



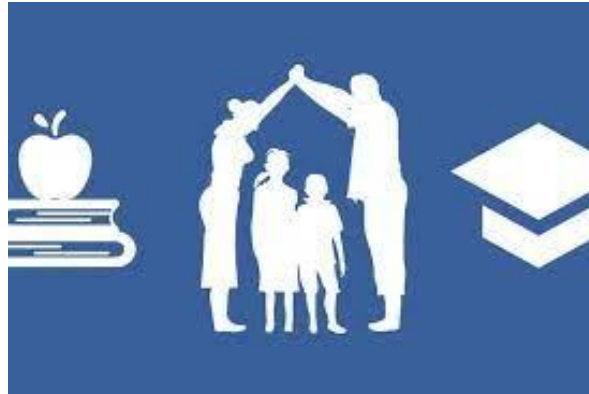
Co-funded by the
Erasmus+ Programme
of the European Union



CHAPTER 5: THE ROLE OF THE PARENTS

"There is no school that can live up to a decent home and no teacher that can live up to a virtuous parent."

(Mahatma Gandhi)



Source: <https://www.google.com/search?q=parents+role+in+education&rlz>

We live in a time when the pace of life has become very fast.. Not once do we come to say that 'time flies'. Suddenly, we find that the little ones have become big.

***Being a parent is not a social obligation, it is a choice!*¹**

It is clear that we need to adapt quickly to this uncertain pace. It is equally certain that with patience, compassion and support, home time and the concept of online schooling can be an opportunity to strengthen the family-school relationship that is so necessary for children's future.

Our *challenge* is this: *How can we be the best parents for our children?*

„There's no such as perfect parent. So just be a real one.”

(Sue Atkins)

According to psychologist Ioana Stancu, the premise in this approach is to define well our role as a parent, which means²:

- assuming responsibility towards another person (child);
- making decisions and choices for someone else (the child);
- protecting another person who is taking on the role of a child;
- supporting another person in various ways (financially, emotionally, through services, etc.);
- setting limits and conditions for the child;
- to care, to look after the welfare of the person playing the role of the child.

¹ source: <https://www.la-psihoq.ro/info/scrisoare-catre-viitorii-parinti>

² source: <https://ioanastancu.ro/2014/12/01/rolul-de-parinterolul-de-copil/>



Co-funded by the
Erasmus+ Programme
of the European Union



Compared to the psychologist's opinion on parenting, we give below the opinion of two mothers, as follows:

M.D.E., lawyer, mother of a little girl:

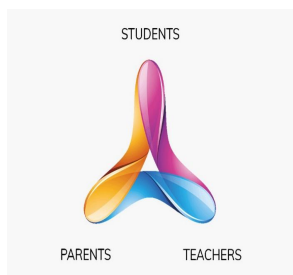
"Parenthood implies:

- unconditional love for children;
- education through the implementation of moral, spiritual and material values;
- providing an optimal living and learning environment".

G.L.A., pre-school teacher, mother of a little girl:

"Me as a parent:

- I support you morally, without giving you too many reproaches;
- I protect you from the talk of the world;
- I understand your emotions and the needs of your age;
- scold and forgive you alike;
- I encourage you and fight with you;
- monitor your computer time without you even realising it;
- I stay by your side as long as time permits, so that you don't waste time and use it well;
- I buy you everything you need, not everything you want.



The most important role in the education process is played by the educational triangle, i.e. the teacher-student-parent relationship.

Digital education and the new pandemic conditions have brought new challenges as well as a lot of changes in mentality and behaviour for all participants of the educational triangle. Thus parents have had to take over many of the teacher's tasks in disciplining and educating their child.

The quality of the instructional process, educational success or failure depends on the balance that is established in the relationships between teachers-students-parents. A pupil's education is a team effort in which all the participants in this triangle must play an active part, each playing a significant role in equal measure.

The teacher - the facilitator - must actively stimulate and maintain the pupils' motivation and involvement in the process. He/she must be able and have the professional skills to turn this process into an interesting and rewarding experience.

The learner - must be interested, motivated and he has to put some effort into the learning process in order to achieve their goals.

The parent - understanding the importance of education, provides the foundation for the process, must become the bridge because it is the parent who conveys values and supports the child to become a caring, responsible, empathetic and eager learner.



*How can I get actively involved in my child's education?
What can I offer him to be able to develop harmoniously and
balanced?*

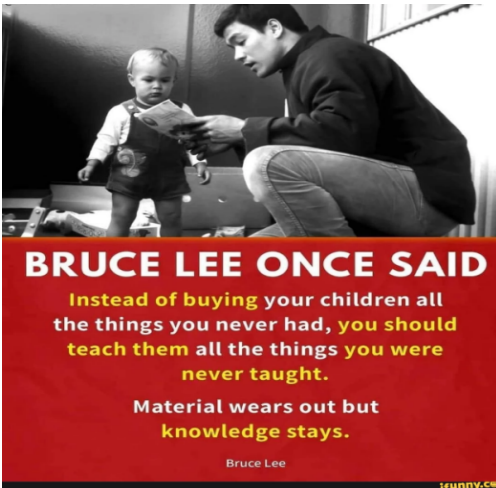


Co-funded by the
Erasmus+ Programme
of the European Union



„There are two lasting bequests we can hope to give our children. One of these is roots, the other, wings.”

(Goethe)



We start life from certain family structures and the way parents talk about skills and learning can have powerful effects on their children's beliefs. The fundamental element in the educational process as well as in everyday life is **psychological involvement**.



What example do I set for my child?

How do I want to raise my child, with a rigid mindset or a nurturing (open-minded) mindset?

There are three ways parents can instill a growth mindset³:

1. Acknowledge your own mindset:

Pay attention to your own thinking and the messages you send with your words and actions.

Dr. Carol S. Dweck⁴, states that every word and action from parent to child is accompanied by a message, so parents need to become more mindful and aware of what they are saying to their children.



Examples of messages:

- *"You are perfect and have nothing to do but prove it"*

(the message being - you have permanent traits and I will judge you by that).

- *"It's natural to be hard, it's natural to not always get it right. It happens to all of us. But then we get up and move on. That's what it means to evolve."*

³ <https://www.mindsetkit.org>

⁴ Sursa: <https://www.paginadepsihologie.ro/cum-se-formeaza-mentalitatea-copiilor-si-de-ce-succesul-poate-dauna/>



Co-funded by the
Erasmus+ Programme
of the European Union



(the implicit message being - you're a developing person and I'm interested in your development).

2. Reward / Praise the process

Use rewards as wisely as possible. It is not recommended to give rewards for intelligence or talent, praising children for being intelligent suggests that innate talent is the reason for success. Focus on process, effort and engagement in the learning process. Focusing attention on the process, the strategy used, the well-paced effort, perseverance and progression are areas to focus rewards on both as parents and educators, as this helps them see how their effort leads to success. Over time this will result in raising children who don't run away from work and who shape their resilience well.

3. The model of learning through failure

Speak positively about mistakes or failure. With a positive attitude, children begin to think of mistakes as a natural part of the learning process

According to French neuroscientist Stanislas Dehaene in the book How we learn, **learning has four steps:**



In the brain, if you don't get it wrong, you don't learn! (Error-generated feedback)⁵

Dr. Carol S. Dweck⁶, draws attention to the psychology of success, according to which the pursuit of success can push pupils and students into a rigid mindset, as they believe that they "must" always win, so they will do anything to avoid failure. Thus, the drive for success robs them of the energy needed for learning, growth and development.

Developing a growth mindset in yourself and your children or students is a time-consuming process.

Have a growth mindset, develop growth mindset!

Watch this video, about the power of the "**NOT YET**" grade:

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

Most parents believe that if their children are successful in school, this will directly, implicitly lead to their success in life. Very few parents reflect on the behaviours they can instil in their own children, through their attitude, influence and role as adults. Excessive pressure and emphasis is put on the child, on what he has to learn, how to behave, what to assimilate and thus he is taken out of his family context and expected to be shaped by society, the environment, others. (<https://www.paginadepsihologie.ro/cele-7-lectii-disfunctionale-in-rolul-de-parinte-2/>)

⁵ <https://www.paginadepsihologie.ro/interviurilesimonei-la-nivelul-creierului-daca-nu-greesti-nu-inveti-paul-olteanu-fondatorul-mind-architect/>

⁶ <https://www.paginadepsihologie.ro/cum-se-formeaza-mentalitatea-copiilor-si-de-ce-succesul-poate-dauna/>



Co-funded by the
Erasmus+ Programme
of the European Union



FURTHER INFORMATION:

- [HTTPS://WWW.PAGINADEPSIHOLOGIE.RO/INTERVIURILE-SIMONEI-LA-NIVELUL-CREIERULUI-DACA-NU-GRESESTI-NU-INVETI-PAUL-OLTEANU-FONDATORUL-MIND-ARCHITECT/?V=2416390F62EA](https://www.paginadepsihologie.ro/interviurile-simonei-la-nivelul-creierului-daca-nu-gresesti-nu-inveti-paul-olteanu-fondatorul-mind-architect/?v=2416390f62ea)
- [HTTPS://WWW.PAGINADEPSIHOLOGIE.RO/CUM-SE-FORMEAZA-MENTALITATEA-COPIILOR-SI-DE-CE-SUCCESEL-POATE-DAUNA/](https://www.paginadepsihologie.ro/cum-se-formeaza-mentalitatea-copiiilor-si-de-ce-succesul-poate-dauna/)
- [https://www.ted.com/talks/carol dweck the power of believing that you can improve](https://www.ted.com/talks/carol-dweck-the-power-of-believing-that-you-can-improve)
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=ZILFHYUZ_GM](https://www.youtube.com/watch?v=zilfhyuz_gm)



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This website reflects the views only of the project partners, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)  



Co-funded by the
Erasmus+ Programme
of the European Union

