

# Family and school. Binding education: case of an Institution in Don Matías - Antioquia, Colombia

Familia y escuela. Educación vinculante: caso de una Institución en Don Matías - Antioquia, Colombia Família e escola. Educação vinculante: caso de uma instituição em Don Matías - Antioquia, Colômbia

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## Abstract

**Introduction:** this article presents a reflection on the family-school dyad, considering relevant and fundamental aspects for this relationship, such as family development as a precursor for school development and the cooperation process between the family and the school. **Objective:** for this, the experience of some of the teachers of the Rayuela Educational Institution located in the Municipality of Don Matías - Antioquia, who commented on the family-school link and its influence in natural scenarios where human beings develop, was taken into account. **Reflection:** a proposal was made about the types of families that are found in the different scenarios that occur in the reality and daily life of education and some characteristics that become evident when interacting with each of the actors. **Conclusion:** it was found that it is necessary to make a call to both family groups and schools about the urgency of involvement as a form of accompaniment, given that it is necessary to continue thinking about this dyadic exercise from their forms of relationship and daily interaction.

**Keywords:** Affectivity; Education; Family; Implication; Sexuality.

## Resumen

**Introducción:** este artículo presenta una reflexión acerca de la diada familia-colegio, considerando aspectos relevantes y fundamentales para dicha relación como lo son, el desarrollo familiar como precursor para el desarrollo escolar y el proceso de cooperación entre la familia y la escuela. **Objetivo:** para esto, se tuvo en cuenta la experiencia de algunos de los docentes de la Institución Educativa Rayuela ubicada en el Municipio de Don Matías - Antioquia, quienes comentaron acerca del vínculo familia y escuela y su influencia en escenarios naturales donde se desenvuelven los seres humanos. **Reflexión:** se realizó una propuesta sobre los tipos de familias que se encuentran en los diversos escenarios que se presentan en la realidad y cotidianidad educativa y algunas características que se vuelven evidentes cuando interactúan con cada uno de los actores. **Conclusión:** se encontró que es necesario hacer el llamado tanto a los grupos familiares como a las escuelas sobre la urgencia para la implicación como forma de acompañamiento, dado que se requiere seguir pensando este ejercicio diádico desde sus formas de relacionamiento e interacción cotidiana.

**Palabras clave:** Afectividad; Educación; Familia; Implicación; Sexualidad<sup>2</sup>.

## Resumo:

**Introdução:** este artigo apresenta uma reflexão sobre a família-escola dyad, considerando aspectos relevantes e fundamentais para esta relação, tais como, o desenvolvimento familiar como precursor do desenvolvimento escolar e o processo de cooperação entre família e escola. **Objetivo:** para isto, foi levada em consideração a experiência de alguns dos professores da Instituição Educativa Rayuela, localizada no Município de Don Matías - Antioquia, que comentaram o vínculo família-escola e sua influência em cenários naturais onde o ser humano se desenvolve. **Reflexão:** foi feita uma proposta sobre os tipos de famílias que se encontram nos diversos cenários que ocorrem na realidade e na vida cotidiana da educação e algumas características que se tornam evidentes ao interagir com cada um dos atores. **Conclusão:** foi constatado que é necessário fazer um chamado tanto para grupos familiares quanto para escolas sobre a urgência do envolvimento como forma de acompanhamento, visto que é necessário continuar pensando neste exercício diádico a partir de suas formas de relacionamento e interação no dia-a-dia.

**Palavras-chave:** Afetividade; Educação; Família; Envolvimento; Sexualidade.

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## Introduction

Families are related to other social groups that are determinant for the human and psychosexual development of each of their members, as is the case with educational institutions and their different dynamics and actors. In both public and private education, there is a family-school interaction as one of the factors and moments of life that project the success or not of the educational component, ranging from the themes to the social skills that are developed and acquired; everything will depend on the consolidation of this alliance.

According to the experience of educational institutions in Colombia, the process begins with the family seeking and requesting a place for their son/daughter (sometimes more than one) in an institution they trust, either because of its proximity to their home or because of its trajectory; this intended success, of course, will also depend on the mental and physical health conditions of the student in question and his or her personal characteristics: basic devices for learning, interest in knowledge, compliance with norms and rules and coexistence guidelines, willingness to learn, adequate use of social skills, age-appropriate development of both interpersonal and intrapersonal intelligence, among others.

For this exercise, there is an element that transversalizes the interaction and becomes modular in the relationship between the family and the school, as well as constitutes the ways in which the family group (from the member who enters the school to the last person involved) is linked in its educational process and contributes to the teaching-learning process in peace scenarios (Acosta et al., 2021), it is called: La Cátedra de Paz.

Thus, this scenario of interaction allows for Peace to be promoted in school spaces as an exercise that involves the actors surrounding the student, which generates that each family evidences over time the way in which it is linked to the institutional dynamics, that is to say, only by living the daily life will it be possible to perceive the "type" and "degree" of involvement of the family (parents or guardians), which inevitably generates a classification or typology; In this sense, and in spite of having held a "successful" meeting at the beginning of the relationship where the families always show their best vision to achieve the admission and in which it is difficult for the background components of the family structure and the parental relationship to come to light; characteristics are outlined that allow identifying the knowledge and behaviors of the student's real situation in relation to his parents and of these as a parental group that will promote a dyad with the educational institution.

This is how a broad classification proposal arises, which is not only determined by the interaction, but by other psychic and emotional characteristics of its members, with the intention of shedding light on how the family is involved in educational scenarios as a fundamental tool for the actors (Burriel, 2022), in that order of ideas, regarding this binomial, as follows: the very involved - the absent - the intermittent - the tangential - the demanding - the dissatisfied - the defiant - the unconditional - the anxious - the prevented - the defeatists - the blamed - the negationists - the "delegationists" - the apparent - among others.

In this logic, some typifications have been proposed that determine certain behaviors of families associated with the relationship, bonding and involvement existing in the schools. Each of these family types is evidenced based on their reactions and the way the group is perceived.



The parent lives the reality of school life and what it implies: coexistence of his/her son/daughter with peers, teachers, directors and support personnel, their learning processes, internalization of the norm and how at home they take and live the content and frequency of the reports sent or delivered by the institution, the citations or invitations to meetings, gatherings, workshops, parents' school and conferences, among other events.

It is necessary to review what happens in the interaction between family and school in order to understand the dyad and its social and cultural construction, since in some cases it is difficult to promote the link and in others it is easier to strengthen it, everything depends on the media strategy that the actors have for the relationship (Rodríguez et al., 2021a). This leads to consider, as a fundamental starting point, the characteristics of the institution's communication policies, whether a communication protocol has been established, whether an "institutional language" has been unified and whether fundamental communication policies such as truthfulness, timeliness, clarity, relevance and fluency, among others, are complied with.

### Theoretical Framework

To begin this section with the affirmation that both the family and the school are two active agents in the education of people and, therefore, must be linked in healthy relationships, would be useless if this idea were not supported by the support that becomes a maxim to think of family schools as scenarios of involvement that families have and as a contribution to the construction of interactional bases for people. It is valuable, since we recognize some supports that support this idea and contribute to the construction of a critical reflection on the role of the family and the school in the schooling process.

On the one hand, Cabrera et al. (2018) have noticed about the associated contexts for the onset of sexual activity in adolescents, they recognize the importance of the linkage of the family in the school with a high degree of involvement to generate co-responsible practices such as healthy communication, harmonious convi- vance, stable affective relationships and with marked limits that promote positive behaviors around sexuality; it marks a form of relationship between human beings and improves affectivity in terms of contact with others, delimits the gaps in issues culturalized by parents.

Similarly, Belmonte et al. (2020) call for understanding the relationships that are built with the school, from the family, the individual, social and community, given that each of the actors has a high degree of involvement that founds a stability in the growth of students. In the case of the family, which is the one analyzed and discussed in this document, the authors recognize that the involvement of the family group in the institutional and educational centers, in a certain way, generates an academic and psycho-sexual growth of the students, since healthy relationships are evidenced in an improvement of the self-esteem, behavior and class attendance of the children. This was also investigated by Ceballos and Saiz (2021) in order to review this family-school relationship as a common project.

Consequently, Ortega and Cárcamo (2018) took the task of listening to families, analyzing their discourse and interpreting the experiences lived in the relationship sustained with the school in different environments, so that, they recognize its importance, but they are also emphatic in stating that "according to parents, families themselves do not change the way they relate, but rather adapt to the specific forms and demands that emanate from the school" (p. 107), so that, the school is



becomes a mediator of the relationships that the family acquires and the interaction that they sustain over time, in the transit of their child in this space and the union between family-school to make decisions consistent with the relevant purposes.

While it is true that when a family turns to the school as an ally for the human, emotional, spiritual, academic and personal development of its children, it recognizes that a human bond is woven with a specific purpose, the growth of its members. Whether in the academic or family community, each of the members is important and requires a level of intervention and accompaniment for their success, hence, the collaboration between the family and the school must be mediated by communication, as one of the bases for understanding, comprehension and coexistence of the human being (Guzón & González, 2019).

Regarding the psychosexual construction of students in educational scenarios, it is noteworthy that both the family and the school are fundamental to position the bases of healthy affective relationships (Burriel, 2022). If this exercise is carried out in an individualized manner, students do not evidence coherence in the discourse between family and school, therefore, the impact of each of the interactions will diminish to such an extent that the student will have the freedom to have affective and sexual relationships without vigilance and with little caution to avoid falling into predictable errors (Rodríguez et al., 2021c).

That is why, Arenas et al. (2019) recognize that the family and the school should be a set of symbolic constructions of peace, which contribute to society and lay the foundations for healthy affective relationships. Also, they highlight:

The importance of the university, schools, colleges and the family in the transformation of thinking, knowledge and construction of the culture of peace, in which we must begin by generating training spaces that sensitize future professionals, parents and citizens in general on the importance of the study of social conflicts and a transformation of habits in terms of conflict resolution, to prepare society for the inclusion of those who think differently from their mental constructs. (pp. 26-27).

Although it is true that the family-school relationship has been a researched element over time in Colombia, it is worth mentioning that in Spain the relationship between family-school collaboration and academic performance has not acquired the level of research required for it to become a cohesive way of working for the future of children and adolescents, although they have managed to address it indirectly (Egido, 2020). In this sense, the progress and relevance of the reflection staged motivates to think critically about the relational processes of people in scenarios of human action and involvement.

Finally, Parody et al. (2019) pose a challenge at the educational level but also at the relational and organizational level that should be considered when promoting family-school relationships and has to do with the way in which the family is involved and linked to the school, although they also recognize the possibilities that the family can offer to the family to integrate into programs, projects, spaces and participation scenarios where the voice of each member/caregiver of the children is taken and is evidenced in concrete actions of the Educational Institution.

## Reflection

For the development of this reflection, two categories of analysis were proposed, which have to do with family progress as a precursor or antecedent of school development and the one related to the process of cooperation on the family in the school, which presents a theoretical bet on the different forms of relationship of families with the institution.

### From family development to school development

This work starts from the need to ensure that the family-school relationship is built based on key elements such as: transparency, honesty, credibility and coherence of both agents of change, always focused on the welfare and timely development of students; and ends in the acquisition of coherent knowledge that allows them to lead a life in society oriented to personal, family and social achievements. Although, this must be is not an easy task to achieve given the multiple reasons and inconsistencies on both sides, for example, education focused on results and not on processes, information that is not timely to the process or not very assertive communication.

The relationship between this dyad is similar to the relationship between couples or families, it is built over time and, as a unifying characteristic, both parties have to be available in time and space in the best possible way. On the one hand, the Educational Institution should have, in addition to a vision and mission that is clearly and solidly defined and implemented, communication policies with the families in order to achieve the adequate and expected involvement.

For some private institutions, in which parents play the role of shareholders, i.e., that in some way are or feel as 'owners' of the school, they have an additional difficulty that requires the greatest clarity in its direction, management and administration, so as not to allow the foundations of the institution to be blurred due to accommodations, protectionist pretensions or favoritism. For this, the concept of involvement is seen by Suárez et al. (2014) who emphasize recognizing that:

As in almost all areas of life, support is essential in the academic arena. Having the support of parents or the family can be of great help so that young people feel competent and do not drop out of the educational system at an early age. In this line, schools should work to promote an increasingly active role of the family in the school environment (p. 89).

However, in cases where the schools are private, belonging to foundations or religious orders, it acquires a differential, in addition to public schools, in which there are other factors, such as the number of students. Clearly, mass education is a very delicate issue, to which the responsible entities do not allude for various reasons, but it is and will continue to be an issue to be questioned, analyzed and resolved, given its characteristics, which favor anonymity above all.

In these schools, things are administered differently, achieving the ideal of personalizing education; starting from a basic imperative which is the recognition of the individual as a unique and unrepeatable being, where teachers name the subject and recognize him/her as a social being with both positive and negative characteristics. This phenomenon of individualization generates highly positive reactions in the students, something that is detected (and unconsciously felt) from a very early age by the teachers.

children in the preschool stage is when the teacher on duty calls them "little boy" or "little friend", without knowing clearly whether it is Daniela, Camila, Andrés or Pablo, to name a few.

The choice of the proper name by the parents, even before birth and as soon as the gender of the fetus is known, is one of the first steps in the process of recognition that means finding a place in this world and being recognized as an individual. A situation of vulnerability is constituted by the fact that personal names become fashionable by periods and appear or disappear, sometimes for generations, and it is in this sense that personal characterization, in addition to surnames, plays a preponderant role to identify and designate the student in an accurate way; that is to say: to name the subject.

Therefore, for the families there is a recognition of the institution where the member will be included to be formed as a human and social being, in this exercise of choice, families evaluate different factors ranging from socioeconomic to academic factors in order to generate a link.

This natural search that families have to generate a link with a school has the purpose of depositing the dreams and the future of one of its members, since the concept of family involvement is related to the adolescent's self-concept and academic performance, which further reinforces the need to strengthen ties in this dyad - family and school - through human and relational efforts (Álvarez et al., 2015).

### **Implicative category for cooperation between Family and School.**

As previously stated, the ideal of the duty to be in education is precisely to achieve that families become involved in the formative processes of their children in a proactive and adequate manner, without interfering; with the aim of reaffirming the bond to educate each of its members. This point of balance is one of the most delicate and difficult to achieve because it requires, above all, clarity, coherence, respect and trust from both parties. Without these ingredients, the situation becomes difficult and unpredictable of success (Rodríguez et al., 2021a; 2021b).

Clarity should be planned from the beginning of the relationship, both on the part of the family and the information it provides about its structure and the conformation of its system, what is sought for the formation of their son/daughter, their personal and emotional characters; the institution, for its part, should share its offer of value and raise the academic guidelines and coexistence guidelines; false expectations are one of the ghosts that gravitate around this situation and should be exorcised as soon as possible.

Only with the passage of time will the coherence and truthfulness of the positions and principles that permeate the family-school binomial become evident, which will generate trust and credibility, factors that are essential to accompany a process that, on average, and if it starts from preschool, can last 14 or 15 years, until the end of high school. This is more than enough time to create a true and close bond, which should always be within a strictly professional environment, and in which respect for the student, his or her learning processes and rhythms, will be a balanced combination of accompaniment with affection and rigor.

In this way, the family has a task in relation to the school and that is to generate a link, presence and accompaniment to the teaching and learning process that shows its interest in supporting the future of the child.



its members. Recognizing family diversity as a cultural richness will allow the school to respect and generate actions to guarantee quality in the educational offer, for this reason it has been written about the importance of the family-school relationship for the human development of the subjects (Franco et al., 2022)

To get involved, within its various meanings, means: to participate, to be interested, to commit, to accompany, to witness, etc... all these verbs designate very pertinent and adequate actions to achieve the type of relationship that would be expected to be established between the family and the school. It should be clear that the educational institution is largely responsible for the training and information received by the student, but it never substitutes the part that corresponds to the parents or guardians, the family education. Pizarro et al. (2013) recognize that family involvement in educational scenarios has to do with:

The school must consider the different parental styles and the different levels of participation that may exist within the school community. This, to generate different channels of communication that will allow them to reach all parents and guardians, as it is a strategy or policy of the school to generate links with each of them. (p. 283)

In this sense, it is important to point out that there are ethical and moral aspects and principles, including behavioral ones, such as hygiene habits, which are not transferable and should be dealt with first and foremost by the family. The goal is to foster an alliance between parents and educators, not to replace the functions of either party. The family is in charge of transferring mandates and practices that identify and mold the personality of each member; the school has the function of supporting the structuring of this identity.

From a psychoanalytical perspective, children are part of the parents' inner self; therefore, in them are placed the desires, dreams and frustrations of what the parents could not achieve in their past; this largely determines the receptivity to reports and requests for collaboration from the school, explains the attitudes and reactions to appointments to meetings and other events convened by the educational institution that involve family participation. In this sense, it is that from educational spaces and schools "it is necessary to build bridges to families, through which messages flow back and forth, where a joint work is possible, not only a work of collaboration of families from school guidelines" (Ariza, 2010, p. 6).

Within the typification, in one way or another it is established as a proposal based on the development of the family-school relationship, the following are mentioned:

### **The very involved**

Its main characteristic is the presence, where attention is given through a physical or virtual space; the members are very collaborative and are part of all or almost all the committees, associations and support groups within the institution. Sometimes it is parents who sense that their son/daughter has some special characteristic and, in part, fear for the preservation of the place or it becomes a way to show affection and support; whatever the case may be, it becomes a positive factor for the student's human development.

### **Absentees**

Its main characteristic is the distance, as the opposite pole to those involved; here we find

those parents who, after signing the enrollment form, delegate the responsibility to the school, i.e., do not appear in the educational process, do not respond to the calls and communications issued by the institution. This absenteeism becomes with the passage of time and the accumulation of difficulties, a serious obstacle to the expected purpose in the formation of the alliance, does not constitute a strong link to maintain an academic exercise and makes evident risk factors that affect the student.

### **Turn signals**

Characterized by the ambivalence of remaining linked to the process, as their name says, sometimes they are there and sometimes they are not; especially absent when they are most needed to provide support to the school, to mediate in some situation, to identify with the pedagogical project and present in the personal demands of the families, easily trapped in actions based on misinformation that the school has the task of clarifying when the opportunity arises.

### **Tangential**

This figure derived from geometry is very explicit when it comes to identifying that family that is not only intermittent, but that approaches interested in the processes of their son/daughter with the same speed with which they move away, they are usually families that initiate a meeting or attend a call, putting their busyness and the little time they have at their disposal before what concerns education, being serious the way in which they try to link and interact with the school; here the link is neither strengthened nor weakened, it is simply recognized.

### **The plaintiffs**

They are those who put themselves before the cost of the educational service in the case of private schools and the weight of the law in the case of public schools. The feeling that characterizes this typology is that it is always the institution that does not comply and in that order of ideas they carry out countless actions and mobilizations to make it comply, they ignore the educational role of the family and force them to make hasty decisions, although sometimes this costs the educational quality or the performance of their children. They emphasize shortcomings and rarely recognize the service provided.

### **The dissatisfied**

In addition to being demanding, they are those who do not hesitate to express all their disagreements, to the point that their expectations regarding the quality of the service offered do not seem to be up to their expectations. They criticize instead of proposing options for change, they do not believe they are failing, those who fail are the institutions and their teaching and administrative staff, they have a thought towards their past educational experience and from there they expect to have a different service. Despite the situation, they do not withdraw from the institution and get used to living in an unhealthy relationship of contradiction with the school.

