BABEŞ-BOLYAI UNIVERSITY, CLUJ-NAPOCA

FACULTY OF PSYCHOLOGY AND SCIENCE OF EDUCATION

DOCTORAL SCHOOL *EDUCATION, REFLECTION, DEVELOPMENT*

EXTENDED SUMMARY OF THE PHD THESIS

Modalities to consolidate the school-family educational partnership in the primary cycle.

Applications based on the theory of the multiple intelligences

Doctoral Supervisor,

Professor Muşata Bocoş, PhD

Candidate,

Pancu (married Marin) Diana-Crina

Cluj-Napoca

2018

TABLE OF CONTENTS

KEYWORDS AND PHRASES:

- educational partnership;
- school-family partnership;
- the theory of the multiple intelligences;
- educational workshops for parents and students;
- family involvement;
- student-centered education.

The Ph.D. thesis "**Methods to Consolidate the School-Family Educational Partnership in the Primary Cycle. Applications based on the Theory of the Multiple Intelligences**" contains eight chapters. Chapters I, II and III are included in the theoretical part of the paper. The other chapters constitute the practical part of the paper and describe the research conducted by us in order to identify optimal strategies for consolidating the school-family partnership.

Chapter I of this paper**, "The School-Family Educational Partnership in the Primary Cycle. Theoretical, Legislative and Actional Perspectives"** includes the definition of the terms in the sphere of educational partnerships, includes the analysis of the current legislative framework, describes optimal strategies through which the school-family educational partnership can be consolidated and presents models and theories regarding the collaborative relationship that needs to be established between parents and teachers.

In order to form an overview of the factors that significantly influence the quality of the school-family educational partnership, we have analyzed some of the most important national and international legislative documents on the attributions of parents and teachers concerning the process of educating children. The results of this study were presented in the article "Legislative Framework on the School-Family Partnership" (see Marin & Bocoș, 2018b, in press). Law no. 1/2011 on National Education took up the provisions regarding the parents' obligations to ensure the education of children during the compulsory education, included in the previous versions of the legislation in the field of national education, and highlights the decisive role of a high-quality family involvement in the education of the children. The most important legislative documents concerning the school-family partnership are listed in Figure no. 1.

The National Education Law (Law no. 1/2011), with subsequent amendments

Framework Regulation for the Organisation and Functioning of the Secondary School Units, approved by Order no. 5079/31.08.2016 issued by the Minister of National Education

Student's statute, approved by Order no. 4742/10.08.2016 issued by the Minister of National Education
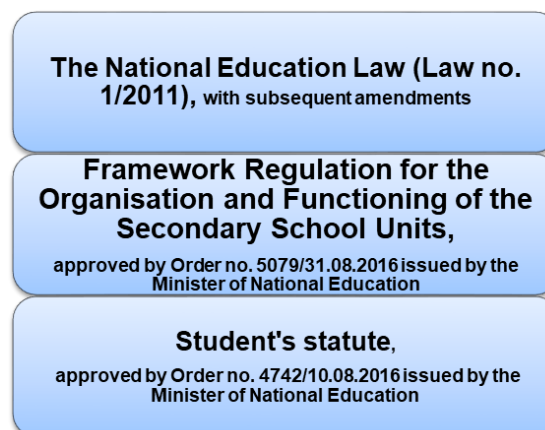
Figure no. 1 *Relevant legislative documents on the functioning of the school-family partnership*

All the legal instruments that we have consulted establish the rights and responsibilities of parents regarding the care, protection, and education of children. Some of the responsibilities of the parents were not presented directly but were inferred from the content of the legislative provisions presented. Although some of the provisions have been repealed, their content has been analyzed in order to understand the evolution of the legislative framework regarding the attributions of the school and the family in terms of child development and education. The

current legislative framework in our country promotes the realization of the rights of all children, facilitates the participation of parents in the educational process and encourages the creation of genuine partnerships between the school and the family.

The authors of the theories and models presented in Chapter I propose different views on the process of consolidating the school partnerships. The educational theories and models related to the issue of school-family educational partnerships highlights effective action strategies for optimizing the collaboration between parents and teachers (see figure 2).
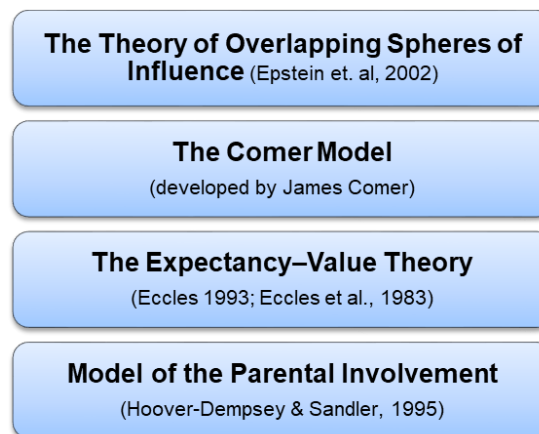
Figure no. 2. *Models and theories concerning the functioning of the school-family partnership*

All these models and theories start from the premise that the common efforts of the school and the family are necessary in order to give all students the opportunity to have a positive school evolution. In their authors' view, active participation of parents in the decision-making process and their active involvement in the education of children are factors which have a major impact on the quality of the school-family partnership. Understanding these models and theories played an extremely important role in achieving the practical part of this paper.

In this chapter, it was also highlighted that a high-quality communication between family and school, as well as a high degree of family involvement in child education, contributes significantly to strengthening the school-family partnership. The harmonious development of pupils is significantly influenced by the quality of parent-child relationships and, at the same time, by the effectiveness of school-family cooperation. (Adams & Christenson, 2000; Cox, 2005; Epstein, 2001; Porumbu, & Necşoi, 2013; Poulou & Matsagouras, 2007; Eccles & Harold, 1993). A high involvement of the family in children's education at home and at school is associated with increased motivation for learning, positive school results and increased self-esteem (Pancu & Bocoş, 2016; Sreekanth, 2011; Vahedi & Nikdel, 2011; Porumbu, Necşoi, & Beldianu, 2013).

In the article "Characteristics of Communication between Parents and Students of the Preparatory Class. Barriers, Positive Factors, and Responsibilities of Teachers" (Marin & Bocos, 2016) the main factors influencing the effectiveness of the communication between parents and children were investigated. Our questionnaire survey highlights the important role of teachers in optimizing parent-child communication and the importance of highlighting

students' positive qualities and behaviors. Most study participants have shown that joint activities carried out at school, during the educational workshops for parents and students, could help them to improve their parent-child communication (see Marin & Bocoş, 2016).

In the study "Strategies for Improving the School-Family Cooperation in the Romanian Primary Educational System" (Pancu & Bocos, 2016), the significant impact of effective communication between parents and teachers on the harmonious development of children was highlighted. In the opinion of parents, the most effective forms of communication with teachers are telephone conversations, collective meetings with parents, and individual meetings with teachers. The main topics of interest for parents are school outcomes and student's behavior. Only a small proportion of participants wish to discover strategies that can help children to improve their school outcomes (see Pancu & Bocoş, 2016).

The strategies through which the school-family partnerships can be strengthened are a current and wide-ranging issue for educational specialists (Agabrian 2006, Băran-Pescaru, 2004, Răduţ-Taciu, Bocos, & Chiş, coord., 2015, Staiculescu 2011). The management policies adopted by educational institutions play a decisive role in attracting and maintaining educational partnerships (Van Voorhis & Sheldon, 2004). The openness of the teachers and their transparency in decision-making facilitate the creation of inter-human relationships based on consensus and a genuine desire of the parents to be actively involved in children's education (Agabrian, 2006). The realities of the Romanian educational space require finding innovative solutions in order to improve partnership relations. Within the first chapter, the strategies for strengthening the school-family partnership, included in figure no. 3, were presented.
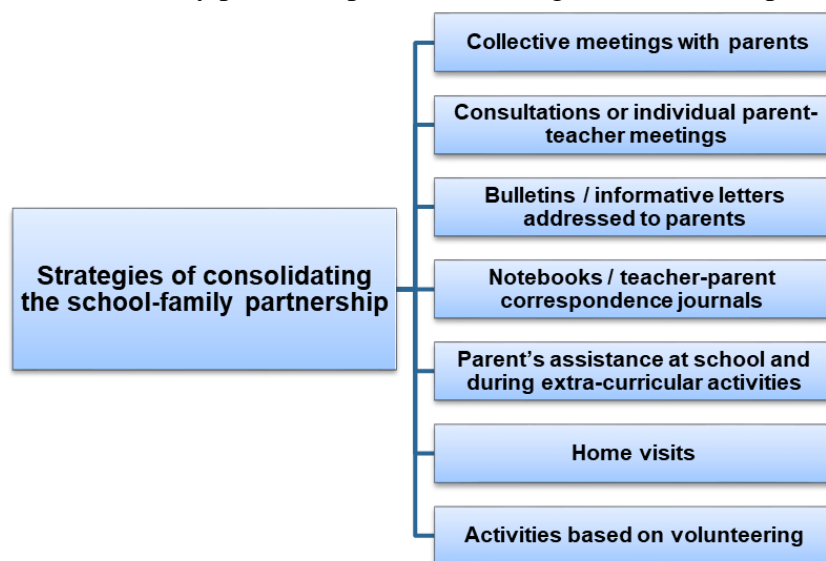
Figure no. 3. *Effective strategies to strengthen the school-family partnership*

Considering the current socio-economic context, characterized by deepening social inequalities, mistrust, inadequate family involvement in school life and children's education, and educational policies that sometimes discourage parental involvement, cooperation between schools and families must be considered a priority at the national level (Margaritoiu & Eftimie, 2001) (Margaritoiu & Eftimie, 2001).

In **the second chapter**, entitled "**Theory of Multiple Intelligences (TIM). Essence, relevance, and psycho-pedagogical significance**", the human intelligence is presented from

the perspective of its multiple dimensions. The theory of multiple intelligences is described as a modern approach to the processes of teaching, learning, and evaluation. Based on the applications of this theory, an inventory of common parent-child activities has been established, which can be realized in order to stimulate children' multiple intelligences. In establishing the content of parent-child joint activities, we have started from the premise that crossing the boundaries of school disciplines supports the process of developing pupils' skills. The types of intelligences developed by the students influence their educational pursuits and interests (Armstrong, 2013; Bocoş, 2013; Gardner, 2006; Shearer, 2013a; Shearer 2013b; Shearer 2013c). Making constant efforts to investigate and to monitor the evolution of the development of the children's multiple intelligences is a necessary pedagogical action, in order to understand their individual particularities (Pancu, 2016a, Pancu, 2016b).

The third chapter, entitled "**Educational Workshops for Parents and Students in Romanian Primary Education (AE-PE). Theoretical and Practical Considerations**" describes the main characteristics of the educational workshops for parents and students. The provisions of the current school curricula have been analyzed, starting from the premise that the learning activities carried out in the educational workshops should be in line with their recommendations and content. Educational approaches through which children's multiple intelligences are stimulated allow the formation of transversal skills with a wide applicability in everyday life. Thus, educational workshops for parents and students were presented from the perspective of the theory of the multiple intelligences.

According to the Practical Dictionary of Pedagogy (Bocoş, coord., 2016a), the term "educational workshops for parents and students" can be defined as an advantageous cooperation between parents, students and teachers in order to achieve thematic learning activities, with beneficial influences on the development of children's personality. These activities are based on the continuous stimulation of curiosity and of the desire to make new progress in the learning process (Bocoş, coord., 2016a, Brănişteanu, 2013). We consider that the educational workshops for parents and students, designed from the perspective of the theory of multiple intelligences, must be conducted through a good understanding of the mechanisms that ensure the positive evolution of partnerships between school and family (see figure 4).
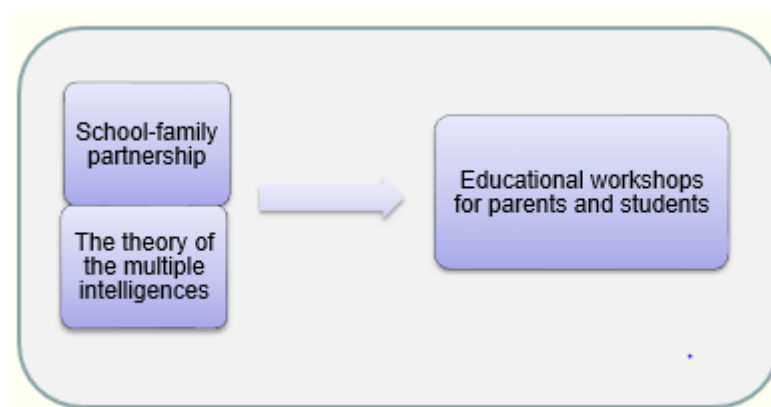
Figure no. 4. *Pedagogical concepts with a major impact on the design and implementation of educational workshops for parents and students*

M.-D. Bocoş (2013) describes the main components of the educational process, between which the didactic relations are established from the perspective of interactive pedagogy. The author of the book "Interactive instruction" highlights the extremely important role of interactions with colleagues, emphasizing the importance of establishing a four-pronged teaching relationship with four poles that interact to ensure the success of instructional and educational processes. These poles are made up of the teacher, students, colleagues, and curricular content. Starting from this vision, we can highlight the important role of parents or legal representatives of children in developing active, interactive and creative learning situations, carried out in the framework of educational workshops for parents and students. Thus, besides the four poles mentioned above, we can add the fifth pole, represented by the parents, guardians or legal supporters of the child, resulting in a type of five-dimensional didactical relationship, as shown in figure no. 5.
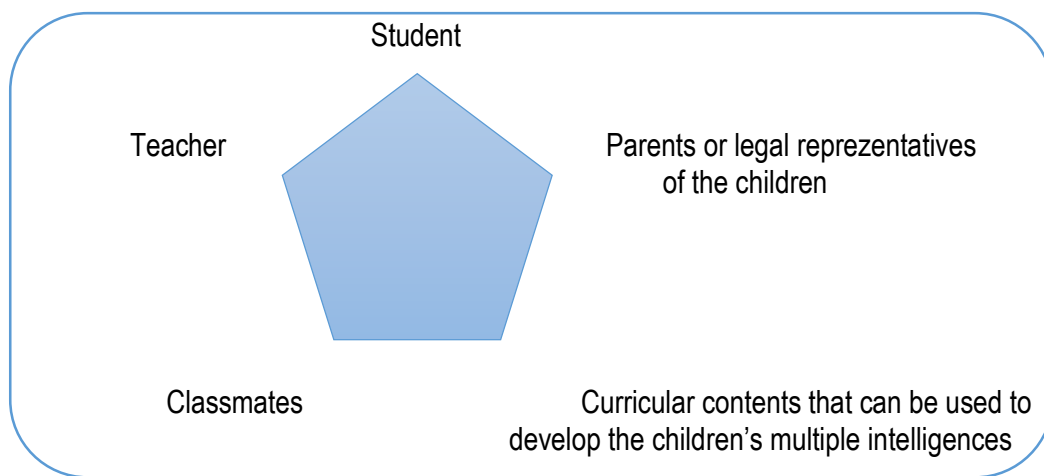
Figure no. 5. *Types of teaching relations established during the educational workshops for parents and students, based on the applications of the theory of the multiple intelligences (adaptation from M.-D. Bocoş, 2013, p. 54)*

In the process of stimulating the multiple intelligences of primary school pupils, the feedback and feedforward mechanisms of the learning tasks that have been or will be attended by students are extremely important in order to ensure the success of the learning situations. In this sense, a motivational framework is created to support the process of building authentic knowledge.

The fourth chapter of the paper presents the coordinates of the pedagogical research on the topic "Educational Workshops for Parents and Students (AE-PE), that was elaborated based on the information acquired through the MIDAS ™ profiles of intelligence of the primary school pupils, on school-family educational partnerships". Within this chapter, we present our research which aimed to identify effective ways to increase family involvement in children's education and to strengthen the school-family partnership. Through this research topic, we aim to highlight the main educational applications of the theory of multiple intelligences and the benefits of using the applications of this theory in the practice of educating and consolidating school-family educational partnerships. During the investigation carried out by us, we have started from the premise that the common parent-child activities based on knowledge of the

preferences and abilities of the students can contribute to increasing the quality of the school-family partnership.

The experimental research uses an inter-subject design. By developing the formative experiment, we set out to test some strategies for the collaboration between primary education teachers and parents, in order to consolidate the school-family partnership. The research is practical and applicative, based on inductive reasoning. Based on the proposed goal, the research has a developmental approach, by being a prospective longitudinal study. Taking into account the size of the sample of participants, the research is intensive.

In order to carry out the research in optimum conditions, on December 16, 2016, we submitted to the School Inspectorate of Cluj County the address no. 13759, requesting the agreement for the administration of questionnaires in 5 educational units from Cluj County. The agreement of the School Inspectorate of Cluj County, for the realization of the research and for the questionnaire administration, was obtained on 19 December 2016. The optimal conditions for collaboration were established through discussions with the managers of the school institutions involved in our research, while observing the 5 clauses included in the document, received from the Cluj County School Inspectorate. The novelty of this research is the use of the multiple intelligence theory applications to enhance the school-family partnership.

This research aims to study the impact of organizing educational workshops for parents and students, based on the MIDAS ™ profiles of intelligence of the students, and the degree of involvement of the family in children's education, on the quality of the school-family partnership, and on the level of development of the multiple intelligences of the children. The research question that guided our course of action was: "Can we use multiple intelligence theory applications in order to optimize the school-family education partnership during primary education?".

The research has the following objectives:

O1. Investigating the views of parents, primary school teachers and school directors from rural and urban areas, on the quality/consistency of school-family partnerships and the effective modalities of action in order to consolidate it;

O2. Exploring the views of parents and teachers on the usefulness/relevance of the process of investigating the multiple intelligences of the preparatory grade students through teacher-parent co-action, using the "MIDAS for KIDS ™: My Young Child" questionnaire.

O3. Implementing and testing the effectiveness of a program based on organizing a system of educational workshops for parents and students, based on information from MIDAS ™ students' intelligence profiles, on the quality of school-family partnership, on family involvement in children's education, as well as on the degree of development of the multiple intelligences of the preparatory class students.

O4. Developing recommendations on current practices of parent counseling, considering the results of the comparative analysis between the effects of the formative intervention on the quality of the school-family partnership (in the case of the experimental class) and the natural qualitative evolution of the school-family partnership (in the case of control class).

The finality of the experimental approach was to test the following basic hypothesis of research:

The organizing, by the primary education teacher, of a system of the educational workshops for parents and students – based on the information retrieved from the MIDAS profile of intelligence of the students enrolled in the preparatory grade, and organized with the purpose of establishing joint and individualized actions strategies that can be used in order to stimulate the multiple intelligences of the children in school and family space - contributes significantly <u>to increasing</u> the family involvement in children's education, <u>consolidating</u> the school-to-family partnership, and <u>developing</u> the multiple intelligences of the students.

The independent variable is represented by:

- The organizing, by the primary education teacher, of a system of the educational workshops for parents and students – based on the information retrieved from the MIDAS profile of intelligence of the students enrolled in the preparatory grade, and organized with the purpose of establishing joint and individualized actions strategies that can be used in order to stimulate the multiple intelligences of the children in school and family space

The dependent variables are:

- the degree of family involvement in children's education;
- the quality/consistency of the school-family partnership;
- the degree of development of the multiple intelligences.

The general research question is the following*: It is possible to develop the multiple intelligences of the preparatory grade students, to increase family involvement in children's education and to consolidate the school-family partnership by organizing personalized workshops for parents and students at the beginning of the primary cycle?* To quantify the values obtained for each of the dependent variables, the research tools presented in table no. 1 were used.

Table no. 1

Dependent variables and associate research instruments

Dependent variable	Instrument used in order to measure the variable	Characteristics of the research instrument
The degree of family involvement in children's education	Family Involvement Questionnaire (FIQ)	Translated and adapted by us, with the consent of the author John Fantuzzo, Ph.D.
The degree of development of the multiple intelligences	MIDAS for KIDS: My young child	Translated and adapted by us, with the consent of the author Branton Shearer, Ph.D.
The quality of the school-family partnership	Interview grid	Instrument developed by us

Twelve classes of students participated in the research, of which the experimental class and the control class were selected (see table 2). The questionnaires MIDAS for KIDS: My young child and the Family Involvement Questionnaire (FIQ) were filled in by 227 parents, tutors or legal representatives of the students. The results obtained from the questionnaire administration were used in the process of selecting the most similar classes of students, using an inter-subject experimental design. In order to meet the ethical and deontological

13

requirements of pedagogical research, the names of the educational institutions that had participated in the research were not mentioned.

Table no. 2

The participants' distribution on classes of pupils that had participated in our research

The code assigned to the class	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
Number of students	28	15	18	18	20	21	25	25	9	18	8	22

The main criteria that have been taken into account for the selection of the educational units that had participated in the research are:

- spatial proximity and environment of the participants (both rural and urban schools were selected);

- the openness and desire of school directors and teachers to support our research, by showing good attitudes for a deep and effective cooperation.

Several categories of participants were involved in the research: parents, school directors, primary education teachers, and preparatory grade students. The study of the opinions of all these categories of participants had the aim to form a fair and objective overview of the studied educational realities. Our actions were aimed at outlining information on the profile of intelligence of the students in the classroom, the way in which workshops for parents and students can be effectively implemented, the quality of school-family cooperation, and the level of family involvement in children's education. Thus, **the sample of participants** was composed of:

- 60 teachers/ institutors/teachers for primary education;

- 90 teachers;

- 64 school directors;

- 227 parents of the students enrolled in the preparatory class, within 5 educational units from Cluj County;

- 227 students.

The **sample of content** included contents that are part of the curriculum for the disciplines studied by pupils, covering all the curricular areas provided by the "Framework Plan for Primary Education". The main objective of the activities carried out was the stimulation of all the multiple intelligences of the preparatory class students. During the formative experiment, both classes of students studied the same thematic units. In compiling the sample of content, we took into account the recommendations of the teachers involved in our research, including content that would lead to the achievement of educational objectives closely related to curricular provisions specific to the primary education level. Thus, the sample of content was composed of scientific contents and learning activities included in the curriculum for various educational disciplines studied during the preparatory grade. In the process of identifying the activities and content to be trained within the educational workshops, preparatory class students were consulted in order to ensure an optimal level of their involvement in the instructive-educational process.

The psycho-pedagogical experiment was carried out during the school year 2016-2017, between January 2017 - April 2017. The stages of our research are presented in table no. 3.

Table no. 3

Stages of the pedagogical research. Temporal and actional aspects

	Pre-experimental stage	**The stage of the formative experiment**	**Post-experimental stage**
Period of time	September 2016 - December 2016	January 2017 – April 2017	April 2017 - May 2017
Actions that were realized	- Filling in the students' behavioral observation sheets, establishing the configuration of the profile of intelligences of the students enrolled in the preparatory grade and investigating the opinions of parents, teachers and school directors regarding the implementation of educational workshops for parents and students during the preparatory grade; - Analyzing the ways in which the school-family partnership can be consolidated and the way in which a significant increase in the degree of family involvement in child education can be achieved.	Introducing the independent variable at the experimental class by systematically organizing educational workshops for parents and students.	Testing the effectiveness of the educational intervention on the consistency of the school-family partnership, on the degree of family involvement in children's education, and on the degree of development of the multiple intelligences of the preparatory grade pupils.

In order to ensure the coherence and quality of our research, extensive and intensive research methods have been combined. Synthetic statistical tables, comparison charts and structure diagrams were used for the processing, organization, systematization, and presentation of the data collected. The research tools used for data collection are presented in table no. 4.

Table no. 4

Methods and instruments used in this research

Research methods	Research instruments
The experiment	The research project
The survey based on questionnaire	- Questionnaire concerning the strategies applicable at the start of the primary cycle in order to strengthen the school-family partnership (aimed at teachers); - Questionnaire concerning the implementation of educational workshops for parents and students during the preparatory grade (aimed at parents);

	- Questionnaire concerning the strategies applicable at the start of the primary cycle in order to strengthen the school-family partnership (aimed at school principals); - The "MIDAS for Kids: My Young Child" questionnaire, author Branton Shearer, Ph.D.; - Questionnaire "Family Involvement Questionnaire" (FIQ), author John Fantuzzo, Ph.D.
The interview	The interview guide
The case study	Monitoring grid
The study of the product of children's activities	Notebooks, evaluation tests, worksheets, other creations, and student products
The systematic observation	Students' behavior observation sheets
The analysis of the school and curricular documents	Pupils' psycho-pedagogical characterization sheets, school catalogs

During our research, we have translated and adapted for use in Romanian the following research tools that were found in the international literature: Family Involvement Questionnaire (FIQ) and MIDAS for KIDS: My young child. For both research instruments, translated and adapted by us, the authors' consent was obtained. The MIDAS for KIDS Questionnaire: My young child contains items referring to student preferences and the frequency with which children perform different behaviors, and the Family Involvement Questionnaire (FIQ) assesses the degree of family involvement in children's education. The authors of both scales were contacted to give us permission to use the questionnaires. Both research tools have been translated from English and adapted to be used in educational research conducted in our country. The Romanian versions of the research tools used during our research were sent by e-mail to the authors. The translation and the adaptation of these questionnaires were necessary, taking into account the fact that no research tools in Romanian were found, that could be used at the start of the primary educational cycle to assess the degree of development of the multiple intelligences and the degree of family involvement in children's education. Determination of Cronbach's internal consistency coefficient was performed for each of the scales that make up the questionnaires. In the case of the Family Involvement Questionnaire, values ranging from 0.82 to 0.86 were obtained (for the scale "School-Based Involvement", respectively for the scale "Home-School Conferencing"). For the MIDAS for KIDS: My young child questionnaire were recorded, values ranging from 0.78 to 0.91 (0.78 for "Body-kinesthetic intelligence" scale and 0.91 for "Naturalist Intelligence" and "Intrapersonal Intelligence" scales). The values obtained indicate a good fidelity of these research tools.

The psycho-pedagogical experiment was the main method used to test the validity of the formulated research hypothesis, analyzing the impact of introducing the independent variable on the evolution of the dependent variables. Thus, the psycho-pedagogical experiment was the method of research used to study the effects of implementing a system of educational workshops for parents and students, on the effectiveness of the school-family educational partnership, on the degree of family involvement in children's education, as well as on the degree of development of the multiple intelligences of preparatory grade students. The working

hypothesis was verified during the school year 2016-2017, within two educational units in Cluj County. In addition to the formative experiment, case studies were carried out. In order to preserve the confidentiality of the data, the names of the participants and the names of the educational institutions were not specified during the work.

In the designing and conducting the formative experiment, we have started from the premise that the applications of the theory of the multiple intelligences can be used successfully in order to consolidate the school-family partnership. Educational workshops for parents and students, conducted during the formative experiment, were based on the parents' and teachers' good knowledge of the student's profile of intelligence. The formative experiment had the purpose to establish the effects of the valorization of the individual potential of each student, by individualizing the work tasks. We also intend to investigate the effects of common parent-child activities, designed from educational applications of the theory of the multiple intelligences. Thus, in the realization of the formative experiment, we have started from the premise that the systematic organization of the educational workshops for parents and students significantly influences the degree of family involvement in school education, the quality/consistency of the school-family partnership, and the degree of development of the multiple intelligences of the preparatory grade students.

The educational expectations and interests of the students which have become more increased have been important milestones in the organization of educational workshops for parents and students. Also, together with the parents, the educational needs of children were analyzed, and individualized and personalized courses of action were established, which can be applied in the school or in the family environment, in order to stimulate the students' multiple intelligences.

The stage of the formative experiment consisted in the organizing educational workshops for parents and students, both in the family space and in the school space. In the organization of educational workshops, various and playful learning situations were included.

The duration, frequency, and content of parent-child joint activities were selected in collaboration with parents and students of the experimental class. The activities were designed with the suggestions of the students, parents and primary school teachers. The educational workshops for parents and students were organized using the following didactic strategies: cooperative learning, discovery learning, and problem-based learning. During the educational-educational activities carried out within the educational workshops for parents and students, the following aspects were observed:

- active involvement of the pupils and parents in carrying out work tasks, considered accessible and attractive by the participants of the workshops;
- a favorable climate for learning and for the cooperation processes;
- children's expression of enthusiasm towards the involvement of the parents in the activities.

During the educational workshops, parents' and students' behavior was observed in order to obtain information about the difficulties encountered, the relationships established and the degree of satisfaction felt by parents and pupils as a result of the implementation of the educational workshops.

In the post-experimental phase, the impact of introducing the independent variable was assessed in order to determine the extent to which the organization of educational workshops

for parents and students significantly influences the degree of family involvement in child education, the quality/consistency of the school-family partnership and the profile of intelligence of the students. The "MIDAS for KIDS: My young child" and The "Family Involvement Questionnaire" questionnaires were distributed in order to determine whether the experimental class participants achieved scores significantly higher than those from the control class for each of the scales included in these research tools. During this stage, we also intended to find the answer to the following question: What recommendations can be made to support school counselors and primary school teachers from our country to consolidate the school-family partnership?

      The fifth chapter of the paper presents the results of the experimental research carried out in the school year 2016-2017. If, in the pre-experimental stage, no statistically significant differences between the two samples were identified, statistically significant differences were obtained in the postexperimental stage between the two classes, as a result of the introduction of the independent variable. These conclusions were formulated by analyzing the results of the t-test for independent samples. The specific hypothesis was formulated as: There are statistically significant differences between the two classes of pupils in terms of parental involvement in children's education, the quality of the school-family partnership and the degree of development of students' multiple intelligences after the intervention program. The null hypothesis (H0) states that there are no statistically significant differences between the two classes of pupils in terms of parental involvement in children's education, the quality of the school-family partnership and the degree of development of the multiple intelligences. The results of comparisons between the averages obtained by both classes of pupils indicate the effectiveness of our intervention program. Between the two student classes, statistically significant differences were obtained. Thus, the null hypothesis was rejected and the specific hypothesis was confirmed (see table no. 5).

Table no. 5

Conclusions of the t-test for independent samples (class C3 - class C10)

Dependent variable	Indicators used in order to quantify the level of the dependent variable	Pre-experimental stage	Post-experimental stage
The degree of family involvement in children's education	School-Based Involvement	No statistically significant differences	Statistically significant differences
	Home-Based Involvement	No statistically significant differences	Statistically significant differences
	Home-School Conferencing	No statistically significant differences	Statistically significant differences
The quality of the school-family partnership	The quality of the cooperation between parents and teachers	No statistically significant differences	Statistically significant differences
The degree of development of the	Musical intelligence	No statistically significant differences	Statistically significant differences

multiple intelligences	Bodily-kinesthetic intelligence	No statistically significant differences	Statistically significant differences
	Logical-mathematical intelligence	No statistically significant differences	Statistically significant differences
	Spatial intelligence	No statistically significant differences	Statistically significant differences
	Linguistic intelligence	No statistically significant differences	Statistically significant differences
	Interpersonal intelligence	No statistically significant differences	Statistically significant differences
	Intrapersonal intelligence	No statistically significant differences	Statistically significant differences
	Naturalist intelligence	No statistically significant differences	Statistically significant differences

In order to establish how big the differences registered at the experimental class are, the statistical index of the effect size was calculated. The values obtained are associated with a medium or strong effect, statistically significant (see table no. 6).

Table no. 6

The size of the effect of introducing the independent variable

Dependent variable	Indicators used in order to quantify the level of the dependent variable	Cohen's d	Effect size
The degree of family involvement in children's education	School-Based Involvement	0.73	Medium
	Home-Based Involvement	0.66	Medium
	Home-School Conferencing	0.69	Medium
The quality of the school-family partnership	The quality of the cooperation between parents and teachers	1.36	Large
The degree of development of the multiple intelligences	Musical intelligence	1.81	Large
	Bodily-kinesthetic intelligence	1.76	Large
	Logical-mathematical intelligence	1.57	Large
	Spatial intelligence	1.39	Large
	Linguistic intelligence	1.28	Large

	Interpersonal intelligence	0.91	Large
	Intrapersonal intelligence	0.83	Large
	Naturalist intelligence	0.81	Large

The sixth chapter of the paper includes the analysis of the results obtained from the administration of the FIQ and MIDAS questionnaire at the level of the whole sample of participants. Also, within this chapter, the results of the questionnaire surveys are presented, as well as the conclusions of the case studies conducted in order to understand the current educational realities, with a major impact on the process of consolidating the school-family partnership.

The first study, entitled "The parents' view on the ways in which workshops for parents and pupils can be implemented. Questionnaire survey" had, as the main objective, to discover the most effective strategies that can be applied to implement and organize, in good conditions, workshops for parents and pupils during the preparatory grade. The purpose of administering the "Questionnaire concerning the implementation of educational workshops for parents and students during the preparatory grade" was to establish the parents' opinion on the optimal structure, frequency, content, and duration of educational workshops for parents and preparatory grade students. The results of this investigation were published in the article "Strategies for Implementing Effective Educational Workshops for Parents and Children during the Preparatory Grade" (Marin & Bocos, 2017).

The questionnaire was filled in by 227 parents or legal representatives of children from Cluj County, Romania. After the realization of this nonexperimental research, the following conclusions were established:

- most parents (223 parents, namely 98.24% of the respondents) are interested in attending the educational workshops for parents and students);

- most of the participants, namely 90 of them (39.65%) considered that the educational workshops for parents and students should be organized weekly, while 80 of them can attend these activities monthly (35,24%). Other respondents considered that the workshops should be organized daily (8.37%), half-yearly (11.89%) or annually (2.64%). A small percentage of the respondents (2.2%) have selected other response variants, like two times a month or two times a week;

- the majority of the participants (54.63%, namely 124 of them) prefer to attend activities that have a duration between 45-60 minutes or of less than 45 minutes (32.16%). Other respondents considered that the activities should have a duration between 60 and 75 minutes (8.81%), between 75 and 90 de minutes (3.52%) or bigger than 90 minutes (0.88%);

- the majority of the respondents (99,56% of them) are interested in finding out information about the most developed types of intelligences of the child;

- the majority of the parents (75,77%) would like all the types of intelligences to be stimulated during workshops. 15,42% of the respondents answered that they wish the most developed intelligences of their children to be stimulated, while 8,81% of them (namely 20 parents) would like the less developed types of intelligences to be stimulated (see figure no. 6).

20
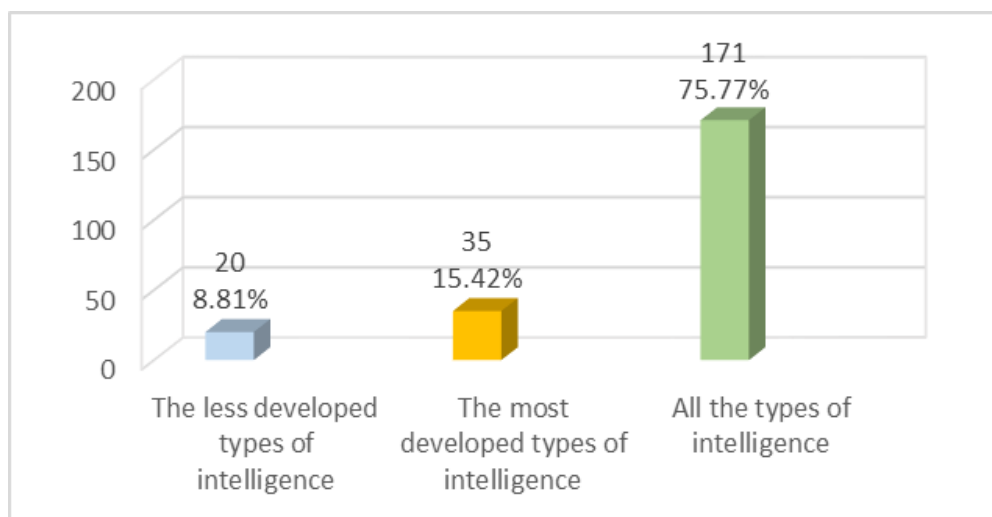
Figure no. 6. *Multiple intelligences that were selected in order to be stimulated during the workshops for parents and pupils*

The results presented previously represent valuable action strategies for the implementation in good conditions by primary school teachers of the educational workshops. Taking into account the different suggestions of the parents in each of the 12 classes of students who participated in our research, we can conclude that it is beneficial that before organizing these workshops, teachers should understand the preferences of the parents and the pupils, on the frequency, duration, and content of educational workshops.

The study revealed that most of the respondents want to participate in educational workshops for parents and students. These activities are considered by parents as an effective way to understand students' educational needs and to stimulate their multiple intelligences. Considering the current educational realities, we believe that if educational activities for parents and pupils involve low costs or are free of charge, they will be much easier to organize and a greater number of parents and pupils will benefit from their positive effects. One of our previous studies (Marin & Bocos, 2016) revealed that the parents of children enrolled in the preparatory grade considered that educational workshops for parents and students are an beneficial way to interact with their own children and at the same time to improve communication with them.

Through the application of this questionnaire, important characteristics of the educational workshops for parents and students were identified and efficient strategies through which these activities can be implemented in the Romanian primary education were discovered. Analyzing the results obtained, we can see that parents have positive attitudes towards the theory of the multiple intelligences. Other important conclusions regarding the frequency, duration, and content of educational workshops for parents and students were summarized in table no. 7

Table no. 7

Conclusions concerning parents' opinion regarding the frequency, duration and content of educational workshops during the preparatory grade

Frequency	Duration	Content
- workshops should be organized frequently and they should become routine for parents and children; - workshops should be organized in the afternoon, at the end of the parents' work schedule.	- the recommended duration of the workshops is more or less 60 minutes, but should not exceed 120 minutes; - if the activities are attractive for children, they can take longer than 60 minutes;	- workshops should offer the opportunity to discover children's talents and abilities, should be attractive and contain activities like: building games, drawing, crafts, painting, theatre, environmental protection actions, creative recycling, calligraphy, positive relationships with others, problem solving, music, scientific experiments, physical exercises, correct writing, reading or dancing. Special attention should be offered to self-knowledge activities, based on improving children's self-esteem and to the activities that contribute to the development of the general knowledge of the child; - teachers should design activities based on their observations regarding children's abilities, that facilitate the transition to the specific learning activities carried out during first grade; - teachers should invite specialists from various fields and organize new activities every time; - on the whole, activities should be diverse and carried out in a positive learning environment, which contributes to the development of the relationship between children and parents. Considering children's preferences in regards to the contents of the activities, we can easily ensure the success of the workshops.

The second study presented aims to establish the teachers' view on the modalities through which the workshops for parents and pupils could be implemented. The questionnaire concerning the strategies applicable at the start of the primary cycle in order to strengthen the school-family partnership, aimed at primary school teachers, was designed by us and was managed through the online platform www.isondaje.ro. The results obtained from the distribution in the online environment of this questionnaire were published in the study "Effective Methods of Strengthening the School-Family Partnership during the Preparatory Grade: An Analysis of Primary School Teachers' Opinions" (Marin, Bocos & Calin, 2017).

The study conducted in the school year 2016-2017 addressed the issue of establishing effective strategies to consolidate the school-family partnership. After conducting this investigation, the following conclusions were drawn:

- most teachers considered that individual meetings, collective meetings, and extracurricular activities are strategies useful to be applied at the beginning of the primary educational level. Organizing educational workshops parents and students and creating informative boards for parents are also effective strategies to strengthen the school-family partnership (see figure no. 7). Participants who chose other response options considered that other effective methods of consolidating the school-family partnership are: joint trips for parents and children, a parental education program held each week or once in two weeks, the use of e-mail as a form of communication, parents meetings outside the school in order to get to know each other better and exchange their opinions, home visits, creating a website or a

page for the class, with updated information on social networks, parents' involvement in class arrangement, phone conversations, the use of correspondence notebooks between teachers and parents, roundtables or interactive activities, where guests, such as psychologists or others specialists can participate.
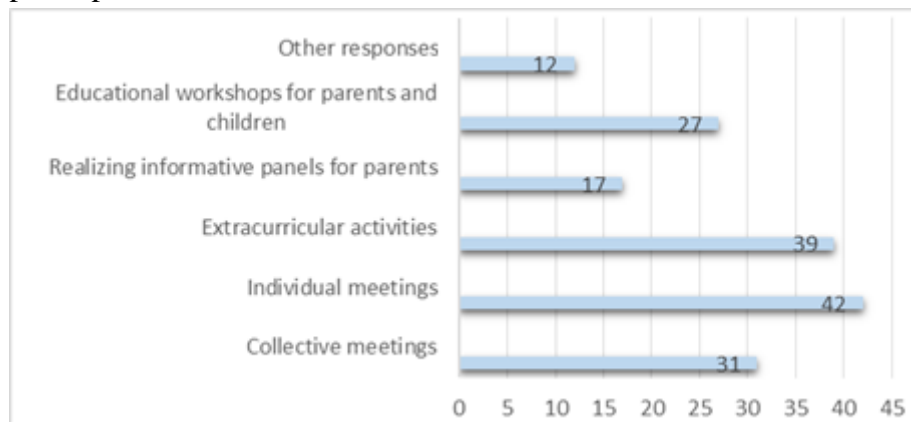
Figure no. 7. *Teachers' opinions regarding the most effective strategies of building the school family-partnership*

- most of the teachers considered that one of the most frequent factors that influenced the school-family partnership in a negative way is the parents' busy schedule (see Figure. 8). Other obstacles identified by the teachers are: the low interest and the low educational level of parents, parents' prejudices, parents' lack of information, the difference of opinions and resistance to change, parents' negative attitudes toward school and teachers, different visions about the instructional processes, a low level of confidence between parents and teachers.
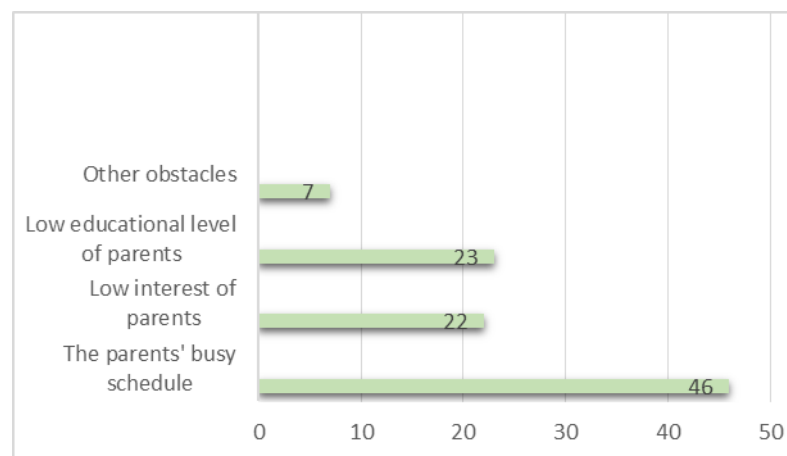
Figure no. 8. *Obstacles that can influence the quality of partnerships between school and families*

- most of the respondents (59.57%) had cooperated well with more than half of the parents. At the same time, 21.28% of the respondents indicated that they cooperated well with a half of the parents, while the rest of them (19.15%) have cooperated efficiently with less than half of the parents.
- in the teachers' opinion, parent-child activities should be done in the afternoon, should have a duration between one to two hours, and may be organized annually, biannually, monthly

or weekly. The activities mentioned by the teachers can be associated with disciplines such as Communication in Romanian, Mathematics and environment exploration, Physical education, Visual arts and craftworks, and Personal Development. From the perspective of the theory of multiple intelligences, teachers believe it would be beneficial to stimulate the following types of multiple intelligence: linguistic intelligence, logical-mathematical intelligence, naturalist intelligence, spatial intelligence, interpersonal intelligence, and intrapersonal intelligence.

Teachers' opinion regarding the frequency, duration, and contents of common activities of parents and children are: activities should be carried out at least once a month or once per semester, they should be accessible and interesting for the children and they should be designed in accordance with the curriculum. At the same time, teachers considered that parents could be consulted for establishing the frequency, duration, and contents of the activities (see table no. 8).

Table no. 8

Conclusions concerning teachers' opinion regarding the organization of the educational workshops for parents and students during the preparatory grade

Frequency	Duration	Content
• activities should be held monthly or half-yearly; • activities could be carried out on special holidays or events.	• the time and the duration of activities must be decided together with parents; • activities should be done in the afternoon and have a duration less than one hour or between 1-2 hours.	• the content of the activities must be in accordance with the curricula for the disciplines studied in the preparatory grade; • it is recommended to organize specific activities of the following school disciplines studied by the pupils enrolled in the preparatory grade: Communication in Romanian, Mathematics and Environment exploration, Physical education, Visual arts and craftworks, and Personal Development. • parents and students must be involved in selecting the type and content of workshops; • various themes could be approached from the pupils' sphere of interest, organizing creative workshops, making parents-children joint games, exits in nature (hiking, walking, games in the yard, etc.); • activities should be enjoyed by all the pupils, should be appropriate to pupils' age particularities, should be constructive, and unstressful for pupils; • yearly or half-yearly, joint parent-child trips could be organized.

The third nonexperimental study carried out by us had the purpose to identify the factors that can influence the degree of family involvement in children's education. During discussions with the teachers involved as partners in our research, we have established that most parents who are actively involved in children's education have a medium or high educational level and good socio-economic status. The results of this study were published in the article "Factors Influencing the Involvement of the Family in Their Children's Education at the Beginning of the Romanian Primary Education" (Marin & Bocos, 2017b). The study revealed that some of

the factors that can significantly influence the degree of family involvement in children's education are:
- the educational level of the parents;
- socio-economic status of the family;
- the problems faced by students' families;
- occupational status of parents;
- the family background (Marin & Bocos, 2017b).

The fourth study presented in Chapter VI of the paper had the objective to establish which the most developed types of intelligences are among the preparatory grade students. The theory of multiple intelligences, discovered by Howard Gardner, is considered to be an effective way to optimize different types of educational activities. Applying this theory to the instructive-educational process should be done after a judicious understanding of the students' abilities and interests. The results of this study were included in the article "The MIDAS ™ Profile of the Children. A Useful Instrument for Consolidating the School-Family Partnership "(Marin & Bocos, 2018d).

In order to determine which the most developed multiple intelligences are at the level of the whole sample of participants, the arithmetic means of the scores recorded by each pupil, corresponding to each type of intelligence, were calculated. The results show that the highest average scores were recorded for naturalist intelligence, intrapersonal intelligence, and interpersonal intelligence. The lowest average scores are associated with musical intelligence and bodily-kinesthetic intelligence (see figure no. 9).
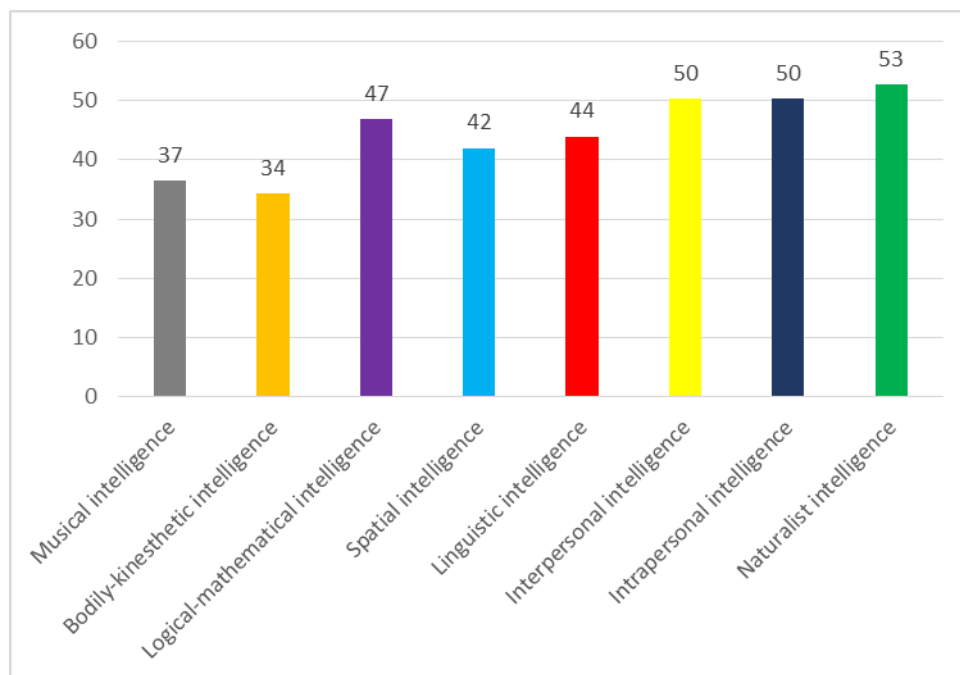
Figure no. 9. *Mean scores recorded for each type of intelligence. Results obtained at the level of the all sample of participants (N=227)*

In order to identify the most developed types of multiple intelligences at the level of all classes of students, arithmetic averages of each pupil's scores were used, corresponding to each type of intelligence. Analyzing the data in figure no. 10, it can be noticed that in most student

classes, the highest score averages were recorded for naturalist intelligence (for 8 classes of students) and intrapersonal intelligence (for 3 classes of pupils). At one of the student classes, the highest average score for linguistic intelligence was recorded. The lowest average scores were obtained at all classes for musical intelligence and bodily-kinesthetic intelligence.
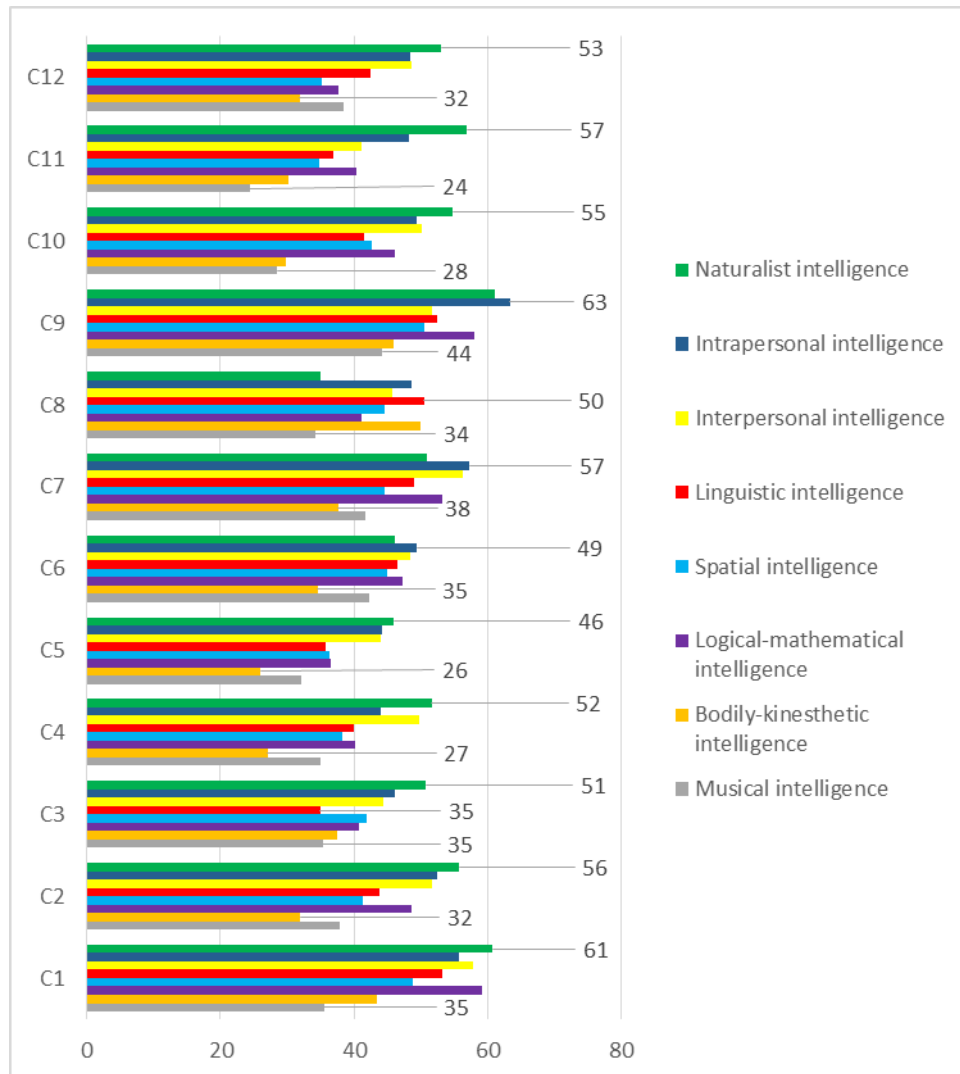
Figure no. 10. *Maximum and minimum values of the average scores recorded in the pre-experimental stage at each of the classes involved in our research*

In conclusion, the most developed types of intelligences of the students included in our study are naturalist intelligence, interpersonal intelligence, and intrapersonal intelligence. Understanding the children's MIDAS profile of intelligence could make teachers and parents formulate educational goals about the learning opportunities that can be offered to students at school or in the family. The high value of scores obtained for naturalist intelligence suggests the need to stimulate more often this type of intelligence during the school or home activities. The increased interest of students for plants and animals should be taken into account in order to ensure the success of the educational activities organized during the preparatory grade. The observations on children's preferences and behavior and the discussions with children and parents confirmed the results revealed by the children's MIDAS profile, which helps us to

conclude that this research tool can be used successfully by researchers, teachers and school counselors in Romania.

Our fifth nonexperimental study highlighted the positive impact of a high parental involvement in children's education on the degree of development of their multiple intelligences. The premise underlying this study is that family learning situations play a significant role in the process of stimulating and developing each of the multiple intelligences discovered by Howard Gardner. The results of this investigation were included in the article "The Effects of a High Family Involvement in Pupils' Education" (Marin & Bocos, 2018c, in press). Through our research, we set out to establish whether students who have recorded high or very high scores for all types of intelligences evaluated using the MIDAS for KIDS™ questionnaire benefit from higher quality and more frequent educational opportunities in the family environment. We also wanted to determine what kinds of activities parents and students perform together in order to stimulate children's multiple intelligences. Our research efforts were also aimed at pupils who had low or very low scores at the application of the MIDAS questionnaire. The results obtained suggest that there is a positive correlation between the degree of family involvement in children's education and the degree of multiple intelligences development (see figure no. 11)
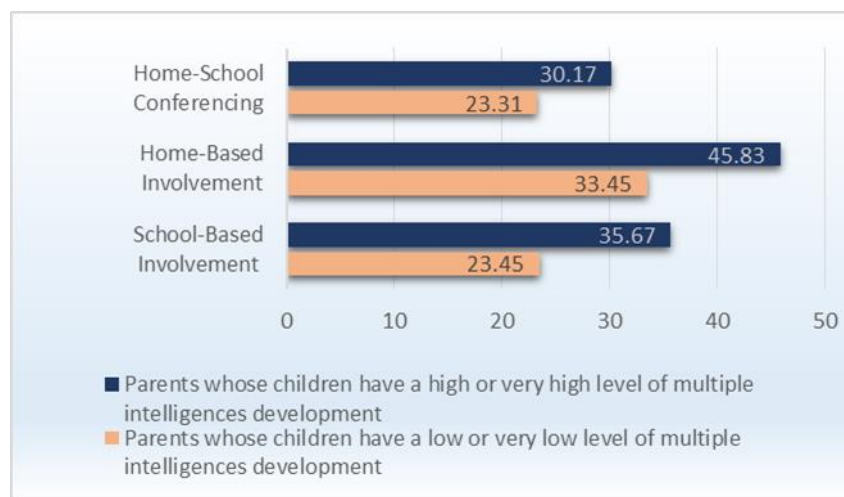
Figure no. 11. *Average scores recorded for each dimension of family involvement*

Discussions with pupils and teachers have revealed that the very low scores recorded by some students as to the level of the multiple intelligences' development are caused by various factors, including some negative characteristics of the family environment in which they develop. The novelty of this study is the highlighting of the relationship between the degree of family involvement in children's education and the degree of development of multiple intelligences for pupils in the preparatory grade (see Marin & Bocoș, 2018c, in press).

The purpose of the sixth study presented in Chapter VI of the paper was to determine the effects of written messages addressed to parents regarding the pupils' intelligence profile. During this research, two written papers were distributed to parents in order to analyze their impact on the evolution of the school-family partnership.

The MIDAS questionnaires were presented to parents as standardized psychological tests used in other countries in order to establish the configuration of the children's profile of

intelligence. Most of the parents accepted the proposal to fill in the questionnaires, which helps us to conclude that there is a high interest from them to find out which the children's most developed abilities are. All the parents considered the questions in the questionnaire to be very accessible and they showed a true desire to find out more information about the children's MIDAS profile of intelligence. Thus, the second letter addressed to the parents contained information about:

- the most developed multiple intelligences of the children;
- the context in which the information obtained will be used,
- thanks given to the parents for the continuous and effective involvement in school life. The positive effects of the transmission of informative letters addressed to parents were presented in the following articles: "Impact of positive messages addressed to parents on the effectiveness of school-family partnership" (Marin & Diaconu, 2017) and "Differentiated and individualized strategies of the training applicable to the preparatory grade "(Marin & Ciociu, 2017).

The positive feedback received from parents suggests that they were happy to discover information about their children's profile of intelligence. Thus, positive messages about students' positive abilities can stimulate parents' desire of active engagement in children's education and a true wish to cooperate effectively with teachers (Marin & Diaconu, 2017, Marin & Ciociu, 2017). The most important aspect discovered during this study is that this research tool can be used to consolidate the school-family partnership, taking into account the positive attitudes of both teachers and parents to find out more information about the profile of intelligence of their children (see also Marin & Bocos 2018d). For a good evolution of the school-family partnership, it is very important for the first interactions between students, parents, and teachers to take place in good conditions.

The most important advantage of administering the MIDAS questionnaire is to accelerate the process of understanding students' abilities and interests. Another advantage is that the tool can offer to the teachers and parents the chance to talk about the skills of children and to formulate strategies and action plans for children's education.

The seventh study analyzed the view of the school managers on the strategies applicable at the beginning of the primary cycle in order to strengthen the school-family partnership. The online questionnaire on the strategies applicable to strengthen the school-family partnership, aimed at school principals, was designed by us and was managed through the online platform www.isondaje.ro. The results obtained from the distribution of this questionnaire were presented in the study "School Principals' Opinions on the Strategies of Strengthening the School-Family Partnership "(Marin & Bocos, 2018a, in press). The questionnaire was presented to school managers as a useful tool to identify effective courses of action that can be successfully applied by teachers interested in building an authentic partnership between the school and the family.

The agreement from the Cluj County School Inspectorate for the collection of data in the online environment was obtained on 19 June 2018, via the address no. 6476. All the 4 conditions specified in the agreement received from the School Inspectorate of the Cluj County were respected and the following results were recorded:

- most respondents consider that the most frequent obstacles encountered at the onset of the primary educational cycle in building a genuine partnership between school and families

are the educational level and the low interest of some parents to become actively involved in school life. Other barriers listed by executives are:

- low living standards, frequent problems, and poor living conditions in some families;
- a low level of confidence in the decisions taken by the teacher;
- the inappropriate intervention of some parents in the educational process as a result of not knowing the actual level of training of their children. Thus, they tend to demand higher school grades, which do not reflect the actual level of the student's education;
- migration of the parents to other countries, students usually remain in the care of their grandparents who do not have effective control over them.

- the most efficient modalities to consolidate the school-family partnership are: organizing educational workshops for parents and students, individual meetings, and extracurricular activities where parents are also invited Participants who chose other response variants considered that other effective methods of consolidating the school-family partnership are:

- frequent phone conversations;
- public policies should be adopted in order to increase the trust of the families in primary school teachers andin other categories of teachers;
- parenting activities.

- the majority of the school managers (63 of them, namely 98.43% of the total number of respondents) considered that the implementation of educational workshops for parents and students in primary education is beneficial;

- 89.06% of the total number of participants in our study (57 of the respondents) are aware of the importance of continuous training of the teachers and the positive impact of these activities on the school-family cooperation;

- a significant percentage of school directors (85.94% of them) agree that the results of recent research studies deserve to be disseminated within the meetings of the methodology committees for primary school teachers and during pedagogical activities. A lower percentage of respondents, 7.81% and 6.25% of them, respectively, selected "No" or "I don't know" variants;

- all school principals considered that the most appropriate approach of the school-family collaboration is that of the opened doors for parents and the approach of educational safety, characterized by moderate decisional transparency;

- most of the respondents (46 of them) agreed that a high involvement of the family always has positive effects on the school-family partnership.

The results of the survey reveal that school managers are aware of the importance of achieving high-quality cooperation between school and family, agreeing that a high involvement of the family in school life has positive effects on the cooperation between parents and teachers.

According to the participants, a high level of family involvement in school life may sometimes have negative effects on the school-family partnership if parents have unrealistic expectations about the children's school results. In this context, it is important to highlight that

the views of the primary school teachers and the school principals on the most effective strategies for improving school-family cooperation are very similar.

The main limits of our studies realized by us are related to the small size of the sample of the participants. Research with a larger number of participants, from all major geographical areas in Romania, must be carried out to form an overview of all the factors that influence the quality of the school-family partnership. It would also be useful to develop programs that are easy to apply and have beneficial effects on parental involvement in children's education and school life. These programs should be based on the views of parents, teachers and school principals on the strategies that should be implemented in order to achieve a close cooperation between the families and the school institutions.

Chapter VII presents the pedagogical research carried out in the school year 2017-2018, using the technique of the rotation of the factors. The technique of the rotation of the factors was used in order to study whether by implementing the program at the class C10 we obtain similar results to those recorded in the school year 2016-2017 in case of the class C3. Thus, at the C10 class, we have implemented the program "We learn by playing. Together we become smarter". The degree of family involvement in children's education, the evolution of the quality of school-family partnership, and the degree of development of multiple intelligences were monitored at the class to which the C3 identification code was assigned (the experimental class within the research conducted in the school year 2016-2017). In order to realize this investigative study, research methods have been applied, such as questionnaire survey, interview, the study of activity products of activities, systematic observation of student behavior, as well as the analysis of school and curricular documents.

Parents and students from the C10 class wanted to pay special attention to the following types of intelligence within the educational workshops: linguistic intelligence, logical-mathematical intelligence, interpersonal intelligence, and intrapersonal intelligence. The content sample comprised scientific content included in the curriculum which guides the training and education processes carried out during first grade.

In the school year 2017-2018, intergroup and intragroup comparisons were conducted, and the following statistical indicators were calculated: the arithmetic means, standard deviation and t-test for one sample (see table no. 9).

Tabelul no. 9.

Conclusions of the comparisons realized at class C10, using the one-sample t-test

Dependent variable	Indicators used in order to quantify the level of the dependent variable	Results obtained in the school year 2017-2018
The degree of family involvement in children's education	School-Based Involvement	Statistically significant differences
	Home-Based Involvement	Statistically significant differences
	Home-School Conferencing	Statistically significant differences
The quality of the school-family partnership	The quality of the cooperation between parents and teachers	Statistically significant differences
	Musical intelligence	Statistically significant differences

	Bodily-kinesthetic intelligence	Statistically significant differences
	Logical-mathematical intelligence	Statistically significant differences
	Spatial intelligence	Statistically significant differences
The degree of development of the multiple intelligences	Linguistic intelligence	Statistically significant differences
	Interpersonal intelligence	Statistically significant differences
	Intrapersonal intelligence	Statistically significant differences
	Naturalist intelligence	Statistically significant differences

The results obtained in the school years 2016-2017 and 2017-2018 help us to conclude that the implementation of the program "We learn by playing. Together we become smarter" influence in a positive way the degree of family involvement in children's education, the quality of the school-family cooperation, and on the degree of development of the multiple intelligences of the students. Taking into account the positive effects obtained at the class C3 in the school year 2016-2017 and at the class C10 in the school year 2017-2018, we can state that the implementation of the program can be achieved both during the preparatory grade and during the first grade. Taking into account the results registered at the C3 class in 2017-2018, we consider that the implementation of this program can have long-term positive effects on all three dependent variables included in the research hypothesis.

Parents consider that the beginning of the primary cycle is a decisive moment, with a major impact on the children's future school evolution. **The hypotheses of our experimental researches have been confirmed.** Therefore, the systematic organization of educational workshops for parents and students during the preparatory grade and during the first grade had positive effects on the three dependent variables formulated by us: the quality/consistency of the school-family partnership, the degree of family involvement in children's education and the degree of development of multiple intelligences. The independent variable was represented by the systematic organization, within four months, of the intervention program "We learn by playing. Together we become smarter". Taking into account the results of the research, we can argue that the theory of multiple intelligences:
- has a wide applicability in the Romanian educational system, through its high contributions to the optimization of the teaching-learning-evaluation processes at the micro-pedagogical level;
- allows the individualization and differentiation of training according to the students' skills, preferences, and educational needs;
- supports the process of creating, maintaining and developing genuine and effective school-family partnerships.

Complementary action of the school and the families and the joint educational interventions support the pupils' depth learning and the development of the skills necessary for students to learn. The participation in educational workshops had a positive influence on the quality of communication and intra-family relationships, generating positive emotions for participants. The quality of parent-child relationships is an important factor in ensuring

students' school success. Thus, after discussions with parents and pupils, we have outlined the main characteristics of the parents who are actively involved in children's education:
- they constantly encourage children's efforts and progress, valorizing them and increasing their confidence in their own capacities;
- they maintain a high-quality, warm and protective family climate, based on positive and harmonious relationships, respect, affection, understanding, affective security, mutual support and care towards each other;
- they consistently use modern and effective child education practices;
- they guide the learning actions of children and create attractive learning contexts;
- they provide positive behavioral models;
- they spend large amounts of time on recreational and learning activities with children.

In this paper, we focused our attention on the level of primary education, aiming to investigate the actual educational realities, to propose ameliorative solutions and to formulate useful landmarks that could be used during the consolidation of the partnership relationship between school and family and in the process of the realization of an active and applicative education. Conducting this research on a larger sample of participants would be useful given the actuality and importance of the investigative approach presented in this paper. The goal of carrying out future research efforts could be to facilitate the efforts constantly made by teachers to identify optimal ways to improve school-family cooperation. Considering that the psycho-pedagogical experiment was conducted in the school institutions in Cluj County, we consider that future researches should include samples of participants from different regions of the country. Thus, the ability to generalize the results will be higher. The solutions proposed by the teachers and the results of this investigation are useful for both primary school teachers and school counselors interested in finding effective strategies to strengthen the school-family partnership. If this research was conducted on the classes where the school performances of the children are quantified through grades, the school outcomes of the children could be monitored, considering that the acceleration of the development of the multiple intelligences of the students can have a positive impact on the school performance of the pupils (Bocos, 2013; Vârtop, 2015).

The diversity of the students' profile of intelligence demands the implementation of certain customized didactic approaches. Accepting the diversity of human beings and the validity of the theory of the multiple intelligences had beneficial effects on the quality of school-family cooperation. Through this research, we aim to identify theoretical and actional milestones, including differentiated didactic approaches, to prove their efficiency and operationality in the process of educating students. Starting from the positive results obtained following the psycho-pedagogical / didactic experiment, the following educational and managerial recommendations can be formulated:
- investigating the views of parents and students on how the educational workshops for parents and students should be implemented;
- developing a personalized program to increase family involvement, based on educational workshops for parents and students, that could be carried out at school and outside the school space.

The results obtained in the post-experimental stage of the research help us to conclude the following:
- parents consider it useful and relevant to find out information about the profile of intelligence of their child using the "MIDAS for KIDS: My young child" questionnaire;
- teachers are interested in knowing information about the pupils' profile of intelligence and they consider it beneficial to base their teaching, learning, and evaluation actions on the results of administering the MIDAS for KIDS: My young child questionnaire;

- the systematic organization of educational workshops for parents and students, in both school and family space, has positive effects on the quality of school-family-community cooperation, on the degree of family involvement in child education, and on the level of development of the multiple intelligences of the students.

Among the classes of students who have participated in our research, several similarities have been identified, taking into account the most developed types of intelligence of the students. A large number of students obtained high scores for the naturalist intelligence. From a pragmatic/operational perspective, the purpose of educational workshops for parents and students should be to provide students with positive learning experiences. The prefiguration and effective anticipation of all actions that could be carried out within the educational workshops for parents and students should be based on the information revealed by each pupil's profile of intelligence and, at the same time, on the provisions of the school curriculum in force. Within the workshops, special attention was paid to the interpersonal relationship abilities and to the formation of collaborative and prosocial behaviors. The effectiveness of child-adult communication and interactions in educational workshops for parents and students has been assured by positive behaviors such as rule compliance, active listening, permanent visual contact, empathy, and optimal emotional management.

All categories of respondents involved in our research (pupils, parents, primary school teachers, and school principals) considered that is beneficial to organize educational workshops for parents and students at the beginning of the primary cycle. The openness, the flexibility, decision-making transparency, and responsiveness of parents and teachers support the process of consolidation of the school-family educational partnership. The theoretical and practical considerations presented above can be used by primary school teachers who want to implement educational workshops or joint parent-student activities based on the educational applications of the theory of the multiple intelligences. Analyzing the results obtained, we can conclude that the most effective ways to strengthen the school-family educational partnership that can be used at the beginning of primary education are: educational workshops for parents and students, extracurricular activities, individual meetings, frequent phone conversations, and meetings with the parents.

REFERENCES

Adams, K. S., & Christenson, S. L. (2000). Trust and the family-school relationship: Examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology, 38*, 477-497.

Addi-Raccah, A., & Ainhoren, R. (2008). School governance and teachers' attitudes to parents' involvement in schools. *Teaching and Teacher Education, 25*, 805-813.

Addi-Raccach, A., & Arviv-Elyashiv, R. (2008). Parent empowerment and teacher professionalism – teachers' perspectives. *Urban Education, 43*(3), 394-415.

Agabrian, M. (2006). *Şcoala, familia, comunitatea.* Iași: Editura Institutul European.

Agabrian, M. (2008). *Strategii de comunicare eficientă.* Iași: Editura Institutul European.

Agabrian, M., & Millea, V. (2006). *Şcoala, familia, comunitatea.* Iași: Editura Institutul European.

Agabrian, M., & Millea, V. (2005). *Parteneriate şcoală-familie-comunitate. Studiu de caz.* Iași: Editura Institutul European.

Anderson, K. J., & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research, 100*, 311-323.

Anderson, S. A. (2000). How parental involvement makes a difference in reading achievement. *Reading Improvement, 37*(2), 61-86.

Armstrong, T. (2012). *Eşti mai inteligent decât crezi. Un ghid al inteligenţelor multiple, pentru copii.* București: Editura Curtea Veche.

Arnold, D. H., Zeljo, A., Doctoroff, G. L., & Ortiz, C. (2008). Parent involvement in preschool: Predictors and the relation of involvement to pre-literacy development. *The School Psychology Review, 37*(1), 74-90.

Baker, A. J., & Soden, L. M. (1998). *The challenges of parent involvement research.* New York: ERIC Clearinghouse on Urban Education.

Băran-Pescaru, A. (2004). *Parteneriat în educaţie: şcoală-familie-comunitate.* București: Editura Aramis Print.

Becker, H. J., & Epstein, J. L. (1982). Parent involvement: A survey of teacher practices. *Elementary School Journal, 83,* 85-102.

Berger, E. H. (1991). Parent involvement: yesterday and today. *The Elementary School Journal, 91,* 209-219.

Bernal, A., Urpí, C., Rivas, S., & Repáraz, R. (2011). Social Values and Authority in Education: Collaboration between School and Families. *International Journal about Parents in Education, 5*(2), 134-135.

Bernat, S.-E. (2003). *Tehnica învăţării eficiente.* Cluj Napoca: Editura Presa Universitară Clujeană.

Blandford, S. (2006). *Remodeling School Manual: Workforce Reform. Harlow*. England: Pearson Longman.

Blandford, S., & Knowles, C. (2009). *Developing professional practice, 0-7*. Harlow, England: Pearson Longman.

Bocoş, M. (2003). *Cercetarea pedagogică. Suporturi teoretice şi metodologice.* Cluj-Napoca: Editura Casa Cărții de Știință.

Bocoş, M. (2007). *Didactica disciplinelor pedagogice. Un cadru constructivist.* Cluj Napoca: Editura Presa Universitară Clujeană.

Bocoş, M. (2012). *Didactica disciplinelor pedagogice. Suport de curs utilizat în cadrul proiectului „Calitate, inovare, comunicare în sistemul de formare continuă a didacticienilor din învăţământul superior",* proiect cofinanţat din Fondul Social European prin Programul Operaţional Sectorial pentru Dezvoltarea Resurselor Umane 2007 - 2013.

Bocoş, M.-D. (2013). *Instruirea interactivă. Repere axiologice şi metodologice.* Iaşi: Editura Polirom.

Bocoş, M., & Chiş, V. (2013). *Management curricular (vol. I). Repere teoretice şi aplicative.* Piteşti: Editura Paralela 45.

Bocoş, M.-D. (coord.). (2016a). *Dicţionar praxiologic de pedagogie. Volumul I: A-D.* Piteşti: Editura Paralela 45.

Bocoş, M.-D. (coord.). (2016b). *Dicţionar praxiologic de pedagogie. Volumul II: E-H.* Piteşti: Editura Paralela 45.

Bocoş, M.-D. (coord.). (2017). *Dicţionar praxiologic de pedagogie. Volumul III: I-L.* Piteşti: Editura Paralela 45.

Bocoş, M., Gavra, R., & Marcu, S.-D. (2008). *Comunicarea şi managementul conflictului.* Piteşti: Editura Paralela 45.

Bocoş, M., Jucan, D. (2017), *Fundamentele pedagogiei. Teoria şi metodologia curriculumului. Repere şi instrumente didactice pentru formarea profesorilor*, Ediţia a III-a revizuită. Piteşti: Editura Paralela 45.

Bordei, S. (2014). Aspects of the Application of Theory of Multiple Intelligences in Romanian School with Students between 10 and 14 Years Old. *Procedia - Social and Behavioral Sciences, 128,* 269-274.

Botiş Matanie, A., & Axente, A. (2011). *Disciplinarea pozitivă sau cum să disciplinezi fără să răneşti.* Cluj-Napoca: Editura Asociaţia de Ştiinţe Cognitive din România.

Brănişteanu, R. (2013). *Educaţia socio-emoţională – ateliere pentru preşcolari.* Teză de doctorat nepublicată, Universitatea Babeş-Bolyai.

Breben, S. (2010). *Activităţi bazate pe inteligenţe multiple. Jocuri pentru dezvoltarea inteligenţei preşcolare la vârsta preşcolară şi şcolară mică. Vol. 4.* Craiova: Editura Reprograph.

Bruner, J. S. (1970). *Procesul educaţiei intelectuale.* Bucureşti: Editura Ştiinţifică.

Bruner, J. S. (1970). *Pentru o teorie a instruirii.* Bucureşti: Editura Didactică şi Pedagogică.

Bunescu, Gh. (1993). Democratizarea educaţiei şi educaţia părinţilor. *Revista de Pedagogie nr. 3.*

Burhan, A., Selim, E.F., & Emrullah, Y. (2010). Problems encountered in the applications of multiple intelligence theory in primary schools in Turkey. *Procedia - Social and Behavioral Sciences, 9,* 1873-1877.

Cakiroglu, A., & Kuruyer, H. G. (2012). First grade elementary school student's family involvement. *Procedia - Social and Behavioral Sciences, 46*, 5588-5592. Retrieved March 29, 2018.

Cankar, F., Deutsch, T., & Kolar., M. (2009). Teachers and Parents – Partners with Different Expectations. *International Journal about Parents in Education, 3*(1), 15-28.

Cattarossi, F., & Sefcick, R. (2012). *Ghidul părinţilor. Intrarea în şcoală: grădiniţa şi clasa pregătitoare.* Bucureşti: Editura Corint.

Catalano, H., & Catalano, C. (2014). The Importance of the School-family Relationship in the Child's Intellectual and Social Development. *Procedia - Social and Behavioral Sciences, 128*, 406-414.

Cerghit, I. (2006). *Metode de învăţământ*, Ed. a IV-a, revizuită şi adăugită. Bucureşti: Editura Didactică și Pedagogică.

Cerghit, I. (2008). *Sisteme de instruire alternative şi complementare. Structuri, stiluri şi strategii*. Iaşi: Editura Polirom.

Clarke, B. L., Sheridan, S. M., & Woods, K. E. (2010). Elements of healthy family-school relationships. *In Christenson, S. L., & Reschly, A. L. (Eds.), Handbook of school-family partnerships*, 61-79. New York: Routledge.

Chavkin, N. F., Gonzalez, J., & Rader, R. (2000). A home-school program in a Texas-Mexico border school: Voices from parents, students, and school staff. *The School Community Journal, 10*(2) 127-137.

Chrispeels, J. H. (1996). Effective schools and home-school-community partnership roles: A framework for parent involvement. *School Effectiveness and School Improvement, 7*(4), 297-323.

Christenson, S. L. (2004). The family-school partnership: An opportunity to promote the learning competence of all students. *School Psychology Review, 33,* 83-104.

Chiş, O., & Bocoş, M. (2015). Exploratory Study on Specific Needs and Training Opportunities in Romania for School Mediators. *Procedia - Social and Behavioral Sciences, 209*, 122-128.

Chiş, V. (2001). *Activitatea profesorului între curriculum şi evaluare*. Cluj-Napoca: Editura Presa Universitară Clujeană.

Chiş, V. (2002). *Provocările pedagogiei contemporane*. Cluj Napoca: Editura Presa Universitară Clujeană.

Chiş, V. (2005). *Pedagogia contemporană. Pedagogia pentru competenţe*. Cluj-Napoca: Editura Casa Cărţii de Ştiinţă.

Claff, G. (2007). *Parteneriat şcoală-familie-comunitate. Ghid pentru cadrele didactice*. Ed. a 2-a. Bucureşti: Editura Didactică și Pedagogică.

Clocotici, V., &, Stan, A. (2000). *Statistică aplicată în psihologie.* Iaşi: Editura Polirom.

Ciolan, L. (2008)*. Învăţarea integrată. Fundamente pentru un curriculum transdisciplinar.* Iaşi: Editura Polirom.

Coban, S., & Dubaz, I. (2011). The relationship between active learning models in music lessons in elementary schools and multiple intelligence areas. *Procedia - Social and Behavioral Sciences, 28,* 684-690.

Cojocariu,V.-M., & Butnaru, T. (2014). Drama Techniques as Communication Techniques Involved in Building Multiple Intelligences at Lower-elementary Students. *Procedia - Social and Behavioral Sciences, 128*, 152-157.

Cojocariu, V.-M., & Mareş, G. (2014). A Study on the Primary School Teachers' View upon the Essential Factors Determining the (Non)Involvement of the Family in the Education of Primary School Students in Romania. *Procedia - Social and Behavioral Sciences, 142*, 653-659.

Coleman, J. S. (1987). Families and schools. *Educational Researcher, 16*, 32-38.

Coleman, M., & Wallinga, C. (2000). Connecting families and classrooms using family involvement webs. *Childhood Education, 76*(4), 209-214.

Comer, J. P. (2005). The rewards of parent participation. *Educational Leadership*: *Learning from Urban Schools*, *62*(6), 38-42.

Comer, J. P., Ben-Avie, M., Haynes, N. M., & Joyner, E. T. (1999). *Child by child: The comer process for change in education.* New York: Teachers College Press.

Cone, J. D., Delawyer, D. D., & Wolfe, V. V. (1985). Assessing parent participation: The Parent – Family Involvement Index. *Exceptional Children, 51*(5), 417-424.

Constantinescu, R.-S. (2014). The Theory of Multiple Intelligences-applications in Mentoring Beginning Teachers. *Procedia - Social and Behavioral Sciences, 116*.

Cox, D. D. (2005). Evidence-based interventions using home-school collaboration. *School Psychology Quarterly, 20,* 473-497.

Cristea, S. (1998). *Dicționar de pedagogie.* București: Editura Didactică și Pedagogică.

Cristea, S. (2010). *Fundamentele pedagogiei.* Iași: Editura Polirom.

Crozier, G. (1999). Is it a case of "we know when we're not wanted"? The parents' perspective on parent-teacher roles and relationships. *Educational Research, 41*(3), 315-328.

Cucoş, C. (2002). *Pedagogie*, Ediţia a II-a revăzută şi adăugită. Iași: Editura Polirom.

Cullingford, C., & Morrison, M. (1999). Relationships between parents and school: a case study. *Educational Review*, *51*(3), 253-263.

Culp, R. E., Schadle, S., Robinson, L., & Culp, A. M. (2000). Relationships among parental involvement and young children`s perceived self-competence and behavioral problems. *Journal of Child and Family Studies, 9*(1), 27-38.

Dauber, S. L., & Epstein, J. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal, 91*, 289-305.

Davies, J. D., Ryan, J., & Tarr, J. (2011). What we tell them is not what they hear: the importance of appropriate and effective communication to sustain parental engagement at transition point. *International Journal about Parents in Education, 5*(2), 25-34.

Debesse, M. (1981). *Etapele educaţiei.* București: Editura Didactică și Pedagogică.

Dottrens, R. (1971). *Institutori ieri, educatori mâine. Evoluţia şcolii primare.* Cluj Napoca: Editura Presa Universitară Clujeană.

Dragu, M., & Dumitru, I. (2012). *Cartea Inteligenţelor Multiple.Tehnici de identificare a tipurilor de inteligenţă la copiii de vârstă preşcolară şi la elevii din clasele I-IV.* Târgoviște: Editura Gimansium.

Drummond, K. & Stipek, D. (2004). Low-income parents' beliefs about their role in children's academic learning. *The Elementary School Journal. 104*(3), 197-213.

Duch, H. (2005). Redefining parent involvement in head start: A two-generation approach. *Early Child Development and Care. 175,* 23-35.

Eccles, J. S., & Harold, R. (1991). Gender differences in sport involvement: Applying the Eccles' expectancy-value model. *Journal of Applied Sport Psychology, 3,* 7-35.

Eccles, J. S., & Harold, R. D. (1993). Parent-school involvement during the early adolescent years. *Teachers College Record, 94,* 568-587.

Eccles, J. S., Jacobs, J. E., & Harold, R.D. (1990). Gender role stereotypes, expectancy effects, and parents' socialization of gender differences. *Journal of Social Issues, 46,* 183-201.

Edwards, A., & Warin, J. (1999). Parental involvement in raising the achievement of primary school pupils: Why bother? *Oxford Review of Education, 25*(3), 325-341.

Edwards, R., & Alldred, P. (2000). A typology of parental involvement in education centering on children and young people. *British Journal of Sociology of Education, 21*, 435-455.

El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academics and social development in elementary school. *Child Development, 81*, 988-1005.

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for* action (2nd ed.). Thousand Oaks, CA: Corwin.

Epstein, J. L., & Salinas, K. C. (2004). Partnering with families and communities. *Educational Leadership, 61*, 12-18.

Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 13,* 1-22.

Fantuzzo, J., Gadsden, V., Li, F., Sproul, F., McDermott, P., Hightower, D., & Minney, A. (2013). Multiple dimensions of family engagement in early childhood education: Evidence for a short form of the Family Involvement Questionnaire. *Early Childhood Research Quarterly, 28,* 734-742.

Fantuzzo, J., Gadsden, V., & McDermott, P. (2011). An integrated curriculum to improve mathematics, language, and literacy for Head Start children. *American Educational Research Journal, 48,* 763-793.

Fantuzzo, J., LeBoeuf, W., & Rouse, H. (2014). An investigation of the relations between school concentrations of student risk factors and student educational well-being. *Educational Researcher 43*(1), 25-36.

Fantuzzo, J., McWayne, C., Perry, M. A., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review, 33*(4), 467-480.

Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology, 92*(2), 367-376.

Fantuzzo, J., Tighe, E., & Perry, M. (1999). Relationships between family involvement in Head Start and children's interactive peer play. *NHSA Dialog, 3*, 60-67.

Fishel, M., & Ramirez, L. (2005). Evidence-based parent involvement interventions with school-aged children. *School Psychology Quarterly, 20*, 371-402.

Fisher, Y. (2009). Defining parental involvement: The Israeli case. *US-China Education Review, 6*, 33-45.

Fraser, M. W. et al. (2010). *Familii puternice: program pentru educaţia părinţilor.* Cluj-Napoca: Editura Presa Universitară Clujeană.

Garcia, D. C. (2004). Exploring connections between the construct of teacher efficacy and family involvement practices: Implications for urban teacher preparation. *Urban Education, 39*(3), 290-315.

Gardner, H. (2006). *Inteligenţele multiple: noi orizonturi.* București: Editura Sigma.

Glueck, C. L., & Reschly, A. L. (2014). Examining congruence within school–family partnerships: Definition, importance, and current measurement approaches. *Psychology in the Schools, 51*(3), 296-315.

Graue, E., Clements, M. A., Reynolds, A. J., & Niles, M. D. (2004). More than teacher directed or child initiated: Preschool curriculum type, parent involvement, and children's outcomes in the child-parent centers. *Education Policy Analysis Archives, 12*(72), 1-38.

Green, C. L., Walker, J. M. T., Hoover-Dempsey, C. V., & Sandler, H. M. (2007). Parent's motivations for involvement in children's education: An empirical test of a theoretical model of parental involvement. *Journal of Educational Psychology, 90*, 532-544.

Greenwood, G. E., & Hickman, C. W. (1991). Research and practice in parent involvement: Implications for teacher education. *The Elementary School Journal, 91*, 279-288.

Griffith, J. (1998). The relation of school structure and social environment to parent involvement in elementary schools. *Elementary School Journal, 99*(1), 53-80.

Grolnick, W. S., Benjet, C., Kurowski, C. O., & Apostoleris, N. H. (1997). Predictors of parent involvement in children's schooling. *Journal of Educational Psychology, 89*(3), 538-548.

Grolnick, W. S. & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development, 65*(1), 237-252.

Guerra, M., & Luciano, E. (2010). Sharing the responsibility of education: The relationship between teachers and parents in 0-6 year-old children services and schools. *Procedia - Social and Behavioral Sciences, 2*(2), 3308-3313.

Gurlui, I. (2015). Educational Partnership in Primary Education. *Procedia - Social and Behavioral Sciences, 180,* 606-611.

Hattie, J. (2014). *Învăţarea vizibilă. Ghid pentru profesori*. București: Editura Trei.

Haynes, N. M., & Comer, J. P. (1993). The yale school development program: Process, outcomes, and policy implications. *Urban Education, 28*(2), 166-199.

Haynes, N. M., Emmons, C. L., & Woodruff, D. W. (1998). School development program effects: Linking implementation to outcomes. *Journal of Education for Students Placed At Risk, 3*(1), 71-86.

Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement and aspirations: Demographic variations across adolescence. *Child Development, 75,* 1491-1509.

Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science, 13*, 161-164.

Hill, N. E., & Tyson, D. F. (2009). Parent involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology, 45,* 740-763.

Ho Sui Chu, E. (2007). Building trust in elementary schools: the impact of home school community collaboration. *International Journal about Parents in Education, 1*(0), 8-20.

Hobjilă, A. (2014). Challenges in Continuing Education of Primary and Preschool Teachers in Romania: Teachers – Students' Parents Communication. *Procedia - Social and Behavioral Sciences, 142*, 684-690.

Hobbs, N. (1978). An ecosystem: Families, schools and communities. *Teachers College Record, 79,* 756-766.

Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Records, 97,* 310-331.

Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. E. (2005). Why do parents become involved? Research findings and implications. *Elementary School Journal, 106*(2), 105-130.

Ilie, A. M. (2011). Multiple representations in the Romanian literature class. *Procedia - Social and Behavioral Sciences, 11*, 62-66.

Ionescu, M. (1972). *Clasic și modern în organizarea lecției.* Cluj-Napoca: Editura Dacia;

Ionescu, M. (coord.). (1998). *Educația și dinamica ei.* București: Editura Tribuna Învățământului.

Ionescu, M. (coord.). (2005). *Preocupări actuale în științele educației.* Cluj-Napoca: Editura Eikon.

Ionescu, M., & Bocoș, M. (coord.). (2009). *Tratat de didactică modernă*. Pitești: Editura Paralela 45.

Ionescu, M., & Chiș, V. (coord.). (2009). *Fundamentări teoretice și abordări praxiologice în științele educației*. Cluj Napoca: Editura Eikon.

Ionescu, M., &, Chiș, V. (1992). *Strategii de predare-învățare*. București: Editura Științifică.

Iucu, R.B. (2006). *Managementul clasei de elevi. Aplicații pentru gestionarea situațiilor de criză educațională.* Ediția a II-a. Iași: Editura Polirom.

Izzo, C. V., Weissberg, R. P., Kasprow, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parental involvement in children's education and school performance. *American Journal of Community Psychology, 27,* 817-839.

Jeffries, K. (2012). *Increasing parental involvement in early childhood education.* (Doctoral Thesis). Retrieved from http://scholarcommons.usf.edu/etd/4340. University of South Florida.

Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education, 40*, 237-269.

Joița, E. (coord.). (2008). *A deveni profesor constructivist. Demersuri constructiviste pentru o profesionalizare pedagogică inițială.* București: Editura Didactică și Pedagogică.

Joița, E. (2002). *Educația cognitivă*. Iași: Editura Polirom.

Joița, E. (2006). *Instruirea constructivistă – o alternativă. Fundamente. Strategii.* București: Editura Aramis.

Joița, E. (1998). *Eficiența instruirii. Fundamente pentru o didactică praxiologică.* București: Editura Didactică și Pedagogică.

Jones, M., Hobbs, L., Kenny, J., Campbell, C., Chittleborough, G., Gilbert, A., Herbert, S., & Redman, C. (2016). Successful university-school partnerships: An interpretive

framework to inform partnership practice. *Teaching and Teacher Education, 60*, 108-120.

Kamps, D., Wills, H., Greenwood, C., Thorne, S., Lazo, J., Crockett J., McGonigle Akers, J., & Swaggart, B. L. (2003). Curriculum influences on growth in early reading fluency for students with academic and behavioral risks: A descriptive study. *Journal of Emotional and Behavioral Disorders, 11,* 211-224.

Karila, K., & Alasuutari, M. (2012). Drawing Partnership on Paper: How do the Forms for Individual Educational Plans Frame Parent-Teacher Relationship? *International Journal about Parents in Education, 6*(1), 15-27.

Kaya, A., & Dönmez, B. (2010). A comparison of the classroom management approaches of the teachers implementing "Constructivist Learning Approach" and not implementing this approach. *Procedia - Social and Behavioral Sciences, 2*(2), 1820-1824.

Koch, K. (2011). *În ce fel sunt eu inteligent? Ghidul părinților pentru inteligențele multiple.* Oradea: Editura Societatea Biblică din România.

Kohl, G. W., Lenga, L. J., & McMahon, R. J. (2000). Parent involvement in school conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology, 38*(6), 501-523.

Kristoffersson, M. (2009). Parental Involvement All the Way Through Local School Boards. *International Journal about Parents in Education, 3*(1), 37-41.

Krüger, J., & Michalek, R. (2011). Parents' and Teachers' Cooperation: Mutual Expectations and Attributions from a Parents' Point of View. *International Journal about Parents in Education, 5*(2), 1-11.

Kuo, P. X., Volling, B. L., & Gonzalez, R. (2018). Gender role beliefs, work-family conflict, and father involvement after the birth of a second child. *Psychology of Men & Masculinity, 19*(2), 243-256.

Kykalová, M., & Vasilyeva, E. A. (2015). On the Problem of Categorizing Students Based on their Cognitive Styles and Teaching Strategies. *Procedia - Social and Behavioral Sciences, 176*, 578-587.

Labăr, A.V. (2008). *SPSS pentru științele educației. Metodologia analizei datelor în cercetarea practică.* Iași: Editura Polirom.

Lamb-Parker, F., Piotrkowski, C. S., Baker, A. J. L., Kessler-Sklar, S., Clark, B., & Peay, L. (2001). Understanding barriers to parent involvement in head start: A research-community partnership. *Early Childhood Research Quarterly, 16*, 35-51.

Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education, 60,* 73-85.

Lazar, A., & Slostad, F. (1999). How to overcome obstacles to parent-teacher partnerships. *The Clearing House, 72*(4), 206-210.

Lazer, A., Guttman, J., & Margalit, T. (2000). Students preferred level of parental involvement in school. *Education and Society, 18*(1), 99-111.

Lunenburg, F.C. (2011). The Comer School Development Program: Improving Education for Low-Income Students. N*ational Forum of Multicultural Issues Journal, 8*(1), 1-14.

Marcon, R. A. (1999). Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance. *School Psychology Review, 28,* 395-412.

Mareş, M. (2008). *Optimizarea relaţiei şcoală-familie în realizarea managementului educaţional al elevilor.* Bucureşti: Editura Sigma.

Markström, A.-M. (2013). Children's perspectives on the relations between home and school. *International Journal about Parents in Education, 7*(1), 43-56.

Margaritoiu, A., & Eftimie, S. (2011). Some issues concerning school-family partnerships. *Procedia Social and Behavioral Sciences, 11*, 42-46.

Marin, D.-C., & Bocoş, M. (2018a, in press). School Principals' Opinion on the Strategies of Strengthening School-Family Partnership. Manuscript submitted for publication.

Marin, D.-C., & Bocoş, M. (2018b, in press). Legislative Framework concerning School-Family Partnership. Manuscript submitted for publication.

Marin, D.-C., & Bocoş, M. (2018c, in press). The Effects of a High Family Involvement in Pupils' Education. An Analysis based on the Theory of Multiple Intelligences.

Marin, D.-C. (2018). *Învăţăm jucându-ne. Cartea părinţilor implicaţi.* Bucureşti: Editura Smart Publishing.

Marin, D.-C., & Bocoş, M. (2017a). Strategies for Implementing Effective Educational Workshops for Parents and Children during the Preparatory Grade, *The European Proceedings of Social & Behavioural Sciences EpSBS.*

Marin, D.-C., & Bocoş, M. (2017b). Factors which Influence the Involvement of the Family in their Children's Education at the Beginning of the Romanian Primary Education, *Educatia 21 Journal, 15,* 35-39.

Marin, D.-C. (2017). *Strategii de stimulare a inteligenţelor multiple ale elevilor de clasă pregătitoare. Ghid pentru părinţi.* Iaşi: Editura Stef.

Marin, D.-C., Bocoş, M., & Călin, C. (2017). Effective Methods of Strengthening the School-Family Partnership during the Preparatory Grade: An Analysis of Primary School Teachers' Opinions. *The European Proceedings of Social & Behavioural Sciences EpSBS.*

Marin, D.-C., & Ciociu, M. (2017). *Strategii de diferenţiere şi individualizare a instruirii aplicabile la clasa pregătitoare.* Lucrare prezentată la a X-a ediţie a Simpozionului Judeţean „Şcoala şi educaţia în perspectivă europeană", Câmpia Turzii.

Marin, D.-C., & Diaconu, L. (2017). *Impactul mesajelor pozitive adresate părinţilor asupra eficienţei parteneriatului şcoală-familie.* Lucrare prezentată la a X-a ediţie a Simpozionului Judeţean „Şcoala şi educaţia în perspectivă europeană", Câmpia Turzii.

Marin, D.-C., & Bocoş, M. (2016). Characteristics of the Communication Between Parents and Students of the Preparatory Class. Barriers, Positive Factors, and Responsibilities of Teachers, *Educatia 21 Journal, 14,* 1-4.

Marschall, M. (2006). Parent involvement and education outcomes for Latino students. *Review of Policy Research, 23*, 1053-1076.

Marungruang, P., Wongwanich, S., & Tangdhanakanond, K. (2014). Development and Preliminary Psychometric Properties of a Parenting Quality Scale. *Procedia - Social and Behavioral Sciences, 116*, 1696-1703.

Matanie, A. B., Axente, A. (2011). *Disciplinarea pozitivă sau cum să disciplinezi fără să răneşti.* Ed. a III-a. Cluj Napoca: Editura ASCR.

Matejevic, M., Jovanovic, D., & Jovanovic, M. (2014). Parenting Style, Involvement of Parents in School Activities and Adolescents' Academic Achievement. *Procedia - Social and Behavioral Sciences, 128*, 288-293.

Mattingly, D. J., Prislin, R., McKenzie, T. L., Rodriguez, J. L., & Kayzar, B. (2002). Evaluating evaluations: The case of parental involvement programs. *Review of Educational Research, 72,* 549-576.

Mărginean, E.B., Millea, S., & Popa, N. (2014). *Manual de dezvoltare personală - Prin joc spre aventura cunoașterii.* Cluj-Napoca: Editura Grinta.

McCurdy, K., & Daro, D. (2001). Parent involvement in family support programs: An integrated theory. *Family Relations, 50*, 113-121.

McDermott, P., Rikoon, S. & Fantuzzo, J. (2014). Tracing children's approaches to learning through Head Start, kindergarten, and first grade: Different pathways to different outcomes. *Journal of Educational Psychology*, *106*(1), 200-213.

McWayne, C., Campos, R., & Owsianik, M. (2008). A multidimensional, multilevel examination of mother and father involvement among culturally diverse Head Start families. *Journal of School Psychology, 46*, 551-573.

Miedel, W. T. & Reynolds, A. J. (1999). Parent involvement in early intervention for disadvantaged children: Does it matter? *Journal of School Psychology, 37*(4), 379-402.

Miller, P. H. (2010). *Theories of developmental psychology* (5th edition). New York: Worth Publishers.

Molan, V. (2014). *Didactica disciplinelor „Comunicare în limba română" și „Limba și literatura română" din învățământul primar.* București: Editura Miniped.

Moisin, A. (1995). *Părinți și copii.* București: Editura Didactică și Pedagogică.

Moran, K. M., Turiano, N. A., & Gentzler, A. L. (2018). Parental warmth during childhood predicts coping and well-being in adulthood. *Journal of Family Psychology, 32*(5), 610-621.

Morris, V., Taylor, S., Knight, J., & Wasson, R. (1996). Preparing teachers to reach out to families and communities. *Action in Teacher Education, 18*(1), 10-22.

Năstasă,L.-E., & Ionescu, E. (2015). Favorite Musical Styles, Emotional Intelligence and Adolescent' Personality. *Procedia - Social and Behavioral Sciences, 187*, 83-87.

Neacșu, I. (1978). *Motivație și învățare.* București: Editura Didactică și Pedagogică.

Nicolini, P. (2011). How to assess intelligences through the observational method. The italian experience. *Procedia - Social and Behavioral Sciences, 11,* 87-91.

Ozmen, F., Canpolat, C. (2010). The efficiency of school-parent associations (SPA) at schools. *Procedia - Social and Behavioral Sciences, 9,* 1947-1954.

Pancu, D.-C., & Bocoș, M. (2016). Strategies for Improving School – Family Cooperation in the Romanian Primary Educational System, *The European Proceedings of Social & Behavioural Sciences EpSBS, XVIII*, 481-486.

Pancu, D.-C. (2016a). *Experiențe de învățare pozitive bazate pe valorificarea teoriei inteligențelor multiple la clasa I. Analize din perspective teoretice și practic-aplicative.* Editura Sfântul Ierarh Nicolae, Brăila.

Pancu, D.-C. (2016b). *Rolul teoriei inteligențelor multiple în consolidarea parteneriatului școală-familie. Strategii aplicabile la clasa pregătitoare.* Editura Sfântul Ierarh Nicolae, Brăila.

Pancu, D.-C. (2016c). *Strategii de stimulare a inteligenţei naturaliste în ciclul primar.* Lucrare prezentată la a XXVIIl-a ediţie a Simpozionului Naţional „Preuniversitaria", Cluj-Napoca.

Partridge, J., Brustad, R., & Stellino, M. B. (2013). Theoretical perspectives: Eccles' expectancy-value theory. in Horn, T.S. (ed) *Advances in Sport Psychology,* 3rd edn, Champaign, Human Kinetics, 269-292.

Perry, M. A., Fantuzzo, J., & Munis, P. (2002). *Family Involvement Questionnaire Manual.* Philadelphia, PA: University of Pennsylvania.

Pavalache-Ilie, M., & Ţîrdia, F.-A. (2015). Parental Involvement and Intrinsic Motivation with Primary School Students. *Procedia - Social and Behavioral Sciences, 187,* 607-612.

Pânişoară, I.-O. (2015). *Comunicarea eficientă.* Ediţia a IV-a. Iaşi: Editura Polirom.

Pânişoară, I.-O. (2015). *Profesorul de succes. 59 de principii de pedagogie practică.* Ediţia a II-a, Iaşi: Editura Polirom.

Peacock, G. G., & Collett, B. R. (2015). *Intervenţii bazate pe colaborarea şcoală-familie. Soluţii fundamentate ştiinţific pentru probleme emoţionale, comportamentale şi şcolare.* Cluj-Napoca: Asociaţia de Ştiinte Cognitive din România.

Pelco, L. E., Ries, R. R., Jacobson, L., & Melka, S. (2000). Perspectives and practices in family-school partnerships: A national survey of school psychologists. *School Psychology Review, 29,* 235–250.

Pescaru, A. (2012). Teachers and parents in a community of learners. *Procedia - Social and Behavioral Sciences, 33,* 268-272.

Petrovan, R. Ş. (2009). *Strategii activizante de predare-învăţare prin valorificarea Teoriei Inteligenţelor Multiple.* Cluj-Napoca: Editura Casa Cărţii de Ştiinţă.

Petrovici, A., & Dobrescu, T. (2014). The Role of Emotional Intelligence in Building Interpersonal Communication Skills. *Procedia - Social and Behavioral Sciences, 116,* 1405-1410.

Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, when, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research, 77,* 373-410.

Porumbu, D., & Necşoi, D. V. (2013). Relationship between Parental Involvement/Attitude and Children's School Achievements. *Procedia - Social and Behavioral Sciences, 76,* 706-710.

Porumbu, D., Necşoi, D. V., & Beldianu, I. F. (2013). The Relationship between Parental Style and Educational Outcomes of Children in Primary School in Romania. *Procedia - Social and Behavioral Sciences, 82,* 203-208.

Poulou, M., & Matsagouras, E. (2007). School-family relations - Greek parents perceptions of parental involvement. *International Journal about Parents in Education, 1*(0), 83-89.

Powell, D. R., Son, S., File, N., & San Juan, R. R. (2010). Parent-school relationships and children's academic and social outcomes in public school pre-kindergarten. *Journal of School Psychology, 48*(4), 269-292.

Rafailă, E. (2015). Primary School Children's Emotional Intelligence. *Procedia - Social and Behavioral Sciences, 203,* 163-167.

Rădulescu, S. (2011). Evoluţia legislaţiei în domeniul protecţiei şi asistenţei sociale a copilului în România. *Revista Română de Sociologie, 3,* 257-280.

Răduț-Taciu, R., Bocoș, M.-D., & Chiș, O. (coord.). (2015). *Tratat de management educațional pentru învăţământul primar şi preşcolar.* Piteşti: Editura Paralela 45.

Rusu, A.-S. (2008). *Interacţiunea om-animal: elemente de etologie aplicată şi terapie asistată de animale.* Cluj-Napoca: Editura Presa Universitară Clujeană.

Saban, A. (2015). Conceptions of Learning in Light of the MI Theory. *Procedia - Social and Behavioral Sciences, 186*, 231-237.

Sanders, M. G. (1999). Schools' programs and progress in the national network of partnership schools. *Journal of Educational Research, 92*(4), 220-230.

Sanders, M. G. (2001). The role of "community" in comprehensive school, family, and community partnership programs. *The Elementary School Journal, 102*(1), 19-35.

Sălăvăstru, D. (2004). *Psihologia educaţiei.* Iași: Editura Polirom.

Schmidt, P. R. (2000). Teachers connecting and communicating with families for literacy development. *National Reading Conference Yearbook, 49,* 194-208.

Semke, C. A., Garbacz, S. A., Kwon, K., Sheridan, S. M., & Woods, K. E. (2010). Family involvement for children with disruptive behaviors: The role of parenting stress and motivational beliefs. *Journal of School Psychology, 48*, 293-312.

Serin, N. B., Serin, O., Yavuz, M. A., & Muhammedzade, B. (2009). The relationship between the primary teachers' teaching strategies and their strengths in multiple intelligences. *Procedia - Social and Behavioral Sciences,1*(1), 708-712.

Shearer, B. (2013a). *The MIDAS handbook: Common miracles in your school.* Kent, OH:MI Research and Consulting, Inc.

Shearer, B. (2013b). *One family: Many remarkable brains.* Kent, OH: MI Research and Consulting, Inc.

Shearer, B. (2013c). *Your amazing brain- discovered: A student's toolbox.* Kent, OH:MI Research and Consulting, Inc.

Shearer, B. (2018). Multiple intelligences in teaching and education: Lessons learned from neuroscience. *Journal of Intelligence, 6* (3), 38.

Shearer, B. & Reith, S. (2011). Differentiated reading instruction: Using the multiple intelligences and The MIDAS to enhance comprehension, enthusiasm and strategic reading approaches. *The Ohio School Psychologists Journal, 56 (3).*

Shearer, C. B. (2004). Using a multiple intelligences assessment to promote teacher development and student achievement. *Teachers College Record. 106* (1), 147-162.

Shearer, C. B. (2007). *The MIDAS: Professional manual. (Rev. ed.).* Kent, Ohio:MI Research and Consulting, Inc.

Shearer, C.B. & Luzzo, D. (2009). Exploring the application of multiple intelligences theory to career counseling. *Career Development Quarterly, 58, 1*, 3-13.

Sheldon, S. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *The Urban Review, 35 (2),* 140-166.

Sheldon, S. B. (2002). Parents' social networks and beliefs as predictors of parent involvement. *Elementary School Journal, 102*(4), 301-316.

Smith, F., Driessen, G., Sluiter, R., & Sleegers, P. (2007). Types of parents and school strategies aimed at the creation of effective partnerships. *International Journal about Parents in Education, 1*(0), 45-52.

Smith, J., Wohlstetter, P., Kuzin, C. A., & Pedro, K. D. (2011). Parent involvement in urban charter schools: New strategies for increasing participation. *The School Community Journal, 21*, 71-94.

Smrekar, C., & Cohen-Vogel, L. (2001). The voices of parents: Rethinking the intersection of family and school. *Peabody Journal of Education, 76*(2), 75-100.

Sreekanth, Y. (2011). Parents Involvement in the Education of their Children: Indicators of Level of Involvement. *International Journal about Parents in Education, 5*(1), 36-45.

Stan, C. (2010). *Perspective teoretic-aplicative în abordarea obstacolelor din comunicarea didactică*. Cluj-Napoca: Editura Eikon.

Stan, M. M. (2014). The Effects of Parental Influences and School Readiness of the Child. *Procedia - Social and Behavioral Sciences, 127*, 733-737.

Stanciu, D., Orban, I., & Bocoș, M. (2011). Applying the Multiple Intelligences Theory into Pedagogical Practice. Lessons from the Romanian Primary Education System. *Procedia - Social and Behavioral Sciences, 11*, 92-96.

Stăiculescu, C. (2011). *Școala și comunitatea locală. Parteneriat pentru educație.* București: Editura ASE.

Stipek, D., Milburn, F., Clements, D., & Daniels, D. (1992). Parents' beliefs about appropriate education for young children. *Journal of Applied Developmental Psychology, 13,* 293-310.

Stîngu, M., Ulrich, C., & Vrăsmaș, E. (2015). Using Reflective Practice to Enhance Professional Development Through Written, Spoken and Visual Materials. *Procedia - Social and Behavioral Sciences, 180*, 1207-1214.

Swick, K. J. (2003). Communication concepts for strengthening Family–School–Community partnerships. *Early Childhood Education Journal, 30*(4), 275-280.

Șoitu, L. (2002). *Pedagogia comunicării.* Iași: Editura Institutul European.

Taller-Azulay, G., & Rusu, A. S. (2016). Investigation of the level of involvement of Israeli parents in the formal education of their hearing impaired children: Preliminary data. *The European Proceedings of Social & Behavioural Sciences, 18,* 173-182.

Taylor, A. R. & Machida, S. (1994). The contribution of parent and peer support to head start children's early school adjustment. *Early Child Research Quarterly, 9,* 387- 405.

Todd, E. S., & Higgins, S. (1998). Powerless in professional and parent partnerships. *British Journal of Sociology of Education, 19*(2), 227-236.

Todor, I. (2014). Investigating "The Old Stereotype" about Boys/Girls and Mathematics: Gender Differences in Implicit Theory of Intelligence and Mathematics Self-efficacy Beliefs. *Procedia - Social and Behavioral Sciences, 159,* 319-323.

Turculeț, A. (2015). Teachers for the 21st Century. Will Emotional Intelligence Make the Difference?. *Procedia - Social and Behavioral Sciences, 180*, 990-995.

Turculeț, A.,Tulbure, C. (2014). The Relation Between the Emotional Intelligence of Parents and Children. *Procedia - Social and Behavioral Sciences, 142*, 592-596.

Vahedi, M., & Nikdel, H. (2011). Emotional Intelligence, Parental Involvement and Academic Achievement. *Procedia - Social and Behavioral Sciences, 30*, 331-335.

Valli, L., Stefanski, A., & Jacobson, R. (2014). Leadership in School-community Partnerships. *Procedia - Social and Behavioral Sciences, 141*, 110-114.

Van Voorhis, F., & Sheldon, S. (2004). Principals' roles in development of US programs of school, family and community partnerships. *International Journal of Educational Research, 41*(1), 55-70.

Vasile, C., & Albu, G. (2011). The meaning and the application of M.I. theory in students' academic life – a preliminary study. *Procedia - Social and Behavioral Sciences, 11*, 82-86.

Verdier, P. (2000). *Noul ghid de bunăstare a copilului*, Le Centurion, Paris.

Vickers, H. S., & Minke, K. M. (1995). Exploring parent-teacher relationships: Joining and communication to others. *School Psychology Quarterly, 10*(2), 133-150.

Vîrtop, S.-A. (2014). From Theory to Practice: The Multiple Intelligences Theory Experience in a Romanian Secondary School. *Procedia - Social and Behavioral Sciences, 116,* 5020-5024.

Vîrtop, S.-A. (2015). Possibilities of Instruction Based on the Students' Potential and Multiple Intelligences Theory. *Procedia - Social and Behavioral Sciences, 191*, 1772-1776.

Vîrtop, S.-A. (2015). The Musical Education: From Testing The Ground To General Culture Acquisition. *Procedia - Social and Behavioral Sciences, 191*, 2500-2504.

Vuorinen, T. (2010). Supporting Parents in their Parental Role – Approaches Practiced by Preschool Teachers in Preschool. *International Journal about Parents in Education, 4*(1), 65-75.

Waanders, C., Mendez, J. L, & Downer, J. (2007). Parent characteristics, economic stress, and neighborhood context as predictors of parent involvement in preschool children's education. *Journal of School Psychology, 45*, 619-636.

Walker, J.M.T., Shenker, S.S., & Hoover-Dempsey, K.V. (2010). Why Do Parents Become Involved in Their Children's Education? Implications for School Counselors. *Professional School Counseling, 14*(1), 27-39.

Walker, J. M. T., Wilkins, A. S., Dallaire, J. R., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *The Elementary School Journal, 106,* 85-105.

Wilkins, J., & Terlitsky, A. B. (2016.2015.). Strategies for developing literacy-focused Family–School partnerships. *Intervention in School and Clinic, 51*(4), 203-211.

Williams, T. T., Sánchez, B., & Hunnell, J. (2011). Aligning theory with practice: Understanding school–family partnerships at an inner-city high school. *Children and Youth Services Review, 33*(5), 689-697.

ONLINE RESOURCES

*** (2011). *Legea Educaţiei Naţionale nr.1/2011 cu modificările şi completările ulterioare.* disponibilă online la adresa: http://oldsite.edu.ro/index.php/articles/14847 (visited on Jan. 2017);

*** (2013). *Programa şcolară pentru disciplina Arte vizuale şi abilităţi practice, clasa pregătitoare, clasa I şi clasa a II-a, aprobată prin ordin al ministrului nr. 3418/19.03.2013,* disponibilă online la adresa:

http://programe.ise.ro/Portals/1/2013_CP_I_II/37_AVAB_CP_II_OMEN.pdf   (visited on Jan. 2017);

*** (2013). *Programa şcolară pentru disciplina Comunicare în limba română, clasa pregătitoare, clasa I şi clasa a II-a, aprobată prin ordin al ministrului nr. 3418/19.03.2013,* disponibilă online la adresa: http://programe.ise.ro/Portals/1/2013_CP_I_II/01_CLR_CP_II_OMEN.pdf (visited on Jan. 2017);

*** (2013). *Programa şcolară pentru disciplina Dezvoltare personală, clasa pregătitoare, clasa I şi clasa a II-a, aprobată prin ordin al ministrului nr. 3418/19.03.2013,* disponibilă online la adresa: http://programe.ise.ro/Portals/1/2013_CP_I_II/55_Dezvoltare%20personala_CP_II_O MEN.pdf (visited on Jan. 2017);

*** (2013). *Programa şcolară pentru disciplina Educaţie fizică, clasa pregătitoare, clasa I şi clasa a II-a, aprobată prin ordin al ministrului nr. 3418/19.03.2013,* disponibilă online la adresa: http://programe.ise.ro/Portals/1/2013_CP_I_II/54_Educatie%20fizica_CP_II_OMEN.p df(visited on Jan. 2017);

*** (2013). *Programa şcolară pentru disciplina Matematică şi explorarea mediului, clasa pregătitoare, clasa I şi clasa a II-a, aprobată prin ordin al ministrului nr. 3418/19.03.2013,* disponibilă online la adresa: http://programe.ise.ro/Portals/1/2013_CP_I_II/25_Matematica_explorarea_mediului_C P_II_OMEN.pdf (visited on Jan. 2017);

*** (2013). *Programa şcolară pentru disciplina Muzică şi mişcare, clasa pregătitoare, clasa I şi clasa a II-a, aprobată prin ordin al ministrului nr. 3418/19.03.2013,* disponibilă online la adresa: http://programe.ise.ro/Portals/1/2013_CP_I_II/38_Muzica_si_miscare_CP_II_OMEN.p df(visited on Jan. 2017);

*** (2015). *Programa şcolară pentru disciplina opţională Joc şi mişcare (curriculum la decizia şcolii pentru clasa pregătitoare, clasa I şi clasa a II-a), aprobată prin ordin al ministrului nr. 3542/27.03.2015,* disponibilă online la adresa: http://programe.ise.ro/Portals/1/Curriculum/2015/Primar/CDS/Joc%20si%20miscare_cl asa%20pregatitoare_clasele%20I%20si%20a%20II-a.pdf (visited on Jan. 2017);

*** (2013). *Programa şcolară pentru disciplina opţională Educaţie pentru sociectate (curriculum la decizia şcolii pentru clasa pregătitoare, clasa I şi clasa a II-a), aprobată prin ordin al ministrului nr. 4887/26.08.2013,* disponibilă online la adresa: http://programe.ise.ro/Portals/1/Curriculum/2015/Primar/CDS/Joc%20si%20miscare_cl asa%20pregatitoare_clasele%20I%20si%20a%20II-a.pdf (visited on Jan. 2017);

*** (2013). *Programa şcolară pentru disciplina Religie – Cultul ortodox, clasa pregătitoare, clasa I şi clasa a II-a, aprobată prin ordin al ministrului nr. 3418/19.03.2013,* disponibilă online la adresa: http://programe.ise.ro/Portals/1/2013_CP_I_II/30_RELIGIE_Cultul%20ortodox_CP_II _OMEN.pdf (visited on Jan. 2017);

http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=15320&lang=en (visited on Jul. 2018);

http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-EN.asp?fileid=16877&lang=en (visited on Jul. 2018);

http://blog.arpcc.ro/2015/10/conventia-europeana-privind-exercitarea.html (visited on Oct. 2017);

http://documente.bcucluj.ro/web/bibdigit/periodice/scoalanoastra/1924/BCUCLUJ_FP_2799 59_1924_001_010_supl.pdf (visited on Sept. 2018);

http://d-scholarship.pitt.edu/25252/1/DissertationGaryPeifferREV5-11_(1)_MND_Edits_(1)_Updated1.pdf (visited on Mar. 2017);

http://ec.europa.eu/education/policy/school_ro (visited on Sept. 2017);

http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm (visited on Oct. 2017);

http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Framework-for-Building-Partnerships-Among-Schools (visited on Mar. 2017);

http://howardgardner.com/multiple-intelligences/ (visited on Oct. 2016);

http://legislatie.just.ro/Public/DetaliiDocument/21331(visited on Sept. 2018);

http://legislatie.resurse-pentru-democratie.org/legea/declaratia-universala-a-drepturilor-omului.php (visited on Sept. 2017);

http://legislatie.resurse-pentru-democratie.org/legea/conventia-cu-privire-la-drepturile-copilului-1989.php (visited on Sept. 2017);

http://programe.ise.ro/Portals/1/Curriculum/Pl_cadru-actuale/Primar/1_OMEN_3.371_12.03.2%20013%20%20privind%20aprobarea%20pla nurilor-cadru%20inv_primar%20si%20a%20Metodologiei%20privind%20aplicarea%20planur ilor-cadru%20de%20invatamant.pdf (visited on Jan. 2017);

http://s3.amazonaws.com/mncoe-documents/Hoover-Dempsey_and_Sandler_Model_Family_Engaement_Motivators.pdf (visited on Mar. 2017);

http://undocs.org/en/A/S-27/19/REV.1(SUPP) (visited on Oct. 2017);

http://unesdoc.unesco.org/images/0012/001275/127583e.pdf (visited on Sept. 2017);

http://www.cdep.ro/pls/dic/site.page?id=339 (visited on Jul. 2018);

http://www.cjrae-vaslui.ro/index.php/legislatie/177-legislatie-cu-privire-la-drepturile-copiilor (visited on Jul. 2018);

http://www.copil-speranta.ro/?q=node/92 (visited on Jul. 2018);

http://www2.ed.gov/documents/family-community/partners-education.pdf (visited on Mar. 2017);

http://www.dreptonline.ro/legislatie/hg_interzicerea_muncii_periculoase_copii_867_2009.ph p (visited on Jul. 2018);

http://www.dreptonline.ro/legislatie/lege_alocatia_stat_pentru_copii_61_1993_republicata_2 009.php (visited on Jul. 2018);

http://www.dreptonline.ro/legislatie/legea_prevenirii_violentei_familie.php (visited on Jul. 2018);

http://www.dreptonline.ro/legislatie/legea_protectiei_copilului.php (visited on Jul. 2018);

http://www.dreptonline.ro/legislatie/legea_71_2011_punerea_aplicare_noul_cod_civil_legea _287_2009_codul_civil.php (visited on Jul. 2018);

http://www.ise.ro/wp-content/uploads/2015/03/Parteneriat_scoala-familie_ISE.pdf (visited on Mar. 2017);

http://www.ise.ro/wp-content/uploads/2015/08/Brosura-Motivatia-pentru-invatare.pdf (visited on Mar. 2017);

http://www.legex.ro/Legea-18-1990-992.aspx (visited on Sept. 2017);

http://www.literacynet.org/mi/assessment/findyourstrengths.html (visited on Oct. 2016);

http://www.miresearch.org/ (visited on Dec. 2016);

http://www.miresearch.org/wp-content/uploads/2014/02/Parent-Power-TIPS.htm;

http://www.mmuncii.ro/j33/images/Documente/Legislatie/L273-2004-R.pdf (visited on Jul. 2018);

http://www.mmuncii.ro/pub/imagemanager/images/file/Domenii/Relatii%20bilaterale-organizatii/Conventii-OIM/182.pdf (visited on Jul. 2018);

http://www.mmuncii.ro/pub/imagemanager/images/file/Legislatie/ORDONANTE-DE-GUVERN/OG68-2003_act.pdf (visited on Jul. 2018);

http://www.salvaticopiii.ro/?id2=000600010000 (visited on Jul. 2018);

http://www.tribunainvatamantului.ro/caracteristici-ale-invatarii-constructiviste/ (consultat în Feb. 2016);

http://www.unesco.org/education/pdf/SALAMA_E.PDF (visited on Jul. 2018);

http://www.unibuc.ro/n/organizare/dirsecrgen/docs/2010/noi/Legea_nr_84_1995_republicata.pdf (visited on Sept. 2017);

http://www.unicef.ro/copiidizabilitati/legislatie (visited on Jul. 2018);

http://www.unicef.ro/wp-content/uploads/NL_Educ-parenta-Unicef_ro_site.pdf (visited on Sept. 2018);

https://www.concursurilecomper.ro/rip/2014/Jun.2014/10-CozosCeraselaLiliana_Evolutia_inv_preuniversitar.pdf (visited on Sept. 2018);

https://drive.google.com/file/d/0B_hBtkRCmC_lT05RTGl4THlrM1E/view (visited on Oct. 2017);

https://eur-lex.europa.eu/legal-content/ro/TXT/?uri=CELEX%3A12007L%2FTXT (visited on Jul. 2018);

https://lege5.ro/Gratuit/g42domzq/decretul-nr-175-1948-pentru-reforma-invatamantului;

https://lege5.ro/Gratuit/gezdiobuga/legea-nr-79-1928-pentru-invatamantul-secundar (visited on Jun. 2018);

https://lege5.ro/Gratuit/geztsobvgi/legea-educatiei-nationale-nr-1-2011 (visited on Jul. 2018);

https://lege5.ro/Gratuit/geytimrqgi/legea-nr-13-2008-pentru-ratificarea-tratatului-de-la-lisabona-de-modificare-a-tratatului-privind-uniunea-europeana-si-a-tratatului-de-instituire-a-comunitatii-europene-semnat-la-lisabona-la-13-decembr (visited on Jul. 2018);

https://lege5.ro/Gratuit/gi4diobsha/legea-asistentei-sociale-nr-292-2011(visited on Jul. 2018);

https://lege5.ro/Gratuit/gmzdmobzgq/codul-de-procedura-civila-din-2010 (visited on Jul. 2018);

https://lege5.ro/Gratuit/gmytmnrtgi/legea-nr-217-2003-pentru-prevenirea-si-combaterea-violentei-in-familie (visited on Jul. 2018);

https://lege5.ro/Gratuit/he2daojr/legea-nr-11-1968-privind-invatamintul-in-republica-socialista-romania (visited on Sept. 2018);

https://lege5.ro/Gratuit/he2tgmi/legea-nr-30-1994-privind-ratificarea-conventiei-pentru-apararea-drepturilor-omului-si-a-libertatilor-fundamentale-si-a-protocoalelor-aditionale-la-aceasta-conventie(visited on Jul. 2018);

https://lege5.ro/Gratuit/he3dkmjq/legea-educatiei-si-invatamintului-nr-28-1978 (visited on Sept. 2018);

https://lege5.ro/Gratuit/he3tmmbw/conventia-asupra-relatiilor-personale-care-privesc-copiii-din-17072006&d=2017-05-13 (visited on Jul. 2018);

https://legeaz.net/noul-cod-civil/(visited on Jul. 2018);

https://legeaz.net/noul-cod-penal/ (visited on Jul. 2018);

https://media.hotnews.ro/media_server1/document-2018-06-12-22504443-0-strategia-nationala-educatie-parentala.pdf (visited on Jul. 2018);

https://rm.coe.int/168007cdaf (visited on Oct. 2017);

https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805d6dda (visited on Jul. 2018);

https://www2.ed.gov/documents/family-community/partners-education.pdf (visited on Sept. 2018);

https://www.edu.ro/ordinul-ministrului-educa%C5%A3iei-na%C5%A3ionale-%C5%9Fi-cercet%C4%83rii-%C5%9Ftiin%C5%A3ifice-nr-507931082016-privind-aprobarea (visited on Mar. 2017);

https://www.edu.ro/ordinul-ministrului-educa%C8%9Biei-na%C8%9Bionale-nr-30272018-pentru-modificarea-%C8%99i-completarea-anexei (visited on Jul. 2018);

https://www.edu.ro/sites/default/files/OM_4742_10.08.2016-Statut_elevi_2016_0.pdf (visited on Mar. 2017, Jul. 2018);

https://www.edu.ro/sites/default/files/ROFUIP%20%20%20.pdf (visited on Jul. 2018);

https://www.google.ro/search?q=Legea+nr.+87%2F2007&oq=Legea+nr.+87%2F2007&aqs=chrome..69i57.334j0j7&sourceid=chrome&ie=UTF-8 (visited on Jul. 2018);

https://www.mae.ro/node/35919 (visited on Sept. 2018);

https://www.unicef.org/publications/files/pub_mdg_en.pdf (visited on Jul. 2018);

https://www.unicef.org/specialsession/docs_new/documents/wffc-en.pdf (visited on Oct. 2017).