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From theory to practice: strategies for integrating the family into curriculum planning

From theory to practice: strategies for integrating the family into curriculum planning

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Summary

This article aims to reflect on the integration of the family into curriculum planning in Early Childhood Education, understanding how this partnership can contribute to children's development. The research adopted a qualitative approach, of a bibliographic and documentary nature, using dissertations, theses, scientific articles, and official documents published between 2001 and 2025 as sources. The results indicate that, despite the recognition of the importance of family participation in legal documents, such as the National Common Curriculum Base and the National Curriculum Guidelines for Early Childhood Education, this participation still occurs in a sporadic and limited way in most institutions. Studies point out that the family-school relationship is traversed by tensions, such as divergent expectations, unequal conditions of participation, and a hierarchical view that places the school as the holder of knowledge. On the other hand, successful experiences demonstrate that, when there is genuine listening, flexibility of school times and spaces, and valuing of family knowledge, the partnership is strengthened and directly benefits children.

Keywords: Early Childhood Education. Family. Curriculum.

Abstract

This article aims to reflect on the integration of the family into curriculum planning in Early Childhood Education, understanding how this partnership can contribute to the development of children. The research adopted a qualitative approach, of a bibliographic and documentary nature, using dissertations, theses, scientific articles, and official documents published between 2001 and 2025 as sources. The results indicate that, despite the recognition of the importance of family participation in legal documents, such as the National Common Curriculum Base and the National Curriculum Guidelines for Early Childhood Education, this participation still occurs in a sporadic and limited way in most institutions. Studies point out that the family-school relationship is crossed by tensions, such as divergent expectations, unequal conditions of participation, and a hierarchical vision that places the school as the holder of knowledge. On the other hand, successful experiences demonstrate that, when there is genuine listening, flexibility of school times and spaces, and valuing of family knowledge, the partnership is strengthened and directly benefits children.

Keywords: Early Childhood Education. Family. CV.

1. Introduction

The relationship between family and school is a topic that has long occupied a space in discussions. about education. When we talk specifically about Early Childhood Education, this relationship takes on new dimensions. even more significant, since we are dealing with children, at a stage of life marked by discoveries, learning, and the construction of initial references about the world. In this

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Year VI, v.1 2026 | Submission: 09/02/2026 | Accepted: 11/02/2026 | Publication: 13/02/2026 In this context, family and school appear as two fundamental institutions, whose dialogue can make... It makes all the difference in children's development.

Over the past few decades, official Brazilian documents have reinforced the importance of this partnership. The Federal Constitution of 1988, the Statute of Children and Adolescents, the Law of National Education Guidelines and Frameworks, the National Curriculum Guidelines for Education Early Childhood Education and, more recently, the National Common Curriculum Base converge on the understanding that The education of children is a shared responsibility between family, school, and society. However, there is a gap between what is stipulated in the legislation and what actually happens in daily life. Between institutions, there is a distance that needs to be understood and, as far as possible, overcome.

This work stems precisely from this concern. It seeks to understand how integration The role of family in curriculum planning in early childhood education has been addressed in academic literature and What paths can be taken to make this integration a reality in practice? We start from... understanding that the curriculum is not just a list of content to be taught, but a A set of experiences that the school organizes to promote children's development. And if When we understand the curriculum in this way, it becomes clear that families have a lot to contribute. bringing their knowledge, practices, and expectations into this planning process.

The choice of this theme is also justified by the context in which we find ourselves. The region The Amazon region, with its specific geographical, cultural, and social characteristics, presents particular challenges. for the relationship between family and school. Riverside communities, rural populations, families that They live in conditions of social vulnerability and face obstacles that are often not These are considered when we think about strategies for family participation. At the same time, these Communities possess knowledge and practices that can greatly enrich educational work. provided the school is open to welcoming them.

The overall objective of this study is to reflect on the integration of the family into curriculum planning. In early childhood education, identifying possibilities and challenges based on academic literature. How Our specific objectives are to understand what studies indicate about family participation. in early childhood education institutions; identify strategies that have been used to bring closer family and school; and to discuss the tensions that run through this relationship.

To achieve these objectives, we opted for qualitative research, of the type Bibliographic and documentary research was conducted. Dissertations, theses, scientific articles, and documents were analyzed. officials dealing with the subject matter, prioritizing recent productions, but without disregarding previous works. classics.

We hope that this work can contribute to the debate on Early Childhood Education and, especially for reflection on how to build a more effective relationship between families and

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institutions that welcome their children. We believe this is an urgent and necessary task, that
It demands collective efforts and a genuine commitment to quality education for all.

2. Theoretical Framework / Results

The theoretical framework presented highlights the integration of the family into family planning.
Curriculum development in early childhood education is not just a legal recommendation, but a necessity.
A pedagogical approach grounded in solid theoretical foundations.

2.1 The contemporary family: concept and transformations

Understanding the contemporary family requires recognizing that this institution has undergone...
profound changes have occurred over the last few decades. The traditional model, consisting of father, mother and
Children united by biological ties no longer represent the totality of family configurations.
present in Brazilian society. As Goldani (1994) points out, the transformations in the arrangement
Brazilian family life reflects social, economic, and cultural changes that have redefined patterns and
Hierarchies are giving way to other family models.

This plurality of family arrangements is recognized by the Federal Constitution of 1988, which
It broadened the concept of family beyond traditional marriage. Single-parent families,
Reconstituted families, same-sex families, and those formed by grandparents and grandchildren have become part of the social landscape.
Brazilian. For Carvalho (1995), the contemporary family is characterized by the diversity of its
forms of organization, and it is essential that educational institutions recognize and respect them.
this multiplicity.

In the Amazon region, particularly in the state of Pará, family configurations
They have their own characteristics, influenced by the riverside way of life and the close relationship.
of communities with nature. According to studies carried out by Teixeira (2009), in the communities
In riverside communities of the Amazon region of Pará, grandparents often play a central role in raising children.
Grandchildren, especially when the parents are very young. This extended family configuration reflects
cultural and social aspects characteristic of the region, where the kinship network functions as support.
for the education of children.

Understanding these different family configurations is essential for the work.
pedagogical in Early Childhood Education. As Cerveny and Berthoud (2010) point out, the organization and
Family functioning reflects patterns of coexistence established between generations, being
It is important to consider that these patterns can change and that values are constantly evolving.

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renegotiated. Given this, the school needs to abandon fixed conceptions about what constitutes a family and adopt an attitude of acceptance towards the diverse forms of family present in their context.

2.2 Family-school relationship in Brazilian educational legislation and policies

The Brazilian legal framework recognizes the importance of the partnership between family and school as A fundamental element for the quality of education. The Law of Guidelines and Bases of Education. National Law (LDB 9.394/96) establishes the need for coordination between educational institutions and the Families, understanding that education is a shared process. The National Common Core Curriculum Curricular (BRASIL, 2017) reinforces this understanding by stating that daycare centers and preschools should to welcome the experiences and knowledge built by children in the family environment and in the context of your community.

According to the National Curriculum Guidelines for Early Childhood Education (BRAZIL, 2009), the practice of dialogue and the sharing of responsibilities among the educational institution Children and their families are essential for maximizing learning and development. children. The BNCC (National Common Core Curriculum) highlights that the institution needs to know and work with plural cultures, engaging with the richness and cultural diversity of families and the community, especially when it comes to the education of babies and very young children.

According to Santos and Toniosso (2014), the partnership between family and school is of utmost importance. for success in intellectual and moral development and in the formation of the individual. However, the The authors warn that this relationship still faces significant challenges. Often, the school attributes The responsibility for learning problems is placed on the family, while families feel intimidated or excluded from the educational process. Overcoming this distance depends on a shared effort and mutual recognition of the institutions involved.

In the context of early childhood education, this approach becomes even more relevant. According to According to the BNCC (National Common Core Curriculum), entering early childhood education often represents the first step. The separation of children from their family context in order to integrate them into a socialization situation. This This characteristic means that the preschool and families need to maintain a relationship. especially close, based on respect and mutual collaboration.

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Bronfenbrenner's Bioecological Theory and Family-School Integration

The Bioecological Theory of Human Development, developed by Urie Bronfenbrenner, It offers a consistent theoretical basis for understanding the relationship between family and school in the process. of child development. According to Bronfenbrenner (1996), human development occurs through through processes of reciprocal interaction between the developing person and the contexts in which She is embedded within it. This perspective recognizes that the child develops from the relationships that... It is established in different environments, with the family and school being the main contexts of development.

The bioecological model, also called PPCT (Person-Process-Context-Time), It allows us to investigate the relationship between the characteristics of the person and the environment as factors. determinants of development. As Bhering and Sarkis (2009) explain, this model is of It is of great importance to research in the field of education, insofar as it considers aspects of school context, relationships and the people within it are relevant elements for the processes. of development and lifelong learning.

Bronfenbrenner (2011) organized developmental contexts into different levels: the microsystem, mesosystem, exosystem, and macrosystem. The family and the school are microsystems in which the child actively participates and establishes face-to-face relationships. When These two microsystems connect and interact, forming what the author calls a mesosystem. According to Valle and Coronel (2021), a child is formed through immersion in social mechanisms. composed mostly of the family and school environment, where individuals build their relationships, linguistic, cultural and economic aspects.

The quality of interactions between family and school, therefore, directly influences the Child development. According to bioecological theory, when there is effective communication, support When there is mutual agreement and congruence between the values and practices of the two contexts, children tend to exhibit better results in its development. As highlighted by Martins and Szymanski (2004), the theory Bronfenbrenner's ecological and systemic analysis presents possibilities for the researcher to analyze aspects of the developing person, the context in which they live, and the interactive processes that They influence human development itself.

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Participatory curriculum planning and democratic management

Building a curriculum that integrates families into the educational process presupposes a Democratic and participatory management. According to Lück (2006), democratic management transforms the school in a citizenship laboratory, where different voices are heard and considered in decision-making decisions. Participatory planning is fundamental for both administrative and decision-making aspects pedagogical, as it allows the school community to take ownership of the educational proposals and Contribute actively to its construction.

The Political Pedagogical Project (PPP) constitutes the main instrument for realizing this. participation. According to Nascimento and Cavalcanti (2017), the development of the PPP requires that the community Each school should investigate its reality and collectively build pathways to quality education. It is a document that represents the educational proposal of each school and, therefore, It should involve parents, students, teachers, administrators, and staff in its creation and revision. periodic.

In early childhood education, participatory curriculum planning takes on specific characteristics. According to Oliveira (1997), the democratic management of education faces contemporary challenges that They require new forms of interaction between school and community. So that the school does not become... overwhelmed by demands that could distract her from her primary objectives, she is Establishing support networks is fundamental. In this process, the community plays a key role in... building knowledge and strengthening curricula.

It is important to respect the opinions of families and employees so that planning... Participatory schooling should take place and bring benefits to education. As highlighted by the BNCC (National Common Core Curriculum), the Cooperation, empathy, and citizenship are aspects present in the general competencies, and allowing that Having a voice among the people involved in the educational process makes planning more inclusive and democratic. Thus, the school ceases to be an institution closed in on itself and becomes a A space for dialogue and collective construction.

2.5 Strategies for family integration in Early Childhood Education

Integrating the family into curriculum planning in early childhood education can be made feasible. through different strategies. According to text published in the National Common Curriculum Base. According to the Curriculum Framework (BRASIL, 2017), there are three essential areas of work when considering its construction.

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The partnership between family and school: initial welcoming, continuous communication, and effective promotion. involving families.

The first contact between family and school professionals is crucial for building a A relationship of trust. At this moment, it is crucial that the school demonstrates openness and readiness. to welcome the new, listening to the demands that come from the families. The child is leaving a A familiar and private environment to explore a new context, and parents also experience this. transition process.

Schools' proactive approach should go beyond communication at specific events, such as celebratory parties and feedback meetings. According to research published in Revista FT (2024), It is necessary to offer spaces for continuous dialogue and joint actions, transforming the relationship. Episodic in a culture of everyday collaboration, capable of promoting learning and holistic child development. This integration contributes to social, cognitive, and other aspects. intellectual and emotional development of the child.

Inviting family members to participate in school activities represents a strategy A valuable opportunity for connection. Families can share stories, recipes, cultural traditions, and... knowledge that enriches the school curriculum. This approach allows families to understand The importance of their role in the educational process and develop a sense of belonging. However, as Crepaldi (2017) warns, these dynamics cannot appear to be an imposition on It's not about how parents should raise their children, but rather a respectful invitation to participate.

2.6 The Amazonian context: specificities of the family-school relationship

The Amazon region presents unique characteristics that influence the relationship between family and school. According to Chaves (2001), the riverine inhabitants of the Amazon are recognized as a traditional population, mainly through their communication and Representations of places and times of life in relation to nature. The relationship with water and its Classification systems for fauna and flora comprise a significant cultural heritage that should be considered in educational planning.

Schools located in riverside communities need to value prior knowledge. of the children, who are part of the local culture, in order to bring them closer to school knowledge. How Vasconcelos and Costa (2024) highlight that playing involves climbing trees and building toys with leaves. Seeding seeds and branches, bathing in the river, playing at fishing, and canoeing are all experiences. which should be integrated into educational proposals. These experiences reflect the knowledge of the riverside communities. intrinsically linked to biological diversity and the local way of life.

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According to Victória (2008), professor at the Federal University of Amazonas, most of the Riverside schools are geared towards urban areas, with a curriculum structure that doesn't consider the... The educational potential of the territory. The researcher argues that it is very negative to undervalue the Local content is important because culture is valuable both for school education and for defining... The purpose of this education. The riverside school must cater to the geographical peculiarities of the location. valuing the community's own processes.

In this context, the participation of riverside families in curriculum planning takes on... specific dimensions. Printes (2018), in research conducted with riverside children in the Amazon, highlights that providing education in the Amazon requires recognizing the specificities of a context in which The river is the path that leads to school. The identity construction of rural education, with its own characteristics, marks the formation of children and teachers. It is therefore necessary that the Curriculum planning should consider not only the prescribed content, but also the knowledge that... They circulate in the community and can enrich the educational process.

3. Materials and Methods

This study is characterized as qualitative research, based on a literature review. and documentary. The choice for this approach was due to the understanding that the topic discussed here, the Integrating the family into curriculum planning in early childhood education requires a sensitive approach to... nuances present in academic texts and official documents, something that would hardly be captured by strictly quantitative methods.

Qualitative research, as Minayo (2001) points out, allows the researcher to delve into The universe of meanings, motivations, and values that permeate human relationships. In the educational field, especially when it comes to the relationship between family and school, this immersion... This makes it even more necessary because we are dealing with emotional bonds, expectations, tensions, and... Possibilities for dialogue that cannot be translated into numbers.

The literature review, in turn, forms the foundation of this work. It is a A procedure that involves careful reading, critical analysis, and systematization of existing knowledge. produced on the topic. Gil (2002) highlights that this type of research is developed from material already produced, such as books, scientific articles, dissertations and theses, which enables the investigator to cover a wider range of phenomena than could otherwise be achieved directly.

In addition to the literature review, this study also relies on documentary research. This means that official documents that guide Brazilian Early Childhood Education were consulted.

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For the selection of the works that make up the corpus of this research, some criteria were adopted. Criteria. Initially, studies that specifically addressed the family-school relationship were sought. in the context of Early Childhood Education. Brazilian productions were also prioritized, considering the The particularities of our educational system and the specificities of families in our country. By Finally, an attempt was made to balance the selection between classic works, which theoretically underpin the... discussion, and more recent productions, which bring updated perspectives on the subject.

The analysis procedures followed an interpretative logic. After a complete reading of the In the selected works, the main themes, concepts, and arguments presented were identified. by the authors. Then, these elements were organized and articulated in order to compose a A coherent text that engages with the objectives proposed in this article.

Table 1, presented below, summarizes the main works used as sources for this study. research, being a selection comprised of dissertations, theses, books and scientific articles

Table 1 – Documents and works used in the research

Type	Author(s)	Title	Year
Article	QUINTANS, Raquel Haas; GRECCO, Cláudio Henrique dos Santos	Digital technologies and the family-school relationship in early childhood education: a literature review.	2025
Article	CAMARGO, Bruna M. *et al.*	The role of parents in education: responsibilities and challenges	2025
Article	NUNES, Thaís; MARQUES, Luciana Pacheco	Family-school involvement and its implications for academic performance in basic education.	2024
Article	RIBEIRO, Franrobson; OLIVEIRA, Samara P.; ALVES, Gabriel C.	The importance of active family participation in the school environment.	2023
Article	ALVES, Nancy Nonato de Lima.	Early childhood education: the place of family participation in the educational institution.	2016
Thesis	SILVA, Ana Tereza Gavião Almeida Marques da	Building the family-daycare partnership: expectations, thoughts, and actions in the care and education of children.	2011
Book	SZYMANSKI, Heloisa	The family/school relationship: challenges and perspectives	2010

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Dissertation	CORRÊA, Bianca Cristina	Opportunities for family involvement and quality in early childhood education.	2001

Source: Author's own work (2026)

The selection of these works was not random. Each one offers significant contributions.
for understanding the phenomenon being studied.

Finally, it is important to emphasize that the methodology adopted here does not intend to exhaust the subject.
but rather to offer an initial approach that can contribute to reflection and practice in
Early Childhood Education professionals. Integrating the family into curriculum planning is a process.
It is constantly evolving, and we hope that this work can contribute to those efforts.

4. Results and Discussion

The analysis of the works selected for this study allowed us to identify a set of findings.
which deserve attention. In general, the authors agree that participation
The family's role in early childhood education is fundamental for the holistic development of children, although
The ways in which this participation takes place vary considerably from one reality to another.

A first finding that emerges from the literature is the participation of families in institutions.
Early childhood education still occurs, in most cases, in a sporadic and restricted manner. Corrêa (2001),
In his dissertation on the subject, he already pointed out that many schools limit parental involvement to
specific moments, such as bimonthly meetings, celebratory parties, or situations where there is some
problem with the child. This finding, made more than two decades ago, remains relevant today, as
as the most recent studies demonstrate.

Ribeiro, Oliveira and Alves (2023), for example, identified that the active participation of
Family involvement in the school environment still faces resistance from some educators as well as
from their own families. Many parents report not knowing exactly how they can contribute beyond
attending meetings, while teachers sometimes feel insecure about opening the doors of
classroom for a more constant presence of families. This insecurity, according to the authors,
This is related to the fear that parents will interfere in the pedagogical work or question the decisions.
teachers.

On the other hand, studies also reveal that when family involvement occurs
In a more systematic and qualified way, the benefits are evident. Nunes and Marques (2024),
They found that students whose families maintained regular involvement with the school exhibited...
Better performance and fewer absences. The authors emphasize that it's not just about checking attendance.

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about the physical aspects of parents, but about building a relationship of trust and collaboration that is reflected in daily life.
of the child.

The literature review allowed us to identify several strategies that have been employed for
Strengthening the relationship between family and school in early childhood education. Szymanski (2010) organizes these
Strategies fall into three main groups: those involving communication, those promoting physical presence.
of families in school and those seeking to include family knowledge in the curriculum.

In the field of communication, studies point to the need to go beyond notes and
formal communications. Silva (2011) observed that institutions that managed to establish a
Those who engaged in closer dialogue with families were those who invested in informal conversations upon arrival.
and when the children are leaving, taking advantage of these moments to exchange information about their daily lives.
small things. This everyday communication, seemingly simple, proved to be more effective than the
Formal meetings to build trust.

Quintans and Grecco (2025), in turn, draw attention to the role of digital technologies.
in this communication. In a recent study, the authors identified that many schools have begun to
Use messaging apps and groups to stay in touch with family, especially after
the experience of the Covid-19 pandemic. However, they warn that these tools need to be used.
Be careful, as they can either bring you closer or push you away, depending on how they are handled.
Families in situations of socioeconomic vulnerability, for example, do not always have access.
Suitable for the internet or the necessary devices.

Regarding strategies for physical presence, Alves (2016) highlights the importance of creating spaces.
participation that goes beyond mere operational collaboration. For the author, inviting parents only
Helping with parties or raising funds does not constitute effective participation in the democratic management of the
school. It is necessary to include families in discussions about the pedagogical project, about
The curriculum and decisions that directly affect your children's education.

The studies analyzed also reveal that the relationship between family and school is permeated by
Tensions that need to be recognized and addressed. One of these tensions concerns the different
expectations that each party holds in relation to the other. Camargo *et al.* (2025) observed that many
Educators expect a type of participation from families that doesn't always correspond to reality.
concrete issues for these families. For example, requiring attendance at meetings held during business hours.
It ignores the fact that many parents work incompatible hours and lack flexibility.
to be absent from work.

Another tension identified relates to differing conceptions about the role of each.
institution. Szymanski (2010) points out that historically the school has assumed a posture of
superiority in relation to families, especially those of working-class backgrounds. This attitude, still

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Year VI, v.1 2026 | Submission: 09/02/2026 | Accepted: 11/02/2026 | Publication: 13/02/2026 present in many contexts, it manifests itself in discourses that blame parents for the difficulties of children or that disregard the educational knowledge and practices that take place in the environment domestic. Breaking with this logic requires an effort of mutual recognition, in which the school Value what the family has to offer, and have the family understand the specifics of the work. pedagogical.

The diversity of contemporary family configurations also presents itself as a challenge. As official documents point out, especially the BNCC (BRAZIL, 2017), schools They need to embrace different family arrangements without hierarchizing or judging them. In practice, however, This is not always the case. Ribeiro, Oliveira and Alves (2023) observed that some institutions They still operate with a traditional conception of family, which can create constraints for children living in different contexts, such as those raised by grandparents or same-sex couples or in single-parent families.

Based on the findings presented, it is possible to point out some avenues that could contribute. for a more effective relationship between family and school in early childhood education. The first of these, and perhaps Most fundamentally, there is a need to listen. Before proposing participation strategies, the school You need to get to know the families you serve: their routines, their living conditions, their knowledge, their expectations. This listening cannot be superficial or perfunctory; it needs to be genuine, open to what the Families have something to say, even when it means revising established practices.

The second path involves making the spaces and times for participation more flexible. If the school If you truly want families involved, you need to create the conditions for that involvement to happen. possible. This could mean holding meetings at alternative times, offering different channels of communication. communication, accepting that participation can take various forms depending on availability. of each family. As Nunes and Marques (2024) observe, it is not a matter of lowering expectations, but to recognize that participation needs to be built from the real conditions of each context.

Finally, studies point to the importance of including family knowledge in the early childhood education curriculum. This means recognizing that children arrive at school carrying with them... experiences, knowledge, and cultural practices that were built within the family environment. To value Incorporating this knowledge into pedagogical activities is a concrete way to demonstrate... respect for families and making education more meaningful for children. Alves (2016) argues that this appreciation is especially important in contexts of cultural diversity, where the Family practices often differ from dominant school practices.

In summary, the results of this literature review indicate that family integration into Curriculum planning in early childhood education is not only desirable, but necessary. Studies They converge on the understanding that children develop better when family and school work together.

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Year VI, v.1 2026 | Submission: 09/02/2026 | Accepted: 11/02/2026 | Publication: 13/02/2026 work together, sharing responsibilities and building a relationship of mutual trust.

The challenges exist and should not be minimized, but the successful experiences reported in Literature demonstrates that it is possible to move in this direction. The path inevitably leads through... dialogue, through respect for diversity and a commitment to a truly effective education. democratic.

Final Considerations

We have reached the end of this journey with the conviction that the relationship between family and school in Early childhood education is not a fully explored topic, much less a resolved one. On the contrary, the readings carried out Throughout this research, they reinforced the idea that we are facing a field in constant flux. A movement marked by tensions, advancements, and many challenges that persist in daily life. educational institutions.

The aim of this work was to reflect on the integration of the family into curriculum planning. in Early Childhood Education, seeking to understand how this partnership can be put into practice and what Obstacles need to be overcome for this to happen. The literature review conducted allowed to identify that, although there is a consensus in the literature about the importance of this integration, the The ways of implementing it are still marked by uncertainties, resistance, and sometimes by a limited understanding of what it actually means to participate.

The studies consulted, from the oldest to those published in recent years, converge on this conclusion. There are a few points that deserve to be highlighted. The first is that family involvement is not... It can be reduced to specific moments or a merely figurative presence. When the school Invites parents only to parties or informational meetings, without giving them a chance to voice their opinions. Questioning and effectively contributing to the pedagogical work is a mistake; you are missing an opportunity. valuable for enriching children's education.

Another point that became evident is the need to overcome a hierarchical view of the relationship between school and family. For a long time, and still today in many contexts, the school has positioned itself... as the holder of superior knowledge, it is up to families only to follow her guidance. This attitude, besides being disrespectful, ignores the fact that the children arrive at the institution carrying things with them. experiences, knowledge, and cultural practices built within the family environment. Valuing these Knowledge is not just a matter of respect; it is also a way to make education more... Meaningful and connected to children's real lives.

The National Curriculum Guidelines for Early Childhood Education and the National Common Core Curriculum Curricular guidelines reinforce this perspective by stating that the family should be a partner in the process.

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educational. However, between what is written in official documents and what happens in schools, there is...
a distance that needs to be covered. And covering that distance requires a willingness to engage in dialogue.
openness to reviewing established practices and, above all, a genuine commitment to building
of a democratic education. It is also

necessary to recognize that the concrete living conditions of families have an impact.
directly impacts their possibilities for participation. Fathers and mothers who work long hours, who
They depend on time-consuming public transportation, care for other family members, or face...
People in situations of social vulnerability are not always able to be present at the times defined by
school. Recognizing this doesn't mean giving up on participation, but rather thinking about more effective strategies.
Flexible and inclusive, taking into account the diversity of existing realities.

Recent studies highlight the role of digital technologies in this.
Closer relationships. Apps, messaging groups, and virtual platforms can be important allies.
to maintain contact between family and school, especially in contexts where physical presence is
more difficult. However, as the authors warn, these tools need to be used with
Sensitivity, avoiding excluding families who do not have adequate internet access or who feel
unfamiliar with these resources.

Looking at the specific context of the Amazon region, where this work is situated,
We realize that the challenges take on their own unique forms. Riverside communities, schools with difficult...
Access, families who live off subsistence farming or fishing face conditions that
They demand an even more attentive and creative approach from the school. At the same time, these communities
They possess a wealth of knowledge about the relationship with nature, with time, and with the collective; knowledge...
which can and should enrich the Early Childhood Education curriculum.

This study, of course, has limitations. Because it is a literature review, it does not...
It was possible to investigate how the family-school relationship materializes in specific contexts.
Future research could focus on this task, listening to teachers, administrators, and especially...
It would also be relevant to hear from the families themselves about their experiences, expectations, and difficulties.
To investigate successful practices of integrating family into the curriculum, identifying what makes them successful.
how effective they are and how they could be adapted to different realities.

Finally, it is worth highlighting that building an effective partnership between family and school is not...
This is not a task that can be accomplished overnight. It is a slow process that requires patience, persistence, and
above all, a change in mindset. The school needs to recognize this.
as part of a broader network of childcare and education, in which the family plays a role

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central place. And it is necessary that families feel welcomed, respected and invited to participate, not as supporting actors, but as protagonists in this process.

We hope that the reflections presented here can contribute to the debate on the Early Childhood Education in our country. The topic of the family-school relationship is not new, but it remains relevant and... Urgent. Children, who are at the center of this whole discussion, deserve an education that... recognize it in its entirety, value its origins, and build solid bridges between the different spaces where they live and learn. Moving in that direction is a commitment that falls to all of us: educators, families, and society.

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