



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

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EFFICIENT METHODS TO INVOLVE PARENTS IN SCHOOL ACTIVITIES



Teachers and parents: together for an educational alliance



TEACHERS AND PARENTS: together for an educational alliance

Involving parents in school activities and, in general, in school life is important as being supported by all the psycho-pedagogical literature that agrees that the well-being of pupils must create a good relationship between teachers and parents.

School, therefore, has the responsibility of planning targeted interventions with families to ensure a harmonious and peaceful development of students.

The relationship can only be based on the sharing of values and an active collaboration respecting each other's competencies.

In dialogues, schools and parents should look for a methodology to legitimize the educational authority of each one and to implement common behaviour strategies.

It is necessary for informing and involving parents, to have an efficient educational method and a serene environment.

Families influence children's learning and development as first educators. A stimulating home environment that encourages learning is essential for the cognitive, social and emotional development of the student.

Helping them with their homework, discussing what has been done at school, participating in meetings with teachers and various school events are activities that have positive and lasting effects on children's motivation to learn, on their behaviour and their results.

It can be sometimes difficult to have a synergistic relationship with families, especially when there are objective difficulties.

Some parents may come from a disadvantaged background, consequently, they may not participate enough because they do not share the same school culture or maybe demotivated for previous school failures and unable to support their children, or, in the case of recent immigration, lack the suitable skills to communicate appropriately.

Even teachers sometimes think that parents are too intrusive. School-family alliance should necessarily be based on mutual respect and recognition of the roles of the two parties and common values.

Families should feel welcomed, regardless of the social context, and should be considered as great resources. Teachers should be supported by parents as co-educators, also to solve any pupil behaviour problems.

The connection between the two educational agencies with a strong relationship and common strategies should be clear to both.

Planning families' participation school should, therefore, take into consideration the following features:

- cultural background
- family background
- personal characteristics of the pupils
- relationships between pupils and teachers
- personal characteristics of teachers
- school organization

Teachers should own:

- disciplinary competence
- communication skills
- management ability

Teacher/parent interaction should be based on:

- suitable communication strategies
- confidence
- cooperation
- flexibility

Teachers' challenge is to prepare their students to solve multidimensional problems, to open minds to new worlds, to educate FOR understanding mankind, diversity, to promote solidarity and active citizenship, without ignoring the context and family collaboration.

Parents are involved in an important role in connection with school and cannot be left alone; there is a focus on training and information.



Parents should:

- **BE INFORMED**
- **TAKE PART**
- **GET INVOLVED**

THE CO-RESPONSIBILITY EDUCATIONAL AGREEMENT

School prepares, at the same time with the enrollment, a document that should be signed by parents and students: the educational pact of co-responsibility, aimed at defining in a detailed and shared way the rights and duties between school, students and family.

This document becomes a commitment to developing a serene, positive and active attitude towards school and is the basis for an effective education through dialogue and comparison.

The Pact, therefore, represents the context of the guidelines for school management, democratically expressed by people involved in each school. To allow the educational institution to successfully achieve the educational and training purposes, which it is institutionally responsible for, each subject is required to properly fulfil the duties that the legal system attributes to her.

For example, pupils should:

1. respect fellow students, all school staff and the headteacher;
2. attend classes regularly;
3. study diligently, seriously and constantly fulfil school commitments;
4. always bring the necessary didactic material;
5. participate in individual and/or group activities;
6. not carry excessive sums of money and valuables;
7. use correctly the facilities, equipment, tools and teaching aids without voluntarily causing damage to the school assets, any damage must be refunded;
8. use appropriate clothing;
9. not use the mobile phone unless authorized;
10. respect school timetable; delays and absences marked on the register must be justified;
11. correctly behave during breaks and at the exit;
12. provide a medical certificate in case they cannot do activities during P.E lessons;
13. behave correctly and respect the rules established by the School Regulations;
14. observe the organizational and safety provisions dictated by the School Regulations;
15. leave the classroom only if authorized by the teacher;
16. ask to leave the classroom only in case of need and one at a time;
17. respect personal and cultural differences, the sensitivity of others.

Parents are directly responsible for the education and training of their children and therefore share this task with the school and collaborate with it to operate educational strategies they undertake to:



1. check the diary daily and sign school-family communications;
2. justify absences quickly, exclusively through the specific function in the Electronic Register
3. check the performance of school assignments;
4. set a constructive dialogue with teachers;
5. carefully read the 'PTOF' and the Institute Regulations
6. make their children responsible for school commitments, duties and community life rules
7. established within the Institute Regulations;
8. participate constantly and actively in parents' meetings;
9. join school-family meetings (general assembly with all the teachers or individual interview, whenever it is necessary);
10. support and help the school community (participation and collaboration in moments of school life such as parties, exhibitions, shows, projects);
11. check school bags and pay attention to the purchase of bulky and useless school supplies;
12. set a correct relationship with the Head-teacher, with the teachers, with the other parents and pupils, and with all the school staff;
13. make children understand that the disciplinary measures that the school will adopt towards pupils (Primary and First Grade Secondary School) have an educational purpose;
14. refund for damage caused voluntarily by children to school facilities, equipment and teaching material;
15. collaborate with the school to prevent hardship, also by ensuring regular attendance;
16. be contactable during school-time;
17. promote respect for the staff, teaching and non-teaching staff, the structures and materials of the school and their classmates;

18. provide the school with important, family and personal information of the student, which may affect school performance;
19. be punctual in picking up their children at the end of sports activities and school trips;
20. develop children's autonomy, helping them in the personal organization of time and space for homework, leisure, sports, TV, video games and computers.

With this agreement, teachers undertake to:

1. be in class five minutes before the start of lessons to welcome the students;
2. accompany the students at the school entrance;
3. request interviews with families in case of need;
4. inform the families of the didactic proposals;
5. present the 'PTOF' to parents within the established time and manner;
6. provide clear and legible information about the didactic proposals and evaluate their effectiveness;
7. report periodically individual students' progress;
8. identify initiatives aimed at supporting and developing people in situations of handicap, disadvantage, hardship or difficulty;
9. explain at the beginning of each school year, especially to the students enrolled in the first year of the Lower Secondary School, the didactic and educational activities of the Educational Offer Plan (POF) of the school that will involve the students during the whole school year; the behavioural rules that students should respect (through careful readings of School Regulations and Discipline Regulations specifically formulated for the grade of school attended);
10. ascertain, at the beginning of the school year, the pupil's starting levels;



11. understand the training needs (disciplinary and educational) of the class group and individual pupils, to plan their programming;
12. motivate pupils to learn, helping them to discover and enhance their skills and attitudes, explaining to them where they have come from, where they can go and what is the training path they have to take;
13. respect the religion and culture to which the pupils belong;
14. present the activities, the contents, the methodologies, the verification tools in the planning of the discipline;
15. present the evaluation criteria used (ongoing and summative ones, approved by the faculty board, signed by the class council and formulated in the Institute's POF), and encourage self-correction and self-assessment;
16. give clear and precise instructions, and verify the carrying out of the tasks within the times and in the manner assigned;
17. constantly check the presence of pupils in the class or the laboratory, and the adequacy of their behaviour to the school context in which they operate;
18. establish a correct relationship and the right relationship with pupils and parents, with absolute respect for privacy;
19. be punctual for lessons, precise in delivering schedules, minutes and in the formalities required by the school;
20. respect pupils, families and school staff;
21. be attentive to the supervision of students in class and during breaks and never leave the class without having notified the Headmaster or one of his school collaborators;
22. inform the pupils of the educational and didactic objectives, of the times and methods of implementation;
23. communicate the results of written, oral and laboratory tests to students and parents;
24. carry out an adequate number of tests
25. correct and submit homework, of the same type, before the next test;

26. following and helping pupils in their work and developing forms of collaborative learning among peers, establishing a serene atmosphere and mutual trust that allows everyone to work at the best of their potential, as well as to positively resolve conflicts and situations of marginalization.
27. Signature of the student, parents and teachers.

BE INFORMED

Information is a very important moment in school, it should be well organized and above all clear, timely and concise.

In information, particular attention should be paid to the families of non-EU pupils, through the presence of cultural mediators and the translation of documents into the various languages they belong to.

Traditional systems can be used to disseminate communications (written communication, telephone communication, posted on the school bulletin board, use of class representatives but also new media:

NEW MEDIA:

Have a space dedicated to parents on the school website, as long as it is up to date

E-mail and SMS to inform all parents

Mailing lists, newsletters, blogs, groups on the Internet

Disseminate calls and agendas by email and text message

Projects and reports published on the school website

Use Facebook, entering your school with prior authorization

TAKE PART

REPRESENTATIVE OF CLASS AND PARENTS

1. Each class should have its own representatives, elected by the parents, who participate in periodic meetings with the teachers.
2. The class representative must involve the parents of their class.
3. The class representative is fundamental for the direct relationship that can be established with the parents to involve them personally.
4. He/she should inform the parents and ask for their opinion; if necessary ask for help.
5. He/she takes care of the relationship between representatives and all parents and organizes parents' assemblies if necessary.
6. The representatives collect the proposals and convey them.
7. Representatives should become a point of reference for other parents.

INSTITUTE COUNCIL

Parents participate in the school council, through their representatives.

This council draws up and adopts acts of a general nature concerning the use of financial resources provided by the State, by public and private entities.

It is necessary to make known the agendas of the Council of the Institute and disseminate the resolutions.

The parents' component on the school board should periodically meet.

class representatives to discuss the decisions made and to be taken.

Create parent committees and workgroups.

Periodically, the representatives of the Institute should hold meetings open to all parents.

PARENTS ASSOCIATION

Parents can form an association and organize extracurricular activities for students with a small contribution.

In this way, the school becomes a place for children to live, not only for lessons but to spend their free time, meet with friends, cultivate their passions.

Examples of extracurricular activities:

- Let's learn to play chess
- Theatrical activity
- Musical in English
- Strengthening of foreign languages
- Orchestra
- Choir
- Sports activities

GET INVOLVED

INVOLVEMENT IN EDUCATIONAL ACTIVITIES:

PARENTS' ROOM

If the school has the opportunity, it could set up a classroom for parents.

Parents could use it to meet and discuss with each other and to carry out study meetings with students.

They may take turns keeping it open a few hours a day to help the children with their homework.

GENERATIONAL DIFFERENCES

Spaces: Class

Time: about 2 hours

Students invite parents to choose a poem or song that represents them and to briefly write down the tune and the feelings produced in them.

The pupils will do the same.

The teacher will outline the poems and songs brought by the parents and one of the pupils

	PARENTS / STUDENTS	
SONG OR POETRY	POETRY REASON FOR CHOICE	EMOTIONS

Some parents will be invited and the results will be commented on-

- What are the main differences?
- Are there any common points?
- Have the songs/poems changed, and the emotions too?

I WILL EXPLAIN MY WORK

This activity can be used as a support for a conscious orientation project for children at the end of the school cycle

Time of realization: 15 minutes for the questionnaire and about 1 hour for discussion and comparison

Parents are asked to complete the following questionnaire

- 1) What work do you do?
- 2) What studies were needed to carry out this work?
- 3) What are the positive and negative aspects of your work?
- 4) What characteristics should a person who carries out your work have?
- 5) If you could change your job would you do it?
- 6) What other job would you have chosen?
- 7) Would you suggest a student take the same path as you?

The answers are read in class, the students choose the answers that most arouse their curiosity.

Parents who have filled out the chosen questionnaires are invited to class for a moment of comparison and debate.

WE ORGANIZE THE NEIGHBORHOOD CELEBRATION TOGETHER

In addition to developing the relationship with parents, the school should make the community grow as a whole, create opportunities and paths in which one can feel as a community.

Organizing a neighbourhood party together requires collaboration and hospitality not only of students but also of their families to build reciprocity and generative relationships.

Involving territorial networks makes the project even more solid by developing a sense of social solidarity and promoting networks of relationships in which students are at the centre of an educating community.

A project that affects the area has a strong educational value as children experience the effective collaboration of their parents with teachers, learning the importance of taking care of public affairs. Parents will have the opportunity to deploy personal resources and skills by making them available to the needs of the school and the local area.

EXAMPLE OF ORGANIZATION OF A DISTRICT PARTY:

GASTRONOMIC STANDS

Parents together with their children will prepare cakes or sweets to sell.

MUSICAL MOMENTS

Musical corners can be organized. The music teacher can involve parents who know how to play an instrument and play short concerts together with the students.

EXHIBITIONS OF STUDENT WORKS

Parents will help students to set up exhibitions with their works (drawings, themes, sculptures).

LET'S WORK TOGETHER

Parents depending on the season, together with teachers can involve pupils in some activities here are some examples that are made.

- Let's make a vegetable garden (a grandfather taught the children to hoe and sow and build a small neighbourhood vegetable garden)
- We collect the olives and produce the oil
- The magical world of bees (a beekeeper parent explained the secrets of raising bees and collecting honey)
- The poetry corner (a literature teacher will organize word games to create poems, open to parents and students)
- The reading corner. A parent reads short stories, fairy tales for children

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SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 2

MADE WITHIN
THE FRAMEWORK OF
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