



New Educational Training to WORK with parents

**A training
for teachers and educational figures
about the relationship and communication
with parents**

Nevertheless, no school can work well for children if parents and teachers do not act in partnership on behalf of the children's best interests. Parents have every right to understand what is happening to their children at school, and teachers have the responsibility to share that information without prejudicial judgment.... Such communication, which can only be in a child's interest, is not possible without mutual trust between parent and teacher (Dorothy H. Cohen)



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Introduction

THE PROJECT

N.E.T.WORK is a project approved by European National Agencies of Lifelong Learning Programme in Grundtvig Programme.

N.E.T.WORK is the results of two years, from 2012 to 2014, of work between four different Countries (Italy, Spain, Poland, Sweden).

N.E.T.WORK, stands for New Educational Training to work with families: the goal of the project was to create a **training for educational figures, about the relationship and communication with families.**

The result, the training, is dedicated to educational figures, such as social workers, teachers, educators, specialist figures, working with families.

The training wants to improve these figures' knowledge, abilities, strategies and methodologies in communication thanks to an active learning and approach.

The European Partnership

The project involves four organizations, active in the field of Education.

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**Cooperativa Sociale Progetto Crescere (L'Arcobaleno Servizi)
(Coordinator)**

Progetto Crescere is a social cooperative from Reggio Emilia, created by two important cooperatives founded in 1993, L'Arcobaleno Servizi and Centro Lina Mazzaperlini, with the objective to develop the inclusion of children/adolescents in conditions of difficulty, in particular with learning disabilities, special needs and psychological diseases and to support families in condition of disadvantage.

It provides clinical and social-educational services to citizens and to educational organizations, thanks to a multifunctional team of experts: Neuropsychiatrists, psychologists, Language therapists, Educators, Psychomotricists, Trainers. It supports Preschools, Primary and Secondary Schools thanks to more or less 80 projects per year. Projects are focused on inclusion, integration, wellness promotion and uneasiness overcoming. The activities are Screening in schools about disadvantages; Parents/Teacher training; School guidance service for parents, students and teachers; Preventive social projects.

It organizes courses for teachers, educators and specialist figures about educational subjects. For Parents, it organizes about 20 meetings per year and It provides clinical/educational services: Parents Training about specific focus (Learning Disabilities, Attention Deficit and Hyperactivity) and about Parenthood; Counselling; Family Psychotherapy. It works with 500 families per year.

The aims are: to define actions for the prevention of disadvantages and wellness promotion; to promote innovative educational methodologies; to support teaching staff and to improve their competences; to promote dialogue between school and families and also between families (with attention to families in situation of disadvantages).

It participated in a other European project, involving parents: New Perspective on Parents education. Thanks to this project, It has created in 2011-2012 some new actions: a Parents Corner an informal way to inform and training parents; a Library about Parenthood, a Parents Tea for training parents in an informal context, a Parent Training programme and a parents section in its website ("Genitori e dintorni") Its main site has got specific spaces for parents: in particular, a Parents hall and a psychotherapy Room for families.

Today, Progetto Crescere is part of a network called Reggio Family and a project "Una Famiglia per una famiglia" (a family for a family) that support parenthood.



**Equipo de Orientación Educativa y Psicopedagógica de Molina de Segura (EOEP)
(Partner)**

This is a public team from Murcian Educational Administration.

The E.O.E.P. is a team of experts that give external support to Nursery and Primary Schools. This team deals with all the childhood and primary schools in seven towns, a total of 60 schools.

The team is composed by 22 advisers: psychologists, pedagogues, physiotherapists and a social worker that works together in an interdisciplinary way.

The team deals with all the nursery and primary schools of seven towns, a total of 60 schools.

The work is focused on three main aspects: teaching staff guidance; direct attention to students (specially doing evaluation tasks); Family guidance.

Psycho-pedagogical guidance team's main functions are: a. To give professional advice to the teaching staff so as they could work with diversity of student,

b. To collaborate with the prevention of learning and personal development difficulties,

c. To carry out the psycho-pedagogical evaluation and to decide the educational answer of students with special educational necessities (disability or gift) or of students in a position Of compensation of educational inequalities,

d. To advise about School Cohabitation Programs,

e. To contribute to the existence of courteous relations between the school and the family, by means of giving information, education and support...

EOEP participated in Grundtvig Learning Partnership (2010-2012). "New perspectives on parents education" (Partners: Italy, France, Turkey, Bulgaria and Spain)

The Spanish team has experience on European Mobilities, in particular:

- Comenius courses (Italy): Dislexia, Group Dynamics and Social Skills in the classroom, Internet pedagogical use.
- Study visits (France, Italy) Innovative training systems for disadvantaged groups.
- Pestalozzi Programme (Germany) "*Parents' contribution to a school climate for living democratic citizenship*"





**Ośrodek Edukacyjny Taurus S.C.
(Partner)**

Educational Centre Taurus is a private institution. Taurus offers both stationary and on-line courses and trainings for adults. We run various courses concerning psychology, health education and prophylaxis as well as methodology of teaching. We have a wide experience in the field of creating educational syllabuses concerning sex education, in Poland there's a school subject called "education for family life". Many school teachers use our books and materials and stick to our syllabuses.

We have been organizing workshops for parents, teachers, health service workers, police workers. Our Centre runs "soft trainings" in the field of interpersonal communication (e.g. concerning conflicts solving, assertiveness), prophylaxis (e.g. aggression prevention, HIV/AIDS prophylaxis) as well as training courses in the field of didactics and classes methodology.

Our Center has a small publishing house. We are the authors of books on sex education for pupils/students and teachers. We create and publish educational materials, e.g. – e-books:

- To avoid boring lessons with the tutor- our proposals of about 100 games and exercises to integrate your class.
- Time for lesson with the tutor- the set of scripts of lessons with the tutor.
- Aggression at school. Guide for teachers and parents.
- For schools. Programmes, projects, funds. Ideas for schools - how to use money from European Union.

Educational Centre Taurus has an experience in taking part in several educational projects funded and supported by the European Commission – both as a partner and as a coordinator.

Thanks to participating in N.E.T.WORK project Educational Center

Taurus had the opportunity to expand its activities to include a new forms of activity for educators, teachers, pedagogues.

Moreover this international cooperation in the project gives us the chance to use partners' experiences in the field of education.





Sundsvalls Kommun Barn- och utbildning, Stöd- och utvecklingsteamet-förskola (Partner)

Stöd- och utvecklingsteamet, (today a part of Centrum för kunskapsbildning, Centrala Barn- och elevhälsan i Sundsvalls kommun)

Our team was first founded in 1996 with the aim of supporting schools in their work for developing inclusion for "all children" in public pre-schools and schools. (children 1 - 16 years of age).

Today, our team provides support to pre-schools and schools thanks to a multifunctional team of experts; speech and language therapists, psychologists, social workers and special educators (special pedagogues).

We work at the request of head teachers and staff focusing on inclusion, removing obstacles in the learning environment, wellness promotion etc.

We also cooperate with other teams inside and outside of the Sundsvall public school organization; other organizations of the public sector such as health care, social service, i.e. teams working particularly towards families in condition of disadvantage.

Our work is based on the national school legislation and curricula and local rules and action plans.

Some areas in Sundsvall have a high percentage of immigration and many children/pupils in our schools come from multilingual families. The Swedish government authorities demand and support schools to give emphasis to work with multi-linguality, meeting foreign families and therefore teachers both want and need training.

Our participation in this partnership has been important to improve our activities with families in direct and indirect way: we wanted to increase competences in educational figures of our staff and in the same time to give more support to families in condition of disadvantages.

Thanks to this N.E.T.WORK project we have had the opportunity to create new ideas to support and give training to teachers in pre-schools about how to meet and cooperate with new families coming to Sweden from other countries.

The first step: the research

The instrument: a questionnaire

The group defined a questionnaire (annex n. 1) in order to create a frame of reference for creation of N.E.T.WORK training.

Basic pattern of the questionnaire was common for all partners and applied in each country. Nevertheless in some countries additional diverse forms of the questionnaire were used and various target groups were taken into consideration while conducting the survey.

Thanks to this strategy, the questionnaire gave common directions to go but alongside maintained diversity and uniqueness of each partner's needs in the field of support for educational figures in their daily work with parents.

The questionnaire was a combination of qualitative and quantitative questions. Basically it was a junction of 2 'scale questions', 2 'open questions' and 2 'dichotomic questions'. That strict form was applied by Polish partners. Basic Form was in a way transformed and applied by Spanish partners. Italian and Swedish groups added more qualitative nominal variables and Swedish members did a brainstorming aid as a part of the research.

As the two initials questions we placed those based on the measurement scale.

The features that those questions intended to define could be analyzed separately or together as 'ratio'.

The two next questions were open and aimed at catching the crucial concepts. On the one hand focus was on the indication of positive aspects of relations with parents and on the other side - in the reflex of this indication – on getting closer to the way of thinking demonstrated by respondents and to sorts of problems we should address our attention while creating N.E.T.WORK.

Two last questions were dichotomous and were the logical consequence of previous ones. Precise manifestation of our respondents' expectations in the field of the subjects and of the tools/methodology of prospective N.E.T.WORK courses was intended.

Swedish and Italian groups decided to place qualitative questions related to individual vocational features of respondents (kind of school, vocational role in school, work experience etc.).

Italian partners not only placed these nominal features as an additional nominal variable but also as a point of reference for results' analysis (kind of school).

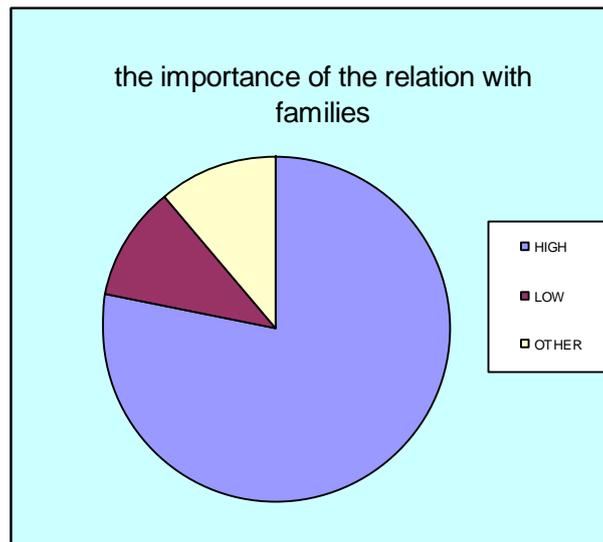
Polish, Swedish and Italian partners specified concrete target group of recipients and this was a factor that had an influence both on particular results in each country and methodology used.

Results

The whole number of our replies is 510, including teachers from pre-schools to high schools.

Question 1

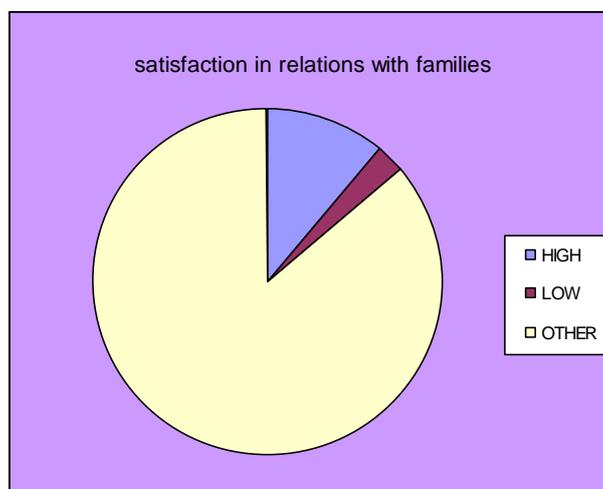
The importance of the relation with family in my professional role



- Almost **78%** of all our recipients declared that they perceived the importance of the relation with families as HIGH (they indicated the maximum value in the numeral scale).
- Almost **1%** of all our recipients declared that they perceived the importance of the relation with families as LOW (they indicated the minimum value in the numeral scale).

Question 2

Your level of satisfaction about the relation with families in your work



- Only less than **11%** of all our recipients declared that they perceived their satisfaction in their relations with families as HIGH (they indicated the maximum value on the numeral scale).
- Luckily, only about **3%** of all our recipients declared that they perceived their satisfaction in their relations with families as LOW (they indicated the minimum value on the numeral scale).
- Almost **86%** recipients that perceive their satisfaction in their relations with families as 'in some way **acceptable or passable but surely not high enough**.

From Swedish and Italian research we know, that the majority of respondents define their relationship with families by using positive words.

Question 3

Describe positive aspects in the relation with families in your personal professional experience

The answers are different in each country - according to the target group of recipients examined.

In Sweden where the main focus is put on meeting new-arrived families, positive aspects of relations are associated with inter-cultural ones such as chances to take part in other cultures, becoming more open-minded, being appreciated and seen by others, getting acquainted with new perspectives and overcoming stereotypes. **In Spain** we can observe the answers that can be valid for Swedish reality as well.

Spanish qualitative data before categorization stated that positive aspects of relations with families were associated with involving families into school life and with getting more familiar with family contexts of particular cases. **In Italy** positive aspects were associated with the ability to establish a dialogue with particular family and seek better strategies and solutions for overcoming difficulties (learning difficulties or emotional ones). **In Poland** where the emphasis is put on work with families in gymnasium (elder pupils), positive aspects were associated with effective communication and effective mutual control over pupils that are at risk (social, emotional or cognitive risk).

Question 4

For which kind of issues, you find more difficulties to talk about with families?

Data indicates that it is hard to talk about:

- Learning difficulties and problems with child's development
- Problematic and negative behaviors of students
- Emotional problems of pupils
- Different family values in different countries, i.e. legislation about gender equality, chastisement

Question 5

If you have a chance to participate in a course about your relationship with parents, which subjects could you choose?

Our educational figures expected to receive trainings in the field of improving their communication skills, especially in the field of passing difficult information. That means they wanted to be given a guidance to make communication with parents more effective and conscious.

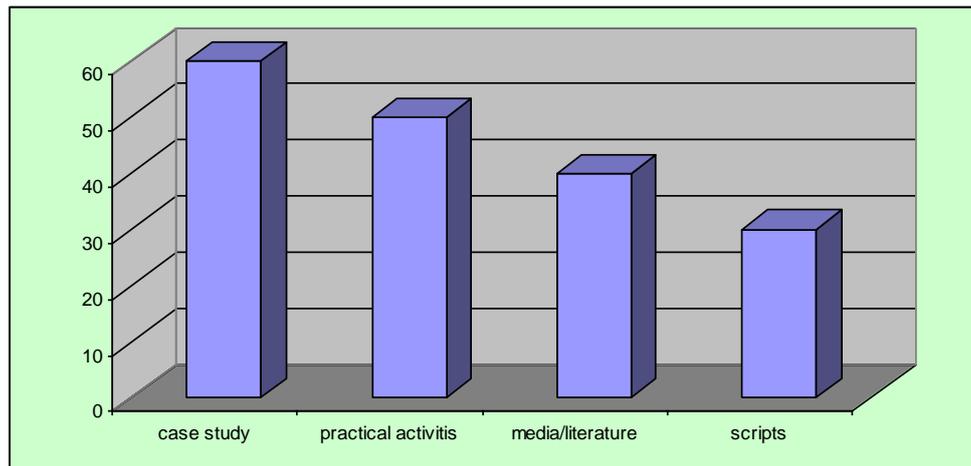
Another big need, related to previous one, is focused on skills aimed at involving families into school life and making them more engaged in creation of process of mutual understanding.

Thus, as for the **subject** of prospective trainings, our recipients indicated a little bit different answers but all of them can be put into three fields:

- How to give in a positive way difficult issues
- How to involve and motivate families to meet you
- How to reach a cooperative relation with parents

Question 6

If you have a chance to participate in a course about your relationship with parents, which tools could you choose?



Recipients indicated as follows:

Over **60%** of our educational figures pointed out **case study**

Over **50%** of our educational figures pointed out **practical activities**

Over **40%** of our educational figures pointed out **media and literature materials**

Over **30 %** of our educational figures pointed out **written scripts**

Many recipients indicated the need to have possibilities to receive support of professional figures in the field of effective communication with families and managing own communication skills.

The second step: the creation of the training

According to the results of the research, the group has created the new training, collecting previous experiences and creating new materials and instruments.

The training is divided in:

an introduction to the content and three different sections/focus.

The first part "**Introduction: the communication**" is a theoretical part concerning communication (see Power Point presentation).

The second part comprises three different focus:

1. **How to motivate and involve parents into cooperation with teachers/pedagogues:**
 Topics are: what does "parents' participation in school" mean? Which are the main aspects that facilitate or make difficult the cooperation with parents? Which are the emotions felt by teacher working with parents? Are there any stereotypes that facilitate or make difficult the communication between parents and teachers? Relationship teachers-parents: which meanings?
2. **How to build up a good relationship with parents:**
 Topics are: strong and weak elements to establish a good relationship with others; the first impression of people; factors that are in favor of effective and positive communication; to define elements that are disruptive; which are different communication styles
3. **How to talk on difficult issues regarding children:**

Topics are: difficult topics to talk about with parents; rules of efficient communication to talk about difficult issues

The training has got also a part dedicated to the first year of the Primary school, about the **welcome** in the new school.

Section	Subject
INTRODUCTION	<i>Communication</i>
Icebreaking Activities	<i>Participants' presentation and introduction</i>
First Focus (or Meeting)	<i>How to motivate and involve parents into cooperation with teachers and pedagogues?</i>
Second Focus (or Meeting)	<i>How to build up a good relationship with parents?</i>
Enclosed	<i>Welcome in the 1st year of the primary school</i>
Third Focus (or Meeting)	<i>How to talk on difficult issues regarding children?</i>

Focus have a specific structure thought to work in the best way with the target group.

1. Each meeting begins with an **Initial Evaluation**: the collection of expectation of the members of the group let they feel free to explain the reason why they are attending the course and which are their previous knowledge concerning the topic of the day.
2. The second part is called **Activities for the topic**: this is the heart of the focus, in which topics are explained and put in practice by learner thanks to practical exercises. Exercises can be different depending on the issue: role playing, brainstorming, cooperative learning activities, case studies, viewing of an extract of a film
3. The last part of each meeting is the one concerning **Conclusion Activities**: trainer together with the whole group of learners draws conclusions. Participants are encouraged to assess the usefulness of the training and to share any ideas, conclusions and proposals with others. The activity called *My future Action Plan* is the last part of the work: participants think about tasks developed and skills learnt during the meeting and create their personal future action plan.

The main objective of the training is to create a space where teachers can:

- Reflect on the parents participation in school benefits.
- Analyse the aspects that favor and complicate parents participation.
- Propose new ways to achieve parents participation and collaboration.
- Analyse the difficulties that appear in the parents-teachers communication.
- Improve teacher communication skills.
- Reflect on the different ways of communication with families and acquire strategies that let teachers deal with them in a positive way.

To use the training see the section “Introduction to the training”.

The third step: the experimentation of the training

A first version of the training has been tested in the four countries from January to May 2014. 154 teachers have been involved in the experimentation and they have evaluated the training thanks to a questionnaire (Annex n.2).

The impact of the implementation has been positive.

The participants appreciated contents, methodology, materials and tools, in particular the active method based on the comparison between group members, sharing experiences and case studies. They evaluated the course useful for their work (4,5/5 on a scale from 1 to 5).

More information about results of the questionnaire, in the Annex n.3 (*Final Evaluation Synthesis*).

The fourth step: the final version of the training

The implementation and the results of questionnaires, in particular suggestions and observations, have permitted to define a final version of the training included in the II part of this Manual.



II PART: the training

Introduction to the Training

This training for teachers and educational figures about the relationship and communication with parents, is a collection of ideas, activities and instruments divided into three different focuses. This “think-tank” is supposed to be used in a flexible way.

The three focuses are:

- Focus No. 1: How to motivate and involve parents into cooperation with teachers and pedagogues?
- Focus No. 2: How to build up a good relationship with parents?
- Focus No. 3: How to talk on difficult about difficult issues regarding children?

The training can be organized either in three meetings or adapted in another form.

Each activity and instrument should be used in relation to the specific context, i. e. participants, the aim of training, previous knowledge in the group, etc. Trainers can also, if they want, give short reflective lectures, relating to current research in the actual topic.

All the activities or instruments collected in the manual must not be used. The trainer is free to choose suitable parts from each focus, modify or add activities and instruments. In this collection there are also some “**blank pages**” for collecting new ideas, activities or instruments.

The training is based on an active participation of learners.

The trainers are therefore encouraged to have in mind:

- What kind of group is this?
- Which activities and instruments in the manual are suitable for this particular group?
- Is it possible to use the activity and instrument as described in the manual, or do I have to modify the form or content?
- Do I, as a trainer, need to add a new activity or instrument?

Last but not least – enjoy your work as a trainer.

Good luck!

Icebreaking Activities

Activity n° 0.

Icebreaking activities

INSTRUCTION

- Participants introduce themselves to the group

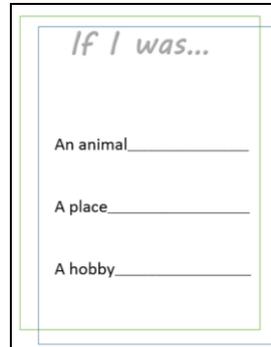
Variant A. "If I was"

- 5 minutes per person: each participant fill in the *Instrument 0a*.
- Then, each participant introduces himself/herself to the group

TOOLS:

- One copy of *Instrument 0* per participant
- One pen per participant

INSTRUMENT 0a



If I was...

An animal _____

A place _____

A hobby _____

Variant B. "Self portrait"

- Give to each participant a white paper and crayons
- Each participant draws a self-portrait
- The trainer collects pictures
- The trainer give to each participant a picture randomly
- Each participant looks to pictures and finds the correspondent person
- The participant has 2 minutes to interview the person and to come back to his/her place
- When everyone has finished interview, each participant introduces to the group person whom he/she has interviewed.

TOOLS:

- A paper per participant
- Crayons



Variant C. "Contact BINGO!"

- Each participant has got a copy of the instrument 0c
- Each participant must complete the table finding people who represent the action described in each square.
- When one person has completed the scheme, he/she says "Bingo!" and the activity is closed.
- This person reads the solution found.

TOOLS:

- One copy of *Instrument 0c* per participant
- One pen per participant

INSTRUMENT 0c

"Contact Bingo"
Find someone who ...

Has a red car	Is born in May	Likes to go fishing
Is tired in the morning	Enjoys classical music	Has visited Paris
Is fond of cats	Smokes when drinking	Has an electrical toothbrush

... Yell BINGO! When you have filled in all the squares!

Variant D. "Life-collage"

- Put on the table some copies of magazines, scissors, glues
- Give to each participant a sheet of paper
- Each participant cuts some pictures that represent his/her self
- In turn, each person shows his/her "life-collage" to the group, explaining reasons of his/her choices.

TOOLS:

- A sheet of paper
- Magazines
- Glue
- Scissors



Variant E. "Bears"

This is an interesting instrument, used in the 1st focus of the training, but it would be interesting used also as a presentation for the participants related to the expectation each one could have related to the course.

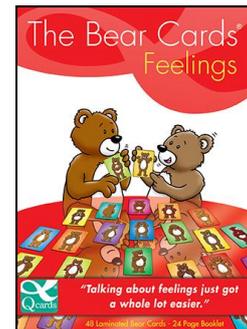
- Spread out the cards, face up
- Each participants choose one or two cards that reflect feelings of the day, thinking also about expectation concerning this course
- Each participant explain the choice

TOOLS:

St Luke's Innovative Resources & Veeken John. (1997)

The Bears – the classic tool for describing feelings.

Australia. www.innovativeresources.org

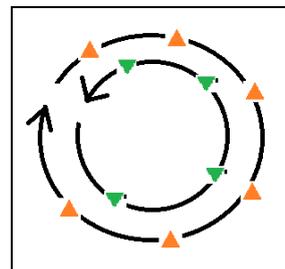


Variant F. "Dancing Circles"

- The group is divided in two parts: they creates two circles, one inside the other, placed back to back
- When music begins, the group in the middle starts moving clockwise, and the external in counterclockwise
- When music stops each participant turns to the one in his/her back and they introduce eachother
- When the music starts again, the game begins in the same way
- Repeat the Dancing Circle, until the majority of participants has introduced themselves

TOOLS:

- A stereo



Variante G. "MY name is..."

- Each person of the group write his/her name on a piece of paper and describe the reason why he/she has that name to the whole group, and what this name represents for him/her

TOOLS:

- A pen and a piece of paper per participant

Instrument 0g





Focus/Meeting No. 1

Subject: How to motivate and involve parents into cooperation with teachers and pedagogues?

0. INITIAL EVALUATION

0.1. Previous knowledge and expectations about the course (initial evaluation)

1. ACTIVITIES FOR THE TOPIC

- 1.1. What does parents participation in schools' mean?
- 1.2. Why this course? What situation can we observe today at school?
- 1.3. What facilitates cooperation with parents and what makes it more difficult?
- 1.4. What emotions (negative or positive ones) do teachers feel while working with parents?
- 1.5. What types of parents would teachers differentiate?
- 1.6. Teachers-parents relationship
- 1.7. Practical exercises in groups: look at school with parent's eyes
- 1.8. Practical advice on how to make cooperation with parents easier
- 1.9. Discussion about cooperation.
- 1.10. How to improve cooperation?

2. CONCLUSION ACTIVITIES

- 2.1. Summary
- 2.2. Which are my expectations to develop my Future Action Plan?

0. INITIAL EVALUATION

Activity n° 0.1

Previous knowledge and expectations about the course (initial evaluation)

INSTRUCTION

- Give to each participant the **Instrument 1.**: in the first columns, they should write what knowledge and experience they have about the subject and in the second one they should describe what expectations they have about the course.

Variant A

- Pick up Instruments and give them, randomly, to the participants, telling them the message “try to find the person who you guess has written the card you have, and talk with her/him while 5 minutes about it”

Variant B

- Discuss in couple for 5 minutes about personal ideas

- Then each participant presents to each other to the group

- The coordinator will keep this information written in two lists: one about previous knowledge and other about expectations.

TOOLS:

- One copy of *Instrument 1.* per participant
- One pen per participant
- Blackboard and chalks to take notes about reflections

TIME: 15'

Instrument 1

INITIAL EVALUATION - ACTIVITY 1	
TOPIC: HOW TO INVOLVE AND MOTIVATE PARENTS TO GET INVOLVED AND HOW TO REACH A COOPERATIVE RELATION WITH PARENTS	
What knowledge and experience I have about the subject	What expectations I have about this course
 	 EXPECTATIONS

1. ACTIVITIES TO DEVELOP THE TOPIC

Activity n° 1.1

What does parents participation in schools' mean?

INSTRUCTION

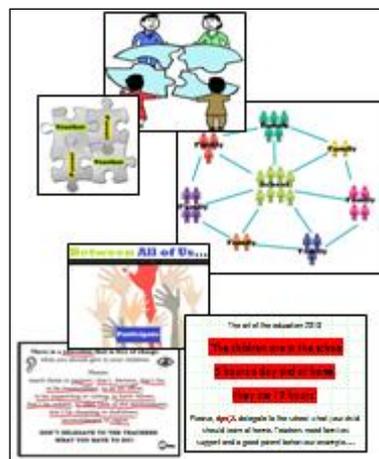
Development of the activity:

- Pictures (instrument n°2) are arranged on the floor
- Each participant chooses one image in order to define participation concept and explains to the group his/her own ideas
- The selection and description of images are collected by the trainer

TOOLS:

Instrument 2

- A colored copy of each picture (card) of Instrument 2.
- Scissors to cut cards
- A notebook and a pen for the trainer



TIME: 10'

Activity n°1.2

Why this course?

What situation can we observe today at school?

INSTRUCTION

The trainer shows pictures that represent obstacles in the communication.

The trainer stimulates the participation introducing the discussion.

Examples:

1. Slides 1, 1a, 1b: “teacher’s role” (lack of value, attribution of multiple roles)
2. Slide 2: “fear to be judged”
3. Slide 3: “misunderstanding in the communication”
4. Slide 4: “Spaces and times to communicate”
5. Slide 5: “No agreement in the team of teacher”

TOOLS:

- A computer with a projector
- Slides of Instrument 3.
- Blackboard and chalks to take notes about reflections

TIME: 15'

Instrument 3.



Activity n°1.3

What facilitates cooperation with parents and what makes it more difficult?

Variant A

INSTRUCTIONS

Create a brainstorming, with participants' answers during the discussion.

(e.g. parents' aggression, justifying child's bad behavior, parents' failure to keep their promises or to fulfill their obligations, not answering teacher's phone calls, being tired, dysfunctional family, reacting in a fast way, honesty, not speak in the same language etc...)

TOOLS:

- Blackboard and chalks



Variant B

INSTRUCTIONS

- Words/sentences of variant A (e.g. parents' aggression, justifying child's bad behavior, parents' failure to keep their promises or to fulfill their obligations, not answering teacher's phone calls, being tired, dysfunctional family, reacting in a fast way, honesty, not speak in the same language etc...)

are written on post-its.

- Participants choose one of these and explain reasons.

TOOLS:

- Post-it
- Pen
- Blackboard where to arrange post it

TIME: 15'



Activity n°1.4

What emotions (negative or positive ones) do teachers feel while working with parents?

INSTRUCTIONS

- Discussion subject

Variant A. Brainstorming

Write down on a paper all the emotions participants could feel (satisfaction, joy, anger, sense of helplessness, feeling of being needed, etc...).

TOOLS:

- Cards made with pieces of paper/post it
- Pen
- A blackboard where to arrange cards



Variant B. "Imagine to be.. "

Cards represent feelings of variant A.

The group is divided into 2 parts, the first one is composed by teachers ; the second one by parents and the task is "choose an emotion that you feel when you are in an interview and talk about this

situation”.

TOOLS:

- Cards with emotion resulting by Variant A
- A blackboard where to arrange cards

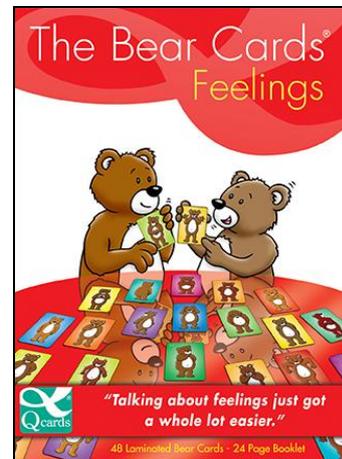


Variant C. “Bears”

- Spread out the cards, face up
- Each participants choose one or two cards that reflect feelings the participant feels when he/she is in an interview
- Each participant explain the choice

TOOLS:

The Bear Cards - Feelings, written and illustrated by John Veeken, published by Qcards, 2012



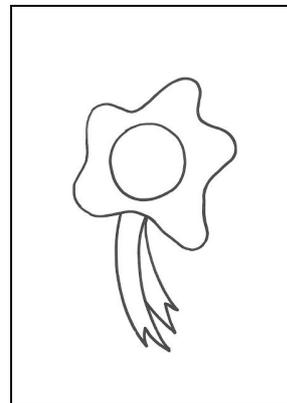
Variant D. “Draw your face... draw your emotion! “

- Each participant draw his/her face on a white paper, trying to represents their feelings and emotion felt when they are in an interview
- The participants write the main feeling felt and share their opinion with the group

TOOLS:

Instrument 4

- A copy of the instrument 4 per participants
- Crayons



TIME: 20'

Activity n°1.5

What types of parents would teachers differentiate?

(demanding parent, aggressive one, parent who wants to cooperate, parent with sense of helplessness, friendly parent, irresponsible one, resolute and determined parent, etc..)

INSTRUCTIONS

-Discussion about the subject

TOOLS:

- Blackboard and chalks

TIME: 10'



Activity n°1.6

Teachers-parents relationship

INSTRUCTIONS

In order to introduce the subject, trainer presents comic cartoons related to teachers-parents relationship.

Organise two groups: parents and teachers.

- Parents group reflects about: "what are parents' hopes from teachers?"
- Teachers group reflects about: "what are teachers' hopes from parents?"
- All together reflects about expectations of each group: "which one are achieved and which one not? Why?"

The trainer collects conclusions in a collage, in two columns about the aspects that benefit and complicate parents participations

1. Proposals are written down on the board.
The aim of that part of the training is mutual introducing with concrete situations that has happened to teachers and pedagogues during their work.
2. Brief discussion.

TOOLS:

- Comics (Instrument n° 5)
- Blackboard and chalks to take notes about reflections

Instrument n°4



TIME: 20'

Activity n°1.7

Practical exercises in groups: look at school with parent's eyes

INSTRUCTIONS

The Trainer creates 4 or 5 groups and gives a piece of information about one parent. (Instrument n°6).

The task of each group is to create a "portrait" or "portraits" of that parent, according to different criteria, such as:

- What can s/he think while going to school?
- What is his/her family situation?
- What is his/her attitude towards his/her child?
- What can s/he think about the teacher and the school?
- What can s/he feel?
- What can s/he think about her/himself?
- REMEMBER FOREIGN FAMILIES!

Aim of the exercise:

Not to look at a given problem from my own side only, but to try to understand the other point of view as well.

Try to see the situation with parent's eyes and see the reasons why s/he doesn't cooperate.

If we are able to define reasons for parents' avoidance of cooperation, then it may help us to choose adequate strategies in order to motivate and involve them into mutual work.

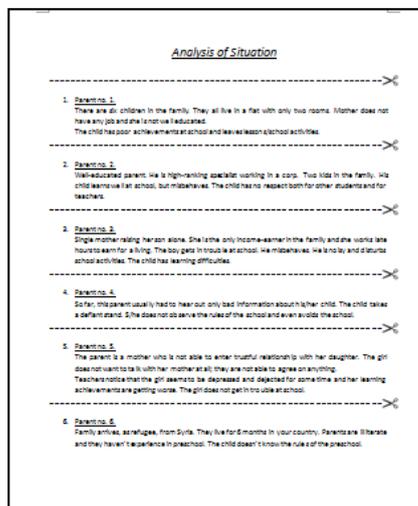
Usually teacher does not have the power to change parent's life circumstances, but when teacher understands, or tries to understand, that parent's situation is awkward, then it is reflected in teach-

er's attitude towards parent and his/her child. In turn this may help to succeed in encouraging parent to cooperation, even if s/he is not eager to cooperate at first.

TOOLS:

- Instrument n°6
- Scissors

Instrument n°6



TIME: 20'

Activity n°1.8

Practical advice on how to make cooperation with parents easier

INSTRUCTIONS

The trainer shows to participants photos of different teachers (Instrument n° 7).

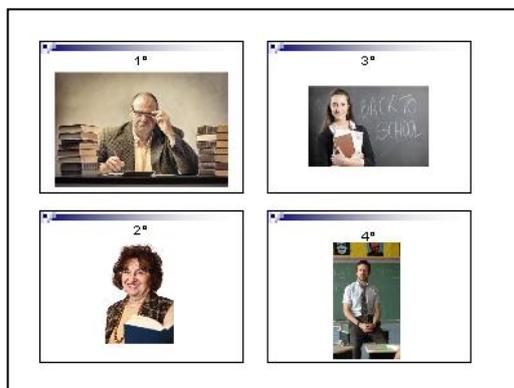
The task is to:

- Write down your very first impression about a particular teacher.
- Imagine how the conversation would go. What kind of conversation do you think you can expect?
- Group discussion

TOOLS:

- Slides of the Instrument n°7
- A computer with a projector
- A pen and a sheet to each participants where to take notes

Instrument n° 7



TIME: 10'

Activity n° 1.9

Discussion about cooperation.

INSTRUCTIONS

Discussion on basic rules that work in favor of good cooperation.

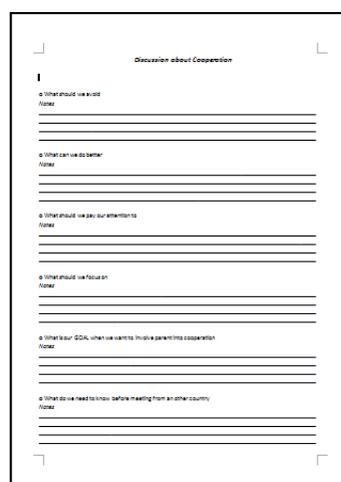
The trainer should guide the discussion following questions of the “Discussion about Cooperation” and taking some notes about results.

Short elaboration of rules is prepared and distributed among participants of the training.

TOOLS:

- A copy of the Instrument n°8 and a pen for the trainer
- A sheet where the trainer writes rules

Instrument n°8



Discussion about Cooperation

1. What should we avoid?
Name: _____

2. What can we do better?
Name: _____

3. What should we pay our attention to?
Name: _____

4. What should we focus on?
Name: _____

5. What about GdL, when we want to involve parents in cooperation?
Name: _____

6. What do we need to know before meeting from an other country?
Name: _____

TIME: 15'

Activity n°1.10

How to improve cooperation?

INSTRUCTIONS

Brainstorming (oral or on personal post-it)

Proposals in order to improve parents' participation and collaboration in school contexts.

- Give to each participant post-its to write the proposals
- Then, each participant put in a cardboard his/her post-its, while he/she is explain to the group his/her proposals

In the end, the group do the most interesting proposals evaluation/analysis.

Thinking up as many ideas as possible in order to encourage parents to cooperate (sending a letter or email, praising child for his/her work at school, asking parent to take part in school activities or to do something for the class, making a list of institutions that could help the family to solve a problem, Etc...).

Sharing own experience with other participants as far as effective ways to solve various kinds of problems are concerned.

What do we usually forget about?

Drawing attention to positive motivation: how to raise motivation through praising and putting the emphasis on positive aspects.

Choosing best proposals of most useful methods/strategies. Adding new.
Then, defining how to develop them.

Remind, with strangers participants it is important to:

- Use pictures as tools for information
- Use an interpreter (if needed)

TOOLS:

- Post-it
- A pen per participant
- Cardboard (box)

TIME: 20'



2. CONCLUSION ACTIVITIES

Activity 2.1

Summary

Feedback (final round; participants are asked to give an opinion on the training: Did the training expand my knowledge and skills? What are benefits of my participation in the training?).

Activity 2.2

Which are my expectations to develop my Future Action Plan?

INSTRUCTIONS

Personal Action Plan to develop next months.

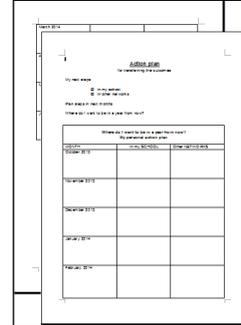
- Give the special sheet where each participant writes her/his personal action plan in the next months
- They write it in 15 minutes (it is an individual activity)
- Collect the sheets

- When the months fixed previously have passed, sent to each participant their plans in order to help them to reflect about their development

TOOLS:

- One copy of Instrument 9 per participant
- A pen per participant

Instrument n°9



The form is titled "INSTRUMENTO Nº 9" and contains a header section with fields for "NOME", "ENDEREÇO", "Cidade", "Estado", "País", "Telefone", and "E-mail". Below the header is a table with 4 columns and 4 rows. The columns are labeled "Mês", "Atividade", "Resultado", and "Observações". The rows are labeled "Janeiro", "Fevereiro", "Março", and "Abril".

Mês	Atividade	Resultado	Observações
Janeiro			
Fevereiro			
Março			
Abril			

TIME: 15'



Meeting No. 2

Subject: How to build up a good relationship with parents?

0. INITIAL EVALUATION and BRIDGING ACTIVITIES

0.1. Previous knowledge and expectations about the course (initial evaluation)

0.2. Bridge activity: a connection with previous meeting

1. ACTIVITIES TO DEVELOP THE TOPIC

1.1. What helps to establish good relations with others? What hinders our good relations with others?

1.2. *Practical exercises*

1.3. Films

1.4. Communication styles

2. CONCLUSION ACTIVITIES

2.1. Summary

2.2. Which are my expectations to develop my Future Action Plan?

*. ENCLOSED

0. INITIAL EVALUATION and BRIDGING ACTIVITIES

Activity 0.1

Content: previous knowledge and expectations about the course (initial evaluation)

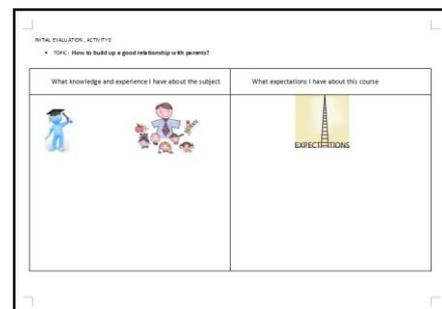
INSTRUCTIONS

- Share out one card with two columns to each participant: what knowledge and experience I have about the subject and what expectation I have about the course
- Collect the cards and share them out randomly among the participants, telling this message : “find the person who has written this and talk with him/her 5 minutes about what he/she has written”
- Then, each person presents his/her partner to the group
- The coordinator collects the two columns with the previous knowledge and expectation.

TOOLS:

- One copy of the Instrument n°9 per participant
- One pen per participant
- A notebook for the trainer
- A pen for the trainer

Instrument n° 10



INITIAL EVALUATION ACTIVITY

• TOPIC: How to build up a good relationship with parents?

What knowledge and experience I have about the subject 	What expectations I have about this course 
---	---

TIME: 10'

Activity 0.2: Bridge: a connection with previous meeting

Variant A

Trainer connects new activities with the ones of the first focus.

1. Are there any question or doubt about last meeting?
2. Do you have any reflection, comment or idea you want to share with the group?

Each answer is given to the whole group, in this way it will be easier to solve doubts and create some discussion or reflection.

Variant B

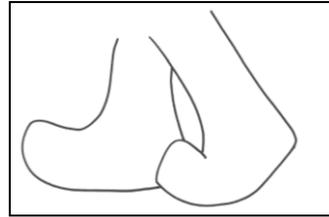
- The trainer gives a copy of instrument n° 11 per participants
- Each one think about the first meeting and writes his/her opinion about: “What will you

bring with you after the last meeting?"

TOOLS

- One copy of the Instrument n°11 per participant
- One pen per participant

Instrument n° 11



TIME: 10'

1. ACTIVITIES TO DEVELOP THE TOPIC

Activity 1.1

*What helps to establish good relations with others?
What hinders our good relations with others?*

Variant A

INSTRUCTIONS

1. Brainstorming on the topic: "What helps to establish good relations with others?"

- If the family speaks the same language
- If family doesn't speak the same language

Basic rules are written down on the board

(e.g. involvement, kindness, friendliness, positive voice tone, showing respect, having meeting at appropriate time, active listening, non-verbal aspects of communication, keeping smile, keeping eye contact, having positive attitude towards interlocutor, being concentrated on good sides of a given situation, praising, encouraging, passing an information in a clear way, being self-confident, resolute and determined).

2. Brainstorming on the topic: "What hinders our good relations with others?"

- If the family speaks the same language
- If family doesn't speak the same language

Basic rules are written down on the board

TOOLS:

- Blackboard and chalks



Variant B

INSTRUCTIONS

Cards (Instrument n°12) are mixed and arranged on the table.

The group is divided in smaller groups and each group has two sheets: in the first one they should write down which elements they think it is important, in the second one the elements they don't want to use. Groups must choose where put cards and explain why.

TOOLS:

Instrument n° 12

- Pens
- Instrument n°12
- Scissors to cut cards
- 2 papers for each group

non-verbal side of communication	unpleasant voice tone	lack of smile
showing disrespect	accusing	concentration mostly on negative aspects of situation
interrupting	a deep personal conviction that "I am right"	personal prejudices
lack of information	personal emotions	having meeting at inappropriate time
incomplete information,	lack of self confidence	being too confident
cultural differences and traumatic experiences	being in a hurry	avoiding eye contact
reproaching parents or students (e.g. for always being late)	stereotypes	acting in a haste

TIME: 15'

Activity 1.2

Practical exercises

INSTRUCTIONS

Introducing participants with photos of different people (Instrument 13).

The task is to:

- Write down your very first impression about a particular person
- Imagine how the conversation would go. What kind of conversation do you think you can expect?

The opposite: what others may think about me?

Discussion. Drawing conclusions.

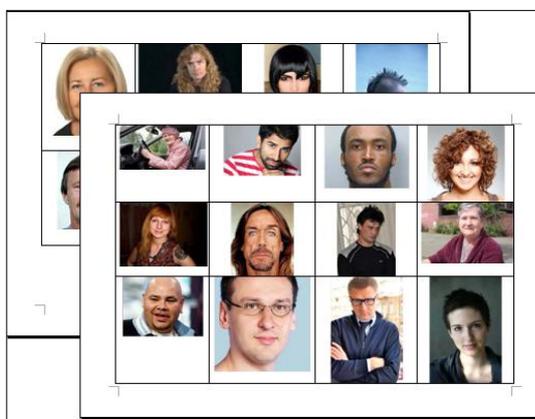
Aim of the exercise:

To make participants aware that our first impressions about people we meet as well as stereotypes that we are driven by, can have a strong impact on the way we create relations with parents and on the way we lead a conversation with them, even though we don't realize that.

TOOLS:

- Photos cut from Instrument n°13
- Scissors

Instrument n°13



TIME: 10'

Activity 1.3

Films

INSTRUCTIONS

Participants are divided into 3-4 groups. Each group is introduced with a short film (up to 10 minutes). The film shows a conversation between some people.

The task for group is to answer to some questions (Instrument n°14) related to the analysis of the movie.

Discussion in group (about 15 minutes , for each part of the movies). To define factors that are in favor of effective and positive communication; to define elements that are disruptive; by using films fragments.

TOOLS:

Instrument n°14

- Proposals of movie fragments:

Dangerous Minds, 1995, directed by John N. Smith(scene of talk between a teacher and a student's mother)

Coffee and Cigarettes, 2003, directed by Jim Jarmush (one of eleven short etudes that show various conversations)

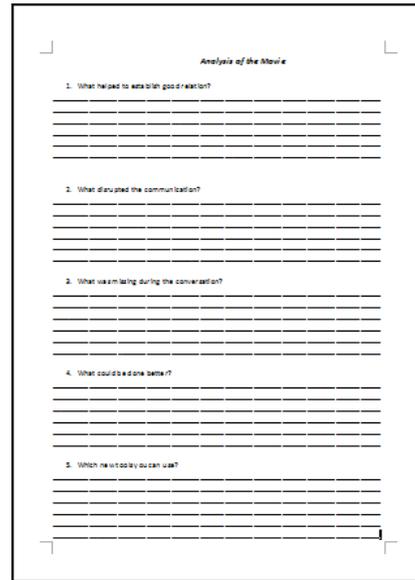
The flower of my secret (La flor de mi secreto), 1995, directed by Pedro Almodovar (scene that shows conversation between a man and a woman)

Etre et avoir, 2002, directed by Nicholas Philibert (scene that shows conversation between a mother and a teacher)

The Class, 2008, directed by Laurent Cantet. This movie represents the situation of multicultural classes of nowadays life.

- A copy of Instrument n° 12 and a pen per participants

TIME: 20'



Analysis of the Movie

1. What helped to establish good relation?

2. What disrupted the communication?

3. What was missing during the conversation?

4. What could be done better?

5. Which relationship could last?

Activity 1.4. Communication styles

Variant A: INSTRUCTIONS

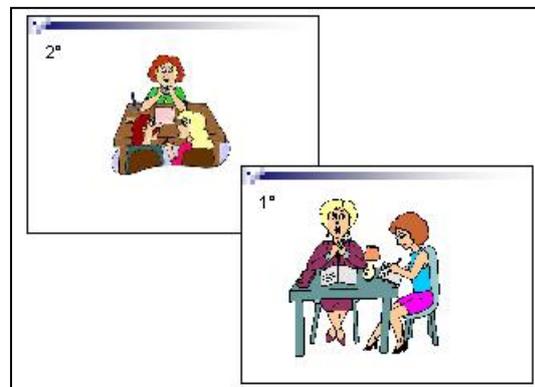
Trainer shows two pictures representing different communicative styles (Instrument 15).

The group should describe pictures thinking about positive and negative elements of each one. The trainer, in the same time, creates a collection of ideas. Drawing conclusions.

TOOLS:

- A computer with a projector
- Slides 1°, 2° (Instrument n°15)
- Blackboard and chalks for the trainer to create the brainstorming

Instrument n° 15



Variant B. Role playing

Trainer shows select two participants, to represent different situations about different communicative styles.

The group should describe situation thinking about positive and negative elements of each one. The trainer, in the same time, creates a collection of ideas.

Drawing conclusions.

TOOLS

- Blackboard and chalks for the trainer to create the brainstorming

TIME: 15'

2. CONCLUSION ACTIVITIES

Activity 2.1.

Summary

Feedback given by the participants (final round, participants are encouraged to assess the usefulness of the training and to share any ideas, conclusions and proposals).

Activity 2.2.

My future action plan

Which are my expectations to develop my Future Action Plan?

INSTRUCTIONS

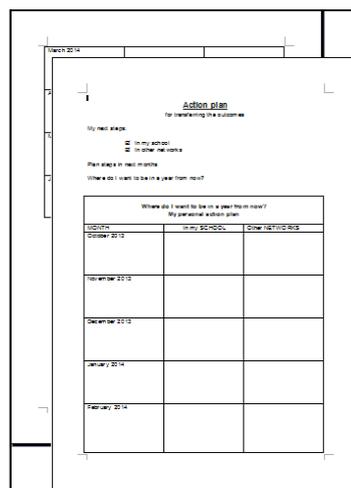
Personal Action Plan to develop next months.

- Give the special sheet where each participant writes her/his personal action plan in the next months
- They write it in 15 minutes (it is an individual activity)
- Collect the sheets
- When the months fixed previously have passed, sent to each participant their plans in order to help them to reflect about their development

TOOLS:

- A copy of Instrument 9 per participant
- A pen per participant

Instrument n°9



Action plan
for improving the customer

My next steps:

In my school

In other networks

Plan steps in next months:

Other do I want to be in a year from now?

Where do I want to be in a year from now?
My personal action plan:

Month	My SCHOOL	Other NETWORKS
October 2013		
November 2013		
December 2013		
January 2014		
February 2014		

TIME: 15'

* ENCLOSED

Enclosed

“WELCOME FOCUS (1° Year of Primary School)”

INSTRUCTIONS

This material can be used with teachers of Primary School. The unit develops how to welcome and involve parents during the first meeting.

IN THE CLASSROOM WITH PUPILS

Before the meeting, teacher explains to the class that each one should draw a bee with their name, and leave it on their desks as a surprise for parents’ meeting.

THE MEETING

1. The meeting begins:
 - Parents are looking for the bee with the name of their son or daughter and they sit down in the desk of the child
 - Parents get to know their “desk mate”, connecting the name of the children to the one of the parent: the teacher, in this way, can link the child to the parent in a simple and efficient way
2. Teacher introduces his/herself and the team of the classroom. She/He explains the aim of the meeting:
 - To know each other
 - To compare
 - To share ideas of the school
 - Election of the Class representative
3. Teacher asks to parents to introduce their selves and their son/daughter to the group, investigating about which classmates are the most common in child’s mind.
4. Teacher gives to parents the paper to collect some more information about each pupil. This paper won’t be read by the participants but just filled in by each parent. This instrument will be analysed during the first individual counselling
5. The teacher explains the topics of the day through a symbol (a daisy) using Enclosed n° 1

The teacher explains each topic

- a. Rules in the classroom
- b. Time for the break
- c. Management of positive and negative behaviours
- d. Time for comparison and questions
- e. Election of the parents leader and definition of this specific role
- f. Next meetings and individual counselling

TOOLS:

- Power Point Presentation “Welcome Focus”
- A computer with a projector



Meeting No. 2

Subject: How to talk on difficult issues regarding children?

0. INITIAL EVALUATION and BRIDGING ACTIVITIES

0.1. Previous knowledge and expectations about the course (initial evaluation)

0.2. Bridge: Connection with previous meeting

1. ACTIVITIES TO DEVELOP THE TOPIC

1.1. What topics (issues) are difficult for teachers to talk about with parents?

1.2. Rules of efficient communication.

1.3. Roleplaying

1.4. How should we talk about some difficult cases? What was the most difficult in that situation?

2. CONCLUSION ACTIVITIES

2.1. Drawing conclusions and discussion. Feedback.

2.2. Which are my expectations to develop my Future Action Plan?

0. INITIAL EVALUATION and BRIDGING ACTIVITIES

Activity 0.1

Content: previous knowledge and expectations about the course (initial evaluation)

INSTRUCTIONS

- Share out one card with two columns to each participant: what knowledge and experience I have about the subject and what expectation I have about the course
- Collect the cards and share them out randomly among the participants, telling this message: “find the person who has written this and talk with him/her 5 minutes about what he/she has written”
- Then, each person presents his/her partner to the group
- The coordinator collects the two columns with the previous knowledge and expectation.

TOOLS:

- A copy of Instrument 16 per participant
- A pen per participant

Instrument 16

INITIAL EVALUATION - ACTIVITY 0	
TOPIC: HOW TO GIVE A POSITIVE WAY DIFFICULTIES	
What knowledge and experience I have about the subject	What expectations I have about this course
	

TIME: 10'

1. ACTIVITIES TO DEVELOP THE TOPIC

Activity 1.1

What topics (issues) are difficult for teachers to talk about with parents?

INSTRUCTIONS

1. Trainer writes down on the participants' ideas concerning the most difficult and the most important topics (e.g. personal hygiene, eating disorders (bulimia, anorexia), suicide thoughts, acts of self-mutilation, student's pregnancy, suspicion of student's involvement in criminal or aggressive/violent actions/groups, psychoactive substances, suspicion of child's mental/psychiatric disorder, suspicion of child's developmental disorders).

2. Discussion: *why those issues are difficult to talk about?*

Trainer makes the list of possible reasons

(e.g. fear of parents' reaction; fear of losing child's trust; lack of knowledge about a given disorder; anxiety about possible legal consequences such as duty to give evidence or to testify; feeling of being threatened; embarrassment; a sense of helplessness; parent's denial of a problem; brushing aside and trivialization of a problem; having incomplete information concerning a child and his/her situation/environment; insufficient teacher's competence; lack of institutions that would be able to help parents to solve a problem.)

TOOLS:

- Blackboard and chalks



TIME: 10'

Activity 1.2

Rules of efficient communication.

INSTRUCTIONS

The trainer creates a brainstorming following some questions for the group:

How to arrange such conversation?

What should we have in our mind while talking with parents on difficult issues?

What is our goal when we try to pass awkward information to a parent?

TOOLS:

- Blackboard and chalks
- Notebook and a pen for the trainer
- Power Point Presentation “Check List for the Trainer” The “Check List for Trainer” is useful for the trainer to guide the discussion, following some principles and rules.



TIME: 10'

Activity 1.3

Discussion, recapitulation and conclusions.

INSTRUCTIONS

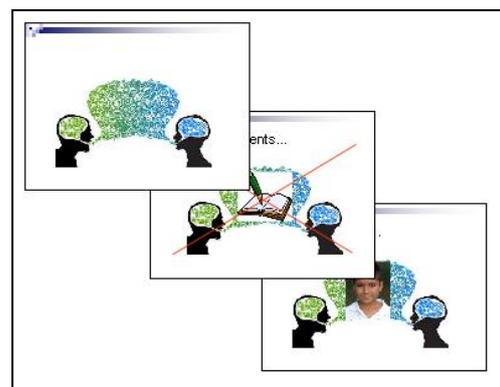
During the final discussion we can use pictures to explain the focus of the communication.

