

Primary School Partnerships

The collaboration between the school and the parents and families of the children has been especially successful in those areas that focus on the prevention of sociopathological problems at the school. The schools are also trying to use these collaborative efforts as a means of enhancing the authority and prestige of their teachers. ICT equipment is starting to become more commonly used for communicating between the school and the students' families, along with traditional methods of doing so (group parent-teacher meetings and individual contact with parents).

At the time of the inspections, 98% of the inspected schools had their own school boards. As they were only introduced two-years ago, there hasn't yet been enough time for these boards to come fully into their own and take advantage of their competencies as outlined in the Education Act. Compared to the previous school year, the boards' involvement in the preparation of the schools' concept plans has grown from 20% to 44%.

When it comes to contacts between the primary schools and their supervising entities, most of the school administrators focus on handling problems related to the optimization and financing of school operations. The supervising entities of 7% of the inspected schools took advantage of their statutory option to evaluate the supervised school, based on existing predefined criteria.

The accessibility and sophistication of the available counselling services is improving. In most of the schools, these services are currently provided by the school counsellor, the school's prevention officer and the students' homeroom teacher. Less frequently, the schools have a special education teacher or a school psychologist. As has been a tradition in the past, most of the primary schools are working together with the local school counselling centres to provide these services. Along with a focus on counselling services involving educational as well as psychological matters, the schools are also starting to focus on assisting their students with future education and career choices.

Organizing the Primary Education Teaching Process

All of the schools have created their own set of internal school rules. The guidelines for the operation and internal procedures of the schools conform to the applicable legal regulations and they have become more balanced in terms of particular areas of emphasis. In a general sense, there is an effort to eliminate the previously occurring lack of balance between