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The Quality and Significance of Teachers' Expectations in their Communication with Parents

The article is concerned with the potential factors facilitating the initiation of teacher-parent co-operation at schools. Special emphasis is put on teachers' expectations, which are considered to constitute the main driving force towards intensified relationships with parents. The consequent analyses have shown the tendency in teachers to display negative attitudes towards parents. The unfavorable diagnosis has in turn led to a provocative hypothesis of 'a self-realizing prophecy,' which maintains that expectations predicate their practical execution. Where is the way out of the vicious circle? Will the mutual endeavors ever conclude in a successful co-operation? The text attempts to answer these questions.