The focus of the communication must be on child and not on contents.

TOOLS:

- A computer with a projector
- Slides of Instrument n° 17

Instrument n° 17



Activity 3.2

Discussion, recapitulation and conclusions.

INSTRUCTIONS

The trainer introduce the instrument n'18 and analyze together with learners the picture

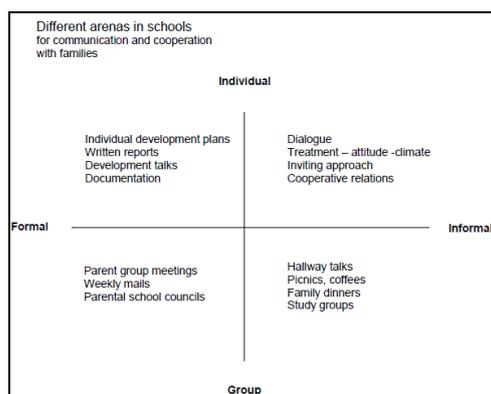
TOOLS

- A computer with a projector
- Myndigheten för skolutveckling. (2008) *Vi lämnar till skolan det käraste vi har...Om samarbete med föräldrar – en relation som utmanar.* (Free translation from page 188.)

<http://www.skolverket.se/publikationer?id=2070>

TIME: 15'

Instrument n° 18



Activity 1.4

Roleplaying

Variant A

INSTRUCTIONS

In each scene (Instrument 19) we are free to focus on some selected aspects of efficient conversation: one person plays role of a teacher and one person plays role of a parent.

TOOLS:

- A computer with a projector to show the Instrument 1719

Instrument 19

Sample scenes

- SCENE 1
One tutor suspects that one of his students has committed acts of self-mutilation. Other students claim that they have recognised self-mutilation marks on her hand during physical education lessons (she performs a cartwheel). The principal instructs a serious search.
- SCENE 2
Student does not care about his personal hygiene. This, sometimes it happens that he meets personal hygiene standards, but usually other students see him unshowered, with dirty nails and wearing heavily soiled clothes. One tutor is aware of the problem and of the fact that other schoolmates laugh at the student. He arranges a talk on that issue between the school nurse and the student. He talks with the rest of the class as well. However, the situation does not change.
- SCENE 3
One tutor suspects that one of his students takes psychoactive substances. The student seems to be drugged during lessons and his reactions are slow. He often is accompanied by other colleagues from out of school.

Variant B

“Controlled conversation”

INSTRUCTIONS

(based on: E.Brudnik, A. Moszyńska, B. Owczarska, *Me and my student working actively. Guidebook to stimulation methods*, 2000).

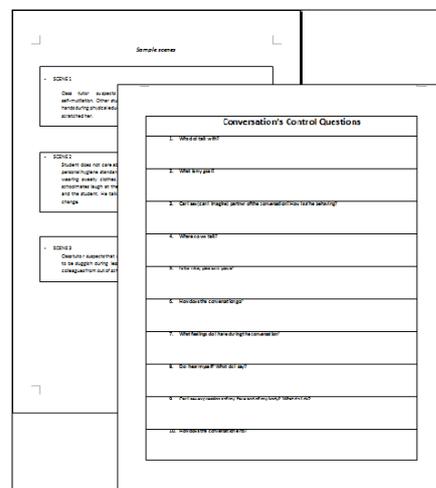
- The trainer explains to participants to imagine a conversation (see the schedule “Sample scenes” (Instrument 19) for some examples): they should think how it could be.
- Discussion on roles played/particular scenes.
- Discussion on how particular conversations went.
- What did we manage to accomplish and why? What helped us to achieve intended goals? What else should be a matter of our attention?
- Each participant, should write down answers of the schedule “Conversation’s Control Questions” (Instrument 20).

This method will help you to prepare yourself for having difficult talks and to solve problems or conflicts in a constructive way. You will have the chance to use and improve your imagination as well. Thanks to that the group is enabled to analyze stages and course of the invented conversation.

TOOLS:

- A pen and a copy of the Instrument 20 per participant
- A computer with a projector to show the Instrument 19

Instrument 19 and Instrument 20



Sample scenes

SCENE 1
 One father is absent and his wife is very busy. The other day, the student is very sad and the teacher is very sad.

SCENE 2
 Student does not have any friends. The teacher is very sad and the student is very sad. The teacher is very sad and the student is very sad.

SCENE 3
 One student is very sad and the teacher is very sad. The student is very sad and the teacher is very sad.

Conversation's Control Questions

1. What is the topic?
2. What is the goal?
3. What is the main problem?
4. What is the main problem?
5. What is the main problem?
6. What is the main problem?
7. What is the main problem?
8. What is the main problem?
9. What is the main problem?
10. What is the main problem?

Variant C

“The antidote”

INSTRUCTIONS:

(Based on: Gutiérrez, R. *El juego de grupo como elemento educativo*. Editorial CCS. Madrid 1997)

It is a role-playing game in which two people argue for an orange to save the loved person life, without knowing that solution can be found sharing the skin and pulp.

The person asks for two volunteers and makes them leave the room with roles assigned to prepare them. Then, he put a table in the center and two chairs one in front of the other. In those chairs the volunteer participants sit when they return. In the center of the table there is an orange.

Volunteers come into the room and have to discuss in order to reach their goal.

Finally, the coordinator involves the observers with different questions: What arguments have used in the search for solutions? What solutions have been sought? How were non verbal language?...

TOOLS:

- Orange.
- A table with two chairs.
- Instrument 23

Instrument 23



Variant D

“Six thinking hats” (from: de Bono, Edward (1985). *Six Thinking Hats: An Essential Approach to Business Management*. Little, Brown, & Company.)

INSTRUCTIONS

The trainer explains to the participants to discuss about one of the scenes of the Instrument 19, during a teacher meeting.

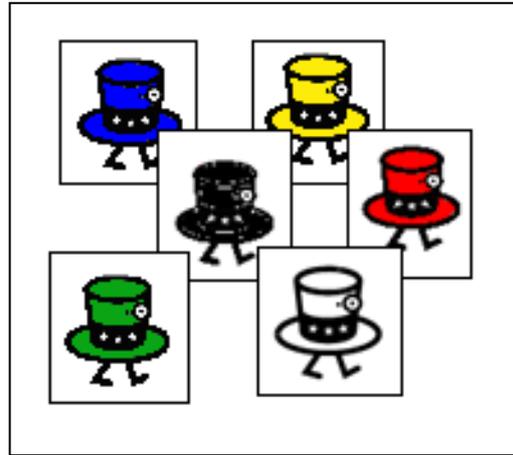
The discussion is organized using some cards called “Thinking Hats” (Instrument 21), in this way:

- After an individual analysis of the situation, the group discuss about their own ideas of the situation
- The trainer gives a hat-card to each participants. Everyone should talk acting the characteristic of the hat
- Exchange of hat-cards
- Everyone comes back to his/her personal characteristics
- Analysis and discussion of the exercise

TOOLS:

- Hat-cards
- Scissors to cut Hat-cards
- Power Point Presentation "Thinking Hats"

Instrument 21



TIME: 15'

Activity 1.5

How should we talk about some difficult cases? What was the most difficult in that situation?

INSTRUCTIONS

Discussion on particular case (real situation from school life or case prepared by the trainer). After that, the trainer explains rules to analyze particular problems using the Power Point

TOOLS:

- A copy of Instrument 22 per participant
- A computer with a projector for the trainer

Instrument 22



TIME: 15'

2. CONCLUSION ACTIVITIES

Activity 2.1

Drawing conclusions and discussion. Feedback.

Participants are encouraged to assess the usefulness of the training and to share any ideas, conclusions and proposals with others.

Activity 2.2

Which are my expectations to develop my Future Action Plan?

INSTRUCTIONS

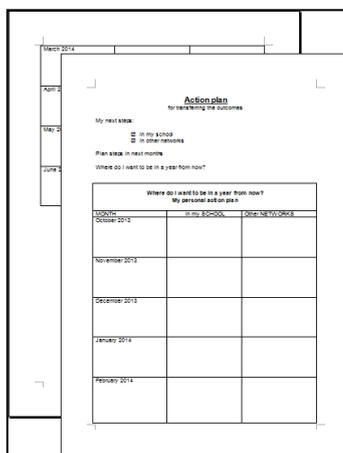
Personal Action Plan to develop next months.

- Give the special sheet where each participant writes her/his personal action plan in next months
- They write it in 15 minutes (it's an individual activity)
- Collect the sheets
- When the months fixed previously have passed send to each participant their plans in order to help them to reflect about their development

TOOLS:

- One copy of Activity 8 per participant
- A pen per participant

Instrument 8



Action plan
for teaching the parents

My next steps:

in my school

in other resources

Plan steps in next months

Where do I want to be in a year from now?

Where do I want to be in a year from now? My personal end goal is:	SCHOOL	IN MY SCHOOL	OUTSIDE MY SCHOOL
October 2013			
November 2013			
December 2013			
January 2014			
February 2014			

TIME: 15'



Instrument 0a

If I was...

An animal _____

A place _____

A hobby _____

Instrument 0c

”Contact Bingo”

Find someone who.....

Has a red car	Is born in May	Likes to go fishing
Is tired in the morning	Enjoys classical music	Has visited Paris
Is fond of cats	Snores when sleeping	Has an electrical tooth-brush

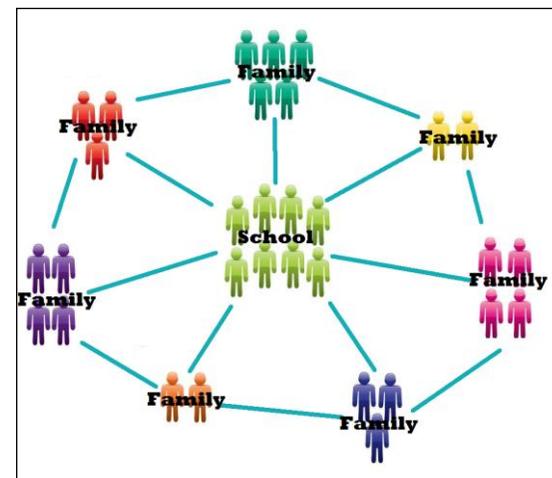
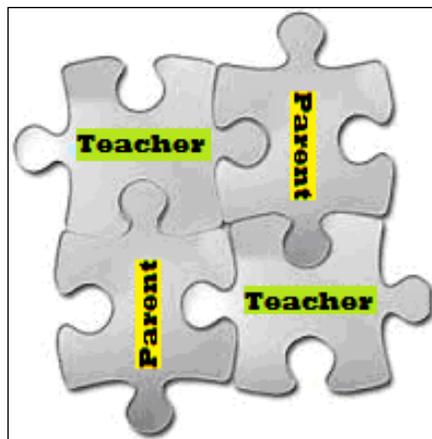
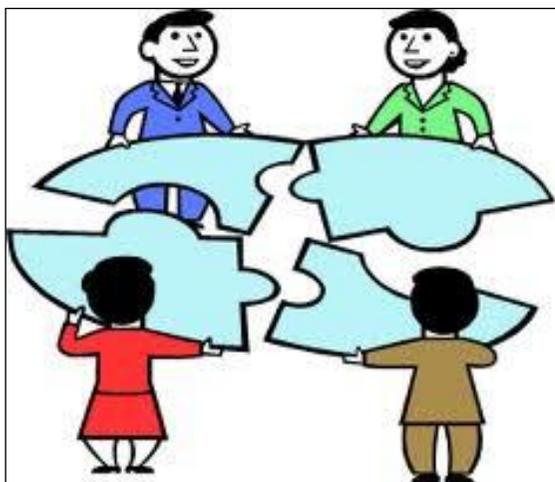
.... Yell BINGO! When you have filled in all the squares

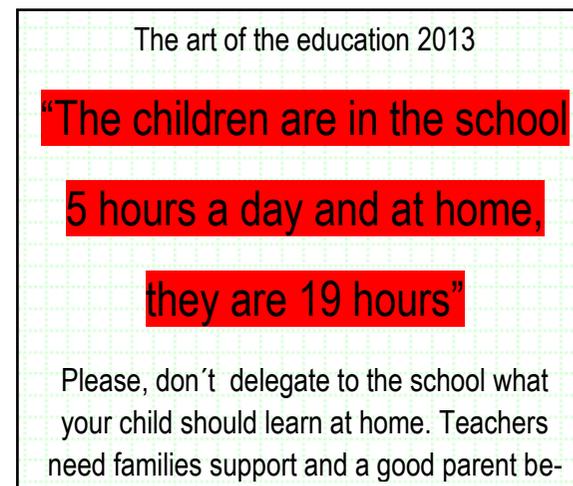
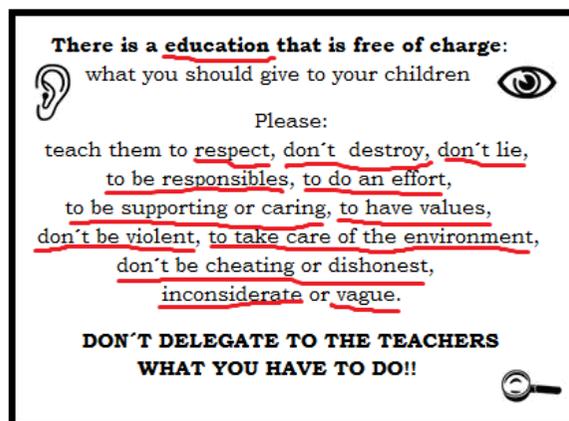
Instrument 1

