PARENT-TEACHER PARTNERSHIP IN EDUCATION: OPPORTUNITIES IN TIMES OF PANDEMIC

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The parents and teachers (practicing loco parentis) are the greatest allies of DepEd in educating Filipino learners. As partners, they provide the best quality of support for learners to monitor and improve their performance and outcomes.

Parental involvement and teachers’ intervention in learning is proven to increase learners' achievement. When parents are involved in educating, monitoring, and providing feedback on the learning and development of their child, the more likely the latter performs well at any learning situation. However, parents still need to be trained to provide the necessary support for their children. Under the new circumstances, parents are empowered and trained by the teachers to become para-teachers while facilitating and monitoring the delivery of modular and homeschooling under the new Learning Delivery Modalities (LDMs) in the basic education. As para-teachers, parents are expected to provide a healthy, safe, and conducive learning environment at home.

Indeed, such practice cements further the parents’ role as first teachers to their child and as partners of the school in providing quality learning experiences whatever the circumstances are. In ensuring the continuity of learning in the K-12 curriculum, parents and guardians are oriented (DO No. 12, s. 2020). Teachers are tapped, especially in the early grade levels, to assist the learners with the use of gadgets and technology.

Specifically, homeschooling, as one of the LDMs, provides opportunities for qualified parents, guardians, or tutors at home to educate the child considering their faith,
philosophy, values, home schedules, and circumstances. However, the said provider must undergo proper training for facilitating learning in a home-based environment.

To make parents excellent partners in education, the following must be observed by the teachers:

1. Constant communication through constructive feedback and monitoring schemes in learner’s progress.

2. Providing positive reinforcement activities and flexible learning arrangements to strengthen further parent-child interactions at home.

3. Home visitation (if feasible) to establish rapport and build trust in the partnership in education.

4. Recognize parents’ efforts through praises and other meaningful means to boost their confidence in further educating their child.

5. Communicate with local officials and other stakeholders to assist parents to build a strong community bond.

In the end, parents and teachers have the same goal of helping to learn and realize their full potentials to contribute meaningfully in their communities and the country in general. Parents know best the needs and interests of their child; hence, they are the best support that teachers may have to ensure that learners are on-track and on-top of their choices of learning delivery. It is about time that parents and teachers become effective partners and share responsibility in raising the learners that our Philippine education envisioned to produce.
References: