



Parents and Caregivers Communication



The DVD chapter on communication addresses the following topics:

- The importance of home-school communication for children, parents, and school personnel
- School personnel's understandings of communication with parents from low-voice communities
- School personnel's methods of communicating with parents from low-voice communities
- Parents' understandings of communication with school personnel
- Parents' methods of communicating with school personnel
- School personnel's experiences of communicating with parents from low-voice communities
- Parents' experiences of communicating with school personnel
- Possible barriers to home-school communication
- Possible solutions for overcoming barriers to home-school communication

Questions to consider before viewing:

- What does communication mean to you?
- Why is communication with school personnel important?
- How do you communicate with school personnel?
- What do you need for communication with school personnel to improve?
- How do you expect school personnel to communicate with you?
- Have your experiences communicating with school personnel been positive or negative? Why?
- What do you think stops school personnel from communicating with you?
- What stops you from communicating with school personnel?

Questions to consider after viewing:

- What were some good strategies used by educators to communicate with parents?
- How might you knowingly or unknowingly be stopping communication with school personnel?
- What support services are available to you through the school, the school board, and the community?
- How can you use these support services to communicate effectively with school personnel?
- What other strategies could be tried to improve your communication with school personnel?

Activity 1 : Strategies for Communicating with School Personnel

Time: 20-30 minutes

Materials: Pen/pencil, “How I Communicate” worksheet

Objective: To identify strategies to improve communication with school personnel.

Procedure: Answer true or false to the statements on the “How I Communicate” worksheet. Look at the false statements. What can you do to change those statements into true statements? Discuss possible strategies with other parents and caregivers in the room.

How I Communicate

Put an (X) in the appropriate box.

Statement	True	False
I have told school personnel that I am interested in communicating about my child's education.		
I have told school personnel that I wish to be informed about my child's progress.		
I have been to my child's school.		
I introduced myself to my child's teacher in the first week of school.		
I know the name of my child's teacher.		
I know the name of the principal at my child's school.		
I have given my child's teacher my contact information.		
I have given my child's teacher a list of times when I am available to meet.		
I have met the settlement worker at my school.		
I know how the settlement worker can help me.		
I have a list of people who can act as interpreters.		
I know how to contact the interpreter when needed.		
I have met a parent of my culture who has some experience and understanding of the school culture.		
I receive phone calls or meet with my child's teacher only when there is a problem.		
I write notes to the teacher in my child's agenda.		
I get responses to my notes in my child's agenda.		
I receive translations of newsletters or other print materials in my language.		

Look at the false statements.

What can you do to change those statements into true statements?

Discuss possible strategies with other parents and caregivers in the room.