Intellectual Output (IO) 1: Qualitative Research, Mapping of Current Practices, and Identification of Content Common Summary of the Interview Data

IO1 of the project Who Conducts the Orchestra: A Shared Responsibility of Parents, Teachers and Pedagogues in Children's Education (WCO) aims to answer the following questions:
- What kinds of methodologies are used currently?
- What aspects of them work, and which parts do not work?
- How could the communication between schools, teachers, pedagogues, and parents be improved?
- What kinds of knowledge do schools, teachers, pedagogues, and parents lack in relation to the fundamentals (morality, self-control, relations, and environment) in children's school lives?

IO1 consists of three phases: Qualitative research on home-school collaboration, Mapping of current practices and Identification of content for the new methodology. This report focuses on the results of the first phase, focus group interviews, which are conducted with parents and teachers and which give insight into their experiences of home-school collaboration, the methods they use, and where they find challenges in the collaboration.

In the first phase of IO1, a total of 35 parents across Europe (Denmark, Italy, Spain, Turkey and the UK) were interviewed to gather concrete examples and provide further insight into the parents' needs in their current collaboration.

The present report is the common summary which was written based on the national summaries of the project partners. In Table 1 below, demographic data about the participating parents is presented.

Table 1. Summary of the Demographic Data about the Participating Parents

Gender		Age			Number of children		Single parent?		Children with special needs?	
male	female	Younger than 30	30-40	41 and above	1-2	3 and more	Yes	No	Yes	No
2	33	2	18	15	30	5	7	28	6	29

Ethnicity	Turkish (10), Spanish (9), Argentinian (1), Danish (4), Italian (10), British-Asian (1)
Languages	Turkey- Turkish as native language (10), English as a foreign language (2) Spain- Spanish as main language (10), other languages spoken (with different frequency and level): English (4) Denmark- Danish as native language (4) Italy- Italian as main language (10), Chinese, English, French, Spanish, German The UK- English (1)

Job	**Turkey** Housewife (2) Personal trainer (1) Worker (1) Maid (4) Hairdresser (2)	**Spain** Children's educator Junior employee in IES [Secondary School] Employee Optician Self-employed salesman Social worker Nurse Manager Civil servant Children's teacher
	The UK Admin and account assistant	
	Denmark (Not known)	
	Italy Supermarket salesperson Administrative Employee - Marketing Sector Employee – Vocational and Educational Training body Employee Municipal Officer Agricultural Entrepreneur Farm Administrator and engineering company employee Social Worker -Educator Consultant for Ministerial Agency	

Results emerged from the interview data from parents' interviews are presented below in relation to each interview question asked.

Question 1. In which ways do you collaborate with the teachers in your child's school? *(You can give examples of possible collaborations such as participation in meetings, social events.)*

The parents mentioned ways which can be categorized as written communication, oral communication, educational activities, formal meetings, social events and other activities of home-school collaboration. The results related to the first question are demonstrated in Table 2. The country/countries of the parents who mentioned the specific examples can be seen in brackets.

Table 2. Ways Used to Collaborate with the Teachers

WAYS	SPECIFIC EXAMPLES
Written communication	-E-mails (DK) -Messages on AULA (digital platform for schools) and Day Care (digital platform for kindergartens) (DK) -Weekly or monthly letters (e.g. "homework info") (DK) -WhatsApp group with all parents and the class teacher (TR)
Oral communication	-Phone calls by teachers during the Covid 19 pandemic (IT, DK) -Regular physical liaison with schools and meeting updates. During the pandemic, everything is online most of this collaboration is via email, phone (the UK) -Day-to-day talk when the parents collect the children from school- Mostly in kindergarten and the small classes: (DK, TR) -Talking on the phone when needed (TR) -School visits when needed (TR)
Educational activities	-Collaborating in workshops in their children's classes (SP) -Participating by giving talks at school about their profession (SP) -Collaborating in a mathematics class by helping teachers and getting involved with the subject (SP)
Formal meetings (include online meetings)	-Institutional/Parent meetings in which all parents are involved (IT, DK, TR) -Interviews with the teachers (IT) -Individual meeting between the parents of a child and his/her teachers (sometimes the child attends as well) (DK) -Meetings with the whole school (DK) -Meetings with the pedagogues and parents in kindergarten (DK) -Parent board meetings (DK)
Social events (include events inside and outside the school)	-"Workday" in the kindergarten (DK) -Summer party in the kindergarten (DK) -Event before Christmas in the kindergarten (DK) -Social events for parents and pupils in the class (arranged by the parent council in the class) (DK) -Participating in the decoration of parties and special day celebrations (SP, TR) -Participation in parties organised by the school (SP) -Accompanying teachers on excursions (SP) -School picnics which parents also attend (TR) -School trips which parents also attend (TR)
Other	- Class parent representatives (IT, TR) -Participating in class projects that allow parents to get involved within their possibilities from home (SP) - Fund-raising activities (TR) -Support from parents to clean and maintain the school (TR)

Question 2. Can you give a brief example of a collaboration that you liked? Why did you like it?

In Turkey, most of the parents like WhatsApp group communication for collaboration. They think they can keep up with everything (Homework, projects etc.) instantly. Another reason they mentioned is that they can get feedback about the progress of their children. Moreover, social events such as school picnics, trips, collaboration to organise special day celebrations and fund-raising activities have been mentioned as examples of successful collaboration because these activities are fun and allow parents and teachers to get to know one another better. One parent said that she likes the practice of collaboration via a class representative because she thinks it is more practical for the teacher. Another parent stated that she likes the day-to-day talk with the teacher while collecting her child from the school.

In Italy, in general, extracurricular activities are judged excellent (for example, the preparation of the open day and music or theatre workshops), and have increased parents' esteem for teachers. However, the interviewees commented that the school management does not play a major role in the success of these activities. They believe that their success depends on the efforts of a few parents who always carry out their task in an exemplary way, and willingness and commitment of individual teachers.

Similarly, the parents in Spain mostly like social activities such as getting together for celebrations and activities done on special days. They mentioned "Project of the passage of time", as an example for successful collaboration. This project involved the grandparents and opened the collaboration to more generations of the family. The parents' also liked participation in communicating things in which they have experience, hobbies, or on a professional level. They stated that they feel competent and useful and feel good collaborating.

In Denmark, the parents emphasised that constructive, respectful and responsive dialogues were central to a good collaboration. Furthermore, the oral communication was emphasised as very important – also the informal ones. The parents mentioned oral and analogue communication in the kindergarten, the constructive dialogue, the communication about a difficult situation – regarding changing class, and the constructive parent meetings, where the teachers listen to the parents' worries, and giving positive feedback about the child as examples of successful collaboration.

In the UK, the interviewee commented that she likes Parents Active Group run by Family Services in LBHF. (A great forum to share with parents of children with special needs and sound off about the current lack of School support systems.)

We can conclude from the findings that parents mostly like informal and social collaboration activities rather than formal and written ones.

Question 3. Can you give a brief example of a collaboration that was unsuccessful? Why do you think it did not work? What could have been done differently?

In Turkey, parents mentioned three examples of unsuccessful collaboration. Activities which involve support from parents to clean and maintain the school have been reported most frequently. The reasons for this were the parents' busy schedules and their financial status. The second example of unsuccessful collaboration was WhatsApp groups. The reasons they mentioned are lack of personalised feedback, communication about irrelevant topics and the one-way communication in some groups.

In Italy, there have been very few cases of almost total discontent. Rather, they all confirm the success of the extracurricular activities thanks to the commitment of the representatives with the first person collaboration of the teachers. However, some people are not satisfied with the current situation linked to distance learning. They described the relationship through the electronic register as "too cold and technological". They complained that the children would need human support, to see the teachers (on video, remotely) and to actively perceive their presence and comfort.

In Spain, parents do not like it when school asks parents in a very concrete way for help without asking how each parent can collaborate and participate. They say they sometimes feel that the school does not take into account the opinion of parents. They also said that the activities in which it is not possible to participate due to their working hours are unsuccessful. One particular example of unsuccessful collaboration is the parents' schools because few people go there and those who go monopolise them with particular topics. Another reason is that the subject usually does not correspond to the age of the children.

In Denmark, unsuccessful collaboration was linked to three factors; namely lack of information and communication (especially, when the pupils get older), communication that does not go anywhere (more personal matter than a general problem) and the same parents' taking part in the parents meeting. An example of unsuccessful collaboration they mentioned is AULA (an online communication platform for the school, teachers, educational staff and parents. The platform is used by public schools all over Denmark). They find it unsuccessful because of too much unnecessary information on and too much repetition of the messages.

In the UK, the parent said that the link school provided very little support around the curriculum during lockdown and did not maintain regular contact to check on her child's well-being.

With these findings, it can be concluded that parents in all countries relate unsuccessful collaboration to some common specific factors, which include lack of participation of all parents in the activities, too much unnecessary information and irrelevant topics in communication, top-down approaches that schools adopt without taking parents' opinions into consideration.

Question 4. How can schools create engagement and support for the collaboration between teachers/educational staff and parents? What can you do in your context?

The participating parents suggested some considerations for parents and for teachers/schools and some specific ways to create greater engagement and support for the collaboration. The results can be seen in Table 3 below. The country/countries of the parents who mentioned the considerations and the specific ways can be seen in brackets.

Table 3. Considerations and Ways Suggested to Create Engagement and Support for Collaboration

Considerations for parents	-Adopt a more proactive attitude (IT) -Devote more time to school and show greater participation (all parents, not only representatives) (IT) -Propose activities and respond when the school proposes activities (SP) -Share more(SP)
Considerations for teachers/schools	-Cooperate more with parents, by taking their suggestions into greater account (IT) -Adopt a more proactive attitude (IT) -Get out of the traditional schemes, and propose more initiatives that can help learning: More discussion, more involvement, more practical activities are required. (IT) -Try to keep the same teacher with the class, so the pupils (and their parents) do not change their teacher too often (DK) -Pay teachers to attend informal/social events for the class hosted by the parents (DK) -Avoid sending too many/the same messages through too many channels (DK) -Try to make the Day Care more phone-friendly (DK) -Share more (SP) -Collaborate more, not less, with the parents when the children get older (SP)
Specific ways suggested	-Parent education (IT, TR) -Common summer party for the young classes in school and the kindergarten(DK) -Homework in which children need the collaboration of the parents (SP) -Playful activities where the children are busy, and the parents can then participate more. (SP) -Weekly class visit by one parent to see how the children are doing (SP) -Social events (TR) -After-school clubs where children can do their homework with the help of the teacher because some parents cannot help their children with their academic studies. (TR) -Home visits by teachers to motivate the students (TR) -Fund-raising activities where parents can sell their own products to support the school financially. (TR) -More regular communications, via phone, email etc. (the UK)

Question 5. Can you mention three things that you find important in the upbringing of a child in order to ensure that they do well in life?

Results related to question 5 are displayed in Table 4 below.

Table 4. Things that Parents Find Important in the Upbringing of a Child

ITALY	-Expression of ideas with respect for others -Development of autonomous thinking -A sense of responsibility -Commitment to deal with situations -Curiosity -Physical presence of the parent and use of positive reinforcement rather than reproach -Alliance with children -Trust, self-esteem and self-control, freedom of choice, expression and judgment and respect for the child -Parent's maturity in knowing how to deal with any topic
DENMARK	-Recognition and acknowledgement -Understanding different arenas -Responsibility and trust -Repetition and recognition -Presence -Guiding -Safe and secure -Care -Success
SPAIN	-Companionship, empathy, respect and tolerance -Education about freedom, multiculturalism, integration and acceptance -Communication, self-esteem -Educating in values and conflict resolution -Motivation, involvement and quality education
TURKEY	-Home and school environment -Nature of the child/Personality traits -Circle of friends -Being merciful -Hard work -Being humble -Leisure activities, especially sports -Being sociable -Sharing -Class teacher -Self-confidence -Morality -Discipline -Being a kind person -Devoting close attention to each individual child both at home and at school
The UK	Security, well-being, comfort, love, being in control

As can be seen in Table 4, parents in the five countries generally highlighted different things as important in the upbringing of a child, so it is difficult to draw some general conclusions. However, we should note that "respect, responsibility, trust, self-esteem and security" are things that were mentioned by parents in more than one country.

Question 6. Do the four fundamentals (morality, self-control, relationship, environment/setting) make sense to you? Do you think you, as a parent, have a responsibility to teach your children these fundamentals? Why /why not?

Almost all parents in the five countries agree that they have a responsibility to teach their children the four fundamentals. The reasons they mentioned for this are as follows:

- Teaching them these fundamentals help them face the world with all the difficulties they will encounter in life outside the family (IT)
- The basis for relationships and the emotional environment is provided at home (SP)

We should note that some parents in Turkey and Spain highlighted the crucial role of schools to support the parents to teach these fundamentals. They believe that it should be a shared responsibility between the parents and the teachers. Lastly, one parent in Turkey thinks that teaching these fundamentals should be the teacher's responsibility because children attach more importance to what their teachers say.

Question 7. If you do think you, as a parent, have a responsibility to teach your children these fundamentals, how do you work with them?

Parents in the five countries mentioned a variety of practices to teach their children the four fundamentals. The practices they mentioned are listed below. The country/countries of the parents who mentioned the practice can be seen in brackets.

-Being a role model/example (IT, SP, TR)
-Involving children in small daily domestic tasks (e.g. setting and clearing the table) (IT)
-Setting limits for the children and not to be experienced as their "friends" but really as parents (IT)
-Reading through books that can help parents in the difficult educational task (IT)
-Communication to develop critical and judgmental skills, trying to understand the reasons of others, and analysis with the children of their daily behaviour in simple situations (IT)
-Exposing children to all the possibilities and guiding them to choose the right one (SP)
-Giving value to social norms (SP)
-Making children reconsider things when they feel frustrated (SP)
-Helping them to put themselves in the place of others(SP)
-Using stories(SP)
-Trying to instil confidence and trust (SP)
-Promoting healthy relationships and conflict resolution (SP)
-Promoting communication with the children (SP)
-Spending quality time with the children (SP)
-Attending the HSO education programme introduced by the school staff members (educators and teachers) (DK)
-Warning their children when they do something wrong (TR)
-Meeting/learning about their children's friends and their families (TR)
-Following their children's social media accounts (TR)
-Checking their children's written communication on their smart phones (TR)
-Allowing for a limited circle of close friends (TR)
-Creating a happy family/home environment so that they can get their children to detach from friends who might have a bad influence (TR)
-Knowing about the online games that their children play (TR)
-Observing their children's behaviours carefully and constantly (TR)
-Keeping their children away from social networking sites (TR)
-Teaching the children how to analyse other people's personality so that they can detach from people who might have a bad influence (TR)
-Initiating communication/relationship with parents whose children they think can be a good influence on theirs (TR)
-Teaching the child on a daily level how to develop their character (the UK)

With these findings, we can conclude that although all the parents in different countries believe that they have a responsibility to teach their children the four fundamentals, they have different practices to do it. Among all the practices they mentioned, the only common practice was being a role model/example, which was mentioned by parents in three countries.

As mentioned earlier, in the first phase of IO1, besides the focus group interviews with parents, interviews with a total of 46 teachers across Europe (Denmark, Italy, Spain, Turkey and the UK) were conducted. In Table 5 below, demographic data about the participating teachers is presented.

Table 5. Summary of the Demographic Data about the Participating Teachers

Gender		Age			Educational background			
male	female	Younger than 30	30-40	41 and above	Bachelor's Degree	Master's Degree	Doctoral Degree	High school degree
7	39	2	14	30	36	5	2	3
Extracurricular responsibility in the school	YES: 24							

Results emerged from the interview data from teacher interviews are presented below in relation to each interview question asked.

