

Abstract

The thesis analyzes the importance of communication and cooperation between family and school. Further explores the degree and forms of effective communication and cooperation with difficult parents and parents with difficulties.

It has been confirmed that each member of effective communication and cooperation benefits from it. Communication and cooperation, to be effective, has to prevent problem situations, that means that the teacher should be proactive. It is crucial to be sensitive to the warning signs from parents, teachers and school management and respond to them. It is important to gain the trust of parents and show them that we – teachers, want exactly the same thing as they do and that is welfare of the child.

The empirical part analyzes opinions and experiences of primary teachers with communication and cooperation with difficult parents and parents with difficulties. The questionnaire survey explores how schools and families communicate and cooperate, whom teachers consider to be problematic parents and whom to be parents with problems. It also focuses on tactics and actions of teachers in communication and cooperation with parents. In-depth interviews were focused on case studies of solving problems in which the family and school were involved together and describes the influence on a child or a class.