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# Teacher Induction Programme

## Module 12: Work with parents

<https://empowering-teachers.eu/>

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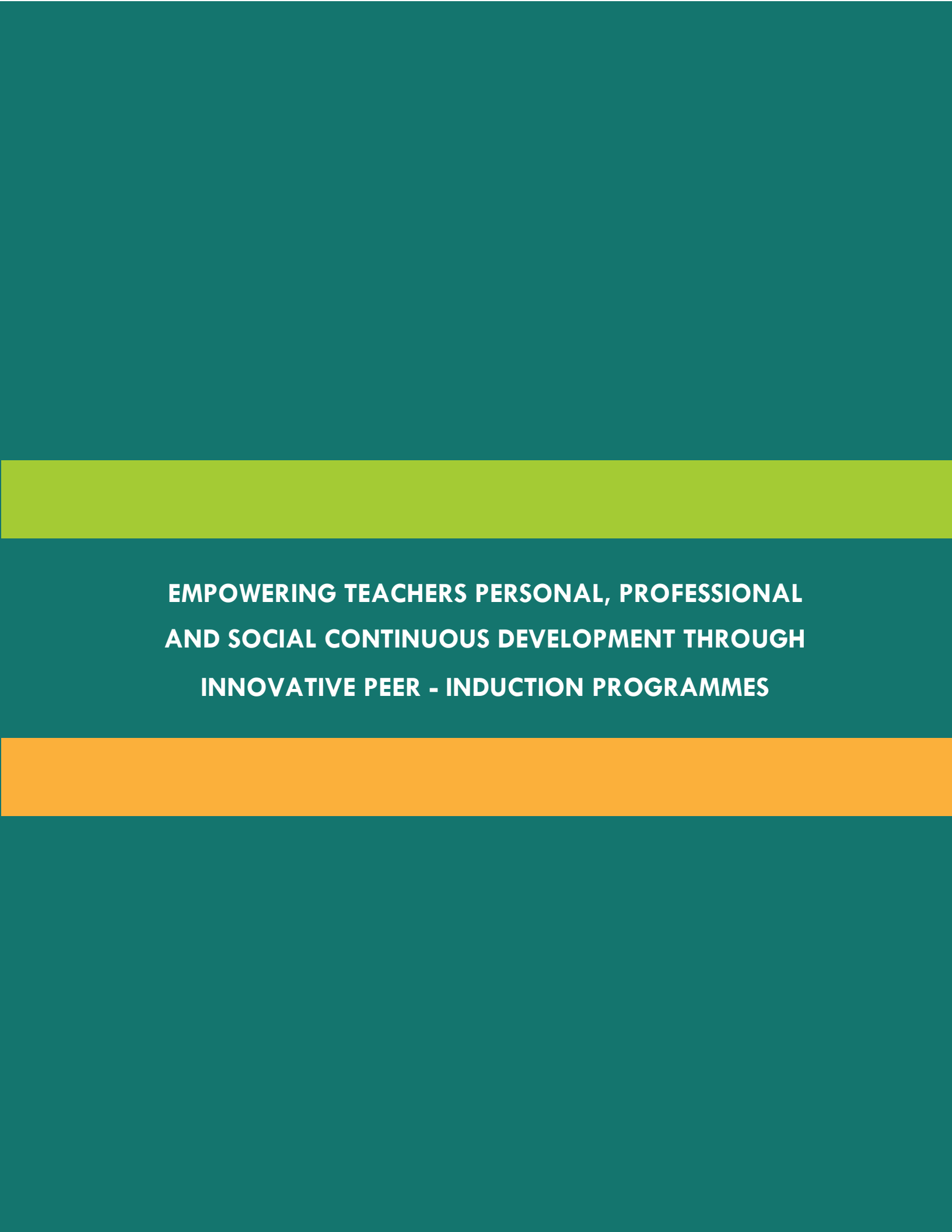
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**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL  
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH  
INNOVATIVE PEER - INDUCTION PROGRAMMES**



## Work with parents

### A. *What is the main idea/goal/objective of this module?*

By implementing the **Work with parents** the aim is to train the NQT and prepare them to interact in optimal way with parents and legal guardians of their students. Often neglected topic, it presents one of the crucial aspects of social/cultural/emotional part of the teaching profession. Thus, this module aims both to mitigate and complement pedagogical/methodological/social strategies potentially overlooked in the initial teacher training, as well as to offer concrete tools that teacher can use to connect better with and/or handle parents.

### B. *Expected learning outcomes:*

- NQT will be familiar with the regulations and positive examples of working with parents
- NQT will be able to communicate efficiently and professionally with parents
- NQT will be able to create their own style of working with parents and develop a positive relationship with them
- NQT will be able to organize independent meetings with parents
- NQT will know how to react to different parental approaches and requests
- Mentor will be able to efficiently share their experience in working with parents and support the new teacher in developing theirs

### C. *Activities, presentations and other materials included in the module*

ELEMENT	Target audience	Type of resource	Time for resource	Area
<b>12.1 Introduction of different types/profiles of parents and how to work with them</b>	NQT and mentor	Presentation	90 minutes	Social/cultural
<b>12.2 Guide for parent-teacher interaction</b>	NQT (and mentor)	Guide, list	90 minutes	Social/cultural

**12.1 Introduction of different types/profiles of parents and how to work with them** – is a presentation of different types of responses and potential scenarios that the new teacher might encounter while working with parents. The document is designed in minor part as a theoretical overview, but mostly as a list of practical responses and tips that may be utilized. Document also lists opportunities for workshopping potential scenarios between mentor and the new teacher, as well as suggestions for role playing and practical drilling of responses.



**12.2 Guide for parent–teacher interaction** includes a compilation of soft skills with suggestions, tactics and psychological/sociological strategies to handle various types of formal teacher-parents communication, including in-person meetings, video meetings, 1:1, group work, presentations on classwork, and individual discussions about children

#### ***D. Suggestion for the implementation of the module***

Ideally, a NQT begins to work on this module by observing their mentor interacting with parents. After attending a few teacher-parents meetings as a passive observer, new teacher and mentor can start working on the materials included in this module. Though there is no specific guide or template for a mentor discussion provided the interaction of mentor and NQT on this topic is important. Firstly, mentor should introduce different types/profiles of parents, relying on real examples and allowing the NQT to already be able to identify which observed parents can possibly be differentiated into the presented categories. Mentor and new teacher discuss the observed, using presentation as a point of reference, and exploring how strategies and tools presented could be used to optimize the interaction. They can use the help of the introduction document (12.1) if appropriate.

After the NQT has experience in observing the mentor in situation with parents role-playing might be useful as a technique. Mentor's experience and good practices should not be shared through a singular formal activity, organised as an ex-cathedra face-to-face interaction, but mentor should gradually introduce their experience while encountering real-life scenarios and situations, commenting them and using them as a learning opportunity, allowing the NQT to gradually develop their own approach across longer span of time.

The Guide for parent-teacher interaction (12.2) can be used either in one of the discussion between the NQT and the mentor or independently by the NQT.

#### ***E. Useful links***

<https://www.verywellfamily.com/parents-and-teachers-working-together-620922>

<https://www.edutopia.org/article/new-teachers-working-with-parents-resources>

<https://www.acer.org/au/discover/article/parents-and-teachers-working-together>

<https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/involving-parents-in-school>

<https://pcie.ac/journals/2021/10/28/what-is-the-role-of-parents-and-teachers-in-regard-to-learning/>

[https://www.academia.edu/73766090/Parents\\_and\\_early\\_teachers\\_sharing\\_education](https://www.academia.edu/73766090/Parents_and_early_teachers_sharing_education)

[https://www.academia.edu/40111087/Created\\_by\\_Teachers\\_for\\_Teachers\\_and\\_Parents](https://www.academia.edu/40111087/Created_by_Teachers_for_Teachers_and_Parents)



[https://www.academia.edu/12283375/IT for Teachers and Parents Communication between school teachers parents and students](https://www.academia.edu/12283375/IT_for_Teachers_and_Parents_Communication_between_school_teachers_parents_and_students)

## 12.1 INTRODUCTION OF DIFFERENT TYPES/PROFILES OF PARENTS AND HOW TO WORK WITH THEM.

One of the most difficult challenges for new teachers is certainly the relationship with parents. That is why it is necessary for new teachers to be familiar with the basic types of parents so that they can communicate with them as easily as possible. There are many different divisions of parenting types. Maybe one of the most useful for teachers is the famous division on four major types of parenting styles:

- **An authoritarian parenting** style is also called a rigid and strict parenting style, and it implies a parenting style in which parents place high expectations and demands on the child, implementing strict supervision and control, while not providing enough warmth and support. Parents are focused on setting boundaries and rules, they tend to punish in situations when the same is not respected or violated. The main educational goal is to teach the child self-control and obedience to authority, and the parent-child relationship is based on the relationship of superiority and subordination. Such children are often insecure, and withdrawn, but they can also be aggressive, with a low tolerance for frustration. They are often distrustful, insecure, unsuccessful in solving problems, and constantly worrying about how to please the parent/authority.

On these two links you can find good answer on the question what is authoritarian parenting:

- <https://www.verywellmind.com/what-is-authoritarian-parenting-2794955>
- <https://www.webmd.com/parenting/authoritarian-parenting-what-is-it#:~:text=Authoritarian%20parenting%20is%20an%20extremely,rather%20than%20nurturing%20your%20child.>

Two shorts video on authoritarian parenting:

- <https://www.youtube.com/watch?V=ppkt8tzkny0>
- <https://www.youtube.com/watch?V=ggwaa3bapau>

- **An authoritative educational style** is also called democratic and consistent. It is a style that combines firm parental control and emotional warmth. Parents set demands and expectations that are appropriate for the child's age and supervise and have firm control over the child's undesirable behavior patterns, with love, support, and emotional warmth. They encourage the child's curiosity, creativity, self-confidence, and independence of emotions. They take care of the child's feelings and encourage them. Such children are self-confident, self-confident, with a high degree of self-control, and responsible.

On these three links you can find good answer on the question what is authoritative parenting:

- <https://parentingscience.com/authoritative-parenting-style/>
- <https://www.parentingforbrain.com/authoritative-parenting/>



- <https://www.verywellmind.com/what-is-authoritative-parenting-2794956>

Short video on authoritative parenting

- <https://www.youtube.com/watch?V=Lj64B6P9bxs>

- **A permissive parenting style** implies emotional warmth but weak control. Such parents are excessively emotionally sensitive, provide great love, support, and emotional warmth, but make little demands, and have weak control without setting limits on the child's behavior. They primarily satisfy all the child's demands and wishes. Such children are often insecure and resourceful, impulsive, weak in self-control, and prone to aggression when faced with restrictions and immediate non-fulfillment of wishes and demands.

On these three links you can find good answer on the question what is permissive parenting:

- <https://www.verywellmind.com/what-is-permissive-parenting-2794957>
- [https://www.canr.msu.edu/news/permissive\\_parenting\\_style](https://www.canr.msu.edu/news/permissive_parenting_style)
- [https://parentingscience.com/permissive-parenting/#:~:text=Permissive%20parenting%2C%20sometimes%20called%20%E2%80%9Cindulgent,limits%20\(which%20is%20problematic\).](https://parentingscience.com/permissive-parenting/#:~:text=Permissive%20parenting%2C%20sometimes%20called%20%E2%80%9Cindulgent,limits%20(which%20is%20problematic).)

Short video on permissive parenting

- <https://www.youtube.com/watch?V=DX5xltHodYI>

- **An indifferent or neglectful or uninvolved parenting style** implies weak control along with the emotional coldness of the parents. Parents make small demands, they have no control over the child's behavior, and they do not set boundaries for the child. They are emotionally cold, uninterested in the child's activities, and absorbed in themselves. They rarely show parental love. Such children are often disobedient, and hostile, have low self-esteem, and are prone to delinquent behavior. Basically, they feel insecure, have a changeable mood, and lack self-control.

