TEACHING IN TANDEM: TEACHER-PARENT ENGAGEMENT

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Effective communication through teaching and learning can attain common goals when partnership among stakeholders like parents and teacher join together and build rapport to each other. Parents’ involvement in schools helps parents to discover their potential, which they can use for the benefit of their children.

Most children have two main types of educators in their lives – their parents and their teachers. Generally, parents are the primary caregivers and educators until the child attends nursery or starts school and remain a major influence on their children’s learning through school and into higher education. It is widely recognised that if pupils are to maximize their potential from schooling, they will need the full support of their parents. Attempts to enhance parental involvement in education occupy educators across the world. It is anticipated that parents should play a role not only in the promotion of their own child’s achievements but more broadly in school improvement and school governance. Achievement in learning is more likely to be fostered when both parents and schools work together to facilitate a supportive learning environment in both the home and the school. Schools have a role to play in being open to the involvement of parents and to explore a variety of ways to engage with parents and the wider community. How teachers view the involvement of parents is an influential factor in parents’ decisions to participate in their children’s education. Where teachers actively welcome and facilitate parent collaboration, parents are more likely to take up the opportunities that are being offered. Emerson et. al., (2012) make a distinction between parental involvement and parental engagement. They suggest that the term ‘parental involvement’ is generally used to refer only to those activities that take place in the school, such as volunteering, meeting
with teachers, attending school events and parent-teacher conferences. They prefer to use the term ‘parental engagement’ and adopt Muller’s (2009) definition of the term as “partnerships between families, schools and communities, raising parental awareness about the benefits of becoming engaged in their children’s education, and providing them with the skills to do so” (Emerson et al, 2012, p 26). Effective parent involvement strategies may also lead to benefits for teachers by making them feel more positive about their teaching ability, as well as helping to facilitate improved parent-teacher relationships.

References:
