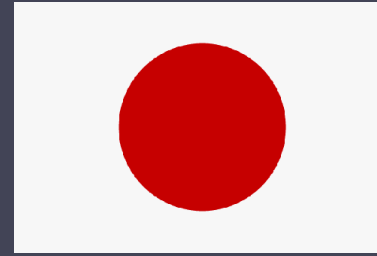


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International Project (IPC)

How teachers cooperate and work with parents

**An international comparison between America,
Germany, Japan and Spain**

Outline

1. What have we done in our project?
2. Our questionnaire
3. The results of our questionnaires
 - a) America
 - b) Germany
 - c) Japan
 - d) Spain
4. Comparison of our results
5. Supplementary literature

What have we done in our project?

- Discussion about the cooperation and work between parents and teachers in the different countries
- Development of a questionnaire: Cooperation between teachers and parents - Which types of cooperation exist and how can teachers and parents ameliorate the cooperation
- Giving the questionnaire to elementary teachers in America, Germany, Japan and Spain
- Evaluation of the questionnaires
- Discussion about our results
- Designing a power point presentation about our project

Our questionnaire

1. What kind of cooperation take place in your class and how often?
2. Why is a good cooperation between teachers and parents necessary?
3. Which parents use the offer? (e.g. natives etc.)
4. Which parent use the offer most? (mother, father, both)
5. What types of cooperation do the parents prefer?
6. Where are the problems in the cooperation between teachers and parents?
7. What can you do to ameliorate the cooperation between teacher and parents?

The results of our questionnaires America

1. What kind of cooperation take place in your class and how often?

Type of cooperation	Frequency
Information in written form	Daily
Parents-teachers-conferences	Whenever needed, usually at least twice a month
Consultation hours	Anytime, through email or appointment
Regular' s table with parents	None
Afternoons with parents and teachers	2-3 times a day
Breakfast with parents	None

Are there any other types of cooperation in your school?

- Parent-Teacher Association meetings
- parent involvement with activities and field trips
- parent-child one-on-one read-aloud during class
- extra help in the classroom

2. Why is a good cooperation between teachers and parents necessary?

It is good to have parent-teacher cooperation for the child sake. Parent Involvement allows the child to be able to have a more successful education. This also allows the parent to know what their child is doing in school.

3. Which parents use the offer? (e.g. natives etc.)

Predominantly stay at home mothers

4. Which parent use the offer most? (mother, father, both)

→ Mother

5. What types of cooperation do the parents prefer?

Each parent is different. Most parents, if they want to talk about their child prefer one-on-one conversations like Parent-Teacher conferences.

6. Where are the problems in the cooperation between teachers and parents?

Not being able to get a hold of the parent, or the parent never having time in their busy schedule to come talk for bit.

7. What can you do to ameliorate the cooperation between teacher and parents?

Notify and talking to the parents. Ways you can do this is sending the parents weekly newsletter, emails, and if needed daily notes home to the parents with their child.

The results of our questionnaires Germany

- Survey in different schools in Eichstätt, Munich and Rosenheim
- 11 questionnaires
- The numerary are averaged data of all answers

1. What kind of cooperation take place in your class and how often?

Type of cooperation	Frequency
Information in written form	9
Parents-teachers-conferences	2
Consultation hours	1
Regular´ s table with parents	3
Afternoons with parents and teachers	1
Breakfast with parents	1

Are there any other types of cooperation in your school?

- reading mothers
- assistance in excursions
- support for projects
- school celebrations
- telephone conversation
- Email
- Parental experts, e.g. bakers, fire department etc.
- Afternoons with parents and teachers: Christmas party, Summer-/ Winter Olympics, soccer game with parents and pupils

2. Why is a good cooperation between teachers and parents necessary?

- Build confidence
- Avoid misunderstandings
- Provide insight into the work of a teacher
- Trade- off enrichment and support
- for ideal advancement
- for showing that teachers and parents act in concert
- for school success and education

3. Which parents use the offer?

- Predominantly locals
- Predominantly parents with less than 3 children
- Predominantly mothers who stay at home
- it depends with the social stratum and the interest in the education

4. Which parent use the offer most?

→ mothers

5. What types of cooperation do the parents prefer?

- Regular conversations
- Consultation- hours
- Performances from the children
- Christmas-celebration
- It depends from parents to parents

6. Where are the problems in the cooperation between teachers and parents?

- Joint actions need a lot of preparation time
- Most parents are working, they have no time for supporting the teacher
- Missing interest in school- activities
- Language barrier
- Differences in culture: Turkish parents expect that the school is doing everything
- Disputes with parents
- Consultations hours are in the morning, when parents have to work

7. What can you do to ameliorate the cooperation between teacher and parents?

- Offer consultation hours in the afternoon/ evening
- Trips and projects in the evening
- Social workers für supporting
- Consideration of the expenditure of time for the cooperation with the parents

The results of our questionnaires Japan

1. What kind of cooperation take place in your class and how often?

Type of cooperation	Frequency
Information in written form	Once/twice a month Twice a year
Parents-teachers-conferences	Once/twice a month Twice a year
Consultation hours	Anytime when parents would like to talk to the teacher
Regular' s table with parents	Twice a year
Afternoons with parents and teachers	Once a week Once/twice a month

Are there any other types of cooperation in your school?

