HOME, SCHOOL AND COMMUNITY RELATIONS

Course Code: 8271 **Unit: 1-9**



Department of Early Childhood Education & Elementary Teacher Education
FACULTY OF EDUCATION

ALLAMA IQBAL OPEN UNIVERSTIY ISLAMABAD

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Faculty of Education
Allama Iqbal Open University Islamabad

DISCLAIMER

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FOREWORD

In today's interconnected world, the interaction between home, school, and community relations has never been more crucial. The collaboration between these three pillars forms the bedrock of a child's holistic development, fostering an environment where learning extends beyond the classroom and into the heart of the community.

The home is the child's first educational environment, where foundational values and attitudes toward learning are established. Parents and guardians play a pivotal role in nurturing curiosity, instilling discipline, and providing emotional support. Their involvement in their child's education is essential in reinforcing the lessons learned at school and demonstrating the importance of lifelong learning.

Schools serve as the formal educational institutions where structured learning occurs. They are not just centers for academic instruction but also arenas for social and emotional growth. Teachers and administrators have the unique responsibility of creating a safe and inclusive environment that encourages intellectual exploration and character development. The partnership between educators and parents is instrumental in ensuring that each child receives a personalized and supportive educational experience.

The community, encompassing neighbors, local stakeholders, and organizations, provides the broader context in which children live and learn. A strong community network can offer additional resources, mentorship opportunities, and extracurricular activities that enrich the educational experience. Community involvement in schools can also foster a sense of belonging and civic responsibility among students, preparing them to be active and engaged citizens.

The relationship between home, school, and community is not linear but dynamic, requiring continuous communication and collaboration. Effective partnerships are built on mutual respect, shared goals, and a commitment to the child's well-being. When parents, educators, and community members work together, they create a supportive ecosystem that empowers children to thrive academically, socially, and emotionally.

As we delve into the complexities of home, school, and community relations, it is important to recognize the diverse experiences and challenges that different families and communities face. By embracing these differences and working collaboratively, we can build stronger, more resilient educational systems that serve all children equitably.

This foreword sets the stage for a deeper exploration of the strategies, best practices, and success stories that illustrate the profound impact of effective home, school, and community partnerships. We hope that this course will inspire continued efforts to strengthen these relationships, ultimately contributing to the betterment of our educational landscape and the future of our children.

Prof. Dr. Nasir Mahmood
Vice Chancellor

PREFACE

The landscape of education is evolving rapidly, shaped by advancements in technology, changes in societal expectations, and a growing recognition of the diverse needs of students. Amidst these transformations, one constant remains: the indispensable role of strong, collaborative relationships between home, school, and community in fostering student success. The course "Home, School, and Community Relations" delves into the intricate and vital connections that form the foundation of a child's educational journey. This book seeks to explore and illuminate how these three entities can work together to create an environment that supports academic achievement, personal growth, and social development.

The home is often the first place where children begin their educational journey. It is here that they learn foundational skills, values, and attitudes towards learning. Parents and guardians are their first teachers, providing not only academic support but also emotional and moral guidance. This book emphasizes the importance of active parental involvement and how schools can engage families as partners in education. Schools, as formal institutions of learning, are tasked with providing comprehensive education that meets the diverse needs of all students. Beyond academics, schools are places where children learn to navigate social relationships, develop critical thinking skills, and build character. Effective communication and collaboration between educators and families are essential for addressing individual student needs and fostering a supportive learning environment.

Communities play a crucial role in enriching the educational experience. They offer a broader context for learning, providing resources, opportunities, and support systems that extend beyond the classroom. Community involvement can enhance educational outcomes by providing real-world learning experiences, mentorship, and additional support for students and their families. This book aims to provide a comprehensive guide for educators, parents, and community leaders seeking to create and sustain effective collaborations. It also addresses the challenges and barriers that can hinder these relationships, offering insights and solutions to overcome them.

I hope that this book serves as a valuable resource and a source of inspiration for all who are dedicated to the well-being and success of our students. The future of education lies in our ability to build strong, collaborative relationships that empower children to reach their full potential.

Prof. Dr. Fazal ur Rahman
Dean, Faculty of Education

ACKNOWLEDGMENT

The successful completion of this course on "Home, School, and Community Relations" would not have been possible without the support and contributions of many individuals and institutions. It is with great appreciation that I acknowledge their invaluable assistance and encouragement.

First and foremost, I extend my heartfelt gratitude to the authors. Their enthusiasm, dedication, and commitment to understanding the intricacies of home, school, and community relations have been a source of inspiration throughout this course.

I am profoundly grateful to my colleagues and faculty members, whose expertise and guidance have been instrumental in shaping the content and structure of this course. Their willingness to share knowledge and experience has greatly enhanced the depth and breadth of the material presented.

Special thanks to the contributors whose real-world perspectives and practical insights have added significant value to the course. Their contributions have helped bridge the gap between theory and practice, providing students with a comprehensive understanding of the subject matter.

I would like to acknowledge the support of the administration and staff, whose efforts behind the scenes have ensured the smooth delivery of this course. A special thanks go to the researchers and authors whose work has been cited and consulted. Their contributions to the field of education have laid the foundation for this course and continue to guide our understanding of effective home, school, and community relations.

It is my sincere hope that this course has provided me with the knowledge, skills, and perspectives necessary to foster strong and effective partnerships between homes, schools, and communities. Together, we can create a brighter and more inclusive future for all students.

Dr. Muhammad Athar Hussain
Course Development Coordinator
Chairman, ECE&ETE Department

COURSE OBJECTIVES

By the end of the course, the students will be able to :

1. Explain family involvement for children's well-being.
2. Create strategies for developing strong relationships with families
3. Evaluate strategies for involving families in children's development and learning
4. Choose effective community resources to address the needs of children and families
5. Develop a family involvement and support philosophy
6. Evaluate policies and procedures for working with culturally, linguistically, structurally, economically, and ability-diverse families
7. Design activities and plans that address challenging attitudes and behaviors

Unit-1

INTRODUCTION TO FAMILIES

Written by: Dr. Muhammad Athar Hussain
Reviewed by: Dr. Rahmatullah

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INTRODUCTION

The family is a fundamental social institution that shapes individual identity and influences societal development. It serves as a primary source of socialization, support, and cultural transmission. Family structures, however, are diverse and ever-evolving, reflecting cultural, economic, and societal changes. Common forms include the nuclear family, which consists of parents and their children; the extended family, which includes relatives beyond the immediate household; and the blended family, formed through remarriage, often combining children from previous unions. Other family forms, such as single-parent families and childless families, also play significant roles in society. This unit explores the concept and defining characteristics of a family, highlights the diversity in family structures, and examines how cultural norms shape these variations. Additionally, it sheds light on the transition of family structures in urban and rural settings, reflecting broader societal changes over time.

OBJECTIVES

After studying and understanding the material given in this unit, the students will be able to:

1. Know the concept and characteristics of a family.
2. Explain diversity in family structure
3. analyze the relationship of culture and family diversity in a society
4. comment on transition in urban and rural family structure.

1.1 Family Overview

A Family is defined as a group of people (two or more) who have blood relationships, mutual commitment, marriages, and care for each other. The family as a social system has developed to ensure that future generations are cared for. The family is seen as the basic unit of all societies, coordinating individual reproduction and goal redistribution within the larger social context of exchange and production. Every family structure is different, and it is important to know what makes up the family. Different people have their own concept of family, which varies from each other.

1.2 Concept of Family

The family is the most fundamental element of society that comes into being through marriage. While the development and growth of the society depend on the family, the decline and disintegration of the society also depend on the family, because the family is the basic unit of society and from it, societies come into being. The stronger and more stable the family unit, the stronger and more stable the society and state will be.

Families are conceptualized in different ways in the world. George Peter Murdock (1949) defined family in his book "Social Structure" as:

"The family is the social group characterized by common residence.

Economic cooperation and reproduction. It includes adults of both sexes. At least two of whom maintain a socially approved sexual relationship and one or more own or adopted children, of sexually cohabiting adults."

The family is the social group that has the characteristics of economic cooperation and reproduction. A commonly used definition of family is: "a householder and one or more other persons living in the same household who are related to the householder's birth, marriage, or adoption" (Census, 1990).

A family is a group of people who are related to one another by a generation (i.e., a parent-child relationship is found). Additionally, family members offer personal, intimate interaction, which is typically characterized by a strong sense of commitment, trust, respect, and long-term responsibility. It is considered that the parents' relationship includes sexual intimacy and that this family group aims to accomplish its objectives by collecting, allocating, and dispersing resources (i.e., time, money, space, and close personal contact) (Day, 2010, p. 14).

A family is defined as "a psychosocial group composed of at least one adult member and one or more others who cooperate as a group toward the fulfillment of mutual need, nourishing, and development" (Fitzpatrick & Wamboldt, 1990 quoted in Edwards & Graham, 2009, p. 193).

A family is a collection of people who have close social ties and a shared past, at least in the broadest definition of the word (Leeder, 2004, p. 25).

1.3 Characteristics of Family

One of the earliest and most fundamental organizations that has persisted from prehistoric beginnings to modern cultures is the family. Every society has had a family structure that creates, nourishes, and safeguards people who will aid them in surviving, despite variations in style and function. There are several characteristics of the family. The following are family characteristics given by Lin (1994):

1. Family is recognized as a universal group. It is found in all modern or primitive societies.
2. The base of the family is marriage.
3. Every family has some rules for the selection of a mate or life partner to establish a marital relationship.
4. A family is considered a unit of economic and emotional cooperation.
5. Members of the family share responsibilities and perform their duties.
6. The family is the smallest social unit based on a few members.
7. Family is comprised of a closed group, established after marriage or adoption.
8. The family has a sense of security.

1.4 Diversity in Family Structures

The marriage between a man and a woman creates the family, which is the most significant and fundamental unit of society. It is the fundamental building block of society, and societies are born from it. The family unit determines how strong and stable society and the state are, and vice versa. There is diversity in family and various types of families exist in a society. Some basic types of family structures are given below:

1.4.1 Nuclear Family

A nuclear family consists of members, a husband, wife and children. Children consider the nuclear family as the orientation family. An **orientation family** is a family in which a person is born. Parents perceive the nuclear family as the procreation family. **Procreation family**, in which a person marries and has a child. The husband and wife both are dependent on each other and the children are fully dependent on their parents for love, care and socialization (Berns, 2015).

1.4.2 Single Parent Family

A single-parent family is a household without a second spouse. This family typically develops as a result of a spouse's passing, a divorce, or an unwanted or artificial pregnancy. Wherein the parent (mother, father) sponsors the kids Death

of the spouse has historically been the main reason for single parent families. The increased divorce rate is another factor. After a divorce, most parents prioritise raising their kids over getting married again. Artificial insemination is the third main factor. The number of women who artificially conceive has increased in recent years, which has increased the proportion of single-parent families (Ul Abideen, 2020).

1.4.3 Extended Family

Another structure of the family is the extended family, which consists of nuclear family relatives. It is not necessary for them to live together, maybe live separately and distanced. Extended family structure is further categorized as matriarchal family, patriarchal family and egalitarian family. In a matriarchal family structure, the mother and her relatives have a dominant position. Father and his relatives have authority and dominance in the patriarchal family structure. The egalitarian family, in which the father and mother both have equal authority and dominance. However, the family is the patriarchal, matriarchal and egalitarian basic function of the extended family is to support each other in all manners.

1.4.4 Blended Family

The members of a blended or mixed family are the parents and kids. In other words, one or both of the parents should get remarried, have children together, and raise them. Step families are another name for blended or mixed families. There are two sorts, conventional and non-conventional, according to sociologists (Ul Abideen, 2020).

1.5 Cultural Consideration and Family Diversity

Culture refers to the shared values and behaviors of the people of the same community.

1.5.1 Individuality vs. Independency

Individuality and uniqueness vs. uniformity and interdependence are valued differently in different cultures. Self-reliance, making decisions based on individual needs, and maintaining a private life are all valued in individualistic civilizations. Complete loyalty to one's immediate and extended families and tribe is expected in collectivist cultures. The term "familism" refers to the dominant social structure in which family or group interests are prioritized in decision-making and the concept of a "private life" may not even exist.

1.5.2 Nuclear Family Vs. Extended Family

In western civilizations, particularly in European American culture, the nuclear family is a prevalent family arrangement. While parents normally have the last say

when it comes to important health-care decisions, children are taught to think independently and are encouraged to make judgments that are age-appropriate as well. When a young adult in the United States reaches maturity and parental consent is no longer an issue, they may decide to use their right to privacy in areas of health care. Collectivist cultures, which are founded on the extended family concept, stand in stark contrast to this. People who are American Indian, Asian, Hispanic, African, or Middle Eastern primarily rely on a wide web of reciprocal connections between their parents, siblings, grandparents, aunts and uncles, cousins, and other family members (Berns, 2015).

Self- Assessment Questions

1. Define a family. How does this definition compare to the Census (1990) definition of a family?
2. What are the key characteristics of a family as outlined by Lin (1994)? Explain how these characteristics contribute to the stability of society.
3. Describe the different types of family structures mentioned in the unit. How does a nuclear family differ from an extended family and a blended family?
4. Discuss the concept of cultural consideration in family diversity. How do individualistic and collectivist cultures differ in their approach to family and decision-making?
5. Explain how the roles and responsibilities within a single parent family differ from those in a nuclear family. What social factors contribute to the rise of single parent families?

Q.No.6. Select the best answer in the following.

1. According to George Peter Murdock, which of the following is NOT a characteristic of a family?

A) Common residence
B) Economic cooperation
C) Socially approved sexual relationship
D) Shared hobbies

2. Which definition of family includes the concept of "at least one adult member and one or more others who cooperate as a group"?

A) George Peter Murdock (1949)
B) Census (1990)
C) Fitzpatrick & Wamboldt (1990)
D) Leeder (2004)

3. What is considered the base of the family according to the text?

A) Love

B) Marriage
C) Blood relationship
D) Shared resources

4. Which type of family structure includes relatives of the nuclear family but does not necessarily live together?

A) Nuclear Family
B) Single Parent Family
C) Extended Family
D) Blended Family

5. Which family structure is defined as a household without a second spouse due to reasons such as divorce, death, or artificial pregnancy?

A) Nuclear Family
B) Single Parent Family
C) Extended Family
D) Blended Family

6. In a matriarchal extended family, who holds the dominant position?

A) Father and his relatives
B) Both parents equally
C) Mother and her relatives
D) Grandparents

7. Which type of culture values self-reliance, individual needs, and a private life?

A) Collectivist cultures
B) Individualistic cultures
C) Matriarchal cultures
D) Egalitarian cultures

8. What is the term for the social structure where family or group interests are prioritized in decision-making?

A) Individualism
B) Familism
C) Egalitarianism
D) Patriarchy

9. In the context of the unit, which family type is characterized by remarriage and children from previous relationships?

A) Nuclear Family

B) Single Parent Family
C) Extended Family
D) Blended Family

10. Which family structure is predominant in Western civilizations, especially in European American culture?

A) Nuclear Family
B) Single Parent Family
C) Extended Family
D) Blended Family

Answer Key:-

1. D 2. C 3. B 4. C 5. B 6. C 7. B 8. B 9. D 10. A

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Unit-2

FAMILY INVOLVEMENT

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INTRODUCTION

Family involvement is a vital aspect of community well-being, educational success, and child development. Families play a pivotal role in fostering social cohesion, supporting local initiatives, and shaping community values. In educational institutions, active family participation enhances student learning, promotes better academic outcomes, and strengthens school-family relationships. Understanding the historical evolution of family involvement offers valuable insights into how these roles have changed over time. Moreover, family support serves as a critical foundation for a child's emotional, cognitive, and social development. This unit explores the various ways families engage with communities, schools, and child development processes, emphasizing their significance in building stronger, more inclusive societies.

OBJECTIVES

After studying and understanding the material given in this unit, the students will be able to:

1. understand the ways of family involvement in the community.
2. know the significance of family involvement in education institutions.
3. get awareness of a brief history of family involvement.
4. explain the role of family support in child development.

