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## **Handout MENTOR3.3 B -Examples of good practices in cooperation of schools and students' parents (carers).**

### **Individual contacts with students' parents (carers):**

- 1. Individual meetings (talks)** with students' parents (eg. once a month). It is important to ensure that the meetings take place in the separate room and in the time convenient for the parent(s). Any rush should be avoided in order not to make an impression that the parent(s) disturb(s) the teacher's work. The parent(s) must be sure that the contents of the talk will be kept secret.
- 2. Correspondence** for example a pupil's record book, an electronic record book, a letter, an e-mail, a written report on pupil's behaviour and educational attainments (descriptive assessment), a notice on urgent matters. It is aimed at providing the parents with detailed assessment, including information about pupil's progress and suggested remedial actions, in accessible way. Frequency - at least once a semester; in terms of electronic record book the parents have constant access to certain information.
- 3. Telephone calls** in case of important urgent situations.
- 4. Home visits** with the purpose of getting to know better the family and the home environment of the student. This form is used in especially difficult situations (in terms of very poor student's educative attainment or material status) with the presence of school pedagogue or psychologist. It is a controversial form of contact and could be applied only in the conditions of very open cooperation of the teacher and students' parents.
- 5. Open lessons** involving parent's passive participation in the lesson and pedagogical consultations after the lesson based on observation of the student's behaviour.
- 6. News** on the specially dedicated **notice boards** for the students' parents (carers) about participation of the students in different kinds of competitions, events and sport contests.



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### Group meetings and contacts with students' parents (carers):

- 1. Parent - teacher conferences (meetings)** aimed at discussing different organizational issues of the class, students' attainments and their problems, introducing the contents of educational programme and methods of its implementation. The teacher should be well prepared for the meeting and have it planned. The language of the speech must be adjusted to the level of recipients (parents/carers). The teacher should be "to the point" when giving the information, but s/he must also collect the opinions, feedback and suggestions of the parents towards his/her work. One of the elements of the meetings could be for example a presentation of students' works and achievements.
- 2. Demonstration lessons** with the participation of students. The aim of such meetings is to give the parents an insight into the class and school life, the students' successes and failures, and joys and sorrows in their child(ren)'s daily life.
- 3. Meetings on the occasion of celebrations and events on the level of class, school or local society.** There are many occasions to organize this kind of meetings, for instance eco-actions, carnival balls, Mother's Day, Father's Day, Grandmother and Grandfather's Days, meeting with the Santa Claus, etc. Those meetings with parents are an opportunity for students to present themselves in a more informal and creative way, e.g. in plays, performances and shows, and that way to uncover their talents and skills in front of the parents. Class and school meetings could take place also outside of the school. The important and unforgettable events from the class's life should be captured on the photos and presented for the parents on the meetings. Also, a chronicle may be recorded.
- 4. Open days** of the school. During these days, the exhibitions and auctions of the students' works could be organized.
- 5. Trips and outdoor activities** co-organized by the parents. The parents could participate as organizers and carers of the class trips and picnics, etc.
- 6. Parents (carers) as guest speakers on the lessons** or extra curricular classes. The parents could present their professions or hobbies for the students.
- 7. Charity actions and Christmas markets** organized by the school and in school premises with the help of parents. During the markets, the products made by students or/and parents could be sold. The other example is collection of re-usable materials, e.g. paper, plastic caps, etc.



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8. Cooperation with students' parents (carers) in the framework of **corporate /competence volunteering**. As volunteers, the parents/carers could share their knowledge and skills to the students or teachers, or get involved in different kinds of physical work, e.g. wall painting, renovation of furniture, donations of equipment, etc. This kind of volunteering involves the support (financial or other kind) from the employer of the parents.

More about organizing the corporate volunteering for schools could be found on the website: <http://www.cve-project.eu>.

### The forms of pedagogical education of students' parents (carers):

1. **Meetings and conferences** dedicated to parents' education. Their aim is to provide further learning of students' parents especially in the areas of pedagogics and psychology, e.g. prevention of educational difficulties or behavioral problems. During those meetings the lectures on a certain topic are given and then the themes concerning directly the students are discussed. Often the guest speakers, specialists in such areas as psychology, law, medicine, sociology, are invited.

2. **Workshops or working meetings** - another kind of parents' education, organized according to the teacher's competence in this field. During the workshops, students' parents work with the teachers on finding the solutions and remedial actions to the problems of their children.

3. **Meetings with an expert** – organized by the school individual meetings of student's parents (carers) with an expert (e.g. a psychologist, a school pedagogue, an experienced teacher, etc.), aimed at direct support. The initiators of such meetings are usually the teachers, who search for proper specialists and suggest him/her the topic and the course of the meeting. They also contact the parents/carers and arrange the meeting. The direct support of the specialists takes place usually during the teacher-parents conferences or just after them.