On these two links you can find good answer on the question what is uninvolved parenting:

- <https://www.parentingforbrain.com/uninvolved-parenting/>
- <https://www.verywellmind.com/what-is-uninvolved-parenting-2794958#:~:text=Uninvolved%20parenting%2C%20sometimes%20referred%20to,dismissive%2C%20or%20even%20completely%20neglectful>

Short video on uninvolved parenting

- <https://www.youtube.com/watch?V=j6hr64dnvk0>

If teacher can recognize style of the parents, then he will know what the parents what certain parents will expect from the teacher, and therefore they will know how to behave towards certain parents.

There are other divisions of parenting types that may also be useful for teachers. One of them is the division into:





- The executive parent
- The Missing in Action parent
- The soft-hearted parent
- The “Afterschooling” Parent
- The heavily involved parent

What are these types and how to work with them you can find here: <https://teach.com/resources/how-teachers-can-work-with-5-different-parent-personality-types/>

## 12.2 GUIDE FOR PARENT-TEACHER INTERACTION

One of the most difficult relationships at school for a teacher is the relationship with parents. That's why it's important to prepare for that relationship. Below are some of the most important tips for that relationship.

- It is a fundamental rule of the relationship of trust between you and your parents that the content of the conversation must never reach unauthorized ears
- Establish good communication with parents at the beginning of the school year; don't wait for a problem to happen.
- The person who has more power (which in school is certainly you) should show as much respect as possible for the position of a weaker person (in this case, it is a parent).
- Immediately say clearly how you want them to address you, when they can come to school, at what time and why they can call you on the phone (if they are allowed), and which topics you can discuss (the work and behavior of their child) and which you cannot discuss (the teaching methodology, for example).
- During the conversation, try to relax, and don't be too serious. Sometimes, no matter how serious and "black" the situation looks, a look from another angle with an appropriate dose of humor can facilitate the solution of the situation.
- If parents do not attend parent meetings or information sessions - call them or write them a letter. Don't attack and accuse them, just ask them to come.
- No matter how "impossible" a child is to you, don't tell the parent only about bad things - none of them will feel good (and they will "freeze" when they pass by the school years later). Some may even become aggressive and angry with you. So, every time, say what the child did well and positively so that the parents will more easily accept the unpleasant information.
- Constantly emphasize the role of effort in achieving success. No matter how smart a child is, it is unrealistic to expect good grades if he does not study.
- Consider how you can involve parents in the life and work of the school: many would like to, but do not know how. Maybe some can come to the class and present their profession to the children. You may be able to take the children to visit some.
- Do not show boredom and impatience, which is manifested if:
  - You spin the pen
  - You flip through papers
  - You look at the clock



- You answer your cell phone or type something on it
- Never argue with an aggressive parent on the street, in a cafe or in similar places - your place is at school, you are "on your turf" there.
  - Stay calm.
  - Let the parent vent, don't interrupt him, but don't tolerate profanity.
  - Do not shout at the parent - this shows weakness and insecurity
  - Do not be violent yourself, do not threaten. Don't blame.
  - Keep at least an arm's length away, leaving room to retreat if necessary.
  - Even "getting it in the face" can be perceived by the parent as a threat and react physically.
  - Speak in a clear and energetic voice - this shows your interest in the problem.
  - Stick to the problem

### **Good communication is key**

Good communication is key for a successful relationship teacher - parent. It would be great that future teacher at their university studies learn how to have good communication skills. There are three major skills for good communication.

### **The skill of active listening**

- Allow the parent to speak without interrupting.
- Focus on what the parent is saying and try to understand their feelings as they talk about what they are saying.
- Pay attention to verbal and non-verbal cues.
- Use appropriate body language to show your attention
- Allow for breaks or silence.

More information you can find here:

- <https://www.skillsyouneed.com/ips/active-listening.html>

- <https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/#:~:text=Active%20listening%20requires%20you%20to,actively%20engaged%20in%20the%20conversation>

- <https://www.thebalancecareers.com/active-listening-skills-with-examples-2059684>

- <https://www.youtube.com/watch?V=rzsvh8ywzeg>

- <https://www.youtube.com/watch?V=7wucyjixdg>



- <https://www.youtube.com/watch?V=-bdbizcnbxg>

## Questioning skills

- Use open-ended questions as often as possible, especially at the beginning of the conversation.
- Use sub-questions to clarify a statement or to check its accuracy and help the parent to elaborate on what they are talking about.
- Use closed questions to get specific information.
- Avoid leading questions.
- Avoid asking multiple questions at the same time. It's confusing.
- Allow the parent enough time to answer your question.
- Ask the question in a different way, in simpler language, if the answer is unclear or it seems to you that the parent did not understand the question.

More information you can find here:

- <https://www.skillsyouneed.com/ips/questioning.html>
- [https://www.mindtools.com/pages/article/newtmc\\_88.htm](https://www.mindtools.com/pages/article/newtmc_88.htm)
- <https://www.marketing91.com/questioning-skills/>
- <https://www.youtube.com/watch?V=imfu12epyci>
- <https://www.youtube.com/watch?V=tzsp0qluewy>
- [https://www.youtube.com/watch?V=1do0do\\_wme](https://www.youtube.com/watch?V=1do0do_wme)

## Non-verbal communication skills

Non-verbal communication is also called body language because it is communicated through various body movements. Nonverbal communication is any form of communicating information or messages from one person to another without using words. It can include everything from hand signals to physical appearance to body language. Body language is a form of non-verbal communication that includes facial expressions, gestures, posture, eye movements, physical touch and other signals that we send with our body. In non-verbal communication certain part of the body sends a different type of message, what are the distance zones in communication, how body language affects business people, and whether body language can be learned or faked.

In order to understand non-verbal communication, we must:

- Learn to differentiate between positive and negative body language. When one's body is tense, it is a common "negative" body language, which can be associated with stress, discomfort or anger. On the other hand, "positive" body language, such as a relaxed body when we are relaxing and resting, can indicate happiness and confidence.



- Pay attention to the pitch of the voice. The typical pitch of a person's voice can change depending on their mood. For example, when a person is sad, their voice tends to be flat. This means that he will speak in a lower octave and more slowly. Faster, happier or cheerier voices tend to indicate happiness.
- Pay attention to their breathing. If someone is angry, their face might start to turn red. This reaction is generally caused by rapid breathing. When you are in flight or fight mode, the brain releases hormones and neurotransmitters, and cortisol will begin to run through our veins. This increases blood pressure and heart rate, and breathing becomes shallow and rapid.
- It's look funny but you need to notice the curvature of someone's fingers. This one may sound strange, but when someone's fingers are slightly curved towards their palms, it probably means they are relaxed. We don't walk around with our fingers fully extended, that would look weird. When you see that natural curve on someone and there is no tension, it lets you know that someone is feeling good.
- Observe the intensity of their smile. But there are different types of smiles. About different type of smiles you can find here <https://www.healthline.com/health/types-of-smiles>

More about non-verbal communication you can find here:

- <https://www.verywellmind.com/types-of-nonverbal-communication-2795397>
- <https://www.indeed.com/career-advice/career-development/nonverbal-communication-skills>
- <https://www.youtube.com/watch?v=akfatvk5h3y>
- <https://www.youtube.com/watch?v=fjb3mziebnu>
- <https://www.youtube.com/watch?v=akfatvk5h3y>
- <https://www.wgu.edu/heyteach/article/mastering-parent-teacher-meeting-eight-powerful-tips1612.html>
- <https://www.waterford.org/education/two-way-communication-parent-engagement/>
- <https://soeonline.american.edu/blog/parent-teacher-communication>
- <https://hrcak.srce.hr/file/331479> (Croatian)
- <https://www.waldenu.edu/online-bachelors-programs/bs-in-elementary-education/resource/nine-ways-to-improve-parent-teacher-communication>

Videos:

- <https://www.youtube.com/watch?v=p3n9lrioxdc>
- <https://www.youtube.com/watch?v=ltkohxe4lnc>
- <https://www.youtube.com/watch?v=9c71hfantka>
- [https://www.youtube.com/watch?v=ucwc9-z-f\\_A](https://www.youtube.com/watch?v=ucwc9-z-f_A)



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