



Training course for teachers



Erasmus+



SUPREM

INTRODUCTION

The main goal of the SUPREM project is to use international experience and diversity to provide assistance to 12-14 year olds and affected parents as well as educators in a complex way that supports students' lifestyle competencies.

As part of this, as a result of nearly 18 months of joint work 4 teachers courses were born, which we also wholeheartedly recommend for implementation within the framework of school or leisure, youth activities.

Suprem teachers' training course is a training curriculum with a complex collection of materials. The training will be available online and also for self-study by individuals. as a supporting tool for schools, the training course also presents the trainers' guide and background information about the methods and recommendations to ensure the highest quality.

The training will be connected to the students' course but will contain other topics as well.

Main objectives of the training:

- providing a methodology to work with suprem students' course
- support teachers to involve parents in school activities and also to cooperate with them to assist students' improvement

The training consists of four modules:

1. Life-management skills and their development possibilities in school education
2. SUPREM students' course methodology
3. Raising parental cooperation
4. Efficient methods to involve parents in school activities

The Authors

www.suprem.eu



RAISING PARENTAL COOPERATION



In the following training module, we will cover topics that are less emphasised in the work of teachers but which have a significant impact on the effectiveness of their teaching. As teachers, we are mostly focused on the pupils, the curriculum and the internal workings of the school, and we may be less conscious of the way we carry out our tasks in relation to the parents of our pupils. However, these are as important a part of our work as our classroom methods.

After reviewing the module, reading the recommended external resources and completing the exercises, the following learning outcomes are expected.

- The teacher knows the appropriate forms of communication, identifies the appropriate communication channel in a given situation, assesses parents' communication needs, and matches them with the flow of information necessary to ensure an effective learning process.
- Recognises communication traps, avoids communication traps. He is able to encourage and involve parents and parent communities in joint work.
- Understands parent-teacher collaboration and parental expectations of students, sets realistic, shared goals, and communicates these to parents and students.
- Is committed to the effectiveness of collaboration and adapts flexible but consistent communication and communication strategies that vary from individual to individual.
- Formulates and integrates individual initiatives to enhance school-parent collaboration.

Time required for the module: 4 hours

Topics of the module

1. Communication between parents and school, setting common goals
2. Shared responsibility
3. Involving parents as role models

THEMATIC UNIT 1

COMMUNICATION BETWEEN PARENTS AND SCHOOL

When we talk about communication, we usually mean a kind of communication. It is a way of communicating and receiving information. We do not necessarily think about the nature, quality and frequency of this contact.

The relationship between school and the family home is specific. It can be very diverse because on the one hand it takes place between many teachers and many more parents, , and on the other hand, because it is dynamic and constantly changing.

Many questions arise concerning this complex relationship. What information does one party communicate to the other? How often is information exchanged, and is it exchanged at all or is it a mere transfer of facts? Are there rules? What does one party expect from the other when communicating?

Communication in our time is constantly changing. New spaces and opportunities open up, and the language used changes. But some areas remain constant. The most important thing is that the child must be at the centre of the parent-school relationship because the relationship is based on the child.

In the process of communication, each party has certain expectations of the other. We, the school (teachers), have expectations of society, the parent and the child. How can we meet these expectations? How can we communicate with parents in a way that best serves the child?

How can we involve parents in school life? How can we make them aware that the responsibility for the child's development is shared? The most important thing may be mutual trust and willingness on the part of parents. Our task is to gain/keep parents' trust to make them want to have a quality relationship with the school. J.L.Epstein developed the framework for this relationship:

Parental responsibilities: - creating a supportive home environment for learning;

Communication: - forms of school-parent and parent-school communication;

Volunteering: - parent involvement in school/class life for the benefit of the child;

Home learning: - helping with homework, schoolwork;

Decision-making: - parental involvement in school decision-making;

Cooperation with institutions on the broader community surrounding the school and the family.

We want to help develop and improve this by raising problems and giving ideas (not ready-made solutions) so that communication between parents and the school can be more effective and appropriate.



EXERCISE 1

For the following exercise, choose a class that you teach. If you are the class teacher, think about your class, parents, and communication.

Think about the parent community of the class you have chosen and complete the table below.

