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The culture of relations between teachers and parents of children attending nursery schools

Abstract

The relationships between teachers and parents are not always proper. If contacts between parents and teachers take place in an atmosphere disturbed by anger, it does not serve child's widely understood well-being. The goal of the presented study is to clarify the issues and indicate practical solutions in the difficult relationships between nursery school teachers and parents of children attending a nursery school. The subject of the undertaken analyses is a qualitative analysis of interactions occurring within both studied social groups. The main research problem is contained in the question: what teachers' behaviours determine the correct culture of teacher's relations with parents of children attending a nursery school?

The teacher is responsible for improving the culture of relations with parents. In this conflict the teacher is the party that should possess the knowledge on how to professionally improve disturbed relationships and ensure their unobstructed course. While taking into account the autonomy of each person, striving for the same goals by various entities taking care of a child is an art that requires many sacrifices and tact in educational work.

Keywords: *nursery school education; parents' culture; teachers' culture; conflict; teachers' relations with parents.*

Introduction

The imperative goal of cooperation between parents and teachers is to ensure child's well-being. Relationships with parents should always be conducted consistently with the principles that characterize cultured people. This aids in gaining the trust of each party and contributes to eliminating existing conflicts. We cannot speak of proper education if there are no relationships with parents conducted in accordance with the principles of proper culture. Clear, two-way communication, distancing oneself from mutual assessments, enthusiasm and commitment to action are the most important components contributing to good relations between all parties

involved in the process of raising a child. If relations are not right from the start, they should be changed. The goal of the presented study is to clarify and indicate practical solutions in the difficult relationships between nursery school teachers and parents of children attending nursery schools. The subject of the undertaken analyses is a qualitative analysis of the interactions occurring within both studied social groups on the grounds of a review of selected scientific literature. The main research problem is contained in the question: What teacher's behaviours determine the proper culture of the teacher's relations with parents of children attending nursery schools?

Improving relationships is a time-consuming process and requires reflection and patience. However, the effects will certainly emerge if the conflicting parties attempt to act consistently, even to a small degree, with the manner customarily accepted in a given culture of the environment. Relationships between nursery school teachers and parents, frequently based on culturally appropriate communication, develop into long-lasting friendships that both parties can act on to cooperate in areas other than nursery the school education. The aim of the presented study is to indicate the causes behind disturbance of proper relations between nursery school teachers and parents of children attending nursery schools as well as to indicate methods and means for improving said relations in cases where they are disturbed.

1. The significance of proper cooperation between a nursery school institution and parents

One of the prerequisites for the proper functioning of a nursery school is proper relations between the teaching staff and parents. Joint activities of parents and teachers should lead to the improvement and modernization of the facility's daily operations. A child attending a nursery school balances on the border between two authorities. It is the child who experiences successes or failures in relationships between adults the most and these experiences may have a positive or negative impact on the child's psyche and the results of its nursery school education. If parents and teachers express the same opinions, the child knows how to act or behave (Korczak, 2012: 138).

Parents should be considered the best experts on the affairs concerning their child. They are the ones who take care of the child from its birth, support its development, shape its character and ensure safety in all areas of child's life (Lewicka-Zelent & Korona, 2015: 26). It is teachers' job to comprehend that parents are doing everything mentioned above to the best

of their ability. Even if teachers do not agree completely with parents, when submitting their suggestions they cannot put pressure on parents and force the necessary changes at all costs. Problems should be treated as a test of the assertiveness and creativity of both parties (Boszczyk, 2020: 121). Obviously, any comments or reservations regarding the activities carried out should not go beyond the circle of people they concern.

The cooperation between parents and teachers should resemble that of the best partners. Such cooperation must contain many different components that determine the development of correct relationships. These elements primarily include: respect, openness, honesty, empathy and kindness. Implementing programmes designed to optimally influence the child's upbringing and education in a nursery school is a time-consuming process that requires many sacrifices. The expectations of each party are not always met to a satisfactory level. Therefore, failures and conflicts are a natural phenomenon in mutual relationships. Thus, it would be prudent to establish certain rules of conduct in crisis situations at the beginning of the parent-teacher cooperation. Teachers must be the ones who initiate a return to dialogue. Teachers should possess knowledge about how to overcome conflicts so that a parent does not feel like the losing party. Cooperation requires mutual partnership between entities, which is, trust, respect for the dignity of others, unity of action, subjectivity, full awareness and acceptance of goals. It is also necessary to adopt a unified action plan. Unanimity between parents and teachers will create an opportunity for the child to function better in social relationships, reduce educational problems and accelerate moral development. The coordinated joint actions of teachers and parents will constitute the basic foundation for the further development of the child's personality.

The issue of proper cooperation between teachers and parents of pupils and children in nursery schools has been researched by numerous educators who have reached similar conclusions. It was undertaken by, among others: E. Nerwińska (2015), I. Nowosad & K. Pietrań (2015), K. Ciszewska (2017), A. Misiuk (2018), M. Buk-Cegiełka (2019), M. Dubis (2019), S. Więsyk & B. Lachowska (2020), M. Zalewska-Bujak (2020), Anna Mikler-Chwastek (2020).

2. The issue of putting trust in teachers

From a psychological perspective school culture is a certain set of psychological dispositions operating in a given community through social contact and this set is dependent on the entire system of interpersonal rela-

tions. It is a set of values, patterns and behaviours, traditional norms and school rituals characteristic of each institution (Polak, 2007: 18). Relationship culture is an art that must be learned. Practice is gained through all kinds of interactions with representatives of various social groups. Strongly rooted values and attitudes passed down from generation to generation are of great importance. This process may undergo certain transformations under the influence of reflection and self-discipline. People spend their entire lives learning new communication skills and gaining experience in interpersonal contacts, which, if used properly, contribute to gaining trust.

As a rule, trust can be defined as a kind of confidence regarding human actions and intentions (June, 2020: 53). Over the years, the teaching profession has developed characteristic features and become subject to stereotypes that have become firmly entrenched in the views of society. The image of a teacher continues to change dynamically, which certainly influences its reception among parents and their trust in people working in this profession. The process of gaining trust is time-consuming and complicated, demanding commitment and patience from each party. However, this process does not always progress correctly and effectively. Parents who enrol their child in an education institution place their hopes in the institution, but also have various fears and ideas about the institution's operations. However, time will verify which of these fears and ideas turn out to be right and which ones turn out to be wrong. The image of how the educational institution operates created by parents/guardians may effectively reduce trust in the nursery school management bodies and the teachers working there. There may be many reasons behind this state of affairs. One of such reasons is reporting inappropriate matters to the authority in charge of the institution without informing the teacher. Parents frequently go directly to the institution's management to express their dissatisfaction or discuss certain issues concerning their child. The teacher supervising the child may be unaware of the allegations made against him or be unaware of the problems that are occurring. Such behaviour of parents or guardians results from the fear of direct judgement from the teacher supervising the child or from a lack of trust in the teacher. Under such circumstances it is important to consider the relationships between parents and teachers and the way in which a given message will be conveyed. The principal of a nursery school may present the information received from parents to the teacher in a different light, which in turn may lead to misunderstandings and conflicts. A significant number of comments regarding educator's work may result in teacher's indifference to all kinds of signals and an increase in the distance between the parties (Chętkowski, 2010: 150). The opinions posted online by parents about a nursery school and its employees are an interesting and

problematic manifestation of trust. The public availability of such opinions carries a high risk of publicity. Among children's parents or guardians there are people who post such opinions on the Internet anonymously instead of reporting their doubts and complaints to the teacher or institution via the official group forums or personally to a specific person. In such a situation, the teacher is unable to present his or her own point of view and, in some way, exonerate himself or herself from the accusations made against him or her. In the virtual world a frustrated and dissatisfied parent feels impune (Garwol, 2015: 189). Such a parent does not care about the consequences of his actions, he just wants to broadcast his dissatisfaction and seeks the approval of other users. In such a case, each party will have limited trust in each other. Furthermore, other parents reading an unfavourable opinion about the teacher may also look at him through the lens of these opinions. However, frequently the information about who posted a given comment quickly reaches the teacher. From a moral point of view, a teacher should not speak openly about his assumptions, even if they are confirmed. However, if a teacher believes that the comments posted are untrue and tarnish his image, he has the right to report them to the appropriate legal or security authorities dealing with such matters.

Separation of families from the problems of society is a common phenomenon these days. Members of particular social groups have become insensitive and indifferent towards the needs of others. The principle of self-absorption and taking care of one's own "interest", adopted in families, distances many parents from the concepts of *neighbour* and *helping thy neighbour* (Adamski, 1999: 101). Most often, parents focus on the actions that the teacher takes towards their child, forgetting about their own involvement in the daily matters concerning the functioning of the entire nursery school group. This may result in some ambiguities that may lead to a loss of trust in the teacher. The vision that parents and guardians have regarding the care and education of their own children in a nursery school setting is certainly different from the one that a teacher has developed over the years. The lack of direct contact and limited opportunities for collaboration in this area of institution's work frequently contribute to misunderstandings that may limit trust in the teacher and hinder cultural relations between both parties.

Another reason for the lack of trust is the attitude of parents towards the obligations kept and met by teachers. In many nursery schools the scope of teacher's rights and responsibilities is analyzed in detail during the first meeting with parents. However, a significant number of parents and guardians consider these issues unnecessary. There are events during the school year that cause parents' ideas regarding a specific area of a teacher's

work to undergo many transformations. In the eyes of parents teacher's willingness and selfless eagerness to help are often taken for granted. In matters concerning their own children, parents take for granted the fulfilment of all obligations towards them. Parents and guardians do not notice the sacrifices and deprivations that an educator must face. They mistakenly perceive teacher's politeness as an essential task to be performed. If it is not implemented in the way parents expect, they may quickly lose trust in the teacher (Chętkowski, 2010: 151).

Teacher's age may also arouse distrust. Sometimes parents assume that young educators do not have adequate experience in working with children (Śliwerski, 2011: 73), and they accuse older teachers of passivity, routine and inactivity when it comes to the possibility of implementing various activities. This is unacceptable labeling and pigeonholing of people (Gonzales, 2013: 15). It is similar with clothing and makeup. A workplace such as a nursery school requires teachers to dress appropriately. The most striking feature in the first moments of a visit to a nursery school is the appearance of the person leading the meeting. It is known that the image of such a person is also influenced by factors such as character, personality traits and visual aspect. If the boundaries of good taste are crossed in any of these areas, there is a risk of loss of trust. If the visual aspect in question is acceptable to parents, the first step in building trust has been achieved.

3. Causes of conflicts between teachers and parents

The culture of relations between teachers and parents of children attending nursery schools is greatly impacted by the conflicts that arise during the joint implementation of the educational process. Conflicts are a natural phenomenon in interpersonal relationships, and their causes may vary. Conflicts customarily involve some kind of conflict of interest of a diverse nature and affect people who are related to each other. In these regard in teacher-parent relationships several factors determining formation of conflicts should be taken into account.

The first of these factors will be the attitudes represented by each side. These attitudes are of great significance to shaping relationships. Stereotypical thinking is a common phenomenon among parents, guardians and educators. The main reason behind this state of affairs is the attribution and generalization of specific characteristics to people who play a given role in the environment. This process initiates development of a gap that prevents the perception of the teacher or parent from being changed. As a result of such actions, both sides have a distorted vision of their own image and

are therefore unable to cooperate properly. At a later stage, parties' expectations towards each other may also prove problematic. Of course, these expectations will vary depending on the social role played and individual predispositions. As soon as after the first meeting, the teacher and parents have certain preconceptions about their mutual relationship. It should be noted that a common occurrence at initial nursery school meetings is for the teacher to deliver a monologue. Under such circumstances parents and guardians take on the role of listeners who do not try to argue with the meeting leader at this stage of acquaintanceship. However, during the school year, objections, hopes, and fears regarding the teacher's treatment of the parent's child may take on a turn unintended at the beginning of the relationship. Compromise is not always achievable, and this state of affairs frequently causes misunderstandings in the culture of the relationship. Therefore, the manner in which communication between the parties is effected is important. If this communication is of a high standard and operates consistently with the previously established principles, it will bring the expected results. However, if one of the parties does not adhere to the norms of cultural behaviour and goes beyond certain boundaries, there is a high risk of conflict (Gruca-Miąsik, 2011: 10-13).

Parents' education is another factor that may cause conflict. Each person chooses an individual educational path. A major group of people places great emphasis on their own intellectual development. However, there are also people for whom education is not an important issue. The level of education of parents is of great significance for the educational future of a child (Ostrach, 2014: 128-131). The knowledge that parents and guardians possess about child functioning and development may come from various sources, e.g. universities, literature, the Internet, friends, and experience. However, the information that reaches parents is not always reliable and authentic. Less educated parents frequently prefer parenting solutions that are presented in a biased and unjustified way which remains in line with their expectations. This state of affairs may contribute to undermining the authority of the educator and a lack of respect for the work these teachers perform. The complete lack of basic knowledge among parents in a given area of discussion is also a major threat to the culture of relationships, as it often becomes the subject of misunderstandings and arguments. A similar situation applies to the values represented by parents, guardians or educators. Due to the wide variety of preferred attitudes, conflicts are likely to arise. By adopting a certain system of values in life, a different point of view is often automatically excluded (Sztumska & Sztumski, 2018: 41). It is therefore important that both sides demonstrate great tolerance and

the ability to respect different perspectives. Otherwise, such circumstances may have unpleasant consequences.

