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FAMILY AND SCHOOL: THE CHALLENGES OF COMMUNICATION IN RELATIONSHIPS DAILY LIFE

FAMILY AND SCHOOL: CHALLENGES IN COMMUNICATION WITHIN EVERYDAY INTERACTIONS

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ABSTRACT: This article addresses family-school communication in the context of Brazilian elementary and secondary education, highlighting the challenges and opportunities this interaction offers for the comprehensive development of students. The problem investigated refers to the recurring difficulties in establishing dialogue between these two environments, considering aspects such as communication failures, misaligned expectations, cultural barriers, and technological limitations. The main objective was to analyze the communication processes and models that support this relationship, identifying obstacles and proposing strategies to improve the partnership. The methodology adopted includes bibliographical research and critical analysis of recent studies, in addition to considering empirical research related to family participation and democratic management in schools. Preliminary results indicate that communication between families and schools faces obstacles that compromise the effective participation of parents in the daily life of the school, which can negatively impact student performance and retention. The research indicates that active listening, respect for cultural diversity, and the appropriate use of digital technologies can foster clearer and more collaborative interactions, contributing to the strengthening of this partnership. Based on these elements, the study suggests the need to rethink institutional practices and public policies that encourage more integrated and continuous communication between family and school, considering contemporary social transformations.

Keywords: School Communication. Family. Family Participation. Basic Education.

ABSTRACT: This article addresses communication between family and school within the context of Brazilian elementary and secondary education, highlighting the challenges and possibilities of this interaction for the comprehensive development of students. The problem investigated concerns recurring difficulties in establishing effective dialogue between these two environments, considering aspects such as communication failures, misaligned expectations, cultural barriers, and technological limitations. The main objective was to analyze the communication processes and models that support this relationship, identifying obstacles and proposing strategies to improve the partnership. The methodology includes bibliographic research and critical analysis of recent studies, as well as consideration of empirical research related to family involvement and democratic management in schools. Preliminary results indicate that communication between family and school faces barriers that hinder effective parental participation in the school routine, which may negatively affect students' performance and retention. The research suggests that active listening,

respect for cultural diversity, and appropriate use of digital technologies can promote clearer and more collaborative interactions, contributing to the strengthening of this partnership. Based on these elements, the study highlights the need to rethink institutional practices and public policies that encourage more integrated and continuous communication between family and school, taking into account contemporary social transformations.

Keywords: School Communication. Family. Family Involvement. Basic Education.

1. INTRODUCTION

This article analyzes the relationship between family and school in the context of education Brazilian elementary and secondary education, with an emphasis on communication mechanisms that support or hinder this interaction. The investigation starts from the understanding that family involvement in the educational process is recognized as a factor associated with performance and school retention, but whose effectiveness faces structural, cultural, and institutional barriers. The research seeks to understand how the dialogue flows between these two segments are established and in what way they influence the development of students, considering the particularities of the Brazilian educational scenario.

The objective is to examine the forms and effectiveness of communication between families and school institutions, identifying aspects that contribute to or limit this partnership. The analysis considers empirical data and theoretical frameworks, allowing assess how expectations, perceptions and practices of both parties impact the cooperation.

By placing the study in the context of social changes and technological advances, we also intend to observe how new forms of interaction, mediated by digital tools have changed the traditional dynamics of the family-school relationship.

The relevance of this research lies in the possibility of offering contributions to the formulation of strategies that strengthen the partnership between these actors and increase family participation in school life. By gathering facts and based interpretations, the study aims to contribute to the improvement of institutional policies and practices, supporting the construction of a more participatory and integrated, in which effective communication is an element fundamental to educational success.

2 THEORETICAL FRAMEWORK

2.1 History and foundations of family constitution

The historical concept of family analyzed has as reference the
transformations that occurred in European societies between the 15th and 17th centuries,
period in which this social institution underwent changes in its organization,
as discussed in the work of Ariès (1981) in "Social history of the child and the family".