Question 1. In which ways do you/the school collaborate with the parents? *(You can give examples of possible collaborations such as participation in meetings, social events.)*

The teachers mentioned ways which can be categorized as written communication, oral communication, educational activities, formal meetings, social events and other activities of home-school collaboration. The results related to the first question are demonstrated in Table 6. The country/countries of the teachers who mentioned the specific examples can be seen in brackets.

Table 6. Ways Used to Collaborate with the Parents

WAYS	SPECIFIC EXAMPLES
Written communication	-Newsletters-Weekly or monthly (DK, UK) -Email (UK, SP) -Regular bulletin updates online and posted to family homes (UK) -WhatsApp groups (TR) -Instant messaging (TR)
Oral communication	-Frequent informal talks (Wardrobe conversations as DK describes) (DK) -Café conversations on an annual basis-parents/teachers can choose who they would like to talk to (DK) -Face-to-face communication or telephone conversation with parents who cannot attend the formal meetings (TR) -Individual interviews with parents at the request of the latter or at the invitation of the teachers in case of specific problems (IT) -Psychological listening desk for parents (IT)
Educational activities	-Italian courses for foreign parents (IT) -Workshops prepared by parents to support the content of the subject (SP) -Inviting parents as specialists in a particular subject according to their professions/interests (SP) -Projects in which parents also participate via the Internet (SP)
Formal meetings (include online meetings)	-Parent meetings during which topics relevant to whole class are discussed (DK, TR, SP) -School-home conversations (DK) -Tripartite meetings between the kindergarten, school and parents (DK) -Parent meetings for all parents at the school, often at the beginning of the academic year (DK) -School committee meetings with the representatives of the parents, school staff and the pupils (DK) -Online meetings with parents during the pandemic (TR) -Periodic institutional meetings of teachers with parents' class representatives (IT) -Periodic institutional meetings in the school board between headmaster, teachers and parents' representatives (IT)
Social Events (Inside and outside the school)	-Social events arranged by parents so that they get to know each other better (DK, TR) -Appointments for playing together so the pupils and their parents get to know one another (DK) -Parents coffee if it is necessary or if there is an occasion (DK) -Parents are sometimes invited to a Vernissage when children finish a specific subject (DK) -School party where all pupils, parents and the staff are invited (DK)

	-Collaboration for preparations to celebrate special days and festivals (DK, IT, SP) -Christmas café in December (DK) -Home visits by the class teacher (TR) -School picnics which parents also attend (TR) -Activities outside the school, for example: visits to places of artistic interest (IT)
Other	-Parents' event within and outside schools (UK) -Building a relationship based on trust (TR) -Non-compulsory activities at school, which also involve families, e.g. vegetable garden (IT) -Collaboration with health structures for children suffering from physical or mental difficulties (IT) -Offering the parents the possibility of spontaneously proposing activities at any time (SP) -Healthy lunch, where parents voluntarily come to prepare the fruit for the children (SP) -Open days (SP)

Question 2. Can you give a brief example of a collaboration that was successful? Why do you think it was a success? What did the parents do to support the collaboration, and what did you do?

In Italy, the teachers mentioned three successful examples of collaboration with parents: Personalized learning plans, a cycle of meetings on nutrition with parents and a project which was curated in class with children by school psychologists and which provided for the confidential restitution for families and the possibility of in-depth direct meetings. In addition to these successful examples, they emphasized the greater participation of mothers compared to fathers, and they stated that collaboration with parents of children with DSA (specific learning disorders) or BES (special educational needs) is very strong.

The teachers in Turkey, on the other hand, usually found informal events such as home visits and picnics more successful to collaborate with parents. They commented that face-to-face communication with the parents during these informal events is successful because making eye contact is very effective to convey messages and shy people can express themselves more comfortably.

Similarly, teachers in Denmark found informal events successful because they prompt the experience of solidarity among the children, professionals, parents and grandparents. Furthermore, Vernissage, meetings where there is a clear frame to discuss from (e.g. The Growth Model), frequent oral communication via the telephone or face-to-face, collaboration with vulnerable or disadvantaged parents and resourceful parents' taking responsibility for helping disadvantaged families were mentioned as ways of successful collaboration.

In Spain, in general, activities which are more comfortable and which require less time were found to be successful. The teachers pointed out that keeping parents informed of the activities through their children increases the chance for the success of those activities, as children act as a bridge in their parents' claims by transmitting their enthusiasm to them. In addition, they commented that activities such as workshops and leisure activities where parents feel they can be actively involved are successful ways of collaboration. They said that the participation of parents in these activities facilitates greater communication and trust with the teachers.

As examples of successful collaboration with parents, the teachers in the UK mentioned music and climate change events where families are invited to engage in celebratory events and activities.

Two general conclusions can be drawn from these findings. Firstly, informal events where parents feel comfortable and are actively involved were found to be more successful to collaborate with the parents. Secondly, involvement of students in home-school collaboration increases the chance for the success of those activities thanks to the pupils' own excitement about them.

Question 3. Can you give a brief example of a collaboration that was unsuccessful? Why do think it did not work? What could have been done differently?

The teachers in Turkey mentioned three specific examples of unsuccessful collaboration with parents by providing the reasons. Firstly, they commented that formal meetings with the parents are not successful because some people are too shy to express their opinions or some others dominate the conversation. Moreover, they stated that one-to-one

communication with parents is ineffective if the parent is reluctant to negotiate with the teacher and/or if they have not yet built a relationship based on trust. Lastly, some teachers pointed out that WhatsApp communication fails to succeed because written communication is not as effective as verbal communication.

The teachers in the other countries usually focused on the reasons for unsuccessful collaboration rather than providing specific examples. The reasons they mentioned are presented below. The country/countries of the teachers who mentioned the reasons can be seen in brackets.

-Covid 19 pandemic (UK)
-Parents' work schedule (SP, IT)
-Less participation from parents and children as the children grow up (SP)
-Families suffering from psychological and behavioural distress (IT)
-Inconsistent and uncooperative attitude of the parents (IT)
-Lack of union of the class teaching staff (IT)
-The attitude of parents in defence of their children mistreated by aggressive schoolmates (IT)
-Too confidential relationship caused by close collaboration, which creates confusion of roles (IT)
-Disagreement between the parents and the educational staff (IT, DK)
-Unclear parents' roles (DK)
-Parents not responding to the initiation of collaboration by the teacher (DK)
-Parents not attending the meetings (DK)
-Parents who are not involved in their children's lives (DK)
-Rumours about specific schools, teachers, educational staff and other parents (DK)
-Quick-tempered and impolite parents (DK)
-Difficult conversations about a subject that is hurtful (DK)
-Children's spending longer hours at school distancing the parents (DK)

As can be seen above, except for some uncontrollable reasons such as Covid 19 pandemic and parents' work schedules, teachers mostly mentioned issues related to parents' lack of participation, personality traits and attitudes as the main reasons for unsuccessful collaboration.

Question 4. How can schools create engagement and support for the collaboration between teachers/educational staff and parents? What can you do in your context?

The participating teachers suggested some considerations for teachers/schools and some specific ways to create greater engagement and support for the collaboration. The results can be seen in Table 7 below. The country/countries of the teachers who mentioned the considerations and the specific ways can be seen in brackets.

Table 7. Considerations and Ways Suggested to Create Engagement and Support for Collaboration

Considerations for teachers/schools	-Teachers should have their own offices at school because the common teachers room does not allow privacy while talking to the parents about their children. (TR) -Rather than one-size-fits-all approaches to collaboration, which are usually decided by the school administration, teachers should be free to choose appropriate ways for collaboration with the parents. (TR) -Creating greater clarity about and support towards the parents' responsibility for the parent community (DK) -Involving parents and grandparents more in knowledge sharing with pupils (DK) -Informing parents about everything from the very beginning (SP) -Letting the children know that there is a lot of collaboration between the parent and the teacher (SP)
Specific ways suggested	-Installing cameras in the classrooms so that parents can see how their children behave and they can collaborate with the teacher if problems arise. The teacher explained that he wants this because it is too difficult to convince some parents that their children cause problems in the classroom. (TR) -Instead of formal parents' meetings organised by the school, teachers should allocate some time in their timetable to meet each child's parents individually. (TR) -"Open school event" where the parents, grandparents, newcomers visit the school, get to know what is going on in the classrooms and meet the staff (DK)

	-Increasing school's visibility in the local community and on social media to draw attention to the school and their daily activities (DK) -Informal monthly afternoon visits when parents come and see what the pupils have learnt in the previous month (DK) -Advertising and promoting opportunities for school/family collaboration and support (UK) -Use of school grounds, gardens and playgrounds (UK) -Train all teachers in methods of dialogue with parents as well as with children (IT) -Projects to stimulate the ability to listen to each other (teachers-parents-children) (IT) -Communication via email and through the centre's website (SP) -Facilitating an alternative way to reconcile work and family life, e.g. municipal service or school monitors (SP) -Close communication on a daily basis, showing transparency of work in the classroom through in-class tutorials with parents. (SP) -Focusing the meetings with photos, videos of the classroom. (SP)

Question 5. Can you mention three things that you find important in the upbringing of a child in order to ensure that they do well in life?

Results related to question 5 are displayed in Table 8 below.

Table 8. Things that Teachers Find Important in the Upbringing of a Child

SPAIN	-Emotional education -Self-esteem and autonomy -Acquisition of social skills -Frustration management -Values, respect, empathy -Perseverance, capacity for critical thinking and knowing how to work cooperatively -Respect the evolutionary moment and the individuality of each child
TURKEY	-Teaching the child to take responsibility -Respect -Morality -Assisting the child to develop critical thinking and problem solving skills -Avoiding enforcing cultural/social norms -Avoiding practices that might ruin the child's self-esteem -Accepting the child for who they are -Showing respect for the child -Providing the child with opportunities to spend more time in nature -Preparing the child for the real world -Supporting and nurturing the child's passions -Consistency in parenting
ITALY	-Willingness to listen to children. Constant presence - Welcome and acceptance of everyone - Central interest for the good of the pupils - Put each child at the centre and enhance it - Commitment, personal as well as professional effort - Creativity - Contact with families, never to be missed. - Recognition of teachers' work by families - Trust in the possibility of school change - Individual commitment and collaboration for change
THE UK	Love; support; security; health and well-being; confidence; self-esteem; calming anxieties; a safe environment; joy
DENMARK	-Love -Care and presence -To believe in your own capabilities -Parent support to school and children -Recognition of the child

	-Frames and structure -Feeling safe/secure -Good relations (with at least one person) -Resilience and Self-Control *Beside the words that the participants discussed, these words were also displayed at menti-meter: Self-confidence, responsibility, challenges, common effort, adult support, to learn, empathy.*

As can be seen in Table 8, although teachers in the five countries generally mentioned different things as important in the upbringing of a child, there are some common points highlighted by most of them. "Self-esteem" emerges as the most common point mentioned by the teachers in four countries. Other things that were mentioned as important by teachers in more than one country are "respect, critical thinking and problem solving, responsibility, love, presence, recognition of the child, security, empathy and managing emotions".

Question 6. Do the four fundamentals (morality, self-control, relationship, environment/setting) make sense to you? Do you think you, as a teacher, have a responsibility to teach your students these fundamentals? Why /why not?

The teachers in all countries agree that they have a responsibility to teach the four fundamentals. The reasons they mentioned for this are as follows:

● Children spend more time with the teachers and classmates than with the parents. (SP)
● At school, they socialise more than at home, they spend more time with their peers, and have more relationships at a group level, and with adults, so there are many ideal moments to work on these issues. (SP)
● Teachers formally evaluate children in terms of these fundamentals and they write reports. (TR)

The teachers in Italy commented that there is no shared strategy and teaching these fundamentals is mainly based on daily classroom practice. In relation to this, the teachers in the UK emphasised that it is important to embed all these principles across the school curriculum.

The teachers in Spain and Turkey also emphasised the importance of mutual support and shared responsibility between the family and the school to teach these fundamentals.

Question 7. If you do think you, as a teacher, have a responsibility to teach your students these fundamentals, how do you work with them?

Teachers in the five countries mentioned a variety of practices to teach their students the four fundamentals. The practices they mentioned are presented in Table 9 below. The country/countries of the teachers who mentioned the practice can be seen in brackets.

Table 9. Teachers' Existing Practices to Work with the Four Fundamentals

TURKEY	-Values education classes embedded in the curriculum -Being a role model -Explaining and warning *All the teachers emphasised the importance of teaching these fundamentals according to universal values rather than cultural ones.*
SPAIN	-Working in cooperative groups and changing roles within the group -An assembly at the beginning and another one at the end of each day, where they can both share and solve and organize -The "friendly classroom", a space for reflection. They try to solve the problems that happen every day before they get too big. -Prioritising the relationship -Teachers' giving strategies so that the students can solve the problems -Avoiding the most disruptive students being left alone, and helping students to realise that anyone can do something wrong -Encouraging reflection on their behaviour in order to achieve some learning

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	-Through stories, which offer models for resolving conflicts -Creating a sense of group and encouraging respect and help for one another -Making students consider the point of view of the other, and getting them out of their individuality -Encouraging activities throughout the centre. We all form part of something... the older ones help the younger ones... it is a cross-curricular learning that indirectly forms part of the curriculum.
DENMARK	-WCO –days", when the pupils are taught the four fundamentals -Make the training in the four fundamentals a part of every school day -Concrete self-control exercises in kindergarten and in school and asking the parents to continue practising them at home. -Highlighting relations and encouraging parents to support their children in getting good relations -Emphasising the importance of moral and cultural education, which are linked to the four fundamentals
ITALY	-The teachers individually pay constant attention - often implied - to translating the fundamental concepts into children's behaviour by talking to them on the occasion of critical episodes. Much attention is given to listening to children, who generally express themselves spontaneously at school. -Schools adopt a training agreement pact with families and pupils at the beginning of the school year -In many schools, projects dedicated to different classes on topics involving the 4 fundamentals (e.g. citizenship) with planned activities, sometimes with external experts and using forms of artistic expression. -Proposing pathways on affectivity in the classroom managed by external educators, without parents Or even meetings of high level pedagogues dedicated to parents but also open to teachers
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As can be seen in Table 9, the existing practices to teach the four fundamentals differ in the participating countries. However, we can see that the schools and the teachers adopt both direct and implied strategies to teach children the four fundamentals. For example, projects dedicated to different classes on topics involving the four fundamentals in Italy and "WCO days" in Denmark are practices that aim at teaching the four fundamentals directly. The practice of being a role model mentioned by the teachers in Turkey and the existing practice of the teachers in Spain which makes students consider the point of view of the other, and get them out of their individuality are examples of implied strategies to work with these four fundamentals.

I. SUMMARY OF THE DEMOGRAHIC DATA ABOUT THE TEACHERS

Country: Denmark
Total number of teachers interviewed: 10
In the Table below, please summarise the demographic data by writing **the number** of participants for each category and write the teachers' extracurricular responsibilities in the school (if any).

Gender		Age			Educational background		
male	Female	Younger than 30	30-40	41 and above	Bachelor's Degree	Master's Degree	Doctoral Degree
	10	1	4	5	10		
Extracurricular responsibility in the school	Two participants had the particular responsibility of "building the bridge" between preschool and school for children and parents. One participant was a Team Coordinator. One participant had an AKT-function at the school (specific role and extra time to work for the inclusion of vulnerable pupils and families at the school). One participant was a staff representative and member of the school committee and the participatory committee (in Danish: MED-udvalg). She was also member of the "TRIO"-group consisting of the CEO, the staff representative, and the work-environment representative.						

II. SUMMARY OF THE TEACHER INTERVIEW DATA

In Table below please summarise the teacher interview data on the basis of emerging and recurrent concepts. Please indicate the **frequency** of each recurrent concept as **numbers** in parenthesis. You can also add comments/ reflections from teachers as representative of each concept.

1.Ways used to collaborate with the parents	a) **Ways that teachers/pedagogues use** The participants collaborates with the parents in various ways. The collaboration concerns communication/conversations, meetings, and social activities. The participants communicate information to the parents in three ways: written communication, oral communication and physical meetings. Their experiences from the different kinds of communication are unfolded below.

1. **Written communication:**

   Several teachers, especially in the classes with the youngest pupils (0-4th grade), write **weekly or monthly newsletters to the parents**. The newsletters concern what the pupils have been during the previous week, and the plan for the coming weeks. It may also include crediting the pupils work in school, or providing practical information like "remember rain clothes". As one teacher states: *"(…) it is my experience that the parents (of young pupils) need a lot of information, so I write parents-information to them every week. They receive information about how last week went and the expectations for the coming week, and remember the rain clothes and what else might be relevant. Thus, these things that are harmless… to say it in that way… I write in the parents-letter".*

   Another teacher, who also writes weekly letters to the parents, says: *"I have an impression that they (the parents) actually are pretty happy to get this update".* Furthermore, she also feel that she benefit from it herself: *"At the same time, I also use it as some kind of way to tune into the week that passed and plan for coming week"*

Whereas, all participants find that the written communication are useful for communicating practical information, most of the participants use the oral communication to discuss the well-being of the pupils.

2. **Oral communication:**

   One teacher states: *"In my experience, the parents-collaboration happens on two levels. It is partly about education and the everyday life and partly about well-being".* She mentions that the school has a document about **the principles for dialogues**, where it is stated that all conversations about the well-being of pupils must be discussed orally via the telephone or in physical meetings.

   Another teacher finds that oral communication is useful to **avoid misunderstandings**, as she says: *"(…) I am also more used to just pick up the phone than having one of these long correspondences via mail, as they can often be misunderstood and then you write something that may sound harder than when you say it".*

WHO CONDUCTS
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Teachers, Pedagogues in Children's Education.

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The three participating pedagogues (educational staff) highlight the so-called **"wardrobe"-conversations.** As one of the pedagogues says: *"(…) the youngest children, they arrive at the school with their parents and you can have what we call a "wardrobe"- conversation (…). We have a good understanding about what is happening with their children and with them (the parents)".* And another pedagogue finds that frequent informal talks make it easier to also discuss difficult matters: *"When you have talked about wind and weather, and all the funny things… that you are going home to visit the grandparents and what not, then I think you have a better approach to talk about the things that are difficult for the child".*

The teachers and pedagogues also hold physical meetings with the parents.

3. **Physical meetings:**

There are many different kinds of meetings and social gatherings throughout a school year. The different kinds of meetings are listed below with a short explanation.

- **Parent meetings**. The participants are the parents, the teachers and educational staff of a specific class. Often, topics relevant for the whole class is discussed e.g. the well-being of the class, and the subjects they are taught in at the time or an outline for the whole school year is presented. At these meetings, new teachers may also be presented.

- **School-home-conversations***:* Meetings about the professional and social development of a child. The meetings are held between teachers, educational staff and the child's parents.

- **Parent arranged events:** social and informal events arranged by the parents for the whole class (parents, children and often also teachers and educational staff). For teachers and educational staff participation in these events are considered "leisure time" and is not paid. Furthermore, while they find it very beneficial to participate in the informal social events to get to know the families better, they have recently experienced a legal challenge about "responsibility", which means that even though the parents are responsible for creating the event, the professionals will always have the responsibility if something unfortunate happens. This regulation have limited the teachers and educational staff's participation in this kind of event.

- **Café conversations (annual basis):** the school invites the parents to the so-called: "café-conversations", where the parents can choose if they will come and who they will like to talk to of the teachers and educational staff, and the teachers may likewise choose if there are some of the parents that they will like to talk to.

- **Social events at the SFO** (after school institution situated at the school) **and kindergarten**:
  o "Appointments for playing together"(in Danish: "lege-aftaler"). These are arranged appointments where pupils in a class is divided into groups of four (mixed across the class, gender, ethnicity, interests etc.). Throughout a certain period, the four pupils will visit each other at home and play together. This is often on Friday afternoons, and when the parents come to pick up their children, they are encouraged to have a cup of coffee and a little chat. In this way both the pupils and the parents get to know different people in the class.
  o "Parents' coffee": informal events that they plan whenever they find it necessary or that there is an occasion for it. Here the parents can come and drink a cup of coffee and eat some cake often in the afternoon at the end of the workweek.

- **Vernisage**. Sometimes, the teachers and pupils invite the parents (and grandparents) to a vernisage, when they have finished a specific subject.

b) Meetings arranged at school level

- **"Building the bridge" between kindergarten and school,** in order to ensure a good transition from kindergarten (preschool-level) to school, the kindergarten and school engage close cooperation of various formats:
  o Tripartite meetings between the kindergarten, school, and parents (of the preschool children).
  o Social events e.g. coffee meetings at the kindergarten, where the teachers responsible the "bridge building" participate.
  o The oldest children at the kindergarten visit the school for a whole day to get to know their future classmates. Furthermore, the oldest children at the kindergarten are invited to take part in the youngest pupils' gym-classes. This way, the children get accustomed to the school before starting.

- **Parent meetings,** meetings for all parents at the school or for all parents in primary or lower secondary school. Often, these meetings are held in the beginning of the

	year to introduce the new school year or to discuss important subjects.

	- **Social events (annual basis):**
	     o School party, where all pupils, parents, and staff members are invited.
	     o A day for making Christmas decoration, where parents and grandparents are invited to cut Christmas decoration in the classes and decorate the school in collaboration with the pupils and staff.
	     o A Christmas-café in December, where the parents are invited to coffee, Christmas cookies and to see the Lucia parade at the school.
	
	  - **Possibility to take part in the school committee:**
	     o The school committee consists of representatives of the parents, school staff and pupils. The representatives of the parents have to elected by the parents at the school. The parent representatives must be the majority. At the school committee, decisions are taken regarding the development of the school and principles for home-school collaboration.

2.Examples of successful collaboration with the parents (with brief explanation and reasons for its success)	The teachers and educational staff have several examples of successful collaborations, which are listed below.
	
	  - Many participants highlight **events, where the pupils and parents are involved,** as successful:
	     o As an example, one teacher mentions a vernisage that the pupils made as a part of a school project, and which they invited their parents to see. The teacher thinks the success is linked to the pupils' own excitement about the project. Furthermore, she also herself took time to inform the parents about the project throughout the project period, as she says: *"I think, we had worked towards this (the vernisage) from the beginning. The pupils knew from the beginning of the school project that it will end with a vernisage, so I think that they talked good about it at home. And during the project, I wrote regularly messages home to the parents, where I told them where we were in the project and spoke very positively about the pupils and told the parents how clever they were. And then (at the vernisage) we had lit candle lights and made a great deal out of it, so I also think it was because the pupils were so excited about it that the parents had to come to see what it was all about".*

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THE ORCHESTRA
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Teachers, Pedagogues in Children's Education.

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- Several participants also mention **events that are informal** as successful, as one school pedagogue (educational staff) says: *"it is this thing about being together about a common third activity"*. She highlights an event where parents, grandparents, pupils, teachers, and educational staff have been together to discuss and talk about hometowns after a week, where the pupils have been working with this topic. In her experience, there was a goodwill to participate in this event and the event prompted the experience of solidarity among the children, professionals, parents and grandparents. Another school pedagogue (educational staff) also argues that: "*There are no problems at stake or problems to discuss during informal events".*

- Teachers and the educational staff also emphasise that **meetings, where there are a clear frame to discuss from**, are successful. One school pedagogue emphasises that she has had good experiences with applying the Growth Model for parent meetings. The Growth Model structures the dialogue of the meeting around five central open questions and makes all participant equals, *"nobody is the expert".* She experiences that the parents get more involved in the meeting than when they are asked to just sit and listen.

- The teachers also highlight **frequent oral communication** as successful ways to keep in good contact with the parents. All teachers emphasise that conversations about the pupils' well-being are held orally via telephone or face-to-face. Some teachers have good experiences from making rules for the communication e.g. one teacher asks the parents of her pupils to write an e-mail about the topic/incident they wish to talk about prior to calling. Another teacher has rules about how to discuss incidents, first via phone and if it happens again, they discuss it shortly at the school. The teachers emphasise that by communicating orally, they manage to avoid misunderstandings that may appear during written communication, and that frequent oral communication gives them at better feeling of what is going on at home. As one teacher says: *"It is about being one step ahead".*

The teachers and educational staff also have other relevant experiences of good parent collaboration:

- One school pedagogue emphasise that in her experience, the more the parents participate in school events and meetings, the more exciting they find it. Thus, the tough part is getting them started on participating in the first place.

| | - One teacher has, in contrast to some of the others, **good experiences with collaborating with vulnerable/disadvantaged parents**. When asked, what she thought was the reasons behind her success in establishing good contact to the vulnerable parents, she answered: *"I believe that you get a good parent collaboration, when you show the parents that you will do everything possible to support the child's development, no matter whether it is a child with difficulties or children who are doing good (…) We recognise the parents for what they are capable of instead of punching them for what they cannot do. I think that is why, I have a good collaboration with disadvantaged parents".*

Furthermore, the teacher mentions that she finds it very successful, when **resourceful parents take responsibility for helping disadvantaged families** e.g. by helping with transportation or ensuring that at least their children take part in social events with the class. Thus, the responsibility that the parents have for each other is highlighted.

- Lastly, several teachers and educational staff mention the **importance of respecting each other's roles in the child's life and aligning expectations**. As one teacher emphasises: *"Thus, the respect for each other's roles in the child's live, because we are the primary adults both the parents and us. Of course, the parents first. And then it is really really important to align expectations, when you begin the school-parent-collaboration".* |
| 3.Examples of unsuccessful collaboration with the parents (with brief explanation, reasons for its failure, and things that could have been done differently) | The teacher and educational staff also have several experiences of the aspects of the collaboration with parents that cause challenges and frustration.

- Several teachers and school pedagogues highlight an example of **disagreement between parents and professional** as a barrier for a good collaboration e.g. about how to help the child/pupil in the best way. A teacher says: *"When it becomes about blaming the other or when there is no will to collaborate".*

- A school pedagogue and some teachers also emphasise **unclear roles as a barrier for a good collaboration** (when the parents' roles at the school (and other institutions) have not been defined). The pedagogue highlights an example about raising children: *"That you can discuss a lot with parents sometimes, that they do not understand, at least seen from my side of the table, their role, and what kind of effort they have to make so that their child strive and become a whole human being".* |

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THE ORCHESTRA

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Teachers, Pedagogues in Children's Education.

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- Another challenge that the teachers mention is **when parents do not respond to her attempts to communicate with them (written and orally) and do not attend parent meetings.** As one teacher says: *"I think it is the most difficult about the parent collaboration or at least what some of the challenges entail with parents, where you try to call and write to them, but you do not really hear back from them. Or that they repeatedly do not attend parent meetings or meetings at the school. I find that really difficult, because then… then it is just a monologue, where you are trying, but nothing comes back to you".*

Another teacher highlights the dilemma that the parents who are involved in their children's lives also are the ones who are involved in the school collaboration, but they may not need it as much as the pupils' whose parents are not involved in the school collaboration. As she explains*: "And it is both good and bad that you hear from these parents, because they are engaged in their children's lives – that you feel instantly and actually also in this time (COVID-19 pandemic) (…) And then I think that maybe there are more pupils who needs attention, but their parents do not get in contact. So **where I have the good parent collaboration is also where the children have a good relationship to the parents and vice versa"**

- The participants also mention **rumours as a challenge for the collaboration**. They emphasise that rumours can have a bad influence, when working at a school in rural villages, both in regards to:
  - o Parents' perception of specific schools, teachers, and/or educational staff. Thus from the beginning of the collaboration, the parents may have something against the school or specific staff members.
  - o Parent's perception of other parents. It may increase the disadvantaged parents' experience of being marginalised. A pedagogue from the kindergarten sometime experiences that some parents disagree with their children playing with specific parents' children.

- Another challenge is when **parents get angry and impolite**. One teacher emphasises that is difficult to deal with parents who lose their temper. She has made her own way of dealing with this. She waits to answer an impolite message to the day after it was sent. In her experience, the parents have "fallen down" at that time

WHO CONDUCTS
THE ORCHESTRA

A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

Erasmus+

and they can have a constructive conversation about the matter.

- Another challenge for the teachers are **difficult conversations** about a subject that the teachers know is hurtful for the parents, as one teacher explains: *"There are also sometimes some things that is hurtful for the other part, but has to be said. How do we say it without tearing their heart apart?... because it is about the most precious in their life…That can be quite difficult at times!".* Another aspect of difficult conversations concerns situations where teachers have to inform the authorities about children in distress. One teacher says that she in this case do a great effort to explain what it entails to the parents, so they know, and they can collaborate on bettering the situation instead of working against each other. In her experience, parents often do not know that the act of informing authorities about the child do not necessarily mean that the child will be taken away from the parents. It can sometimes lead to that very disadvantaged parents cut of any help from the school.

- One teacher reflects about how the law from 2014 that **changed the structure of the school day may influence the parents' engagement** at the school. In 2014, a school reform was approved that among other things made the school days longer e.g. resulting in the pupils doing homework at school instead of at home. The teacher thinks that this change may have distanced the parents from the school, as they do not even know what their children are learning at school.

| 4. Ways suggested to be used to create engagement and support for the collaboration between teachers/educational staff and parents | The teachers and educational staff have several ideas as how to improve parents' engagement at the school and the parent collaboration.

a) Ways that schools could use

- One teacher suggests an "**open school event",** where the parents, grandparents, newcomers visit the school, get to know what is going on in the classrooms and meet the staff.
- Two teachers and a school pedagogue (educational staff) suggest **more visibility** in the local community and on social media to draw attention to the school and their daily activities.
- Some teachers emphasise that it may be beneficial to create **greater clarity about and support towards the parents' responsibility for the "parent-community**" in the class. Several teachers and pedagogues also emphasise that the parent collaboration and the "parent- |

community" already begin in kindergarten and the nursery*.

Challenges:
- The challenges the teachers and pedagogues highlight are:
  o **Resources** (both financial resources of the school and the resources of parents)
  o Busy parents, who have **limited time** or prioritise to spend their time on something else than school events and meetings.

b) Ways that teachers can use in their own context

- One teacher suggests having **informal monthly afternoon visits**, where parents come and see what the pupils have be up to in the previous month, and talk with the staff and each other. The teacher has heard about this kind of event from another school, and apparently, it is very successful.

- One teacher also emphasises on **involving parents and grandparents more in knowledge sharing** with the pupils e.g. by telling about school back in the days. This way, the parents and grandparents are more engaged at school. They know what is going on at the school and they get a better relationship to the school staff.

5. Things that teachers find important in the upbringing of a child	For the online focus group interviews, the interviewers have prepared a menti-meter question, where the participants could write three things that they find important in the upbringing of a child. On menti-meter, the more people who write the same word, the bigger a word gets. Below, the words that were discussed during the interviews are highlighted, furthermore, the other words that were written is shown in the bottom. - **Love** (written by two participants) * understood in general and not in particular from the teachers and educational staff. As one teacher says: *"For a child to succeed in life, he/she needs to know that he/she is loved at home"*. - **Care and presence** (written by three teachers). The teachers emphasise that they see it as their role to give the pupils care and be present in their company. - **To believe in your own capabilities** (connected to care and presence), as one teacher emphasises: *"When I write 'care and presence' it is also about believing your own capabilities and that you are good enough just as you are and find self-containment in the fact that you are who you are"*.

- **Parent support**
  - o Parents support is understood in two ways:
    1. The parents support their children. As one teacher says: *"Seen more generally in regards to children's upbringing, I think that it is really important that you have your parents' support for a lot the things that you do in life or that they at least support some of the decisions that you take in your life. If you do not have the support from your home, it can be very difficult to find a foothold in various constellations in life.*
    2. Another teacher also emphasises that it is important that the children experience an alignment between the school and the home. She finds it important to avoid mismatch of what the pupils hear at home and what they hear at school. Thus, it is important for the children that the parents collaborate with the school.

- **Recognition** (written by three participants):
  - o One of the teachers emphasises:
    "The children must be recognised and get a lot of support and be recognised for who they are".

- **Frames and structure**:
  - o As one school pedagogue explains*: "Now, I have been a pedagogue for over 30 years, and I can see that throughout the years, the frame and structure have become more fluid (the parents do not set these for their children) and the children and youngster have to find their own way and their own frames (…). And if you do not have the foundation in order then it becomes really really difficult to organise things, because you do not know how to act… And you do not have systems and strategies to figure out how to organise things. This can be small things such as how to greet others, and if someone says: "here you go", then you answer, "thank you" or if someone says: "Good bye and have a nice weekend", then you answer: "thank you and you too".*

- **Safe/secure:**
  - o One school pedagogue and a teacher have written this word. As the pedagogue explains: *"I think that in order to be able to be a human and to develop throughout life, it is important that you feel safe. It is not possible to learn or develop oneself if you are not feeling safe".*

WHO CONDUCTS
THE ORCHESTRA
A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

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- **Relations:**
  - o Two teachers have written this word, and one of them explains: *"Relations are crucial! Just having one good relation can make a difference from whether you succeed in life or not. That is why I find that relations are very very important"*.

- **Resilience and Self-Control:**
  - o One school pedagogue thinks that self-control should be understood as an important skill in itself, as an important basis for children. She also emphasises that it cannot stand alone, but must be seen in connection to other important things in children's lives, such as relations, recognition, and feeling safe. If these things were in order, it was easier for the child to practice self-control. Another pedagogue connected self-control to resilience and emphasised that the children today haven't trained self-control and resilience at home before starting in school.

Beside the words that the participants discussed, these words were also displayed at menti-meter:
Self-confidence, responsibility, challenges, common effort, adult support, to learn, empathy.

6. Teachers' views on whether they should teach the four fundamentals (Do they think that, they as teachers, have a responsibility to teach their students these fundamentals? Why /why not?)	Eight out of ten participants have been introduced to and taught in the four fundamentals before, and as one teacher states: *"You cannot work with children without having these four concepts under your skin"* Another participant states that they have a responsibility to comply to the four fundamentals both in their professional and personal life and be a role model and "practice what you preach" so to speak. As she says: *"Because, as I see us, we are also role models in regards to how we behave in front of the parents, but also in front of our teacher and pedagogue colleagues, and everything. Thus, we have a societal responsibility, I think, both in society, but also in our families and at our work. So, it starts very much with ourselves"*.
7. Teachers' existing practices to work with each fundamental (for those who think they have the responsibility to teach the four fundamentals)	As most of the participants are trained in the four fundamentals, they have experiences with working actively with the four fundamentals in different ways: - At the school, they have had: **"WCO –days",** where the teachers and educational staff in cooperation with SSP Team Vejle taught the pupils in the four fundamentals.

WHO CONDUCTS
THE ORCHESTRA
A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

Erasmus+

- Besides the theme days, the teachers also strived to make the training in **the four fundamentals a part of every school day:**
  - o As one teacher explains: *"for me, it is much more about that it becomes an integrated part of our daily life. It is not something that we take down from a shelve like we take down a math book from a shelve, but that we all school days and kindergarten days work with relations, work with the environment they are in, actually, develop them in the right directions etc. Thus, self-control makes sense in itself; of course, we should work with self-control every day. Just try to think about how much we adults use self-control and the ability to postpone our needs, of course we should use that (self-control) and of course we shall help developing it in children".*

- The teachers and pedagogues (educational staff) work with **concrete self-control exercises** in kindergarten and in school. Often, the teachers/pedagogues ask the parents to continue practising them at home.
  - o As the pedagogue working in a Kindergarten explains: *"It can be things like sitting on a chair and set an alarm to 10 minutes, and then just sit there while we eat without leaving the table and a lot of other things, but just sit 5 minutes, 10 minutes or what it can be. It can be enough just to do like that".*
  - o A school pedagogue highlights that she is happy that self-control has become a term that they can use, when talking to parents, as she says: *"I think that this self-control word in some way has become very essential. When you sit and e.g. have parent-conversations, where the word is used (…) about how you can help your children to train self-control and how important it is".* She emphasises that the parents understood the meaning and it is a term they can talk from and work with.

- The participants also highlight **relations** and emphasise that they are encouraging parents to support their children in getting good relations.

- One teacher also emphasises on the importance of **moral and cultural education**, as she says:
  - o *"I do not find moral and cultural education irrelevant neither, it is something about that there are something that are rigth and something that are wrong. And of course there are something that are right in one home and wrong in another home, and that is how it is suppose to*

WHO CONDUCTS
THE ORCHESTRA
A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

Erasmus+

	be. And the parents have a responsibility to teach the children that – "But why can I not do that, when she can?", "But that is because that is our rules in our home"".
Collaboration during COVID19	During the COVID-19 pandemic, the schools in Denmark closed for pupils that were not children of key-workers. The 15th of April 2020, the schools reopened for the pupils aged 6-11 years old and the 18th of May it reopened for the older pupils aged 12-16. Thus, at the time of the interview, some participants were back in school – though leading a very different school day than normally.
	During the COVID19-pandemic and especially during the online teaching, the participant experienced to collaborate more with the parents (nearly on a daily basis) e.g. they:
	- Had frequent phone calls or calls on Google Meet with parents to hear how they and the pupils were doing
	- Sent out (nearly) daily information
	- Were very honest about the new situation and that the teachers and educational staff also needed to find a new rhythm, they experienced that the parents understood and supported them
	- Experienced the importance of a frame and structure also for online communication, which they quickly found after the first days, where they had to find their foothold in the new situation
	- Experienced that it was important to have "a good foundation to build from", having good relations to the parents prior to the COVID19-pandemic had made the online collaboration easierl
	- Had more informal and fun online conversations e.g. introducing the pupils and parents to their home and leisure time activities or making "my dog's diary"
	- Experienced that the parents were more present during the confinement and online teaching period – also parents who normally was not that engaged. As one teacher states: *"And I can see that parents have been more in play and engaged, who were less engaged before corona, because now it is suddenly another form for teaching where they have had to take responsibility. And I can see and feel on the children that it has made a difference".*

WHO CONDUCTS
THE ORCHESTRA

A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

Erasmus+

	- Themselves and the school have been during more online communication and documentations on various platforms e.g. on social media. During the reopening of the school of the young classes, one teacher explains that they take pictures of the pupils and share them on a Facebook page, so the parents can follow the reopening and see how they are doing. This development has led some teachers to suggest that the school do more online communication also on social media in the future.

III. SUMMARY OF THE DEMOGRAHIC DATA ABOUT THE PARENTS

Country: Denmark
Total number of parents interviewed: 4

In the table below, please summarise the demographic data by writing **the number** of participants for each category and write the parents' ethnicity, languages they speak and their job status.

Gender		Age			Number of children		Single parent?		Children with special needs?	
Male	female	Younger than 30	30-40	41 and above	1-2	3 and more	Yes	No	Yes	No
	4		**4**		**3**	**1**	**2**	**2**	**1**	

Ethnicity	**Danish Background**
Languages	**Danish**
Job	**??**

IV. SUMMARY OF THE PARENT INTERVIEW DATA

In Table below please summarise the teacher interview data on the basis of emerging and recurrent concepts. Please indicate the **frequency** of each recurrent concept as **numbers** in parenthesis. You can also add comments/ reflections from teachers as representative of each concept.

1.Ways used to collaborate with the teachers	The parents collaborated with the teachers, educational staff and the school in different ways. With the teachers and pedagogues (educational staff) they had both written and

oral communication. They also took part in meetings and social events.

Written communication:
- E-mails
- Messages on AULA (digital platform for schools) and DayCare (digital platform for kindergartens)
- Weekly or monthly letters (e.g. "homework info")

Oral communication:
- Phone calls (during COVID19-pandemic, video calls)

- Mostly in kindergarten and the small classes: day-to-day talk when the parents collects the children from kindergarten or school

- Physical meetings:
  o Parent meetings (meeting for all parents in the class)
  o Individual meeting btw. The parents of a child and his/her the teachers (sometime the child attend as well) about the child's progress and wellbeing in school
  o Meetings with the whole school
  o Meetings with the pedagogues and parents in kindergarten
  o Parent board meetings

- Social events:
In kindergarten:
  o "Workday" in the kindergarten
  o Summer party in the kindergarten
  o Event before Christmas in the kindergarten
In school:
  o Social events for parents and pupils in the class (arranged by the parent council in the class)

2.Examples of collaboration that parents like (with brief explanation and reasons)	The parents emphasised that constructive, respectful and responsive dialogues were central to a good collaboration. Furthermore, the oral communication was emphasised as very important – also the informal ones. Below, different examples are highlighted. - Good oral and analogue communication in the kindergarten Example: "I also have children in both school and kindergarten, and I feel like D that it is nice to talk to the staff every day when

handing in and picking up in kindergarten. Furthermore, in the kindergarten, there is often a note hanging in the entrance area, where the program is written, and I am very old school analogue, so I really like that I can see on paper that today they are going to do so and so… "

- Good to take a constructive dialogue:

"I think it was respectful where both parties listened to each other. First we had a school-home-conversation, where I talked to both the Danish teacher and the mathematics teacher in a video meeting and then a few weeks later we called each other again to follow up on the development e.g. have they actually started to get the homework that they talked about that will come. Well I think courtesy and responsiveness were crucial and the words that can describe the contact and communication we had there".

- Good communication about a difficult situation – regarding changing class

- Constructive parent-meetings, where the teachers listen to the parents' worries:

Example: "I think that when we have the parent meetings and we express that there e.g. have been many teacher changes because the 5th grade has changed almost every year and we have then commented on whether it is good for the class and whether they can do something to make it better for them. And they hear what we say and it also feels like they are fighting their battle, but it's just not always that… when we are on the other side or sometime after, they get a new teacher again".

- Giving positive feedback about the child, when seeing the parents.
  Example: "(…) Here the other day, I sneaked into the classroom because I had to pick up my daughter early, and her Danish teacher came and told me about a day where she (the daughter) had surprised her because she had made a whole lot, which the teacher had not at all reckoned that she could do. Something like that, I really like it".

3.Examples of unsuccessful collaboration (with brief explanation, reasons, and things that could have been done differently)	- Lack of information and communication (especially, when the pupils get older). The parents emphasised that they from the kindergarten and the first grades are used to a weekly or monthly written communication from the

teachers, which suddenly stops, when the children gets older.

Example:

"I feel a bit like H that there is not much communication on their part. I think we're used to this daily or weekly information about what they've spent the week or month on and it vanishes the bigger the kids get. And I really miss it, but am also assured up there (at the school) that when we do not hear anything, it's because they can handle it themselves, but it's still nice to have this weekly or monthly information anyway for there is not much (information) up there (at the school)".

"I actually think that in 5th grade there is both too little academic messages and, what should one say, social messages, or how should one formulate it? I think they have too little homework and then there is no message to give if there is no homework, but (…) Furthermore, I am concerned about the social well-being, the noise, the unrest… I think that I have discovered through the parent meetings that the teacher apparently tolerates a higher talk and unrest-level than I think is good and what some other parents also say that their children tolerate or be in".

- Too much unnecessary information on AULA (an online communication platform for the school, teachers, educational staff and parents. The platform is used by public schools all over Denmark) and too much repetition of the messages

Example: "You have to balance a little with what, and how much and how often that you write. Then I can sit here and call for more messages, at the same time as I also think that okay these four messages about school patrol, so there I think… just stop… do not spam me so that I become uninterested. (…) sometimes the same message comes to each child. In August, I have four children in school, then I get four messages about lice from the SFO and four messages again from the SFO for this time it comes from the educator assistant and I also get four messages from

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Teachers, Pedagogues in Children's Education.

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	the school about lice. That way, it's so annoying that one can sometimes think: "uh, now a message came from AULA, it's guaranteed just…" - Example of communication that does not go anywhere (more personal matter than a general problem): "I have also experienced having a meeting where it was really about an educator over there (at the school) who we do not cooperate very well with, and she also attended the meeting. And I have had a conversation with her here recently, where we did not have a good communication for it ends with something like "the best defense is an attack"". - The parents experience that it mostly is the same parents who take part in the parents meeting: Example: "(…) it is almost always the same parents who show up. I think in 5th grade, well over half of the children are represented, but the parents of the same five or six children are almost never there. In A's class, which we had to take him out off, there was not a good attendance of parents, the class he is in now there is a really large attendance, so it is really different what resources the parents of the children for that class have. But it is very clear that you have good contact when you are present. These are the parents you see and gradually get to know, and you also notice that the teachers and also the school leader quickly learn the names of the people".
4. Ways suggested to be used to create engagement and support for the collaboration between teachers/educational staff and parents	a) Ways that schools/teachers could use - The school can do more to try to keep the same teacher with the class, so the pupils (and their parents) do not change their teacher too often. - Teachers can be paid to attend informal/social events for the class hosted by the parents

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Teachers, Pedagogues in Children's Education.

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	- Rethink how much practical information to put on AULA and how many times to send it – it becomes demotivating to receive the same message 100 times from different channels in the school - DayCare is not phone-friendly, so parents easily miss out some information from the kindergarten (videos etc.) - Common summerparty for the young classes in school and the kindergarten, as a parent suggested: "the kindergarten and school could make a summer party with parents to make them get to know each other and make it easier - it was really just an idea that just got there". b) Ways that parents could use OBS – experience of low participation of parents in the social events in class and in the kindergarten. Paradoxical: parents talk about that they also like the informal meetings outside the school – give something else- but rarely show up for the event, so it has to be cancelled, when it is just informal events for the pupils, all pupils attend.
5. Things that parents find important in the upbringing of a child	For the online focus group interviews, the interviewers have prepared a menti-meter question, where the participants could write three things that they find important in the upbringing of a child. On menti-meter, the more people who write the same word, the bigger a word gets. Below, the words that were discussed during the interviews are highlighted, furthermore, the other words that were written is shown in the bottom. - Recognition and acknowledgement (anerkendelse) "I just think it's important that children are told when they're doing something good and doing something right and it does not matter how small or how big the things are. So it's not really because I've had some extremely deep thoughts about it… It's just a little bit… if they say thank you for something where you think there are not many children who would say thank you for that, well then: "it was good that you did ".Thus, you have to acknowledge them, so they know they are on the right track with what they say and do and think and believe". - Understanding different arenas

"And it's because there's an arena in my house, and we talk in a certain way and I do not want to hear this one: "yes-yes", because I think it is very lackadaisical and perhaps other families are saying it a lot and it can be misleading for my child, whom I tell that it is not very nice. So the children must have an understanding of "this is how you are at home and this is how you are in school (…)". And inside the class, we really have to be quiet so we can receive instruction and out in the break that is another arena again no? And there (during the break) they may be these pre-teenagers with all this twaddle, being loudly and stuff like that. And there has to be an understanding of that, and there really has to be room for that because it's part of growing up, you have to go through these different arenas, right? And then they should be recognized, there has to be room for them, that's why I wrote it, it's an important part, because otherwise you just become such a paragraph rider through life, and I don't think that is good either, when you are small independent individuals".