TOPIC: HOW TO **INVOLVE** AND **MOTIVATE** FAMILIES TO MEET YOU and HOW TO REACH A **COOPERATIVE RELATION** WITH PARENT

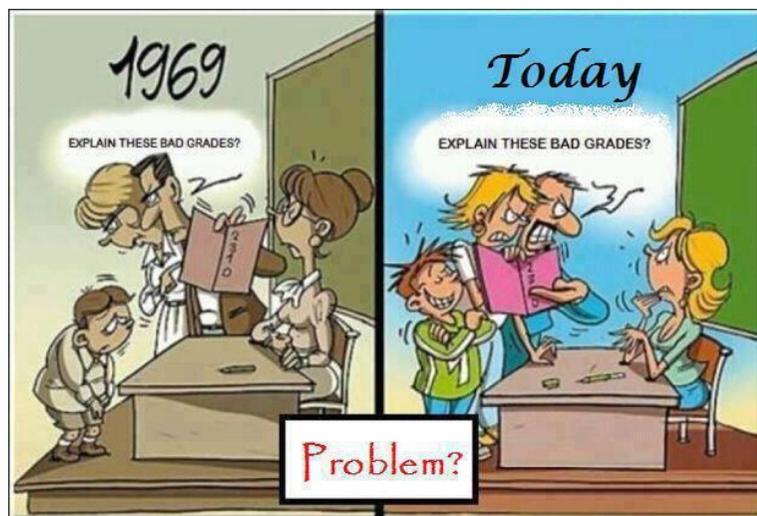
What knowledge and experience I have about the subject	What expectations I have about this course
	

Instrument 2





Instrument 3



SLIDE 1

Author: Emmanuel Chaunu

Web: <http://tonyatko.com/1969-vs-today-explain-bad-grades/>



SLIDE 1a

Author: Signe Wilkinson

Web: <http://theprincipal.blogspot.com.es/2011/03/from-nations-catroonists.html>



SLIDE 1b

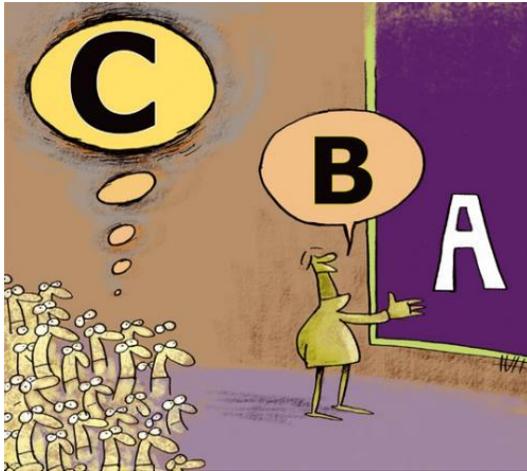
Author: Signe Wilkinson



SLIDE 2

Author: Philip Martin

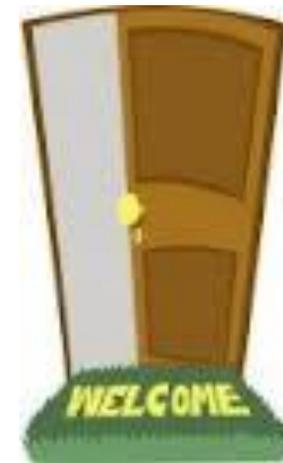
<http://www.phillipmartin.info/clipart/homepage.htm>



SLIDE 3



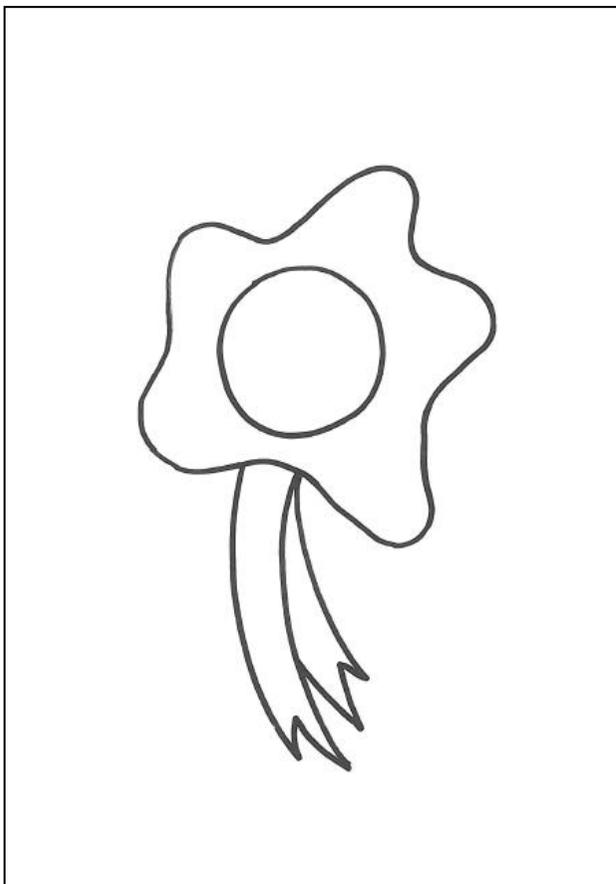
SLIDE 4



<http://thegoodnessgrows.com/wp-content/uploads/2011/07/misunderstanding.jpg>



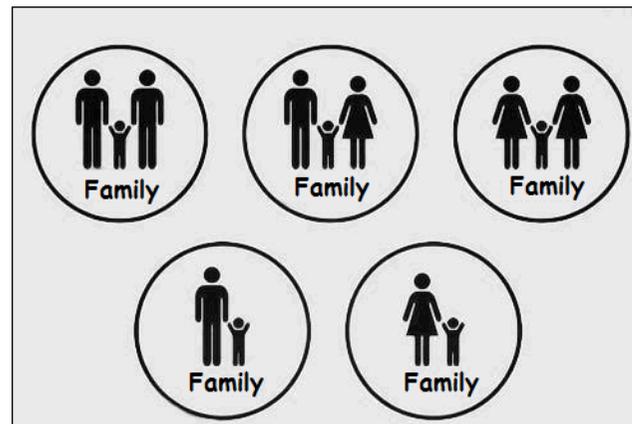
Instrument 4



Instrument 5



Web: www.e-faro.info





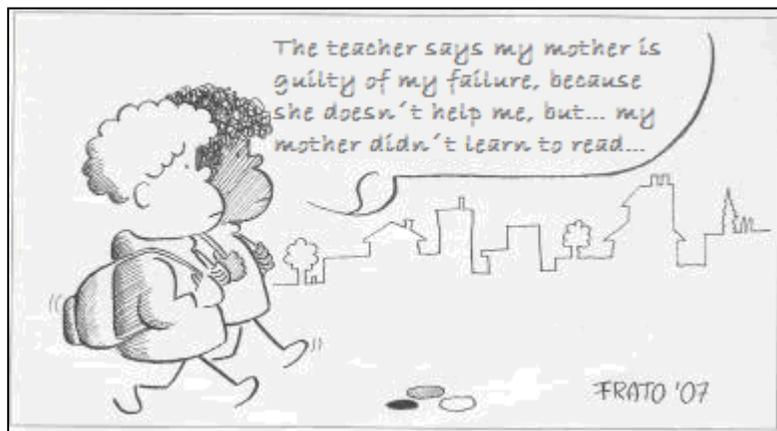
Web: www.e-faro.info

**WHAT TEACHERS
DON'T DARE TO SAY TO PARENTS:**

- "Your child doesn't have limits at home"
- "In your house, there is no enough dialogue. Only 15 minutes per day would make a difference".
- "Don't allow to your child watching TV so many hours".
- "I enjoy a lot your work, but it's your child who ought to do the task".
- Don't blame about the amount of task that your child has to do. If he/she doesn't study now... when will she/he do it?
- When I was a child and I did something wrong, my parents challenged me, they didn't criticize to the teacher
- Why I have to do parents meetings in my free time if you don't bother coming here?
- Does you love your child? Give her/him more affection or care.
- Although your child seems to be older, he or she already needs you. You are first educators and you shouldn't delegate this responsibility to others.

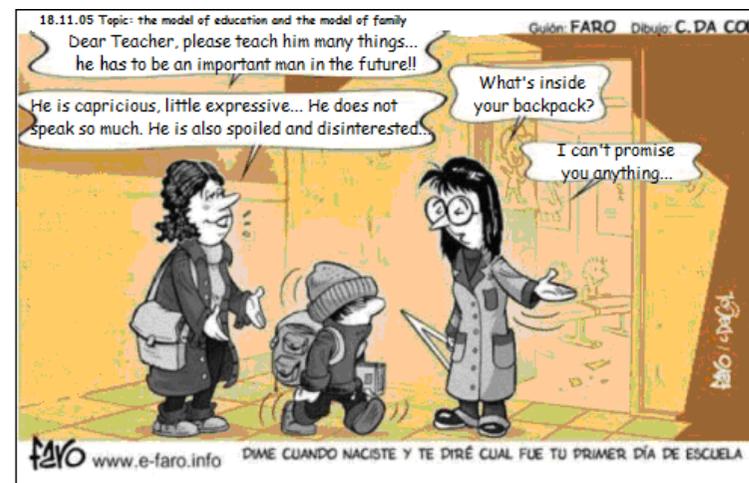


Web: www.universaluclick.com



Author: Francesco Tonucci

Web: <http://otra-educacion.blogspot.com.es/>



Web: www.e-faro.info

Instrument 6

Analysis of Situation

----- 

1. Parent no. 1.

There are six children in the family. They all live in a flat with only two rooms. Mother does not have any job and she is not well educated.

The child has poor achievements at school and leaves lessons/school activities.

----- 

2. Parent no. 2.

Well-educated parent. He is high-ranking specialist working in a corp. Two kids in the family. His child learns well at school, but misbehaves. The child has no respect both for other students and for teachers.

----- 

3. Parent no. 3.

Single mother raising her son alone. She is the only income-earner in the family and she works late hours to earn for a living. The boy gets in trouble at school. He misbehaves. He is noisy and disturbs school activities. The child has learning difficulties.

----- 

4. Parent no. 4.

So far, this parent usually had to hear out only bad information about his/her child. The child takes a defiant stand. S/he does not observe the rules of the school and even avoids the school.

----- 

5. Parent no. 5.

The parent is a mother who is not able to enter trustful relationship with her daughter. The girl does not want to talk with her mother at all; they are not able to agree on anything. Teachers notice that the girl seems to be depressed and dejected for some time and her learning achievements are getting worse. The girl does not get in trouble at school.

----- 

6. Parent no. 6.

Family arrives, as refugee, from Syria. They live for 6 months in your country. Parents are illiterate and they haven't experience in preschool. The child doesn't know the rules of the preschool.

Family no 1

Family with four children who has come to our country as refugees from Syria. They are staying at a refugee camp, waiting for their residence permit. Two children are going to be at your pre-school. The other two are going to comprehensive school.



Family no 2

This family moved to our country from Poland. A little boy, 1,5 years of age is going to start at your pre-school. Both parents work as medical doctors at the hospital. They lived here for four years. Their son is born in our city.



Family no 3

Family of mother coming from Eritrea, who came as a refugee two years ago together with her little daughter. The little girl is 3 years old, and she is going to start pre-school. Her mother is going to study our language for immigrants.



Family no 4

This family are four persons; mother, father, daughter 8 and son 4 years old. The father works as an administrator at an big insurance company, the mother is working as an interpreter. The parents are in origin from Iran, and moved to our country with their parents during the 1980,s. Family has just moved to our city from another city nearby. The son is starting pre-school.



Family no 5

This is a family with a single father and his four children, by origin from Albania. The family has been living in the capital for some years and just moved to our city because they have relatives here. The father is searching for work. The two elder children started school just after Christmas, and the younger ones are starting pre-school.



Family no 6

Family of five persons: mother, father and a little girl, and two elder children who moved to our country from Thailand with their mum. The father is born and raised in our city. The little girl is 2 years old and is going to pre-school.



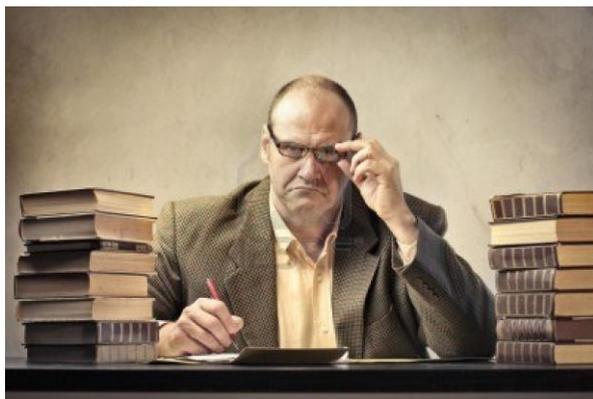
Family no. 7

Family arrives, as refugee, from Syria. They live for 6 months in your country. Parents are illiterate and they haven't experience in preschool. The child doesn't know the rules of the preschool.

Instrument 7



1°



2°



3°



4°



<http://www.skuela.net/news/scuola/professori.html>

Instrument 8

Discussion about Cooperation

- What should we avoid

Notes

- What can we do better

Notes

- What should we pay our attention to

Notes

- What should we focus on

Notes

○ What is our GOAL when we want to involve parent into cooperation

Notes

○ What do we need to know before meeting from an other country

Notes

Instrument 9

Action plan

for transferring the outcomes

My next steps:

- In my school
- In other networks

Plan steps in next months

Where do I want to be in a year from now?