2.1 Family Involvement

A family may comprise, for example, the husband and life partner, extended family (grandparents, aunts, uncles, cousins, etc.), adoptive relatives, or anybody else whom the youth or family unit believes to be a member of the family. The idea of family engagement has seen a significant change recently, with schools and communities now placing more emphasis on what they can do to support families as opposed to how families support schools and community institutions. It is the intention to create relationships with families that promote and aid in the education and growth of all kids. Successful partnerships demonstrate an appreciation for the wide variation in family structures as well as social and cultural disparities. The family is a key component of a customised strategy that enhances the outcomes for young people. As the major socializer of children, families play a crucial role in their educational success, hence family involvement in schools is crucial.

Many people believe that a family's involvement in their child's education is the single most essential component in school performance and achievement. Family participation not only improves academic accomplishment, as evidenced by higher test scores and graduation rates, but it also enhances the possibility that adolescents will pursue higher education, according to research.

On a practical level, "involvement" frequently refers to getting families to participate in an activity with their adolescents at school or in the community. However, due to the wide range of barriers and individual differences, schools and communities should allow and promote participation in a variety of ways, at varying levels of commitment, and at varying frequencies.

The most effective and efficient ways of family involvement:

- provide a variety of ways to participate;
- encourage family participation in any school or community opportunity;
- account for cultural and individual differences;
- enable participation for all who want to contribute, regardless of skill level; and
- provide support to improve participation skills.

2.2 The Perspective on Family Involvement

Participation of parents in school-work, academic assistance at home, and communication with teachers and other parents about their kids are all examples of family involvement in education. One of the most significant tactics used to improve the overall quality of education is the engagement of children from families in the educational process. The goal of family engagement is to build the links between home and school, enrich instructional programs with family contributions to the educational process, and improve children's educational outcomes.

From three perspectives, family participation in school is important. These aspects include:

(i) engagement at school
(ii) (school-family cooperation-based involvement
(iii) involvement at home.

While school-based engagement refers to parents' participation in school and in-class activities, school-family cooperation-based involvement is concerned with parents' levels of communication with instructors and how to successfully sustain it. Families that engage in home-based engagement offer a conducive learning atmosphere for their children and assist them with their assignments.

Family engagement has been demonstrated to have an impact on school achievement, both via effective communication between parents and their children and through cooperation between parents and schools, according to studies. Many studies have shown that parental participation in school and education has a favorable impact on children's academic and social performance.

There are three main ways that families can get involved in education:

(1) decision-making (making decisions about programmes and policies at the school);

(2) participation (working in the classroom as paid or unpaid instructional assistants); and

(3) partnership (giving their kids advice at home to support learning and further educational objectives).

Dr. James Comer, a psychiatrist at Yale University, discovered that incorporating parents of students from varied cultural backgrounds in these three areas helped parents overcome their mistrust of the school.

Voting encourages families to participate in education and the school system. To make choices regarding educational objectives, educational facilities, budgetary allotments, personnel, student standards of success and conduct, and evaluation procedures, local voters choose members of the school board. Despite being indirect, this encounter has an impact. When parents visit the school where their children are enrolled and speak with the administrators and teachers, direct communication occurs. Schools that try to build relationships with families and communities tend to be successful (Berger, 2007; Epstein, 2001).

2.3 Brief History of Family Involvement

The history of the family is rooted in the development of humanity. The idea of family, which is essentially an attempt to understand humanity as a social being, is also strongly tied to disciplines like biology, sociology, economics, and religion. Sociologists, anthropologists, historians, philosophers, and religious researchers are among the first to begin studying the family because of its diverse relationships.

In this analysis circle, more researchers and analysts may also be visible. Theoretical research on the family, an institution, dates back to the first person and is relatively recent—between 100 and 150 years ago. The initial research came from Western studies that started in the middle of the nineteenth century.

Many individuals think that because there is less bureaucracy, greater family participation, fewer classrooms, and a more diverse student body in private schools than in public ones, the educational outcomes are better in private schools. Private school tuition and public school taxes must be paid by families that enroll their children there. Private school funding has been the subject of intense political pressure in many states since the 1970s (Berns, 2015)

Parenting can benefit from connections between families and schools through parent education, teacher conferences, and involvement in extracurricular activities (Epstein & Sanders, 2002). Even parents of teenagers who spend time talking to their kids about school, homework, and extracurricular activities, and who encourage and believe in them, have teenagers that are goal-oriented.

Although parents and teachers have worked together since the United States' first schools were established, the concept of parental involvement has evolved over time. The actions of the schools were heavily influenced by parents and the community in the early nineteenth century. The student's learning and integration into the adult community were supported by the student's home, church, and school. By appointing instructors, designing curricula, and addressing adulthood skills necessary for their environment, the community, including parents and the school, had authority over the educational system.

A new kind of partnership emerged in the late nineteenth and early twentieth century. The rising authority of the state, county, and district educational systems began to erode parental authority, resulting in a loss of local school governance. During this time, the school began to shift away from community knowledge and toward the instructors' educational skills. It was once assumed that anyone could teach. Parenting was supplemented by school-based education and curriculum. During this transition, the student curriculum was improved in areas where parents and community members lacked knowledge or experience.

The necessity of parental involvement is reaffirmed by the No Child Left Behind (NCLB). The NCLB statute's stated goal is to "guarantee that all children have a fair, equal, and meaningful chance to attain a high-quality education and, at the very least, proficiency on rigorous State academic achievement requirements and state academic examinations" (U.S. Department of Education, 2001).

2.4 Child Development and Family Support

Children's growth and development depend heavily on learning for humans. We must learn various social skills as we grow up because we do not automatically know how to behave in society. The majority of us start studying with our family

at home. Knowledge of child development, including what a child can do physically, emotionally, intellectually, and socially, as well as methods for behaviour prevention and correction, are necessary for good parenting practices.

2.4.1 Family Support

Parents were exposed to the theories of psychologist G. Stanley Hall (1846–1924) throughout the 19th century. Hall, like Rousseau, thought that early children are intrinsically decent and will mature into self-controlled adults if not over-directed (Berger, 2003). Many modern beliefs about parenting and child development were impacted by this theory. Child-centred parenting was growing popular. Modern conceptions of child parenting concentrate utmost importance on the individual needs and wellbeing of the kid, as opposed to traditional conceptions that place emphasis on the needs of the parent. However, parents continued to control the methods of childrearing.

Learning can be done in several ways. Sometimes teaching something directly to children is in their best interests. The most common method for teaching young children is through observation of daily life. The family has the biggest impact on a child's learning and socialization because it is their main social group.

Children grow physically, emotionally, socially, and cognitively throughout this time. To take an analogy, you would want to make sure that the foundation is sturdy if you were building a large structure so that the rest of it could stand tall and strong for many years. If the foundation is poor, the structure will have a hard time standing alone. If our foundations are weak, we have a harder time succeeding in our relationships with others, careers, health, and ourselves. Therefore, it is impossible to overestimate the significance of the family in a child's growth. Finally, a child's values, skills, and socialization will be developed by the family during these early stages of development.

2.4.2 Value

Values, in general, are defined as a grasp of what is right and what is wrong. We have norms and values as a society. Observing who a society respects is one method to understand what it values. People and things that they esteem greatly are usually treated with more respect. Your youngster will notice whenever you treat others with disregard. Children are sponges that take up everything they come into contact with, and we sometimes forget that they are observing us. However, many of us agree and want to encourage qualities like respect, compassion, justice, and responsibility in our children.

Values are traits or precepts that are thought to be significant or desirable. The internalization of values is influenced by socializing agents in microsystems. What financial advice did your parents provide you, for instance? Work? Spirituality? Values are also impacted by significant societal events (chronosystem and

macrosystem impacts). For instance, the 1930s depression made individuals conscious of the need to practice frugal living.

A fantastic way to educate your child on values is to have a conversation with them about the significance of good and bad values. Even as a young child, you can start teaching your child the value of these virtues by assigning them responsibilities like clearing the table or cheering up a sick friend or sibling. Additionally, emphasizing the worth of morals will help your youngster understand the repercussions. In addition to teaching their children values, expectations, and routines, families also impart to them certain social behaviour patterns.

2.4.3 Skills

As soon as a child is born, they start to gain motor skills, verbal skills, cognitive capabilities, and emotional abilities. The family is mostly in charge of teaching motor skills to children. The time parents spend at home teaching these skills is significantly more effective than the short hours their child spends in the care of others, even if they attend daycare. Among other things, the child will learn how to sit, walk, run, climb, and use a spoon. These abilities may seem simple to us as adults, but they need to be honed at a very young age. They also help children develop their independence, which is essential for their growth.

Another important aspect of the family's participation in a child's growth is language abilities. They will never learn if you do not communicate with them and teach them your language. For example, a kid who was imprisoned in a dark chamber with very no human contact until she was rescued at the age of 13, is one famous example of this happening. Because she was never taught, she was never able to gain linguistic fluency. As a result, beginning to teach your children linguistic skills at a young age is critical to their development.

Another crucial ability for a child's growth is emotional intelligence. Because they teach children when and how to feel sympathy and compassion for others as well as how to cope with life's highs and lows, emotional skills are crucial throughout a child's life. A child who lacks the necessary emotional maturity will be unable to handle the consequences. If they lack emotional intelligence, they might make poor adult decisions.

2.4.4 Socialization

The first time a child is brought home, the family will become their social group. Parents are a child's first teachers. The lessons a child picks up from your interactions with them about how to treat people will stay with them for the rest of their lives. This socializing with the family will teach the child to trust, seek out company from others, and find comfort in others.

It is necessary to learn how to form and maintain relationships in general. With the help of the family, these talents are developed and strengthened. It's also critical to provide the child with tools for interpersonal development before they learn digital abilities. These abilities may eventually assist children in avoiding some of the negative effects of technology on children.

Learning how to interact face-to-face is essential for a child's growth. Face-to-face interactions require instantaneous responses, subtle cues from body language and

vocal tones, and much more than texting or other online messaging services can provide. Your youngster is expecting just this from their family. You can guarantee that your family members interact with one another by making sure they put their phones away and go "off the grid" for at least part of the day. More than you might think, simply asking a youngster about their day during dinner might help to foster their social skills.

2.4.5 Peer Group

The peer group a child belongs to can have an impact on their attitudes toward learning. Thus, the peer group can either support or undermine the school's socialization efforts. Here are two illustrations. Brian is unsure of his standing among his classmates. He attends a high school with a long history of academic achievement and numerous intramural scholastic competitions. Best performances are expected from Brian's peers, and they are rewarded with social recognition. Those who fall behind are mocked. Brian puts a lot of effort into his academic performance in order to keep up with his peers (Berns, 2015).

Self Assessment Questions

1) Discuss the significance of family involvement in a child's educational success and how it impacts academic achievement.
2) Explain the three main ways families can get involved in their children's education and provide examples of each.
3) How do schools and communities encourage family participation while accounting for cultural and individual differences?
4) Analyze the historical evolution of family involvement in education and its impact on current educational practices.
5) Describe the role of family support in child development and socialization, and discuss the importance of values, skills, and socialization taught by families.
6) Choose the correct option for the following questions.

1. **Which of the following best describes the current focus of family engagement in schools and communities?**
   A) How families can support schools
   B) How schools can support communities
   C) How schools and communities can support families
   D) How communities can support schools
2. **What is a key factor in successful partnerships between schools and families?**
   A) Standardizing family structures
   B) Ignoring cultural differences
   C) Appreciating variations in family structures and social/cultural disparities
   D) Limiting family participation in school events
3. **According to research, family involvement in education is linked to which of the following outcomes?**

A) Lower test scores and reduced graduation rates
B) Increased likelihood of adolescents pursuing higher education
C) Decreased academic achievement
D) Higher dropout rates

4. **What is a practical way to promote family involvement in a child's education?**
   A) Standardizing the types of activities families can participate in
   B) Encouraging participation in various ways at different levels of commitment
   C) Limiting involvement to classroom activities only
   D) Requiring families to attend all school events.
5. **Which of the following is NOT one of the three main ways families can get involved in education?**
   A) Decision-making
   B) Participation
   C) Fundraising
   D) Partnership
6. **Who is Dr. James Comer and what did he discover regarding family involvement?**
   A) A historian who wrote about family dynamics
   B) A sociologist who studied child development
   C) A psychiatrist who found that involving parents from diverse backgrounds helps overcome mistrust of the school
   D) An educator who developed the No Child Left Behind Act
7. **How did the role of parents and the community in education change from the early 19th century to the late 19th and early 20th centuries?**
   A) Parents gained more authority over schools
   B) The state, county, and district educational systems eroded parental authority
   C) The community had less influence on the educational system
   D) Schools relied more on community knowledge
8. **What was a key goal of the No Child Left Behind (NCLB) Act regarding family involvement?**
   A) To reduce the role of families in education
   B) To ensure all children have a fair chance to attain a high-quality education
   C) To limit family participation to certain school activities
   D) To focus solely on academic achievement without family involvement
9. **Which aspect of family involvement is concerned with creating a conducive** learning environment at home?
   A) Engagement at school
   B) School-family cooperation-based involvement
   C) Involvement at home
   D) Decision-making

10. What is one of the impacts of peer groups on a child's attitudes toward learning?

A) They always undermine the school's socialization efforts

B) They can support or undermine the school's socialization efforts

C) They have no impact on a child's attitude toward learning

D) They only affect a child's social behavior, not academic performance

Answer key.

1. C
2. C
3. B
4. B
5. C
6. C
7. B
8. B
9. C
10. B

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Unit-3

TEACHER AND FAMILY PARTNERSHIP

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INTRODUCTION

The teacher-family partnership is a cornerstone of effective education, playing a pivotal role in fostering children's academic achievement, social development, and emotional well-being. This unit delves into the fundamental aspects of teacher-family collaboration, shedding light on its significance, aims, benefits, barriers, and strategies for successful implementation. By understanding the value of this relationship, educators and families can create a nurturing and inclusive environment that supports optimal learning and development for every child.

One of the core objectives of this unit is to explore the significance of teacher-family partnerships for the betterment of children. Research consistently shows that when families and teachers work together, students exhibit improved academic performance, better social skills, and higher levels of motivation. The joint efforts of educators and families help create a cohesive support system that addresses children's unique needs, fostering a sense of belonging and confidence in their learning journey. This partnership enables both parties to identify and address potential challenges early, ensuring timely interventions that benefit the child's overall development.

Another key objective is to identify the primary aims of teacher-family partnerships. These aims include fostering open communication, promoting shared responsibility for the child’s education, and creating a unified approach to learning. By setting clear, collaborative goals, teachers and families can ensure that children receive consistent guidance and support at school and home. This alignment in expectations provides a stable framework for students, encouraging them to develop positive attitudes toward education and enhancing their academic engagement.

OBJECTIVES

Insha' Allah Ta'ala, after the thorough study and understanding of the material given in this unit, students will be able:

5. To understand the significance of teacher-family partnership for the betterment of children.
6. To know about the primary aims of the teacher-family partnership.
7. To overview the benefits of teacher-family mutual involvement in a child's learning process;
8. To analyze the need for parental association and engagement in light of the School Education Code and Educational Policies.
9. To be aware of the barriers lying in the way of teacher-family linkage.
10. To develop teacher- family linkage skillfully and successfully for the optimal educational progress of the pupils.
11. To resolve skillfully and successfully the barriers lying in the way of teacher-family partnership.

3.1 Introduction

Amin and Jalani (2021) report that teachers alone cannot fulfill children's needs. The collective effort of parents and teachers is needed to make a difference in the life of a child. The parents' purposeful partnership in children's learning shows a good impact on the academic, social and behavioral outcomes of the children. Parents' involvement enhances their children's motivation. Research studies about parent linkage point out that family involvement in their children's education has a significant role in the achievement of the children. Despite the significance of parents' involvement, all families are not showing strong interest in school related activities. So, it is needed that the gap between the home and school or between parents and teachers may be met. In the Western context, many programs have been successfully launched by their governments to involve actively parents, families, and society in their schools' activities.

Mc Lanahan and Astone(1991) as cited in Bhatti, Saleem and Mian (2021) monitored the relationship between children's achievements at school and family structure. They observed that children living with single or step-parents acquired less encouragement and support in school tasks compared with the children living with both real parents. They noted that the involvement of parents in their children's schooling increased the educational outcomes positively.

3.2 Aims and Functions of Teachers-Family Partnership:

Chaudhary (2019) gives a detailed description of the aims and functions of community involvement in school activities. Family is also a segment of the community at the grassroots level. According to his detailed study, school-community involvement or likely teacher-family partnership can fulfill the following functions:

i. Provision of material or physical resources on a self-help basis for educational purposes;
ii. Resolution of hurdles coming in the way of children's education;
iii. Achievement of educational objectives through joint efforts;
iv. Betterment in the teaching methodology of teachers;
v. Realization of the sense of responsibility among the teachers;
vi. Focused attention upon the professionalism of teachers;
vii. Recommendations submission for the development of curriculum in line with the community's needs;
viii. Proposals for new changes for the sake of quality education;
ix. Stoppage of any sort of undue interference from some corners;
x. A constructive and conducive role for the educational activities;
xi. Co-ordination for the organization of school ceremonies;
xii. Co-ordination for the organization of national festivals;

xiii. Rendering services for promoting and organizing sports activities in the schools;
xiv. Co-ordination for the arrangement of educational trips;
xv. Co-ordination for the supply of A.V. Aids;
xvi. Provision of honorary services for watching the ongoing development work in the schools;
xvii. Managing scholarship scheme for intelligent students on a help basis;
xviii. Encouragement and salutation to the hardworking teachers.

3.3 Effective Relationship with Parents in the Light of School Education Department's "Dastoor-ul-Amal"

Effective relationships with the parents are very useful for the children and teachers as well. The government of the Punjab (2004) stresses the fact that imparting only education is not sufficient. Rather it is essential that parents and the society may realize that the imparted education is the guarantee of their children's better future and successful life. The government of the Punjab explains in Dastoor-ul-Amal that it is the responsibility of the parents to send the child to school on time; provide him uniform and test book; get complete homework and provide him with a balanced diet. School 0064uration cannot exceed five or five and a half hours. The school remains open hardly for 200 days in a calendar year. After excluding the examination and other activities period, teaching time remains equivalent to only 170 days. In such a situation, the achievement of better educational results is not possible without the effective participation of parents.

3.3.1 Aims and Functions of Teacher-Parent Meeting

The government of the Punjab (2009) instructs that Parents-Teachers meetings may be conducted twice a year. Preferably, mothers may be invited to Girls school for the sake of meeting. The aims and functions of this meeting should cover and discuss:

i. Students' achievement score;
ii. Children's performance in curricular and co- curricular activities;
iii. Interests in the learning process;
iv. Students' regularity in the attendance;
v. Library books reading;
vi. Calligraphy;
vii. Linguistics (Study & Languages);
viii. Islamiyat-related matters.
ix. Namaz (Salat offering);
x. Child's behaviors in the classroom;
xi. Mutual interaction;

xii. Confidence;
xiii. Home Work;
xiv. Progress Report;
xv. Students' attendance;
xvi. Students' interest in education;
xvii. Students'illness;
xviii. Students' school leaving situation;
xix. Migration of students' parents;
xx. Students' re-admission, etc.;

3.4 Parents' Participation in Annual Prize Distribution

The government of the Punjab (2004) explains that the community can be informed well about the curricular and co-curricular activities of the school and staff performance through annual prize distribution. This event enhances the probability of students' parents' participation in school affairs. It is very interesting to note hereby that officially it has been allowed that school authorities may distribute gifts like the Holy Quran(Book), prayer-mat and shawl among the parents of the prize-winner students. Because this feature will promote the healthy trends of students' parents' interest in school matters.

It has been advised in the "Dastoor-ul-Amal" that model recitation of the Holy Quran, model recitation of Na'at and well-prepared speeches may be presented on behalf of selected students in front of invited parents. So that parents may have a better image of the school through such presentations. School authorities may allocate an attractive and beautiful patch of land for the parents where parents may seed the plants in the rainy season.

Majerus (2011) quotes Epstein as under:

"We need to know: How can all families be involved in their children's education from the earliest years on in ways that will help students be ready for school and do their best learning every year in school." (P.3)

The impact of present attitudes on children's social, emotional and cognitive development has long been recognized. Schools, clinics, hospitals and mosques are conducting formal, informal and non-formal progress for this purpose.

3.4.1 "Behavior with Public" as Teacher's Performance Parameter

Teacher's performance is evaluated regularly on an annual basis in all public sector schools. Performance Evaluation Reports (PERs) are endorsed for this purpose. The Reporting Officers report the performance of their subordinates through these PERs to their high ups. "Behavior with the Public" has also been included as a performance parameter in these PERs. For example, part III of Gazetted Officers, i.e., Elementary / Secondary School Heads' PERs begins with the caption of the

Official's behavior with the public. The Reporting Officer (RO) must put forth the rating about the official's behavior with the public in the A, B, or C column.

A- Rating stands for very good behavior with the public.
B- Rating stands for satisfactory behavior with the public.
C- Rating stands for un-satisfactory behavior with the public.

The Official's assessment with reference to his /her behavior with the public implies that teachers may deal with the parents of the children pleasantly. Rating A-level labels "courteous and helpful" relationship.

Rating C labels "haughty un-sympathetic and ill- behaved" relationship with the public or community.

So, a Government servant or Civil servant has been made bound to remain courteous and helpful to the public. This matter can be taken as a policy guideline for the teachers for promoting the useful teacher-family linkage.

3.5 Parent-Teacher Association in the Light of the Punjab Education Code

Punjab Education Code (n.d.) describes in chapter II, under article No. 60 that "In each college and school there shall be a Parents-Teachers Association whose composition and functions shall be such as may be fortified by the government from time to time." (P.60)

3.5.1 Teachers Collaboration and Partnership with Parents, Guardians and Families in the Light of National Professional Standards for Teachers in Pakistan

The government of Pakistan (2009) identified ten (10) professional standards for the initial preparation of teachers in Pakistan. Among those ten standards, "Standard-8' has been declared as: "Collaboration and partnership."

The government of Pakistan states that teachers build relationships with parents, guardians and families in the community to support students learning. This Professional National Standard has been sub-divided into three phases:

3.6 The First Phase of Collaboration and Partnerships:

Knowledge and Understanding

The teachers should know and understand:

- The significance of useful school/home partnership;
- The awareness about utilizing partnerships to contribute to student learning and development;
- Information about different approaches to collaborate effectively with parents and community.

3.6.1 The Second Phase:

Disposition about Collaboration and Partnerships

Teachers should have belief, faith and value in:

1. Recognizing the role of parents, guardians and other family members as a child's teacher;
2. Showing concerns about working with parents and families for all aspects of student's well-being;
3. Showing willingness to work with parents to improve the overall learning environment of the children;
   Showing concern for the children's intellectual, physical and ethical development through cooperative learning and interaction with parents.

3.6.2 The Third Phase:

"Collaboration and 'Partnerships" Standard

Teachers should promote activities to:

i. Utilize family resources to foster student learning and provide opportunities for parents to enrich learning experiences;
ii. Establish respectful and productive relationships to desktop cooperative partnerships with diverse families;
iii. Institute parents/ family involvement practices that support meaningful communication;
iv. Cultivate knowledge of the surrounding community to enrich lessons and projects of study;
   Connect schools with business industry and community platforms.

3.7 The Status of 'Community Links' in the light of National Standards for Accreditation of Teacher Education Programs

According to National Accreditation Council for Teacher Education (NACTE) (2009), there have been identified seven standards for accreditation of Teacher Education Programs. Among those seven standards, the standard 7th has been identified as:

"CommunityLinks and Outreach".

NACTE defines the National Standards for Accreditation of Teacher Education Program as under:

3.7.1 Community Links and Outreach

The institution has links and interacts with its community to help mutually each other to develop an equitable society.

3.7.2 Linkage with the Community:

1. The program carries a constant dialogue with the community for the sake of mutual advantage;

1.1 The institution develops a well-thought-out plan of project based on society and the educational needs of the community;

1.2 There are linking activities in the program, e. g., school community development plans, etc.;

1.3 Staff members, teachers, educators and prospective teachers show active roles in community development projects;

1.4 Thereby, it is visible that the services of different professionals in the community are useful in strengthening the community development programs.

3.8 Supporting an Equitable and Fair Community:

2. The program takes measures to ensure that its treatment is fair and helpful to the society members.

2.1. The intuitions (School) fellows plainly define policies and procedures about gender issues for selection, promotion, retention and other matters that affect teachers.

2.2. The program is conducted in a pleasant, open and harmonious environment.

It is mentionable here that this inclusion of the " community links standard" in the National Standards for Accreditation of Teacher Education Programs on behalf of the National Accreditation Council for Teacher Education is very significant and important for teacher-parent linkage, teacher-family linkage and teacher-community linkage. Rightly this linkage is very important ranging from the early childhood Teacher Education Program to Higher Education level Teachers Education Programs. Thus, it becomes clear hereby that observance of community links in an educational institution is as essential part of the national standardization for the accreditation of teacher education programs.

3.8.1 Acknowledgement and Recognition of Parental Role for the Betterment of Teaching Learning Environment

Mother's lap has been well declared as the first university for a child's learning. Parents at home better serve the role of teachers, mentors, guides, facilitators, reformers, motivators and trainers for their children. Home for the children is not only a place of residence rather it is a permanent place of care, safety, education training, nourishment and development, too, for the children. About the well-recognized role of kind mothers in the education of their children, Jundran (2014) has rhymed in a poem dedicated to mothers entitled "How can I Thank My Kind Mother?" as under:

“Whatever is my status or my seat,
Paradise, indeed, lies under your feet.
My sound education was your dream,
What I’m today, better you did it deem.
You were my first and foremost teacher,
You built my early figure and feature.”
(P.31)

The role of the mother is highly significant for the educational development of children particularly when they are in their early age. Teachers may keep in their minds the mothers’ meritorious role in the children’s early education stage.

However, a kind father’s role in the nurturing and development of their children’s personality is also very substantial. For example, a son has rhymed his father’s prime contribution in these words:

“Each and every moment of my life
Speaks of my father’s sublime sacrifice.
For us, he underwent so severe strife,
It’s impossible to pay it any price.
He would have much care for our diet and dress,
Tried his best to keep us relaxed, sans stress.
He was heedful of our health and hygienic habits,
Warded us off every sort of dispute and feud.”
(Jundran,2010, P.07)

Sajjad (2020) mentions that home and school are the two most important places in the life of a child. A child is the center of attraction and attention for both of them. So, harmony and coordination between parents and teachers are very much needed for the child. In the early years of a child’s life, this harmony is more essential. It is very beneficial for making the child a beneficial human- being.

3.9 Partnership Benefits for Teachers and Parents: Identification of Twenty-four Prospects

A child is the center of relation and interaction between the teacher and the student’s family. Mutual cooperation and interest in the educational welfare of students is highly useful for the teacher and the student’s parents. The rounded development of the student’s personality is a common goal both for the teacher and the student’s family. So, both parties can achieve multiple benefits through their shared partnership. Purposeful and permanent partnership or interaction between the student’s teacher and the student’s family can be strongly beneficial in the following achievements. The author/unit writer goes on to enumerate these beneficial prospects in light of his 25 years of school administrative experience:

1. Enrollment of out-school children;
2. Improvement in the students' regular attendance;
3. Whole time presence of truant students in the school;
4. Involvement of students in co-curricular activities
5. Involvement of students in leading the morning assembly programme;
6. Contribution towards the fulfillment of students' educational essentials;
7. Provision of support to students for the completion of homework;
8. Availability of guidance to the students for giving up excessive, extra and harmful use of social media, mobile, TV, etc.;
9. Awareness for students about their safe arrival into school;
10. Awareness for the students about safe exit from school;
11. Guideline for students for the cleanliness of body and costumes;
12. Guiding students' parents about good communication with their children;
13. Provision of information to student's parents about the proper selection of children's literature;
14. Removal of ambiguity emerging between teachers and parents about school funds and other issues, etc.;
15. Assurance of co-ordination between students' parents and teachers about proper implementation and observance of school regulations;
16. Intimating parents about their children's day-to-day educational progress;
17. Coordinating religious education for the children through better interaction with the parents;
18. Teachers awareness about the economic condition of children's parents;
19. Right guidance for the parents about the choice of school at the stage of their children's terminal exams or pass-out steps;
20. Coordinated efforts of teachers and parents to resolve any sort of problematic or disciplinary issues of students;
21. Effectiveness of educational facilities through the mutual interest of teachers and students' families;
22. Better inculcation of a sense of accountability among the students through teachers-parents ' partnership;
23. Monitoring of out-school activities of the enrolled children through joint efforts of teachers and students' families;
24. Usefulness of information about the student's social background in understanding the student's psychology.

Students seek more motivation, inspiration, excitement and creativity through this partnership. Positive connections between teachers and students' parents enhance children's trust and confidence in their teachers. Positive partnership reinforces a higher level of respect for the teachers in students' minds.

The idea of the Family Engagement Lab is to foster authentic family-school relationships. Specialized teachers specialized services for Family Engagement Labs or Parents-Teachers Resource Rooms can become very faithful in promoting healthy parents- teacher partnerships. All the more, parents and teachers partnership promotes regular and open communication between parents and teachers. School refusal behaviors of children can be reformed through this partnership. Teacher-Family Partnership is a strong link between classroom learning activities and at-home learning activities. The best firsthand knowledge of the child in the best interest can become available to the teacher through his family.

Muhammad Aslam Alwari (Personal Communication, January 26,2023) identifies that teachers can guide their students about the safe usage of electric types of equipment at home, kitchen gardening techniques, domestic horticulture, and household sanitary techniques.

3.10 Benefits of Parent-Teacher Linkage: An International Study

Kougiourouki (2016) conducted research about the benefits deriving from parents-teachers cooperation in Greece. Fifty-seven parents took part in the study. The qualitative analysis of the data showed that there were benefits like "… forming a better idea about their child;" "…. solving problems"; "… better cooperation;" "… pupils progress;" … forming a better teacher students relationship;" and "the pupils are happy… positive effect on the pupil." Kougiourouki concluded that benefits derived from the linkage between teachers and parents were numerous. A good relationship supports the pupil who is the most significant person to avail of the benefits of a parent-teachers partnership.

3.10.1 Local Research Studies about Students' Help at Home

Punjab Education Assessment System (PEAS) (2006) found in her research studies that the learning achievements of the students who find help at home seem better in all subjects as compared to those who do not find any help at home. Data were collected from Punjab. Achievement tests were administered in Mathematics, Science, Social Studies and Urdu at Grade Four level in the sampled schools.

Thereby it was also learnt that students who were helped by their mothers in the study got better cumulative scores as compared to those helped by fathers, brothers, sisters and other family members.

According to another finding of the Punjab Assessment Report (2006), a summary of the analysis revealed that the groups of students with a favorable environment at home and school scored better as compared to those who did not have the favorable environment at home and school. Students with positive concepts about school, fellow students and teachers showed better performance in terms of overall achievements. These findings realized the need for a strong linkage between student parents and teachers.

3.10.2 Punjab Education Assessment System's Research Studies about Parents' Role in School Improvement:

Punjab Education Assessment System (PEAS) (2006) conducted a study with reference to parents' role in school improvements.

Head Teachers' opinions were collected about parents' cooperation for students' success, school activities and their interest in school activities. Head Teachers opinions are presented as under:

Table.1

Head Teachers' Opinion about Parents Cooperation in Students Success

Parents' Cooperation in Students Success	**Head Teachers' Opinion Reflected in Percent**
Very High	3.7
High	6.3
Medium	26.3
Low	34.4
Very Low	29.4

Note: This Table shows that actually a very small number of parents are contributing cooperative services towards the schools of their children.Comparatively, the participation of the majority of parents,i.e., '34.4' percent in matters of school improvement or involvement is "Low".

