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ATTITUDES OF PARENTS AND PRESCHOOL TEACHERS ON THE METHODS AND FORMS OF COOPERATION AND PARTNERSHIPS IN THE KINDERGARTEN

Abstract

Family has always, to a greater or lesser extent, been affected by economic changes, and as a result of humanity's progress parents have experienced personal changes in terms of the need for a new job, education, status in society, etc. Regardless of whether the needs are existential, emotional, or physiological, they change the way parents and children live. With the emergence of the need for institutionalized inclusion of children in educational institutions, some changes have taken place in the family and economy, which have led to changes in the work of the institutions. Modernization has also left a mark on the education of parents, who are now more informed and better versed with child development and require more time and attention from the professionals. In order to adequately meet the needs of parents, the professional work of preschool teachers with parents is experiencing changes. If we strive to provide children with a better quality and easier stay in institutions, it is essential to establish a cooperative relationship between parents and preschool teachers. At the same time, establishing a partnership with the institution's professionals requires understanding, tolerance, time, effort, but also a genuine desire and intention of the parents for the establishment and implementation of this partnership. The aim of this study was to examine the perceptions and attitudes of parents and preschool teachers on their mutual cooperation in order to improve and further develop their partnership. The study was conducted on a sample of 237 respondents, 129 parents and 108 preschool teachers. The results of the study show the overlapping of the opinions of both groups of respondents on individual conversation as the most appropriate modality of cooperation between preschool teachers and parents. It has also been observed that the most practiced modality of cooperation are standard forms of communication (notice boards, parent-teacher meetings, etc.), while parents desire the modernization of modalities (communication through social networks, groups, etc.).

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