

# Teacherparent Relationships

*Building Positive Relationships with Parents of Young Children* - Anita M. Hughes 2012-04-12

Positive relationships between practitioners and parents are essential for young children's wellbeing, but achieving this can be difficult if there is not enough understanding about how relationships work when one person (the practitioner or teacher) has to play the professional role. Strong communication skills are fundamental to this relationship and to building a sense of community between home and nursery or school. This new book explores how practitioners can build warm, friendly and caring relationships with parents. It clearly explains the dynamics of a conversation, the theory behind how relationships are formed or destroyed and provides practical strategies to put this knowledge into practice. Grounded in the theories of attachment, transactional analysis and solution focused therapy this book will help you to: Increase your level of self awareness Improve your listening skills Understand 'how' to communicate with different parent 'types' Learn how to conduct an individual parent interview Develop professional care giving skills Full of practical examples and strategies, this text will be welcomed by early years practitioners and students who wish to develop the skills and confidence they need to effectively communicate with the parents of the children they care for.

**Developing Caring Relationships Among Parents, Children, Schools, and Communities** - Dana McDermott 2008

This book focuses on parents and teachers as adult learners, who should be growing and learning along with the children in their care. It lays out a theory of what parents and teachers need to care for children and themselves and then it shows how the author has assisted parents and teachers to put these theories into practice. McDermott relies on stories

and listening to the voices of parents, teachers and children to make her case. She weaves together the latest theories and research with these stories. She uses narratives of actual school meetings, workshops, parent planning and discussion groups, testimonies, newsletters, and research of others in the field, to demonstrate applications of theory and research. She fills a gap by focusing on parents from all socioeconomic backgrounds. Key Features: o Focuses on parents and teachers as adult learners o Focuses on the dynamic process of parenting and teaching o Provides a theory to practice model to support parents, families and teachers o Provides a tool or guide for thinking through problems and finding solutions that take into consideration the needs of all involved.

**Teacher-parent Collaboration** - Louise Porter 2008

A practical guide for teachers who want to improve relationships with the parents of their students. Presents jargon-free & solution based approaches to collaboration, drawing on inherent strengths present in every person. Author from Flinders University, South Australia.

**Teacher-parent Relationships** - Jeannette Galambos Stone 1987

**Parent-teacher Relationships** - Irving Wright Stout 1958

*Parent/teacher Relationships* - 1990

*Developing Caring Relationships Among Parents, Children, Schools, and Communities* - Dana McDermott 2007-07-12

"This text provides a fresh look at an important topic—teachers and families working collaboratively. A strong blend of research and practical application is presented." —Beth Nason Quick, Tennessee State University "I was captivated by an innovative and a gentle, humanistic

approach to viewing families and working with parents in parenting education." —Gloria Wenze, University of Scranton "A synthesis of theory, research, and practice couched in a very readable text... a provocative examination of teacher and parent relationships that holds the promise of a better future for the next generation of educators and parents. This book should fan the flames of professional reflection and professional practice." —William McInerney, University of Toledo

*Developing Caring Relationships Among Parents, Children, Schools, and Communities* looks at parent-professional-child relations very differently than other books in this area. Author Dana McDermott focuses on parents and teachers as adult learners who should be growing and learning along with the children in their care. Accessibly written, the book synthesizes the latest theories and research on parent-and adult-child relations and on adult learning and development, focusing on a dynamic process rather than a static role and, on all the social-contextual factors affecting parents, teachers, and children. Key Features Focuses on parents and teachers as adult learners: This will supplement traditional books on family involvement or parent child relations which rarely drill down to understand parents as anything more than a conduit to a child's development. Emphasizes the dynamic process of parenting and teaching: The author provides a useful tool, or a caring decision-making process, for parents, children, and professionals to think through any issues they face so that everyone's needs are considered in any interaction. Provides a theory to practice model to support parents, families, and teachers: This book lays out a theory of what parents and teachers need to care for children and themselves and then shows how to put these theories into practice in preK—12 schools. Uses narratives to demonstrate applications of theory and research: The latest theories and research are woven into stories from the voices of parents, teachers, and children. Explores research from diverse cultures: The book looks at many schools around the world and from various socioeconomic backgrounds to identify their common and differentiated concerns. Includes additional web resources: Questionnaires, workshops, newsletters, model development information, resource material and

other exemplary projects/resource sites can be found in the appendices located at [www.sagepub.com/mcdermottappendices](http://www.sagepub.com/mcdermottappendices) Intended Audience This supplemental text is designed for undergraduate and graduate courses such as Parents/Home-School Relations in Early Childhood and Elementary Education; Parenting; and School and Community Relations in departments of education, psychology, family studies, health sciences, and social work.

*Communicating with Parents of Exceptional Children* - Roger L. Kroth 1985

*Bridging Family-Teacher Relationships for ELL and Immigrant Students* - Onchwari, Grace 2020-12-05

Recent research suggests that good relationships between parents and their children's providers or teachers could lead to positive outcomes for children and families. Positive, mutually respectful, and collaborative relationships between families and schools and education providers and teachers contribute to young children's school readiness, increase positive family engagement in children's programs, and strengthen home-program connection, a critical factor to children's school success. *Bridging Family-Teacher Relationships for ELL and Immigrant Students* is a comprehensive reference source that focuses on research-based pedagogical practices for teaching young English language learners (ELL) and immigrants. It specifically looks at strategies across the curriculum including social-emotional development, parent involvement, language development, and more. While highlighting major themes that include academic engagement and achievement among ELL and immigrant children, factors affecting partnerships with schools and home, the impact of home environments on school readiness, and student performance, this book shares pedagogical practices across different subjects that use partnerships with families of ELL/immigrants. It is intended for classroom teachers (early childhood and K-12), parents, faculty, school administrators, academicians, professionals, researchers, and students interested in family-teacher relationships.

*Parents And Teachers* - Carol Vincent 2013-10-08

This work examines the factors that shape and influence home-school relations. At its heart is an analysis of parent-teacher relationships in an inner city borough, drawn from case studies of five primary schools and a parents' centre. Interviews with parents are revealing windows into parents' views on a range of issues, including curriculum, discipline and parents' relationships with their children's teachers.; The author also considers teachers' perspectives on these matters, and explores the influence of social class, ethnicity and gender on parent-teacher interactions. While presenting these issues within a consideration of broader themes such as citizenship, community, power and participation, the book discusses the reasons why initiatives designed to improve home- school relations appear to result in such limited change.

**Parents & Teachers Working Together** - Carol Davis 2005

Provides advice for elementary teachers on collaborating with parents to enhance a child's educational experience.

**Use of Role and Power in Parent-Teacher Relationships** - 2015

Studies have increasingly shown that more parent involvement leads to higher academic achievement for kids. However, studies have also shown a difference in the ability of parents to effectively further their children's interest based on social class. Middle-class parents are described as being able to activate their cultural and social capital in order to further their interests, while working-class and low-income parents have been described as frustrated and marginalized- lacking the ability to activate their capital in a way that benefits themselves and their children. The intent of this study is to explore how parents understand their role in the parent teacher relationship to look for evidence that social class might not be as much of a factor as previous literature suggests when it comes to activation of cultural capital. Building on a study that found some working-class parents were able to activate cultural capital through their conversations with teachers, I wanted to find out if how parents understand and perform their role would offer more insight into how cultural capital is activated. Based on the premise that how parents understand their role in conversation with teachers might be able to affect their ability to activate their cultural capital, I conducted a

qualitative interview study to explore how parents of 5th grade elementary students view their role in the parent-teacher relationship. Results of the study show that parents gained confidence in their role through conversations with teachers and that they also gained an increased ability to collaborate and engage in partnership with their children's teachers. Confidence in role and collaboration with teachers were seen as indications of activation of cultural capital. In this study, parents were able to activate their cultural capital by having collaborative relationships with teachers 9 out of 10 times, regardless of class background. I draw conclusions that parents in my study developed the ability to activate cultural capital regardless of social class background. Because of this, parents' experience of their relationships with teachers might not be as dichotomous as previous research suggests. My findings suggest that frequency of communication is an important mechanism that contributes to successful parent-teacher relationships. Communication that was particularly helpful included informal conversations and email. The use of email in parent-teacher conversations in particular is an area that deserves further study.

