

Methodological recommendations for preschool teachers how to provide high quality feedback to parents



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Methodological recommendations for preschool teachers how to provide high quality feedback to parents



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Introduction

Introduction

Theoretical and practical needs inspired the idea of this project when the survey was conducted before the project and we realized that when teachers present a child's achievements portfolio to parents they often focus only on the content. Less attention is given on how to present a child's achievements to parents, in order to help them fully understand the overall situation about the child and engage them in further cooperation.

The intention of this project was to bring more professional approach towards understanding of the importance of successful cooperation between teachers and parents. The key element of successful cooperation between teachers and parents could be constructive feedback. Understanding the importance of the feedback in preschools brought our partners' organizations together. Preschool institutions from Lithuania, Latvia, Greece, Bulgaria, and Romania joined the project and worked together for two years on this topic.

Feedback is an essential aspect of a child's learning, growth, and development. It plays a vital role in helping identify a child's strengths, weaknesses, and opportunities for improvement. Constructive feedback can be a powerful tool for fostering successful cooperation between teachers and parents, and encourage positive change in a child's academic and behavioural growth. Also, feedback is a process of giving and receiving information about the quality and effectiveness of a child's performance, behaviour, or academic achievements. Feedback can come from a variety of sources, including teachers, parents, peer mates, and even oneself. Constructive feedback enhances a child's productivity and engagement in educational process. Recent research has shown that children who receive regular feedback are more likely to feel valued, motivated, and committed to their activity. However, providing effective feedback can be challenging. It requires skill, sensitivity, and understanding of the recipient's needs and preferences. Moreover, receiving feedback can be a daunting experience, as it may challenge one's self-image and provoke feelings of defensiveness, anxiety or frustration.

During the project we explored various types of feedback, their benefits, and how to effectively deliver and receive it from parents. This reciprocal approach is extremely important. We also investigated the impact of feedback on successful communication between teachers and parents, a child's academic and behavioural growth, as well as the challenges and barriers that can hinder the feedback process. In the course of the project the best practices were shared with and the experience and knowledge of different European countries were combined in giving and providing feedback.

The aim of this project was to encourage more effective cooperation between teachers and parents in preschools in order to contribute to the development of high quality early childhood education and care systems.

To achieve the project's aim, the following objectives were set:

- to investigate how teachers provide feedback to parents about a child's development in preschools;

- to define the elements of high quality feedback (like, providing clear examples of what a child did well or could improve on; be clear and easy to understand; be constructive and focused on improving performance, rather than criticizing, etc.) and share the best practices how to implement those elements in preschools;

- to prepare, test and publish methodological recommendations for preschool teachers how to provide high quality feedback to parents.

Both international and local activities were carried out in order to ensure a smooth and targeted project implementation. Five short-term joint staff training events were organised by all five partner countries. During the mobility activities, project participants had the opportunity to work as a team to achieve the project objectives, to meet with an expert from each country and to deepen their knowledge of high quality feedback, as well as to implement the following activities:

- to prepare the algorithm and recommendations for providing high quality feedback to parents;

- to find out and to practice many useful online tools for providing high quality feedback to parents.

During the local activities, the project participants shared their knowledge with their communities and implemented the following activities in cooperation with each other:

- the creation of logo and eTwinning platform. All schools cooperated and created high quality feedback triangle which consists of: family, school and child;

- the survey of 20 teachers from each country. At the beginning of the project a survey with same questions for all schools was conducted. The questions were constructed on how to provide high quality feedback to parents;

- the survey of parents. Another survey was created for parents with questions about how they get feedback from teachers and what kind of communication they prefer;

- the creation of Christmas decorations. During Christmas time and in cooperation with parents, children and teachers Christmas ornaments and cards were made. Project partners' institutions also exchanged these cards and uploaded the photos of cards and decorations on Twinspace;

- the survey of teachers. The aim of the survey was to get information about ICT tools, which project partners use for providing feedback;

- book reading and parents survey on book reading. Before Christmas holidays every project partners' school choose the same book for all children to be read at home during this period. After Christmas holidays the questionnaire for parents regarding this activity conducted;

- the teachers' reflections. After all meetings each school had to fill 30 reflection forms, to evaluate how their knowledge and expertise in the topic of high quality feedback growth up;

- the survey of parents. Teachers had individual meetings with parents providing individual feedback to them about their children. To evaluate these meeting the survey was conducted.

Based on the project's objectives and activities, the following results have been reached:

- teachers gained knowledge about high quality feedback and how to apply its elements in communication with parents;

- teachers' and parents' motivation to communicate and cooperate was increased;

- teachers developed digital competences while working with ICT tools.

Hopefully, the project will have the impact on higher quality of feedback provided by teachers to parents about a child's development. Also, it is

expected that the cooperation between teachers and parents will increase and it will bring positive changes not only to the project's participants, but to entire preschool communities. The potential longer-term benefits could be indicated to the following groups of schools' community:

- teachers will build more successful cooperation with parents;
- child support specialists will receive more accurate information about a child's development from teachers;
- parents will receive individual recommendations for their child's development;
- a child will receive a full-fledged education based on close cooperation between teachers, child support specialists and parents;
- administration staff will introduce the main principles of effective cooperation between teachers and parents in their educational programs.

In conclusion, this project aims to contribute to the growing body of knowledge on feedback and its importance for personal and professional development. The experience gained during this project will provide all partner preschool institutions with expertise and confidence to share their best practices with other preschools in the area in order to build the networks and spread the message about the importance of high quality feedback in communication with parents. Having completed the project, the participants will have a deeper understanding on the importance of feedback and how it can be used to ensure successful cooperation between teachers and parents in preschools. We hope that these recommendations will serve filling in the gap of lack of awareness and understanding on how to bridge teachers and parents in successfully giving and receiving feedback.



Theoretical background about the feedback in preschool institutions

1. The concept of feedback in educational process.

Feedback is a vital communication tool used to provide constructive information, guidance, and evaluation in various contexts, such as education, work, and personal development. It encompasses several key elements that contribute to its effectiveness. Feedback should be specific and focused, addressing particular actions, behaviours, or outcomes. It should also be timely, given as close to the observed event or performance as possible to ensure relevance and accuracy.

Feedback is a compelling influence on learner achievement. When teachers seek or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible. In order to succeed in our work with children, we need the clarity and cooperation of the family. We need to know what we are good at and where we can get support. The most suitable way to see if we are on the right way professionally is to ask for feedback.

In educational process feedback plays a crucial role in providing parents with valuable information about their child performance, behaviour, or outcomes. Additional value of high-quality feedback in educational process could be seen through these aspects:

- parents understand and make sense of the information.
- parents know what to do next and are empowered to act.
- the quality of education comes from quality feedback.

Also, it is one of the fastest ways to focus our efforts in the right places and achieve our goals. When all members of educational process acknowledge the value of high-quality feedback it comes much more effective to implement and ensure high quality educational process for all and for each.

It is important to note that every meeting between teachers and parents starts and ends with a conversation. However, the key difference between individual conversations and feedback is that the purpose of the feedback meeting is to help the child improve his/her performance by identifying and discussing areas of strength and improvement.

The combination of feedback and conversation is illustrated in the picture below.

To sum up feedback is a conversation between teacher and parents that leads to change. Moreover, it is important to strengthen that feedback about child academic skills or behaviour have to be concrete, based on facts and observations.



Key elements for effective feedback

Effective feedback encompasses several key elements that contribute to its usefulness and impact. Better communication with parents through effective feedback leads to better parents' engagement which, in turn, improves school-wide relationships with children.

In this section, we will discuss the three essential elements of qualitative feedback. The first element is specificity, which involves providing feedback that is clear, focused, and addresses specific actions, behaviors, or outcomes. By pinpointing specific areas for improvement or acknowledging specific strengths, feedback becomes more actionable and meaningful.

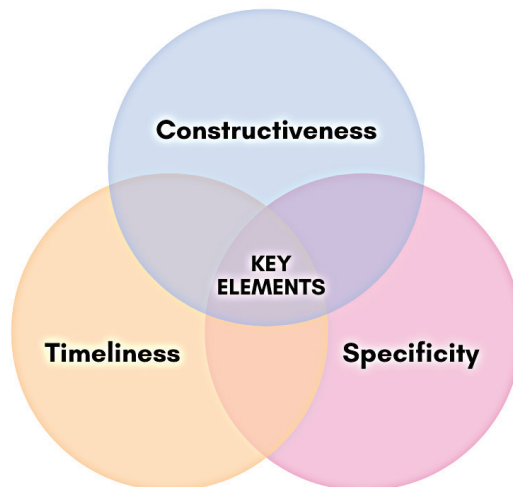
It is recommended that sufficient evidence of achievement is gathered and analyzed in order to provide the most accurate information about the child during the feedback meeting. When collecting evidence of a child's performance, it is important to pay attention to the following aspects:

- Evidence of a child's achievements should be visualized and accumulated continuously.
- Agree on the length of time after which evidence of the child's achievements will be analyzed.

- Draw a holistic picture of where the child is in his/her achievement in each area.

Timeliness is another essential element of feedback. Delivering feedback as close to the observed event or performance as possible ensures its relevance and accuracy. Timely feedback allows individuals to reflect on their actions while the experience is still fresh in their minds, making it more likely that they can apply the feedback to future situations.

Constructiveness is a crucial aspect of feedback. It involves highlighting both strengths and areas for improvement. Constructive feedback provides individuals with a balanced perspective, acknowledging their accomplishments and identifying areas where they can enhance their performance or develop new skills.



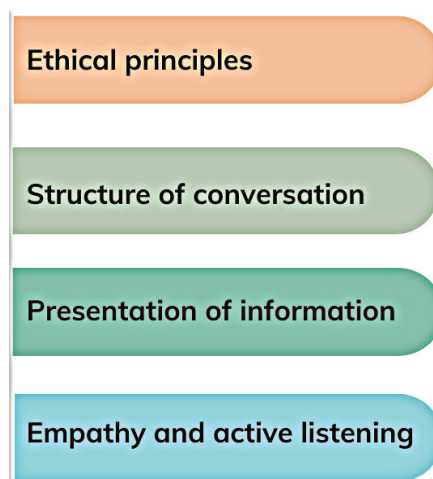
It is also important to identify four factors that contribute to the high-quality feedback:

- adherence to ethical principles – defining shared values and behaviors.
- the structure of the conversation – use the “Sandwich” approach (praise – constructive criticism – praise).

- presentation of information – choose a specific way of presenting information, speak clearly and reasoned and avoid abstract presentation of information.
- empathy and active listening – to think about how we ourselves how we would feel in such a situation. To understand, we need to move to the interlocutor's side.

Setting clear expectations or goals, observing the individual or situation objectively, identifying specific areas for improvement, and finally, delivering the feedback in a respectful and non-judgmental manner is the most important elements in providing high quality feedback.

FOUR SUPPORTING FACTORS



Steps for providing feedback.

Providing effective feedback involves three steps to ensure that it is delivered in a constructive and impactful manner. These steps are preparation, conversation, and future actions plan.

In the preparation step it is very important to:

- observe the child and situation.
- trace the change if any.
- analyze the collected data.

Feedback providers need to observe the individual or situation objectively, paying attention to the specific actions, behaviors, or outcomes that warrant feedback. Objectivity is crucial as it allows for a fair assessment and minimizes biases. Once the observations are made, the next step is to identify specific areas for improvement or commendation. This involves analyzing the observed actions or outcomes and determining what worked well and what could be enhanced. It is important to be specific and provide examples to illustrate the points being made.

In the next, conversation step it is very important to follow these phases:

- set proper place and time.
- make a structure of conversation.
- use and analyze body language.

After identifying the key points for feedback, the feedback provider should carefully plan how to deliver the feedback. It is essential to choose an appropriate time and place, ensuring privacy and minimizing distractions. The feedback should be communicated in a respectful and non-judgmental manner, focusing on the behavior or performance rather than attacking the individual personally.

Finally, the last step is to make a plan for future actions for parents and teachers. This involves:

- setting of common goals which will be achievable and manageable.
- deciding on teachers' tasks and responsibilities.
- deciding on parents' tasks and responsibilities.
- setting of next meeting time.

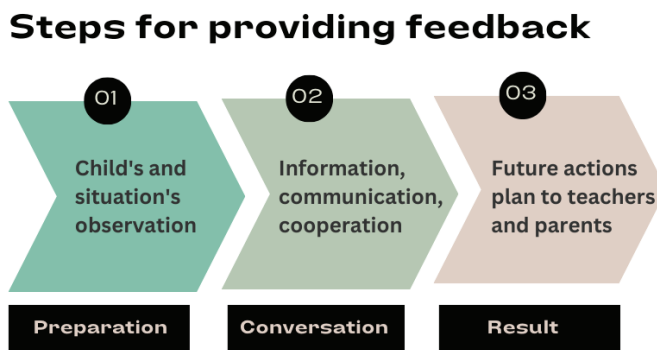
One key aspect of the future action plan is to give parents sufficient time to understand the problem and discuss how they can contribute to their child's growth. This collaborative approach empowers parents to actively

participate in their child’s educational journey and reinforces the idea that they play a vital role in their child’s development.

Setting a timeline for the next feedback meeting and progress review is another crucial element of the action plan. This allows for ongoing assessment and monitoring of the child’s progress and ensures that everyone involved remains accountable for the agreed-upon tasks. It provides an opportunity to evaluate the effectiveness of the implemented strategies and make any necessary adjustments.

Making of plans for future actions for parents and teachers also allows for ongoing discussions and adjustments, ensuring that the feedback is an iterative process rather than a one-time event.

The picture below shows the three feedback steps that should be implemented in order the feedback meeting leads us to the change.



The acting roles in feedback process

The feedback process typically involves two primary roles: the feedback provider and the recipient. The feedback provider is responsible for delivering the feedback, offering guidance, and supporting the recipient’s growth and development. The feedback provider should possess good communication skills, empathy, and a genuine interest in helping the recipient succeed.

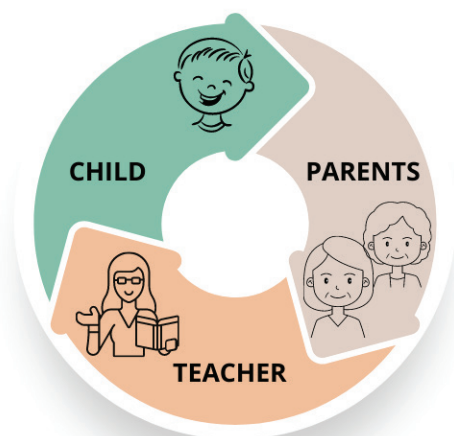
The recipient, on the other hand, plays a crucial role in receiving and processing the feedback. They should be open to receiving feedback, actively

listen to the feedback provider, and be willing to reflect on their actions or performance. The recipient should also be proactive in seeking clarifications or further support if needed.

Additionally, feedback can take various communication forms, including verbal discussions, written reports, formal evaluations, or even non-verbal cues like body language and facial expressions, depending on the context and preferences of the individuals involved.

Unlike a traditional feedback conversation, the role of the child whose achievements and progress are being feedback to his/her parents is important in providing feedback in preschool institution.

The interaction between the participants in the preschool feedback is illustrated in the picture below.



Each feedback participant plays his or her own role in the meeting. These roles are the following:

Teacher's role:

- collect data about the child.
- summarise the analysis data.
- provide accurate and valid information.
- create an appropriate environment.
- identify problems and find agreements on possible next steps.
- help parents to understand the nature of the problem and their future role.

- moderate the meeting;
- after feedback, make sure the parents have understood you correctly.

Parent's role:



- take on the role of an active listener.
- give feedback to the teacher.
- ask questions for clarity.
- evaluate one's own capacity to child's growth.
- cooperate in making agreements on possible next steps.

Child's role:

- participation is indirect.
- subject of the feedback meeting.

Communication forms

Feedback can be communicated in various forms, depending on the context and preferences of the individuals involved. Verbal discussions are one of the most common forms of feedback, allowing for immediate interaction, clarification, and questions. Written feedback in the form of reports, evaluations, or memos provides a permanent record and allows individuals to refer back to the feedback over time. The strengths of the verbal and written feedback and the areas for improvement are shown in the table below:

WRITTEN		VERBAL
Opportunity to think things through.		Freer presentation of information.
There is no time limit.		The process is more personal and immediate.

Recipient can't check the information immediately.



Information is less memorable.

Writing takes longer than a live conversation.



There is a risk of misinterpretation.

In addition to verbal and written forms, non-verbal cues such as body language, facial expressions, or gestures can also convey feedback. Non-verbal feedback can complement verbal or written feedback and provide additional context or emphasis.

Feedback also can be constructive and destructive. It is strongly recommended to avoid destructive feedback, because in that case the information is reinforced by repetition. Also, it is a demotivating way of communication, because of the use of a raised tone of voice and moralizing. When providing constructive feedback teacher typically:

- provides comprehensive and various information about the child.
- highlights strengths and points out where and how to improve.
- identifies appropriate behavior.

Feedback can serve a number of purposes and take a number of forms. Feedback can be provided as a single entity – i.e.: informal feedback on a student's grasp of a concept in class – or a combination of multiple entities – i.e.: formal, formative, peer feedback on stage one of an assessment task. Each has its place in enhancing and maximising student learning, thus where possible, courses should provide opportunities for a range of feedback types.

2. The benefits of high-quality feedback in the educational process.

Feedback improves learning. Feedback is designed to bring about an improvement in learners' performance and achievement. Feedback can be given by the feedback provider or by peers. It can be either formal or informal. It can be oral or written, it can be formative or summative, but overall, it must provide the learner with specific advice on how to improve their performance.

Feedback starts with learning intentions. The process of giving feedback begins with the feedback provider and recipient clarifying the learning intentions (or goals) for the activities they are undertaking and the success criteria by which they will assess the level of achievement to be demonstrated by child. This enables the recipients to measure their performance in terms of both mastery of the set task and the processes inherent in it. It also helps them to be clear about future goals.

Elements of a good learning intention. Learning intentions explicitly state what the child should know, understand and be able to do by the end of an activity, unit of work, or a lesson and they are expressed in language child's understanding. The learning intention should answer the learner who asks, "Why are we learning this?"

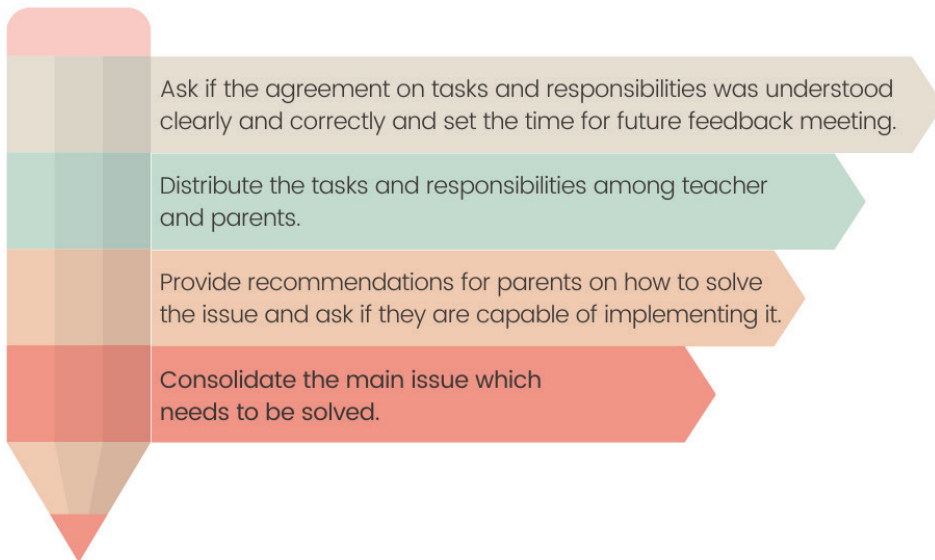
Sharing and providing clarity on what the learner will learn is the purpose of the learning intention. Clearly stated skills, knowledge or understandings are the focus of the learning intentions and are written in a language the children and their parents can understand.

As it is visible in the table below high-quality feedback has a strong impact for teacher, parents and child:

For child	<ul style="list-style-type: none"> • Adaptation during the transition from the home environment to the conditions in the kindergarten is eased. • Sense of security and emotional comfort is enhanced. • Activity and individual expression are stimulated. • Deficit of communication with working parents is compensated. • Male presence (fathers) in the kindergarten increases. • Social experience is enriched.
For teacher	<ul style="list-style-type: none"> • Uses the ideas, knowledge, and professional experience of parents to enrich life in the group. • Is stimulated in the search and implementation of different strategies (formal and informal) for communicating with parents and their children. • Understands children better, getting to know their relatives.
For parents	<ul style="list-style-type: none"> • Understand their children better, comparing them with their peers. • Master specific ways of communicating with children in various activities. • Accept the teacher's work from a new position, their trust increases. • Get to know the content of the pedagogical process and everyday life in the kindergarten. • Increase their pedagogical competence and take it home. • Break rigid stereotypes about family education. • Exchange information not only with the teacher, but also with each other. • Gain greater self-confidence as particularly important educators of their children. • Strengthen the parental community as an important institution.

How to provide better feedback to the parents of your students:

- Invite parents to meet at the beginning of the school year.
- Learn the name of all parents and personalize your communication with them. The conversation should be centered around the child.
- Keep communication alive with parents. Don't only communicate the negatives, try to communicate the positives in child's behavior as well.
- It is important to mention that at the end of the meeting with the parents, it is particularly important to draw up a plan of action, which helps to agree on expectations and to move in a targeted way towards positive change. The following key steps are important to consider when drawing up a future actions plan:



Why and for what purposes feedback should be used in preschools institutions for interaction with parents?

Interaction with parents is something that happens at every educational institution in one form or another. Regardless of the resources available to a particular school, however, it is one of the biggest challenges shared by teachers everywhere. It is a difficult task with many unknowns for both large and smaller schools, it does not depend so much on the financial resources available to the school (although we often hear this argument as the most important) and it is always connected first with the attitudes that teachers have about the role of parents in school.

During this international project we designed the algorithm for providing high quality feedback to parents. The first part of this algorithm contained the following ideas on how to involve parents in the process of feedback:

- 1) Provide questionnaire for parents on these topics:
 - expectations from kindergarten.
 - information about meetings with specialists.
 - information about child.
 - prepare parents for feedback.

- 2) Workshops for parents with experts on different topics: safe child's circle, child's behaviour, child's healthy eating, let's be polite and etc.

- 3) Formal opportunities for parents' involvement:
 - Parent surveys to determine areas of expertise and willingness to become involved.
 - Collecting information about family member's interests, hobbies, professions (survey).
 - Collecting information about a child (survey).
 - Agreement for collaboration.
 - Written information (bulletin boards, personal invitations, letters) to inform families about events and to invite them to participate, as well as for thanks and recognition.

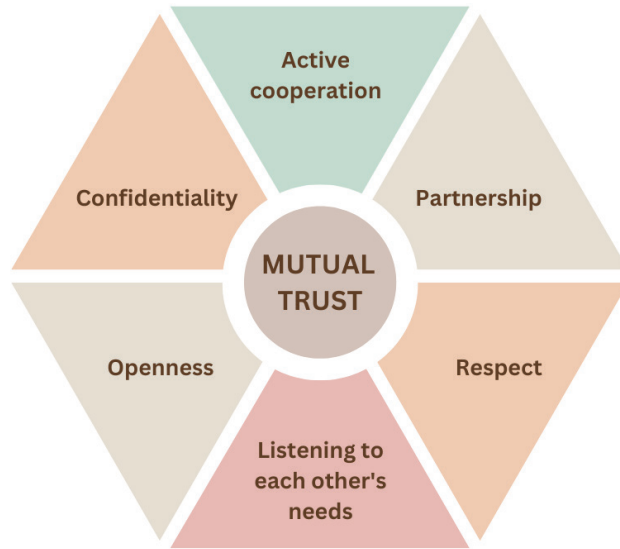
- Portfolio with written information and samples of the child's works.
- 4) Informal opportunities for parents' involvement:
- Individual meetings, conversations, consultations.
 - Family room (Library for borrowing books and games).
 - Celebrations, trips, sports events, performances, camps, holidays with families.
 - Workshops modelling problem-solving, child-rearing practices, helping parents to obtain support and services for their children.
 - Parents' and children's ideas for common activities at home and sharing it with the group (video, pictures).
 - Visiting children at home.

The second part of the algorithm is dedicated to the forms and channels of communication to be used when providing feedback about a child. The main forms can be chosen between verbal (on phone or face to face) and written (email, message through media channels or paper note). The channels for providing information can be chosen from the following list:

- Electronic diary.
- Facebook or WhatsApp groups.
- Padlet wall for feedback share.
- Child's portfolio form.
- Telephone, e-mails, website, social networks.
- Zoom meetings.
- Written notes for communication.
- Write progress report for the child.

Most important aspect after choosing the form and channel of communicating with parents is to have enough time to prepare before feedback conversation with parents.

Continuous cooperation and mutual exchange of information with parents is possible if the teacher can speak and listen effectively. The interaction between teacher and parents is mainly based on positive provisions.



To achieve the goals of feedback meeting it is important to try:

- to study different models of family relationships and their influence on children's behaviour (through observations of games, analysis of children's drawings and stories, conversations and surveys with children, parents, teachers...).
- to test and evaluate the effectiveness of different models for communication with children and parents, in view of the dominant emotional tone (benevolence and respect, understanding and empathy, personal involvement in the addresses, demands, evaluations...).
- to consider and implement specific approaches for informal contacts with a specific purpose (gathering initial information about a new child, discussing an incident that has occurred, stimulating parents' interest in various children's activities, etc.).

3. The main points for planning and providing high quality feedback meeting.

Planning a feedback meeting in a preschool institution requires careful consideration of various factors to ensure its effectiveness and productivity. According to an American consultant of organization development and community building Peter Block (2013) the main points to cover when modeling a feedback meeting in a preschool institution are:

1. Define the purpose. Clearly establish the purpose of the feedback meeting. It could be to discuss a particular issue, evaluate the progress of the children, provide constructive feedback to the staff, or address any concerns raised by parents. Defining the purpose helps set the tone and direction for the meeting.
2. Identify participants. Determine who should attend the feedback meeting. This typically includes preschool staff members, such as teachers, administrators, and support staff, as well as parents or guardians. It is important to ensure representation from all relevant stakeholders to gather diverse perspectives and foster collaboration.
3. Set an agenda. Create a detailed agenda outlining the topics and activities to be covered during the meeting. This helps keep the discussion focused and ensures that all important points are addressed. Share the agenda with the participants in advance, allowing them to come prepared and contribute meaningfully.
4. Choose an appropriate venue and time. Select a suitable venue for the feedback meeting, considering factors such as comfort, accessibility, and privacy. Also, pick a time that works well for all participants to maximize attendance and participation. Ensure the venue is arranged in a manner conducive to open communication and collaboration.
5. Create a positive and inclusive environment. Foster a positive and inclusive atmosphere during the feedback meeting. Encourage respectful

communication, active listening, and open-mindedness. Emphasize the importance of maintaining confidentiality and respecting different perspectives. This will help create a safe space where everyone feels comfortable sharing their thoughts and concerns.

6. Provide context and information. Begin the meeting by providing relevant background information or context, especially if discussing specific issues or concerns. This ensures that all participants have a clear understanding of the situation, enabling them to contribute effectively to the discussion.
7. Encourage two-way communication. Feedback meetings should be a two-way exchange of information. Provide opportunities for all participants to express their thoughts, concerns, and suggestions. Encourage active participation from both the preschool staff and parents, fostering a collaborative approach to problem-solving and decision-making.
8. Focus on strengths and improvements. Balance the discussion by highlighting both the strengths and areas for improvement. Recognize and appreciate the accomplishments and progress made by the preschool and its students. Constructively address any concerns or challenges, offering suggestions and strategies for improvement.
9. Develop action plan. Based on the feedback and discussions during the meeting, collaboratively develop action plan to address any identified areas for improvement. Clearly define responsibilities, timelines, and expected outcomes. Ensure that the action plan is achievable, realistic, and measurable.
10. Follow-up and review. After the feedback meeting, follow up on the action plan and regularly review progress. Monitor the implementation of the agreed-upon strategies and assess their effectiveness. Regularly communicate updates to all relevant stakeholders and adjust the plan as needed.

By incorporating these main points, a well-modeled feedback meeting can promote collaboration, growth, and improvement within the preschool institution.

There are more effective forms of communication with parents, which are strongly recommended to implement in preschool institutions:

- Consultations have an important role for parents who need to be helped, familiar, as well as advised on issues related to the upbringing and training of their children. Parents can be advised to take part in talks of professionals on topics related to child development or other. Teachers have a certain opening time, which can be announced on the website of the kindergarten or the individual web page of the group or by a message on the information boards in the kindergarten.
- Open days are an opportunity for parents to visit activities and events organized in the kindergarten. The analysis and the report that the pedagogical specialist makes to the parents should be presented in a positive tone, focusing on the strengths and the problems to be pointed out directly and objectively, to be sufficiently reasoned, diverse, interesting, convincing and not very long-lasting.

To sum up, feedback is a powerful tool for communication, growth, and development. Understanding the key elements of effective feedback, following the steps for providing feedback, recognizing the roles of feedback providers and recipients, and utilizing different forms of communication are essential for maximizing the impact and value of feedback. By embracing feedback as a constructive process, children can continuously improve, learn from their experiences, and achieve their goals.

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Real life situations: examples of good practices

In this part of the book the real-life situations will be presented and analysed based on the preschool teacher's discussions during the international project's workshops. The situations were selected after the common decision that all teachers face these kinds of situations in the daily routine in the preschool in all countries. The analysis and examples of good practices can be used as inspiration and/or simulation for teachers to make their own plan in cooperating with parents.

Situation No. 1
How to get a child interested in learning
things at home?

Description of the real-life situation
<p>Seven years old girl attends the preschool for 5 years. The girl is often sick with a mild cold. No other health problems and special educational needs have been observed. The child lives in a full family, is the youngest among 3 children, the sisters are 8 and 10 years old. Family members do everything in the girl's place because they think she is small and can't do much about herself.</p> <p>The girl has a good fleeting memory. The difficulty is in communicating with the surroundings, both children and adults. She is shy, sometimes apathetic, quiet, not showing interest in what is happening around, and chooses to spend time alone or with a particular child. Emotionally indifferent – do not show the emotions. In the situations which need the effort girl tend to cry or not react to what is happening around.</p> <p>The problem is: the girl does not want to learn new skills and knowledge. Feeling satisfied with what she knows right now. She is not particularly worried about learning and getting ready for school. Sometimes pretending that she doesnot hear teachers and parents. The problem has been observed by teachers, after talking to her parents.</p>

Tips for feedback situations roles	
Teacher	The trust that was built between teacher and parents helped teacher to learn more about child's interests (animals, music, dances, socialising).
Parent/Parents	At the beginning of the feedback conversation parents didn't want to accept this situation, because child is smart and doesn't have any special educational needs.
Observer	<p>What worked out?</p> <ul style="list-style-type: none"> - After a few meetings with teacher, parents accepted the importance of the situation. - Parents started to accept the advice from teacher and got involved in kindergarten activities.
Tips for future action plan	
Future parental responsibilities	<ul style="list-style-type: none"> - Parents have to help child at home with more difficult tasks. - Parents have to give an example like reading books at home, visit library more often.
Future teacher's responsibilities	<ul style="list-style-type: none"> - Making a plan about motivating the child to learn at home with activities like reading books before bedtime, introducing different professions, like doctor or engineer by inviting parents to present them. - Encouraging children to work in groups and make different projects.

Situation No. 2

How to change parents' attitude that for successful child's development both teachers and parents have to provide additional help?

Description of the real-life situation	
<p>Six years old girl has no health problems, no special educational needs. She is only child in the family and lives only with her mother, father died when she was very little. The girl is speaking in two languages and has speech problems: difficulty in understanding the meaning of words, speaking words, making logical sentences. Also, little concentration difficulties are observed. The child wants to be involved in all the activities offered at kindergarten and visits a speech specialist with pleasure. The mother explaining that it is impossible to help at home and says that it is kindergartens obligation to teach a child everything. Learning difficulties and speech problems were identified by both, mother and teacher.</p>	
Tips for feedback situations roles	
Teacher	To help mother to accept the issue in good faith and to acknowledged that this situation should be changed. Teacher encouraged mother to the raised questions.
Parent/Parents	The mother understands the situation, but she is very busy and can't spend much time with her daughter, so relies only on teachers. During the meetings mother agreed that she will take more time to play with child.

<p>Observer</p>	<p>TWhat worked out?</p> <ul style="list-style-type: none"> - The teacher starts with a positive message sharing her observations about child difficulties. - The teacher invites the mother to do some activities at home together with her daughter. In her surroundings, the girl needs to hear correctly pronounced words, the mother has to repeat them alongside her child, talk, and help pronounce words right. - The problem from the mother's perspective is the lack of time she needs to work with the child, but she agreed to join the girl's education at home. - The teacher gives recommendations step by step and set up the next meeting with the mother.
<p style="text-align: center;">Tips for future action plan</p>	
<p>Future parental responsibilities</p>	<ul style="list-style-type: none"> - Language learning activities at home, proposed by the teacher. - Communicate with the child, when playing and performing household activities – cooking, cleaning, etc. - Regular communication with teacher (meeting once of month) and discuss the dynamics of development. - Visit a speech therapist.
<p>Future teacher's responsibilities</p>	<ul style="list-style-type: none"> - Prepare individual child development plan. - Periodical consultations with speech therapist in the kindergarten. - Extra activities for the girl in the kindergarten. - Regular communication with teacher (meeting once of month) and discuss the dynamics of development.

Situation No. 3
How to teach the child to solve conflict situations
without aggression?

Description of the real-life situation	
<p>Six years old boy who don't have health problems or special educational needs. Boy lives in a full family: mother, father, and younger brother. The child is able to make social contact with both children and adults in calm situations. He is doing good at performing mathematical operations. In problematic situations, phrases immediately flare up, and the boy starts attacking other children because he did not get the toy, he wanted from them.</p> <p>The problem was identified when a younger brother was born, boy was 4 years old at that time. Usually violent situation is being stopped, a conversation is organised by teacher to clarify the cause of the conflict and to explain how the conflict can be properly resolved, also a consequence of his misconduct being discussed. It is a short-term impact, during the day his misbehaviour repeats.</p>	
Tips for feedback situations roles	
Teacher	<p>Teacher first asked parents how they solve the aggressive child' behaviour at home. Then teacher explained to parents that they can't undoubtedly calm down the child, they just need to take the help of some tried and tested ways.</p>
Parent/Parents	<p>The parents understood and accepted the aggression issue in their child's behaviour.</p>

<p>Observer</p>	<p>What worked out?</p> <ul style="list-style-type: none"> - Teacher start the conversation from the positive message sharing her observations about boy's successful involvement in mathematical activities in kindergarten. - Provide the recommendations for parents how to encourage the child when he is overcoming aggressions. - The transfer of knowledge and understanding is a two-way process: from kindergarten to home and from home to kindergarten.
<p>Tips for future action plan</p>	
<p>Future parental responsibilities</p>	<ul style="list-style-type: none"> - Increased time with child: learning through play, reading stories, applying anger control methods, exclusion of corporal punishment. - Regularly communication with the teacher and discussion the dynamics of change. - Control the content and timing of video games and TV shows, in order do not encourage aggressive behaviour. - Register for child psychologist consultations.
<p>Future teacher's responsibilities</p>	<ul style="list-style-type: none"> - Regular communication with parents to discuss the dynamics of change. - Provide parents clear step by step recommendations how to help their child. - Prepare individual child development plan. - Recognize and value the ways in which parents can be engaged with a child's development and learning. - Support parents to gain knowledge and skills to manage children's behaviour, and the confidence and empathy to use these skills effectively.

Situation No. 4
How can parents help child to obtain the necessary skills for primary education?

Description of the real-life situation	
<p>Six years old boy attending kindergarten for 2 years. Boy is only child from a full family. Parents have a good education and a good income. Boy is intelligent and social, shows empathy.</p> <p>Boy has language utter problems. The problem was raised from the parents.</p> <p>Boy behaves always the same and if he cannot utter a word then he expresses it with movement or using similar words. This type of behaviour happens all the time, during all the activities. The teacher has been observing the child through the year and already has talked to the parents about the problem. Teacher is trying to help him to correct his speech by giving him more time to express himself. Teacher's actions have influenced the child and situation, his speech is improving, and he is doing logotherapy three times a week and the speech problem does not affect his writing.</p>	
Tips for feedback situations roles	
Teacher	<p>Teacher developed the contact with parents based on trust and developed good cooperation parents. Parents were welcoming the recommendations from teacher and willing to support their child.</p>
Parent/Parents	<p>After the conversations with the teacher, parents realized that their child has a serious difficulty of expressing himself.</p>

Observer	<p>What worked out?</p> <ul style="list-style-type: none"> - The problem was observed by parents and teachers, and both parties agreed on a common future actions plan.
<p>Tips for future action plan</p>	
Future parental responsibilities	<ul style="list-style-type: none"> - Visit other specialists for additional consultations (neurologist, audiologist, test hearing and speech apparatus). - Follow the activities plan provided by teacher for speech training at home (motor exercises, didactic games, speech therapy exercises, etc.). - Continue communication with teacher to discuss the dynamics of child's speech development. - Continue visiting speech therapist.
Future teacher's responsibilities	<ul style="list-style-type: none"> - Continue communication with parents to discuss the dynamics of child's speech development. - Periodically consult with speech therapist in the kindergarten.

Situation No. 5

How to help parents accept their child with special educational needs and collaborate with kindergarten?

Description of the real-life situation	
<p>Five years old girl attends kindergarten for 2 years. Girl is only child in the full family. By the age of three, the child had lived abroad. Physically girl is healthy, but eats only a certain type of food, mostly carbohydrates and fruits. She refuses to eat with a fork and spoon.</p> <p>The child speaks very little and quietly but understands other. Mainly she uses label phrases. The parents say that she had spoken before, but after returning from abroad child stopped speaking. It is difficult to make eye contact with her. She is sitting at one usual place in the daycare room. She likes to play next to the children with mosaics, games based on logistic blocks, small figures in a dollhouse, she is illustrating a human figure with all parts of the body. During activities she sits with other children at the table. The loud music upsets her, but she likes to dance and sometimes gets involved in a common dance.</p> <p>The problem was raised by teachers. When teacher or some from the team want to say something to her, she starts to scream, point with finger, throw, slam, scream inseparable words. This behaviour is observed daily, it happens before entering the kindergarten, when she has to sit in the circle with other children, gets up from an afternoon nap, has to be dressed or when someone wants to help her. This behaviour is stressing the children in the group, even though they are accepting her. The child is behaving like that only with adults, less often with children. This behaviour has been observed since she started attending the kindergarten.</p>	
Tips for feedback situations roles	
Teacher	Teacher initiated meeting with parents and presented how group's environment was adapted for child. The cooperation between the teacher and the parents at the beginning was difficult to reach.

<p>Parent/Parents</p>	<p>The parents don't accept that their child has special educational needs, because at home the child is satisfied, girls' knowledge is age-appropriate, she behaves adequately and is physically healthy. This means that child's needs are not considered properly at home.</p>
<p>Observer</p>	<p>What worked out?</p> <ul style="list-style-type: none"> – Teacher starts conversation with the positive things that noticed in the child. – Teacher tells parents about situations which worry and asks if it is observed at the home. – Teacher shares her efforts to support the child's positive behaviour in the kindergarten. – Both parties, teacher and parents, were able to listen to each other and delve into the problem.
<p>Tips for future action plan</p>	
<p>Future parental responsibilities</p>	<ul style="list-style-type: none"> – Periodically consult with teachers and specialists involved with child in the kindergarten. – Consult with neurologist and child's psychologist to make sure what special needs child has and how avoiding accepting it can have consequences that affects child's life if the help will not be provided on time. – Set the rules at home, for the whole family, because it is important for the child to understand that the rules and responsibilities are for the whole family. – Involve child in daily activities: table setting, cooking, shared family meals. – Encourage child to communicate outside the family with other adults and children to foster communication skills. – Provide to child extracurricular activity related to the child's strengths (art, design, etc.).