The data available to both parties may constitute a factor contributing to the escalation of conflict between teachers and parents. Such data may be accepted or rejected based on their content. Many components contribute to this state of affairs. One of them is the time at which the information was relayed. After a prolonged period of time, certain facts become blurred or their content is transformed due to the lapse of time. What is important is the way in which these facts will be interpreted by the recipient and the overall context of the statement. In the literature, this phenomenon is called data conflict (Gruca-Miąsik, 2011: 34).

The inadequate staffing or insufficient funds allocated to the ongoing operations of the facility may also disrupt the culture of relationships and contribute to misunderstandings between teachers and parents. Excessively high tuition fees, a small number of experienced teachers, few trips, outings, or other attractions often become causes for conflict. Of course, the principal of the facility is a person responsible for managing the funds and hiring staff, but parents and guardians usually turn to educators for advice on organizational matters. Educators are also the ones who receive complaints regarding the work and functioning of a nursery school. If the actions suggested by parents are not taken despite the problems reported, the parent may feel disrespected and come into conflict with the teacher who is not to blame for the current state of affairs (Maksymowska & Werwicka, 2009: 21-23).

The divorce of parents is also a factor that may cause conflict situations that disrupt the culture of relations between teachers and parents in a nursery school. There are three stages that usually follow each other, leading to the permanent dissolution of a marriage: emotional, legal and psychological (Zelent & Korona, 2015, 41). At each of these stages, parental irritation can spoil the culture of mutual relations with a teacher. This situation is also stressful for teachers, who have to develop resistance to certain kinds of suggestions made by each of the separating parties and to the attempts to involve them in family matters. From a moral point of view, such actions are unacceptable. A child must know that he or she is in no way to blame for the divorce. A child also should not be used to spite a spouse. Unfortunately, teachers are frequently used for this purpose, without having any influence on the behaviour of parents. It is enough that, for example, teachers have to look after a child staying longer than usual in a nursery school, only to prevent the other parent from spending the time they deserve with their child (Gonzales, 2013: 41-42). All behaviours of this type are very dangerous for educators. The pressure that will weigh on teachers may escalate

into various types of misunderstandings and ultimately conflicts with their parents.

Emotions are an inseparable component of human life and are developed in various ways throughout its course. Emotions are often treated as an integral part of stress, the nature of which is determined primarily by negative emotions (Łosiak, 2007: 29). The nervous system, constantly interacting with the outside world, has frequent opportunities to activate negative emotions. Therefore, attention should be drawn to stress, which has a major impact on the occurrence of conflict situations. The most common symptoms include: long-term fatigue, memory problems, negative thoughts, difficulties in performing daily activities, making simple mistakes, exhaustion, and physical pain (Blank & Schröder, 2008: 21). In addition to their professional work every educator also has a private life in which stressful situations occur with varying frequency. It's the same with parents. They, too, experience various emotions and problems, both professional and family related. The most common stressors that provoke conflicts in the culture of mutual relations between teachers and parents are: poor relationships with one's own family, the political situation, health issues, death of family members or their chronic illnesses, financial problems, problems at work, substance abuse, fear related to own and family's future, professional burn-out, and lack of sleep (Korczyński, 2014: 31). Each of these factors, alone or in combination with others, can disrupt the culture of relations between teachers and parents. It is important to be aware that most of these stressors will pass over time, but their current and sudden occurrence can create various hindrances and conflicts in relationships. Ways of coping with stress are sometimes very difficult. Actions taken under stress are usually hasty and ill-considered. Under such circumstances it is easy to have misunderstandings or arguments. Both parties should remember that it is worth showing understanding and being calm to avoid unpleasant situations.

In some cases parents may have an inclination towards withholding information that is inconvenient for them. Sometimes parents even hide chronic illnesses that the child is struggling with. This may be due to planned activities aimed at testing teacher's competence or a lack of acceptance of the diagnosis received from specialists. For many educators, such a situation becomes practically impossible to resolve sensibly. Usually, dysfunctions in a child are detected very quickly by facility staff, as these dysfunctions constitute a significant obstacle to educators' daily care or educational work. These obstacles may result in various problems in the daily functioning of the entire group. Parents, however, may attempt to bend the reality and will not accept the thought that their child deviates from the broadly understood norm. The early years of child's life are a crucial time

for him or her. The sooner appropriate rehabilitation measures are taken, the greater the benefit they will bring later. At the nursery school stage of education, cooperation between parents and teachers in said rehabilitation activities is crucial for child's further development. If the parents-teacher cooperation is based on manipulation and lies, it will not yield the intended results and may even lead to many conflicts between the parties (Małkowska-Szkutnik, 2014: 106-107).