**Parents On Your Side** - Lee Canter 2009-07-01

Turn parents into partners with practical guidelines and dialogue examples that will open the door to better communication and collaboration. These strategies for creating positive parental relationships will lead to a more positive, effective classroom and additional support for your efforts.

Dealing with Difficult Parents - Todd Whitaker 2015-10-23

Communicating with parents is one of the most challenging and potentially stressful tasks that teachers face on a daily basis. Whether trying to resolve a heated argument or delivering bad news, it is essential to know how to handle difficult situations and establish positive relationships with your students' parents. In this updated second edition of the bestselling *Dealing with Difficult Parents*, award-winning educators Todd Whitaker and Douglas J. Fiore help you develop a repertoire of tools and skills for comfortable and effective interaction with parents. The book's features include: Tools to help you understand

parents' motivations and how to work with them rather than against them; Detailed scripts for dealing with even the most stubborn and volatile parents; New strategies for increasing parent involvement to foster student success; An all-new chapter on the role that social media can play in interacting with parents; and A new chapter on initiating contact with parents to build positive credibility. This must-read book will equip you with the skills you need to expertly navigate even the most challenging encounters with parents, and walk away feeling that you have made a positive and meaningful impact.

**A Teacher's Guide to Communicating with Parents** - Tina Taylor Dyches 2012

Communicating with Parents: A Guide to Effective Practice is an essential guidebook for the K-12 education professional. This book takes an in-depth look at communicating with families of students in elementary and secondary schools and is founded on the most current research and practice. Divided into five main sections, this guide presents evidence-based content and strategies related to: Developing Caring Relationships in Schools, Communicating with Families for Student Success, Communicating with Families throughout the School Year, Communicating with Families in Meetings, and Addressing Difficult Topics with Families. Additionally, a broad-based school population is covered with pertinent information for working with families of: general education students, students with disabilities, culturally/linguistically diverse students, students from low socioeconomic status, and students with unique gifts and talents. The evidence-based material is enhanced and illustrated with examples, graphics, and professional reproducible materials, and on every page, educators will be given the most research-based content, sound examples, practical applications, and ready-to-use resources. An indispensable guide for all K-12 general education teachers, special educators, related services personnel, and administrators for both pre-service and in-service training.

**Relationship Matter** - Karen S. Noel 2008

This purpose of this study was to discover and describe influences on trusting teacher relationships with parents.

**A Second Classroom** - Torin M. Finser 2014-08-26

What does a healthy, successful school look like? Is it all about measurable outcomes, test scores, and pass/fail grades set by the government? Can learning be quantified in short-term measurements or does real learning take years to manifest in a career or biography? All seem to agree that a healthy school is also a community and that community depends on the quality of relationships—chiefly the relationships among students, teachers, and parents. This book features a comprehensive examination of the parent-teacher relationship in all its dimensions, from parent evenings and conferences to communication, conflict, and the life-cycle of parent involvement in their school. In between the chapters on practical advice are sections that consider the issues from a deeper, spiritual dimension. This book is intended to stimulate conversation, self-reflection, and relational practices that awaken community life in and around our schools.

**Teacher-parent Relationships** - Oregon. Department of Education. Research and School Finance Section 1969

**Sharing - a New Level in Teacher-parent Relationships** - Evelyn Beyer 1959

**The School-Home Connection** - Rosemary A. Olender 2015-02-17

Research has consistently shown that student success is directly related to the strength of the relationships between parents and schools. In *The School-Home Connection*, the authors draw on original research and their professional experiences to identify the common sources of both negative and positive school-home relationships. The book presents a comprehensive approach to building closer connections and includes: Tools to help educators develop a deeper understanding of the communities they serve Strategies for improving interpersonal skills and communication skills A chapter on the importance of documenting and celebrating school events Guidelines for creating three distinct levels of parental participation in schools With suggestions for cultivating a community network of support services and a summary of lessons for

forging constructive relationships, The School-Home Connection is an

essential tool for educators looking to strengthen the learning community and increase student achievement.

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