According to Salztrager (2018), this conceptual construction of the family emerged
from a set of practices, ideas and factors that gradually gained ground
on the European continent during the 17th century, although its signs were already
noticeable in previous centuries, but more slowly. It was in this century that
the notion of family began to manifest itself more intensely.

According to Ariès (1981), the private life of medieval man in the 14th century
was more linked to her job than to family life,
indicating that the importance attributed to work in medieval iconography reflected the
sentimental value that people placed on him, as if private life was
essentially related to professional performance. Thus, the feeling
of family, as currently understood, was not configured in the Middle Ages,
because the relationships of that time were based mainly on lineage,
concept linked to family groups formed by descendants of the same person
ancestral, based on the idea of solidarity between these members (Ariès, 1981).

In the Brazilian social context, the values that shaped the family originated
in the traditions brought by European colonizers, characterized by a model
family marked by patriarchy and conservatism, in which the father and mother
were united under the influence of the Catholic Church. This Christian model came to
serve as a reference for understanding the concept of family in the lands
Brazilians (Rezende, 2016).

Teruya (2000) uses the term "civilizing" to describe the patriarchal family
present in colonial Brazil, highlighting that this organizational form attributed to the
group an order and solidarity that prevented social chaos, being adopted
as a parameter to define what was understood as family in the Brazilian context.
Thus, the other existing forms of family organization became

considered, according to the author, as "appendices" and complements of this structure patriarchal (Teruya, 2000, p. 2).

To situate this family model, Morcovo (2008) highlights the gentlemen of mills that were established in the Northeast region during the 16th and 17th centuries, period in which the Brazilian colonial economy was based on the cultivation of sugarcane sugar. According to the author, these gentlemen, prominent figures at that time historical, managed their elitist families, around which a group subordinate to your command.

It is important to remember that, in the 16th and 17th centuries, the economy of colonial Brazil was based mainly on sugarcane plantations in the Northeast region. In this context, the power relations that orbited around the sugar mill owner had their patriarchal authority sustained by the accumulation of rural assets, as well as by the formation of groups or alliances that included blood relatives, people united by common interests or even through fear (Andrade; Santos, 2017).

Within this theoretical context, it is possible to consider that the family is not configured as a merely natural phenomenon, but rather as an institution social that undergoes variations throughout history, presenting different forms and purposes even in the same period and space. The Federal Constitution of Brazil of 1988, in article 226, recognizes the family as the basis of society and grants protection special by the State, also highlighting the stable union between a man and a woman as a family entity, whose conversion into marriage should be facilitated by legislation (Brazil, 1988 CF, art. 226 and § 3, Online).

Currently, family organizations come in a variety of forms. Among them, the nuclear family, characterized by the union of two adults and their children (Velado, 2021). The polygamous family, present in some cultures where a man maintains simultaneous marital relations with several women (Gentil, 2024). Single-parent households, formed by one adult, usually a woman, responsible by children, a situation that may arise from separation, divorce, widowhood or single motherhood (Gouveia et al., 2022).

Blended family, formed by a new marriage in which the partners may have children from previous or common unions (Pinto; Reis, 2024). Cohabitation, common practice among young people who choose to experience life together before

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of marriage, a process that can evolve into a nuclear family (Maesima;

Neumann; Wagner, 2024).

Stable union or free union, which is characterized by relationships without formalization

religious or civil, even with the presence of children (Carvalho; Deus, 2024) and the

homosexual families, formed by the union of people of the same sex, with or without

children (Cao; Conceição, 2025).

In addition to these, there is the family based on "participatory" marriage, which

breaks with traditional sexual roles, promoting the division of tasks

domestic and external relations between husband and wife, a configuration that gained ground with

feminist movements and in modern societies, although inequalities

persist in terms of participation and remuneration between genders, as reported

Curty (2024).

This shows that, even in the face of crises and transformations, families

adopt the capacity for adaptation and survival, remaining present under

multiple forms over time. In this way, the family institution presents itself

marked by the diversity of elements that undergo variations, which are linked

to social, cultural, and economic factors. As a dynamic institution, the family

undergoes social transformations that cause changes throughout this process

of change. Such changes impact the social, economic and cultural context in

general, directly influencing the responsibilities exercised by members in the

parental scope.

2.2 Communication models and processes in the school environment

In current times, the concept of education is often associated with

innovation and renewal, especially in the face of the challenges posed by the pandemic.

This situation demonstrated the inequality in access to remote education, affecting

especially students in more vulnerable conditions and with resources

limited. Expanding access to digital technologies for all students has

been placed as a priority by governments that consider education as

strategic investment for the country (Machado; Santos, 2024).

Charlot (2023), in his text "The human being is an adventure", proposes a

reflection that goes beyond the confrontation between the "new" and the "traditional" in pedagogy,

inviting us to rethink educational forms capable of responding to the demands of

current century. In the face of global transformations, such as climate change and technological advances, it becomes necessary to think about an "education contemporary" that prepares future generations for these challenges.

Throughout the 20th century, Brazil and other countries experienced changes in educational field, passing through the new school of the 1960s and 1970s, oriented towards national development, and by the school of the 1980s, influenced by globalization, by neoliberalism and by a logic that sought quality, effectiveness and diversification, amid competition in domestic and foreign markets (Charlot, 2007).

In this scenario, the focus was not just on developing new skills techniques, but also in raising the level of basic education of the population, extending the obligation of education until, at least, the end of High School Medium. Currently, most governments direct young people to universities or technical institutes, through public educational policies, aiming to meet the demands of the labor market and organizations international. However, the discussion about the ideal school in the 21st century, in a world marked by dependence on technologies, highlights that the ease of access to information and mastery of digital tools do not correspond necessarily to an increase in educational level or knowledge (Tessari; Fernandes; Campos, 2021).

Education is configured as a social process through which the human being human begins to recognize, seek, institute and order values, with the aim of improve their status as a member of society. When understood as a process of development and humanization of the individual, which integrates both technological innovations and traditional knowledge, education maintains its fundamental importance, in addition to assuming an inclusive and universal character (Dias, 2023).

Since the 1990s, the management model adopted by schools has become require the participation of those involved in decision-making processes. Paro (2010) highlights that, from that period onwards, there was an attempt to implement democratic management in public schools, which goes beyond the simple election of directors, including the effective participation of the entire school community in decisions. At the national level, the Law of Guidelines and Bases (LDB) No. 9,394, of December 20, 1996, determines in its article 14 that basic education must observe principles such as the participation of education professionals in the development of the school's pedagogical project, as well as

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the participation of school and local communities in councils or bodies
equivalents (Brazil, 1996 Online). For this participation to happen, it is
the existence of communication is essential.

Souza (2018) emphasizes that communication is an essential element in
social relations, which becomes increasingly relevant in organizations that seek,
through dialogue with its internal and external audiences, achieve its objectives.
Considering the school as an organization, its internal audience comprises
students, teachers, parents and staff, while the external public includes the
local community, whose main interest is student learning. The
organizational communication, then, has the purpose of fostering participation by
through social interaction and sharing of meanings, facilitating
collective construction of actions that are aligned with the institution's objectives
educational.

Communication influences teachers' behavior,
being able to affect them both positively and negatively, functioning either as
source of motivation and recognition, sometimes as a cause of demotivation, disinterest
and reduced engagement. For this process to occur effectively, it is
necessary that professionals are motivated and satisfied with the work environment
work, in addition to feeling welcomed and safe to participate in decisions and
express their ideas and opinions. Individuals who feel welcomed by the
institution tend to engage more in the proposed activities, maintaining a
transparent and open communication, which favors a collaborative environment, with
good interpersonal relationships, and helps ensure that objectives are understood
by everyone (Souza, 2018).

Gentilini and Scarlatto (2017) develop a management theory based on
cultural and communicative rationality, which incorporates assumptions related to
democratic management. In this context, organizations considered democratic are
those that allow a reasonable degree of participation and intervention, ensuring
accessible and transparent communication so that everyone can express their opinions
opinions. According to Lacerda (2018), communication represents a decisive factor for
the success of organizations in different sectors of contemporary society, and the
active participation of teachers is essential for the efficient functioning of the
school. Organizational communication assumes importance in promoting greater
interaction between those involved.

Vargas (2018) highlights that the adoption of consensual processes for decision-making of decisions, involving the subjects, contributes to the prevention of conflicts and resistance. Still according to Lacerda (2018), clear and open communication within of the school influences the understanding of institutional changes and the climate organizational, making it necessary to foster an environment favorable to communication harmonious so that educational objectives are achieved and that professionals feel engaged.

Melo and Formaggio (2021) present the communicative process as the sequence between a "source" and a "receiver", which results in the transfer and understanding the meaning of the message. Effective communication depends on receiver's feedback, manifested through response, participation, or involvement in relation to the message received. From this perspective, the communicative process goes beyond the traditional linearity of transmission, involving active participation of the receiver, in the case of this discussion, specifically the family.

Assum, it is important to consider that meanings can be reinterpreted over time. throughout the process, influenced by the subjectivity of each individual, their standards cultural and symbolic, as well as personal experiences arising from both the context external and internal environment of the school.

The lack of communication makes effective family participation impossible, which occurs only in communicative spaces in which information is available for the knowledge and positioning of those involved. These spaces encourage dialogue, the exchange of ideas and the expression of opinions. At school, communication facilitates the integration of the members who work in it, at the same time that informs about the activities carried out, creating a feeling of belonging.

This integration contributes to the strengthening of interpersonal relationships, which success of teamwork and the efficiency of pedagogical actions. Sandri (2018) emphasizes that the concept of communication goes beyond the mere transmission of information, characterized as the act of making something common and sharing, essential process for social coexistence. Through communication, individuals establish relationships, exchange information and experiences, and express feelings.

In contemporary times, communication models and processes in the environment school are presented as structuring elements for the functioning institutional, not only as technical means of transmitting information, but

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as sociocultural practices that shape school organization and influence directly its ability to fulfill the social function assigned to it.

The concept of school communication has evolved significantly, following the technological, cultural and political transformations that permeate society. Today, it is not just about establishing vertical and hierarchical flows, but about building open, bidirectional, and participatory channels that recognize the diversity of voices present in the school community (School, 2021; Sartori, 2021).

Classical communication models, such as the linear model proposed by Shannon and Weaver in the 1940s, still serve as a reference for understand the stages of emission, encoding, transmission, reception and decoding messages (Azevedo et al., 2024). However, in the context current educational system, such models are insufficient to capture the complexity of interactions, as they do not fully consider the cultural, subjective and relational aspects that characterize the school environment. Thus, the interactional or dialogic, inspired by authors such as Paulo Freire, gains value by understanding the communication as a process of joint construction of meanings, in which educators, students, families and other agents actively participate, exchanging experiences and contributing to the formation of a learning community (Gléria, 2022).

In Brazil, the importance of communication in the school environment is supported by legal provisions and normative guidelines. The Guidelines and Bases Law of National Education (Law No. 9,394/1996) establishes, among other principles, the democratic management of public education, which presupposes the effective participation of school community in decision-making processes (Brazil, 1996).

This participation is only viable if there are processes in place clear, accessible and transparent communication tools. In addition, documents such as the National Education Plan (Law No. 13,005/2014) and the Statute of Children and Adolescent (Law No. 8,069/1990) show the need to ensure spaces for listening and dialogue, ensuring that students and their families can express demands and collaborate in the construction of pedagogical policies appropriate to local realities (Brazil, 1990; Brazil, 2014).

On a practical level, it is observed that contemporary school communication is supports a multitude of media and languages. The murals, printed circulars and face-to-face meetings, although still relevant, share space with platforms

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digital, instant messaging applications, institutional social networks and
virtual learning environments. These tools expand the capacity of
reach and interaction, allowing for more agile and continuous communication between the
school and its audiences.