Where do I want to be in a year from now? My personal action plan		
MONTH	In my SCHOOL	Other NETWORKS
October 2013		

November 2013		
December 2013		
January 2014		
February 2014		
March 2014		
April 2014		

May 2014		
June 2010		

Instrument 10

- TOPIC: **How to build up a good relationship with parents?**

What knowledge and experience I have about the subject	What expectations I have about this course
	

Instrument 11



non-verbal side of communication	unpleasant voice tone	lack of smile
showing disrespect	accusing	concentration mostly on negative aspects of situation
interrupting	a deep personal conviction that "I am right"	personal prejudices
lack of information	personal emotions	having meeting at inappropriate time
incomplete information,	lack of self-confidence	being too confident
cultural differences and traumatic experiences	being in a hurry	avoiding eye contact
reproaching parents or students (e.g. for always being late)	stereotypes	acting in a haste

Instrument 12

Instrument 1





Instrument 14

Analysis of the Movie

1. What helped to establish good relation?

2. What disrupted the communication?

3. What was missing during the conversation?

4. What could be done better?

5. Which new tools you can use?

Instrument 15



1°



2°



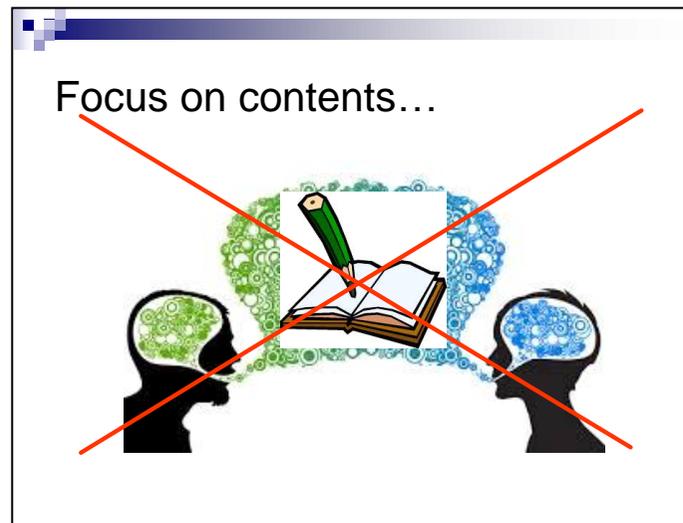
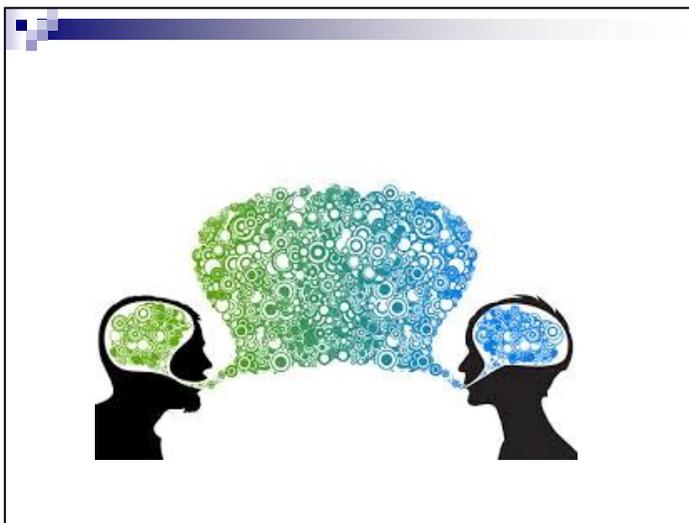
[8http://andromedababe.wordpress.com/](http://andromedababe.wordpress.com/)

Instrument 16

- TOPIC: HOW TO GIVE A POSITIVE WAY DIFFICULT ISSUES

What knowledge and experience I have about the subject	What expectations I have about this course
	

Instrument 17

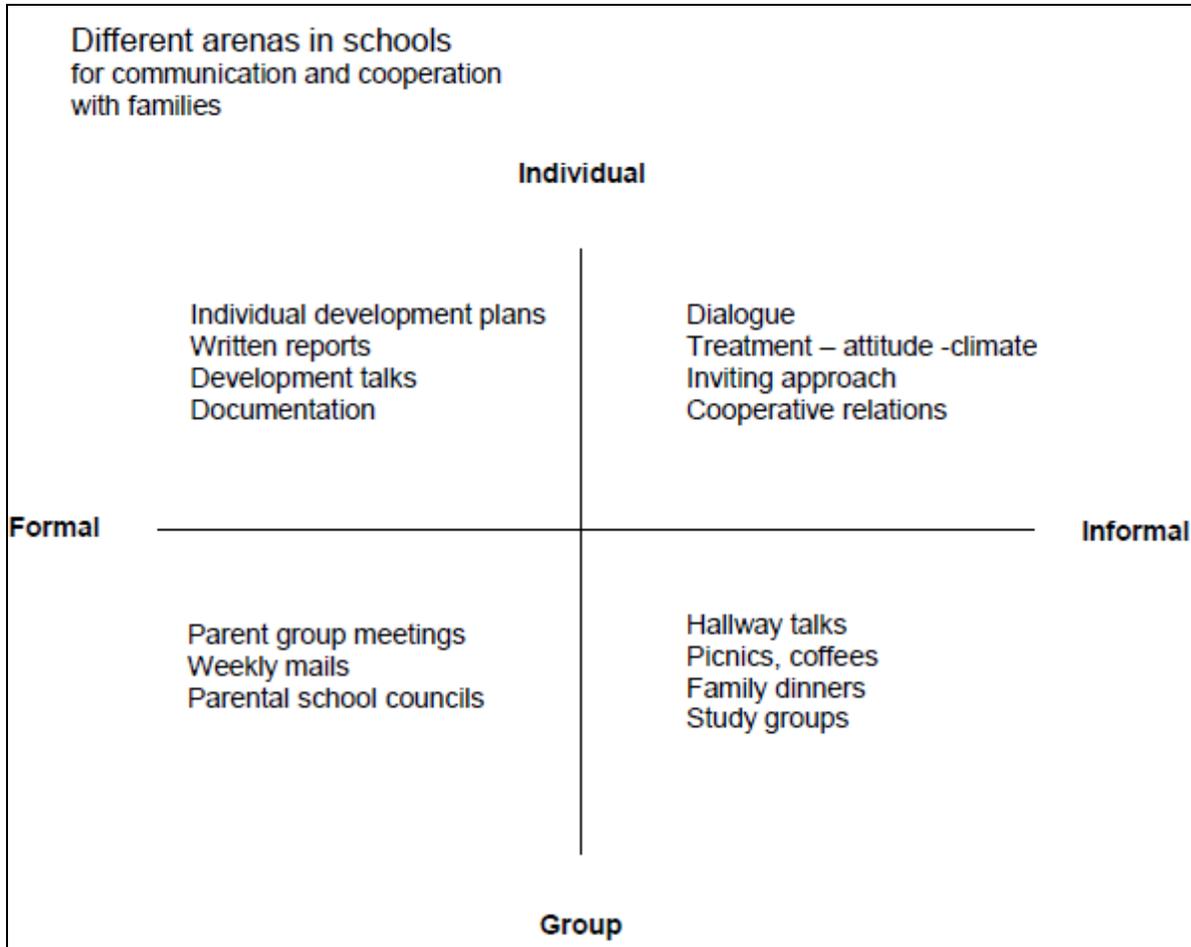


Focus on pupil....



Slide 3

Instrument 18



(Myndigheten för skolutveckling. (2008) *Vi lämnar till skolan det käraste vi har...Om samarbete med föräldrar – en relation som utmanar.*
 (Free translation from page 188.) <http://www.skolverket.se/publikationer?id=2070>

Instrument 19

Sample scenes

- SCENE 1

Class tutor suspects that one of his students has committed acts of self-mutilation. Other students claim that they have recognized self-mutilation marks on her hands during physical education lessons (she definitely cut herself). The girl claims that a cat just scratched her.

- SCENE 2

Student does not care about his personal hygiene. True, sometimes it happens that he meets personal hygiene standards, but usually other students see him unwashed, with dirty nails and wearing sweaty clothes. Class tutor is aware of the problem and of the fact that other schoolmates laugh at the student. He arranges a talk on that issue between the school nurse and the student. He talks with the rest of the class as well. However, the situation does not change.

- SCENE 3

Class tutor suspects that one of his students takes psychoactive substance. The student seems to be sluggish during lessons and his reactions are slow. He often is accompanied by elder colleagues from out of school.

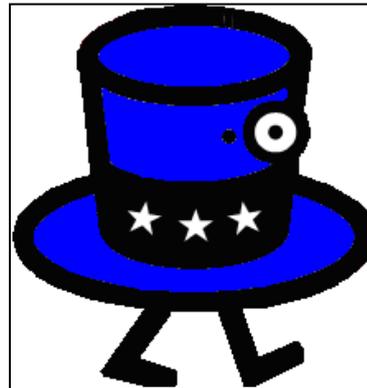
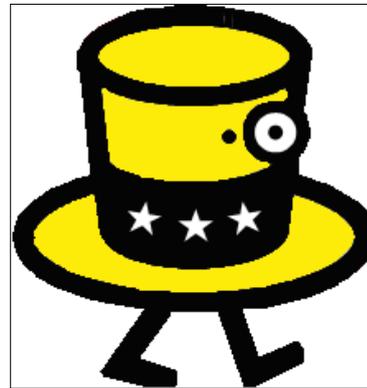
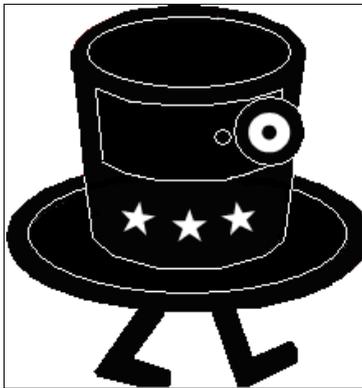
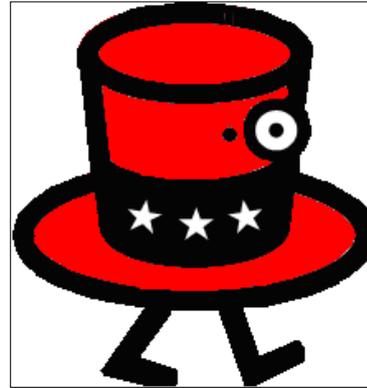
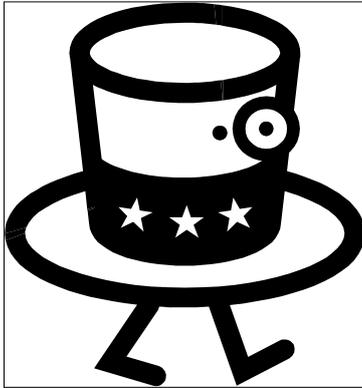
Instrument 20

Conversation's Control Questions <i>(version A)</i>	
1.	Who do I talk with?
2.	What is my goal?
3.	Can I see (can I imagine) partner of the conversation? How is s/he behaving?
4.	Where do we talk?
5.	Is it a nice, pleasant place?
6.	How does the conversation go?
7.	What feelings do I have during the conversation?
8.	Do I hear myself? What do I say?
9.	Can I see expressions of my face and of my body? What do I do?
10.	How does the conversation end?

Conversation's Control Questions, *(version B)*

1. **Who is going to participate? (One or more teachers? Head teacher? If – who is responsible for frames?)
Do we need an interpreter? (Be sensitive and keen about parent's needs).**
2. **What's the aim of this meeting? What is needed to be said, spoken about? What can wait?**
3. **Do I look upon the parents as an interested and responsible person towards their child/-ren?**
4. **Where do we talk? For how long time? How much time do we need?**
5. **Is it a nice, pleasant place?**
6. **How do I plan my agenda for the conversation?**
7. **What feelings do I have before this conversation?
What is the worse thing that could happen? What do I do if it happens?**
8. **How do I want to express myself? How do I want the parents to look on me?**
9. **What do I want to express with my body language?**
10. **How do I keep focus on the child in the conversation?**
11. **In what spirit (sense) do I want to end the meeting?**

Instrument 21



Instrument 22

Case Study n 1

Student's anorexia.

Zosia – 12 years old.

P.E. teacher once noticed that one of her students had lost her weight at an alarming rate. The girl was her student for few years and had always high achievements at school. While her schoolmates were rather of slim build and not very tall, she stood out against them. She was tall and well-proportioned. She had never been noticed to be disliked or rejected by her peers. In sixth grade, at the beginning of the school year, the teacher noticed that Zosia had grown thinner considerably. She also started to look pale, became apathetic and lost joy of life.

The P.E. teacher decided to talk with Zosia's class tutor in order to gain detailed information about the girl. It turned out that she didn't have any problems at home (P.E. teacher initially thought that possible home problems might be the reason for girl's losing weight). Zosia not only didn't misbehave, but also became even more ambitious at school; she started to sign up for almost all school competitions.

Then the P.E. teacher had a conversation with school nurse about the girl and asked her to weigh all sixth grade students. It then turned out that Zosia weighs only 36 kilos while she is 158 centimeters tall. She used to weigh 48 kilos when she was in fifth grade.

For the start, the P.E. teacher decided to expand her knowledge in the field of the issue of eating disorders. She read some articles. She decided:

To talk with Zosia and make her aware about the possible consequences of the situation.

To arrange a talk with all girls on the subject of anorexia. The active lecture was delivered by the school nurse.

To control Zosia's weight once a week – in order not to let her lose her weight any more.

To talk with Zosia's mother.

To suggest Zosia and her mother visiting psychologist, to work on Zosia's self-confidence and self-esteem.

The teacher spoke with Zosia. It turned out that Zosia envied her colleagues their slight shape and that "they were so slim and nice". Despite the fact that she was accepted by her classmates, she wanted to be just as slim as her colleagues. If she failed in anything, she always tried to see her weight as the cause of that failure. She used to say that she "hated herself". When the P.E. teacher asked her to stand in front of the mirror and see her real look, the girl did not want to do that and still claimed to have too fat thighs, starting to pinch herself. The teacher then realized that the situation went too far. The girl didn't notice how much she had grown thinner. She still had a strong conviction that she was too fat.

Zosia used to take advantage of the fact that her parents worked a lot and they couldn't pay much attention to what she was doing. She stopped eating breakfasts and lunches. Only during dinners or suppers she tried to force herself to eat. The teacher used to talk with Zosia often. The girl knew that the things had to stop. Finally she admitted she wanted to eat but she just couldn't. She cried. It was high time to call for Zosia's mother.

As it turned out, the girl's mother had not noticed anything as Zosia used to wear loose and baggy clothes. All the more, her any doubts or suspicions used to be ended with a conclusion "...she is in that age". School nurse was asked to speak with Zosia's mother as well, and she introduced her with all data collected during the process of continuous measuring Zosia's weight, that had been carried out since the problem was noticed. The girl still was losing her weight. Everyone agreed that the girl needed specialist's help. Zosia started to visit the psychologist once a week. Nevertheless, it was not much for help. Parents decided to seek for further help. They decided to have consultation with a specialist in specialist clinic. There, special diet was created for Zosia. She was expected to put on weight at least one kilo per week and otherwise she would have to stay in the clinic.

