and confidence in the skills of each other**: those of the school, but also those of the family. Each family is different, none is perfect, but by the time the child arrives at school, he or she has already acquired many obvious skills.

Communication and co-education help to **avoid loyalty conflicts** in the child's mind. It avoids the "mummy/daddy said that...". In this sense, children feel confident and this is necessary for learning.

All of those aspects are evident added values for the good development and learning of the child.

Co-education is...



3. Complementary roles:

Parents are the companions/supporters of their children's schooling, not the same level of involvement as teachers. Their contribution is made within the restricted family circle through emotional involvement and the transmission of values. As **teachers** provide socialisation, education in the group, and instruction in learning.

Everyone is an actor in the partnership. Creating common desires helps to build this partnership. A step towards each other: find a common and coherent language for the benefit of the child (for example, share photos of class activities with parents).

Co-education is...



4. A process to be set up step by step:

Setting up school-family co-education projects cannot be improvised and cannot be done overnight... Depending on your context, the environment, the target audience, the language, the technologies available, the communication habits already in place, etc., this involvement of parents can take on many different facets. Take your time, go step by step and gradually you will find a way of working that suits everyone: you as a teacher and the parents.

Here are some tips on how to involve parents and how to co-communicate with them in order to achieve this beautiful collaboration for educational purposes.

Take it step by step!

How to involve parents?

How to involve parents?





Involving parents in classroom activities cannot be improvised. To avoid disappointment and reluctance, it is best to think carefully about how to establish a climate and culture in the classroom, the team and the school, depending on the context.

Identify the levers that will make it easy to install this co-education and anticipate by also identifying all the obstacles that could be found on the way. Here are some tips and tricks that might inspire you, depending on your own context.

How to involve parents?



-  **Meet each other, get to know each other.** For example: *reception at school, parents' café, collective meeting in class at the beginning of the year, etc.*
-  **Talk to each other, share the child's experience.** For example: *show and explain what happens in class, find out about the family context, etc.*

How to involve parents?



Get to know each other, build trust. *Be careful about the choice of words used: avoid judgmental or stigmatizing language.*



Try, propose links, back and forth between class and family.



Invite parents to an activity in class with the children.

**How to communicate
with parents?**

How to communicate with parents?



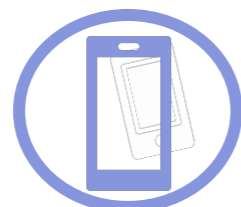
One of the key elements of the collaboration between school & families is the communication set up between the teachers and the parents.



Previous experiences of media literacy coeducation projects* allow us to identify some good tips and tricks to maximise this communication process. Let's focus on 5 dimensions:



Environment



Tools



Spirit



Timing



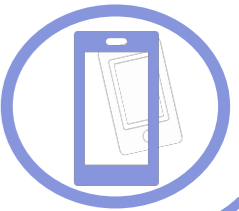
Support

How to communicate with parents?

First, make an inventory : what communication equipment and habits are already in place? Are we reaching every family? Shouldn't we try to get in touch in other ways?



Identify which communication tool you already use, and which one could be useful. Chose tools that are consistent with families equipments



Communication must go both ways : plan for moments of exchange and regular communication with parents. Create a sense of pleasure in the partnership



Find the middle ground :

Communication should be regular but not too frequent.... Avoid flooding parents with information at the risk of losing them.



External support is possible: in the school, with a parents' committee, associations around the school, etc.



Projects of co-education

Some examples

First example



Digital media education in a school-family continuum



Tandem – Teachers & parents together to co-educate young children to digital media

Tandem promotes the development of digital media education for children from 6 to 11 within a school-family educational continuum. It proposes educational pathways with shared activities at school and at home so that together, teachers and parents support the children in their use of digital media.

Tandem proposes **27 educational pathways** on various thematics : *Digital émotions; fiction ; stereotypes, ...*
In each pathway, about ten activities to realize at school and at home in a continuous way



Tandem – Teachers & parents together to co-educate young children to digital media

On www.mediatandem.eu, you will find plenty of resources :

- **A catalog** summarizing the 30 teaching itineraries offered for experimentation to teachers
- **A summary of the digital media education needs** of children, parents and teacher;
- **Pedagogical and methodological recommendations** for the establishment of a School-Family collaboration in media education
- **Advice for setting up good school-family communication**, including a correspondence book



An experience of co-education – Parents & teachers working together on Tandem's project (www.tandem.eu)

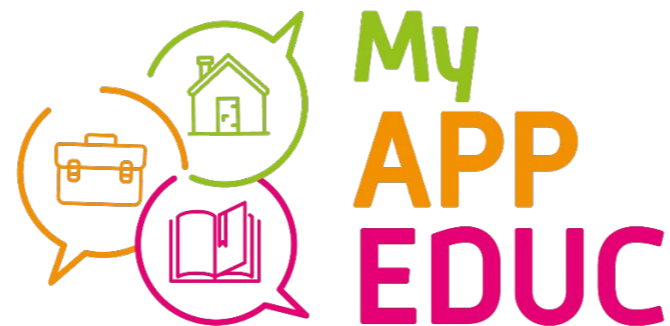




An experience of co-education – teachers, parents and librarians using the app' and its related activities (www.myappeduc.eu)



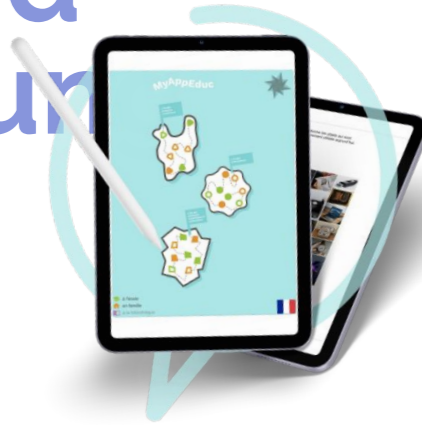
Second example



Digital media education in a
school-family-library
continuum



MyAppEduc – Teachers, parents and librarians together to co-educate your children to digital media



MyAppEduc is **an app'** that is thought as **a common and interactive media literacy resource: teachers, parents, librarians can use it with young children** (5-12 years old) to support them in their digital practices.

It promotes the development of digital media education in schools, families, libraries, seen as complementary spheres. The app' MyAppEduc and its complementary pedagogical booklet propose **educational pathways on 3 themes** (*digital emotions; information; digital and media practices*).

MyAppEduc – Teachers, parents and librarians together to co-educate young children to digital media

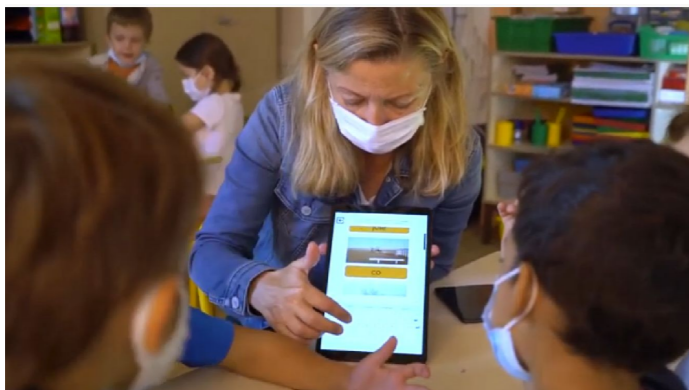
Each correspond to three islands to explore, and each island proposes a **pedagogical itinerary with short activities to realize, as a continuum, at school, at home and in the library.**



MyAppEduc – Teachers, parents and librarians together to co-educate young children to digital media

On www.myappeduc.eu, you will find plenty of resources :

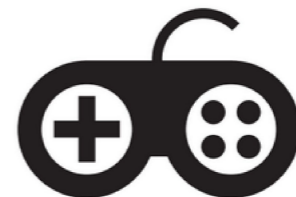
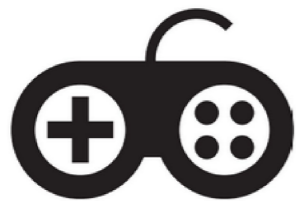
- One app' with **28 ready-to-use digital media activities**
- The **pedagogical booklet** of the app
- **Good practices** to set up a co-education project with school, families and libraries
- **Testimonies** of teachers, librarians and parents that lived the experience
- A **video summarizing the challenges of co-education**

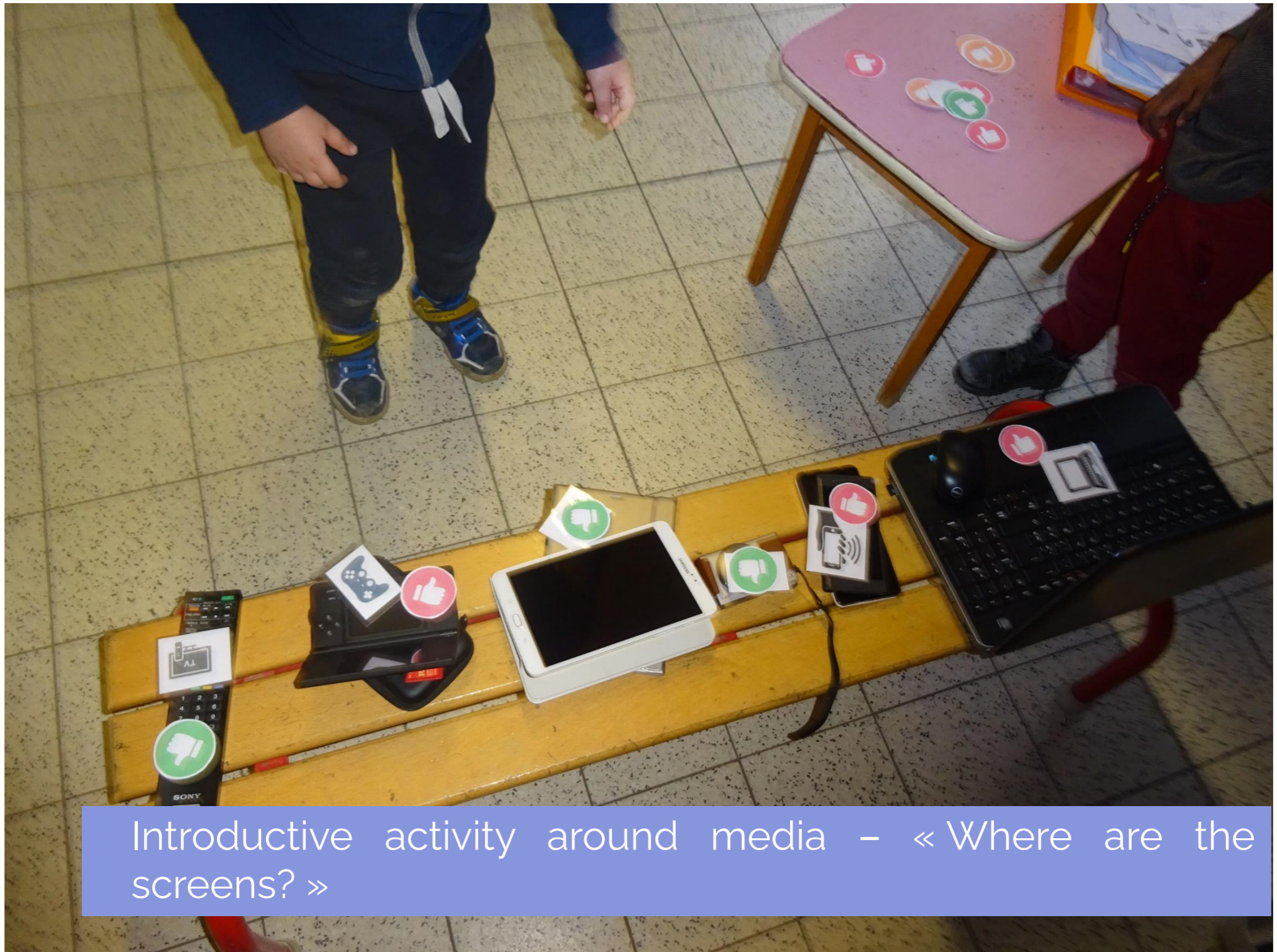


**How to set a co-education
dynamic?**

« Where are the screens? »

An activity that brings the topics of digital media with parents





Introductory activity around media – « Where are the screens? »



Activity « Where are the screens? »»

The objective of the activity is to learn about children digital practices. It introduces the topic of digital media to each actor: parent, child, teacher. Through it, and before working on any digital atelier, you will familiarize yourself with the practices of children's screens.

All you need as material is

- Drawing materials or ready-to-use representations of family members
- Pictograms representing the media (see attached proposal-Appendix1), in small formats for the activity at home and in large format for classroom work.

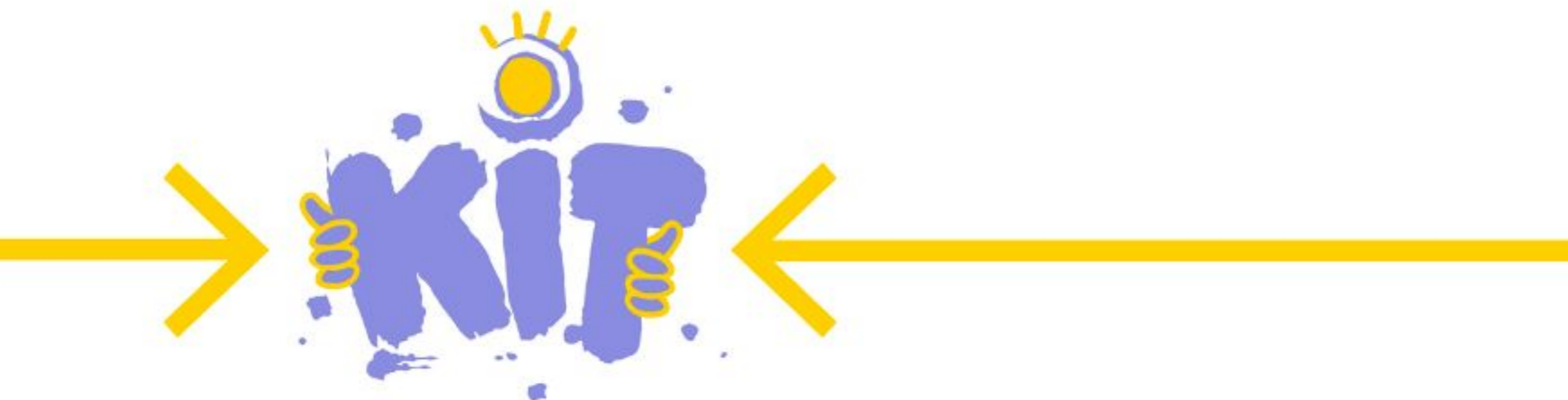
Activity « Where are the screens? »

At school	At home
Have the child draw the family members who live with him/her at home, as well as the child or herself.	
Distribute pictograms from different media to each pupil. Identify them with them. Possibly discuss with them what can be done with these devices.	
	Children return with their media pictograms at home. Invite them to search for the various media at home. Determine who uses them and assign them to the drawing of the family member who uses them.
Back in class, bring together the media groups found at home and invite students to identify those they like or do not like to whom they do not know what to think/are neutral, and discuss the reasons	
Possibly identify the 'media heroes' (Paw Patrol, Queen of snow, etc.) of the pupils and invite them to assign these <i>media-heros</i> to the various pictograms of screens displayed in order to understand which are used mainly by students to consume these <i>media heros</i> .	



We are coming to the end
of this lecture.

We hope you come away inspired
and keen to start a school-family
media literacy project !



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**LA
FABU
LERIE**
Tudo em cultura
é diferente no trabalho



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