COMMUNITY PARTNERSHIP TOWARDS STUDENTS’ DEVELOPMENT

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Families and schools generally have been regarded as institutions with the best impact on the students’ development. The overlapping spheres of influence in Epstein’s 1987 theory stressed that schools, families, and communities are major institutions that socialize and educate children. A principal rule of evidence is that certain objectives, such as students’ development and their scholarly achievement, are important to every one of these institutions and are best accomplished through their agreeable action and support.

Communities, nonetheless, have developed increasing considerations for their role in socializing youth and safeguarding students’ success in a variety of cultural domains. The same reason why we, in the education institution should grab this opportunity to remain focused on implementing classroom, schoolwide and community-based programs, and interventions which can easily be achieved when we school personnel and stakeholders collaborate to foster community partnerships.

Community partnerships towards students' improvement should use the resources found in schools and communities to establish a strength-enhancing environment, promote awareness and positive relationships, support students' social networks, foster academic achievement, and enable them with a sense of purpose. A designated person in school or a coordinator to lead the management of the community partnership, a clear expectation and shared accountability for school and community partners, a detailed plan for long-term sustainability, teamwork, and a communication plan to share progress and challenges to address the students’ development are the
essential elements in making viable community partnership towards students’ development.

References: