



# Opening Lines of Communication with Parents

Category: Working with Parents

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Working with Parents

**Duration:** Full workshop – 3 hours

**Desired Outcomes:**

Participants will...

- Identify the rights of parents in their children’s education.
- Explain the rules and requirements for communicating with parents.
- Apply practical skills to maintain good relationships with parents.

**Learning Forward Standards for Professional Learning:**

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards

**Resources in This Binder:**

- Handouts
  - Handout: Checklist
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



### Main Topics

1. Getting to Know Your Students' Parents
2. The Teacher-Parent Partnership
3. Working Well with Parents

### Subtopics

#### 1. Getting to Know Your Students' Parents

- a. From Where Parents Stand...
- b. The Rights of Parents
- c. Sharing Responsibility with Parents
- d. The 4 W's of Talking to Parents

#### 2. The Teacher-Parent Partnership

- a. It's All About Attitude
- b. The Seven Commandments for Communicating with Parents
- c. Opening Communication Lines

#### 3. Working Well with Parents

- a. Notes from the Teacher's Desk...
- b. Three Techniques for Listening
- c. How to Wow the Parents

## Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
Introduce self, co-teacher, participants	1-2	<b>10</b>
Explain materials issued to participants		
Introduce Objectives		
<b>Topic 1 – Getting to Know Your Students’ Parents</b>	<b>3-21</b>	<b>60</b>
<b>Activity</b> – Personal Reflection	4	(5)
<b>Activity</b> – Group Discussion	8	(10)
<b>Activity</b> – Personal Reflection	9	(5)
<b>Activity</b> – Group Discussion	21	(10)
Break		
<b>Topic 2 – The Teacher-Parent Partnership</b>	<b>22-32</b>	<b>55</b>
<b>Activity</b> – Role-Playing	32	(30)
<b>Topic 3 – Working Well with Parents</b>	<b>33-40</b>	<b>30</b>
<b>Activity</b> – Review the Checklist	40	(10)
<b>Closing Thoughts</b>	<b>42-43</b>	<b>10</b>
Total of 2 hours and 45 minutes (not including break)		

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**





## “Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. Circle the parent communication strategies in the list below that you have applied in your interactions with your students’ parents.

Contact parents immediately when there is a problem.

Make an effort to get to know every student’s parents.

Make yourself available for private consultations or conferences with parents.

Keep in touch with all the parents of my students more than once in a school year.

Assume that all parents care about their children and welcome being contacted.

Inform parents consistently of their son or daughter’s progress or achievements.

Put my concern for parents and their child above other concerns at all times.

Be an empathic, gentle, honest, and good listener to parents.

Acknowledge that I am not the sole solver of all students’ problems.

2. Are there any concerns about communicating with parents that the training did not cover? What are they, and how do you propose handling the problem? If you are not sure of how to handle the problem, how could you find the answer?

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3. Recall your most inspiring, positive experience involving a student’s parents. What made your relationship with these parents exceptionally good? What did you contribute to this relationship, and how did the parents reciprocate? Cite two communication techniques that you remember applying with them.

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