

INFORMATION SHEET AND CONCRETE EXAMPLE

Promoting collaboration and communication with the school

Skills to support the development of civility

As their parent, you know your child best. You are their most important teacher. Your involvement in your child's schooling is therefore necessary and beneficial in supporting school staff and facilitating your child's success and social development.

As a parent, how can I collaborate positively and communicate politely with the school? How can I work in collaboration with the school?

My contribution

- **Attend parent-teacher meetings.** These meetings are an opportunity to gain a better understanding of how the classroom works, how homework is assigned, what the rules are, what is expected as part of the code of conduct, and so on. At these meetings, I can ask questions to find out how I can support my child.
- Establish a relationship of trust **by recognizing the school staff's expertise** and **supporting their actions**, by asking for help (with managing difficult behaviour, motivation, etc.).
- **Contribute to school life** by participating in the annual parents meeting and activities, volunteering or sitting on a committee to help make decisions that ensure the school runs smoothly, learn more about the community and be a role model for my child.

- **Consult** documentation, emails, portals or platforms (the Mozaïk-Portal website, the school Facebook page, etc.) to keep myself informed about what's going on at school and to be able to start discussions with my child about the events going on in their daily life.
- **Learn** about training and activities on civility offered at my child's school (workshops, discussion groups, etc.).
- **Respond** to emails and calls from school staff and keep them informed of, for the well-being of my child:
 - their level of motivation
 - situations creating stress or anxiety
 - the quality of their interpersonal relationships
 - their ability to express themselves
 - prolonged absences
 - sudden behavioural changes
 - conflict situations or bullying
 - academic difficulty
 - major changes in family life
 - their health
 - their achievements and successes

My communication

- Practise **active listening**, by rephrasing what I say to confirm my understanding, while **practising civility** and remaining calm in my conversations.
- Identify **common solutions** and implement them for my child's success.
- Take into account the need for flexibility in response times, given the nature of the school staff's work (presence of students).
- Communicate according to **the procedures established** by the school at the beginning of the year (email, phone number, platform, virtual discussion group, etc.).
- **Respect the privacy** of staff by avoiding messaging them personally or sending multiple messages.

A concrete example of effective school-family communication based on an actual experience

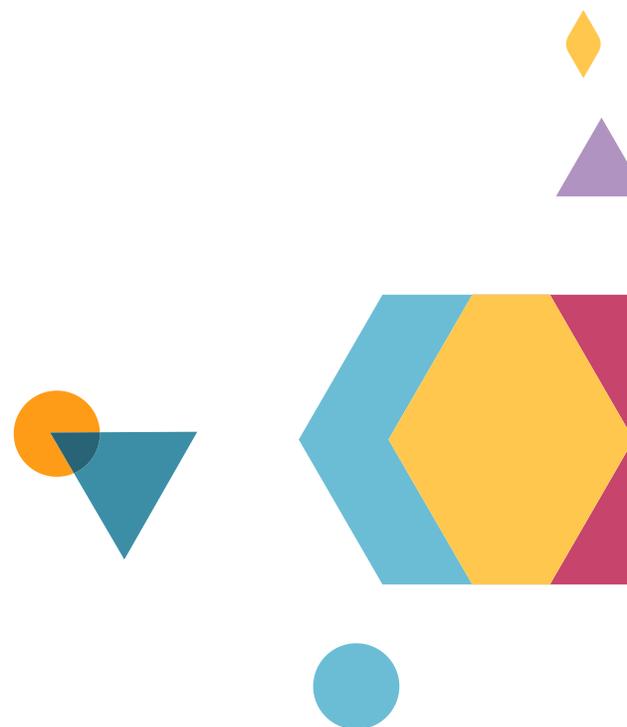
Parents are worried about their daughter losing motivation. She was so excited about starting secondary school in a special second-language enrichment program! But now she always seems sad, isolating herself in her room and responding to them disrespectfully.

By taking the time to meet each of her teachers at the first parent-teacher meeting, they were able to communicate their concern about their daughter's loss of motivation. They were also able to learn about her teachers' observations about her performance and behaviour in the classroom. Their daughter was experiencing difficulties in school and having trouble fitting in. She refused the help her teachers offered her, including remedial periods. She also didn't want to participate in team activities.

The teenager's parents and homeroom teacher took the time to discuss the situation and came up with some possible solutions. The homeroom teacher offered to meet the girl soon to discuss what she was experiencing at school and what she needed. He promised to follow-up with the parents.

After meeting with the student, the homeroom teacher contacted the other teachers to inform them of the challenges encountered and possible solutions. Everyone had a role to play in ensuring the girl's well-being: informed teachers were able to pay more attention to the teenager. One of them asked her to join the volleyball team, which increased her motivation for school and helped her make new friends. During team activities in the classroom, students were automatically paired up. Remedial periods for French were planned into the student's schedule. The parents agreed to follow up daily at home and to inform the homeroom teacher of any specific changes. For his part, the homeroom teacher offered to meet with their daughter at regular intervals to assess her progress in academic performance and her well-being at school.

By communicating their concerns, these parents enabled the teachers to pay closer attention to the girl to find a way to help her meet her needs and maintain a balance between her studies, new friendships and the psychological changes she was going through as a teenager. Through their example of respectful communication and collaboration, the parents have provided a model of civility for their daughter.



References

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Réseau d'information pour la réussite éducative (RIRE). "Degré de relation entre les enseignants et les parents lors d'activités de collaboration." *Centre de transfert pour la réussite éducative du Québec (CTREQ)*. October 20, 2022. rire.ctreq.qc.ca/degre-de-relation-entre-les-enseignants-et-les-parents-lors-dactivites-de-collaboration/

For additional information and tools

[Regroupement des comités de parents autonomes du Québec](#)

[English Parents' Committee Association](#)

