

Teachers and Parents: A Dynamic Partnership

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Abstract

A partnership between home and school is indeed formidable is characterized by genuine sharing and collaboration between teachers and parents. The parents have their children's best interests at heart and there seems no limit to what they are willing to harness within their resources. The teachers equally feel attached and concerned with the children and are ready to offer their utmost effort and time, even beyond the confines of the classroom. Every child under their care is center and there is nothing so time consuming, so attention-demanding and physically-draining that they will not do. The benefits derived from a free flow of useful and relevant information between the home and the school cannot be over emphasized. One cannot fully achieve its goals without the help of the other. Nothing is impossible if both are sincerely willing to share responsibilities and commit their time, effort and resources for such a noble investment-child growth and nurturance.

It is recognition of the tremendous benefits both parties stand to gain that an attempt to situate theme in real, easy to-attain alliance is hereby offered.

Intimate observations of parents in the home can serve as inputs in planning learning tasks. Easily, the mother can communicate to the teacher certain behaviors that need to be corrected. Lack of initiative in doing homework regularly can be traced to unchallenging homework or inconsistency in checking their assignments everyday. The information they sometimes are required to gain through home reading may not be accomplished if there are not many children's books at home. Gathering of data through exploration in the immediate environment might be a more effective methodology. A system of rewards will definitely generate eagerness in tackling home investigations.

Respect for elders is a commendable trait that could be modelled and internalized at a young age in the home. Carried to the school they will continue to manifest consideration and high regard for the right of others. The teachers in return could exhibit the same respect for everyone.

Some unusual interest of the child that are observed at home are worth communicating to those who plan the daily activities. The inclination to music or poetry can be part of the motivational strategies. Special talents such as sketching and painting can be nurtured by both the home and the school through activities that expose them to nature. Inventiveness and

originality are values that can be developed during their formative years and much depend on both parents and teachers' sensitivity to early manifestations.

Learning to cooperate starts from the home and is enhanced in a conducive school atmosphere. Today, one of the organizational techniques being employed, whether in class discussions or group experimentations, is one termed cooperative learning. In a group of 5 or 6, a member is responsible for a part of the lesson and later they meet to discuss or perform the experiment as a group. Such cooperative attitude can be reinforced in similar activities wherein members of the family share responsibilities for a particular task.