

PARENT-TEACHER RELATIONSHIP

Erasmus+ All together

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CENTRUL ȘCOLAR DE EDUCAȚIE
INCLUZIVĂ CRISTAL ORADEA

7 KEY ELEMENTS TO SCHOOL SUCCESS

(Daniel Goleman)

1. **TRUST** – the feeling of security, the certainty that he can rely on the help of those around him in his approach to knowledge and becoming;
2. **CURIOSITY** – the desire to know something new;
3. **INTENTION** – the inner, conscious start, accompanied by the desire to achieve what you propose;
4. **SELF-CONTROL** – the ability to control over one's own facts;
5. **REPORTING** – the desire and ability to join a group, to participate in the activity of that group trying to make themselves understood and to understand others;
6. **COMMUNICATION** – the ability and desire to transmit and make known to others, his own ideas and feelings;
7. **COOPERATION** – the ability to work together with someone in order to achieve a common goal.

- Whether a child acquires these qualities during schooling depends on his parents and educators who have a great responsibility in the unitary formation of his personality.
- The school organization must open its doors for the family to know and participate in the activities that take place inside and outside the school, but organized by it.
- Teachers must initiate activities that will provide the family opportunities to participate with the child, to get to know the child in various situations, to enjoy with him and his achievements, to work together parent-child on different projects.

LESSON

- as the main form of organising the teaching process, creates various learning situations for the child through:
 - the multitude of objectives it targets,
 - the teaching strategies used,
 - the teaching materials used.
- Teachers can conduct lessons that parents of the children can attend. Depending of the disability of the children, parents will be involved or not in the process of teaching.
- This way, the family will feel as a part of the school, will have the opportunity to see the child in that educational context, to see how he behaves, what attitude he has towards the learning activity, towards the teacher and the other colleagues. The child will always feel that the parents understand his effort, that he has them by his side not only at home.



Visit

- it is a short trip, maximum one daylong , and aims to achieve concrete educational goals.
- it is very good when we organize such activities in which parents of the children also participate.
- the parent can observe his child in another environment, outside the school, can know him in other aspects: relationship with the other colleagues, with the adults in the group, behaving in public places.
- at the same time it is a new occasion for the teacher to know the parent better and vice versa, they can discuss more in an informal environment that makes the parent feel comfortable



Trip

- it is a trip during one or more days that aims at recreation and psychophysical restoration of students but also of their parents, collecting information by directly observing events, processes of phenomena, reality.
- it is an opportunity for parents to get to know their own child in situations other than those at home, to get to know the group to which the child belongs, to feel good with their own child, to better understand the characteristics of the age of the son / daughter, to relate to the other parents in the group and to find common points, to relate to the teachers who accompany the children.







School homecomings

- They represent very important events in the students' activities and also in their family lives, from the emotional perspective, but also from the cognitive one, creating the opportunity for the children to demonstrate, in an original and personal manner, all that they have learned throughout the school year or semester. This type of extracurricular activities is also a great opportunity for the child to express his talents, highlighting his strengths discovered and harnessed by his educator. Many times, the family is surprised by the child's potential.

- By singing, dancing, poems reciting or acting in theater plays, the child gets confidence in his own artistic and cognitive potential. This is why school homecomings represent an efficient mean of education, stimulating interaction with others and skills development.
- During homecoming schools, it is appropriate to initiate interactive moments between children and their parents: games, role playing, dancing, singing, that parents either know, either they learn them together. All this have a major role in creating a warm environment, favourable for family bonding.





Parent-teacher conferences, school meetings and roundtable meetings

- Parent-teacher conferences are theme meetings organized by the teacher. They last about two hours, during which activities like getting to know one another and discussing issues of general interest take place . Sometimes they become training sessions for parents, giving them the opportunity to discuss different problem cases, sharing different experiences, updating with the newest discovers in child' psychology, behaviour and learning process. This are opportunities for the teachers to find out about the parents' needs and desires, and about their future expectations.