3.10.3 An Analysis of Attitudes of Parents towards Children with Intellectual Disability

Hifsa Batool, Abid Masood Khan and Saleha Ashraf (2018) conducted a research study in the Faisalabad division of Punjab province. Its objective was to analyze the attitude of parents towards their intellectually disabled children and that of parents of normal children towards their normal children. One hundred parents of intellectually disabled children and one hundred of normal children took part in this

study. The index of Parental Attitude (IPA) was used as a tool of study. This IPA was designed to measure the problematic behavior of parents related to social, economic and personal experiences and educational issues in parent-child relationships presenting their negative or positive attitude towards their children. The study concluded that it is considered on behalf of the parents of intellectually disabled children that no positive improvement or development is possible in the condition of intellectually disabled children. If some targets are achieved they would be incomplete or limited. They realize that disabled children cannot achieve high posts or jobs such as good businessmen, professors, engineers, scholars and doctors. The disabled child's domestic and health needs at times become stressful for the parents of intellectually disabled children. Intellectual disabilities of children also affect the emotional health of the parents. Parents themselves report physical strain, worry, guilt and shame. Regardless of the degree of disability, parents hold unrealistic hopes and expectations with them.

In such situations, teachers can play a useful role. Teachers can guide parents about the socialization, education and rehabilitation of such children. Teachers can play a role in building the confidence, self-respect and emotional stability of such parents as threatened by the intellectually disabled children. Teachers of such students can reduce the factor of parental ignorance and avoidance of the disabled child by involving them in their rehabilitation through proper counseling. Teachers may minimize or reduce the parent's negative attitude regarding their intellectually disabled children.

3.11 Barriers to the Teacher-Family Partnership: An Interview Findings

According to the author's informal interview with the thirty (30) staff- members of a public sector secondary school,i.e., Government High School Dhunni Kalan (Punjab, Mandi Baha-ud-Din) (Personal Communication, May 28, 2022), the following barriers were identified in the way of teacher-family partnership. They may be termed as *Teachers Reservations and Considerations in Building Teacher –Family Relationship*. Let us discuss them one by one:

1. Teachers consider it an additional burden upon their educational activities.
2. Such activities need the deputation of additional staff.
3. This partnership demands teachers extra labor to maintain proper discipline during these meetings.
4. Parents try to become more informal and sometimes assertive with the teachers.
5. All teachers are not well aware of the importance of these partnerships.
6. Parents wish protocol upon their arrival into the school which looks difficult to the teachers for their pre-occupations.

7. Often students are not well-cultured and well-mannered. Their teachers feel reluctant to face their parents in the presence of children.
8. At times, students are poor in their academic activities. Their parents complain about it before their teachers.
9. Teachers feel that time and again calling students' parents into school lessens the respect of teachers.
10. Teachers perceive that parents do not show due respect and reverence to the public sector school. Education is almost free in the public sector. Parents consider that educating their children is the sole responsibility of teachers in Government schools.
11. Parents are very busy in the rural sector population. Their departure from their farming for school meetings makes them very tough.
12. Parents do not show encouraging responses whenever they are called for monthly meetings or partnership sessions. They do not pay heed to teacher's telephone calls.
13. Some Parents become very cautious about their children's academic performance reports. The monthly preparation and availability of transparent academic records related to each and every student in the class become very hard for the teachers when classes are overcrowded or staff is insufficient.
14. During parents' visits, some weak aspects of the schools also become exposed to private visitors. It spoils the existing image of the school.
15. Special sanitary arrangements are needed upon the parents' visits to schools. The sanitary staff, i.e., sweepers, etc. are not available in some schools. So, proper and befitting sanitary arrangements become a challenge for many institutions during such public gatherings.
16. Some parents present a very critical attitude upon their arrival at school.
17. Teachers have to make special preparation presentations of co-curricular items during such sessions. Some teachers lack the required aptitude and special taste for such programmers.
18. Some schools face the problem of insufficient buildings and insufficient compounds. Managing visitors' arrival during ongoing classroom activities under such circumstances does not seem convenient.

In view of these reservations, School Heads should try to resolve efficiently all these obstacles through mutual consultation.

3.11.1 Barriers in the Way of Teacher-Family Partnership: Another Study-Findings

Naz and Parveen (2021) conducted a research study to explore the effect of parents' involvement in the enhancement of the quality of teaching at the Montessori level. Two hundred parents and one hundred students of play Group to Class Two participated from ten public and ten private primary schools of Lahore City.

According to the findings of the study, parents showed certain reservations and barriers in the way of teacher-family relationship, i.e.,

1. Thereby parents were found mostly concerned about the infrastructure of school.
2. Parents looked more concerned about their children's inability to communicate in English.
3. The parents had less interest in the stress produced by children's separation from their mothers.
4. There prevailed a conflict between the parents understanding and the knowledge about which type of environment can help the child's learning.
5. Teachers did not understand the parents' beliefs and values regarding their students' learning.
6. The role of parents in early childhood education was found practically less in the public sector as compared to the private sector.
7. The private sector provided more opportunities for the parents' involvement than the public sector.
8. Most of the schools' management showed the stance that parents did not prefer to play a role in their children's present development.
9. Most of the parents do not want to take the liability as they are short of spare time.
10. The main reason for parental week involvement was found lack of connection between the school administration and parents.
11. Parents were of the opinion that their engagement was not welcomed.
12. Some parents had misconceptions about teachers and schools.

3.12 Analytical View of Study

The analysis of the data revealed that despite the above-listed communication barriers and the problems of misunderstanding in the Pakistani school, both stakeholders wanted to work on a mutual relationship for the sake of children grooming. Among the teachers, 58% believe that parental involvement could enhance students' performance and that students could deliver their best in this way while 78% of the parents' population believe that those whose parents are not involved in their children lose their attention and are ignored, too.

3.13 Conclusion

Partnership between teachers and parents is very much essential for the better education of a child. The basic aim of this partnership is to make the child a good human being and a useful citizen of Pakistan. The harmonized, coordinated and

joint efforts of teachers and parents expedite the sound development of children in a purposeful and constructive manner. This partnership makes them nearer home and school to each other. Parents' information about school rules and regulations becomes helpful in the process of a child's education. Parents' support and guidance at home for their child enables him to be an accountable and responsible student of the school. Parents' positive support for their children strengthens the school system very much. Students' uniform, cleanliness, school bags, homework, daily attendance, monthly dues, health, sports, and co-curricular programs-----everything is linked with home. Islam lays special emphasis upon the parental role for their children's due nurturing and noble training.

3.14 Recommendations

Teachers may show warm readiness for welcoming the parents into school. They may be properly trained for this purpose. Head-Teachers may extend their full support to their teachers for organizing parents-teachers meetings and seminars. The Government may allocate some monetary budget and time allocation to this activity. This partnership may be taken as a pleasant, positive, creative and constructive activity on a permanent basis.

Questions of the Unit
(Self-Assessment Questions)

Q. No. 1 Sketch out the need for teachers- family partnership for the accomplishment of children's educational process.

Q. No. 2 Identify the areas and domains where teacher-family linkage can be of great help for early childhood care and education.

Q. No. 3 Explore the role and scope of teacher-parents linkage in the light of the following official documents:

1) Dastoor-ul-Amal (Government of the Punjab, School Education Department)
2) Teacher's Performance Evaluation Report (PER)
3) Punjab Education Code (Government of the Punjab)
4) National Professional Standards for Teachers in Pakistan
5) National Standards for Accreditation of Teachers Education Programs

Q. No. 4 What are the major benefits for teachers on regulating teacher-family partnerships? Please enumerate fifteen benefits at least.

Q. No. 5 What are the major benefits for the parents in sustaining proper teacher-family linkage? Please point out here fifteen benefits at least.

Q. No. 6 What sort of reservations or barriers do teachers feel in maintaining regular partnerships with the parents of the students? Please investigate important barriers ranging from 7 to 10 and discuss them with the relevant rationale.

Q. No. 7 What role can a Head Teacher of the school play in the encouraging development and promotion of teachers-family partnership in his/her school? Give your answer with radical argumentation.

Objective Type Questions (Self-Assessment)

Note-Please choose one option the most relevant to the statement.

Q. 1. Family is segment of_____ at grass root level.

(a). village (b). city (c). town (d) . community

Answer: (d)

Q. 2. Teachers' performance is evaluated regularly on _____.

(a). monthly basis (b). quarterly basis

(c). annual basis (d) . bi-annual basis Answer: (c)

Q. 3. PERs stands for:

(a). Primary Evaluation Reports (b). Personal Evaluation Report

(c). Permanent Evaluation Reports (d) . Performance Evaluation Report

Answer: (d)

Q. 4. In the Context of PERs, RO stands for:

(a). Reporting Officer (b). Range Officer

(c). Regional Officer (d) . Returning Officer Answer: (a)

Q.5. Among the ten national professional standards prescribed for the initial preparation of teachers, "Standard-8" has been declared as:

(a). Collaboration and partnership

(b). Collaboration and coordination

(c). Communication and confrontation

(d) . Communication and transmission Answer: (a)

Q.6. Paradise, indeed, lies under your_____' s feet.

(a). mother (b). father (c). grandmother (d) . grandfather

Answer: (a)

True/ False

Q. 1. Index of Parental Attitude (IPA) is the name of an association.

[True/ False] Answer. False

Right Answer: (Name of a Study-tool)

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Activities

Activity No. 1 Make a list of the most important and the most significant essentials/items required for the Functional Parents Resource Room in an Elementary or Secondary school. Comprise a list of twenty 20 useful essentials.

Activity No. 2

(A) Explore and write down five Quranic verses with their respective Urdu/ English translation related to the smooth and sound development of the teacher-family partnership.

(B) Write down five Hadits of the Holy Prophets Hazrat Muhammad sall-Allah-o-alai-i-wa aalihee wa sallum as guiding principles for the initiation and proper restoration of teacher-family linkage.

(C) Explore and endorse 10 quotations of the local or international educationists bearing the significance of mutual partnership of teachers and parents for early childhood care and education.

Activity No. 3

What type of arrangements class teachers should make upon the regular arrival of children's parents into their children's school or classroom? Prepare a checklist of 7 to 10 most important tasks.

Activity No. 4

Please think over events/occasions upon which students' parents can be invited into school during the academic calendar year. Please enlist those events or occasions or programmes upon which students' parents' arrival or partnership can be of great help for the student's achievements and school.

Part A

Fill in the given columns serial-wise keeping in view the regular partnership of teacher-parents:

1	2	3	4	5	6
Serial No.	**Month**	**Regular Agenda for teachers-parents partnership**	**Activity/ Activities**	**Aim/ Aims**	**Benefit/ Benefits**
For Example, Students' Admission into a new class through an admission - campaign can be an agenda of the month.					
1	April	…	…	…	…
2	May	…	…	…	…
3-4	June-July	…	…	…	…
5	August	…	…	…	…
6	September	…	…	…	…
7	October	…	…	…	…
8	November	…	…	…	…
9	December	…	…	…	…
10	January	…	…	…	…
11	February	…	…	…	…
12	March	…	…	…	…

Part B

Note: You may propose please another chart bearing such a schedule in accordance with the Islamic /Hijri calendar year ranging from Moharam-ul Haram to Zil-Hajj. Thereby, teachers-parents meeting activities or participating engagement of the parents may be reflected month-wise, too as under :

S.N	Month of the Islamic Calendar	Participating in engagement/Program for the parents (curricular/co-curricular)	Aim/ Aims	Benefit/ Benefits	Barrier Reservations (If any)
1	Moharam-ul-Haram	…	…	…	…
2	Safar-ul-Muzzaffer	…	…	…	…
3	Rabi-ul-Awwal	…	…	…	…
4	Rabi-us-Sani	…	…	…	…
5	Jamadi-ul-Awwal	…	…	…	…

6	Jamadi-us-Sani	…	…	…	…
7	Rajab-ul-Murajjub	…	…	…	…
8	Shu'ban-ul-Moazzum	…	…	…	…
9	Ramzan-ul-Mubarak	…	…	…	…
10	Shawwal-ul Mukarrum	…	…	…	…
11	Zeeqa'd	…	…	…	…
12	Zil-Hajj	…	…	…	…

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Unit-4

FOUNDATIONS OF A SUCCESSFUL PARTNERSHIP

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INTRODUCTION

The foundation of a successful partnership between teachers, families, and the broader community is essential for fostering a well-rounded educational experience for children. This unit highlights the teacher's pivotal role in establishing and maintaining strong school-community relationships. By serving as a bridge between the classroom and the community, teachers promote a supportive learning environment that enhances student engagement and success.

A central focus of this unit is the importance of parental involvement in the teaching and learning process. Active parent participation strengthens the educational experience, leading to higher student achievement, improved behavior, and greater motivation. This unit also explores the key aspects of school-community relations, emphasizing how collaborative efforts can create inclusive and culturally responsive educational environments. Additionally, the unit addresses the administrative factors that influence the effectiveness of school-community partnerships. These factors include leadership support, resource allocation, and policy frameworks that facilitate active engagement. Finally, students will be encouraged to think creatively about innovative ways to foster family involvement in schools, promoting sustainable and meaningful connections. By mastering these concepts, students will be better equipped to cultivate effective partnerships that contribute to students' academic, social, and emotional well-being.

OBJECTIVES

After studying this unit students will be able to:

1. Identify the importance of the teacher's role in building school community relationships
2. Know the benefits of parent's involvement in the teaching and learning process
3. Know the key aspects of school and community relations
4. Identify the administrative factors influencing school community partnership
5. Able to create new ways of family involvement in schools

4.1. Teachers' Ideas and Attitudes

Strong parent-teacher cooperation is essential for kids' academic and social-emotional growth. The favorable impact of parental participation on child development has been thoroughly proven. Meanwhile, the teacher's attitude is the key to achieving positive parent involvement. Teachers have the ability to be quite influential in parents' decisions concerning their children's education. Teachers with a good attitude toward parent involvement are likely to form partnerships with parents. Meanwhile, teachers' negative perceptions of parents and parents' engagement, which are molded by culture and schooling practices, may limit home-school connection. Teachers' attitudes regarding parental involvement are critical to the level of quality of parent-school partnerships in early childhood education. Working with parents is a legal requirement in several nations, including the USA, the Netherlands, and Belgium. The No Child Left Behind Act of 2002, for instance, mandates that schools "organize and execute programs and procedures to include families in their children's education" in the USA.

Though it would probably be more realistic to conceive of parental relationships as complicated, it is typically perceived as being one-dimensional. Epstein describes family, school, and community as "overlapping realms of influence" in which people should participate in various forms of interaction for the benefit of pupils. When it comes to parent participation, parents and instructors may have different objectives, agendas, and attitudes. Many instructors still view parents as lacking, which shows up in attitudes where parents are seen as "problems," "vulnerable," or "less able" and should thus be kept out of schools. Each parent and teacher brings to the melting pot of parental involvement personal viewpoints that are firmly grounded in their own historical, economic, educational, and ethnic, class, and gendered experiences.

Teachers are reportedly using less conventional techniques to promote parental participation in their students' education. Fewer teachers are reporting using more family-school collaboration efforts; therefore, it appears that this trend is linearly expanding. When parents believe they have the knowledge and skills necessary to support their child's academic achievement, they are more likely to be actively involved in their child's education. When instructors do not think they have the abilities and expertise to adequately integrate families into the educational process, family-school collaboration will suffer. Less building principal support was indicated by middle and higher-level teachers for family-school collaboration programs. Teachers and administrators might benefit from the guidance of school psychologists in promoting developmentally appropriate family interaction techniques. Weekly updates from instructors may be included in the weekly report in nations without recorded telephone message systems.

The organizational aspects of the school in which teachers work can be ascribed to their proclivity to contact parents and their views about parent participation. School

governance can foster new and varied types of engagement between teachers and others, including parents. School governance reshapes teachers' and parents' responsibilities, as well as influencing instructors' work and behavior.

Creating family-school partnerships (FSPs) is difficult for teachers, despite the fact that doing so is a crucial aspect of a teacher's job description. However, it appears that Teacher Education Institutions (TEIs) give little thought to preparing future teachers for FSP.

Researchers have discovered that TEIs give little attention to this issue and candidates are not well prepared. Little is known about how teacher candidates are taught to create Family and Social partnerships (FSP) with parents. This could be because administrators and teaching staff give candidates conflicting instructions during their fieldwork, and because there are few chances for candidates to speak with parents directly.

The difficulties TEIs encounter in addressing FSP are mostly due to the concept's intricacy and the unspoken power dynamics between parents and instructors. Candidates must be aware of this complexity in order to comprehend the contradictory information offered by educators. To deal with these conflicting signals, educators should encourage candidates to create their own ideas and perspectives about FSP. Candidates ought to have the chance to experience both simulated and actual interactions with parents. Fieldwork enables them to acquire the abilities required to form productive alliances. They also help to clarify and anchor their beliefs while giving significance to the knowledge they have acquired. Candidates can learn about the difficulties of parenting and gain an understanding of other cultural origins via such encounters.

4.2. Concept of Professionalism

Teachers require a high professional ability to maintain healthy parent-school relationships. Many definitions of "professionalism" place a high focus on an externally imposed idea of what is permitted by the collective scope and duties of a profession. Therefore, professionalism might be viewed as a type of service-level agreement that is externally enforced. Hoyle (1975) used the word "professionality" to describe many characteristics of teachers' professional lives. He defined professionalism as an individual's ideologically, attitudinally, cognitively, and epistemologically grounded attitude. It is still unknown what professionalism is, and how it develops the broad sociological field, particularly in relation to education. Without comprehending professionalism's fundamentals, it is hard to comprehend how it functions and, consequently, how it can be influenced.

Cooperation, though it might be intermittent and informal, is a useful kind of joined-up functioning. Collaboration and coordination imply a more organized, methodical, and long-lasting type of collaboration. In this arrangement, cooperation

only takes place at specified times and for defined goals. It may also be used to describe casual interactions and teamwork among local professionals.

Without a common objective, cooperation is still possible, but collaboration implies the presence of this additional component. Collaboration is the term used to describe the working connections between several teams or units within a single department as well as the cooperation of experts from various agencies or fields. Responsibility and emotion are the two key facts of cooperation. Shared accountability, whether for duties or decision-making, emerges as an important idea in complex cooperation. Genuine professional role expansion occurs via collaboration, which may be a creative and dangerous process. Developments like combined work evaluation represent the concept that by collaborating, organizations may generate a value-added component.

The emphasis on shared goals, the presence of decision rules, the level of formalization present, and other characteristics set coordination apart from cooperation. Compared to more ad hoc and transient cooperation initiatives that often include field level people, it is closer to joint action and more likely to involve higher-ranking individuals. Organizational mergers and integrations constitute the fourth degree of collaboration. This changes the focus from organizational partnerships to teamwork issues inside a single team.

4.3. Sense of the Self

Stronger senses of self-efficacy lead to more ambitious objectives and more dedication to accomplishing them. As a result, parents who have a high sense of efficacy will be more inclined to be involved in their child's education since they think doing so would improve the student's academic performance. Parents at the secondary level with a lower level of education, seem to have less faith in their capacity to assist with school work. According to research, parents who are confident in their capacity to support their child's success are more likely to perceive intelligence incrementally, meaning they think their engagement in the child's education would enhance his or her knowledge and performance. On the other hand, parents who have low self-efficacy tend to subscribe to the entity theory of intelligence, which holds that academic performance is more dependent on talent than on effort and that, as a result, their assistance won't make much of a difference.

4.4. Compassion

Strong compassionate behavior is an essential component of parent-teacher relationships. Compassion is conceptualized differently in many philosophical, scientific, and meditative traditions. Compassion has four unique components, including a cognitive-empathic aspect (knowledge of pain), an emotional side (an empathic concern affected by perceived suffering), and a motivating aspect (a readiness to help to relieve suffering). Compassion has been defined as an evolved

feeling that is part of a larger developed motivational system related to caring. This motive is the source of compassion and permits one to approach and interact with suffering. Once involved, persons must be able to assist when situations allow.

The precise meaning of compassion is "to suffer together." Emotional specialists define it as the feeling you get when you are faced with another person's suffering and are moved to try to end it. On the other side, altruism is a type of selfless behavior that is typically motivated by feelings of compassion.

Compassion is sometimes mistaken for empathy or love, although it is much more than these emotions. Compassion is awareness of suffering combined with a desire to alleviate it. Learning to be self-compassionate is being supportive of ourselves and our good intentions, especially through tough moments in our lives.

The compassionate perspective that we have is essential to understanding ourselves and others. A compassion-based strategy is dependent on emotional responses. Acknowledging suffering, realizing the universality of human suffering, empathizing with the person experiencing it, tolerating uncomfortable feelings related to empathic understanding of another's suffering (such as fear or distress), and being motivated to act to end the suffering are the five fundamental components of compassion. These traits, in our opinion, might be further defined in terms of distinct visual attention, social-cognitive, and social-emotional processes.

To better understand how compassion develops, it is necessary to distinguish between various caring behaviors. The three main varieties of compassion that have been identified—basic, intercultural, and global/great compassion—might reflect a developmental continuum. According to theory, the human care-oriented motivational system is where compassion is rooted. This compassionate space is necessary for both survival and growth. Compassion for others beyond one's biological and cultural in-groups is known as intercultural compassion. It is believed that this form of compassion—for people from backgrounds distinct from one's own—is less common than basic compassion. Even more uncommon forms of compassion are referred to be global and tremendous compassion, which is defined as compassion for all of mankind or all sentient beings.

Social preferences and compassionate natures are traits that are present from birth. Even at three months old, infants prefer aid to obstacles. The growth of two distinct brain networks linked to empathy and perspective-taking, for instance, is linked to compassion. The activation of the reward and care/affiliation systems as well as the deactivation of the danger system are two essential motivational processes that are connected to it. Emotion regulation and prosocial drive are linked to the quality of early attachment connections.

The quality of care that adults and children receive predicts the quality of care that they provide to others. Adults with a stable attachment type are more compassionate and prosocial. Schools, community activities, and faith-based organizations all influence growth.

Compassion-based philosophy is a good place to start when thinking about the partnership process for a number of different reasons. According to earlier studies, compassion-based practice may be learned and is helpful for directing both process and procedure (evidence- and compassion-based therapies have showed promise in implementation and knowledge translation). So for community-engaged scientists, training in compassion-based practice may be quite effective and valuable. Second, compassion-based methods are consistent with contemporary ACP procedural models, which encourage direct communication with community partners, group decision-making about joint objectives, and attentive observation and understanding of power relations. Third, according to experimental psychology research and healthcare discourse, compassion-based practices like meditation and mindfulness have been associated with decreased implicit bias towards marginalized groups in practice.

4.5. Respect to Others

Building respectful, reciprocal connections with community members was a recurring subject in discussions about working with the community. One of the most crucial aspects of creating an environment that will enhance student's chances of success in school and throughout their life is the attitudes and connections that children have with their parents, relatives, teachers, preachers, coaches, instructors, and tutors.

Effective family-school partnerships exhibited dedication, respect, cooperation, professionalism, and communication. Teachers' attention to helping the kid and family and their commitment to helping the students meet their high standards gave families a sense of security. Families spoke of their confidence in educators who were capable of meeting children's needs in a flexible way, open to learning, and employed proactive and innovative pedagogical techniques. Families noted that school personnel showed their respect for kids by showing empathy, sensitivity, compassion, and kindness while showing their respect for families by paying attention to them, appreciating their expertise, and treating them equally in educational decision-making. Families emphasized the value of communication in bridging the gap between home and school.

Teachers and parents might wish that the school could handle everything on its own. However, both today's families and schools depend on each other. This shared desire may be the biggest reason for hope for change in many respects. Parents are encouraged to express their concerns and requests to teachers, and if they are not satisfied with the response, they have the power to leave the classroom. It is arguable that the power dynamic, a component of all social relationships, has changed in favor of some parents at least. In this regard, parents might pose a danger to the professionalism of instructors. Teachers are required to manage this

relationship in order to uphold their professionalism on the one hand and satisfy the parents as customers on the other.

In the context of education, the concept of partnerships is particularly crucial given the interdependence of family, community, and school. According to the South African Council for Education, instructors must acknowledge parents as partners in education and foster positive interactions with them. Parents must be properly and promptly updated on the students' progress and well-being. One of the fundamental ideas in education should be community participation. All stakeholders involved in the educational process—teachers, principals, parents, students, and skilled support staff—must actively collaborate on this.

4.6. Trustworthiness

For many individuals, trust may mean many different things. It depends on the situation and might take the form of an attitude, purpose, belief, expectation, behavior, and more. Trust may be defined as a readiness to be open and vulnerable based on the assumption that the other person is kind, trustworthy, capable, honest, and open.

The study's literature separates interpersonal trust, which can be further divided into individualized and general/social trust, and trust in institutions into two basic categories. Interpersonal reliance and personalized trust develop through face-to-face interaction and are aimed at people and peers who are connected to one another through a complex web of relationships and who have developed shared goals, objectives, and aspirations. In organizations with strong social rules, reciprocity, and unity, individualized trust grows.

Personalized trust is the conviction that one's neighbors are, on the whole, good people who are willing to provide a helping hand when needed. A broad feeling of good will toward others, when these individuals are purposefully not specified and qualified, gives rise to a personalized or social trust. People may share fresh ideas and communicate information with neighbors who are extremely different from themselves in communities with high levels of interpersonal trust.

Institutional trust is the conviction that public institutions are reliable, comprehensive, and impartial. The degree of self-reported interpersonal trust varies significantly between and between nations. Levels of trust have been found to be significantly connected with age, racial origin, socioeconomic class, gender, and degree of education.

When schools seek to reorganize traditional institutions into ones that are more responsive to the complex dynamics of teaching and learning, trust becomes a key organizational prerequisite. Individuals can transition from being autonomous agents to dependent partners by working in a trusting setting that supports their working relationships in schools. To make this happen, role expectations and

responsibilities must be clearly defined so that both individual and collective conduct can be evaluated.

In the presence of these expectations, trust serves as a kind of social control that reduces the need for defined rules and centralized organizations to regulate conduct. Trustworthy organizations rely more on expert judgement and individual freedom than on predetermined procedures. People are trusted to carry out their duties in accordance with the normative norms. On the other hand, mistrust frequently results in tighter control mechanisms that employ restrictive laws and regulations to further one's own interests.

Observed that a lack of confidence in schools separates parents and the general public from school administration. In order to smooth the shift from parent-school independence to dependency, integrating parents into the core of schools demands a certain level of confidence. Schools with higher levels of teacher trust were more successful at decentralizing organizational structures and procedures than schools with low levels of teacher trust. Although trust is seen as crucial in social interactions and professional partnerships by organizational theorists, sociologists, behavioral psychologists, and teachers, describing its fundamental components is more challenging. It is a difficult idea to grasp.

The assurance that there would be a remedy available if one side violates the agreement fosters trust. All schools don't have the same goals or working methods. The goals of education are unformulated, and it is challenging to come to an agreement on teaching methods and procedures. It might be challenging to identify an individual or a role group as the cause of a breach of responsibilities and expectations.

Interactions between and within role groups lead to the type of trust that characterizes schools. The social dynamics inside the working core are more crucial to the functioning of the organization in a setting where goals and procedures are as dispersed as education. This is one of the reasons schools are starting to build networks that bring together parents, teachers, and the neighborhood.

Trust is more likely to be high when social interactions are in line with the obligations and demands of role groups. Relational trust is positioned inside and between the interdependent role groups of schools in our theory. Although it has personal roots, trust is a shared perspective since it develops via interactions with other role groups. The majority of research assesses group perceptions of trust rather than individual group members. In groups, trust is more closely related to adherence to expectations than it is to a collection of personal convictions. Interpersonal relationship trust is created when individual conduct and role expectations are in harmony.

Parents are not professionals when it comes to teaching, learning, and their duties. Parent-School Partnership is seen as low for the main goal of education. Parents

lack the formal authority and positional capacity to establish academic objectives, formulate academic rules, and specify academic procedures.
The interaction between students and teachers cannot adequately capture the nature of teaching and learning. We view parents as co-workers who share equal accountability for the school's academic performance. By including them in the educational process, parents share the responsibility for the learning of their children. Effective parent-school partnerships start with fundamental supports, such as encouraging regular communication regarding a student's growth and development, much like a needs hierarchy.

4.7. External Factors for Successful Partnerships

There are numerous outside factors that affect parents' school relationships like the following:

4.7.1 Administrative Support System

The school community, which is made up of the principal, teachers, parents, and students, has a unity that results from complex relationships. Capturing harmony between the family environments, where people encounter their early learning processes, and the classroom and school are crucial to this unity. Techniques that will enhance this education and add richness to the child's life; to guarantee a smooth and consistent cooperation between all parties in charge of the child's growth, instruction, and education, as well as to carry out the goals of education.
School administrators' abilities to plan parent engagement initiatives are not at the appropriate level. This is due to the fact that they place a high value on skills related to organizational climate, staffing, and equipping while implementing their organizational environment skills only to some extent. In order to achieve the necessary goals of parent engagement, the building phase has an effect on the organizational process.
Schools must offer the resources and circumstances necessary for parents to be involved in their children's education, and administrators, teachers, and other support staff members must show a genuine concern for the needs of families. It is necessary to develop settings where families may express their desires, aspirations, and issues and can take part in the decision-making process.
Parents and teachers agreed in the study that administrators needed to do a better job of staffing and equipping parent engagement efforts. This implies that the procedure must involve the necessary manpower and the assistance of all concerned members of the school community. School-family collaboration in all of its varied forms must be used to establish an atmosphere that would have a positive influence on the attitude of parents and teachers at schools.
Schools should be grateful to the school staff, volunteer families, the community, and partners for giving their time and helping to build parent engagement programs.

To do this, schools must set up a multifaceted communications network. It was determined that elementary school is where school-family cooperation is most intense and that participants' perceptions of school-parent collaboration vary depending on the kind of school. Some educators and administrators think that high school kids are more mature, self-aware people who do not require parental involvement in the educational process. The value of and effectiveness of school-family collaboration in secondary schools as well as in elementary schools. This is connected to how much weight school-family cooperation receives from administrators and instructors.

Due to the persistent decline in results, the importance of a principal has been overestimated in the past and is now again generating academic interest. In order for administrators to connect with the school community, the faculty of the school is crucial. Faculty will be more willing to act as a bridge to the community if they trust their leader, and trust is much moderated by the principal's behavior and ability to adjust to expectations.

4.7.2 Communication Time and Skills

Schools and teachers are aware that keeping good lines of communication open with parents is essential to their work. To aid students in learning, teachers must be conversant with the backgrounds, native tongues, and cultures of the students. Parents benefit because they are better equipped to assist learning at home and are more knowledgeable about what happens in the school. Children gain the most from increased communication since the interaction between home and school aids in learning and academic success.

Communication between parents and teachers, however, can be challenging, particularly when parents are uneasy at school, don't speak English well, or are from a different cultural background than instructors. Fortunately, there are techniques to facilitate communication between parents and instructors.

Teachers must be aware of the child's life outside of school in order to perform their duties effectively. Some teachers arrange talks to coincide with the working hours of the parents. Making it simpler for parents to visit the school by providing child care or transportation will also help. Some parents feel more at ease and welcome in the school when it opens a parent center or extends a kind welcome to visitors. Some teachers visit parents in their homes. Some teachers will also write notes to the parents or send information on the student's family member’s home. The different cultural roots of children and their families are also celebrated by certain instructors and schools, who even offer interpreters. There are numerous things that schools and teachers may do to facilitate communication with families.

Be Warm

Particularly when it comes to parent-teacher relations in elementary school, a little courtesy goes a long way. Be kind, pleasant, and encouraging whether you're speaking in person, over text, or via email. *In* person, greet your parents with a smile, a handshake, and direct eye contact.

Be Positive

Effective parent-teacher communication is built on optimism. When speaking with a student's parent or guardian, begin by expressing your admiration for them. Like kindness, a little excitement goes a long way.

Foster a Sense of a Trust

The foundation of a relationship with parents is trust. Parents must trust the teacher who is teaching their kids. Reassure parents that all of your conversations are private and that you only have your pupils' best interests in mind as an elementary school teacher when you communicate with them.

Communicate Often

Be sure to communicate frequently as well! Both primary and secondary school teachers make the error of either not communicating enough or only doing so when there is a problem. Maintaining open lines of contact with your parents will keep them from being on high alert all the time.

Different Forms of Communication

Parent-teacher communication is not one-size-fits-all, whether it be in elementary school or elsewhere. Find the communication methods that your parents and/or guardians like to use, whether they are apps, message boards, email, social media, or phone calls, and stick with them.

