

ABSTRACT

The subject of this thesis is teacher-parent communication and cooperation with school management within this communication. The research took place in two Prague schools, high school and grammar school. Qualitative methods were applied for the analysis. Data were acquired via in-depth interviews with six teachers and two school psychologists. The main goal of the empirical research was to map how teachers perceive communication with parents and assess cooperation with school management in this communication. The results of the analysis suggest that there are many similar elements in teacher-parent communication. The communication usually takes place during formal class meetings with parents and via group e-mails. In case of problems teachers contact parents by phone or meet them individually in person. The variability in the category content of one teacher and in the frequency profile of the other teacher seems to be closely related to the risks associated with communication. One of the risks is crossing the boundaries of school competence by parents. In the latter case, there was a vague delineation of boundaries and the confluence of school and family competences.

KEYWORDS

School, family, socialisation, communication, competences, support