THE VALUE OF PARTNERSHIP
(WHEN PARENTS AND TEACHERS WORK TOGETHER)

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To provide the best education for the children is the common goal of both parents and teachers. This is certain. So many studies since then have revealed that when parents and teachers work together, the common goal is attained. Communication between home and school serves as an opportunity to ensure that the pupils are in the right path. When there is proper communication between both parties regarding pupils’ development, best educational outcomes take place.

A partnership lies within the hand of both parties who work together. They know their rights and duties and clearly understand that they work for a common goal. In addition, both parents and teachers contribute what they have to address the needs in the school particularly the concerns regarding the pupils.

Kraft and Rogers (2015) in a study entitled “The Underutilized Potential of Teacher-to-Parent Communication: Evidence from a Field Experiment” emphasized that parental involvement is correlated with student performance. Through an experiment, the researchers examined an intervention that delivered weekly one-sentence individualized messages from teachers to the parents of high school students in a credit recovery program. It was found out that there was a decrease of students who failed to earn course credit from 15.8% to 9.3% — a 41% reduction. The reduction resulted
predominantly from preventing drop-outs, rather than from reducing failure or dismissal rates.

The intervention from that field experiment shaped the content of parent–child conversations with messages emphasizing what students could improve, versus what students were doing well, producing the largest effects. The findings highlight the value of educational policies that encourage and facilitate teacher-to-parent communication to empower parental involvement in their children's education.

With this in view, parent-teacher communication or partnership clearly provides an avenue to work on certain issues involving the children. However, as part of the process, parents and teachers should not become argumentative when faced with a challenging situation. There should be respect to strengthen the partnership.

Moreover, it is important for both parties to share their perspectives in a collaborative manner. Remember, teachers have the knowledge of teaching and school procedures while parents are well versed of the pupil’s long-term developmental history, interests and attitudes. The two stakeholders should know their boundaries and limitations.

For the parents, it will be very useful if the teachers provide timely feedback as regards to the performance of their children. In the same manner, parents can help the teachers to understand the learners by sharing them the kid’s background and interests. The two should provide a warm and supportive environment whether in school or at home.
Without a doubt, when parents and teachers work together, it is possible to create the best opportunities where positivity fosters among all pupils.

References: