TEACHER-PARENT PARTNERSHIP DURING PANDEMIC

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Teaching is intertwined with parenting. In teaching, teachers play as reasonable parent, referred to as “in-loco parentis”, while in parenting, parents teach values.

Needless to say, parents exercise a preponderant role in the holistic learning approach of the Department of Education.

When classes are on the traditional set-up, I had the pleasure to meet the parents of my advisory class during the election of our HPTA Officers, in the distribution of report cards for four grading periods, and when the meeting for Moving-Up Ceremony is scheduled.

There are also instances where I had to ask them to visit the school for academic concerns and behavioral difficulties of their children. In some cases, parents voluntarily go to school to check their children’s attendance and performance.

This school year is unique. Yes, I must admit that it requires a long-term assessment to measure the quality and impact of education we deliver to our students.

But on the other side of the coin, a positive view can be perceived. We are given plenty of time to meet the parents who are now considered as co-frontliners in the new normal in education.

A stronger partnership is developed. I ask and receive updates from them in relation to the study habits of my students at home. It is a privilege for me to know more about their families. The problems they encounter and the ways on how they support each other are the stories parents share to me.
I have a great admiration to parents. Some of them are working yet, they go to school before or after their work. Many of them are busy at home yet, they allotted their time for the modules.

To be a classroom adviser in this new normal setting demands a different skill and effort. With the help of parents, everything is just as easy as ABC.

References:


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