SCHOOL-COMMUNITY PARTNERSHIPS

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Pupils/students development is a responsibility of everyone. It is not only a responsibility of teachers, but it is the obligation of parents (that is why we have PTA association) first and foremost and almost all the elements of the community is to contribute for pupils/students learning and development. Geiser, (2013) states that parents, government and non-government leaders, policy makers, and others must do their part to ensure that learners have the opportunity to thrive on learning.

There are a number of efforts in attaining the goal of educating the learners in the community. The parents and the Barangay Health Center ensure that the health and nutrition of the children are monitored so that they can study well. The police and other barangay officers and officials maintained the peace and order in their respective places so that children/pupils, students/youth and their families are protected against disorder or violence. The Department of Social Welfare and Development (DSWD) runs the Day Care Center to cater those preparatory or nursery learners in their barangay. There are many other examples of efforts and practice which supports the learning of the learners. These efforts must be strengthened by the schools, especially the school administrators. The Department of Education (DepEd) is always reminding the school administrators to strengthen its partnerships to the community linkages/supports and services. When all of these players work together to enhance services, the undertaking becomes very complex and very significant.

The domain of community linkages focuses on the ideal that school activities are meaningfully linked to the experiences and aspirations of the students in their homes and
communities. Hence, in the attainment of the curricular activities, the domain concentrates on the teachers’ efforts that are geared towards intensifying the connections between school and community activities. (Department of Education, National Competency-Based Teacher Standards, 2006).

Roche et al (2015) explains the Elements of Effective School Community Partnerships. In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that schools and communities work together through a collaborative and comprehensive approach. Community partners can help schools prepare students for college, career, and citizenship by offering additional opportunities, supports, and enrichment for young people. Strong school–community partnerships are essential for a world-class, 21st century education, and more and more communities across the country are creating such partnerships.

Schools are located in communities, sometimes on “islands” with no bridges to the “mainland.” Nevertheless, all these entities affect each other, either positive or negative. They share common goals that are related to education and socialization of the children, schools, homes, and communities. They should work collaboratively with each other if they want to minimize the problems and maximize the results. In dealing with problems like poverty, child development, education, violence, crime, safety, housing, and employment, it needs varied, multiple and interrelated solutions. The school alone can never solve all these problems. Promoting well-being, resilience, and protective factors and empowering families, communities, political and non-political organizations and schools also requires the concerted effort of all stakeholders. Schools become more effective and caring places when situated in an integral and positive part of the community. This becomes the schools’ advantage in enhancing academic performance, experiencing fewer discipline problems, having higher staff morale, and improved use of natural, physical and human resources. On the other hand, the community in general particularly families may enhance their parenting and relationships, address common
psychosocial problems, and keep family and community life stronger by working with schools collaboratively (Adelman, and Taylor 2007). This is especially true in the Philippine setting.

References:

Adelman, and Taylor (2007). Fostering School, Family, and Community Involvement. The Hamilton Fish Institute on School and Community Violence & Northwest Regional Educational Laboratory. USA.