### **The challengers**

They are a combination of the two previous classifications, with the aggravating factor that in their discourse there is always present, in a veiled or explicit form, the legalized threat by means of a guardianship, a lawsuit or any other type of sanction or confrontation with the law. They consider that they have the power to





They take decisions to change aspects that do not seem to them to work, taking the institutionality to other instances, they allow themselves to take the place of judges that does not suit them and does not correspond to them either, since the legally constituted institutions have a legislative defense that allows them to face these types of families.

### **The stalwarts**

They are the ones who fully trust the institutionality and recognize the benefits for the human development of their children, they become fundamental allies for the educational work since the relationship is built in a healthy interaction and dialogue. The attitude of this type of families turns out to be a balm in the midst of all this universe and the relationship with them enriches the unified process. They are usually sensitive people with a real interest in integral formation. Their life experience has endowed them with confidence towards education in all its factual sense, they believe in the institution and respect the processes.

### **The anxious**

This characteristic of the human condition, which is really a syndrome or disorder of the emotions, makes relationships difficult and generates many obstacles, because they become obscured, do not listen, are hasty and draw conclusions that separate them from reality. With this type of person it is necessary to choose very well, not only the words to use, but also the moment and the way in which the pertinent information is shared. Anxiety is a form of emotional expression that if mismanaged can cause a lot of damage, that is why the teacher or manager must be careful with this type of families, because their behavior is contagious and only the regulation and tranquility allows to cushion the existing demands at the right time.

### **The forewarned**

This is a type of family that is always on the defensive with the institution; their attitude denotes lack of confidence in what the school informs and shares. The feeling with this type of parents is that the school accuses them and holds them responsible for the actions or omissions of their son/daughter. They tend to be cautious about what is instructed by the team, within their life experiences there are not many positive moments and therefore, they believe that their children repeat the educational stories, there is little relationship with the teacher in charge of the group, compulsive interaction with classmates, little administrative management, among others.

### **The defeatists**

Also known as pessimists, they make it known at the outset that they expect bad news. Their main characteristic is the negative tendency towards information and answers. Their attitude towards their children is as if they were hopeless cases, with whom there is nothing to be done. It seems that they have given up their role as adults and feel intimidated by their own children's reactions at school, sometimes they get upset and feel little interest in motivating them to change, they are permissive and not very assertive in communication.

### **Those blamed**

They are a mixture of many of the above characteristics, but with the added burden that deep down they know they have not done their fair share of parenting. They easily expose the



The fact that these are unwanted children. In their reactions there are paranoid and delusions of persecution. This type of parents have codependent behaviors in their relationship with their children, sometimes they feel that the only way to pay for their guilt is with material elements such as giving donations, giving away materials, buying high-end study materials, among others.

### Denialists

They invariably respond that they do not recognize their son/daughter in the facts described or in the evidence shared. Thus, with this type of families we hear phrases such as: "Teacher, you are talking to me about someone else". And in this sense, they idealize positive behaviors and do not recognize the negative aspects of their own children, they are the ones who encapsulate learning towards everything going well and do not recognize when everything goes wrong because their denial blinds them to an existing reality, where it is necessary to be bad to be able to learn and grow educationally.

### Delegationists

Even in jokes, they allude to the fact that they try to place responsibilities on teachers that do not correspond to them: "teacher, tell him that if he listens to you, he no longer obeys us", or "everything he is told, he takes it badly". This is the type of family that has not worked on their authority figure or they themselves distort it and in this order of ideas they try to find one in the school, such as the teacher or a manager to whom they grant functions that belong to the family. Although it is made clear to them that there is a type of authority in the school, they cannot pretend that it replaces the authority they have in the family.

### The apparent

This is a syndrome very much in keeping with the times, with consumerism, with families concerned with having rather than being. The image they project is that of a very united couple and a happy family, but the actions and omissions of the children at school reveal the opposite: unbalanced and neglected lunch boxes, packed by the employee, agendas and communications sent by the school, not signed and not answered, careless personal presentation of the students. The concern for the project is not in accordance with the linkage and empowerment they have with the institution.

Taking into account the above, classifications are proposed that simply become a sample of the motley human condition, not intended to disqualify parents and/or guardians, but to clarify that these are principles of reality with which we must learn to coexist and manage, in pursuit of the timely and comprehensive development of the students in charge.