- talking in a PTA (Parents Teachers Association) meeting
- recreation or convivial meeting in the class
- activity like a public lecture
- music festival or school festival

2. Why is a good cooperation between teachers and parents necessary?

- In order to know children's real conditions, teachers need to know children's behavior at home and parents should know children's behavior at school.
- It is important for parents and teachers to know their values and ways how to bring up children as grown-ups and members of society, and by having a common understanding to educate children, teachers can expect more desirable results of bringing up children.
- Children's attitudes toward parents can be different from those toward teachers, so teachers should support children throughly by understanding their attitudes from varied viewpoints and teachers can make children have a sense as they are supported and watched carefully by their teachers.

3. Which parents use the offer? (e.g. natives etc.)

- Parents of children who rebel against their parents
- Parents of disabled children
- Parents of children who refuse to attend school
- All parents

4. Which parent use the offer most? (mother, father, both)

→Both

5. What types of cooperation do the parents prefer?

- Teachers' detailed report on children's conditions
- Enlightenment
- Face to face interviews
- Keeping in constant touch with teachers

6. Where are the problems in the cooperation between teachers and parents?

- Teachers can't have time to talk with parents, because teachers are occupied with routine teaching jobs.
- There can be a gap in the conversation between parents and teachers, because children might be acting in front of teachers differently from parents.
- When teachers and parents can't understand each other after they know the values and ways of thinking of the other party are quite different from theirs

7. What can you do to ameliorate the cooperation between teacher and parents?

- In Japan, the teacher are supposed to be in charge of the full-scale guidance of both studying and living, but most parents are concerned with upbringing their child from an angle of studying. So the parents tend not to be satisfied with teachers way of guidance. So, teachers need to make efforts to have the parents understand the teachers' responsibility and ideas.
- Teachers should distribute information in written forms diligently.
- Teachers and parents should be patient enough to listen to what they want to say each other and, do not assume any fixed ideas toward each other.
- If parents tell their cell-phone numbers, teachers can keep contact with them.

The results of our questionnaires Spain

1. What kind of cooperation take place in your class and how often?

Type of cooperation	Frequency
Information in written form	Sometimes
Parents-teachers-conferences	Not often
Consultation hours	Monday afternoon
Regular' s table with parents	N/A
Afternoons with parents and teachers	Mondays, if it is necessary
Breakfast with parents	N/A

Are there any other types of cooperation in your school?

- School parents are made to address issues of importance in the education of children
- family outings with teachers
- parental involvement in classrooms with children

2. Why is a good cooperation between teachers and parents necessary?

Kids learn to work in a more global and consensual manner, being positive for their development.

3. Which parents use the offer? (e.g. natives etc.)

→ Mother

4. Which parent use the offer most? (mother, father, both)

→ Mother

5. What types of cooperation do the parents prefer?

Contact information and daily activities during the morning

6. Where are the problems in the cooperation between teachers and parents?

The lack of time and schedules problem that they have

7. What can you do to ameliorate the cooperation between teacher and parents?

If is not possible a personal contact can be able through email or by notes books

Comparison of our results

Similarities between America, Germany, Japan and Spain

- Types of cooperation are similar in America, Germany, Japan and Spain
- Importance of the cooperation has the same reasons
- Mothers are the Predominantly the ones to volunteer in schools for America, Germany and Spain; In Japan both parents
- Problem with the lack of time in America, Germany, Japan and Spain
- Cooperation can be ameliorate in America, Germany, Japan and Spain

Comparison of our results

Varieties between America, Germany, Japan and Spain

- The American teachers have the best information change
- America and Germany have parents that come in to read aloud with kids
- America and Germany have parents come in to help volunteer with other school activities
- Germany have afternoon meetings with teachers and breakfast
- Spain has family outings with parents

Comparison of our results - Summary

- **4 different countries, but a big similarity in the cooperation between teachers and parents**

Supplementary literature

Germany

AHA – Arbeitshilfen für Anwärter, Februar 2006:

- What types of cooperation are obligatory in Bavaria (Germany)?
 - 1 parents-teachers-conference in the school year
 - 1 consultation hour in the week
 - 2 consultation days in the school year
 - Information in written form
- Why is the cooperation so important?
 - Both teachers and parents are responsible for the education of the children (constitution art. 7,1 and art. 6)
 - In order to achieve the best possible result of education teachers and parents have to cooperate
- Which abilities need a teachers for an optimal cooperation?
 - Competencies in advising, encouraging and making a diagnosis

Bibliography

- **American Resources:**
 - http://www.atozteacherstuff.com/Tips/Parent_Involvement/
 - <http://www2.ed.gov/pubs/PFIE/families.html>
 - <http://www.oprah.com/relationships/38-Ways-for-Parents-to-Get-Involved-in-the-Classroom-Back-to-School/1>
- **German Resources**
 - AHA – Arbeitshilfen für Anwärter, Februar 2006: Elternarbeit- Ohne Eltern läuft in der Schule nichts
 - http://www.cooperation-parents-school.de/pdf/experte/Leitfaden_Eltern_Schule_zusammenarbeit_e.pdf am 02.12.2010
- **Spanish Resources:**
 - http://www.pulevasalud.com/ps/subcategoria.jsp?ID_CATEGORIA=101901
 - <http://www.consumer.es/web/es/educacion/escolar/2010/03/28/191956.php>

Thank you for your attention

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