Partnership in Education: ALL-FOR-ONE TASK

Mr. Cesar L. Valenzuela
Principal I
Saysain High School
Saysain, Bagac, Bataan

As I went over my piles of books and other reading materials about education, I came across “EDUCATOR, MAGAZINE For Teachers”, August-September 2010 issue. Scanning over its dusty pages, I chanced to read topics on pointers about school-community partnerships.

This topic became of great interest to me and thought of applying this in Saysain High School. I am now running for about a year as school principal in a far-flung Barangay in Bagac, Bataan . . . in Saysain High School.

This high school has 312 student populace. It has two sections in each grade/year level. The complexity and hardship of life in this village calls for more serious attention by parents and teachers in order to provide quality education. After all, our effort to make the students competent and efficient in the future service of the community is initially motivated at home and further furnished in school. Education, I mean quality education, based on my experience as school principal in this school and in the former schools where I was assigned, is an “ALL-FOR-ONE TASK”. I mean there must be partnership among the school, family and community to be able to realize a better learning environment for the students. This can only be realized if camaraderie is established among stakeholders which can be done easily by telling them and most of all by listening to them. “The most basic of all human need is the need to understand and be understood. The best way to understand people is to listen to them.” (Nichols, 2011).

As a school principal, I deem it wise to have family involvement in order to expand the capacity of the school to create a friendly atmosphere. This can be done by developing a family of community volunteers that will help teachers and school staff members develop an awareness of the programs, activities and projects of this organized group. After putting down the necessary information, they can create an action team that can commit to the development of comprehensive family-involvement programs and actively implement these programs to their full realization. (Torres, 2008). The action team shall be composed of teachers, school personnel, students and community members whose collaborative efforts are directed towards a definite goal of providing services especially for the students’ needs and problems.

In my study and research, communities such as cultural organizations, volunteer medical organizations, senior groups and religious organizations offer extra-curricular activities for further enrichment of the students’ full educational growth. (Ellar, 2011). While I may encounter difficulties in the establishment of partnerships with the family and community, still I am more than willing to implement this in Saysain High School with full of optimism and that it will redound to a better learning environment of the students here.

Hopefully . . . I can!