Conflict situations also arise in the event of non-compliance with nursery school regulations. Each educational institution has specific guidelines regarding organizational matters. Parents do not always adhere to these regulations. One example of such actions is sending children who caught a cold to the nursery school. Of course, in such situations the teacher has the right to react, but parents or guardians often do not agree with the teacher's arguments. The same principle applies to bringing nursery school pupils over at a time other than that agreed upon or bringing toys to the classroom, regardless of the prohibitions effective in many facilities related to this issue. Despite clear guidelines stipulated in the regulations and discussed at meetings, as well as various comments on this matter provided by the teacher, there is a certain group of parents who do not follow basic rules related to occupational hygiene. Failure to understand the intentions of such actions performed by a teacher may turn into an inflamed conflict, as open non-compliance with the provisions of the statute causes great discomfort in the teacher's work.

The number of children in a group is another factor that seemingly does not have a great significance in the nursery school reality, but there are situations when it can become crucial for the emergence of a conflict. The number of children, from the teacher's point of view, is the size of the group, often depending on its composition. The maximum number of children permitted by law in a nursery school group is 25. However, in the case of a group which includes special needs children, such a group can include a maximum of 20 children (§ 5 sec. 1, § 6 sec. 1-4, Journal of Laws of 2019, item 502). Not every parent can understand this. There are parents who do not want their children to be in a group including special needs children, but on the other hand want their children to be in a smaller group. A smaller group of pupils translates into better recognition of children needs and capabilities, less stress about their safety, and greater control and discipline (Korczyński, 2014: 101). In larger groups, conflict situations may arise with greater frequency, as more people will want to decide on many organizational and educational matters.

The reason for conflicts between parents and teachers may be parents experience related to the number of children they have and their resist-

ance to problem situations (Gonzales, 2018: 32). Parents and guardians who have had previous experience with various educational institutions approach many issues differently and understand the way such institutions operate more clearly. Less experienced parents may, in some way, provoke conflict situations due to the stereotypes regarding teachers in a given environment circulating in their minds (Maksymowska & Werwicka, 2009: 90-92).

4. Selected proposals for activities promoting cultural cooperation with parents

Teachers and parents have a wide range of possibilities they can utilize to develop properly organized cooperation between themselves. There are many ideas and proposals in the literature in this area. In a practical approach to this issue, willingness, enthusiasm and the awareness of the meaning of joint actions are important. There are tools specially developed for the purpose of supporting relationships between parties. In the initial stage of promoting a culture of relations between teachers and parents, the initiative should belong to the institution. Nursery schools can organize various forms of meetings between teachers and parents. Such meetings will be an excellent foundation for building proper cooperation. At the beginning of the year, the teacher and parents can jointly create a schedule of common activities. At this stage, both parties should ask questions regarding the most important issues, including: methods of relaying information, hours at which joint meetings shall begin, meeting places, ways of resolving any problems that may arise (Boszczyk, 2020: 125-126).

Clearly defined expectations will help with preventing conflicts and will be a guide to effective work with a child. During the course of the cooperation, said expectations may be modified if errors are detected or to improve the entire process. Teachers should ensure that joint meetings are not boring. In a teacher's work, the amount of documents that he or she must fill in due to various formal and professional obligations is staggering. Reading said documents out loud during meetings may not be very interesting for some parents and guardians. The transmission of certain written content cannot sometimes be avoided, but reducing it to a minimum and presenting it in a synthetic form will help with building proper relationships. Taking into consideration the time aspect, the meeting should be planned in such a way as to include all the most important elements, and in addition to that, ensure a friendly atmosphere and, if possible, meet the individual needs of parents regarding, for example, the time and place of the meeting (Gruca-Miąsik, 2011: 22-23).

A plethora of events that will improve the culture of relations between teachers and parents can be initiated and celebrated in a nursery school, e.g. public meetings, thematic meetings, special events, picnics and trips. These events may have the status of social meetings. Owing to this approach, parents and teachers will be more open and willing to talk. The more interesting activities there are in the institution, the friendlier the contact between the parties will become. Already during the activity, one can diversify its course by carrying out joint projects or committing to taking action for the benefit of the group or local community. Activities may take the form of volunteering, joint visits to cultural sites, skill-improving activities, competitions, and socially useful work. Of course, such initiatives require the development of an action plan. Organizing such initiatives should take into account the scope of activities for participants in order to avoid problems and misunderstandings during implementation. Teacher's task is to clearly define the goals of such activities. However, the time available to parents and guardians as well as their own willingness should be taken into account (Boszczyk, 2020: 127).

However, the most important in maintaining the culture of relations between teachers and parents are individual meetings between both parties. In nursery school institutions, individual group teachers usually have duty hours on specific days and times. Their schedule is usually established before the first parent-teacher meeting. Thanks to these meetings, parents have the opportunity to get to know the teacher better, understand the motives behind teacher's actions, trust him or her more, and closely monitor and analyze child's progress and difficulties together. The teacher may invite an expert to such a meeting who will provide professional information in a given field. Thanks to this type of initiatives, parents and teachers have the opportunity to enrich their knowledge and broaden their experience in a specific field (Boszczyk, 2020: 137-138). However, it would be a good practice to ask the parents or guardians for permission for such a meeting in advance. Well-informed and aware parents will recognize the culture of relationships with teachers and will be committed to maintaining a high level of these relationships.

Conclusion

Striving towards the same goals by various entities taking care of the same child, taking into account the autonomy of each person, is an art that requires a lot of sacrifice and work. In the care and education work with a child in a nursery school institution, it will be easier to achieve this goal by maintaining high

culture in the relations between teachers and parents. Referring to the research problem defined at the beginning of this paper, it should be stated that the descriptions of teachers' behaviour presented in the text determine the correct culture of teacher's relations with parents. The analysis of the research problem conducted on the basis of selected scientific literature allows us to state that the relations between teachers and children's parents should result from a high culture of openness in the institution, which is characterized by: a good start of cooperation (assigning great importance to contacts with parents), diagnosis of parents' preferences regarding cooperation and communication with the nursery school, providing parents with many channels of contact with the nursery school, flexibility in adapting communication conditions, partnership and cooperation-oriented relations between parents, teachers and the management of the institution, awareness of pursuing one goal, contacts with both parents of the child, expanding the role of parents beyond the sponsoring or organizational function, effective resolution of difficult situations (Hernik & Malinowska, 2013: 48-49). Such characteristics of the relationship should lead to gaining the trust of parents entrusting their child to the teacher.

Proper relationships involve a series of activities that will ultimately bring about a specific educational effect. These relationships depend on the activity of the teacher and parents. Active participation of parents in the life of the nursery school is an important element influencing the quality of school's functioning. It is worth taking advantage of this fact when organizing various events in educational institutions. Parents' ideas, creativity, education, and even simply their presence will undoubtedly be an invaluable contribution to the intellectual and emotional needs of children. Thanks to the ongoing cultural relations and cooperation between both parties, the youngest children have the opportunity to learn in practice the correct principles of cooperation with other individuals and feel proud when they see how involved in their lives all the caregivers they interact with are.

In the practice of nursery school activities, misunderstandings and arguments may sometimes arise during interactions between teachers and children's parents. All conflicts in nursery school settings are destructive in nature. Most of them are initiated by parents experiencing poor interpersonal relationships in the family, workplace, peer group or disappointment in certain qualities and characteristics of the nursery school their child attends. These conflicts are related to the accumulation of emotions, which, if they get out of control, become the source of disputes. These disputes proceed more or less violently, involve larger or smaller groups of people, and evoke specific reactions from the groups involved in the dispute. Teachers and parents knowing and becoming aware of the causes behind disputes should result in fewer conflicts and making said conflicts easier to resolve, as knowledge of the etiology of the

conflict is a strong argument in the process of resolving it. This goal can be achieved by encouraging involvement and giving specific proposals for actions instead of formulating general requirements, involving children in communication between teachers and parents, appreciating parents' involvement in the process of joint conflict resolution, supporting parents in raising children (Hernik & Malinowska, 2013: 49-50).

One should never forget about culture in relationships, no matter how difficult they are. The initiative in this area must always come from the teacher. In a confrontation with a parent, it is the teacher who should be the one initiating the improvement of the relationship. There are many ways to do this, so the process of cooperation between parents and the nursery school will depend on the teacher's creativity.

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Култура односа између васпитача и родитеља деце која похађају вртић

Услов за њ правилно функционисање вртића јесу добри односи између васпитача и родитеља. Њихове заједничке активности треба да допринесу унапређењу и модернизацији свакодневне рада установе. Циљ представљене рада јесте да разјасни и укаже на практична решења у сложеним односима између васпитача и родитеља деце у предшколским установама. Предмет анализе је квалитативно испитивање интеракција које се јављају унутар обе проучаване социјалне групе. Главни истраживачки проблем јаси: који начини понашања васпитача одређују правилну културу њихових односа са родитељима деце која похађају вртић?

Сарадња родитеља и васпитача треба да обухвати бројне елементе који одређују развој добрих односа. То су, пре свега: поштовање, отвореност, искреност, емпатија и доброта. Очекивања обе стране нису увек испуњена на задовољавајућем нивоу. Неуспеси и конфликти природно се јављају у међусобним односима. На почетку сарадње поједино је утврђивање јасна правила понашања у кризним ситуацијама. Та правила треба недвосмислено да назначе да ће васпитачи дати прва страна која ће иницирати повратак дијалогу у случају његовој прекида. Култура односа јесте вештина која мора да се учи. Практично искуство у овој области стииче се кроз сваку интеракцију са родитељима, руководством установе, другим васпитачима и представницима локалне самоуправе. Слика о раду установе коју стварају родитељи може значајно да умањи поверење у управљачке органе вртића и у васпитаче који у њима раде. Ако се приликом кријиковања прекораче границе очекиваној понашања у области бриге о деци, постоји ризик од губитка поверења једне од страна, што доводи до конфликта. Фактори који доприносе ескалацији конфликта између васпитача и родитеља могу бити: морални ставови сваке стране, вештина везана за васпитање и образовање, кадровски и стручно-педагошки ресурси установе, висина средстава издвојених за текуће функционисање установе, породични проблеми и кризе, прикривање важних информација о дејству и губитак поверења у васпитача.

Да би се сиречиле кризе у култури односа између васпитача и родитеља у вртићима, могу да се организују и нејују догађаји који ће побољшати културу међусобних односа. Најчешћи догађаји овој тии су: јавни сасланици, шемајски сасланици, свечаности, јикници и излети. Ови догађаји могу да буду службеној или друштвеној карактера. Добро информисани и свесни родитељи прекознаће културу односа са васпитачима и биће посвећени очувању високој нивоа тих односа.

Кључне речи: предшколско васпитање, култура родитеља, култура васпитача, конфликт, односи васпитача и родитеља.

Kultura relacji nauczycieli z rodzicami dzieci w wieku przedszkolnym

Warunkiem prawidłowego funkcjonowania przedszkola są poprawne relacje pomiędzy kadrą nauczycielską a rodzicami. Ich wspólne działania powinny prowadzić do ulepszania i modernizowania codziennej pracy placówki. Cel prezentowanego opracowania ma charakter wyjaśniający, wskazujący praktyczne rozwiązania w trudnych relacjach nauczycieli edukacji przedszkolnej z rodzicami dzieci uczęszczających do przedszkola. Przedmiotem podjętych analiz jest jakościowa analiza interakcji występujących w obrębie obu badanych grup społecznych. Główny problem badawczy zawiera się w pytaniu: jakie zachowania nauczyciela warunkują poprawną kulturę jego relacji z rodzicami dzieci uczęszczających do przedszkola?

Współpraca pomiędzy rodzicami a nauczycielami powinna zawierać wiele różnych elementów determinujących kształtowanie się poprawnych relacji. Należą do nich w szczególności: szacunek, otwartość, szczerść, empatia oraz życzliwość. Nie zawsze oczekiwania każdej ze stron są realizowane na zadowalającym poziomie. Naturalnym zjawiskiem w obustronnych relacjach jest występowanie porażek i konfliktów. Na początku współpracy trzeba ustalić konkretne zasady postępowania w sytuacjach kryzysowych. Wynikać z nich powinno jasno, że to nauczyciele będą tą stroną, która pierwsza zainicjuje powrót do dialogu w razie jego zerwania. Kultura relacji jest sztuką, której należy się nauczyć. Praktykę zdobywa się podczas każdej interakcji z przedstawicielami rodziców, kadry zarządzającej placówką, innymi nauczycielami i przedstawicielami samorządu terytorialnego. Wykreowany przez opiekunów obraz funkcjonowania placówki, może skutecznie zmniejszać zaufanie do organów zarządzających przedszkolem oraz nauczycieli tam pracujących. Jeśli w krytyce działań granica oczekiwanych zachowań zostanie przekroczona w obszarze opieki nad dzieckiem, istnieje ryzyko utraty zaufania jednej ze stron, prowadzące do konfliktów. Czynnikiem przyczyniającymi się do eskalacji konfliktów na linii nauczyciele – rodzice mogą być postawy moralne reprezentowane przez każdą ze stron, kwestie związane z wykształceniem, zasobność kadry i personelu w placówce, wielkość funduszy przeznaczanych na bieżącą działalność placówki, problemy i kryzysy rodzinne, zatajanie ważnych informacji o dziecku, utrata zaufania do nauczyciela.

Aby zapobiegać kryzysom w kulturze relacji nauczycieli z rodzicami w przedszkolach można inicjować i celebrować takie wydarzenia, które podniosą kulturę wzajemnych relacji. Najpopularniejsze z nich to: zebrania ogólnodostępne, wywiadówki tematyczne, uroczystości okolicznościowe, pikniki oraz wycieczki. Mogą one mieć rangę spotkań zarówno o charakterze oficjalnym, jak i towarzyskim. Dobrze poinformowani i świadomi rodzice dostrzegą kulturę w relacjach z nauczycielem i zależeć im będzie na podtrzymaniu wysokiego ich poziomu.

Słowa kluczowe: wychowanie przedszkolne; kultura rodziców; kultura nauczycieli; konflikt; relacje nauczycieli z rodzicami.

Kultura odnosa između odgojitelja i roditelja djece koja pohađaju vrtić

Kvalitetni odnosi odgojitelja i roditelja jedan su od preduvjeta kvalitete funkcioniranja dječjeg vrtića. Suradničke zajedničke aktivnosti trebale bi pridonijeti poboljšanju i modernizaciji svakodnevnog rada ustanove. Cilj predstavljenog rada je razjasniti i ukazati na praktična rješenja u složenim odnosima između odgojitelja i roditelja djece koja pohađaju vrtić. Provedeno je kvalitativno istraživanje interakcija koje se pojavljuju unutar obje skupine. Kao istraživačko pitanje izdvojeno je: koja ponašanja odgojitelja određuju kulturu njihovih odnosa s roditeljima djece koja pohađaju vrtić?

Suradnja roditelja i odgojitelja treba obuhvatiti brojne različite elemente koji određuju razvoj dobrih odnosa. To su prije svega: poštovanje, otvorenost, iskrenost, empatija i ljubaznost. Očekivanja obje strane nisu uvijek zadovoljavajuće ispunjena. Neuspjesi i sukobi prirodna su pojava u međusobnim odnosima. Na početku suradnje potrebno je utvrditi jasna pravila ponašanja u kriznim situacijama. Ta bi pravila trebala nedvosmisleno naznačiti da će odgojitelji biti prva strana koja će inicirati povratak dijalogu u slučaju njegova prekida. Kultura odnosa vještina je koju treba učiti.

Praktično iskustvo u ovom području stječe se kroz svaku interakciju s roditeljima, ravnateljstvom ustanove, drugim odgojiteljima i predstavnicima lokalne samouprave. Slika o radu ustanove koju stvaraju roditelji može znatno umanjiti povjerenje u upravljačka tijela vrtića i u odgojitelje koji ondje rade. Ako se prilikom kritiziranja prijeđu granice očekivanog ponašanja skrbi za djecu, postoji rizik od gubitka povjerenja jedne od strana, što dovodi do sukoba. Čimbenici koji mogu pridonijeti eskalaciji sukoba između odgojitelja i roditelja uključuju: moralne stavove svake strane, pitanja vezana uz odgoj i obrazovanje, kadrovske i stručne resurse ustanove, visinu sredstava izdvojenih za tekuće funkcioniranje ustanove, obiteljske probleme i krize, prikrivanje važnih informacija o djetetu te gubitak povjerenja u odgojitelja.

Kako bi se spriječile krize u kulturi odnosa između odgojitelja i roditelja u vrtićima, mogu se organizirati i njegovati događaji koji će poboljšati kulturu međusobnih odnosa. Najčešći događaji takvog tipa jesu: javni sastanci, tematski sastanci, svečanosti, piknici i izleti. Ti događaji mogu imati službeni ili društveni karakter. Dobro informirani i svjesni roditelji prepoznat će kulturu odnosa s odgojiteljima i bit će predani održavanju visoke razine tih odnosa.

Ključne riječi: predškolski odgoj, kultura roditelja, kultura odgojitelja, sukob, odnosi odgojitelja i roditelja.