House calls and individual discussions

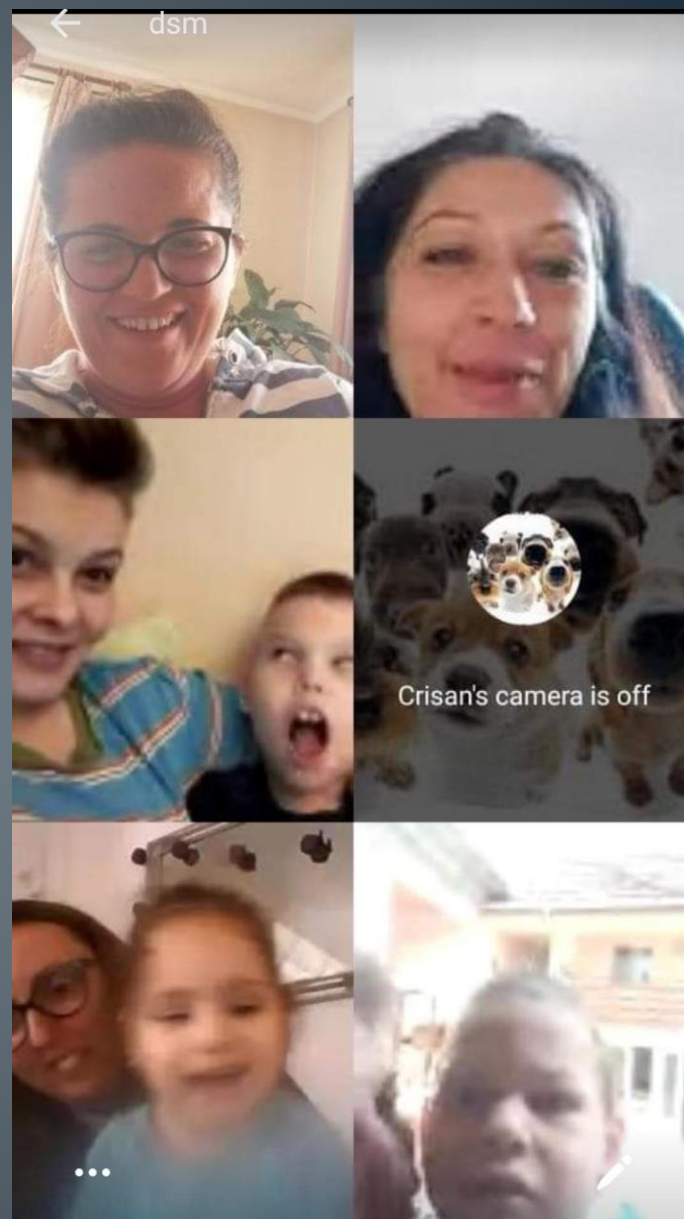
- They create opportunities for the parents to find out the results of the school assessments, the individualized plan recommended, the challenges occurred at school and the best ways to deal with them. The parents can be counseled by the teacher, and the teachers can find out more about family life aspects that will help them understand more specific circumstances.

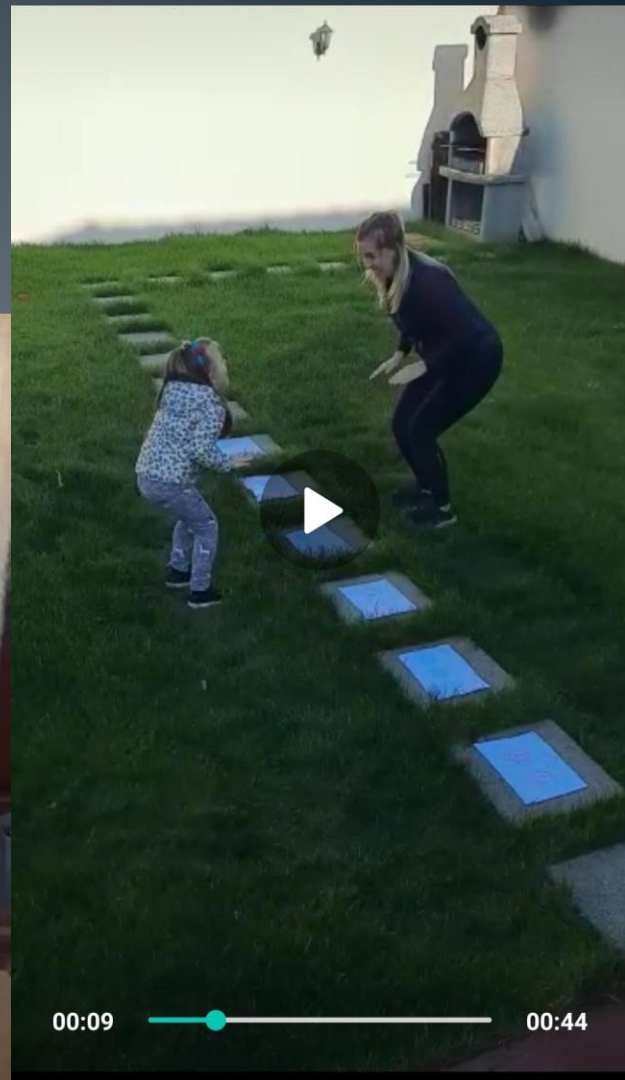
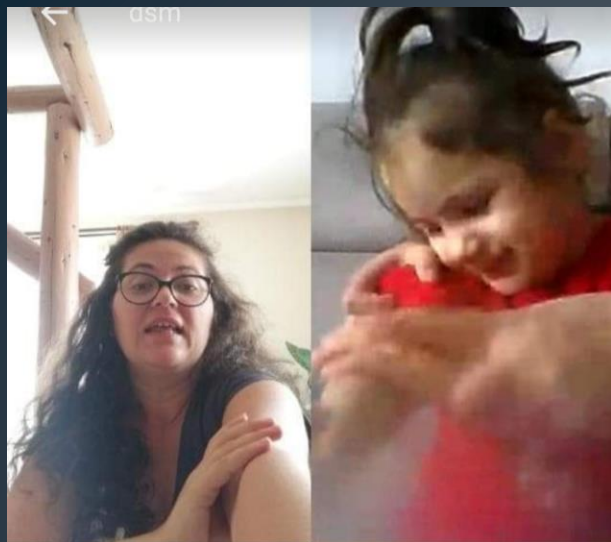
Părinții în prima zi de grădiniță



Remote/online learning

- The Covid-19 pandemic caused major adjustment, sending students home to remote learning and leaving teachers and parents trying to adapt. But it also created the opportunity for a deeper appreciation of their respective roles and challenges, giving everyone a chance to empathize. A good parent teacher collaboration can help overcoming some of the challenges that come with the online learning.





Pros:

- Additional support and mutual understanding of the challenges under remote circumstances (from both sides)
- The parent has better insight into what the child is learning and can assist the teacher by helping cement lessons outside of the remote classroom
- Having to connect online, results in more frequent and meaningful communication between parents and teachers
- Some parents feel that the virtual space is more convenient to ask more questions and seek more clarification

What to do:

- Parents need assistance in getting their child's learning environment suitably set up into a successful, studious space
- Hosting virtual parent-teacher meetings provides a platform to help parents feel supported
- Teachers and parents can create a forum to chat about tips and tricks to help keep their child motivated, encouraged and excited to learn despite the change in their learning environment

Most suitable means of online communication

- Online meetings with parents (Zoom, Skype)
- Phone calls
- Group messages (Whatsapp, Messenger)
- E-mail
- Schol website
- Online learning platform
- Online social media platforms

THANK YOU!