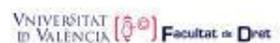


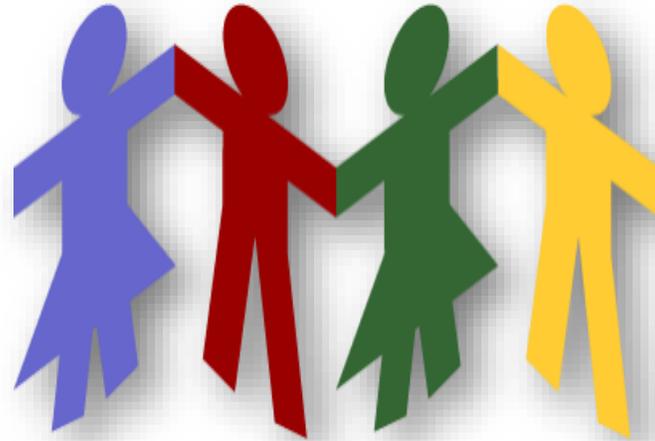
# Building and promoting a positive school climate for children in disadvantaged home and neighborhood as protective factor (supportive teacher)

## Unit 5

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# Sub-unit 1:



Developing a positive relationship between the school and the parents

**Aim:** to identify ways to optimize the cooperation of family and school in the development of the student's education.



Today, the family plays a key role not only in shaping the child's personality, but also society as a whole. The family together with the school creates the most important set of factors and conditions of the educational environment, which determines the effectiveness of the entire educational process. The school should continue family upbringing, work in close contact with parents, establish a relationship between the school and the family, because this is the basis, a prerequisite for increasing the activity of education and upbringing."



Children are educated, brought up and educated not only in school. Their development continues outside the school and, above all, in the family. The family is one of the main educational institutions, the importance of which in shaping the child's personality is difficult to overestimate. Only in the family, under the guidance and with the help of parents, the child learns about the world around him/her in all its complexities and multifaceted manifestations, where his/her social formation takes place, his/her worldview and aesthetic tastes are formed.

The importance of parents in the development of the child's personality cannot be overestimated, because parents are the first environment of the child, in which he/she gains important life experience, knowledge about himself and learns about the world around him; here is its civic formation, the worldview is formed.

**Watch a video: <https://bit.ly/3o58LID>**

# Activity 1



## Name of the action: "Empowerment of Families"

### Actions:

- Support the participation of all family members, being responsive to their cultural, linguistic, and economic differences, as well as to any disabilities or special needs of the children or a family member.



- Involve family members in making decisions about the action and its policies.
- Provide a way for families to give feedback to the action, such as regular evaluations or opportunities for informal discussion.
- Schedule regular meetings, social times, and other special events for families so that they can learn more about the action, get to know each other and staff members, and build a sense of community

### Communication

- Create an area for posting information for families (daily notices, outside services, child development information, community events, and job and education opportunities).

### Teachers

- Share a child's records with his or her family, including assessment information on the child's learning, experiences, and developmental progress.
- Learn about the different families in the action.

## Activity 2



# Name of the action: ” Home Language”

### Actions



Create strategies to engage family members from diverse linguistic and cultural backgrounds and invite family members to share goals and strategies for supporting children’s home languages in the group or classroom. This may require the use of interpreters and translators.

### Teachers



- Learn a few words in each child’s home language, such as greetings, names of family members, words of comfort, and important objects or places. Parents and other family members can be good resources for learning their language.
- Seek and use resources to facilitate communication with family members in their home language, ensuring that all families are included.

## Activity 3



# Name of the action: ” What to talk about at parent-teacher interviews”



Interviews might be held early in the school year so the teacher can find out more about your child. For this kind of interview, it's a good idea to think about the information you want to share with the teacher. For example, you might want to talk about your child's strengths or interests, or areas of learning where your child might need more support.

Here are some questions to get you started:

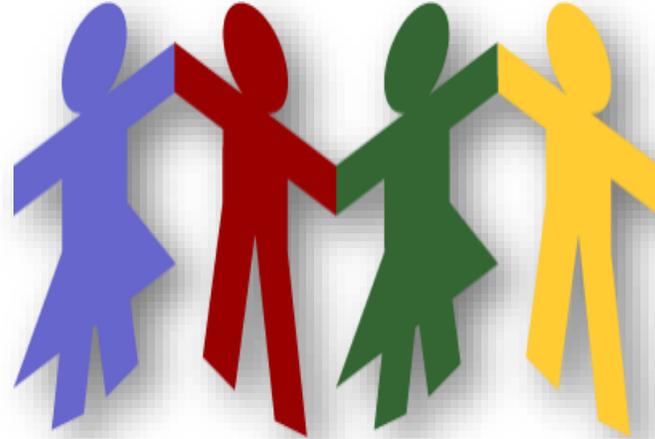
- What are my child's interests and strengths?
  - What does my child struggle with?
- How much homework should my child be doing every night?
  - What can I do at home to help my child with schoolwork?
  - What can you tell me about my child's behaviour in class?
    - How is my child getting along with other students?
- What support services are available for my child at this school?

# Evaluation

After completing the sub-units (actions), please answer the questions, the results will allow you to conclude how the situation has changed in terms of a positive relationship between the school and the parents.

1. Did teachers start inviting parents and other family members to join the learning process more often?
2. Did teachers start informing parents about long-term and short-term plans?
3. Do teachers provide parents with information about their potential participation in the learning process?
4. Do teachers communicate regularly with parents and other family members to increase their children's support during their children's education?
5. Have parents and other family members been invited more often to get acquainted with the philosophy, goals, procedures of the educational institution, providing them with additional information materials, holding "Open Days"?
6. Are individual meetings held with parents to discuss their child's achievements and learning process, learning difficulties, and to discuss parents' expectations, goals, concerns, and needs? Are such meetings effective?
7. Do teachers collect information about the interests, hobbies, cultural characteristics and professions of family members, and encourage their participation in the classroom / school? How does this affect relationships with parents and improve children's learning?
8. Are extracurricular activities practiced - excursions, sports events, etc. where children, parents and school representatives take part?
9. Is there information on the child's development and learning that parents can use at home?
10. Are there various seminars, trainings for parents, modelling problem solving? What impact does this have on the school-parent relationship?
11. Do teachers give parents the opportunity to receive and share information about child care, features of their development, etc.?
12. Do teachers help parents get extra support (services) for their children?

# Sub-unit 2:



Developing a positive relationship between the teacher  
and the students

**Aim:** to identify ways to optimize the cooperation of teacher and student in the development of the student's education.

Ability to pedagogical communication - the basis of the teacher, his/her professional suitability. This is a professional and personal component of a teacher's work. It is a complex system of socio-psychological interaction with students. Active socio-psychological training of the teacher meets the task of optimizing his/her personal qualities, as a result of which he/she will be able to get closer to students, better know their interests, needs, to influence their development accordingly.



One of the most important qualities of a teacher is his/her ability to organize interaction with children, communicate with them and manage their activities. This should be facilitated by pedagogical communication, which helps the teacher to provide conditions for the implementation of didactic and educational tasks facing the school. In pedagogical interaction the process of communication and its possibilities of educational influence on pupils deserves special attention.

The real difficulty in carrying out individual communication is caused by the fact that the teacher is dealing with a large number of his/her pupils. In such conditions, the importance of the teacher's personality grows even more, which is manifested in each situation of educational action on students, and such an action, as a result of which each pupil should feel the appeal to him, and not to all together. The process of education is possible with the only correct position - more respect for the child and more requirements for her.

<https://www.youtube.com/watch?v=SFnMTHhKdkw>

<https://www.youtube.com/watch?v=CeQYL3ve7uY>

# Activity 1



## Name of the activity: "Hug, High Five, or Handshake"



For this activity, each student can choose to give you a hug, a high five, or a handshake. This is used most commonly as students are arriving for the day or leaving at the end of the day, but it could be used at any time.

For example, as students are leaving for specials, at the beginning of recess, before students go into the cafeteria for lunch, at the beginning of each small group, or any other time you want a quick dose of connection with your kids.

<https://www.youtube.com/watch?v=v2FzNOTnjU>

## Activity 2

**Name of the activity: ” 2x10”**



Pick a student you're struggling with, and spend two minutes a day with the student, for ten consecutive days (excluding weekends, obviously).

During those two minutes, talk about **ANYTHING** that's not related to school. Ask questions and do your best to keep the student talking. Be genuine, and show interest.

## Activity 3

**Name of the activity: "Two Truths & a Lie"**



This one is kind of game, but you tell the students two "truths" about yourself, followed by one "lie". Then, ask them to guess which was which. After revealing, ask students to volunteer to share "two truths" and a "lie" about themselves, and the class guesses which is which as well. Be sure not to require it from students, but it's kind of fun!

# Evaluation



After completing the sub-units, check if you have:

## **1. Consistent Communication with students**

Consistent communication is the most vital element as it serves to create a connection between the two. A teacher who understands the problems of his or her students and then shapes his or her teaching style in order to interact better with the student can see success, but this takes not simply observation, but communication.

## **2. An Emotionally-Safe Learning Space**

Creating an open learning environment where different opinions are equally respected and where there is no fear of ridicule from either one's peers or the teacher is crucial for building good student teacher relationships.

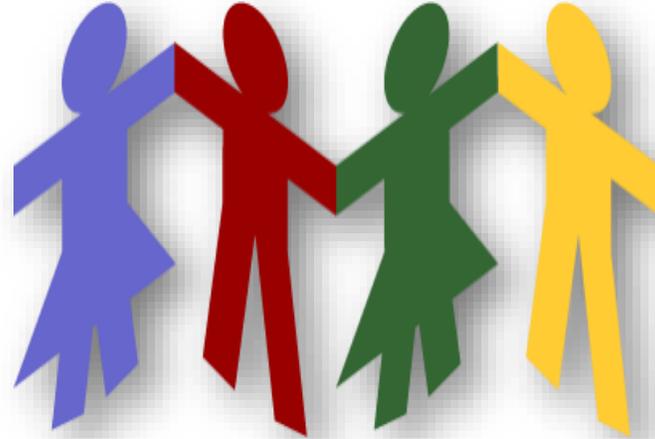
## **3. Mutual Respect, Trust, & Feedback**

Mutual respect and trust are at the foundation of any lasting relationship. Student-teacher interaction that is based merely on academic progress or behavior management creates inhibitions within a student and stifles true relationship-building.

## **4. True Equity**

Disparity in learning is a barrier to academic performance. Whether you're talking about technology access, access to literature, or related socioeconomic trends, equity matters.

# Sub-unit 3:



Developing a positive relationship between the teachers

**Aim:** to improve the socio-psychological climate in the school staff



**Socio-psychological climate** is a qualitative aspect of interpersonal relationships, which is manifested in a set of psychological conditions that contribute to or hinder the productive activities of the team and the comprehensive development of the individual in the group.

Healthy social and psychological climate is one of the conditions for increasing productivity, employee satisfaction and teamwork.

The main factors influencing the formation of the socio-psychological climate at school are:

- relationships with colleagues and administration;
- the level of conflict in the relationship;
- professional training of staff;
- the content of work and the degree of satisfaction with it;
- working and living conditions and satisfaction with them;
- the degree of satisfaction with the nature of interpersonal relationships of teachers with children;
- personality of the leader, leadership style and satisfaction with them.

<https://www.youtube.com/watch?v=G0XUimJbz44>

<https://www.youtube.com/watch?v=Z-NvhlcusQ>



# Activity 1

## Name of the task: ” Weather”

**Goal:** to expand the experience of communication of participants; to develop communication skills; to promote the formation of alternative views on the situation of business communication.