- Responsibility and trust

"In my opinion, it is really something that both adults and children grow from: showing trust, being given responsibility and I think it is good that you are also given that in kindergarten- and school age. Of course, focusing on some things and tasks that they can manage. I just think it's important that the adults around the children show the children that we actually trust that they can handle this well, it may be that it's hard or difficult or that they have not tried it before but now they need to listen carefully on how to do and they may succeed. I'm really all into that! And some of the worse, is if it does not succeed and then there is collective punishment. It's just demotivating…the individual child may well have lived up to the trust and responsibility that they have been given, but they will not be recognized in it if someone overturns the chairs, so everyone has to go back to class or whatever it may be".

Other words were:
- Repetition and recognition (genkendelse og gentagelser)
- Presence
- Guiding
- Safe and secure
- Care
- Success

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6. Parents' views on whether they should teach the four fundamentals (Do they think that, they as parents, have a responsibility to teach their children these fundamentals? Why /why not?)	Morality: Example: Actually, I think that the moral that we teach our children that they should take it with them to school. And of course, it is a different arena and they are different when they are with their mother than when they are with their girlfriends and boyfriends, but I think um… that morality and self-control are some really strong concepts that I believe really help to shape the kids. And I'm glad there's attention towards it. Self-control: Examples: "It is a picture of the time we live in. It is necessary to train it, to train self-control. (…) You can probably say that it has always been there, but it is only now that it has become necessary with this generation that has a Ipad in the hand from day 1. And it is not to be pious and holy, so our children play too. We're just trying to… we can feel on them that "bummer- now an hour and a half went by and now they behave slavishly". I really think the thing about being aware that it should not get out of hand because it does not benefit them". D: (…) det var ift. det her selvkontrol, og det har jo hele tiden kørt, og jeg synes, at børnehaven, også flere år, når jeg husker tilbage, så har de jo kørt med det med at vente på tur og så gør vi det ene og så gør vi det andet, hvor det faktisk hele tiden har kørt, og nu bliver der sat ord på det her med HSO, hvor man så også er opmærksom på det i skolen, hvor jeg egentligt, nu hvor jeg sidder og tænker tilbage på det, der har den måske sluppet førhen, men det er jo en vigtig én at holde fast i. Og det er også den jeg har sådan, fordi den opdragelse jeg giver herhjemme, selvfølgelig skal hun have den med i skole, men det er også tænkt, at det er faktisk i orden at sige en vittighed, hvis det bare er os fire, der sidder ved bordet og hvor hun så andre steder f.eks. inde i timen, der skal hun nok ikke lige fyre den af, men hun kan godt ude i frikvarteret. Det er jo også selvkontrol, og så bliver der jo sat ord på og det giver i hvert tilfælde meget mere mening

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Teachers, Pedagogues in Children's Education.

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	for mig, og det er igen den her forståelse af, hvilken arena du er i
	In relation to self-control, and it has been there all the time, and I think that the kindergarten for several years as I recall, they have trained the children in waiting ones turn "and then do we do one thing and then we do another". While it has actually been going on all the time, it is now being put into words with HSO (WCO), where you also start paying attention to it in school. Now that I sit and think back, previously, it may have disappeared (in school), but it's an important one to hold on to. And I agree that my daughter should bring the good upbringing I give at home to school. But I also think that it is actually okay to say a joke if it is just the four of us sitting at the table and that she knows that elsewhere e.g. inside the class, she probably should not say it, but she can do it in the break. It is also self-control, and then it is put into words and it in any case makes much more sense to me, and it is again this understanding of which arena you are in.
7. Parents' existing practices to work with each fundamental (for those who think they have the responsibility to teach the four fundamentals)	All the participants know about the four fundamentals from the school and kindergarten. The school have decided to give its staff members (educators and teachers) the HSO-education, and they have introduce the programme to the parents and the pupils at the school. - Good experience of HSO Example: "it seems more organized and more quiet and calm (in the kindergarten). The kids they know just what they are going to do. I also think that the whole education (in HSO) that the educators have received, it makes them a little more able to maybe catch the children earlier - that is, without even knowing it- It is in each case the experience I have". - HSO has given a common language Example: Så jeg synes, at det er godt med HSO og der bliver sat de her ord på og det fremmer også samtalen og bliver sådan lettere egentlig at komme igennem både med skoleleder, og div. Pædagoger og lærere. Interviewer: hvorfor tænker du, at det fremmer samtalen? D: jamen altså, der bliver sat ord på noget af det her ubevidste, som altid har fungeret i vores hverdag. Jeg vil

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	sige, at før HSO, der har jeg ikke tænkt det på det på samme måde, det er lettere at tænke det nu, hvor ordene kommer på. Og som man egentlig også ved, at mere eller mindre hele skolen arbejder på og efter, så vi har de samme veje at gå… eller det er næsten de samme mål vi gerne vil hen til ikke, så er det forskellige veje

I think HSO is good, it puts words on the things and it also promotes the conversation and thus becomes easier to really get through to both the school leader, and div. Educators and teachers.

Interviewer: why do you think it promotes conversation?

D: well, it puts into words some of these things that have been unconscious to us but always was a part of our everyday lives. I will say that before HSO, I have not thought about it in the same way, it is easier to think about it now that we have words for it. And as you also know that more or less the whole school works with it (HSO), so we have the same paths to go… or it is almost the same goals we would like to achieve and then it is different paths. |
| COVID-19 pandemic | Good practices:

- One online parent-meeting
- One teacher frequently held online meetings with her class (very good way to keep present with and show care for the pupils)
- One teacher held a few online meetings with her pupils
- Some were structured and sent out a descent amount of homework with clear deadlines
- Good talk btw. Parent, child and teacher about homework in corona

Challenges:
- Wish for more parentmeetings during corona – to have conversation about how to go on about it.
- Missed out on videos from the Kindergarten on DayCare, when accessed via the phone |

I. **SUMMARY OF THE DEMOGRAPHIC DATA ABOUT THE TEACHERS**

Country: **Italy**

Total number of teachers interviewed: **11 (2 focus group interviews + 1 individual interview)**

In the Table below, please summarise the demographic data by writing <u>the number</u> of participants for each category and write the teachers' extracurricular responsibilities in the school (if any).

Gender		Age			Educational background			
male	female	Younger than 30	30-40	41 and above	*High School Degree (oldest teachers)*	Bachelor's Degree	Master's Degree	Doctoral Degree
	11		**3**	**8**	**3**	**6**	**1**	**1**

Extracurricular responsibility in the school	School Complex Manager (3), Member of the Internal Evaluation Team (2) Member of the First classes makeup Commission Member of the School Council Member of the Teacher Training Commission Digital Animator Responsible of special projects within BES (Special Educational Needs)area. Support teacher (working alongside disadvantaged children) *Other skills*: Psychoanalytically oriented psychotherapist. Neuropsychologist. Data analyst. Communication Expert
Notes on Italian interviews with teachers	Two Skype focus groups were conducted with 5 teachers each; although a duration of approximately 50 minutes was scheduled, the actual duration was longer (60 and 70 minutes) due to the participants' interest and willing to gather their experiences and to enter into dialogue with each other. The individual telephone interview also lasted about 60 minutes. The 11 teachers interviewed work in a total of 6 different schools, in 4 provinces, in northern Italy (Novara, Vercelli, Padua) and in central Italy (Rome). Two of them are not in charge of teaching specific subjects but are "support teachers", that is they work alongside a child (or two) with special needs due to physical or behavioural problems (autistic, paraplegic, hearing-impaired children, ...). In this case, they often collaborate with the curricular teachers for the collective life of the whole class. The same willingness to skype or telephone interview during the lockdown period is to be considered an indication of strong motivation and commitment to the role of teacher, motivation not always common to all colleagues in the home schools.

II. **SUMMARY OF THE TEACHER INTERVIEW DATA**

In Table below please summarise the teacher interview data on the basis of emerging and recurrent concepts. Please indicate the frequency of each recurrent concept as numbers in parenthesis. You can also add comments/ reflections from teachers as representative of each concept.

1. **Ways used** to collaborate with the parents	a) **Ways that teachers use**
	Main ways declared by interviewed teacher are the following.
	- Periodic institutional meetings of teachers with parents' class representatives (about 3-4 during the year) for the didactic and disciplinary progress of the class (all teachers interviewed);
	- individual interviews with parents at the request of the latter or at the invitation of the teachers in case of specific problems (all teachers);
	- organization of events at particular times of the school year: Christmas party, carnival, year-end party... (all teachers);
	- non-compulsory activities at school, which also involve families, for example: vegetable garden at school, plant diary, parties with typical dishes of all ethnic groups (in many schools, with variable typology and frequency);
	- activities outside the school, for example: visits to places of artistic interest, craft workshops, theatre performances, choir, nature excursions, picnics...; some willing parents accompany the class even without an active role in the activities (in many schools, with variable typology and frequency).
	b) **Ways that schools use**
	Main ways declared by interviewed teacher are the following.
	- Periodic institutional meetings in the school board between headmaster, teachers and parents' representatives (about 2 per year) in terms of educational offer and educational planning (all schools);
	- collaboration with local health structures for children suffering physical or mental difficulties (all schools with different intensity and effectiveness of the collaboration);
	- psychological listening desk for parents (some schools);
	- Italian courses for foreign parents: generally attended by pupils' mothers, almost never by fathers (most schools);
	In the *Montessori* school where one of the interviewees works, the dialogue with the families is strengthened by the same pedagogical method and the parents (all Italian, mostly of medium-high socio-economic level) are very involved in the educational process; however, they are often too demanding towards their children, and sometimes they tend to deny the difficulties of some children because they feel guilty, thus coming into conflict with the teachers who highlight these difficulties and propose helping paths.
	In other schools with high presence of migrants or attended by children living in foster homes, teachers often gather great trust and availability, as well as respect, from foreign parents and from educators. With first-generation migrant parents, the main problem is language: it is the children who act as mediators between teachers and often absent parents, or as interpreters in school interviews with teachers, thus conditioned by their presence; written and electronic communications are instead absolutely ineffective for the majority of foreign parents, unless they are second generation immigrants.

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| 2.
Examples of **successful collaboration** with the parents (with brief explanation and reasons for its success) | The collaboration with parents of children with DSA (specific learning disorders) or BES - (special educational needs) is very strong: in this case the teacher-family relationship is intense and constructive, centred on the child's psycho-physical well-being and based on mutual trust and commitment in PdP - Personalized learning Plans (majority of schools).

A cycle of meetings on nutrition with parents have been successful, perhaps because they address a daily life theme that involves everyone, regardless of school profit or the character of each individual child (some schools).

A project was curated in class with children by school psychologists, which provided for the confidential restitution for families and the possibility of in-depth direct meetings: it collected strong adhesion in some classes, less in others, perhaps by chance, perhaps also for different type of relationship between parents and teachers (some schools).

The greater participation of mothers compared to fathers is a constant declared by teachers, both among Italian and foreign parents; it is linked, on the one hand, to the greater availability of time of non-working mothers, but above all - to cultural models that see in the mother figure the prevailing educational role. However, this reality is in clear evolution towards the greater presence and involvement of fathers since early childhood, both at home and in relationships with the school. |
| 3. Examples of **unsuccessful collaboration** with the parents (with brief explanation, reasons for its failure, and things that could have been done differently) | Unlike cases of needs related to full-blown physical or mental illness, cases of non-cooperation with families of children suffering from psychological and behavioural distress have been mentioned, which feeling guilty parents often tend to deny, refusing the necessary psychological help. In some cases, the family-school communication fracture is aggravated by the inconsistent and uncooperative attitude of the parents, in others by the lack of union of the class teaching staff, in still others by the attitude of other parents in defence of their children mistreated by aggressive schoolmates.

The close collaboration of some teachers with the parents sometimes leads to a too confidential relationship, which creates confusion of roles: in these cases, the parents use to discuss the teachers' choices in a non-productive way, contesting for example homework or readings assigned to the children, although not being able to evaluate their pedagogical motivations. This risk can be exacerbated where the parents themselves (mainly mothers) are in turn teachers, and sometimes they would like to replace their children's teachers.

A project promoted by the primary school IT commission, aimed at the conscious use of the smartphone among the children of the final classes (from 9 to 11 years) was proposed by the teachers: it failed due to the opposition of some parents worried that the children were induced to use the smartphone prematurely and became aware of dangerous features for their age.

Another project dedicated to emotions for fighting cyberbullying, with evening meetings with parents, had few adhesions, attributed by the teachers to |

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	tiredness of those who work but also to the widespread idea that bullying concerns only *other* children in difficulty ("is not a problem with my son ").
	In a negative context, however, it is interesting to quote the opinion of a teacher according to whom "even families with greater difficulties, those who perhaps come into conflict with the school, after some time, some years, understand the motivations of teachers, who in turn better understand the family dynamics and the attitudes of the parents ".
4. **Ways suggested to be used** to create engagement and support for the collaboration between teachers/educational staff and parents	**a) Ways that schools could use**
	Train all teachers in methods of dialogue with parents as well as with children: develop relationship skills as well as disciplinary skills. The educational professionalism among teachers is strong, but sometimes lack the specific competence to interact with adults, where there is good will and individual sensitivity.
	Encourage development projects to stimulate the ability to listen to each other (teachers-parents-children) in order to understand their respective needs and find more effective ways of dialogue in favour of the children's growth.
	Avoid that certain privacy procedures, such as the creation of the DPO (Data Protection Officer), and new technological systems (such as the school electronic register) have the negative effect of limiting contacts with parents to scheduled times, while contacts are often favoured by the colloquial atmosphere of occasional meetings. In some schools, teachers are instructed by headmaster not to talk to parents when children daily leave school "because others may even listen by chance."
	b) Ways that teachers could use in their own context
	More capacity should be acquired to involve parents, almost of "educational marketing", in order to motivate parents to a greater presence, to a constructive dialogue and collaboration with teachers in respect of reciprocal roles.
	Some teachers feel insecure about their role, they are almost afraid: they need to work on their ability to maintain the right balance in relationships, with a process of self reflextivity but also supported by training and confrontation with colleagues (a sort of peer coaching).
5. **Things that teachers find important** in the upbringing of a child	All the following elements were shared by the vast majority of the teachers interviewed.
	- Willingness to listen to children. Constant presence
	- Welcome and acceptance of everyone
	- Central interest for the good of the pupils
	- Put each child at the centre and enhance it
	- Commitment, personal as well as professional effort
	- Creativity
	- Contact with families, never to be missed.
	- Recognition of teachers' work by families

WHO CONDUCTS
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Teachers, Pedagogues in Children's Education.

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	- Trust in the possibility of school change - Individual commitment and collaboration for change
6. **Teachers' views on** whether they should teach the **four fundamentals** (Do they think that, they as teachers, have a responsibility to teach their students these fundamentals? Why /why not?)	*Morality – Self-Control – Relationship - Environment/Setting* All the teachers interviewed recognise the importance of the 4 basic concepts proposed and their own responsibility in fostering their development among pupils in everyday life at school. As educators, it is their task to foster the peaceful and harmonious growth of the children, on all 4 fundamentals, which are shared as crucial. However, it has been stressed that often much depends on the availability of individual teachers, on their personal character, on "the idea of school that is in their head" and therefore on individual background. The attention is therefore expressed in very variable modalities and intensities because there is no shared strategy and it is mainly based on daily classroom practice.
7. **Teachers' existing practices to work with each fundamental** (for those who think they have the responsibility to teach the four fundamentals)	*Morality – Self-Control – Relationship - Environment/Setting* These 4 fundamentals are shared with the pupils by all the teachers interviewed and are enforced in the classroom, except in cases of individual pathologies; these values are also shared in principle by the parents, with differences in attention depending on the social and cultural context of the families. On all the fundamentals, and especially on Self-Control, it was highlighted that there are different educational methods in families of all ethnicities and social classes. The work of teachers with children is generally effective at school but some parents, on the contrary, sometimes do not show self-control in their relationship with teachers. Also with respect to the Relationship, the relational models are different between different family contexts and it is not easy to convey positive ways to school if they are missing in the context of pupils' lives. Cultural differences, present in multi-ethnic contexts but also in different territories, greatly affect the way pupils and families relate. Compared to Environment/Setting, the socially impoverished environment of some families does not favour the development of the other fundamentals. However, it is true that sometimes educated and wealthy families do not transmit to children moral values and positive models of relationship towards the community, while economically poor and uneducated families very often share great dignity and high ethical values. Sharing the fundamentals is easier in small schools and in small towns, where the network of informal relationships is still greater today. On the contrary, in large schools or with different locations with a certain autonomy of

	management, it is more difficult to confront colleagues outside the organized moments in order to adopt a common attitude.
	The teachers individually pay constant attention - often implied - to translating the fundamental concepts into children's behavior by talking to them on the occasion of critical episodes. Much attention is given to listening to children, who generally express themselves spontaneously at school: it is important to seize these opportunities for confidences to deal with issues related to ethics or relationships, even at the expense of the time scheduled for curricular subjects.
	All Italian schools adopt a training agreement pact with families and pupils at the beginning of the school year. A decalogue of behavior for pupils is almost always defined, often written by the children of each class in order to make them responsible (care for the common environment, respect for timetables, clothing at school, respect for classmates and teachers...).
	During the school year, many schools also start projects dedicated to different classes on topics involving the 4 fundamentals (e.g. citizenship, Constitution, deviance/bullying...) with planned activities, sometimes with external experts and using forms of artistic expression. One example among many is a theatre workshop on legality, with texts written by the pupils themselves after meetings with teachers, psychologists and police officers.
	The majority of teachers interviewed pointed out that in their schools there is no stated strategy or shared method to work on the 4 fundamentals, even if they are considered very important. They mainly depend on the willingness of the individual teacher to relate but should instead be part of the competence of the teaching profession and also the object of a shared definition in the school.
	Some associations of parents, from different schools and in different territories, have proposed pathways on affectivity in the classroom managed by external educators, without the parents. Or even meetings of high level pedagogues dedicated to parents but also open to teachers.
Additional notes on schools during Lockdown	According to the teachers interviewed, in the ongoing course of distance education for Covid-19 emergency, relations with parents have undergone several changes: - in some cases, relationships improved due to the greater time available to parents who are forced to stay at home. Physical distance has been useful to allow families to directly attend distance lessons by supporting children in connections, but also to re-establish the role differences between parents and teachers; - in other cases, the relations worsened due to the poor participation in distance learning. Schools differ in technologies and platforms used in the emergency period, but also in the greater or lesser rigidity of school managers with respect to the procedures to be followed (eg. electronic register for all communications with the family).

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In all cases, distance learning was initially very difficult because of lack of advanced digital skills of the teachers, lack of school and several families equipment and of the objective difficulty of communicating remotely with younger children. However, where it is working, it is very important for children to see the teacher and above all to be listened to; the children welcomed the remote meetings with the teachers and gave positive feedback. They felt they were paid attention, especially emotional as well as didactic, perceiving the motivation and efforts of the teachers.

N.b.: in Italy, distance teaching will continue until the school year ends (June 2020). Students will physically return to school at the beginning of the new school year, in September 2020.

III.   **SUMMARY OF THE DEMOGRAPHIC DATA ABOUT THE PARENTS**

Country: ITALY
Total number of parents interviewed: 10 individual phone interviews
In the table below, please summarise the demographic data by writing <u>the number</u> of participants for each category and write the parents' ethnicity, languages they speak and their job status.

Gender		Age			Number of children		Single parent?		Children with special needs?	
Male	Female	Younger than 30	30-40	41 and above	1-2	3 and more	Yes	No	Yes	No
1	9		3	7	9	1	2	8	1	9

Ethnicity	Italian (10), 1 of Asian descent
Languages	Italian as main language: 10 parents interviewed Other languages spoken (with different frequency and level): Chinese, English, French, Spanish, German
Job	Supermarket salesperson Administrative Employee - Marketing Sector Employee – Vocational and Educational Training body Employee Municipal Officer Agricultural Entrepreneur Farm Administrator and engineering company employee Social Worker -Educator Consultant for Ministerial Agency
Notes on Italian interviews with parents	Ten individual telephone interviews with parents were made, that lasted 35 to 60 minutes. Eight of the parents interviewed have children attending schools in the North of Italy, in cities (Bologna and Novara) or in small towns, mainly in small schools; two other parents live in Rome. Two interviewees are single mothers; two others are separated from the children's fathers, who actively share the education of their children. All parents are very involved and attentive to their children's education and school life, as well as very interested and willing to tell their vision of parenthood. They have confidence in the educational institutions and, despite their work commitments, they try to be present as much as possible, especially in times of greatest difficulty, such as the Covid-19 emergency.

One of them, recognizing gis child's behaviour difficulties in managing emotions in the relationship with others, decided to work alongside a psychologist. A second one, besides being considered "the soul" of the school's parents committee, puts into practice her professional skills (she works as a social worker) in the daily relationship with her children.

IV. SUMMARY OF THE PARENT INTERVIEW DATA

In Table below please summarise the teacher interview data on the basis of emerging and recurrent concepts. Please indicate the **frequency** of each recurrent concept as **numbers** in parenthesis. You can also add comments/ reflections from teachers as representative of each concept.

1. **Ways used to collaborate** with the teachers	All the parents interviewed declare that they are interested in their children's school life and actively participate in the activities proposed by the school, both those formalized by the school curriculum and the extracurricular ones. In addition to the institutional meetings in which all parents are involved (the meeting at the beginning of the school year and the two interviews with the teachers), it is the class parent representatives who have a more direct and constant confrontation with the teachers. All parents seek dialogue and face the teachers with a participatory attitude. As a rule, apart from a few individual cases, there seems to be esteem for them. During the period of the interviews (April 2020), the educational activities underwent a change due to the lockdown derived from the Covid-19 pandemic, which involves in all teachers and children first but indirectly also parents, called by teachers to get feedback on the child. Among the parents interviewed different reactions are noted: some recognize that the teachers are very helpful and sensitive to everyone's needs, showing great commitment to keep up with the online lessons/recordings (it is clear that this is not a holiday period); others instead show an attitude of dissatisfaction with how the school is dealing with the distance learning situation.
2. Examples of collaboration that **parents like** (with brief explanation and reasons)	In general, extracurricular activities are judged excellent (for example, the preparation of the open day and music or theatre workshops), and have increased parents' esteem for teachers. A particularly cooperative parent spoke about her participation in the parents' committee (even if this experience is not without its negative sides), which is fundamental to cooperate with teachers for the good performance of the school.

	However, it is noted by several interviewees that extracurricular activities organized in collaboration with teachers and family representatives involve only a part of parents, who always carry out their task in an exemplary way, with the central objective of satisfying children. However, success is guaranteed only thanks to the efforts of a few. The management of the school as a whole does not play a major role in extracurricular activities, rather it is the individual teachers who, thanks to their willingness and commitment, make a party a success, only and always for the children (examples: school year-end party, Christmas party).
3. Examples of **unsuccessful collaboration** (with brief explanation, reasons, and things that could have been done differently)	In the totality of the interviewees, there have been very few cases of almost total discontent, so much so as to report "poor cooperation". Rather, they all confirm the success of the extracurricular activities thanks to the commitment of the representatives with the first person collaboration of the teachers. The figure of the Headmaster, on the other hand, has never had great importance in the various activities proposed: he is often an institutional figure who seems not to go beyond his duties, with the main purpose of bringing all students to promotion with the "classic methods of study". As anticipated, some people are not satisfied with the current situation linked to distance learning. Some of the parents complain that the children, already disoriented by the situation they are experiencing, would have needed human support, to see the teachers (on video, remotely) and to actively perceive their presence and comfort. A relationship that could be summarized in the definition "too cold and technological", based on the assignment of homework through the electronic register. N. B. - *In many schools, teleconferencing video teaching was activated a few weeks after the start of the lockdown, due to initial technological deficiencies. In the very first period, study materials and exercises were mainly sent to the children and sent back to their teacher day by day.*
4. **Ways suggested to be used** to create engagement and support for the collaboration between teachers/educational staff and parents	a) **Ways that schools/teachers could use** Almost all parents interviewed agree that teachers should try to cooperate more with parents, not only by listening to their opinions but by taking their suggestions more into greater account (examples: protests about the electronic register and, in particular, the request - not listened to - to reduce the forms to be printed at home; disappointment of an interviewee who denounces the low participation of teachers in a protest of common interest for students and school, about a doorway deemed considered unsuitable).

	The request for a more proactive attitude on the part of teachers is shared by all. Institutional meetings are not considered sufficient for a fruitful collaboration; on the other hand, parents have their own commitments and cannot devote more time than they already do to their children's active school life.
	
	The school should get out of the traditional schemes, and propose more initiatives that can help learning, not only "study on the book, I ask questions, I put the mark and at the end of the year you pass ...". More discussion, more involvement, more practical activity are required that could facilitate those who have difficulties compared to others and therefore improve everyone's results.
	
	One interviewee called for "parent education", more generally, and another one supported the joint involvement of parent and teacher groups as a necessary starting point.
	
	   b) **Ways that parents could use**
	
	     In summary, parents are asked for the following major changes.
	        • A more proactive attitude.
	        • More time devoted to school despite work and personal commitments.
	        • Greater participation by all parents and not only by the representatives or
	          the few who usually strive for the success of the initiatives.

5.
 	
Things that parents find important in the upbringing of a child
	In general, it is considered very important to teach a child to express his or her ideas with respect for others, to develop autonomous thinking, and a great sense of responsibility in all those actions that everyone carries out in daily life.
	
	All the following elements are shared by the majority of the parents interviewed.
	   - Constancy, understood as commitment to deal with situations
	   - Curiosity, a necessary resource to learn
	   - Physical presence of the parent and use of positive reinforcement rather than reproach
	   - Alliance with children, which leads to taking them back if necessary, but not in front of others.
	- Trust, self-esteem and self-control, freedom of choice, expression and judgment and respect for the child.
	- Parent's maturity in knowing how to deal with any topic: it is important not to lie to children but explain each topic, choosing the most age-appropriate words.

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THE ORCHESTRA
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Teachers, Pedagogues in Children's Education.

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6. Parents' views on whether they should teach **the four fundamentals** (Do they think that, they as parents, have a responsibility to teach their children these fundamentals? Why /why not?)	*Morality – Self-Control – Relationship - Environment/Setting* For all parents, the four fundamental principles make absolutely sense in the education of children and all feel the responsibility of passing them on to the children to prepare them, help them face the world with all the difficulties they will encounter in life outside the family. The environment surrounding the child, especially in primary school age, is also essential for the success of a good education; at this age, children do not yet have the "strength" to be able to contrast if they live in an unhealthy family and social environment.
7. **Parents' existing practices** to work with each fundamental (for those who think they have the responsibility to teach the four fundamentals)	*Morality – Self-Control – Relationship - Environment/Setting* Everyone agrees that the role of each parent is fundamental in the education of children and that the most appropriate teaching of the 4 fundamentals is through example and behaviour held in the family, so that the children know how to relate to the outside world, respecting others and being respected. We work on autonomy: even if they are still children, it is gratifying for them to be able to do small things but totally on their own: for this reason it is useful to involve their children in small daily domestic tasks (setting and clearing the table, for example) in order to gradually empower them. It is also important to set limits for the children and not to be experienced as their "friends" but really as parents; it is also useful to read through books that can help parents in the difficult educational task. Communication is always very important, to develop critical and judgmental skills, trying to understand the reasons of others (even if not shared): an interviewee, for example, wanted to discuss with the daughter a news item heard on the news, concerning the abandonment of a child by the mother, inviting her daughter to consider what painful scenarios could be behind such a radical choice. The capacity of judgement is also addressed through the analysis, made together with the children, of their daily behaviour in simple situations, such as playing in the afternoon with their companions,

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A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

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| | discussing the various behaviours held during the game (one companion taking a toy from another, for example).

To be reported, finally, the opinion of one interviewee who states: "the external environment has a lot of weight; nobody is immune from the dangers, even if you come from a family with good skills".

In conclusion, there seems to be a lot of attention, care and active participation of parents on the subject. In all the interviews the conviction prevails that to be good parents it is essential to teach by example: it is by example that we try to transmit the most important values: friendship, solidarity, respect for others, tenacity, morality, control of emotions. |

III. SUMMARY OF THE DEMOGRAHIC DATA ABOUT THE TEACHERS

Country: Spain

Total number of teachers interviewed: **11 (2 focus groups)**

In the Table below, please summarise the demographic data by writing **the number** of participants for each category and write the teachers' extracurricular responsibilities in the school (if any).

Gender		Age			Educational background		
male	female	Younger than 30	30-40	41 and above	Bachelor's Degree	Master's Degree	Doctoral Degree
2	9		5	6	10	1	
Extracurricular responsibility in the school	No: 7 Yes: 4 - School Head Teacher - School Secretary - Training Coordinator - Book bank coordinator						

The Focus Groups have been carried out with teachers from three schools belonging to two different municipalities; two schools in Alicante and one in Sant Joan d´Alacant.

IV. SUMMARY OF THE TEACHER INTERVIEW DATA

In Table below please summarise the teacher interview data on the basis of emerging and recurrent concepts. Please indicate the **frequency** of each recurrent concept as **numbers** in parenthesis. You can also add comments/ reflections from teachers as representative of each concept.

1.Ways used to collaborate with the parents	**c) Ways that teachers use** They agree that they try to promote parental involvement through different activities. They state that there are always parents who are more collaborative and that others, because of their work schedules, find it more complicated. They state that having an e-mail address to communicate with the families is very helpful in communicating and relating to the parents. Trying to involve parents by inviting them to participate in educational activities: - In some subjects (natural and social sciences) parents prepare workshops to support the content of the subject, and they are teachers for a day.

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	- Inviting parents as specialists in a particular subject according to their professions or interests (archaeologist, doctor, midwife, etc.). - Parents are offered the possibility of spontaneously proposing activities at any time. - Projects in which parents also participate via the Internet, because when face-to-face participation is required, attendance is smaller. - One day a week is the day of the healthy lunch, where parents voluntarily come to prepare the fruit for the children, cut it up, put it on trays... Everyone agrees that parents are most involved in playful activities: Halloween, autumn fruit, Hogueras (local holiday), carnival… **d) Ways that schools use** - Fixed leisure activities that are usually well received and promote coexistence between parents, teachers and students: Christmas. Chocolate day. Grandparents' Day. Autumn festivals. Hogueras. Women's Day. End of the school year. - Activities and meetings every end of quarter. - Open days
2.Examples of successful collaboration with the parents (with brief explanation and reasons for its success)	- Keeping parents informed of the activities through their children increases the chance for the success of those activities, as children act as a bridge in their parents' claims by transmitting their enthusiasm to them. - In activities where parents feel they can be actively involved. Workshops, leisure activities (carnival, Hogueras ,…), activities that involve parents, children and teachers sharing time at school. Activities programmed at times when parents can attend. - The participation of parents in the activities facilitates greater communication and trust with the teachers, but in order to deal with school or emotional aspects of the children they indicate that they try to differentiate them and talk about them during the tutorial space. - In general, in those activities which are more comfortable and require less time. (2)
3.Examples of unsuccessful collaboration with the parents (with brief explanation, reasons for its failure, and things that could have been done differently)	- In general they highlight that they usually have voluntary and participative parents in all the groups, although many times those parents tend to be the same. - The schedule has a great influence. There are families who would like to participate but are unable to because of working hours and if they have to ask permission at work they tend to prioritise attending tutorials rather than participating in group activities. - They point out that they notice the transition from infant education (where there is a lot of freedom to do activities) to primary education with a more marked routine and less participation by families, who are usually the same.