In principle, it is a matter of trying to know, accept and understand the characteristics of each family group, to understand the moment they may be going through and that they may move from one side to the other, a separation, a death, an absence, an economic gap, health or emotional news, and that the teachers in charge act as education professionals, with impartiality, objectivity, as far as possible.

The invitation is that parents should not be seen as permanent enemies who come to avoid what the educational institution is doing wrong or has failed to do.



each of the actors involved in this system. It is necessary to return to the principle that impels the school to review its value offer and to ensure coherence in its quality actions.

The involvement between family-school is a kind of relationship that is built over time and, as noted at the beginning of this article, should be permeated by factors such as trust, credibility and respect. The educational institution must prepare and train its teachers to provide adequate attention to families. Apart from practicing basic social skills to strengthen the relationship with respectful and cordial treatment, what is fundamental is the veracity, coherence and impartiality of the information shared.

The information to be shared should have been duly checked and confirmed, and not be based on assumptions. The use of superlatives, the abundance of adjectives and categorical statements with which a student is disqualified or accused, generate a kind of rarefied atmosphere that hinders communication and rather than achieving a rapprochement with the family, the resulting effect is the opposite.

To achieve an adequate and successful attention to the families, even the space or place and the disposition of the attendees should be taken into account. Keeping minutes of the meeting helps both parties to keep in mind not only the topics discussed, but also the actions agreed upon. The challenge is taken up as long as the families also show a type of involvement in the educational process of their children.

The school will set the tone in the involvement of the family in the formation process of the students, for this it is imperative to have clarity and coherence in the purposes of the invitation, it is mainly about the participation of the family in a specific project or to achieve a permanent and effective accompaniment in all the learning and development processes of their son/daughter. The family-school binomial should serve to involve both parties in a proactive way, not to propitiate battles and hostilities.

Finally, it is appropriate to address three fundamental ideas already discussed by authors such as Ingersoll & Cook (2022), Miller (2022) and Miller et al. (2022), the issue of identities and gender continues to be a permanent reflection within educational institutions; a turning point and connection at the same time supports the idea of equity in education from where students are involved and join efforts to meet with their peers and leadership in the school with their students enable meaningful learning that emerge as enablers of an always binding education.

## Conclusions

This reflection is proposed as a contribution to family studies, it has become a challenge not only evidenced in this reflective work, not only in those who read and interpret it in their reality, but also in families and schools who have the real challenge in favor of children and adolescents when it comes to peaceful interactions. One of the statements made in this paper is that from the national, regional, departmental and municipal levels, the family and the school are considered as a whole that builds or destroys according to their relationship.

The typifications about families and their involvement in schools have to do with the requirement and need to go further in the relationship, in the human and educational interaction that fosters changes in subjects and societies. The proposal made in this paper is motivated by years of construction and reflection on the importance of linking the family in the school with healthy relationships for the human development of the subjects around their affective and sexual environment. Approaches and openings are considered in the search for identities that mark the necessary bonds for common work.

Without this strengthened bond, it is complex for a family to become involved in the school; therefore, the proposal presented here recognizes different ways to review strategies and face the particular demands and characteristics of each family group. Without saying that one is better than the other, they need and require people willing to support and accompany them in everything required for the child's involvement in the school and, from there, in the support required in their daily process in the institution.

The Rayuela Educational Center in the Municipality of Don Matías, is the focus of this article which from the beginning of the writing phase, due to its philosophy and nature in terms of the members that make up this Educational Community, was in the foreground on how they approach the issues related to the family and school link. With Rayuela, this little piece of department in Antioquia-Colombia has reconfigured hundreds of boys and girls today professionals and for each one of them the corridors, the experiences, the coexistence, the moments of science and construction of citizenship that today as in any other institution will always be present a slogan of transformation for the change of a society.

### **Conflicts of interest**

Conflict of interest: The author declares that there is no conflict of interest.

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To the Rayuela Educational Center in the municipality of Don Matías (Antioquia). His reflective work with new generations makes history and transforms lives.



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