

## EXAMPLES OF GOOD PRACTICE IN PARENTAL EDUCATION FOR EARLY CHILDHOOD EDUCATION TEACHERS

**Doina Florica ȚIFREA, Ph.D. Cnd.,**  
Aurel Vlaicu University of Arad  
[doina.tifrea@yahoo.com](mailto:doina.tifrea@yahoo.com)

**Abstract:** *This article aims to highlight the importance of parental education in the training of future educators specializing in Primary and Preschool Pedagogy (PIPP). Based on theoretical and empirical foundations, the paper analyzes parenting both as a continuous learning process and as a key practice in developing communication and collaboration skills between parents and teachers. It presents educational models and practical activities implemented in the training of students, through which the essential role of parents in the harmonious development of children is explored, as well as the ways in which educators and primary school teachers can become active partners in the educational process. The article emphasizes the defining dimensions of parenting, underlines the importance of preparing students for effective collaboration with families, and describes the methods, techniques, and tools used in educational activities that involve parental participation.*

**Keywords:** *parenting, early childhood education, parent-teacher collaboration, pedagogical practice, students.*

### Introduction

The concept of parenting has gained significant relevance in the contemporary context of early childhood education, being increasingly addressed in specialized literature from the fields of psychology, sociology, and educational sciences. Parenting is not only a practical skill but also an essential component of the child's emotional and cognitive development. In the current vision, the family is no longer a passive actor in the educational process but a strategic partner, alongside teachers, in supporting the child's educational path (Davies, 2000; DeClaire & Gottman, 2016). Therefore, the initial training of educators must include a welldefined parental dimension that enables students to understand, accept, and support the diversity of parenting

styles. Educational activities that involve collaboration with parents such as counseling, thematic meetings, and joint projects require specific skills that can be developed through an adapted pedagogical curriculum. This article aims to highlight the essential role of parenting in the training of PIPP students and to present examples of good practices applied in didactic activities.

### **Theoretical aspects of parenting**

The notion of parental education, derived from anthropology and psychology, refers to the set of behaviors, attitudes, and responsibilities assumed by parents in raising and educating their children. The term was introduced in 1930 by Bronislaw Malinowski in the context of studies on traditional family structures (Houzel, 1999). Later, in the specialized literature, the terms “parenting,” “parentality,” or “parentage” were defined as interconnected concepts that reflect the interaction between parent and child (Bornstein, 2002; Pânișoară, 2022). Didier Houzel proposed a classification of parental education into three fundamental dimensions: parental responsibility (the moral and legal duty of the parent), parental experience (reflexivity in the relationship with the child), and parental practices (observable behaviors in daily life) (Houzel, 1999). These dimensions are influenced by the family’s cultural, economic, and educational context. In the training of future educators, understanding these perspectives is essential to facilitate the educational partnership between families and educational institutions (Lacharité, 2015). Thus, parenting is viewed not merely as a natural instinct but as an educable skill that can be developed through specific programs and psycho-pedagogical support.

### **Psychopedagogical Perspectives in Early Childhood Education**

Parenting in early childhood education is analyzed from an integrative perspective, in which the parent is seen as an active partner in the child's formative process. According to Davies (2000), parenting is a process of holistic support and development of the child, from birth to maturity. This process involves active responsibility, which includes not only material and physical support but, more importantly, emotional and social support.

Brooks (2012) emphasizes that effective parenting entails a deep understanding of the child’s needs, the use of educational strategies based on empathy and non-violent communication, as well as the assumption of a long-term educational commitment. Similarly, Bornstein (2002) defines parenting as a form of family intervention based on attachment, which plays a crucial role in shaping the child's behavior and value system.

In the training of students specializing in Preschool and Primary Education (PIPP), these concepts contribute to the development of an educational vision that is both child-centered and responsive to the needs of parents, thus facilitating the construction of an authentic partnership between families and educational institutions. Consequently, the psychopedagogical dimension of parenting becomes a fundamental component of the modern early childhood education strategy (Rickman, 2021).

### **Adapting Parenting to the Child's Temperament**

Adapting the parenting style to the child's temperament is essential for building a healthy and functional parent-child relationship. Temperament is defined as the set of innate traits that influence how a child responds to internal and external stimuli (Farca et al., 2010). Children with an emotional temperament require a stable and affectionate environment where they feel heard and emotionally supported. These children may react intensely to minor events and need an empathetic adult to help them regulate their emotional experiences.

Children with an active temperament often impulsive or defiant benefit from clear boundaries and consistent parenting, along with controlled freedom that allows them to express their autonomy (Brooks, 2012). Sensitive children may be withdrawn or anxious and need constant emotional validation and a predictable climate. On the other hand, rational children prefer logical explanations, consistent rules, and a relationship based on mutual respect and cooperation.

An informed parent must adjust their communication and educational strategies according to the child's temperament in order to prevent conflict and support personal development. In the training of students specializing in Preschool and Primary Education (PIPP), it is essential to develop these differentiated skills, as successful parental counseling requires a personalized approach based on the child's temperamental profile (Bornstein, 2002; Rickman, 2021).

The CALM Parenting Method (Colari, 2019) The CALM method, proposed by Jennifer Colari (2019), is a conscious parenting model that supports the development of a relationship based on empathy, trust, and emotional self-regulation. The name derives from the initials of its four core stages: Connect, Affection, Listen, and Mirror. The first stage, Connect, involves the parent being authentically and empathetically present, offering the child full attention and emotional validation. Affection refers to the sincere expression of love and supporting the child in managing negative emotions through empathy (DeClaire & Gottman, 2016). The Listen stage emphasizes the adult's

ability to receive the child's needs without interruption, judgment, or immediate correction, thereby cultivating open communication (Brown, 2019). Mirror means reflecting the child's behavior and emotional experiences, helping them understand and regulate their emotions. This model is effective in preventing conflict, supports the development of secure attachment, and encourages the formation of a healthy identity. In the context of training students in Preschool and Primary Education (PIPP), the CALM method can serve as a valuable educational tool in parental counseling and in developing child-centered educational relationships (Rickman, 2021).

### **Parent–Teacher Partnership**

The educational partnership between parents and teachers is the foundation of quality education, built on cooperation, trust, and mutual involvement. Effective collaboration requires respecting the roles of each educational actor and maintaining clear and open communication. Parents have the deepest knowledge of the child's family context and personal characteristics, while teachers contribute with pedagogical expertise and organizational support. When communication is consistent and bidirectional, educational outcomes are visibly improved, both academically and socio-emotionally (Epstein, 2001). According to Davies (2000), the family is “the first educational environment,” and the partnership must be based on mutual recognition of each party's contribution. Activities such as thematic meetings, individual consultations, joint projects, and parent–child workshops help strengthen this partnership. In training students in Preschool and Primary Education (PIPP), integrating these practices into the curriculum is essential, as future educators must be able to collaborate effectively with families to ensure the child's harmonious development (Pânișoară, 2022). Thus, the educational partnership becomes a valuable tool for supporting learning and preventing school-related difficulties.

*“Parental education plays a significant role in inclusive early education. Future educators must be trained to communicate effectively with families, especially in contexts where children have diverse learning needs.” (Roman, A., 2019)*

Effective collaboration implies mutual respect and open communication. This ensures the transfer of knowledge and team-based problem-solving in educational contexts.

*“Teacher-parent collaboration should be cultivated through experiential learning and reflective practices during pedagogical training.” (Rad, D., 2018).*

**Forms of Collaboration**

Collaboration between parents and teachers can take multiple forms, adapted to the educational context, the specific characteristics of the community, and the needs of the children. Some of the most common forms include: regular informational and assessment meetings, individual consultations, interactive thematic workshops, joint educational projects, and extracurricular activities of a cultural, artistic, or sporting nature (Epstein, 2001; Pânișoară, 2022).

Meetings allow for discussions on the child's progress and the setting of shared goals, while consultations provide a space for personalized dialogue. Thematic workshops facilitate the exchange of ideas and the development of educational solutions through direct parental involvement. Joint projects strengthen the cohesion between school and family, while extracurricular activities support informal learning and the reinforcement of emotional bonds.

In the training of Preschool and Primary Education (PIPP) students, these forms of collaboration should be integrated into the curriculum through simulations, internships, and reflections on family engagement practices. In this way, future educators will be better prepared to harness family involvement in early childhood education.

**Practical Activities with PIPP Students**

Rad (2018) emphasizes the importance of experiential learning during pedagogical training as a means of developing authentic relationships with families.

Practical activities carried out with PIPP students are essential for developing applicable competencies relevant to their future teaching profession. These include simulated parental counseling workshops, in which students take on the role of the educator in realistic scenarios and receive constructive feedback. Creating informational materials for parents such as brochures, guides, or posters enhances synthesis skills, clarity of expression, and pedagogical thinking.

Joint educational projects with parents, conducted in partnership with kindergartens or schools, provide concrete experiences in teamwork and the management of educational relationships (Călineci & Țibu, 2013). Reflective journals support the self-evaluation of professional progress and the development of critical thinking in relation to educational practice.

These activities help form educators who are able to integrate theory into practice, build partnerships with parents, and respond adaptively to diverse educational situations. Overall, they support the professionalization process of future teachers.

### Conclusions

Parenting is a fundamental dimension of early childhood education, and its integration into the training of PIPP students represents a strategic and necessary endeavor. The educator–parent relationship has a significant impact on the child’s development, and students must become aware of the importance of authentic and ongoing collaboration with the child’s family (Bornstein, 2002; Pânișoară, 2022).

According to Roman (2019), effective parental education also contributes to inclusive practices, preparing educators to respond to diverse family backgrounds and children's specific developmental needs.

Professional training is not limited to the transmission of theoretical knowledge but also includes the development of interpersonal skills, communication abilities, and pedagogical reflection. Practical activities such as simulated workshops, educational projects, and written reflections contribute to building a professional profile centered on empathy, dialogue, and responsibility.

Moreover, pedagogical mentoring supports the integration of knowledge into authentic and relevant practices. Through this type of training, the student becomes not only a well-prepared professional but also an educational actor capable of managing family diversity and actively supporting educational inclusion.

Parenting, thus understood, becomes a valuable resource in the educational architecture of early schooling (Rickman, 2021; Brooks, 2012).

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