	• As children grow up, it also depends on the child's own interest in participating in the specific activity or not. To compensate for this, they suggest that they open other channels of communication.
4. Ways suggested to be used to create engagement and support for the collaboration between teachers/educational staff and parents	**c) Ways that schools could use** • Communication via email gets them involved, and through the centre's website (publishing photos, summary of the activity,...) • Facilitating an alternative way to reconcile work and family life (sometimes we use a municipal service or school monitors). • That the centre is accessible to close communication on a daily basis, showing transparency of work in the classroom through in-class tutorials with parents, who can find out what their children are doing on a daily basis. This motivates them to participate. **d) Ways that teachers could use in their own context** • Focusing the meetings with photos, videos of the classroom... • When parents are informed of everything teachers are going to deal with in the subject and they are involved from the beginning and give feedback on the evolution. • They say that this is a question that is often raised, but the main drawback is that the school timetable coincides with the parents' working hours. • In tutorials, the parents largely respond, but there is a small percentage who do not respond. They point out that they try to adapt themselves to the availability of the parents. • Having a lot of collaboration between parent and tutor, and let the children know about it, that they have to do their homework and that there aren't any misunderstandings.
5. Things that teachers find important in the upbringing of a child	Most agree on the following points; • Emotional education. • Self-esteem and autonomy • Acquisition of social skills • Frustration management • Values, respect, empathy. Some parents delegate this aspect to the school setting. • Perseverance, capacity for critical thinking and knowing how to work cooperatively • Respect the evolutionary moment and the individuality of each child.
6. Teachers' views on whether they should teach	• All the teachers participating in the focus groups share the importance of the four fundamentals, and agree that students

the four fundamentals (Do they think that, they as teachers, have a responsibility to teach their students these fundamentals? Why /why not?)	will adapt to the context sooner if they have acquired the first three fundamentals. If self-esteem is strong, the context may condition but will not be very important. • They share the importance of working on it from the school, as they sometimes spend more time with the teachers and classmates than with the parents. • They point out that at school they socialise more than at home, they spend more time with their peers, and have more relationships at a group level, and with adults, so there are many ideal moments to work on these issues. • They refer to the importance of mutual support between family and school, reinforcing and complementing the messages and work on these fundamentals with the children.
7. Teachers' existing practices to work with each fundamental (for those who think they have the responsibility to teach the four fundamentals)	All the participating teachers contribute with the following practices, which in turn are corroborated by the rest. • Work in cooperative groups. At first it is very hard, children get angry, they want to dominate, but they are taught to keep their turn, to listen to others, or to help if someone needs something. When this is worked with them, the change is noticed and they respond better. When this work starts from the age of 6, it is noticed when they reach the higher grades. Changing roles within the cooperative group, so that they don't get stuck in one role, they have to change those roles too. • The assembly as a key point, an assembly at the beginning and another one at the end of each day, where they can both share and solve and organize. • We try to solve the problems that happen every day. In the "friendly classroom", a space for reflection, during the break or the next day we work on emotions, talking about what is happening from a calm perspective and how those emotions can be improved. It is the basis for the problem not to get too big. • "We prioritise the relationship and if we have to stop the maths class, we stop it and tackle the problem". • Many times they go to the teacher, and what he/she tries to do is give them strategies so that they learn to solve problems with each other; (to ask for forgiveness, to understand the other's emotions, to calm down with breathing strategies,...). • Avoiding the most disruptive students being left alone, and for everyone to realise that anyone can do something wrong and not to see it as something negative, but rather look for solutions. • The attitudes of the families are reflected in the child's behaviour. The most competitive ones, or the most demanding with the children, put the relational aspect in second line and prioritise subjects, studies and results. These families do not like the generation of these spaces very much.

	• Encouraging reflection on their behaviour in order to achieve some learning. • Through stories, which offer models for resolving conflicts. • Creating a sense of group and encouraging respect and help for one another. • Above all talking, making them consider the point of view of the other, and getting them out of their individuality. • Encouraging activities throughout the centre. We all form part of something… the older ones help the younger ones… it is a cross-curricular learning that indirectly forms part of the curriculum.

V.   SUMMARY OF THE DEMOGRAHIC DATA ABOUT THE PARENTS

Country: Spain
Total number of parents interviewed: 10 (2 focus groups + 2 individual phone interviews).
Although 6 parents were called up in each Focus Group, 4 attended each, so two phone calls were made to complete the number (because of the COVID-19 it was impossible to do this in person).
The Focus Groups have been carried out with parents of students from three schools belonging to two different municipalities; two schools in Alicante and one in Sant Joan d´Alacant.

In the table below, please summarise the demographic data by writing **the number** of participants for each category and write the parents' ethnicity, languages they speak and their job status.

Gender		Age			Number of children		Single parent?		Children with special needs?	
Male	female	Younger than 30	30-40	41 and above	1-2	3 and more	Yes	No	Yes	No
1	**9**		**5**	**5**	**9**	**1**	**1**	**9**	**2**	**8**

Ethnicity	- Spanish (9) - Argentinian (1)
Languages	- Spanish as main language: **10** - Other languages spoken (with different frequency and level): 4 English
Job	- Children's educator - Junior employee in IES [Secundary School] - Employee - Optician - Self-employed salesman

	- Social worker
	- Nurse
	- Manager
	- Civil servant
	- Children's teacher

VI.   SUMMARY OF THE PARENT INTERVIEW DATA

In Table below please summarise the teacher interview data on the basis of emerging and recurrent concepts. Please indicate the **frequency** of each recurrent concept as **numbers** in parenthesis. You can also add comments/ reflections from teachers as representative of each concept.

| 1.Ways used to collaborate with the teachers | Collaborating in workshops in their children's classes (workshop of the senses, anatomy workshop, story workshop, vegetable garden...) (4) Participating in the decoration of parties, elaboration of costumes, handicrafts... (4) Participating by giving talks at school about their profession (2), or collaborating in a mathematics class by helping teachers and getting involved with the subject (1) Participation in parties organised by the school (fruit festival, end of course party, Hogueras – local holiday in Alicante-,...) (7) Accompanying teachers on excursions (2) Before working I took part in everything; making costumes, reading stories, but since I started working I can't. From home I collaborate in whatever I can, for example, making a costume at home... (2) Participating in class projects that allow parents to get involved within their possibilities from home (make a mural, make a poster...) "I can't participate much in the workshops because of my work schedule, but I can participate in what I can from home". "Before I worked I participated in everything, now I can't, but as far as I can I do it from home". (3) |
| 2.Examples of collaboration that parents like (with brief explanation and reasons) | When a getting-together, musical or food celebration is organized (for example a dinner at the end of the course), especially when teachers, parents and children get together. (7) Workshops in which the children's feedback and their reactions to discovering new things give us an incentive to participate in more activities (e.g.; circus, taste workshop,...) (2) Most of the activities done on special dates: Christmas, Hogueras... (5) When the school asks for parents' participation in communicating those things in which they have experience, hobbies, or on a professional level; they state that they feel competent and useful and feel good |

WHO CONDUCTS
THE ORCHESTRA
A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

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	• collaborating (e.g. about anatomy, making recycled drinking fountains for birds in the school yard, ...) (3) • Project of the passage of time: they called the grandparents and it was nice to involve them, beyond the father and the mother, and to open the collaboration to more generations of the family. (2)
3.Examples of unsuccessful collaboration (with brief explanation, reasons, and things that could have been done differently)	• The parents' schools, because few people go there and those who go monopolise them with particular topics. Many times the subject does not correspond to the age of our children, we see ourselves far from that, although sometimes you see that parents who have that problem should have started prevention at an early age. • Sometimes the school asks parents in a very concrete way for help without asking how each parent can collaborate and participate, opening up the initiatives. • When teachers motivate their children in a task, it facilitates the predisposition of the parents to collaborate, as it is no longer the content itself. • Activities in which it is not possible to participate due to working hours (2) • They say they sometimes feel that the school does not take into account the opinion of parents.
4. Ways suggested to be used to create engagement and support for the collaboration between teachers/educational staff and parents	**c) Ways that schools/teachers could use** • Requesting homework to the children in which they need the collaboration of the parents, because when teachers propose projects to be done during the school hours there are parents who cannot be involved because of that schedule. (3) • The school always encourages collaboration, which is done correctly, but what happens is that almost always the same parents attend. (3) • Some parents state that with playful activities where the children are busy, and the parents can then participate more. **d) Ways that parents could use** • Respond when the school proposes activities, and also have parents propose activities. • Some parents report difficulty in involving other parents: "It is very difficult because people get involved when all the work is done, when you ask other parents to collaborate, then they see you and run away". "They only get involved for the fun part". (4) • Sharing more. • They say that it is easier to collaborate when children are younger; "It is easier because the activities are more directed and depend more on the adult". (2) • Some parents comment that sometimes they do not propose things because the teachers are too busy. Other times they propose things and they carry them out and the teacher leaves them the space. They point out that it also

	depends on the teacher, there are some who are more involved and others who are not at all collaborative.
	• One parent suggests: "For example, one parent per week goes to see how the children are doing, that would be one option to see if things are working or not. We don't have the training of teachers, but we know our children better than anyone else. I could learn new things from my daughter that I don't know, and provide things to the teachers that they don't know about her."
5. Things that parents find important in the upbringing of a child	Although each parent contributed the things they considered most important, they also agreed with the contributions of the other parents, reinforcing the different responses among themselves. • Companionship, empathy, respect and tolerance. • Educate them from freedom, multiculturalism, integration and acceptance. Society is reflected in the classroom. • Communication, self-esteem. • Educating in values and conflict resolution. • Motivation, involvement and quality education.
6. Parents' views on whether they should teach the four fundamentals (Do they think that, they as parents, have a responsibility to teach their children these fundamentals? Why /why not?)	• All the parents who have participated share the importance of the four fundamentals. • They point out the importance of working on these values at home where the basis for relationships and the emotional environment is provided. This idea is the one most widely shared by all the parents. • On the other hand, they highlight the importance of the school to reaffirm. One mother pointed out the importance of school in this respect, since there are compensatory spaces at school which cannot be worked on at home, such as relationships with peers and situations which cannot be found at home. • Some parents also commented that the context marks education very much, and that it is something difficult to ignore. • One mother explained: "Sometimes it is not easy to set a good example, things happen in life that do not allow you to do so; divorces, illnesses, and you have to be strong, but school is also important, it is sometimes an escape route".
7. Parents' existing practices to work with each fundamental (for those who think they have the responsibility to teach the four fundamentals)	**A) Morality** • Working on values and morality (4); "When I see that something is not right I expose to them all the possibilities and ask them to choose the right one and if I don't agree I ask them, I guide them...". "Respecting their decisions but guiding them". • Giving value to social norms: "Establishing rules, supervising their behaviour, and teaching them to respect the rules of coexistence". "Not discrediting the teachers,

adults; not agreeing with the child by disowning and questioning the teacher". (2)

- They emphasise the importance of the message we convey to children with our example (3); "In the end you have to be a better person, so that your children can learn from your example". "Work on self-control from your own behaviour, if you shout you can't tell them not to shout".

B) Self-Control

They all insist on the need and difficulty of working with children on self-control.
- "With the frustrations of everyday life, making them reconsider things".
- "Through anger, helping them to put themselves in the place of others".
- "I often work on it through stories. For example, my daughter has a lot of anger and I work on it with the color monster."
- "We live in a world designed for children and which does not allow boredom. This is a problem because they do not expose themselves to frustration (I congratulate my son every time he tells me he is bored)".
- Trying to instil confidence and trust (2): "I try to make her confident and have empathy with others. I try to reinforce him a lot". "We put a lot of expectations on them which sometimes they can't meet; instilling confidence in them".

C) Relationship

- Promoting healthy relationships and conflict resolution (2); "Be aware of the relationship with friends and if they are not healthy transmit it in a positive way rather than in a negative one. Make it easy for them to put themselves in the other's shoes and try to understand others". "The child must have his own personality and know how to say no."
- Promoting communication with them. E.g. "I tell her many things so that she gets into the habit of telling me, not asking her, but letting her tell."

WHO CONDUCTS
THE ORCHESTRA

A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

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	• Spending quality time with the children. "Sometimes we transmit to children the stress of adult life and we must understand that they cannot keep up with that rhythm and need their time and space". **(2)** **D) Environment / Setting** • Some also commented that the context makes a difference and is difficult to ignore.

V.   SUMMARY OF THE DEMOGRAHIC DATA ABOUT THE TEACHERS

Country: UK

Obtaining this data has been extremely challenging over this pandemic period. Notwithstanding the fact that we have not been allowed anywhere near our schools and places of work since March 23rd. We have therefore tried to be creative and employed a variety of ways to capture as much information as possible. Examples are as follows:

- A special needs Primary school focus group for parents, which was conducted via teams. We did expect at least 3 participants based upon the response from the Family Services senior adviser. Unfortunately, we only had one parent turn up but, despite this, managed to collect some very useful data from this source.
- Email, intranet and online newsletters. Calls for participation were sent on numerous occasions to key partners as well as well as online Teams collaboration. This methodology secured us 4 responses from Education staff and again, whilst a small sample, the data is interesting and enlightening.

Total number of teachers interviewed: 4
In the Table below, please summarise the demographic data by writing **the number** of participants for each category and write the teachers' extracurricular responsibilities in the school (if any).

Gender		Age			Educational background		
male	female	Younger than 30	30-40	41 and above	Bachelor's Degree	Master's Degree	Doctoral Degree
1	3		1	3	4	2	1
Extracurricular responsibility in the school		All teachers participate in breakfast and afterschool clubs and 1 is involved in an after-school café. Parents/guardians in normal times, can attend after school clubs and cafes. 2 teachers are working with LBHF on the Mudlarks project, developing programmes and materials to help in the fight against climate change.					

VI.   SUMMARY OF THE TEACHER INTERVIEW DATA

In Table below please summarise the teacher interview data on the basis of emerging and recurrent concepts. Please indicate the **frequency** of each recurrent concept as **numbers** in parenthesis. You can also add comments/ reflections from teachers as representative of each concept.

1.Ways used to collaborate with the parents	e) Ways that teachers use f) Direct engagement with families via email, newsletter specific targeted programmes to encourage family/school collaboration. g) Ways that schools use h) Regular bulletin updates, online and posted to family homes. Invites to parents' event, within and outside schools.
2.Examples of successful collaboration with the parents (with brief explanation and reasons for its success)	Music and climate change events where families are invited to engage in celebratory events and activities. Normally these would happen in school or outside agencies, i.e. Lyric Theatre, BBC Studios, Town Hall etc but in the mist of covid regulations majority of liaison is online. E.g. Families and schools collaborated on developing a video to accompany a climate change song and schools referred Families to a summer activity programme – this was a series of environmental activities held in outdoor spaces where distancing was possible. These families were specifically targeted as hard to reach, special needs and some were referred directly by link school social workers. **Data below:** some attendees had special educational needs and disabilities: 3 children who attended have autistic spectrum disorder 2 children who attended have deaf parents 1 child who attended has cerebral palsy and is a wheelchair user 1 child who attended has down syndrome 1 child and her mother were referred by social care due to domestic violence 2 children referred by a social worker due to the mother having learning difficulties and the children both having ASD 2 children were referred due to domestic violence at home 2 children were referred by due to the mother's disability. 1 child was referred due to the child having ASD 1 child who attended was referred due to having down syndrome

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	1 child who attended has parents who are both critical workers (both doctors)

Feedback from Parents:

- 'They spread a nice ambience and keep the kids engaged and participate in the activities. The individual attention is great also.'
- 'It was great being involved and there was something to do for each age within our household.'
- 'Brilliant, helpful and appreciated them doing their help for the children to learn new things in the farm; Loved walking around the farm; All staff were really lovely and friendly.'
- 'Interactive, friendly and informative. Superb morning. Very well organised.'
- 'Lovely people, keep doing what you do best!'

1. Did the summer offer make a difference to their well-being?

10% said the wellbeing of their child improved a lot
20% said the wellbeing of their child improved a little
30% said they were not sure if the wellbeing of their child improved
40% did not answer the question

We asked parents/carers to describe what they liked about the sessions and they gave us the following feedback:
- Info about the plants and other trivia; Facilities and resources; Activities; Members of staff; Location; Tasting black tomatoes
- We learned something new every time we attended.
- Very creative; Motivational; Organised
- Loved everything we had to learn; New experiences to see plants, flowers and greenhouses; Loved doing the arts and crafts
- The bee-keeping talk from Ali; Candle making
- Bee hive talk and demonstration; Candle making
- Bee hive talk and demonstration; Sessions were informative, interesting and accessible venue.
- The staff were friendly, welcoming and made fun. Our favourite activity was the fairy garden with the fossils - activity took a lot of imagination and interaction.
- Using nature to make art; picking berries; seeing the vegetables |
| 3.Examples of unsuccessful collaboration with the | Clearly, Covid has prevented many planned activities and collaborations. For example, a huge children's conference |

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THE ORCHESTRA
A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

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parents (with brief explanation, reasons for its failure, and things that could have been done differently)	planned at the Lyric Theatre where parents and families are invited was not able to take place. 'Some families did not attend the summer sessions which meant we did not meet our full capacity for each session, which was a real shame.' 'Due to COVID-19, we had very little time to set up the sessions and we found it difficult to get families to commit to sessions they had booked, so sometimes we did not have full capacity met at our sessions, ...'
4. Ways suggested to be used to create engagement and support for the collaboration between teachers/educational staff and parents	e) Ways that schools could use Advertising and promoting opportunities for school/ family collaboration and support. Working with key partners in the borough, a number of online activities are planned with some outdoor activities (depending on the weather!) f) Ways that teachers could use in their own context Use of school grounds, gardens and playgrounds.
5. Things that teachers find important in the upbringing of a child	Love; support; security; Health and well-being; confidence; self-esteem; calming anxieties; a safe environment; joy;
6. Teachers' views on whether they should teach the four fundamentals (Do they think that, they as teachers, have a responsibility to teach their students these fundamentals? Why /why not?)	a) Morality Important to embed all these principles across the school curriculum; a grounding in ethics if you like and civic responsibility, if encouraged at an early age can help children learn to become kind and responsible citizens. b) Self-Control Helping children to manage their emotions, e.g. anger management and anxieties. c) Relationship Maintaining good relationships with their schools and families helps with development. d) Environment / Setting A happy, healthy environment and a place of safety.
7. Teachers' existing practices to work with each	a) Morality

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A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

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fundamental (for those who think they have the responsibility to teach the four fundamentals)	All Primary schools have a duty of care to their pupils and this sits within the principles of the national curriculum. Therefore, the concept of morality is manifested within subject teaching and the ethos of each school. b) Self-Control As above c) Relationship As above d) Environment / Setting – as above

VII. SUMMARY OF THE DEMOGRAHIC DATA ABOUT THE PARENTS

Country:
Total number of parents interviewed:

In the table below, please summarise the demographic data by writing **the number** of participants for each category and write the parents' ethnicity, languages they speak and their job status.

Gender		Age			Number of children		Single parent?		Children with special needs?	
Male	female	Younger than 30	30-40	41 and above	1-2	3 and more	Yes	No	Yes	No
	1			1	1		1		1	
Ethnicity	**Mixed British Asian**									
Languages	**English**									
Job										

	Admin and Accounts asst

VIII. SUMMARY OF THE PARENT INTERVIEW DATA

In Table below please summarise the teacher interview data on the basis of emerging and recurrent concepts. Please indicate the **frequency** of each recurrent concept as **numbers** in parenthesis. You can also add comments/ reflections from teachers as representative of each concept.

1.Ways used to collaborate with the teachers	In normal times, regular physical liaison with schools and meeting updates. Now everything is online most of this collaboration is via email, phone etc.
2.Examples of collaboration that parents like (with brief explanation and reasons)	Parents Active Group run by Family Services in LBHF. A great forum to share with parents of children with special needs and sound off about the current lack of School support systems.
3.Examples of unsuccessful collaboration (with brief explanation, reasons, and things that could have been done differently)	The link school provided very little support around the curriculum during lockdown and did not maintain regular contact to check on my child's well being.
4. Ways suggested to be used to create engagement and support for the collaboration between teachers/educational staff and parents	e) Ways that schools/teachers could use More regular communications, via phone, email etc. f) Ways that parents could use Work more closely with the school around developing these regular comms systems, especially at this crucial time.
5. Things that parents find important in the upbringing of a child	Security, well-being, comfort, love, being in control.
6. Parents' views on whether they should teach the four fundamentals (Do	e) Morality Yes definitely, essential to child development

they think that, they as parents, have a responsibility to teach their children these fundamentals? Why /why not?)	f) Self-Control My child has asd so this can be an issue, how to manage emotions etc. g) Relationship Relationships are again very important and especially with peers and school staff. h) Environment / Setting A healthy, secure and quiet environment
7. Parents' existing practices to work with each fundamental (for those who think they have the responsibility to teach the four fundamentals)	e) Morality I teach my child on a daily level how to develop their character to ensure they have a sense of morality, build good and healthy relationships, manage their emotions and exist in a safe and comforting environment. f) Self-Control g) Relationship h) Environment / Setting

SUMMARY OF THE DEMOGRAHIC DATA ABOUT THE PARENTS

Country: Turkey

Total number of parents interviewed: 10

Gender		Age			Number of children		Single parent?		Children with special needs?	
male	female	Younger than 30	30-40	41 and above	1-2	3 and more	Yes	No	Yes	No
-	10	2	6	2	8	2	1	9	1	9

Ethnicity	Turkish (10)
Languages	Turkish (10) as native language English (2) as a foreign language
Job	Housewife (2) Personal trainer (1) Worker (1) Maid (4) Hairdresser (2)

SUMMARY OF THE PARENTS INTERVIEW DATA

1.Ways used to collaborate with the teachers	- Whatsapp group with all parents and the class teacher (10) - Formal teacher-parent meetings at varying intervals (10) - Talking on the phone when needed (5) - School visits when needed - Collaboration to organise special day celebrations (5) - Fund-raising activities (7) - School picnics which parents also attend (4) - Contact parent called "class mum" who bridges the communication between the teacher and all the other parents. Class mums also assist the teacher when needed (5)

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	• Support from parents to clean and maintain the school (5) • School trips which parents also attend (2) • Face-to-face communication with the teacher while picking up the child from the school (1)

2.Examples of collaboration that parents like (with brief explanation and reasons)	• Whatsapp group communication (6)
	Reasons:
	    They can keep up with everything (Homework, projects etc) instantly.
	    They can get feedback about the progress of their children.
	• School picnics which parents also attend (1)
	Reasons: Children become happy and parents get to know each other.
	• Collaboration to organise special day celebrations (1)
	Reasons: It is fun
	• Fund-raising activities (2)
	Reasons: Children learn the importance of helping others, and parents get to know each other.
	• Class mum (1)
	Reasons: It is more practical for the teacher to contact one parent rather than all of them.
	• School trips (1)
	• Face-to-face communication at school (1)
	Reasons: Parents can get more detailed feedback about the individual child.

3.Examples of unsuccessful collaboration (with brief explanation, reasons, and things that could have been done differently)	• Support from parents to clean and maintain the school (5)
	Reasons: Some parents have busy schedules and some others cannot afford it.
	• Whatsapp groups (3)
	Reasons:
	    -Personalised feedback is not given.
	    - Some parents write about irrelevant topics.
	    - In some groups, only the teacher, who is the admin, can write messages. Thus, it is one-way communication.
	• Formal meetings with parents (2)
	Reasons:
	    -The focus of these meetings is financial issues rather than individual student progress. The schools usually ask for financial support from parents.

4. Ways suggested to be used to create engagement and	**g) Ways that schools/teachers could use** • Schools and teachers do their best to collaborate with the parents. There is nothing more that they can do. (4)

WHO CONDUCTS
THE ORCHESTRA
A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

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support for the collaboration between teachers/educational staff and parents	- Teachers can organise social events (1) - Schools can launch after-school clubs where children can do their homework with the help of the teacher because some parents cannot help their children with their academic studies. (3) - Teachers can visit their students at their homes to motivate them. (1) - Organising fund-raising activities where parents can sell their own products to support the school financially. (1) - Organising seminars for parents on various topics. (1) **h) Ways that parents could use** NONE
5. Things that parents find important in the upbringing of a child	- Home and school environment (4) - Class teacher (1) - Nature of the child/Personality traits (4) - Circle of friends (4) - Self-confidence (1) - Hard work (2) - Leisure activities, especially sports (2) - Being sociable (2) - Being merciful (3) - Sharing (2) - Being humble (2) - Morality (1) - Discipline (1) - Being a kind person (1) - Devoting close attention to each individual child both at home and at school (1)
6. Parents' views on whether they should teach the four fundamentals (Do they think that, they as parents, have a responsibility to teach their children these fundamentals? Why /why not?)	**i) Morality** Parents usually relate morality to being well-mannered, tactful, respectful, honest and humble. Nine parents agree that they have a responsibility to teach their children morality, but they believe that teachers and schools have a crucial role to support the parents to teach morality. One parent, on the other hand, thinks that it should be the teacher's responsibility because children attach more importance to what their teachers say. **j) Self-Control** Parents relate self-control to anger management, staying away from harmful habits, being strong-willed, and not being greedy. Seven parents think that they have a responsibility to teach this fundamental to their children, but they believe parents can only guide them because the child's nature and social environment play an important role. Three parents believe that teaching this fundamental should be a shared responsibility between parents and teachers.

	k) **Relationship** Parents relate relationship to being sociable, sensitive and showing good manners. Two parents believe that it is the parents' responsibility to teach this fundamental. Four parents commented that both parents, particularly the mother, has the responsibility to teach it. Two parents think teaching this fundamental should be a shared responsibility between parents and teachers. Lastly, two parents believe that the child's nature is important to learn this fundamental, and children learn it naturally by observing the people around them. l) **Environment / Setting** Parents relate this fundamental to both social and physical environments. All parents think that they have a responsibility to teach this fundamental.
7. Parents' existing practices to work with each fundamental (for those who think they have the responsibility to teach the four fundamentals)	i) **Morality** Parents use the practices below to work with morality: - Being a role model (10) - Warning their children when they do something wrong (10) j) **Self-Control** Parents use the practices below to work with self-control: -Being a role model (10) - Warning their children when they do something wrong (10) k) **Relationship** Parents use the practices below to work with relationship: -Meeting/learning about their children's friends and their families (4) -Following their children's social media accounts (4) -Checking their children's whatsapp communication secretly (4) -Warning (1) -Being a role model (1) -Allowing for a limited circle of close friends (2) l) **Environment / Setting** Parents use the practices below to work with environment/setting: -Creating a happy family/home environment so that they can get their children to detach from friends who might have a bad influence (5) -Checking their children's text messages (5) -Knowing about the online games that their children play (5) -Observing their children's behaviours carefully and constantly (2) -Keeping their children away from social networking sites (2)

| | -Teaching the children how to analyse other people's personality so that they can detach from people who might have a bad influence (2)
 -Initiating communication/relationship with parents whose children they think can be a good influence on theirs (1) |

SUMMARY OF THE DEMOGRAHIC DATA ABOUT THE TEACHERS

Country: Turkey

Total number of teachers interviewed: 10

Gender		Age			Educational background		
male	female	Younger than 30	30-40	41 and above	Bachelor's Degree	Master's Degree	Doctoral Degree
4	6	1	1	8	9	1	-
Extracurricular responsibility in the school	None						

1.Ways used to collaborate with the parents	**i) Ways that teachers use** -WhatsApp groups (10) -Face-to-face communication or telephone conversation with parents who cannot attend the formal meetings (10) -Home visits (2) -Picnics which parents attend (2) -Organising social activities with parents (1) -Instant messaging (1) -Online meetings with parents (1) -Building a relationship based on trust (3) **j) Ways that schools use** -Formal meetings with parents (10)
2.Examples of successful collaboration with the parents (with brief explanation and reasons for its success)	-Face-to-face communication with the parents because making eye contact is very effective to convey messages and shy people can express themselves more comfortably (2) -Home visits because the parents feel more relaxed in their own environment (2) -Social events such as picnics because both the students and the parents have an opportunity to socialise (1)
3.Examples of unsuccessful collaboration with the parents (with brief explanation, reasons for its failure, and things that could have been done differently)	-Formal meetings with the parents because some people are too shy to express their opinions or some others dominate the conversation (1) -One-to-one communication with parents is ineffective if the parent is reluctant to negotiate with the teacher (1) - One-to-one communication with parents is ineffective if they have not yet built a relationship based on trust (1) -WhatsApp communication because written communication is not as effective as verbal communication (1)
4. Ways suggested to be used to create engagement and support for the collaboration between teachers/educational staff and parents	**g) Ways that schools could use** -Installing cameras in the classrooms so that parents can see how their children behave and they can collaborate with the teacher if problems arise. The teacher explained that he wants this because it is too difficult to convince some parents that their children cause problems in the classroom. (1) -Instead of formal parents' meetings organised by the school, teachers should allocate some time in their timetable to meet each child's parents individually. In this way, parents and teachers can get to know and

	understand one another better and the collaboration becomes more effective. (1) -Teachers should have their own offices at school because the common teachers room does not allow privacy while talking to the parents about their children. If teachers have their own offices, they feel more comfortable so they can work for longer hours and devote more time for collaboration with the parents. (1) h) **Ways that teachers could use in their own context** -Rather than one-size-fits-all approaches to collaboration, which are usually decided by the school administration, teachers should be free to choose appropriate ways for collaboration with the parents. They can choose the appropriate way/method depending on the parents' profile and their own teaching context. (1)
5. Things that teachers find important in the upbringing of a child	-Teaching the child to take responsibility (1) -Respect (1) -Morality (2) -Assisting the child to develop critical thinking and problem solving skills (2) -Avoiding enforcing cultural/social norms (1) -Avoiding practices that might ruin the child's self-esteem (1) -Accepting the child for who they are (1) -Showing respect for the child (1) -Providing the child with opportunities to spend more time in nature (1) -Preparing the child for the real world (1) -Supporting and nurturing the child's passions (1) -Consistency in parenting (1)
6. Teachers' views on whether they should teach the four fundamentals (Do they think that, they as teachers, have a responsibility to teach their students these fundamentals? Why /why not?)	-All teachers think that the teaching of these fundamentals begins at home and is later reinforced with school education. They think that not only parents but also teachers have a responsibility to teach children these fundamentals; however, they believe that parents have a more important role in teaching them. -They also commented that these four fundamentals are interrelated because a problem related to one fundamental results in problems about the others. For instance, if you do not teach a child morality, s/he cannot have good relationships. -One teacher also pointed out that teachers certainly have a responsibility to teach these fundamentals at school because they formally evaluate children in terms of these fundamentals and write reports.

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THE ORCHESTRA

A Shared Responsibility of Parents,
Teachers, Pedagogues in Children's Education.

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7. Teachers' existing practices to work with each fundamental (for those who think they have the responsibility to teach the four fundamentals)	All the teachers emphasised the importance of teaching these fundamentals according to universal values rather than cultural ones. They use the practices below to work with the four fundamentals: -Values education classes (10) -Being a role model (10) -Explaining and warning (10)