**Materials:** Cards

**Instructions:** The trainer divides the participants into two groups with the help of picture cards. Each group receives a task card (Appendix 1):

Card 1 - to play the situation of communication between team members in a positive socio-psychological climate.

Card 2 - to play the situation of communication between team members in a negative socio-psychological climate.

### **Questions for discussion:**

- What emotions did the playful situations evoke in you?
- Did you like what was happening?
- How did the behavior of the participants in the game affect the course of events?
- What would be your behavior in a real situation?
- What communication skills did you develop while participating in the game?
- What conclusions can you draw for yourself?

## Trainers' attention!



Topics for situations are selected by the trainer together with the participants using the method of brainstorming. Or gives participants the opportunity to be creative and identify topics for discussion. Participants distribute the roles among themselves.

The emotional states of the participants and observers should be discussed. As an option for the game: the coach can prepare situations for each group in advance.



Demonstrate the behavior of team members in a positive socio-psychological climate.

Participants choose their roles and coordinate them with each other.



Demonstrate the behavior of team members in a negative socio-psychological climate.

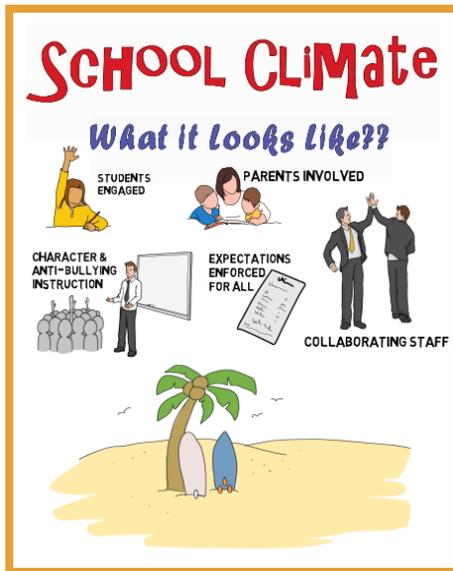
Participants choose their roles and coordinate them with each other.

## Activity 2

### Name of the task: "Snowball"

**Goal:** to find out the level of awareness of participants about the concept of "socio-psychological climate".

**Materials:** Graph paper and writing instruments (pens, pencils, etc.)



**Instructions:** The trainer invites all participants to answer the questions in turn: "How do you understand what a socio-psychological climate is?" All opinions of the participants are recorded on a sheet of paper, which is passed from one participant to another.

### Questions for discussion:

- How relevant and important is the topic "socio-psychological climate in the school staff?"

**Trainers' attention!**

Exercise "Snowball" is conducted using the method of brainstorming, during which it is important to give the opportunity to express themselves to all participants. The opinions of the participants should be recorded in the form proposed by each of them.

<https://bit.ly/391YcBA>

## Activity 3

# Name of the task: ” What Is Conflict Resolution in the Workplace? - Skills, Techniques & Methods”

**Goal:** to develop skills and abilities to effectively get out of conflict situations, skills of analysis and generalization of information; motivate participants to use the acquired experience in practice.

**Instructions:** The trainer invites participants to watch a video.



### Questions for discussion:

- What useful things can you borrow from the revised material for practical use?
- Which of the proposed conflict resolution techniques are the most effective in your opinion? Do you use them in everyday communication?

[https://www.youtube.com/watch?v=yNr\\_pKgf1r0](https://www.youtube.com/watch?v=yNr_pKgf1r0)

# Evaluation



After completing the tasks:

	Have improved	Have remained unchanged	Have deteriorated
Relationships with colleagues and administration			
The level of conflict in relations between staff			
Staff training			
The content of work and the degree of satisfaction with it			
The degree of satisfaction with the nature of interpersonal relationships of teachers with children			
Leader's personality, leadership style and satisfaction with them			
Opportunity for team members to freely express their opinions while discussing issues			
Lack of pressure from the leader on subordinates and recognition of their right to make responsible decisions for the team			
Satisfaction with belonging to the team			
Cohesion and organization			
The atmosphere of collective care in the teaching staff			

Thank you for your attention!