Results of P.E. teacher's influence:

After six months Zosia regained her proper weight. The teacher was aware that she would not be able to help

Zosia only by herself and without any external help. However she noticed the situation, took up the problem and thanks to that the whole history ended happily.

Case Study n 2

Conflicts between teacher and parent

One father reprimands a teacher he blame her of being responsible for a violent behavior of another child towards his son (that happened in the playground).

The father is disrespectful and threaten. This happens while pupils and other teachers and parents are near.

The teacher feels as if he had been judged, he feels attacked, without an opportunity to explain the conflict.

He answer in a impulsive way to the father.

It starts an argue concerning the responsibilities in their roles.

During this moment the bell rings and the teacher came back to her classroom. He greets the father but he didn't answer him.

Reflection.

-Behaviour result.

Consequences of the incident and how father and teacher tried to solve the problem.

-Dilemma that the situation has lead to.

What difficulties does this situation has?,

Could they behave in another way?

-Things that this case teach to us.

What have I learnt when I analyzed the case?

Training needs detection in order to deal with these sort of situations.

Instrument 23

The antidote

TEXT A

Finally, as they had prophesied, it has produced a nuclear. Now, we are in the feared “Day after”. All the food is contaminated, the cities are destroyed, all the established order is disjointed. You and yours have survived, but unfortunately, your son is in danger of death.

The only antidote that can save him, is this orange you have here.

Is urgent that you save his life. You need all the antidote you can extract from the orange skin... and half will have no effect. But you aren't the only person who has come here looking for the orange. You have to use all your verbal skills in order to save your son.

TEXT B

Finally, as they had prophesied, it has produced a nuclear. Now, we are in the feared “Day after”. All the food is contaminated, the cities are destroyed, all the established order is disjointed. You and yours have survived, but unfortunately, your couple is in danger of death.

The only antidote that can save her is this orange you have here.

Is urgent that you save his life. You need all the antidote you can extract from the pulp of the orange and half will have no effect. But you aren't the only person who has come here looking for the orange. You have to use all your verbal skills in order to save your couple.



ANNEXES

Annex n. 1: Questionnaire for teachers (First step: the research)

1.The importance of the relation with family in my professional role:

HIGH				LOW
5	4	3	2	1

2. Your level of satisfaction about the relation with families in your work:

HIGH				LOW
5	4	3	2	1

3. Describe **positive aspects** in the relation with families in your personal professional experience:

.....

.....

.....

.....

.....

4. For which kind of issues, you find more difficulties to talk about with families: (ex. Learning difficulties, negative behaviours, emotional problems, sexual behaviours,.....)

.....

.....

.....

.....

.....

.....

5. If you have a chance to participate in a course about your relationship with parents, which **subjects** could you choose?

- How to reach a cooperative relation with parents YES NO
- How to solve conflicts with parents YES NO
- How to prevent and cope aggressive behaviours of parents YES NO
- How to manage your negative feelings towards parents and develop positive approach YES NO
- How to give in a positive way difficult issues YES NO
- How to involve and motivate families to meet you YES NO
- How to give families opportunities to participate at school life YES NO
- Other topics.....
- Other topics.....
- Other topics.....
- Other topics.....

5. If you have a chance to participate in a course about your relationship with parents, which **tools** could you choose?

- Written Scripts YES NO
- Active methods (drama...) YES NO
- Case studies YES NO
- Additional materials (extracts from films, references...) YES NO
- Other tools.....
- Other tools
- Other tools
- Other tools

Annex n. 2: questionnaire (Third step: the evaluation of the training)

FINAL EVALUATION

 <p style="text-align: center;">N.E.T. WORK TRAINING</p>					
Cross out or put a tic where you think your opinion is reflected:					
	1 low	2	3	4	5 high
1. The contents related to the subject that we talked about have been treated in a good way, properly					
2. The trainers have explained well-defined contents					
3. I´ve had good answers to the problems that we treated					
4. The sessions have been dynamic and with a good participation					
5. The materials used have been suitable					
6. The place has been proper					
7. The time of course has been convenient for participants					
General valuation of the course (the participation in this course has been useful for me)					

Conclusion

*What are the **3 more important things** that I´ve learnt?

*What is **the best point** in this course and why?

*What could you have **missed** in this course and why?

Thank you very much for your attention

Annex n. 3: final evaluation synthesis (Third step: the evaluation of the training)

1. number of trainings organized:

Poland, Sweden, Italy – 3 meetings (1 training)

Spain – 3 meetings x 4 trainings

2. developed parts:

1st :HOW TO INVOLVE AND MOTIVATE PARENTS PARTECIPATION

2nd COOPERATIVE RELATIONSHIP BETWEEN TEACHERS AND PARENTS

3rd HOW TO GIVE IN A POSITIVE WAY DIFFICULT ISSUES

3. number of teachers involved: 154

4. SYNTHESIS OF QUESTIONNAIRES (scale: 1 – 5)

	Media of results
1. The contents related to the subject that we talked about have been treated in a good way, properly	4,4
2. The trainers have explained well-defined contents	4,8
3. I ´ve had good answers to the problems that we treated	4,5
4. The sessions have been dynamic and with a good participation	4,6
5. The materials used have been suitable	4,4
6. The place has been proper	4,4
7. The time of course has been convenient for participants	3,9
General evaluation of the course(the participation in this course has been useful for me)	4,5

5. SYNTHESIS OF QUESTIONNAIRES (summary):

Question1: What are the 3 more important things that I´ve learnt?

POLAND

- how to communicate with parent about pupil's difficulties,
- how to prepare to such conversation.
- some teachers pointed out that training courses taught them how to be open on parents and how to be more creative in searching ideas for better cooperation.

SWEDEN

- How we behave towards each other; teachers, parents. What attitudes we have to parents are important . Expectations on each other etc.
- To prepare thoroughly meeting new families. What do I know about the country they have left? (Wikipedia)
- The importance of listening carefully to new parents from other countries. (First! Then give information!) The importance of being open-minded and flexible. Arrangement for talking to new families; explicit treatment, What is important?
- What information is relevant in different “steps” during the first weeks. To meet other teachers and share experience with each other. Take it easy, it is better to talk to parents, many times, to inform them step by step, than to talk to new families about “everything at the time”. Not give too much information the first days at pre-school.
- Important things to focus on about communication with new families, welcoming and difficult issues. How to ask questions to avoid “treading on somebody’s toes”.
- We have different point of views, different approaches towards families from other countries. We look upon this topic in different ways. Insight in “cultural clash”
- The importance of coordination. Important, but difficult talks with parents.
- The importance of an interpreter. “The Good advice tool”
- Mutual strategies for the whole community, Skolverket

SPAIN

- Communication and interview techniques.
- To improve the relationship between teachers from different schools
- Empathy.
- To emphasise positive aspects about the children when you talk with the family
- Positive attitude toward children and family.
- To be more flexible in the relationship with the family.
- Active listening.
- To talk about emotional aspects of the children, not only curricular issues.
- To agree on concrete objectives in the meeting with parents.
- To improve the parents participation.
- Don't follow the negative attitude of some parents. Emotional distance.
- To be sure that we do all we can, independently of the results.
- How to talk with parents about different issues.

- How to work with violent parents
- It is very important we have clear what we want to said to the family.
- To prepare the interview previously
- I am not the unique person who have problems, other colleagues have the same doubts
- It is very important to have good comunication abilitie
- Assertiveness.
- There are diferent perspectives about the same problema.
- To change points of view with other colleagues.
- Autoevaluation .
- It is very important to take care of the relationship between parents and school.
- Communicator attitudes.
- How to deal with dificult issues.
- How to deal with violent parents.

ITALY

- How to communicate difficult issues to parents
- To look for a better communication with parents
- To change the point of view
- To observe situation from different points of view
- To overcome the first impression about people

*Question 2: What is **the best point** in this course and why?*

POLAND

- practical hints.
- case study based on the daily work experience
- hints regarding effective communication practiced in work groups also based on their work experience.

SWEDEN

- Excellent trainers, very professional and inspiring
- Sharing experience with other preschools.
- I was reminded of thing I do know but mayby have forgotten.
- Better understanding in what it means to move to a foreign country: Sweden.
- I had the opportunity to reflect on what I do. The importance of “Welcoming strategies” – not only information.
- Ideas about how to work in the future.
- The new strategic programme in Sundsvalls City’s schools.

- Taking part of “case-studies” from other schools. Their experience.
- New “angels of approach”
- What we are going to develop in our pre-school?
- To realize that I have a lot of experience in working with foreign families.
- Tools –for how to work.
- Ideas and inspiration in how to find new ways of working with foreign families.

SPAIN

- The methodology with group dynamics
- The trainers.
- The contributions of the other teachers.
- Strategies to communicate with parents
- Personal reflection about their experience
- The methodology with group dynamics .
- The clarity how trainers explain the contents.
- Take into account the participants experience.
- Communication strategies.

ITALY

- active way of working
- practical activities
- analysis of real situations

Question 3: What could you have missed in this course and why?

POLAND

- Some teachers think that there could have been less detailed cases. They prefer solid information, precisely served, which may be practical in their everyday work experience. Information received after training course, suggests teachers have less time and too many work duties to analyze thoroughly each example or to do exercises.
- There is need for precise hints which can be used at their work. Although there is counsellor board which meets regularly, some teachers expressed their needs to work in small groups.
- Such form will allow them precisely to supervise tough study cases, use properly given hints, share experience and different emotions as teachers.

SWEDEN

- Who to turn to, if we need further information; important telephone numbers etc.

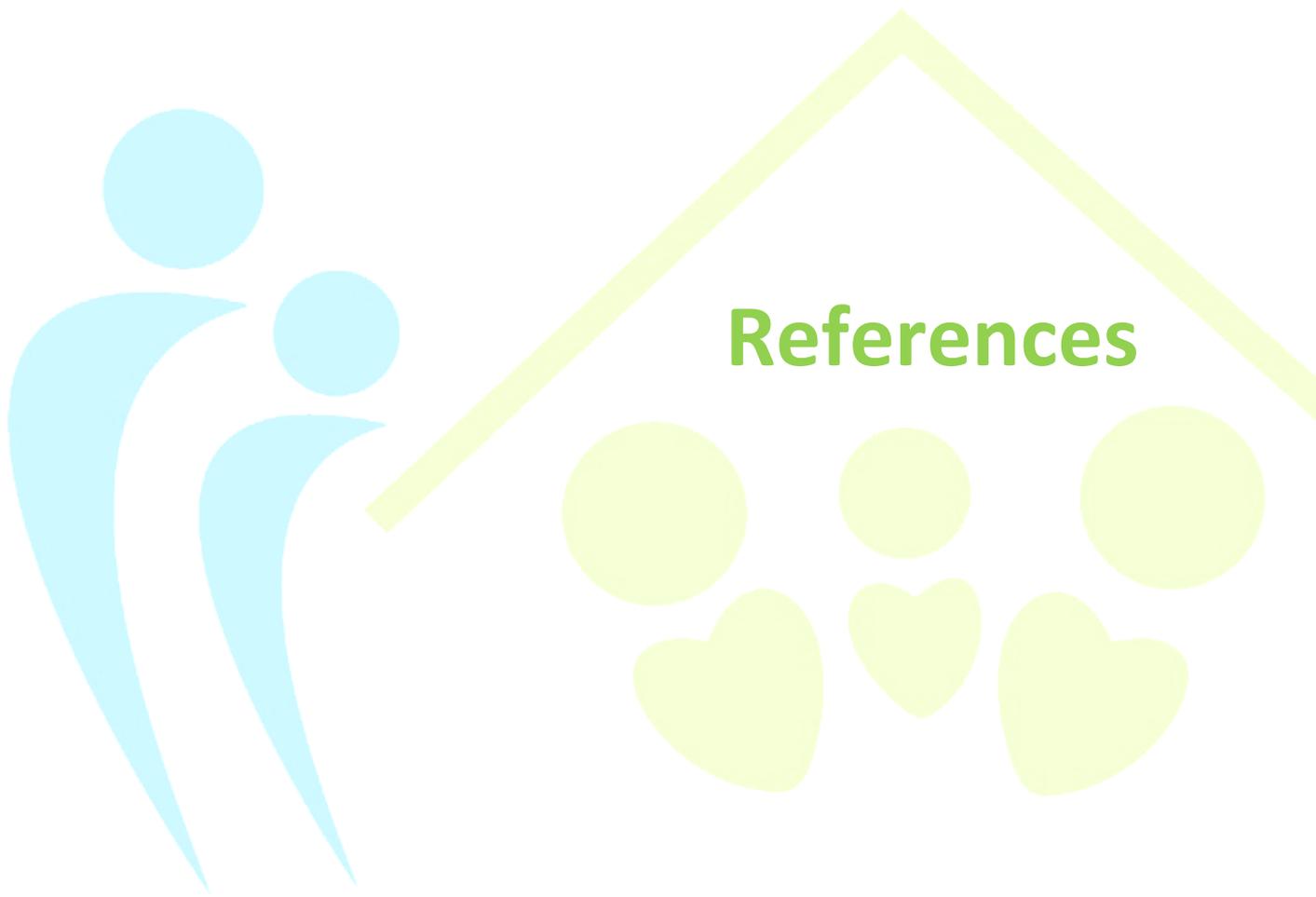
- Information about what “Välkomsten” do.
- The idea of an “think tank” sounds great.
- Maybe even more examples of “how to do”, “how to work”.
- More knowledge about how Sundsvalls City officially meet new families. Who receive information from whom?

SPAIN

- More strategies for conflict situations.
- -More time
- More specific conclusions.
- Written documentation and practical material
- Accreditation.
- More participation.
- More specific strategies to deal with difficult issues.
- Strategies to forgot the problems before come back at home.
- The date.

ITALY

- More time
- Participation of the whole team of work not only coordinator
- Mixed course parents-teachers



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