



Erasmus+



MENTOR - Mentoring between teachers in secondary and high schools

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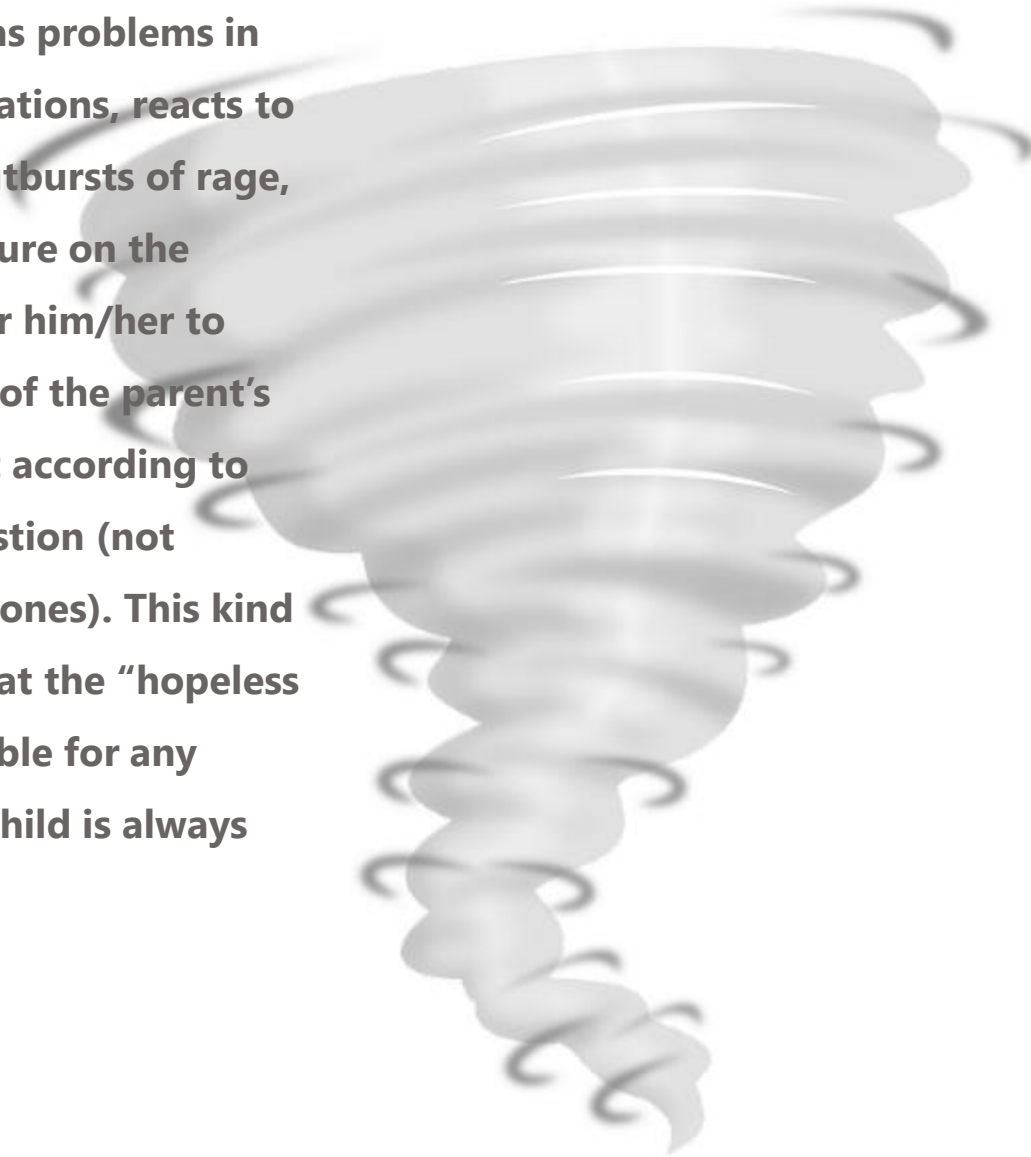
Typology of parents' attitudes to their child(ren)'s school.

There are available many publications about the **types (styles) of parents**. Some of them in a very interesting way present the types of attitudes of parents in the context of school and relations to the teachers. Below there are examples of a typology from Polish literature. The trainer might use it and/or other available in the Internet positions, in order to prepare a list of different attitudes (with their characteristics) of parents towards their child(ren)'s school, that teachers may face in the certain environment.



Image courtesy of Stuart Miles at FreeDigitalPhotos.net

A **stormy parent** has problems in dealing with frustrations, reacts to everything with outbursts of rage, tries to exert pressure on the teacher in order for him/her to eliminate a source of the parent's discomfort and act according to the parent's suggestion (not necessarily proper ones). This kind of parent thinks that the "hopeless school" is responsible for any problem, and the child is always good.



Examples:





Examples:



A **passive-aggressive parent** does not express his/her feelings directly. His/her typical attitude is passive objection. S/he is often late, delays with acting, tends to forget and criticizes behind the back. S/he is afraid to confront with people who influence him/her.

Examples:

A **dependent but demanding parent** idealizes the teacher, assigns him/her with extraordinary skills. S/he aims at making the best possible relationship with the teacher. S/he turns to the teacher with the smallest problems, coming to meet the teacher more often than it has been scheduled.

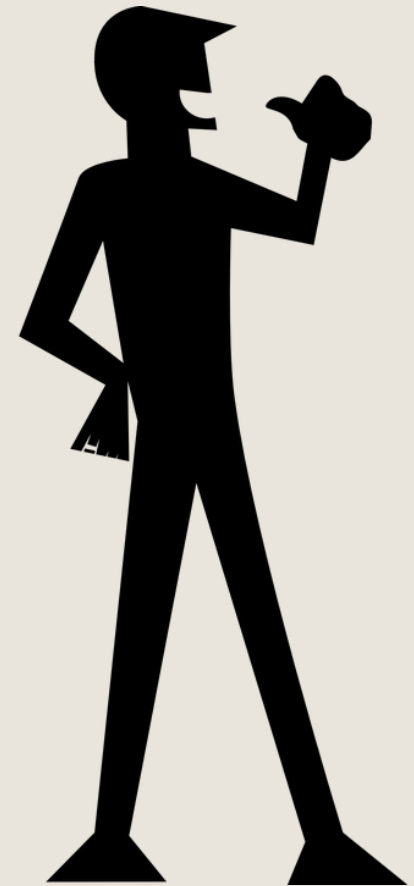
S/he tries to shift the whole responsibility for his/her child(ren)'s education on the teacher and his/her demands towards the teacher are growing and growing.





Examples:

An egocentric parent is concentrated on building his/her positive image, pretends to be a star (e.g. during the meeting with the teacher answers the phones, manages his/her business). S/he considers him/herself perfect and awaits admiration. S/he also transmits the perception of being perfect to the child, and as a result treats every critical comment about the child as an attack on him/herself. Contacts with egocentric parents could cause the feeling of humiliation and low self-esteem in the teacher.



An overacting parent makes the impression of despairing or being excited. A talk with such parent's type may recall an "overflow of despair" or a "spectacle of excitation".

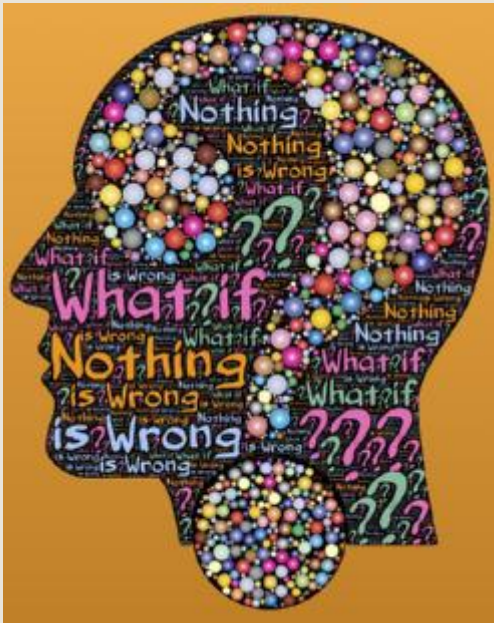


Examples:





Examples:



A controlling parent aims to control the situation. S/he feels comfortable when having power and control, but under that anxiety and hopelessness may be hidden. The teacher might react with anger to such attitude.

Examples:

A suspicious parent tends to blame others for the problems of own child(ren) and expresses exaggerated concerns about the child(ren) being abused, criticized and hurt on purpose.

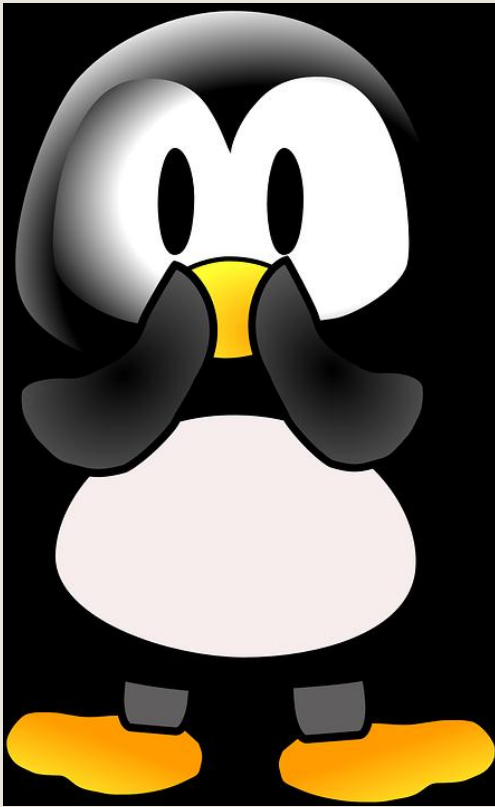


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Examples:



A withdrawn parent is shy, ashamed, embarrassed and alienating him/herself. S/he may have a low self-esteem resulting from unfavourable for him/herself comparisons with other parents. S/he does not like speaking in public.

Based on the article by Anna Jakoniuk:

<http://www.edukacja.edux.pl/p-4201-wspolpraca-wychowawcy-z-rodzicami.php>