Future teacher's responsibilities	<ul style="list-style-type: none"> - Agree with parents on the next meeting to discuss the dynamics of change. - Create a visual daily rhythm for child in the kindergarten. - Arrange the environment to make it more adaptable for the child. - Consult other specialist, like psychologist, speech therapist and etc. - Prepare individual child development plan.
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Situation No. 6
How to help child with language difficulties to develop communication skills and to interact with others?

Description of the real-life situation	
<p>Four years old boy attending kindergarten for 7 months. Child has no health issues, and no special educational needs. Child 's family is immigrants from a neighbouring country. H is second child in the family. The boy is intelligent and social, but as he cannot be understood by other children he often plays alone.</p>	
Tips for feedback situations roles	
Teacher	<p>Teacher clarified the situation and encouraged parents to raised questions, identified opportunities for boy's activities at home, and maintained a constant dialogue. At the end of the conversation both parties agreed on future action plan and next meeting date.</p>

Parent/Parents	Parents acknowledged the problem, clarified during conversation, and showed that they cared about the child's wellbeing in kindergarten. Together with teacher they considered what could do at home to help child with language difficulties.
Observer	<p>What worked out?</p> <ul style="list-style-type: none"> - Teacher very politely asked parents how the child is doing at home and after a while they admitted that at home the boy speaks irregularly and cuts off word endings. - Alarmed teacher asked parents if they have ideas how to help boy and carefully presented some recommendations what activities with child they can do at home. - Teacher advised to seek help from a speech therapist.
Tips for future action plan	
Future parental responsibilities	<ul style="list-style-type: none"> - Spend more time with child doing the following activities: book reading, words games, linguistic lotto games etc. - Communicate with child repeating more difficult words and helping boy to pronounce words to the end. - Ensure periodical speech therapist help.
Future teacher's responsibilities	<ul style="list-style-type: none"> - Consult with speech therapist and other child support specialists at kindergarten. - Continue communication with parents to discuss the dynamics of child's speech progress.

Situation No. 7
How to help child to gain more responsibility for his/her own behaviour?

Description of the real-life situation	
Six years old boy attending kindergarten for 3 years. Boy lives in full family and has younger brother. There are some difficulties in pronouncing certain sounds, but his vocabulary is satisfying. The child is sensitive and seeking attention by breaking the rules at home and in kindergarten. Most his inappropriate behaviour appears when he has to follow the instructions and rules. Parents asked for teacher's assistance to help set the boundaries and introduce child with rules.	
Tips for feedback situations roles	
Teacher	The issue was raised by the parents, so the feedback meeting was focused on discussion of the situation and anticipation of further actions. The cooperation was established from the beginning and both parties shared information openly.
Parent/Parents	The parents raised the issue themselves. They acknowledged that the help from outside is needed and turned to the teacher for recommendations.
Observer	What worked out? – Parents acknowledgement of the situation and taken responsibility to change it. – Mutual agreements between teacher and parents in order to achieve the result.

Tips for future action plan	
Future parental responsibilities	<ul style="list-style-type: none"> – Focus on spending more time with the child, playing educational games. – Consult with a speech therapist and child psychologist. – Analyse what family relationships are (whether both children receive equal attention and are treated equally).
Future teacher's responsibilities	<ul style="list-style-type: none"> – Continue communication with parents to discuss the change in child's behaviour. – Introduce children with motivational system in order to help them to behave propriate.

Situation No. 8

**How to involve parents in the identification of a child's talents?
What kind of after school activities teacher would
recommend attending?**

Description of the real-life situation
<p>Six years old boy, bilingual, second child of the family. He is an excellent painter but avoids expressing himself freely. Teacher observes in the child the lack of self-esteem. The child is closed to himself and when he has to be exposed in from of the group, he seems embarrassed and tries to avoid it.</p>
Tips for feedback situations roles

Teacher	The dialogue with parents was establish after teacher shared the observations about child's talent. When presenting situation, teacher used the specific examples of situations when the boy had difficulty to present his work, like "for example yesterday/today he ..." ...Teachers' recommendations were accepted, and common decisions were reached at the end of meeting.
Parent/Parents	Parents have difficulty to see the situation as the problem. In their opinion the shyness and low self-esteem will disappear with age.
Observer	<p>What worked out?</p> <ul style="list-style-type: none"> - Teacher started with positive message sharing her observations about boy's talent to draw and tried to involve parents in supporting boy's talent. - Teacher was active asking the questions about situation at home if child shares his artwork and talk about it. - First teacher asked how parents can contribute to help child to develop his talent and to increase his self-confidence and then provided own recommendation.
Tips for future action plan	
Future parental responsibilities	<ul style="list-style-type: none"> - Parents will show more interest in child artistic work. - Together with child will attend museums of art. - Communicate with teacher regularly to share the changes of the situation.
Future teacher's responsibilities	<ul style="list-style-type: none"> - Keep close cooperation with parents to discuss the child's development progress. - Will provide more opportunities in the group for children to express themselves in the safe environment. - Will encourage boy to explore his talents.



**International surveys
for measuring the
implementation of high
quality feedback**

In order to measure the process of high quality implementation in the preschool institutions in five project partner countries the following international surveys were conducted during almost three years of the project:

- Survey for teachers on cooperation between teachers and parents in preschool (Annex 1).
- Survey for parents on cooperation between teachers and parents in preschool (Annex 2).
- Reflection form for teachers after providing individual feedback to parents (Annex 3).
- Reflection form for parents after individual feedback with teacher (Annex 4).

Positive parental support and engagement can have a significant impact on a child's education, so it is vital that kindergarten do all they can to foster effective working relationships with parents. If parents are as informed as possible, they can support their child through transitions, daily routines, and class work.

The benefits are not only linked to academic improvement – a pupil's personal, social, and emotional development are all influenced by the nature of parent-teacher relationships. Effective home-family communication can make children feel more confident and valued in their setting, which can improve attendance. It can also help children to foster a love of learning, which can be further enhanced by support from both their parents and teachers. Understanding more about the child's home environment, and their needs and interests, can help teachers to tailor their provision accordingly. This might include adaptations to curriculum mapping to encompass a particular child's interests, alterations to the kindergarten or targeted interventions.

If communication in kindergarten is clear, administrative follow-up tasks could be reduced, so it is in a kindergarten interest to make sure their procedures for making announcements and sharing updates are both strategic and well thought out. Kindergarten should share how they are going to communicate with parents and carers. Where apps or websites

are involved, it is crucial that parents understand how to navigate them. Teachers can do this easily by sharing demos and quick tutorial videos, or by holding support events. Staff should be aware of the kindergarten expectations surrounding tone of voice, as this should remain consistent across all channels, from social media posts to headteacher updates.

Communication should be accessible to everyone in the kindergarten community. Kindergarten should therefore be aware of accessibility needs to make sure that their communication reaches as many parents and carers as possible. Group sessions for parents and carers, for example, can help to forge bonds with “hard-to-reach” families. Kindergarten should also consider the range of languages spoken by the community. Where digital communication is prioritized, kindergarten should also consider the importance of maintaining face-to-face contact with parents and carers. This can be through termly catch ups, community groups, curriculum events, webinars, or fundraising events.

Kindergarten should also ensure that parents and staff are aware of the expectations surrounding direct messaging on school platforms, such as Teams, Classroom. Guidelines should dictate where and when it is appropriate to send direct messages and when to expect a response. This process should not be laborious or time-consuming; it should allow the kindergarten to work smarter to ensure that their communication has the desired impact.

Kindergarten can also promote fun, collaborative games that families can enjoy at home to support different areas of the curriculum – they can share these on the kindergarten website and social channels. Finally, kindergarten can encourage parents and carers to create positive home learning environments.

1. Surveys on cooperation between teachers and parents in preschool

The initial survey focused on assessing the current situation of cooperation between teachers and parents in preschools in all five project partner countries. The results of this survey helped to indicate the most important aspects of feedback situations and what further improvement is needed. At

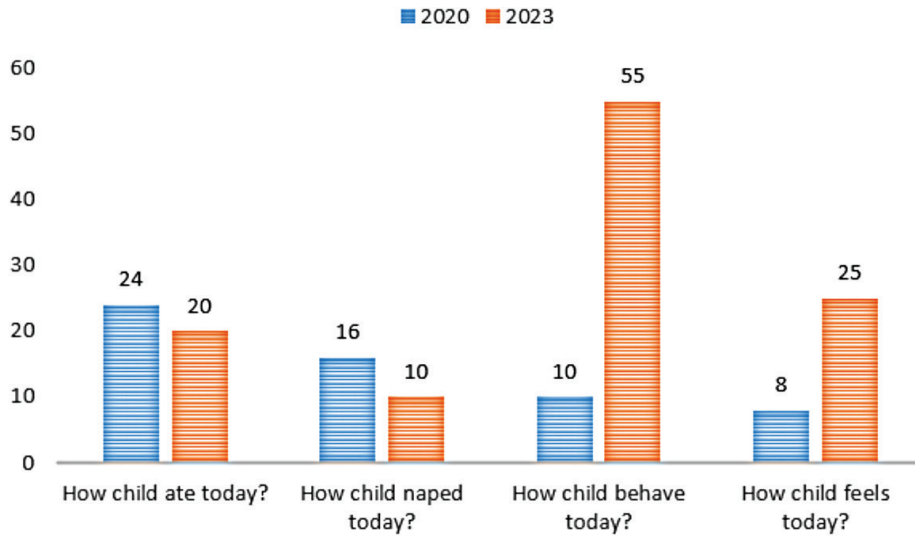
the end of the project the final survey was conducted by all five countries. Within these surveys we were able to measure the impact on the cooperation between teachers and parents and the changes in their attitude towards the feedback.

1.1. Teacher's questionnaire

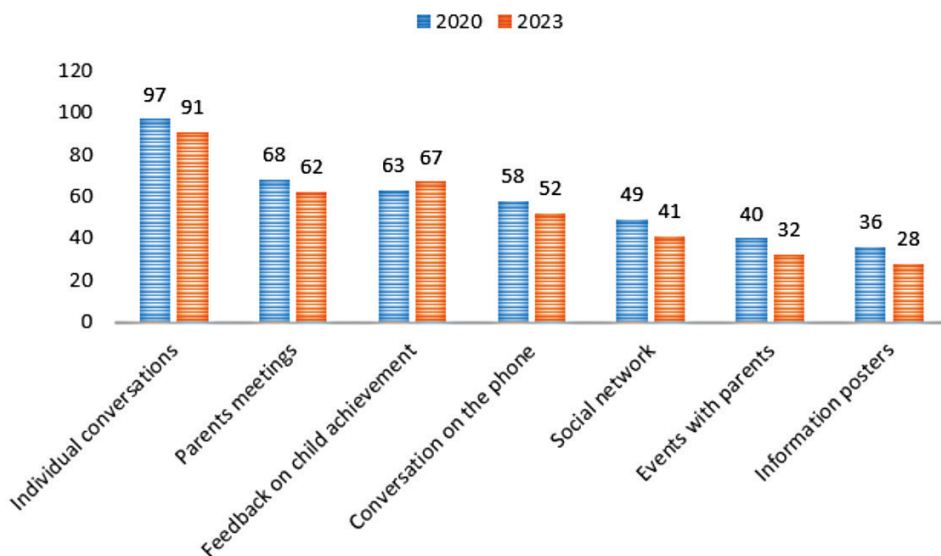
The initial questionnaire for teachers was applied in October 2020. The 104 teachers participated in this survey from five partner countries kindergartens: 22 from Greece, 21 from Romania, 21 from Bulgaria, 20 from Lithuania and 20 from Latvia. The influence of the Covid 19 pandemic on the results obtained in the questionnaire is noteworthy.

The same questionnaire was applied again in May 2023 to measure the impact of applied feedback recommendations in the cooperation between teachers and parents. The 95 teachers answer this survey from five partner countries kindergartens: 19 from Greece, 20 from Romania, 16 from Bulgaria, 20 from Lithuania and 20 from Latvia. Almost half of the teachers who participated in the survey had 20–30 years of pedagogical experience (45%). Less experienced teachers who 1–20 years worked in the kindergartens made another 40% of respondents. The rest 15% of teachers had more than 30 years pedagogical work experience. The further analysis will present the results obtained in the questionnaire in the project partner kindergartens, discussing the relevant indications received through the questions.

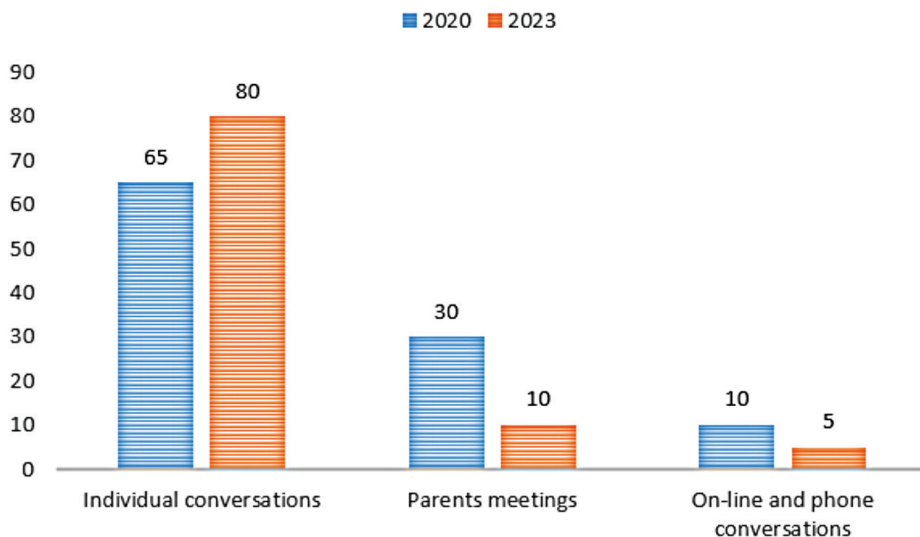
We asked teachers what most common questions they receive from parents regarding their children. In the beginning of the project the most common parents' concerns were related to child's physical well-being, such as eating (24%) and sleeping (16%). After having more feedback conversations with teachers at the end of the project even the physical well-being of the child is still important, but there is significant increase in the parents' interest about their child's behaviour (from 10% to 55%) and emotional well-being (from 8% to 25%).



Concerning the forms of communication with parents the most popular among teachers at the beginning of the project was individual conversations (97%). Compared with the answers provided after the implementation of the feedback recommendations the situation did not change much and the individual conversations remained the most popular form of communication with parents (91%). But the feedback meetings with parents to discuss their child’s achievements increased by 4% at the end of the project.

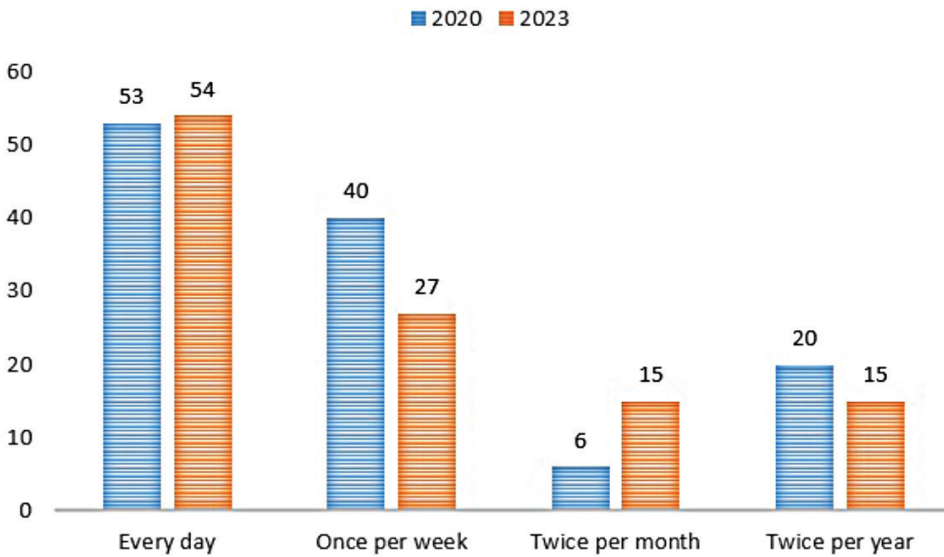


When we asked teachers to evaluate which forms of communication with parents in their opinion are the most effective for a child's development, most teachers indicated individual conversations – 65% at the beginning and 80% at the end of project. This data shows that teachers individual conversations evaluate much more effective than organizing parents' meetings.

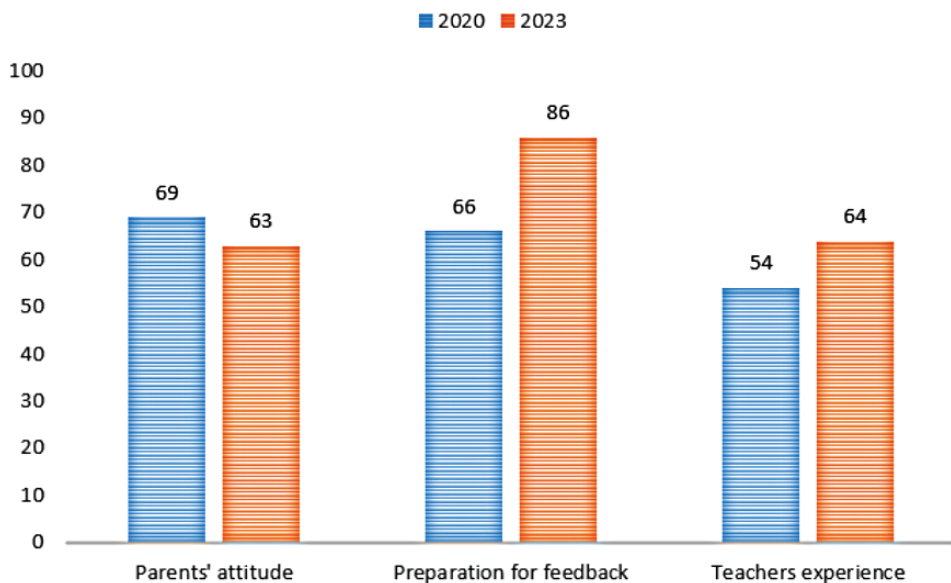


Indicating the frequency of feedback to parents more than 50% of teachers in the initial and in the final surveys marked that they give feedback to parents every day. Such data sounds very promising. Also knowing that the feedback conversations require the preparation and can't be given very often we see the tendency of decreased feedback conversation once per week (from 40% to 27%) and increased feedback conversations twice per month (from 6% to 15%).

Most popular form to deliver feedback to parents among teachers are verbal communication. And verbal format of feedback even increased by 7%, while communicating in written decreased by 10%. But when analysing this data, it is important to remember that initial survey was conducted during the Covid19 pandemic and that affected the verbal communication a lot.



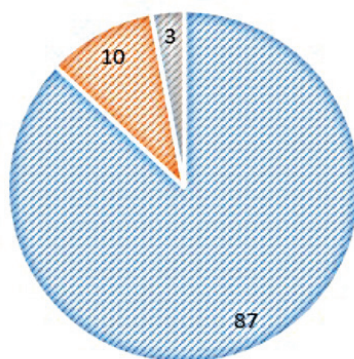
When evaluating the quality factors of the feedback the teachers during initial survey gave almost the same importance to the parents’ attitude (69%) and to the preparation for feedback conversation (66%). But during the final survey we can see that importance of the preparation factor significantly increased (86%). This data shows that teachers who participated in the project got deeper understanding about the importance of preparation for the feedback conversation. More teachers also realised that with the experience the quality of feedback increase.



The majority of teachers agree that constructive feedback is very important to successful child's development in the future. This number increased from 87% in the initial survey to 96% in the final survey. Also, the number of teachers who think that the importance of the feedback is overestimated have been decreased by 7%.

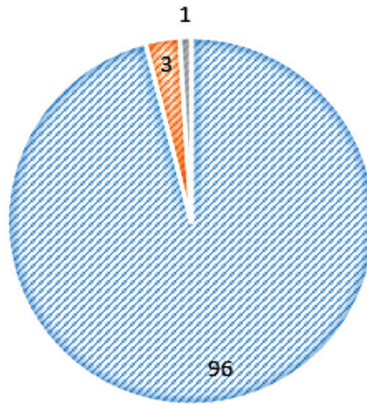
2020

■ Very important ■ Importance overestimated ■ Other

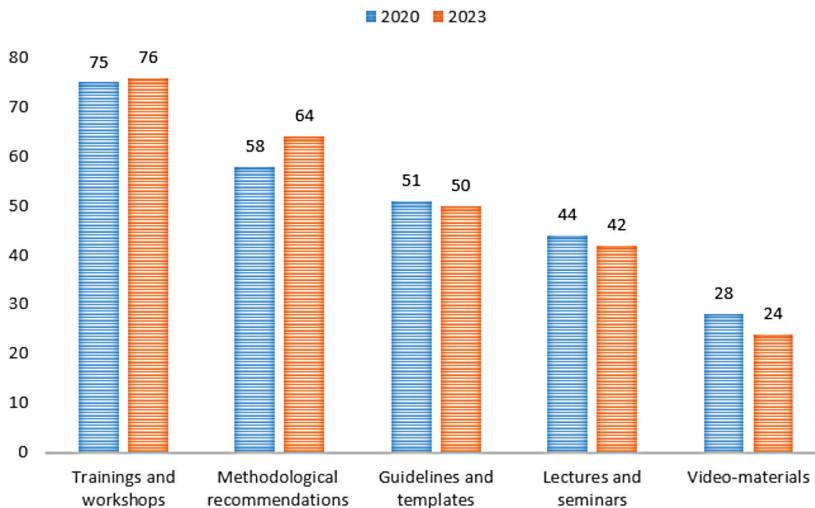


2023

■ Very important ■ Importance overestimated ■ Other



We also asked teachers what would help them to provide the high-quality feedback to the parents, what tools or materials they would see useful for preparing to provide the feedback. The most popular answer during initial survey and during final survey was the request for practical trainings and workshops where teachers could practice their skills how to provide high quality feedback. This form of help was mentioned by 75–76% of teachers. The second popular source of help would be the methodological recommendations, which interest at the end of the project even increased by 6%. About half of the respondents also chose the guidelines and various templates as the useful tools for feedback preparation.



If you are a teacher, then communication is an essential aspect of your role when providing feedback to parents: it is a skill that you can continually revise and improve. Consider these strategies when communicating with parents and carers in your setting: adopting a warm, respectful, and professional tone in all face-to-face and written communications will help you to build trust amongst parents and carers in the community. Although be sure to follow the guidance set out in your kindergarten communication policy.

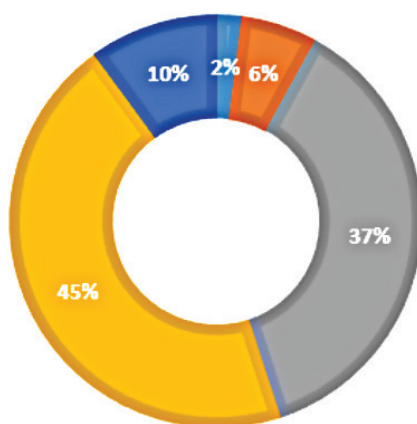
1.2. Parents questionnaire

To find out which method of communication parents and carers find most valuable, the kindergarten can send out surveys for parents. The questionnaire for parents was translated into the mother tongue and applied to parents from five partner kindergartens in October 2020. The purpose of this survey was to measure the degree of giving feedback in parent-teacher relationships. The answers were submitted by 298 parents.

First, we asked parents how often they communicate with teachers about their child's strengths and weaknesses. Almost half of parents answered that they equally often discuss both: child's strengths 45% and child's weaknesses 43%.

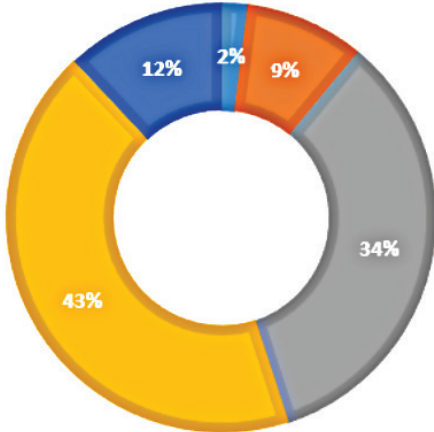
DO YOU OFTEN DISCUSS YOUR CHILD'S STRENGTHS WITH TEACHERS?

■ No, never ■ No, rarely ■ Rare ■ Yes, often ■ Yes, always



DO YOU OFTEN DISCUSS YOUR CHILD'S WEAKNESSES WITH TEACHERS?

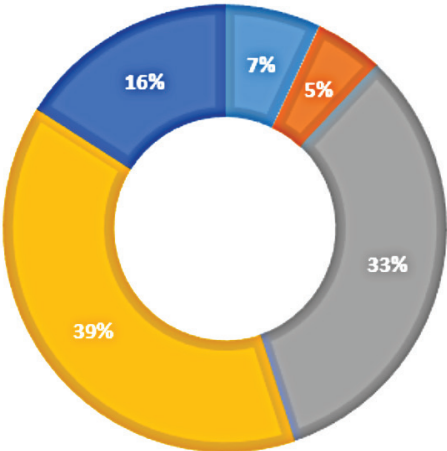
■ No, never ■ No, rarely ■ Rare ■ Yes, often ■ Yes, always



Also, more than half of parents discuss with teachers how they can contribute in helping their child to learn new things (academic skills or good behaviour, etc.): always discuss (16%) and often discuss (39%) parents.

DO YOU OFTEN DISCUSS HOW TO HELP CHILD TO LEARN NEW THINGS?

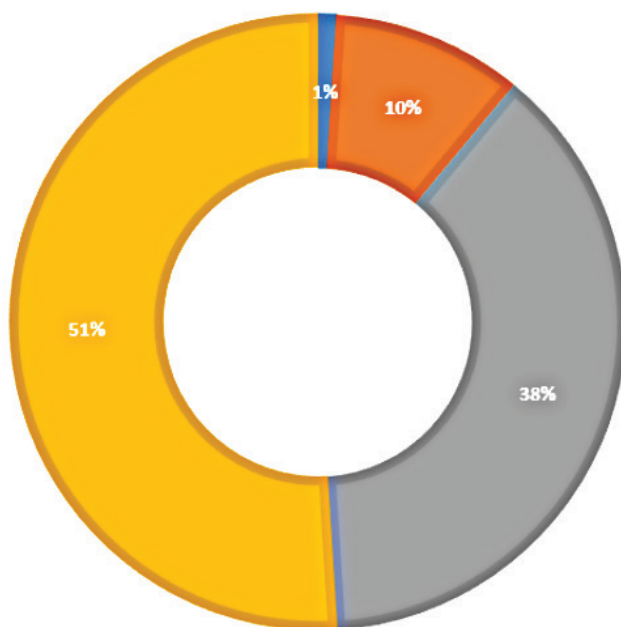
■ No, never ■ No, rarely ■ Rare ■ Yes, often ■ Yes, always



As the mutual trust is very important for successful communication and high-quality feedback, parents were asked if they trust to pass sensitive information about their child's abilities to teachers. Half of parents (51%) responded that they definitely trust their child's teacher, and this is a good sign for closer cooperation in the future.

HOW PARENTS TRUST TEACHERS CONCERNING SENSITIVE INFORMATION ABOUT CHILD?

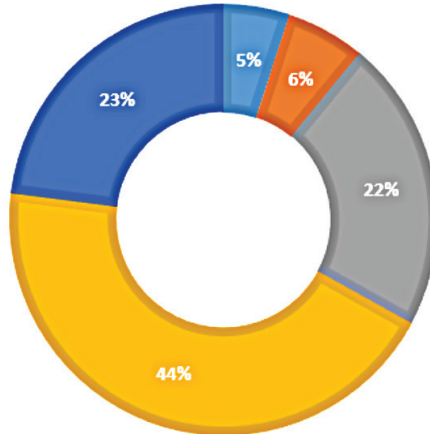
■ Definitely not ■ Most likely, no ■ Most likely, yes ■ Definitely, yes



Another important aspect of successful cooperation and high-quality feedback is clear expectations from parents to teacher and from teacher to parents. This survey showed that more than half parents are informed about teachers' expectations towards their child's development growth: very well informed 23% and good informed 44%.

HOW WELL PARENTS INFORMED ABOUT EDUCATORS EXPECTATIONS TOWARDS CHILD?

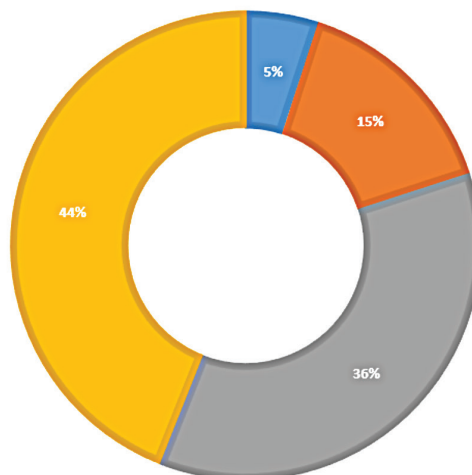
■ Very bad ■ Bad ■ On average ■ Good ■ Very well



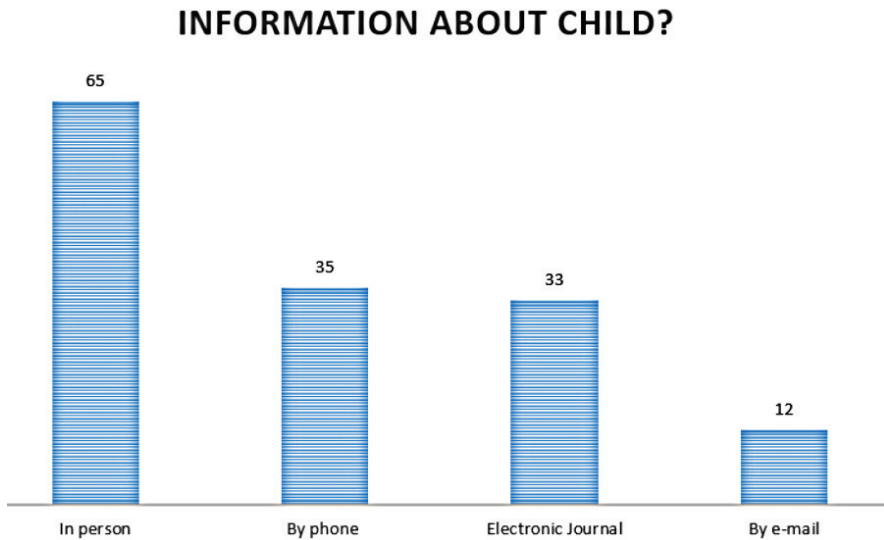
Information about child's achievements 44% of parents indicated that they receive once a week and 36% of parents indicated that they receive information from teacher sometimes. Similar information was provided in the initial survey for teachers, where 40% of teachers indicated that they provide feedback conversations with parents once a week.

HOW OFTEN PARENTS RECEIVE INFORMATION ABOUT CHILD'S ACHIEVEMENTS?

■ Never ■ Rare ■ Sometimes ■ Once a week



When we asked parents in what form they would prefer to receive the information about their child's achievements, the dominant response was personal conversations (65%). Another most convenient forms of communication with teacher were indicated conversations by phone (35%) and information provided in the electronic journal (33%).



Finally, we asked parents for suggestions on how they would like to cooperate with teachers. The following are presented the most frequently mentioned responses from the parents:

- Teacher could provide brief description of the child's achievements every quarter or once every six months. In this way parents would know better about child's performance in the kindergarten, what are child's strengths and weaknesses and how parents can help child back home in the same way.
- More frequent joint parents' meetings, where teachers could present the educational activities in which children are engaged during certain period, what they are learning and how parents can contribute at home.

- Some parents would like to be more involved in the kindergarten activities. They could participate in learning and playing activities together with teachers and children, but also parents expressed interest to contribute themselves by reading the book or organising any activity or excursion for children.
- Also, parents had suggestions about online communication. They expressed wish to receive more information via closed Facebook group and electronic journal. The electronic journal could be more actively used for direct communication where teacher could leave information about the child and parents could answer or clarify the situation. Facebook group could be used for sharing photos and videos about children's daily activities.

2. Reflection form for teachers after providing feedback to parents

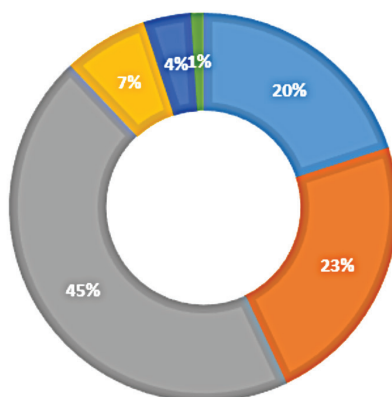
Based on international surveys in which the cooperation aspects between teachers and parents were analysed we formulated the initial recommendations for high quality feedback and asked teachers from five project partner countries to initiate individual meetings with parents in order to provide feedback about their child's well-being while applying these initial recommendations. There were 20–30 teachers from each country who took part in this activity and practiced high quality feedback meetings with parents.

After the feedback meetings teachers were asked to fill in the reflection form and evaluate their experience in providing feedback to parents. In total 110 reflection forms from five project partner countries were received.

First, we asked teachers to evaluate how they succeeded to make the contact with parents during the conversation. Almost half of teachers indicated the contact with parents cooperating (45%). Other groups of teachers indicated the contact being professional (23%) or friendly (20%). And only 1% of teachers experienced accusing contact with parents.

CONTACT WITH PARENTS

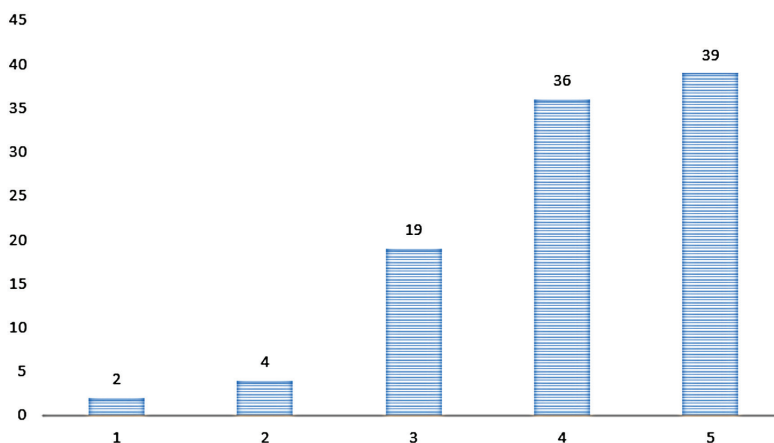
Friendly Professional Cooperating Avoiding Conflicting Accusing



Analysing if the feedback conversation was going according to the plan 89% teachers evaluated it positive and only 11% teachers indicated that conversation did not go according to the initial plan. As the main obstacles for successful high quality feedback teachers indicated the following: parents didn't want to listen to teacher's observations and opinion; parents had difficulties to accept teacher's recommendations; parents were very passive in the conversation.

In general, the productivity of feedback conversation all teachers evaluated in average of 4,09 points in the scale from 1 to 5, where 1 is the lowest point and 5 is the highest point. Highest 5 points to their feedback conversation gave 39% of teachers and 4 points gave 36% of teachers.

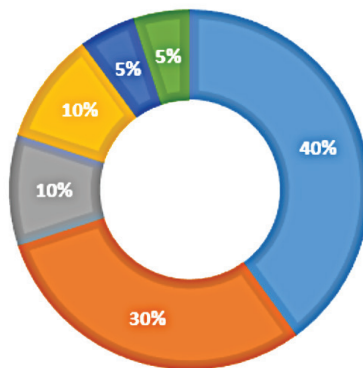
PRODUCTIVITY OF THE FEEDBACK



While providing feedback there are more parts involved in the conversation than just providing information about the child. Teachers were asked to indicate how many percentages of all feedback conversation time they have spent on the following parts: providing information; listening to parents; asking parents the questions; reflecting to the parents' information; discussing further plan; summarising conversation. Analysing the average of all teachers' responses we can see that most time teachers during the feedback conversation spent on providing information to parents (40%), but also teachers were listening to parents (30%), asking questions (10%) and reflecting to what parents said them during conversation (10%).

PERCENTAGE SPENT ON PARTS OF CONVERSATION

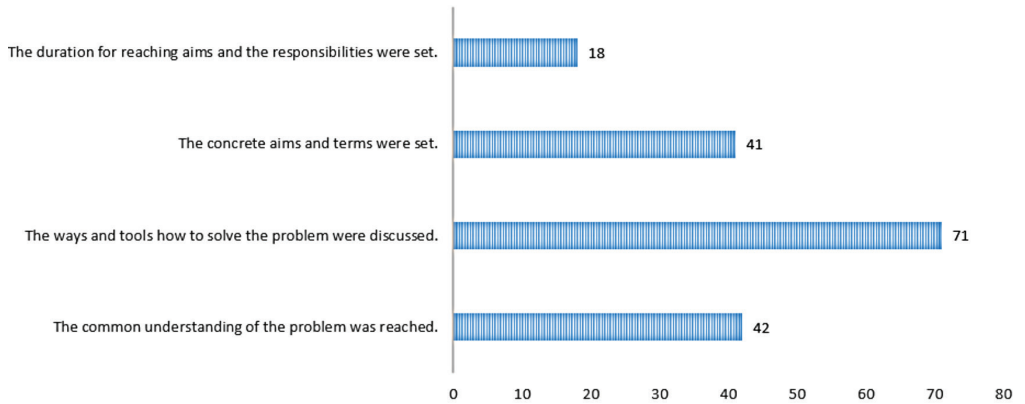
- Providing information
- Listening to parents
- Asking parents the questions
- Reflecting to the parents' information
- Discussing further plan
- Summarising conversation



Every feedback conversation in order to bring some progress in child's development or change in his/her wellbeing needs to have set the future actions plan. Teachers indicated that 96% parents agreed with teacher's action plan for child's better development and/or behaviour change. And only 4% of parents left feedback conversation without common agreement for the future actions plan.

While discussing with parents the future action plan teachers indicated that most discussions happened to find the ways and tools how to solve the issue (71%). Equally important discussions were happening on setting the aims and terms of the plan (41%) and on reaching the common understanding of the issue (42%).

DISCUSSION ON FUTURE ACTION PLAN



Teachers after the feedback meeting with parents also were asked to reflect on the strengths of their conversation and to name at least three of them. The most common strengths indicated by teachers are the following:

- Collaboration aspect between teacher and parents.
- Parents were open to discussions with the teacher.
- Successful and open two-way communication.
- Mutual respect and empathy among the teacher and parents.
- Parents were interested in their child's development.
- Friendly and positive parents' attitude.
- Used active listening methods by teacher.
- Parents were open to discussions with the teacher.

Reflecting on the feedback meeting weaknesses teachers were asked to name at least three aspects of the conversation which could be improved. The most common answers indicated by teachers are the following:

- Plan more time for the meeting.
- Invite to the meeting both parents.
- Have collected more evidence and examples from child's works and activities.
- Make recommendations to parents in written and hand over them at the end of the meeting.

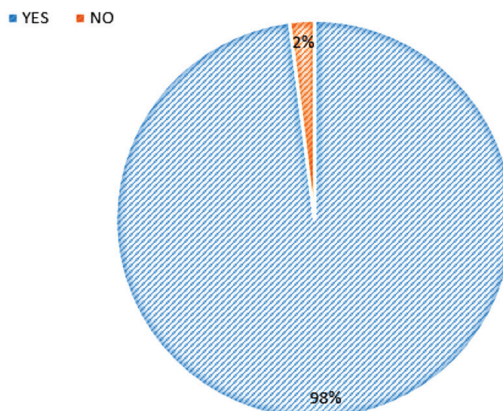
- At the beginning of the meeting present to parents the conversation plan.
- Ask parents to share their questions before the meeting via email or other tools.
- Give more time to parents to talk during the meeting.

3. Reflection form for parents after receiving feedback from teacher

All five project's partner countries invited their kindergartens' parents to meet for individual feedback meetings with their child's teacher. After the meetings parents were asked to fill the reflection form evaluating their feedback conversation experience. In total 135 reflection forms from parents from five project's partner countries were received.

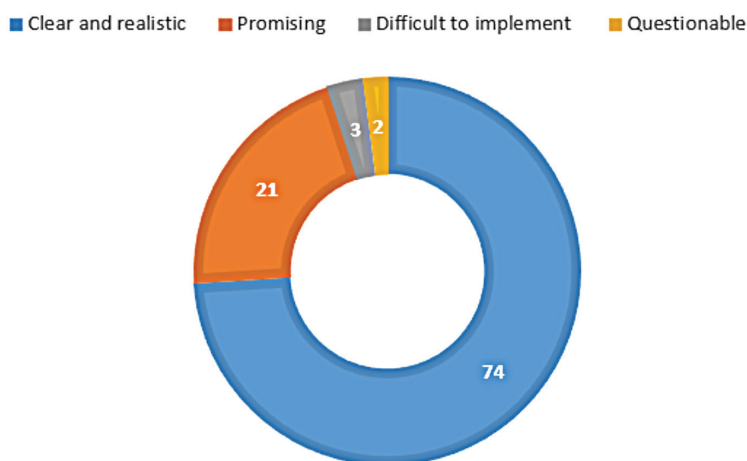
Parents were asked to reflect on four questions concerning general experience of the feedback conversation, possibility to cooperate on the future action plan and suggest their ideas. The average of all parents' evaluation of feedback conversation experience was 4,78 points in the scale from 1 to 5, where 1 is the lowest point and 5 is the highest point. The majority of parents answered that they had the opportunity to suggest their ideas on how to solve the problem (98%) during the feedback meeting.

OPPORTUNITY TO SUGGEST THE IDEAS



We also asked parents their opinion on the future action plan on which was agreed during the feedback meeting. The majority parents (74%) indicated that future action plan for them was clear and realistic. Also, it is important to mention that 21% of parents indicated the future action plan as promising. Knowing that parents believe themselves in the plan they agreed during the feedback meeting gives big hopes for much more successful implementation of this plan.

OPINION ON FUTURE ACTION PLAN



At the end of the survey we asked parents their suggestions what information would be usefull to them to better understand child's developmental needs. The most common answers indicated by parents are the following:

- Information to parents in which activities a child is successful, and in which needs help.
- Recommendations on how parents can help their child to develop needed skills at home.
- Information about a child's communication with other children.
- Introduction and explanation of the rules for children which they follow in kindergarten.
- Information about learning methods, child's development, and emotional state.

- Information about the child's readiness to go to school.
- Information about healthy eating and hygiene skills which are taught in kindergarten.
- Information about child's emotional intelligence.
- Recommendations for parents, what activities with their child they can do at home.
- Information about the adaptation of the child in the group.

The reflection forms after the feedback meeting were applied to both, teachers, and parents, because parents' views should always be listened and considered too. Children may act very differently in their homes and in the kindergarten environment. Clear communication means that teachers and families can be as informed as possible when planning the child's provision. Similarly, it can be challenging for parents to make the transition from being the child's main educator, to then handing this responsibility whom they know very little about. With the many responsibilities teachers face, it can be easy to forget that parents themselves require support – especially during periods of transition. Thank parents for their support and reinforce the power they have in helping their child to receive the best education possible.



Recommendations

The following chapter will present the recommendations which were formed during international project in the search for the answers how to provide the high-quality feedback to parents in order to improve the child's social-emotional skills and cognitive development.

1. Principles of successful cooperation with parents when the child starts attending kindergarten.

When a child starts preschool, it is important to establish a relationship of mutual trust and cooperation with the family. This is often a challenge for both the child and the parents. In order for everyone to feel safe that the child is respected, heard and, if necessary, also supported, teachers organize individual meetings with new families to find out how parents see their child. The following questions may be asked during first get to know the child better meetings:

- what the child does with joy and passion.
- what are the child's strengths.
- what is the child's experience in building relationships with other children.
- how the child shows emotions – great excitement, anger, fear – and how parents act in such cases to support and calm the child.
- what exactly calms the child the best and makes him happy the most.
- what are the child's challenges and what support from the teacher might he need.

2. Key factors in respectful and two-way communication with parents.

- Listen and hear, as sometimes we learn more by listening than by speaking.
- Use clear and comprehensible language, speak simply and comprehensibly.
- Use open-ended questions, for example “what would you recommend regarding this?”.
- Pay attention to body language: judgmental, angry facial expression, impatient movements.
- Honest and direct information builds trust. When we share unpleasant news, parents should be made to understand that we are not judging them or their child and that we will always support them.
- Keep shared information confidential and make sure parents know that it will be confidential.
- Develop a partnership mentality: agree on common goals and activities that both family and educators can take.
- Present information in a positive form informing parents about positive things related to the child is the best way to build a relationship with the family.
- Avoid simple praise (for example “he/she is great”) but give as specific an assessment as possible (for example “Richard was patient and so persistent in getting this job done”).
- It is essential to start and end the conversation with encouragement or positive comments about the child and his/her progress.

3. Recommended phrases when starting a feedback conversation with parents about challenging situations.

- “I want to tell you what happened today and ask for your advice on how to handle this situation.”
- “Today the child had a lot of difficulty with..... We handled it this way...”
- “I would like to speak with you to better understand your child’s difficulties with...”
- “Lately I have noticed that your child in the group..... I have tried the following strategies to help him/her. How would you react if this situation happened at home?”
- “I have observed changes in the child’s behaviour and motivation. He/she used to... but now..... Have you noticed any changes at home?”

4. Tips for teacher before preparing for parent feedback meeting.

- Set up the fixed meeting time and inform parents in advance.
- Prepare a suitable place for the meeting where you will not be disturbed.
- Take time for observing child’s behaviour and cognitive abilities. For the observation it is recommended to fill in detailed child’s observation description form (Annex 5) or brief child’s observation description form (Annex 6).
- Summarize the information from child’s portfolio, interviews, examples etc.
- To be sure that you have gathered all the necessary data for the feedback meeting use the control questions for analysing the available evidence of the child’s activity (Annex 7).
- Be prepared for questions from parents.

5. Tips for parent-teacher feedback meetings.

- Inform parents about the aim of the meeting and what we are going to talk about.
- Use the conversation template to fill in the information from feedback meeting (Annex 8).
- Make sure your feedback is specific for each parent.
- Focus on child's actions with concrete examples (behaviour description, work examples etc.).
- For modelling further steps use the future actions plan form (Annex 9).
- Be prepared and open minded about receiving feedback from the parents.
- Have an agreement with parents.

6. Here are some recommendations designed by this project team during project activities to achieve high-quality feedback with families.

Successful work with parents requires special preparation from the teacher:

- Before feedback meeting in order more accurate to evaluate child's achievements, ask parents to fill in the questionnaire for child's portfolio (Annex 10).
- Take time to present child's development situation to parents.
- Leave your opinion and preferences behind.
- Find the strengths/hobbies of a child and encourage them instead of limiting unwanted behaviour.
- Think about the good sides of the parents and help to develop them with the child at home.
- Make recommendations to parents individually and practically.

Teacher must be willing to listen to what parents have to say and approach every conversation with an open mind, free of judgments.

Preparation step:

- Be empathetic, noticing the problems and not ignoring them.
- Gather as much information as possible about the child and his/her family and factors that cause concern.
- Observe and collect as much as possible information about the child and consult with childcare specialists about the problem, ask for their point of view.
- Collect concrete examples from a child's work and behaviour in kindergarten.
- Prepare to parents a clear description of the child's strengths and difficulties.
- Think and decide about which issues will be most important for discuss with parents.
- Think about the structure of the conversation: to begin with good news, the child's progress, and after all talk about problems, and difficulties (sandwich method).
- Make a meeting plan on paper. It will help not to forget what is important to say.
- Prepare the initial recommendations on how to deal with the situation.
- A brief email to schedule a call will help ease anxiety and prepare the parent for the conversation.
- Plan a place and time to talk to parents. Contact the parent and schedule a time to talk.
- Welcome the parents in a friendly and safe environment for conversation.

What the parent tells us about the child may surprise you, help you, and guide you toward making the best instructional decisions.

Conversation step:

- Use the sandwich method (Annex 11) when providing the feedback to parents. Start the conversation with a positive, encouraging statement followed by constructive criticism, and then offer some more positive words. The positive statements are the “bread” of the sandwich, and the criticism is the “filling”. Tell parents about the strengths of the child, what the child is doing well. Then tell what worries you as a teacher about his/her behaviour, studies, and child’s development.
- Ask parents open questions, for example “What the child does in the same situations at home? What parents do in that situation? What should we do in kindergarten? What should parents do at home?”
- Take time to find out parents’ thoughts on the situation and listen to their advice on how teacher can help a child.
- Show respect and build mutual trust. Speak kindly to parents without being condescending and provide resources for parents where they can find more information and point them in the right direction when necessary.
- Try to keep a dialogue all the time and talk about things which are strongly related with the problem, not about general things.
- Listen to parents actively and observe how they react to the presented problem and try to make trustful connections.
- Explain the situation and child behaviour using concrete examples from class activities.
- Be patience and never forget feedback is a gift!

Building trust between teacher and parent is a long process that requires perseverance. To this end, both parties need to make efforts and work as a team in the name of the common goal, namely the development of successful, happy and confident children.

Future action plan step:

- During conversation give time for parents to understand the problem and ask them what they will be able to do with the child.
- Plan concrete tasks for both parents and teacher and clarify if parents understood correctly what they have to do till next meeting.
- Set a few (2–3) tasks till the next meeting what teacher can do and what parents can do. Don't make too many tasks for yourself and for parents. If there are several of them, then set the priorities and choose with which one to start.
- Make a recommendation for parents on the attendance of the necessary specialists.
- Agree with parents on the next feedback meeting date and steps for 1–2 months to observe any improvements in the current situation. Then meet and discuss the progress and set the next steps and time.
- Make sure both sides (parents and teacher) understood the information in the same way by paraphrasing and summarizing the conversation.
- Allow parents volunteers to come into the classroom to help. In this way we can get to know each other better and can come with better solutions to the child.
- Do not stop communicating and cooperating with parents, do it regularly in different ways.
- Know how to evaluate and enjoy the achievements of the cooperation.
- There is no failure. Only feedback!

We need to help parents and then they help us. We outline steps for parents to have an idea of how they can support their children.



Conclusions and discussions

Based on five countries cooperation during international project the feedback in preschool education was identified as an essential aspect of a child's learning, growth, and development. Both parts concerned for child's wellbeing, parents and teachers, were involved in the high-quality feedback implementation process and development of methodological recommendations.

International surveys were conducted with teachers and parents at the beginning of the project and at the end after implementing designed recommendations for high quality feedback. The analyses of these surveys revealed insights into their perspectives on feedback and communication. There was an increase in parents' interest in their child's behavior and emotional well-being as the project progressed. With an increased interest parents expressed the need for more information about their child's strengths, recommendations for supporting their child's development at home, and details about the child's social interactions and learning methods. Also, parents shared their desire for more involvement in kindergarten activities.

Teachers' reflections on the feedback meetings highlighted high quality feedback strengths such as collaboration, open communication, and mutual respect. Teachers also indicated several areas for improvement including more time for meetings, involving both parents, and providing written recommendations to parents after feedback meeting. But the most important acknowledgement from teachers was their perception of importance of preparation for feedback conversations. During the project activities teachers experienced that in order to provide high quality feedback to parents about their child's achievements and wellbeing it is very important to dedicate time and efforts to the preparation for feedback conversation.

Another important insight discovered by teachers during this project was the importance of setting the future actions plan after each feedback conversation with parents. The future actions plan is essential to make a change in child's behaviour or learning process. It serves as a roadmap for continued support and progress in the child's development. When the plan teacher together with parents can outline specific steps and tasks that both parties will undertake to address any concerns or challenges discussed during

the feedback conversation. It helps ensure that the feedback provided by teacher is not just a one-time exchange of information, but rather a tool for bringing positive changes in child's development and behaviour.

All these insides shared at the end of international project by preschool teachers and parents were the result of both parties' close cooperation. The project's activities, surveys, and reflections from both teachers and parents have provided valuable insights and recommendations for improving the feedback process and strengthening the relationship between teachers, parents, and children. The recommendations for high-quality feedback to parents cover principles of successful cooperation with parents, key factors in respectful and two-way communication, recommended phrases for starting feedback conversations, steps for setting the future action plan.

When initiating feedback conversations, it is important to use inviting and collaborative phrases that focus on difficulties, changes, and observations. These conversations should serve as opportunities to seek parental input and deepen understanding. By incorporating the parent's perspective, educators can work together with them to support the child's growth and development effectively.

Successful collaboration with parents requires responsible preparation for feedback meetings. This includes gathering relevant information about the child, observing their behaviors, and consulting with specialists if necessary. Clear descriptions of the child's strengths and difficulties should be prepared before the feedback meeting. It is recommended for teachers to prepare initial recommendations for parents which can be provided to parents as practical guidance. Parents should be provided with realistic and achievable action steps on how to support their child at home.

During the actual parent-teacher feedback meetings, clear communication regarding the purpose of the meeting is essential. Conversation should be structured in a thoughtful manner. Upholding confidentiality is also vital to establishing trust. Teachers should provide specific feedback tailored to each parent, offering concrete examples of the child's actions to support their observations. Respectful and two-way communication with parents is key in fostering a healthy partnership. This involves actively listening to parents, using clear and understandable language, asking open-ended questions that encourage meaningful discussions, and providing positive

and specific feedback. Teachers should be mindful of their body language, ensuring it conveys non-judgmental and patient attitudes.

For the feedback meeting to be effective and bring the change into child's well-being it is crucial to make future action plans and agree with parents on the next action steps together. Developing a further action plan should equally involve parents in the decision-making process. Concrete tasks should be identified for both parents and teachers to address the issues of concern. If necessary, other specialists should also be involved to ensure the child receives the appropriate support. Agreements should be reached not only for future actions, but for future meetings and progress evaluations too, to track the child's development effectively.

Among all the recommendations for providing high quality feedback teachers who took part in this international project have reflected that the essential element of the successful feedback meeting is building the mutual relationship between teachers and parents based on trust. Building this form of relationship is an ongoing process that demands perseverance, teamwork, and a shared goal of fostering the child's overall development. Regular communication and cooperation should be maintained to strengthen this relationship continuously.

Summarizing the conclusions of this international project's findings some questions and considerations arising which inviting us for deeper examination of the high-quality feedback in the preschool topic and encouraging critical thinking. Further discussion questions can be raised in order to enrich our understanding and bring more experience into the high-quality feedback subject. While going deeper into the topic, the following discussion questions may occur for further explorations. Teachers may ask how they can ensure that feedback is specific for each parent and focused on each child's actions with concrete examples. Also, the question may come on how the cooperation between teachers and parents can be evaluated and why is regular communication and cooperation so important for the child's development. Parents may raise the question of how the outlined steps from teacher can help them support their child at home effectively. And finally, it is important to consider what challenges or considerations might arise when implementing these recommendations in different educational settings or cultural contexts.

Clear communication and support between teachers and parents are crucial for understanding a child's developmental needs and providing the best education possible. It is important to view both successes and failures as valuable opportunities for feedback and growth. By embracing a mindset of continuous improvement, teachers and parents can work hand in hand to provide the best possible support for the child's social-emotional skills and cognitive development.



Annexes

**SURVEY ON COOPERATION BETWEEN TEACHERS
AND PARENTS IN PRESCHOOL
(Teacher’s questionnaire)**

Dear respondent,

The aim of this survey is to determine how often feedback is used in preschool education institutions and what would help to apply it more effectively in order to reach higher quality in child’s education.

In this survey the feedback is defined as in advance planned constructive provision of information from educator to parents about a child’s achievements/ activities and abilities.

Thank you in advance for your detailed answers and kind cooperation in answering the questions below.

Pedagogical work experience (years):

1. What questions do you usually receive from parents about their child?

.....

2. What forms of communication with parents do you use most often?

- information posters
- individual conversations
- feedback about child achievements
- parents’ meetings
- e-mails
- conversations on the phone

- social networks (Facebook and etc.)
- events with parents (field trips, concerts)
- other

3. What forms of communication with parents do you think are the most effective for a child's development?

.....

4. How often do you provide feedback to parents?

- every day
- once per week
- twice per month
- once per month
- twice per year
- at the end of school year
- other

5. In which form do you usually provide feedback?

- verbally
- in writing
- presenting particular samples of child's works (drawings, crafts, child's activity photos)

6. On which factors does good quality feedback depend?

- on the preparation
- on the parents' attitude
- on the feedback provider's experience

7. What is your opinion about the importance of feedback to a child's development?
- the importance is overestimated.
 - It is very important.
 - It is not important.
 - other
8. What help / tools do you need to be able to provide high-quality feedback?
- lectures / seminars
 - practical trainings / workshops
 - video material
 - methodological recommendations
 - guidelines, forms, templates
 - other
9. How would you describe your ICT skills?
- Beginner level
 - Intermediate skill level
 - Above average level
 - Professional level
10. What is your experience with Erasmus + program?
- I participated in the Erasmus + project.
 - I heard about Erasmus + program but did not participate.
 - I never heard about Erasmus + program.
 - other

**SURVEY ON COOPERATION BETWEEN TEACHERS
AND PARENTS IN PRESCHOOL
(Parents questionnaire)**

Dear respondent,

The aim of this survey is to determine how often feedback is used in preschool education institutions and what would help to apply it more effectively in order to reach higher quality in child's education.

Thank you in advance for your detailed answers and kind cooperation in answering the questions below.

1. Do you often discuss your child's strengths with group teachers?
(Do you discuss your observations with the teacher that are particularly good for the child).
 - No, never
 - No, rarely
 - Rare
 - Yes, often
 - Yes, always

2. Do you often discuss your child's weaknesses with the group teachers?
(Do you talk to your educator about your observations that are causing your child difficulties in kindergarten/home).
 - No, never
 - No, rarely
 - Rare
 - Yes, often
 - Yes, always

3. Are you willing to trust to pass sensitive information about your child's abilities to group teachers?
- Most likely, no
 - Definitely not
 - Most likely, yes
 - Definitely, yes
4. Do you often discuss with teachers how you can help your child learn new things (behavior, learning, etc.)?
- No, never
 - No, rarely
 - Rare
 - Yes, often
 - Yes, always
5. How well informed are you about what educators would like to expect from your child?
- Very bad
 - Bad
 - On average
 - Good
 - Very well
6. How would you like to receive information about your child?
- In person (Individual talks)
 - By telephone (by calling teachers or in writing)
 - Electronic Journal
 - By e-mail

7. How often do you receive information about your child's achievements?

- Never
- Rare
- Sometimes
- Once a week or more often

8. Is the meeting of parents and educators organized in a form of meeting acceptable to you?

- Yes
- No

9. Please provide your suggestions on how you would like to work with educators.

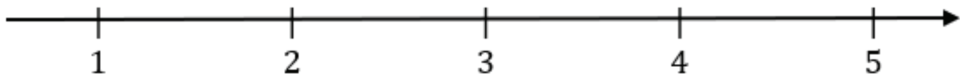
.....

REFLECTION FORM FOR TEACHERS AFTER PROVIDING FEEDBACK TO PARENTS

1. How was the contact with parents in general?
 - Friendly
 - Professional
 - Cooperating
 - Avoiding
 - Conflicting
 - Accusing

2. Did the conversation go according to the plan? If not, please indicate what prevented you from doing so.
.....

3. Was the conversation productive in general?
Please rank from 1 to 5, where 1 is the lowest mark and 5 is the highest mark.



4. Could you please distribute how much percent of the conversation was spent on:

- Providing information
- Listening to parents
- Asking parents, the questions
- Reflecting to the parents' information
- Discussing further plan
- Summarising

5. Did the parents agree that the actions for child's better development and/or behaviour are needed? What did indicate that they agree?

.....

6. Did the parents discuss the further action plan to help their child? If yes, please indicate on which aspects:

- The common understanding of the problem was reached.
- The ways and tools how to solve the problem were discussed.
- The concrete aims and terms were set.
- The duration for reaching aims and the responsibilities were set.
- Other

7. What was the strengths of the conversation? Please name at least three.

.....

8. What were the aspects of the conversation that could be improved? Please name at least three.

.....

9. What during the next conversation you are planning to improve to make feedback to parents even better quality?

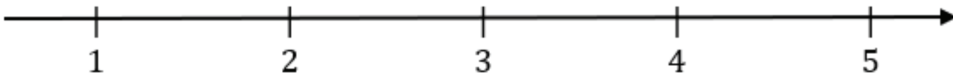
.....

10. One thing that got you thinking after this feedback meeting is

.....

REFLECTION FORM FOR PARENTS AFTER FEEDBACK WITH TEACHER

1. How do you evaluate the feedback conversation in general?
Please rank from 1 to 5, where 1 is the lowest mark and 5 is the highest mark.



2. What kind of information was useful for you to better understand your child's development needs?

.....

3. Have you had an opportunity to suggest your ideas on how to solve the problem?

- YES
- NO

4. What is your opinion on the further action plan agreed during the conversation?

- Clear and realistic
- Promising
- Difficult to implement.
- Questionable
- Unnecessary
- Other

DETAILED CHILD'S OBSERVATION DESCRIPTION FORM

Date	
Child's name and surname	
Purpose of observation	
Name of activity	
Nature of activity	<input type="checkbox"/> individual activity <input type="checkbox"/> group activity
Observer's name and surname	
Context	<i>Describe in detail indicating used means, other participants in the activity, etc.</i>
Who initiated the activity?	<input type="checkbox"/> pedagogue <input type="checkbox"/> child <input type="checkbox"/> other.....

First child's impression	Child's posture, behaviour, speech	Intervention of adult, comments	Notes (What child learns)
Child's activity <i>I situation</i> Date Time			
Child's activity <i>II situation</i> Date Time			

	Element of observation	Notes
Information about activity	Gender ratio in activities	
	Action script/plot	
	Tools used	

Expression of the child's abilities in activities	Language expression (raises questions, expresses thanks, asks for help)	
	Emergent behaviour (leadership, aggression, adaptability, avoidance of involvement)	
	Ways of resolving conflicts (explains in words/actions, reacts impulsively, avoids, withdraws)	
	Expression of emotions (empathy, concern, competition, ability to lose)	

BRIEF CHILD'S OBSERVATION DESCRIPTION FORM

Date	
Child's name, surname, age	
Purpose of observation	
Duration of observation	
Observer's name and surname	
Context	Educational activities, free play, group environment, outing, gym, music hall, child support specialist's office, group playground, outdoor playground, event.
Who initiated the activity?	<input type="checkbox"/> pedagogue <input type="checkbox"/> child <input type="checkbox"/> other.....

Time	Progress of observation	Notes

Compliance of the observed achievements in field of educational with the child's achievements, considering the description of the achievements for preschool children.
What did the observation reveal?

CONTROL QUESTIONS FOR ANALYSING THE AVAILABLE EVIDENCE OF THE CHILD'S ACTIVITY

- What child's abilities do the analysis of collected evidence show?
- Whether the child's achievements are in line with developmental patterns for his or her age?
- Is the evidence of achievement sufficient to make a judgement about the child's development progress in all areas?
- Is the evidence of achievement not contradictory?
- What are the child's developmental needs and interests as revealed by the evidence of achievement?
- What are the individual characteristics of the child?
- Are the child's achievements in the different areas of education in line with his/her potential?
- In which areas of education child's achievements are the best, and in which areas is it insignificant?
- What are the possible reasons for differences in the child's achievements in the different areas of education (different abilities of the child, ineffective education, non-formal education, etc.)?

**CONVERSATION TEMPLATE
FOR INFORMATION FROM FEEDBACK MEETING**

Date of meeting	
Child's name	
Parent's/Parents' names	
Teacher's name	
The aim of the conversation:	
Main topics of conversation:	
Agreements made during the meeting:	
Signature of parent/parents	
Signature of teacher	

FUTURE ACTIONS PLAN

Meeting date –

Meeting participants:

Key feedback statements	Positive areas/aspects	Areas/aspects to improve
1.		
2.		
3.		
Coherence between teacher and parents	Agree/Disagree Comments:	
What can we do?	Strengthening positive aspects	Growing the aspects to be improved
1.		
2.		
3.		
The most important skill for a child?		
The most important difficulty for the child?		

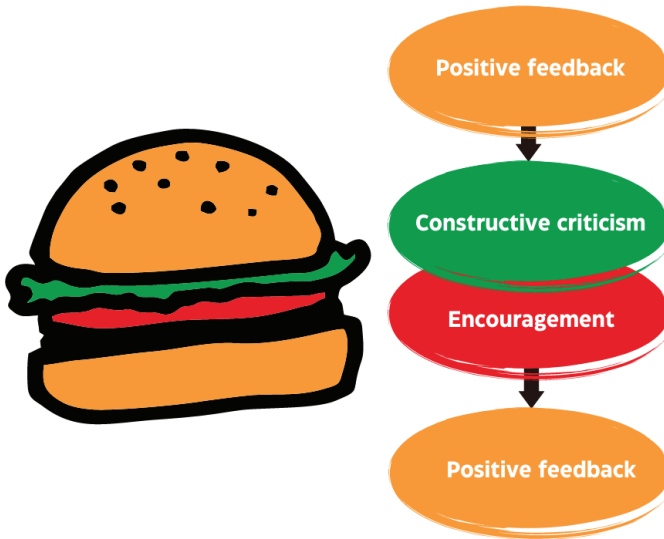
Possible solutions		
Agreements and time limits by which the agreements have to be implemented	Teacher	Parents
1.		
2.		
3.		

QUESTIONNAIRE FOR CHILD'S PORTFOLIO

Date		Child name		Parent name	
Statement			Yes	No	Comments
My child enjoys coming to the kindergarten					
My child feels safe in kindergarten					
My child creates relationships with other children in group					
My child makes progress in kindergarten					
My child knows how to express his/her emotions and feelings					
My child knows the ways/possibilities how to calm down and express himself/herself in a proper way					

Additional information		
Teacher comment		Parent comment
Child's strengths		
Loved and passionate child's activities		
Child's challenges		
Academic skills		
Areas where child needs for some help		
Room for growth/ development		
Priorities for further child's educational process		

SANDWICH METHOD



An example of applying the “Sandwich” method during feedback meeting with parents

Positive feedback

“Your son Tom is very successful in completing creative tasks, he is interested in reading books and also likes to color. He successfully engages in the activities he likes during free play time. Tom actively participates in the games together with other children.”

Constructive criticism

“However, I have noticed that his ability to concentrate during educational activities has decreased. Also, during educational activities, he often behaves inappropriately, runs around the group, pushes other children, hardly gets involved in the educational activities.”

Encouragement and positive feedback

“I am concerned about Tom’s behavior and well-being, as I know he can work well and complete educational tasks with others. I invite you here to talk about this situation. How does Tom feel at home? What did you notice in his behavior?”

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feedback to parents**

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Every child is different, and every feedback conversation is different.

Let's welcome each other's feedback and see it as an opportunity to find the best solutions together.