However, the adoption of these resources requires critical reflection on the
digital inclusion, personal data protection and linguistic adequacy for
audiences with different levels of literacy and technological access. The General Law of
Data Protection (Law No. 13,709/2018) imposes clear parameters for processing
of information in the school context, highlighting the need for practices
responsible communicative (Brazil, 2018).

Another fundamental aspect is the adaptation of communication to different
groups that make up the school community. Children, adolescents, young people and adults
demand different approaches, which consider their cognitive characteristics,
social and cultural. In the case of Youth and Adult Education (EJA), for example,
communication needs to take into account life experiences, time demands
and the valorization of the prior knowledge of these students, promoting a
respectful and motivating dialogue. In regular elementary and high school, it is
essential to articulate languages that dialogue with contemporary youth culture,
marked by a strong presence of digital media, without losing sight of the formative function
and school ethics (Timm, 2021).

The school communication process is also configured as strategic for
conflict management and promoting a healthy school environment.
literature on school management highlights that clarity in communication, associated with
active listening, reduces resistance to change and strengthens the feeling of
belonging. In this sense, communication is not limited to transmitting norms and
decisions, but must create conditions for dialogue on values, objectives and
collective responsibilities. Building a positive school climate depends, in part,
to a large extent, of communicative processes that favor the mediation of
divergences and the negotiation of solutions (Facó et al., 2021).

Furthermore, communication in contemporary schools is intrinsically
linked to pedagogical work. The planning and execution of activities
curricula require constant alignment between teachers, coordination
pedagogical, management and other staff. Pedagogical meetings, councils of
class, study groups and continuing education are communicative spaces that

support the quality of teaching and the coherence of institutional actions (Facó et al., 2021). The National Common Curricular Base (BNCC) also points to the importance of communicative competence, not only as content to be taught to students, but as an effective practice among education professionals (Brazil, 2018).

Thus, it is important to recognize that communicative processes in the environment schoolchildren, in contemporary times, face challenges that require continuous attention. The information overload, the fragmentation of communication channels, the risk of dissemination of incorrect information and the need to ensure accessibility communication for people with disabilities are some of the points that demand careful management and specific strategies. Effective school communication, therefore, must be planned, monitored and evaluated systematically, articulating resources technological and in-person practices, focusing on building relationships trust and the promotion of a culture of participation and co-responsibility among family and school subjects.

2.3 Contemporary challenges and perspectives for family-school communication

Education, understood as a structuring element for the social development, goes beyond the institutional limits of the school and finds in family an indispensable support point for the formative process to reach their goals. The interaction between school and family contexts, each with functions and own skills, is essential to ensure broad and coherent training of the individual (Nogueira; Resende, 2022). In the Brazilian legal system, the Law of National Education Guidelines and Bases (LDB) defines, in its article 2, that education is a shared responsibility between family and State, which implies the need for constant cooperation between these two spheres so that the student development is complete (Brazil, 1996).

The family nucleus, as the first instance of socialization, influences directly the construction of values, habits and behaviors that impact the individual's academic performance and social integration. It is in this space that the first experiences of social and cognitive interaction, fundamental for the adaptation to the school environment and to consolidate initial learning (Santana et al., 2024).

In contrast, the school, as a formal educational institution, organizes and transmits accumulated scientific and cultural knowledge, favoring the acquisition of specific skills that guide social and professional performance. In this sense, Libâneo (2013) notes that it is up to the school to offer systematic access to this collection of knowledge, preparing the student to act in a qualified manner in social life and at work.

The establishment of consistent links between family and school constitutes a persistent challenge in the contemporary educational landscape. This relationship demands continuous communication, joint actions and mutual understanding of limits and possibilities of each party. The school's role does not replace that of the family, but complements its functions by providing an organized space for learning and the development of specific skills. However, in order for For the partnership to be effective, it is necessary to overcome practices that restrict attendance punctual in meetings or when checking school performance.

Paro (2007) argues that families' adherence to the educational objectives of school must occur through active participation in decision-making processes, which requires the opening of spaces for parents and guardians to contribute to the definition and monitoring of institutional actions. This understanding points for the need for initiatives that increase interaction and co-responsibility between the two segments, favoring continuous monitoring of the trajectory school and the construction of a shared educational project.

In the current scenario of relations between family and school in elementary and Brazilian average, the data analyzed by Santana et al. (2024) prove a heterogeneous and challenging framework. Although there is consensus regarding the relevance of this partnership, its implementation still faces considerable obstacles. The communication between these two segments often remains permeated by divergent expectations and failures in dialogue. As the authors point out, educational institutions often expect more active participation from families in students' school lives, which does not always happen.

In turn, many guardians report not finding, on the part of the school, the receptivity and acceptance necessary for effective action. These aspects were confirmed by the survey, in which 67% of educators stated face difficulties in involving families in school activities, while

58% of parents reported feeling intimidated or unwelcome at school

(Santana et al., 2024, p. 9).

The study by Moraes and Santos (2021) identified that the partnership between family and school is essential for the effectiveness of pedagogical work, considering that the learning acquired in the family environment is complemented by the formative experiences provided by the school institution. The research, qualitative character and based on semi-structured interviews pointed out that achieving this integration is a challenge influenced by sociocultural transformations and by different difficulties experienced by both institutions over time. It was found that there was a need to raise awareness among families about their participation in the educational process, at the same time that schools must review and adapt their pedagogical practices to the reality experienced by students.

The results of Moraes and Santos (2021) also highlighted that the approximation between the two segments requires continuous strategies of interaction and dialogue, such as meetings, participation in school councils and involvement in projects interdisciplinary. These actions, when implemented, contribute to the permanence of children and adolescents at school and encourage motivation for better academic performance, strengthening the bond between the actors involved in the educational process.

Based on the study by Fachinetti, Spinazola and Carneiro (2021), it is observed that communication between family and school faces significant barriers, especially with regard to effective family participation in the educational process. In many cases, the responsibility for children's development and learning is attributed exclusively to the school, disregarding that the student's integral education is a shared process, which begins in the family nucleus. It is in this space domestic that the first cultural references and the initial reading of world, directly influencing the child's interests, values and motivations.

The lack of family engagement can contribute to academic failure, since the lack of monitoring and stimulation at home interferes with the bond that the student establishes with studies and the school environment. The involvement family, in addition to supporting learning, strengthens trust between teacher and student, creating more favorable conditions for teachers to understand and meet the needs of needs of the student. Therefore, an effective partnership between family and school should not

be seen as a complementary assignment, but as a structural element for the educational development (Fachinetti; Spinazola; Carneiro, 2021).

Thus, Fachinetti, Spinazola and Carneiro (2021) emphasize that the education is a shared duty, the effectiveness of which depends on joint action and coordinated on both sides. When family and school maintain a dialogue constant and collaboratively articulate the process of child development tends to occur in a more harmonious and productive way, avoiding fragmentation of responsibilities and ensuring comprehensive support for the student.

3 MATERIAL AND METHOD

According to Santos' guidance (2020), the methodology of a work academic must be prepared based on the general objective and specific objectives, articulating with the planned stages and the results that are intended to be achieved. The integration of these elements makes it possible to define both the research goals and the methods and strategies to be applied to achieve them. According to the author, "we start from the general objective to be achieved and the specific objectives, the stages and feasible products that, together, define what we want to achieve and what methods and strategies the executor will use" (Santos, 2020, p. 23).

The objectives set for this article focus on understanding and discuss the main obstacles present in communication between families and school institutions, considering aspects such as communication noise, misalignment of expectations, difficulties related to the use of resources technological and cultural barriers. We sought to examine the implications of these obstacles to the educational process, analyzing how they interfere in the participation and engagement of families in students' school life. In addition, Furthermore, the objective was to present and substantiate strategies that can contribute to the improvement of this interaction, taking as reference practices such as active listening, respect for diversity and the appropriate use of communication technologies.

Therefore, this research was developed through a qualitative approach. (Ramos; Mazalo, 2024), aiming to understand and analyze the issues related to communication between family and school in everyday life, based on different

perspectives present in the academic literature. The choice of this approach is
justified by the possibility of exploring, in depth, the social aspects,
cultural and institutional aspects that permeate the theme, allowing the identification of patterns and
understand nuances that would not be fully captured by methods
quantitative.

As for the classification, it was an exploratory research and
descriptive, since it sought to gather, organize and interpret existing information,
establishing connections between concepts and pointing out gaps or trends in
publications analyzed (Santana; Narciso; Fernandes, 2025). The method adopted was
bibliographical research, fundamental for the construction of the theoretical framework and
proposed discussion, as it enabled the survey and analysis of studies that already
addressed the topic, expanding the understanding of the issues investigated and
situating the work in the current state of knowledge (Santos, 2019).

According to Santos (2019), it is essential to present a critical analysis
during bibliographic research, since this stage forms the theoretical basis of the study.
Furthermore, when carrying out the theoretical review of the topic, it becomes feasible to identify whether the
research proposal has already been addressed previously, at what level of depth
and through what perspectives. This procedure provides the "opportunity to
differentiate itself from other research already carried out, working from them,
collaborating a little more in advancing understandings relevant to the topic"
(Santos, 2019, p. 17).

The bibliographic survey was carried out in widely used databases
recognized by the academic community, including Scielo, CAPES Journals and
Redalyc. For the selection of publications, combined descriptors of
isolated or associated form, such as "school communication", "family-school relationship",
"educational partnership", "parental participation in school" and "school and student interaction"
community". The searches were limited to the period from 2015 to 2025, prioritizing
texts in Portuguese and, when relevant, international studies that
offer relevant contributions to the understanding of the topic. However,
important concepts, even outside this time range, were also included
in the delimitation of bibliographic searches, due to its relevance in supporting the
theoretical analysis and provide a broader context on the essential aspects
communication between family and school.

The data obtained from the selected publications were analyzed through content analysis (Bardin, 2020), considering categories that emerged from reading and organization of material, such as communication barriers, strategies approach and impacts of communication on learning and the school environment. According to Bardin (2020), content analysis comprises a set of techniques to examine communications, for the purpose of, through procedures systematic and objective in describing the content of messages, obtaining indicators, whether quantitative or not, which allow inferring knowledge related to conditions of production and reception of these messages, that is, the inferred variables.

Thus, this form of analysis allowed us to systematically examine the information, identify convergences and divergences between authors and assist in development of a discussion on the challenges and possibilities for improvement communication between family and school.

FINAL CONSIDERATIONS

The analysis carried out throughout this work allowed us to understand that the communication between family and school constitutes a structuring element of the process educational, being decisive for the academic and social development of students. It was observed that, although there is recognition of the importance of this relationship, challenges persist related to the absence of clear channels of dialogue, the divergence of expectations between the actors involved, the barriers cultural and linguistic limitations and limitations in the use of information technologies. These factors can weaken school monitoring and reduce opportunities for joint action in favor of learning.

The study indicates that overcoming these obstacles requires systematic actions aimed at creating accessible and continuous communication mechanisms, which encourage family engagement and allow the school to better understand the context of students' lives. The incorporation of active listening practices and strategies that respect the sociocultural specificities of family units proved essential to strengthen mutual trust and commitment shared with the training of students. The planned and judicious use of

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technologies can expand the possibilities of interaction, as long as it is

accompanied by appropriate guidance for all involved.

Based on the framework discussed, it is recommended that educational institutions

invest in internal communication policies, establish meeting routines that

encourage the active participation of families and promote ongoing training for

education professionals on interpersonal relationship management and mediation

conflicts. Such measures, by integrating pedagogical and administrative actions, can

contribute to consolidating a more effective partnership between family and school,

fostering an environment of cooperation capable of supporting the development of

students.

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