Make Parents Feel Valuable

Making parents feel valued is the first step in encouraging effective parent-teacher contact, especially in primary school. Any parent or guardian may contribute to your school in some way, whether it's volunteering at an event or talking to students about their future plans. Encourage them to contribute and share their talents.

Acknowledge Involvement

Parents are not expected to be involved in their children's education. It is crucial for primary school instructors to recognize contributions and show appreciation to parents and guardians, whether they take time out of their day to meet with you or take part in school activities.

Ask Questions

Ask questions while speaking with parents of elementary school students. Not just about how they learn, but also about the interests they have. Pay attention and take it all in. Pose follow-up inquiries. You'll be astonished by how much you may discover about your pupils' families in addition to their own.

Don’t Make Assumptions

No teacher should ever assume anything about a student's family situation. Never presume that a pupil has two parents or even any parents at all. Recognize that families occur in all different forms, sizes, and cultural contexts.

4.7.3 Variety in Family Involvement

Students who have active parents are more likely to graduate from secondary school, participate in programs at higher levels, pass their classes, attend school consistently, and develop stronger social skills. And they apply to all families, regardless of wealth or origin.

Parenting

By maintaining a healthy home environment, parents may aid in the early stages of their children's education. By providing parenting classes, directing families to crucial support services and government aid programs, and inspiring parents to set a positive example for their children by reading to and in front of them, educators may assist parents.

Communicating

Parents must be involved, and it must be simple for them to voice any queries or worries. Hold parent-teacher conferences, send home work with grade explanations, communicate regularly with parents via emails or memos outlining the work done in the classroom, and be available for phone calls and parent-teacher meetings (with an administrator present, if needed).

Volunteering

Volunteering in the classroom or at the school is one of the simplest methods for parents to get involved in their kids' education. Encourage parents to engage in lessons and let them know about the several volunteer possibilities available at the school, such as office work, helping with safety patrols, operating concession stalls at athletic events, etc.

Learning at Home

Students might learn a lot from their parents and other family members. We should inform parents about homework assignments and projects to aid kids in their at-home learning. Additionally, we might give them items that are intended to make it easier for them to comprehend the facts you're conveying. By bringing home lists of extracurricular activities and reading assignments, parents may help guarantee that their kids have the chance to study outside of the classroom.

Decision-Making

Parents and educators work together to operate good schools. Parents should be encouraged to join the PTA/PTO and take part in neighborhood lobbying and support organizations for education. Similarly, we must inform parents about local elections for school boards.

Parents and families will contribute to ensuring that schools are sufficiently supported and will hold schools and teachers to high levels of accountability, the parental participation aim specifically states. Many parents may be hesitant to get involved in this way, especially those who don't speak well or have mistrust of the educational system. However, initiatives to improve parental involvement must include this form of participation as a crucial element.

Families may be given the chance by schools to contribute to the efforts of teachers and schools to improve. Several school systems have adopted new governing structures in recent years.

Collaborating with the Community

Parents who are involved in the community are typically also involved in the educational system. In order to foster a sense of community among parents, teachers, and administrators, you may organize neighborhood service projects, let parents know about upcoming activities at local museums and parks, and invite local leaders to speak in the classroom and at parent meetings.

Schools are developing new methods of collaborating with parents, utilizing new technology, and figuring out ways to make family communication more individualized and in line with their requirements. But in order for these new family-school alliances to succeed, other societal actors including neighborhood groups, companies, and all tiers of government must continue to support them.

4.7.4 Family Friendly Environment

The formation of a family-friendly culture, the establishment of a resource service, the provision of parenting programs, and the instruction of school staff in parent consultation are some of the key elements. An example of a school choosing a parenting program, Tonkin (2001) said her school was very parent-friendly before making the choice to become a Vic Parenting school. We had an active School Board, Parent and Teacher Association, a play group or two utilizing the school hall twice a week, and parents interested in various programmes throughout the school. "We had parents engaging in classroom activities on a regular basis. Vic Parenting places an emphasis on finding parent support in schools. As a result, the school is better able to actively support parents in establishing parenting behaviors that are linked to children's optimal development. This normalizes parental support and help-seeking. It has an impact on the creation of frameworks, guidelines, and procedures that encourage parental engagement, and cooperative relationships between teachers and parents, and improve community ties Tonkin's school received help from Vic-Parenting in organizing a steering group for understanding and carrying out the program's four themes. There are several changes to the educational environment nowadays (Tonkin, 2001). The hallways of the school are changed into welcoming gathering places. Roster timetabling is used to give support for parent monitoring. There is a reporting procedure that involves a three-

way conference. Parents get skill and expert information papers. Parents frequently visit classes as special guests and do skill demonstrations. Additionally, playgroups have been set up for parental assistance, with preschoolers and their parents getting together twice a week to play, chat, and exchange hospitality at the school facilities. Along with offering internet access to suggested websites, the school also runs a resource center and a library service for parent borrowing. On the school noticeboard, there is a section specifically for parents where information about local services is posted. To help all parents of children, the school also conducts parenting workshops on broad subjects. Parenting classes now go under the name "Conversations" to encourage equality. Every person has something to contribute, a perspective worth considering and paying attention to. A dialogue does not indicate that experts have all the answers or that it is intended just for "bad parents. It is kind, hospitable, and inclusive. The first talk occurs during the morning session, and the second occurs during the evening session. This takes into account working parents and gives both parents the chance to attend. Instead of the school, a parental support specialist from Centacare, a company that offers services to parents, leads the discussions. The Vic Parenting project also encourages teachers to increase their knowledge and abilities to the point where they are "informed and competent when parents seek help or guidance. The Vic Parenting program has aided efforts to create a school "family friendly" and to encourage parents to participate more fully in the school. In return, the school provides assistance to parents. The Vic Parenting program has provided the decision-making framework for better communication and collaboration with parents. According to Tonkin (2001:64), "We are there to help parents in the magnificent work they perform in raising children from the moment of inquiry." Teachers will be more required to help parents evaluate options for lifelong learning for their children's development as communities of learning grow and schools provide programs like the three outlined in the Australian context. The call is to listen and comprehend children's learning from the parents' viewpoints rather than obsessing over trying to change parents' views or promote our ways to lifetime learning.

Parents' questions are welcome and should be asked by teachers. Children will better understand and be engaged in lifetime learning via listening and conversation. The following strategies have been suggested for fostering parental partnerships: reviewing and improving school policies and guiding principles; inviting participation through larger teams; creating local committees with a wide range of members; substituting experimentation for controlled activity; and offering shared learning opportunities and additional learning opportunities for entire families. The learning community's parents and teachers are better informed and more connected to these initiatives.

One definition of collaboration is putting parents on an equal footing with instructors when it comes to selecting and determining the educational opportunities and activities that are provided to and chosen for children. It is undoubtedly a difficult one. Parent-child relationships may help kids take charge of their lives, improve communication about high expectations, and encourage them to work for the future. The reversal of a less fulfilling lifestyle in which some children's families are stuck is something that parents and teachers can help each other. Parents and teachers working together can result in a mutual support system for lifetime learning. This implies that parents must be aware of and comprehend recent developments in instructional strategies as well as innovations in content. It help their children in school, parents must become knowledgeable about and competent in formal education. It may be necessary for parents to attend courses to stay current with educational trends. Active collaboration between instructors and parents is a fundamental aspect of relationship growth.

Summary

Effective parent-teacher collaboration is crucial for children's academic and social-emotional development. Positive parental participation is largely dependent on teachers' opinions towards it. However, teachers' attitudes about it might make home-school relationships more difficult. Fewer teachers are reporting using more family-school cooperation initiatives, and fewer teachers are using more traditional techniques to enhance parental involvement in their students' education. Teachers and administrators may benefit from the guidance of school psychologists in promoting developmentally appropriate family interaction techniques. Teachers' propensity to contact parents and their perspectives on parent participation can also have an impact on the organizational aspects of the school.

Due to the complexity of the idea and the implicit power dynamics between parents and instructors. Teachers must be prepared to establish Family and Social Partnerships (FSPs) with parents. Teachers should give applicants the possibility to form their own opinions and viewpoints on FSP and give them the opportunity to engage in both simulated and real-world conversations with parents. Teachers can learn about parenting challenges and have a better understanding of cultures through fieldwork.

A teacher should be professional; professionalism is a concept that places a lot of emphasis on an externally imposed understanding of what falls under the collective scope and obligations of a profession. Coordination is aided by a shared set of goals, decision-making guidelines, and the level of formalization in place, among other things. A professional teacher knows that high self-efficacy parents are more likely to be actively involved in their child's education because they believe this will boost their student's academic achievement.

For an atmosphere to be created that will increase students' chances of success in school and throughout their lives, developing respectful, reciprocal interactions with community members is crucial. Dedication, respect, compassion and communication are characteristics of successful family-school collaborations. Parents are encouraged to communicate their demands and concerns to teachers, and they have the right to leave the room if they are not happy with the response. Due to the connection of family, community, and school, partnerships are particularly significant in the context of education. Parents must be appropriately and promptly informed of their children's growth and wellbeing. Teachers must acknowledge parents as partners in education and encourage positive interactions with them. The human care-oriented motivating system is where compassion is rooted and is thought to be responsible for both survival and thriving.

Moreover, Trust becomes a crucial organizational requirement when schools try to restructure old institutions into ones that are more responsive to the complex dynamics of teaching and learning. Role expectations and responsibilities must be clearly stated to enable both individual and team members to do this. Being trustworthy is being willing to be open and vulnerable while operating under the premise that the other person is decent, trustworthy, competent, honest, and open.

As for external elements are concerned, an effective administrative support structure, a peaceful home environment, a smooth and consistent cooperative relationship between all parties in charge of the child's growth, instruction, and education, as well as sincere care for the needs of families are all external elements. The administrators' views on attempts to engage parents play a big part in determining the apps' audience. Schools should establish a varied communications network, and administrators need to do a better job of staffing and equipping parent involvement initiatives. Cooperation between schools and families is strongest in elementary school, and attitudes.

In order to support parents in their children's education, schools and instructors must establish strong channels of communication with them. Teachers must be aware of the child's life outside of school, schedule conversations to fit around class time, provide child care or transportation, be friendly, encouraging, and positive, foster a sense of trust, and recognize the diverse cultural backgrounds of children and their families in order to encourage communication. Successful parent-teacher communication, especially in elementary school, depends on mutual trust. Reassure parents that all discussions are private and that your only concern is for their best interests. Talk to your parents and guardians frequently and in ways that they can understand. Make parents feel appreciated and recognize their contribution. Pose queries and subsequent questions. Never assume anything about a student's family. Recognize that families can exist in a variety of shapes, sizes, and cultural settings. By providing parenting seminars, directing families to necessary support services and government aid programs, and inspiring parents to set a good example for their

children, they can contribute to the early stages of their children's education. Parents should send lists of extracurricular activities and reading assignments home to make sure their kids have the chance to study outside of the classroom. Additionally, they ought to become PTA or PTO members and participate in neighborhood advocacy and support groups.

Schools are coming up with innovative ways to work with parents, leveraging cutting-edge technology, and finding ways to personalize and adapt family communication to their needs. However, they must continue to get assistance from other social actors such as local organizations, businesses, and all tiers of government. It entails creating a family-friendly environment, setting up a resource service, offering parenting education, and training school staff in parent consulting. As learning communities expand and schools provide programs, teachers will be more needed to assist parents in evaluating possibilities for lifelong learning for their children's development. In order to encourage parental partnerships, school policies and guiding principles must be reviewed and improved. Additionally, larger teams must be formed, local committees must be established, controlled activity must be replaced with experimentation, and additional learning opportunities must be provided.

Relationships between parents and children can empower children to take control of their lives, increase communication about high expectations, and motivate them to work towards the future. Active cooperation between teachers and parents is a key component of relationship development.

Self-assessment Questions

1. How does a family-friendly environment contribute to student success? Provide examples from your own experiences.
2. Discuss the impact of parental involvement on students' academic and social development. How can schools encourage more parents to participate?
3. Consider the importance of communication between parents and teachers. How can schools overcome language and cultural barriers?
4. Reflect on the concept of collaboration between parents and teachers. How does it enhance the educational experience for students?
5. How can schools utilize community resources to support family involvement in education?

Multiple-Choice Questions

Choose the best answer:-

1. What role does a teacher's attitude play in parents involvement?

a) It has no significant impact
b) It can influence parents' decisions about their children's education

c) It only affects the teachers' own teaching methods
d) It is irrelevant to student success

2. What does the concept of "professionalism" in teaching include?
a) An externally imposed set of rules and guidelines
b) A personal, ideologically grounded attitude
c) A focus on student test scores
d) Adherence to a strict dress code

3. What is the impact of a parent's sense of self-efficacy on their involvement in their child's education?
a) It has no impact on involvement.
b) Higher self-efficacy leads to less involvement.
c) Higher self-efficacy leads to more involvement
d) It causes parents to rely solely on teachers for education

4. What is the primary characteristic of compassion?
a) A feeling of pity
b) A desire to alleviate suffering
c) An indifference to others' pain
d) A focus on self-interest

5. What is a major challenge to creating Family and Social Partnerships?
a) Lack of resources
b) Conflicting instructions from administrators and teaching staff
c) Students' lack of interest
d) Outdated textbooks

6. What does institutional trust in schools involve?
a) Belief in a school's transparency and fairness
b) Belief that the institution is unreliable
c) Personal relationships with teachers
d) Blind faith in school authority

7. What is identified as a limitation of school administrators in planning parent engagement initiatives?
a) Lack of interest from parents
b) Insufficient skills related to organizational climate and staffing
c) Overemphasis on extracurricular activities
d) Lack of communication skills

8. What is a common misconception about parental involvement at the high school level?

a) High school students do not require parental involvement
b) High school students need more parental involvement than younger students
c) High school students should focus only on academics
d) High school students require constant supervision by parents

9. What is a suggested strategy for improving communication with parents who are from different cultural backgrounds?

a) Avoid discussing cultural differences
b) Use interpreters and celebrate cultural diversity
c) Send written notes only
d) Rely on students to communicate

10. What does the Vic Parenting program emphasize?

a) Reducing the number of parental visits to schools
b) Strict adherence to traditional teaching methods
c) Minimizing interactions between parents and teachers
d) Finding parent support in schools and normalizing parental help-seeking

Answer key:-

1. (b) 2. (b) 3. (c) 4. (b) 5. (b) 6. (b) 7. (b) 8. (a) 9. (b) 10. (d)

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Unit-5

PARTNERSHIP METHODS

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INTRODUCTION

Positive relationships between teachers, children, and parents are fundamental to fostering an environment conducive to learning and growth. The partnership between home, school, and the broader community serves as a cornerstone for early childhood care and education (ECCE), promoting a holistic approach to child development. In this context, the unit on "Partnership Methods" aims to provide educators with practical strategies and techniques to cultivate, maintain, and strengthen these vital relationships.

One of the primary methods for fostering strong partnerships is a daily conversation with parents. This technique allows for regular, informal interactions that keep parents informed about their child's progress and well-being. Educators are encouraged to maintain open communication channels that promote mutual respect and shared decision-making. In addition to daily conversations, modern technology has expanded the possibilities for teacher-parent communication. The use of electronic communication tools, such as emails, messaging apps, and online platforms, facilitates instant updates and timely responses, ensuring that parents remain active participants in their child's educational journey.

In addition to communication tools, the classroom environment can serve as a medium for relationship building. Well-organized classroom displays that showcase children’s work, learning progress, and thematic projects offer parents a glimpse into their child's educational journey. Such displays foster a sense of pride and involvement among both parents and children. Another innovative approach is the use of suggestion boxes, where parents can provide feedback, raise concerns, or offer ideas to support the learning process. This participatory strategy strengthens trust and mutual respect between teachers, parents, and children. The "Partnership Methods" unit underscores the significance of fostering positive, collaborative relationships within the ECCE framework. By mastering these methods, educators will be equipped to create a nurturing and inclusive environment where every child can thrive. This unit not only highlights the importance of relationship-building but also empowers teachers with actionable tools and strategies to ensure lasting, meaningful connections with families.

