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**FOCUS POINTS**

1. THE STATUS OF THE TEACHER (REALITY VS PERSEPTION)
2. KNOW YOUR PARENTS.
3. PRECAUTIONARY MEASURES.
4. GENERAL GUIDELINES
5. SCENARIO: WRITTEN COMMUNICATION
6. SCENARIO: DISCIPLINARY ISSUES
7. SCENARIO: ACADEMIC ISSUES
8. SCENARIO: SPORT ISSUES

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EXPLAIN THESE BAD GRADES?

**THEN**

Comedian  
author  
medic  
Manager  
**Teacher**  
Photographer  
Doctor  
Counselor  
Nutritionist

**PARADIGM SHIFT**

REALITY

RESTORE

EXPLAIN THESE BAD GRADES?

**NOW**

MUSICIAN  
Detective  
Editor  
Engineer  
Actor  
Events Coordinator  
Accountant  
ARTIST

'n Mens beplan sy koers, maar die Here bepaal sy bestemming. - Spr 16:9

GENADEGAME- GAME VAN KENNIS / LERAAR / ONDERRIG GEE

SELF IMAGE / SELF ESTEEM  
PROFESSIONAL IMAGE  
EXPERT IN YOUR FIELD  
SOCIAL MEDIA  
ROLE MODEL

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**HELICOPTER/HOVER PARENT**  
ALWAYS EVERYWHERE  
WANTS TO KNOW EVRYTHING  
**I LIVE THROUGH MY CHILD / COMPETATIVE PARENT**  
CHILD MUST PLAY FOR THE 1<sup>ST</sup> TEAM  
CHILD MUST BE NUMBER 1 IN THE CLASS ACADEMICALLY.  
QUESTIONS EVERYTHING  
**SUBMARINE PARENT**  
YOU NEVER HEAR OR SEE THEM.  
**EVERYTHING GOES PARENT**  
CHILD RULES THE HOUSE AND DOES AS HE OR SHE PLEASES.  
**VOLCANO PARENTS**  
THERE IS AN EMOTIONAL OUTBURST AT EVERY MEETING.

PARENT TYPES



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*Teachers need to learn to 'dance' with parents. It's not a fight, there is no winner or loser. Sometimes, like dancing, we have to go two steps sideways before we can go one step forward. The object is to get across the dance floor without stepping on each other's toes too often.*





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**PRECAUTIONARY MEASURES**

- PARENT INFORMATION SESSION AT THE START OF THE YEAR
- THOROUGH PLANNING AND ORGANISATION
- EXCELLENT COMMUNICATION
- KNOW YOUR POLICIES AND PROTOCOLS
- BE PRO-ACTIVE / DO YOUR HOMEWORK
- KNOW YOUR PARENT
- COOL-OFF PERIOD

COMMUNICATION

POLICY

LINE OF COMMUNICATION


RESTRICTED CONTACTABILITY

TIME FRAME FOR TEACHER RESPONSES

WHATSAPP GROUPS

ROLE OF CLASS REPS

RECORDINGS FOR REFERENCE PURPOSES



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### GENERAL GUIDELINES

- PERSONALITY
- PARENT MAKES AN APPOINTMENT
- BE RECEPTIVE AND WELCOMING
- SET THE PERCEPTION THAT THE ISSUE IS IMPORTANT
- GOOD EYE CONTACT
- AUDI ALTERAM PARTEM
- THE LEARNER IS THE EPICENTRE OF THE DISCUSSION




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### SCENARIO: WRITTEN COMMUNICATION



Neut

WHAT IS THE STATE OF MIND OR EMOTIONS OF THE PARENT AT THAT MOMENT?

Neut

WHAT IS THE WORST INTERPRETATION THE READER CAN MAKE OR EXPERIENCE ABOUT YOUR RESPONSE?




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Jaco Pens<jpens@yahoo.com>To sporthoof@panoramaps.co.za

Ek was nog altyd 'n baie positiewe ouer en ondersteuner van laerskoolrugby. Ek is egter hoogs onsteld oor die spankeuse vir die opkomende toer na Mosselbaai. Gerhard het van die begin van die jaar vanaf Laerskool X by Laerskool Panorama as ingeskrewe leerder aangesluit. Hy het vanaf Graad 1 nog net A-span vir X gespeel. Hy het tydens die o.11 – rugbydag die toekenning as die beste o.11-speler van X ontvang. Ek verstaan nie hoe so 'n briljante speler nou sommer nie gekies word vir Panorama se o.13 A-span nie. Ek het langs die veld gestaan tydens die proewe en gehoor hoe ander ouers praat oor my seun se goeie spel. Dit wil ook vir my voorkom of die afrigter, mnr. White, dalk nie opgewasse is om die o.13's af te rig nie. Ek wonder of hy nie beter by die o.10's sal vaar nie. Hy weet duidelik nie hoe om af te rig of te keur nie. Selfs ouers van my vorige skool, Laerskool X, stem met my saam.

Ek verwag spoedige terugvoering, anders gaan ek die skoolhoof spreek.

Jaco Pens (Pens en Genote Prokureurs)




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Dear Mr. Pens **No 1<sup>st</sup> name basis** **Start in a polite tone**  
Thank you for your honest email, we hear and acknowledge your concerns.  
We also want to thank you for your on-going support as a parent and your positive attitude towards primary school. **Do not criticize parent's perception**  
We agree with you about your son, Gerhard's performance as a player and that he is a very talented player. At Panorama Primary we believe in honesty and merit when it comes to selecting our first teams.  
I have to **Politely explain the process of selection** selection process and the criteria used to evaluate the players. All trials follow a pre-set criteria to ensure that all players are evaluated on merit and at the same standard. Unfortunately, Gerhard did not fully meet all aspects of the criteria.  
Panorama Primary has a large number of boys that partake in rugby, to my knowledge this number is larger than the number of rugby players at X Primary. This results in more competition for boys to make the 1st team at Panorama Primary. **Give quantified reasons**



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I would like to encourage you and Gerhard that there will always be opportunities for growth and improvement. Our coaches never stop looking at the skills of the players and the opportunity for team changes will always remain possible. **Assurance of support**  
I understand that everyone has his/her own opinion about people and we acknowledge and respect your feedback. Mr. White is a level 2 qualified coach who coaches the local town's rugby first team. He has a lot of experience and knowledge about the game of rugby. He has reached one of the highest achievements as a rugby player and received provincial colours for rugby at club level. He also is one of the selectors on the panel for the WP U/13 rugby. We really trust and are confident about our coaches. **Never bring the teacher or coach in discredit**  
Once again, thank you for your email. I hope I've answered your concerns successfully and provided more insight and understanding.  
Kind Regards  
Mr Du Plessis **End in a polite tone**



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**SCENARIO: DISCIPLINARY ISSUES**

- CODE OF CONDUCT OF THE SCHOOL / DISCIPLINARY RECORD
- GREET THE PARENT POLITELY
- SMALL TALK – BACKGROUND RESEARCH
- GIVE THE REASON FOR VISIT
- NEVER ACCUSE – AVOID USE OF THE WORD “ALLEGEDLY”
- EXPLAIN THE PROCESS USED WHEN MISCONDUCT IS REFLECTED
- SEEK FOR A POSSIBLE REASON FOR THE BEHAVIOUR
- OFFER SUPPORT AT OR OUTSIDE SCHOOL
- POLITELY GREET PARENTS AFTER DISCUSSION

**KEEP MINUTES OF THE MEETING**

**AUDI ALTERAM PARTEM**


**WITNESSES WRITE A REPORT**

**PUT THE ACCUSATION TO THE ALLEGED PERPETRATOR**

**HEAR HIS/HER SIDE OF THE STORY**

**MAKE A FINDING**

**DECIDE ON THE SANCTION**



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SCENARIO: ACADEMIC ISSUES

- COME PREPARED – WORK SCHEDULES, ASSESSMENT PROGRAM
- HAVE YOUR GRADE HEAD OR HOD SIT IN ON THE MEETING TO PROVIDE SUPPORT
- WELL-BEING OF THE LEARNER IS PARAMOUNT - PUT PERSONAL DIFFERENCES ASIDE
- BEGIN WITH SOMETHING POSITIVE ABOUT THEIR CHILD
- EXPLAIN THE REASON FOR THE VISIT AND WHY THE CONCERN
- SHOW EVIDENCE OF CHILD'S WORK
- AVOID COMPARING THE WORK TO ANOTHER CHILD.
- GATHER INFORMATION FROM THE PARENTS TO HELP YOU UNDERSTAND THE POSSIBLE CAUSES OR INFLUENCES OF THE BARRIER
- OFFER SOLUTIONS OR A PLAN OF ACTION.
- USE A REFERRAL NETWORK : OT / ST / Educ. Psych.



SAOU  
SCHOOL ACTION ORIENTED UNIT

KEEP MINUTES OF THE MEETING

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SCENARIO: SPORT ISSUES

- COME PREPARED – SPORT POLICY , MATCH STATISTICS,
- HAVE YOUR SPORT CODE HEAD OR HEAD OF SPORT SIT IN ON THE MEETING TO PROVIDE SUPPORT
- BEGIN WITH SOMETHING POSITIVE ABOUT THEIR CHILD
- LET THE PARENT EXPLAIN THE REASON FOR THE VISIT AND WHY THE CONCERN \*\*\*\*\* A TEAM SELECTION / MOTION / POSITION
- GIVE CLEAR GUIDANCE AND REASONING, IF CONCRETE EVIDENTS, THE BETTER
- AVOID COMPARING THE LEARNER TO SPECIFIC OTHER CHILD.
- OFFER SOLUTIONS ... A PLAN OF ACTION TO IMPROVE THE LEARNER PERFORMANCE
- USE A REFERRAL NETWORK : CONDITIONING EXPERT , EXTRA COACHING



SAOU  
SCHOOL ACTION ORIENTED UNIT

KEEP MINUTES OF THE MEETING

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SPORT POLICY , DISCLAIMER , SPECTATORS CODE OF CONDUCT

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SHOULD BAD BEHAVIOUR PERSIST, ASK THE PARENT POLITELY TO NOT MAKE A SCENE AND TO COME MEET WITH YOU THE NEXT DAY

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STILL NO ADHERENCE, SEEK SUPPORT FROM THE CODE HEAD

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STILL NO ADHERENCE, ASK THE PARENT TO LEAVE THE PREMISES

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STILL NO ADHERENCE, STOP THE PRACTICE SESSION,

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LEAVE – DO NOT GET INTO A DISCUSSION WITH THE PARENT

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SET UP A MEETING THE NEXT DAY

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MEET WITH THE SPORT CODE HEAD OR HEAD OF SPORT PRESENT

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FOLLOW MEETING PROCEDURE

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KEEP MINUTES OF THE MEETING

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