Size of the class	
The number of parents who visit you in person at least weekly, regardless of whether there is a problem with their child.	
The number of parents who visit only if they feel or experience a problem.	
The number of parents who do not contact you but respond to your request.	
The number of parents who do not respond to an enquiry.	
Number of hours per week that I am personally available to parents (outside of school hours, at published times)	
In my opinion, the most effective way and channel of communication:	
I typically initiate communication with parents when:	

We all prefer the forms and frequency of communication that suit our personalities. As teachers, it is important not to proactively expect parents to communicate but to find the form, content, and frequency optimal for all stakeholders. This can be helped by assessing at the beginning of the school year (or at the beginning of working with the class) what and how parents prefer. This will both open doors and save unnecessary frustration and failure.

The following is an example of how to assess parents' communication needs.

PARENT NEEDS ASSESSMENT ON COMMUNICATION BETWEEN PARENTS AND SCHOOL

What form of communication do you prefer?

WRITTEN	DIGITAL	PERSONAL
MAIL	E-MAIL	PARENTS' MEETING
SCHOOL-PARENTS MESSAGE NOTEBOOK	E-CLASS DIARY	PERSONAL APPOINTMENT
ELSE:	SOCIAL MEDIA	ELSE:

How often do you want to communicate with the school?

DAILY	WEEKLY	MONTHLY	ONLY IF THE SCHOOL INITIATES
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On what topics would you like to receive information from the school about your child?

YOUR CHILD'S ACADEMIC RESULTS.	YOUR CHILD'S BEHAVIOUR.	HOW CAN YOU HELP YOUR CHILD TO DO WELL?
YOUR CHILD'S ROLE AND PLACE IN THE COMMUNITY.	HOW CAN YOU HELP THE SCHOOL OR THE CLASS?	POSSIBLE SCHOOL FAILURES AND THEIR CAUSES.
ANYTHING ELSE:		

Please evaluate the communication between you and the school so far.

(1: not at all satisfactory, 5: fully satisfactory)

THE SCHOOL'S COMMUNICATION TO YOU					
EFFECTIVENESS	1	2	3	4	5
FREQUENCY	1	2	3	4	5
METHOD, SURFACE	1	2	3	4	5

YOUR COMMUNICATION TO THE SCHOOL					
EFFECTIVENESS	1	2	3	4	5
FREQUENCY	1	2	3	4	5
METHOD, SURFACE	1	2	3	4	5

Thank you for your answers to help improve communication between parents and the school.

THEMATIC UNIT 2

SHARED RESPONSIBILITY

It is a well-known fact that teachers and parents share the responsibility for developing the skills and abilities children need, to fit into society, have social relationships, and lead an adult life. But who is responsible for this? Who has more responsibility in what area? What level of cooperation is needed between the two parties? Who has the greater responsibility? How right is it to pass the exam?


In today's modern, well-functioning societies, respect for children's rights is the way to ensure the proper development of future adults. Children have the right, among other things, to express their views on matters that concern them, to freedom of opinion, thought, and religion, to equal treatment, to be provided with the conditions necessary for their development, and to be protected from all forms of violence.

At the same time, it is the responsibility of adult society to educate them not only about their rights but also about their duties, to raise children who respect universal and local laws and rules and to respect the rights, property and opinions of others.

Every teacher and, of course, every parent has an image of the "ideal student", the "ideal child". We imagine how proficient he or she should be in certain competences, we have expectations of him or her, and we hope to prepare him or her for life.

EXERCISE 2

In the next exercise, we ask you to think about the skills, abilities, qualities and areas marked next to the diagram and the proportion of responsibility that the parent and teacher have for their development. What is the role of each? Please write percentages! Two for each area: one for the parent and one for the teacher. The amount should be 100% per area.

<p>Healthy child Parent: Teacher:</p>		<p>Good timing, punctuality Parent: Teacher:</p>
<p>Proper communication Parent: Teacher:</p>		<p>Highly hard-working, determined in the performance of his/her duties Parent: Teacher:</p>
<p>Understanding the dutie Parent: Teacher:</p>		<p>Communicate online responsibly Parent: Teacher:</p>
<p>Builds relationships well with peers Parent: Teacher:</p>		<p>Takes care of cleanliness, hygiene Parent: Teacher:</p>
<p>Behaviour Parent: Teacher:</p>		<p>Careful, thorough, striving for the best possible result Parent: Teacher:</p>
<p>Apply the rules of etiquette well, be polite Parent: Teacher:</p>		<p>Aware of mistakes, admit when wrong Parent: Teacher:</p>
<p>Ability to act independently according to age Parent: Teacher:</p>		<p>Curious, interested, open to the world Parent: Teacher:</p>

Suggestion: bring the assignment to a parents' meeting if you are the class teacher. If you can, give it to your colleagues to complete with the parents of the pupils in your class. It may also be worth having a little discussion with parents about this.



THEMATIC UNIT 2

PARENTS AS ROLE MODELS

"When I had problems at school, it helped to think of someone I looked up to who had been in a similar situation. I tried to follow their example. I found it easier to get through difficulties when I had a role model" (Haley)

Children at all ages find people to look at as a reference point in their own development. Initially, the most important and usually the only role model is the parent, but as the child gets older and learns more about the world around them, they may find in anyone a role model to whom they want to relate.

A role model can help you avoid problems and achieve your child's goals. But only if you choose a "good" role model. The role model you choose influences behaviour, actions, value choices and therefore the child's future. Everyone has role models, but the strength of the relationship with them varies from person to person. As educators, we can be role models and help students find appropriate, constructive and inspiring role models.

Among young people, it is common to find role models on social media platforms, who often do not convey real values or present a distorted image of themselves and their lives and are therefore more dangerous than helpful.



Challenge: Think about when you were 12-14 years old; who were your role models? What attracted you to them? How do you see them today as an adult?

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As educators, we need to show students that it is not only celebrities who shine in the distance can be role models, but that many people in their immediate environment are exemplary, outstanding, and can serve as wick.

Who can be role models for children?

- peers;
- adults, such as parents, teachers, local public figures;
- famous people.



EXERCISE 3

Role-model map

In your class, identify which parent could give an example (not only very outstanding things can be good examples)!

Think about how you would assess the possibilities in your class! Make a "role-model map"!

1. **Discuss with the children** in your class their parents' occupations, leisure activities, sporting achievements and life history. Make students aware that anyone can be a positive, exemplary person, without needing to be a world-class achiever.

2. **Prepare a questionnaire** for the parents of the class to find out in advance who can set an example. The questionnaire should include information on education, occupation, leisure and voluntary activities. (It is important to make parents aware that it is not compulsory to answer!)

3. **Initiate a family visit** to meet the parents of the children. Write down a few questions you would like to ask to find out the qualities, achievements, and attitudes used as examples.

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4. Organise a joint activity for parents and children where role models are brought to the focus (family day, special class teacher lesson, project event)! Describe briefly what kind of programme you would organise and how it would be run.

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Reflection from

As a practising teacher, it is also necessary to pause occasionally to reflect on and evaluate our teaching practice in the past. However, it is not possible to evaluate teaching work with parents by grades.

In working through this module, we have touched on a few areas that might add something to your practice or reinforce what you are doing.

Please take an inventory for yourself and state whether you have learnt anything in completing this module, whether you would like to reconsider, something you would like to do more of, something you feel could be improved in this area.

Recommended articles:

<https://www.edutopia.org/blog/parent-involvement-survey-anne-obrien>

<https://www.eduprise.co.uk/blog/the-dos-and-donts-of-school-communication-with-parents>

<https://www.waldenu.edu/online-bachelors-programs/bs-in-elementary-education/resource/nine-ways-to-improve-parent-teacher-communication>

<https://journals.sagepub.com/doi/full/10.1177/2158244014558030>

<https://www.tandfonline.com/doi/full/10.1080/03055698.2020.1740978>

<https://www.mdpi.com/2227-7102/10/3/69/htm>

<https://repositorio.ipv.pt/bitstream/10400.19/6392/1/EURO%282%29.pdf>

<https://www.mdpi.com/1660-4601/17/13/4838>

http://repository.sspu.sumy.ua/bitstream/123456789/9567/1/Zametska-Zalas_Keltyk-Zaborovska.pdf

https://www.researchgate.net/publication/254110305_Parents_as_role_models_Parental_behavior_affects_adolescents'_plans_for_work_involvement

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 2

MADE WITHIN
THE FRAMEWORK OF
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PROJECT

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(Raising parental cooperation)
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