OBJECTIVES

Insha'AllahTa'ala, thorough study and understanding of this material will enable the readers and learners:

1. To realize the need for positive relationships with children and their parents;
2. To develop methods for building positive relations with the parents;
3. To develop methods and strategies for building positive relations with children;
4. To utilize the tool of daily conversation for building positive relations with parents;
5. To bring into use electronic communication for building positive relations with parents;
6. To sustain positive relations with parents through telephone calls;
7. To utilize the daily newsletter technique for reinforcing positive relations with parents;
8. To introduce and disseminate newsflash as an informative tool for building better relationships with parents;
9. To organize classroom displays in an effective manner to promote positive relationships among the ECCE class teacher, child and parents;
10. To innovate the scheme of suggestion boxes for culminating better relationships among the teacher, child and the parents.

5.1-Introduction

Family involvement in the education of children has its own scope and significance. The teacher, child and parents are strongly interlinked with one another to reinforce the educational process of children. Children enrolled in a class belong to different families and different backgrounds. It is the teacher who has to use different techniques and different strategies to contact purposefully the parents of different family backgrounds on the floor of the same classroom. Media plays playing a very strong role in building relations with one another. Nowadays, electronic media has become very popular and vastly accessible. This Unit Five consists of different formal/informal communication techniques. Among them 'Telephone Calls', 'Daily Newsflash', 'Newsletters,' ' Classroom Displays', and 'Suggestion Boxes' have been inclined into this Unit. Anwar (2015) narrates that media has acquired the status of " heart" in the current era. In each and every home, it has a pivotal position. Thus, schools should not underestimate the high importance of verbal, non-verbal, digital, electronic and print media tools and home-school communication linkages, too. Bukhari (2015) notes the high significance of communication, dissemination and propagation in these words. He quotes that the Arabic word '*balagha'* (meaning: to communicate, to transmit, to send, to convey the message) has occurred 77 times in the Holy Quran. It realizes the significant value of communication-content, communication-tools and communication modes and means everywhere in each organization.

The relationship between school and community is a topic of vital importance. If this link gets strengthened from the early childhood education stage, it is likely to grow stronger in the upper classes of school children. Higher Education Commission (2012) has also developed a Course Guide entitled "School, Community, and Teacher'' for Associate Degrees in Education / B.Ed.(Hons) Elementary for Semester 4. Unit 4 of this Course is specifically labeled as 'Relationship between School and Community' (PP. 53-58). It has been described thereby that the school is a hub for community services. School is a social, cultural and community institution. Thus, the write-up and teaching of this very Unit aim at enabling the ECCE teachers to develop strong linkages with the family members through formal and informal means of communication.

5.2-Buildings Positive Relation with Parents: Important Tips

Aguilar (2011) identifies the following twenty tips for helping teachers better connect with parents. Those tips are as under:

1. Greet the parents in a pleasant mood.
2. Learn parent's names and pronounce those names correctly.
3. Communicate with parents often and in various forms.
4. Make positive phone calls to the parents at regular intervals.

5. Give positive praise to the parents first about his /her child and then share your matter.
6. Make a sincere effort to understand the meanings of the parent's discussion.
7. Avoid personal questions about parents' families, structure or style.
8. Put questions about the child.
9. Demonstrate true interest in knowing the child/student.
10. Really listen to the parents. Because they know very much about the child.
11. Recognize the student well in front of his parents. Have an eye contact with the child in front of the parents.
12. Invite parents if it connects the curriculum and content. Find out what skills the parents have.
13. Let parents know about what they can help in the classroom.
14. Be prepared to suggest what the parents can do for their children.
15. Take the time to explain your educational and instructional decision before the parents. So that they may understand what you are doing and why.
16. Invite parents to share with them classroom and school information.
17. Recognize and thank parents in a generous manner.
18. Invite parents to celebrate different programmes at school.
19. Share each and every success of the child with their parents.

5.2.1-The Three C's: How to Form a Constructive Parent-Teacher Partnership

According to Sheridan (2018), the most significant relationship in terms of one's child's success is the one that a child has with his/her teacher. Sheridan puts forth Christina Weiland's research findings that home support for early learning complements learning at school. Similarly, a positive relationship between teachers and parents improves children's academic achievement, social skills and emotional well-being. If parents and teachers work as partners, children do better in school and at home. This partnership approach improves children's work habits, and attitudes about school and exam grades.It has been said thereby that partnerships prove most powerful when they comprise these three main components,i.e., labeled as ''3 C's:

I. Communication
II. Consistency
III. Collaboration

5.2.2-Three Most Successful Techniques for Building Pure and Affectionate Relationships

The Holy Prophet *sall-Allah-o-alaih-i-waaaliheewasallum* declared ,
[English Translation]- "Three things ensure the sanctity of love among you :
1. First -Pay salam to whom you meet;

2 . Second - Widen the space for him to be seated into a sitting place;
3. Third - Pronounce him with the best name."
(Moh'jam-ul-Ausat)(Hadith No: 8369, P. No. 192)

Indeed, this is the best formula in the universe for building pure and affectionate relationships among people. It is highly significant for building pure and affectionate relationships between the parents and teachers, too. Because, its effectiveness has been stated by the greatest educationist of the world,i.e., The Holy Prophet Hazrat Muhammad Mustafa *sall-Allah-o-alaih-i-waaliheewasallum.*So, these techniques need to be practiced sincerely and truly.

5.3-Daily Conversation

Daily Conversation is an important means of contact between teachers and parents. This contact can occur on a daily basis, too. We discuss here possible means and ways of daily conversation between teachers and parents. Daily conversation can occur in multiple ways.

5.3.1-Possible Means and Ways of Daily Conversation:

1. Some parents themselves arrive at school to drop their little children, particularly those studying in earlier classes. Similarly, those parents themselves arrive at school at the closing time to receive their kids from the ECE class-room. Teachers can have needful conversations with the parents in theses slots of time on a daily basis.
2. Some parents of ECE classes often visit the school during working hours to provide their little kids with some eatables, etc. Their arrival can be supplemented with some talk on behalf of teacher for the academic or other educational purposes. Particularly, mothers reach in ECE class-room to ensure their little children's presence in the class-room and their involvement condition in their studies.
3. Teachers and parents can mutually set some convenient hours for discussion ofchildren's home activities.

5.3.2-Possible Aspects and Areas of Daily Conversation:

Daily conversations can occur with reference to the following aspects:

i. Children's arrival and departure
ii. Children's curricular activities
iii. Children's co-curricular activities
iv. Children's health condition
v. Children's cleanliness
vi. Children's food & meals
vii. Children's medical check-up
viii. Children's educational needs

ix. Children's sports/games
x. Children's literature
xi. Children's friendship and company
xii. Children's functions
xiii. Children's trips
xiv. Children's recreation
xv. Children's religious education
xvi. Children's toys
xvii. Children's dress, uniform
xviii. Children's daily habits
xix. Children's study time-table
xx. Children's play time-table
xxi. Children's gifts
xxii. Children's birthday celebrations
xxiii. Children's hobbies
xxiv. Children's calligraphy
xxv. Children's road-safety
xxvi. Children's particulars correct endorsement into the school record
xxvii. Children's summer vacation, winter vacation and other holidays schedule
xxviii. Children's mastery and skill in Urdu / English communication
xxix. Children's distinctive performance in school activities

5.3.3-Quranic Guidelines Pertinent to Conversation and Communication

The Holy Quran is the complete code of life. It grants us guidance in each and every aspect of everyday life. It has given us universal guidelines for effective, purposeful, useful and successful communication. The Holy Quran guides us in the selection of communicative content and style of communication. Its glimpse is being presented in this section for the benefit of readers and speakers. Some extracts of translation of the Quranic verses related to conversation and communication are being quoted herewith. These Quranic guidelines are equally applicable everywhere. It may be home, office or classroom. Please read the English translation of the Quranic verses given below :

(1). "speak nicely to the mankind."(P.39)(Surah Al-Baqarah : 83) (Eng.Trans. : Auolakh,n.d.)

(2). "Allah does not love any self-centered boaster." (P.790)(Surah Al-Hadid:23) (Eng.Trans. :Auolakh,n.d.)

(3). "and avoid the word that is false." (P.12) (Surah Al-Hajj : 30)(Eng.Trans. :Mukaddam,n.d.)

(4). "O believers! Let not some men among you laugh at other men."(P.629)(Surah Al-Hujuraat : 11)(Eng.Trans. :Mukaddam,n.d.)

(5). "O believers! Fear Allah and speak the right word." (P.318) (Surah Al-Ahzab : 70) (Eng.Trans. : Mukaddam,n.d.)

(6). "And pursue the right course moderately and lower your voice. Surely in all voices, the most hateful voice is of the braying voice of the ass."(P.598) (Surah Luqman : 19)(Eng.Trans. : Auolakh,n.d.)

(7). "And neither find faults in one another nor call one another by nick-names."(PP.749-750) (Surah Al-Hujurat: 11) (Eng.Trans.: Auolakh,n.d.)

(8). "Call towards the path of your Lord with sound planning and good advice, and debate with them in the best possible way;"(P.302) (Surah An-Nahl : 125) (Eng.Trans. : Farid alQadri , n.d.)

(9). "and let him be courteous."(P.929)(Surah Al-Kahf : 19)(Eng.Trans. : Mukaddam, n.d.)It is notable here that 'and let him be courteous' is the English translation of the Quranic word- '*walyata-lattaf* 'Mukaddam(Eng.Trans.) notes in the commentary of this Quranic verse that it should be remembered that the second LAAM of this word WALYATA-LATTAF is in the first half of the HOLY QUR'AAN, while the TA is in the second half. It is particularly mentionable here that the mid-point of the Holy Quran gives us the message of courteousness. So high is the importance of courteousness in our conversation, communication and daily life matters.

(10)."And tell My bondmen to speak that which is the best;" (P.309) (Surah Bani Israee'l : 53)(Eng.Trans. : FaridalQadri, n.d.)

(11). "And never say about anything that, "I will do this tomorrow". Except "If Allah Wills"; (P.320)(Surah Al-Kahf : 23-24) (Eng. Trans. : Farid alQadri,n.d.)

(12). Prayer *(Dua'*) -"And untie the knot of my tongue. In order that they may understand my speech."(P.343)(SurahTaaHaa : 27-28) (Eng.Trans.: Farid alQadri, n.d.)

Let us read, recite and remember these Divine instructions. Let us follow them truly in our daily conversation and communication. Let us educate and train our learners and youngsters to follow these instructions during communication. In the light of these instructions, our daily conversation and communication can become very much fruitful. Parent-Teacher partnership and Parent-Teacher conversation also would remain very meaningful and purposeful in the light of these Divine instructions.

5.4-Electronic Communication

Means and modes of communication are day by day changing according to the need of time. Electronic advancement in life and the world has introduced new and advanced means and modes of communication. Electronic communication is one of them. It can occur through different means. For example, some of them are as under:

I. E-mail
II. Whatsapp
III. Zoom
IV. Microsoft
V. Online parent portal

These are electronic platforms to bring team members together and engage the stakeholders for some common cause. Electronic media is used very commonly for electronic communication nowadays. Communication is at the heart of parent teacher partnership. Transmission through electronic communication can bear:

i. Messages
ii. Letters
iii. Images
iv. Pictures
v. Videos
vi. News -Items
vii. Educational Event Coverage
viii. School Forms & Sheets
ix. Progress Reports
x. Result Cards
xi. Invitation to School programmes
xii. Day-to-day school activities proceedings
xiii. Children's co-curricular performance card
xiv. Students Test-Schedule
xv. School websites, etc.

5.4.1-Essential Considerations in Public Sector School for Use of Electronic Communication

Public Sector Schools are governed by the state policy. Their administration is accountable to the state if anything wrong occurs there. All types of in-and-out transmission are subject to inspection by the supervisors and monitors of the school education department. Digital or electronic communication is liable to reach across the globe within seconds. When released through the school portal, the electronic information can reach anywhere in the homeland or abroad. So, there prevails a regulatory policy in public sector institutions in line with the official instructions. There should prevail a well-organized system at the school level for electronic communication. It may involve the following mechanism:

i. Nomination of a suitable person for electronic communication at the classroom level and school level;
ii. Scrutiny of contents to be shared with the children's parents;
iii. Consideration for the children's parents cultural background;

iv. Consideration for parents, education, income and age range;
v. Consideration of the proper time for the transmission of electronic communication;
vi. Selection of the most appropriate and the most effective mode of electronic communication for the specific item of communication;
vii. Limiting the electronic communication within the scope of teachers' professional jurisdiction, i.e., related to class-room, class-work, home-work, curricular and co-curricular domains;
viii. Consideration and due regard for the privacy and confidentiality of students' records and their parents' personal information;
ix. Official permission for sharing copyright material with the parents;
x. Regard for the confidentiality of the personal information of the colleagues;
xi. Use of electronic media in the class-room or school only for official purposes during the permitted hour;
xii. Prohibition against harming others by sending false information;
xiii. Prohibition against sending any information against the ideology of Pakistan and Islam;
xiv. Selection of the most fitted device for electronic communication;
xiii. Last but not the least, the selection of the appropriate medium of language and language difficulty level for sending information to parents.

"Educator's Code of Ethics and Standard Practices for Texas Educators" explains in a pertinent section of the electronic communication policy.

"Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment."(P.66)(Dacus,2018)

5.5-Telephone Calls

Dacus (2018) states that parents and teachers alike rely on the simple and effective form of communication. A telephone call is a simple and effective form of communication between teachers and parents. Telephone is a very common and simple device easily available for communication. An ECE class- The teacher may need some emergency contact with the parent of a child enrolled in an ECE class. This emergent situation may occur in the form of :

i. Child's late arrival in school;
ii. Child's emergency departure from school during working hours;
iii. Sudden closure of school earlier than regular time;
iv. Child's condition of suffering from fever or some other illness during working hours;
v. Child's unexpected non- availability in the class-room;

vi. Child's late reaching home;
vii. Child's undergoing some injury or stroke during play-time in school;
viii. Child's engagement in some offensive or seriously aggressive attitude at school;
ix. Child's dues submission and collection intimation through telephonic call;
x. Child's transport getting late or out of order.

5.5.1-Desirable Features of Telephone Calls

According to the authors, desirable features of a telephone call may include:

i. Start with the respectful greetings,i.e., "As-salam-o-alaikum!"
ii. Speak gracefully and plainly.
iii. Talk to the point.
iv. First, introduce yourself to the call receiver.
v. Come to know about the call receiver's relation with the child.
vi. Show patience for the call receiver's talk.
vii. Follow the principle –'Brevity is the soul of wit'.
viii. Talk according to the caliber and ability level of the listener.
ix. Use simple, common and understandable language during call.
x. Try to remain true in your statements.
xi. The talk should be mainly child -centered.
xii. The talk should not interfere with the professional duties of the ECCE class-teacher.
xiii. The principle of "think before you speak" may also be followed during the telephonic call.
xiv. Sometimes, the receiver's cell phone may be in call-recording mode. So, your call may fulfill the parameters of sobriety, accuracy, aptness, relevance, brevity, authenticity and especially purposefulness.
xv. Signal availability and connectivity may be ensured with reference to place.
xvi. Prior to the call, the available credit of the cell phone may be checked. "Missed Call" practice always should be avoided. It is against the etiquette and status of a teacher. It looks disgraceful to the receiver as well.(Muhammad Hussain English Teacher,2008).

5.6-Daily Newsflash

According to Cowie(1993),

Newsflash is a "short item of important news broadcast on radio or television, sometimes interrupting another programme."(P.833)

The term newsflash is also known as "flash". The information transmitted through newsflash is different. Because it actually intervenes in whatsoever activity is going

on. It refers to a short news announcement concerning some on-going news story. Newsflash in public schools may include news -items as under:

i. Shan-e-Rehmat-ul-lil-Aalameen*sall-Allah-o-alaih-i-waaaliheewasallum* Week Celebration programme
ii. Tree plantation campaign
iii. Jashan-e-Baharan programme
iv. Announcement of culture day across the province
v. New admission /New enrollment campaign
vi. KashmirConsolidarity Day Celebration
vii. Monthly Mothers' Day Programme
viii. Ramadan's reduced timings
ix. Start of special calligraphy classes for the early classes
x. Start of Hifz-e-Quran classes for interested children
xi. School-Bags distribution week at your school desk
xii. Parents Meeting Day,
xiii. Sports Gala Week, etc.

Daily newsflash may have its issuance through the Principal's corner or school administration wing. Newsflash may be in the form of images/ pictures/ video-clips/ text-messages, etc. For instance, it is noted here that Cebu International School (2023) released 'Newsflash' as under:

"Admin News
By
Dr. Gwyn Underwood, Superintendent.
"…Our elementary School Week without Walls (WWW) will occur next week…"

This was an example of a news flash of an international school. Thus, newsflash serves the purpose of imparting awareness to the stakeholders of the school about some special activities of the school.

5.7-Newsletters

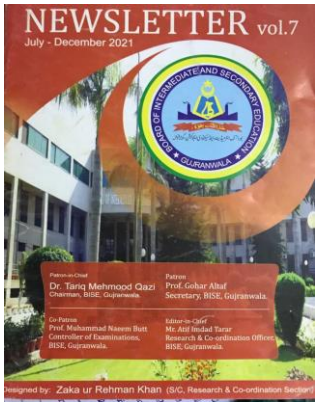
The newsletter is an "Informal printed report giving information and regularly sent to members of a club, society, etc."(P.833)(Cowie,1993)

The newsletter is s small publication such as a leaflet or newspaper. It contains news of interest particularly to a special group. School Newsletters contain news-items related to school activities. School Newsletters build strong relationships between the school and the community. Parents remain up-to-date at their homes about their children's school programmes. Schools can organize important information in one place through a Newsletter.

5.7.1-Necessary Steps for Regular Issuance of Newsletter

A School Newsletter is an effective tool for a school's popularity and projection. Its regular release may involve the following steps:

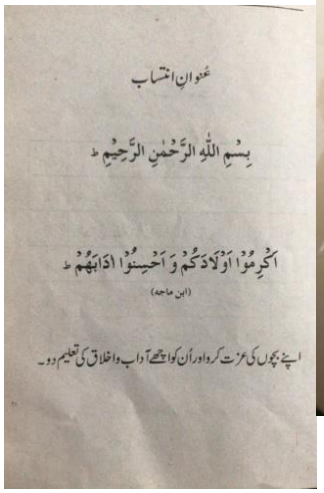
i. Constitution of editorial board / editorial committee for the Newsletter;
ii. Allocation of budget /funds for the publication and distribution of the Newsletter;
iii. School Policy for the selection and inclusion of content into the Newsletter;
iv. The decision about the size of the Newsletter Issue and Volume;
v. The decision about the medium (language) of the Newsletter;
vi. Constitution of Advisory Board for the School Newsletter;
vii. Nomination of suitable representative/representatives for providing on-campus reports to the editorial board; Weekly /fortnightly /monthly/ quarterly time -schedule for the collection, selection, review and editing of newsletter contents;
viii. Office/ room allotment to the Editorial Board for peaceful working on the Newsletter;
ix. Essential record - keeping pertinent to SchoolNewsletter ;
x. Reviewing policy meetings on how the school newsletter can promote a better image of the school;
xi. Selection of the most appropriate font-size, font - style for composing the text matter;
xii. Attractive pictorial image of the newsletter;
xiii. Online availability of the Newsletter for the readers;
xiv. Availability of easy access online links of the Newsletter for wider circulation;
xv. Availability of required furniture, cupboard and stationary for the editorial staff;
xvi. Stock availability of annual file of Newsletter's Issues on a permanent basis;
xvii. Preparation of an essential mailing list of addresses for the dispatch of the Newsletter on a regular basis.

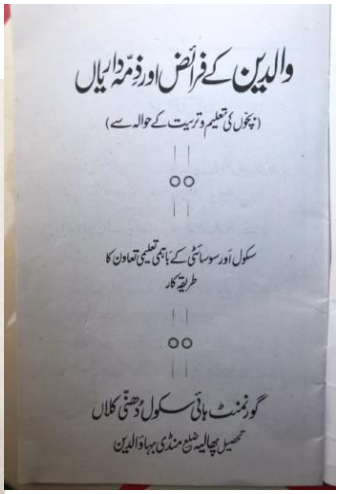


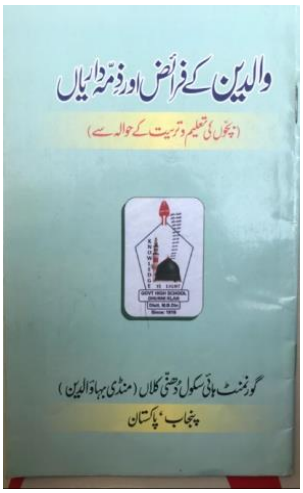
5.7.2-Important Areas of Content for School Newsletter:

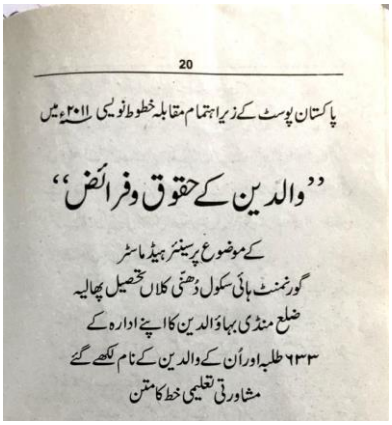
i. School Alumni's reflection through Newsletter
ii. Students' welfare /wellbeing
iii. Students' awards/achievements
iv. Principal's message
v. Teachers' interviews
vi. Glimpse of facilities available in school
vii. School activities projection
viii. Information about upcoming events at school
ix. Coverage of the performance of school societies/ school clubs
x. Schedule of religious, national and local cultural festivals and celebrations
xi. Students character - building and morality - building material
xii. Children literature(stories,plays,poems,riddles,puzzles,quotes,drawings)
xiii. Categorically, there may be some compulsory ingredients for each issue. i.e., :

a) Extract from the Holy Quran along with Urdu / English translation
b) The Holy Hadith along with Urdu / English translation
c) Extract from good and character-building poetry
d) Quotes of the Muslim and Western thinkers/intellectuals.









20

پاکستان پوسٹ کے زیر اہتمام مقابلہ خطوط نویسی ۲۰۱۱ء میں

''والدین کے حقوق و فرائض''

کے موضوع پر سینئر ہیڈ ماسٹر
گورنمنٹ ہائی سکول دُھنّی کلاں تحصیل پھالیہ
ضلع منڈی بہاؤالدین کا اپنے ادارہ کے
۶۳۳ طلبہ اور اُن کے والدین کے نام لکھے گئے
مشاورتی تعلیمی خط کا متن

Note: It is an image of School Publication Serial published in 2013. It bears the content related to home-school partnerships.

5.8-Classroom Displays

The classroom is the kingdom of a class. It looks like the state of the class. Early Childhood Education Class learns more through seeing and watching. The images of the things and objects that you once saw or watched in your lives remain imprinted into the minds of seers. An early childhood education classroom (ECE classroom) holds very high importance with reference to this context.



Class room display situation matters according to the size and structure of the class-room. It has a special concern for the class-level, too. Budgeting/ funding, class teacher's interest, head teacher's interest and immediate controlling authorities' inspection or supervision also matter here. However, it is an admitted fact that classroom display has an important effect on the learning atmosphere of the students. The affective domain of knowledge and learning seeks good strength from ideal classroom display. Classroom display can play a great role in the conducive study and character development of students sitting in the classroom.

The chief-architect of classroom display is surely the teacher of the classroom. It has been well said,

that there is no accurate formula that can determine the ideal number of elements for classroom displays. This, of course, depends on the displays. This, of course, depends on the display's background colour and the colorfulness and type of each

of its elements((texts, pictures, drawings, maps, graphs). Much like when baking, certain rules exist. However, the final result depends solely on the baker, in this case, teachers.(p.24)(Milo-Shussman,2017).



5.8.1-Best Practices and Recommendations for Classroom Display

1) There is no "one size fits all" display design.
2) Reduce the use of visual representations that are not related to the materials present in the classroom.
3) Too many colors on a single wall produce an overloaded visual impact.
4) Proper readability may be ensured while utilizing colour between the text and the background.
5) Form a distinction between the main heading and the sub-title.
6) Distinction may be formed among different sections.
7) It needs that display should be positioned according to the students' (children)'s height. (Milo-Shussman, 2017)

The government of the Punjab (2022) issued certain directions about the setting of ECCE classrooms.Some of them are as under:

(i) Wherever the ECCE classrooms have been established, only the ECCE class may be conducted in place of the Katchi class.

(ii) Ensure functionality and usage of the ECCE kit by students enrolled in ECCE classes.

(iii) Ensure that only ECCE-trained teachers are deputed in ECCE classrooms.

(iv) Headteachers of schools where ECCE classrooms have been established may be directed to retain part-time caregivers(preferably female).

(v) Relevant headteachers /School Council may be directed to replace missing and broken ECCE kit items through NSB and FTF.

It is mentionable here that these official directions are important for the proper functioning and setting of ECCE classrooms.

5.9-Suggestions Box for Classroom

Meaning and Definition:

It is an idea that allows students to give their opinions without feeling that they will be examined and questioned. It can be placed in the classroom where students may anonymously share their queries, responses, concerns, opinions, proposals or suggestions for their teachers/ their class / their school. It encourages students to submit their comments or complaints anonymously. Students may include their names if they want. Suggestions Box looks like a modernized idea to solve school-related problems. It is a sort of Auto Complete Box. Actually, it is a device for collecting additional comments, questions, and requests. It is a type of container in which the concerned persons can drop their relevant comments for the fulfillment of their needs and improvement of the prevailing situation. Parents and families feel valued and honoured when they are listened to. Parent suggestion Box involves parents and validates their concerns for the betterment of the educational process of their children.

5.9.1-Purpose of Suggestion Box in the Classroom :

Wilson (2015) mentions that there are five reasons for bringing a suggestion box into the classroom:

1. To introduce change;
2. Students anonymity;
3. Control over implementation and analysis;
4. Focus on qualitative feedback and suggestions;
5. An important ingredient of being a reflective teacher.

There are multiple evaluation tools in use for the betterment of the teaching-learning process. But, mostly, evaluation tools tend to take place at the end of the session or programme. Suggestion Box allows the students and other stakeholders earlier submission their feedback. It can give feedback to the teacher that looks personal to him.

Some rules can be devised for the use of Suggestion Box in the classroom. For example:

1. All suggestions should be serious.
2. All suggestions should be related to the improvement areas of the classroom.
3. All suggestions should not contain any funny /absurd or vulgar ideas.

Ssenyonga (2010) relates that the suggestions Box is one of the most democratic installations any institution can have. It permits students an opportunity to share their views, suggestions, complaints or any other information they deem necessary for the school administration. Parent Suggestion Box, particularly, develops strong connections between home and school.

5.9.2-Use of Suggestions Form for Parents and Families:

Specially designed suggestion forms can be delivered to the parents and families of children. An online Suggestion Box and Online Suggestion Form can also be introduced according to the availability of facilities. Evaluation Forms about the functioning of ECCE classrooms can also be introduced among the parents and families of the children. Evaluation Forms or Suggestion Forms may contain the following areas:

i. Improvement in service quality;
ii. Improvement in students success;
iii. Improvement in relations with the community ;
iv. Improvement in the ECCE classroom setting /display;
v. Reduction in the costs/expenditure,etc.

5.9.3-A Sample of Invitation for Feedback through Suggestion Box

International School of Tianjin (n.d.) invites the members of the community to give feedback through the Suggestion Box in these words:

We welcome constructive suggestions and honest feedback from members of our community. If you feel you need to provide feedback on some aspect of the school or school life, please fill out the form below. Please rest assured that even though we might not individually be able to respond to all feedback, each one will be given due consideration. Thank you for your interest and your concern to make our school an even better one(Page: Our Promise)

Subjective Questions (Self-Assessment)

Q. 1 What is the significance and scope of teacher -parent communication? How can it be useful and fruitful for the success of children's educational process? Discuss it in your own words.

Q.2 Enumerate important tips and techniques for building parent-teacher relations.

Q. 3 There may occur conversations between an ECCE teacher and parent on a daily basis. Explore fifteen to twenty areas or topics of daily conversation that can be helpful and useful for the education of a child.

Q.4 Prepare a set of guidelines for communication through Telephone Calls that may serve the role of **Telephone Call Ethics and Manners** for the ECCE teacher.

Q.5 Mention pre-requisite steps for the successful launch of a Newsletter in a school. Please give a brief description of each step, too.

Q.6 Define and explain the term Newsflash. How can it build home-school or parent-teacher linkage? Give at least five examples of news flash items related to home-school setting.

Q.7 Classroom display may have an important impact on the children's learning. Discuss why and how.

Q.8 What can be the best practices and recommendations for classroom display? Give your own opinion.

Objective type Self-Assessment Questions

Please read the statement and choose the right option responsive to it:

Q. 1. Partnerships prove most powerful when they comprise these three main components, i.e., labeled as '3Cs':

(a) Communication, Consistency, Collaboration
(b) Communication, Coordination, Collaboration
(c) Communication, Cohesion, Collaboration
(d) Connection, Connotation, Communication Answer. (a)

Q. 2. The Central link of parent- teacher partnership is:

(a) Respect (b) Regards
(c) Reception (d) Communication Answer. (d)

Q. 3 An informal printed report giving information and regularly sent to members of a club or society is called:

(a) Periodical (b) Newsletter
(c) Magazine (d) Journal Answer. (b)

Q. 4. Classroom display should be positional according to the students' (children's)

(a) Weight (b) Number
(c) Height (d) Age Answer. (c)

True/ False Objective Type Questions [Tick One Choice]

Q. 1: Suggestions Box for the classroom encourages students to their comments or complaints anonymously.
[True, False] Answer. (True)

Q. 2: The teacher is the chief-architect of the classroom display.
[True, False] Answer. (True)

Q. 3. Print media is used very commonly for electronic Communication.
[True, False] Answer. (False)
Right Answer: [Electronic media]

Q. 4. Online parental portal is a means of postal communication.
[True, False] Answer. (False)
Right Answer: [A means of electronic communication.]

Activities for Prospective ECCE Teachers

Activity No.1

Title: School Head's Interview for the Newsletter

We happily wish you as Staff Editor of a School Newsletter. You are going to conduct an interview session with the Chief - Patron of the School Newsletter, i.e., the School Head-Teacher.

Please construct ten to fifteen questions that you would ask the school Principal for the Interview to be included in the coming issue of the School Newsletter. Among those fifteen questions, five questions preferably should be pertinent to Early Childhood Care and Education.

Field Activity (N0.2)

Title: Visit of Two ECCE Classrooms and Preparation of Visit Report

Please visit the ECCE Classrooms of two schools situated in your area. Keenly observe and watch the classroom setting and display of those two ECCE classrooms of different schools. Enlist the major strengths of those two classroom settings/displays. Propose and recommend some further best practices for both classrooms in your visit report of both ECCE classrooms.

Note: Prior to the visit of these schools, due permission may be sought form the worthy Heads of both schools.

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Unit-6

PARENT-TEACHER CONFERENCES

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INTRODUCTION

Connecting the two worlds of home and school, conferences between parents and teachers are crucial. Educators and parents are encouraged to work together in a spirit of partnership and communication (Keyes, 2000; Tran, 2014; Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001). The parent-teacher conference is an essential aspect of a child's education because it fosters open lines of communication between the child's parents and instructors (Kroth & Edge, 2007). Parent and guardian participation in their child's education is fostered through these conferences, which promote a cooperative and responsible environment.

Family participation in decision-making and open communication can help establish a culture of accountability and teamwork. These habits boost the kid's well-being, which in turn boosts their academic achievement. By utilizing family involvement strategies, community resources, and fruitful parent-teacher conferences, educators can promote inclusive practices. Parent-teacher conferences are highly prized due to the benefits they provide to children, families, and the educational institution as a whole.

OBJECTIVES

By the end of this unit, the students will be able to:

1. Understand the significance of regular parent-teacher conferences in fostering positive relationships between families and schools.
2. Explain how to provide a comprehensive overview of a child's academic performance during parent-teacher conferences.
3. Recognize the importance of providing sufficient time and maintaining privacy during parent-teacher conferences to ensure meaningful and confidential discussions.
4. Identify strategies for increasing mutual knowledge between parents and teachers to create a shared understanding of the child's needs, learning environment, and home context.
5. