

Management of teacher-parent conferences: Why Cypriot teachers call a conference and how they implement it?**Roussoundou, Eleni* and Symeou, Loizos**.**

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This paper presents the findings of the analysis of a questionnaire completed by 106 Greek-Cypriot teachers attending an in-service training course on teacher-parent communication skills. The questionnaire was completed by participants prior to their training and gathered information about a conference that trainees initiated with a specific parent. The questionnaire inquired information about the following: a) the profile of the pupil whose parent/s were invited to a conference and the rationale for choosing the specific child and/or parent/s; b) teachers' impressions and feelings about the parent/s and their stance towards their child's circumstances; c) teachers' expectations of the conference; d) the way teachers get prepared for the conference; and, e) the way teachers organised the setting to meet the parent. The analysis of the data showed that the majority of the teachers use to initiate conferences with parents of male pupils with learning difficulties and that they usually feel compassion for and identify emotionally with the family/parent of the particular child. Moreover, teachers appeared to set high expectations from the conference in providing support to the parent to intervene or/and solve the problem. Nonetheless, only a few trainees prepare adequately and manage the setting in which teacher-parent conferences are held. The data point to the need for empowering teachers' skills for communicating with parents.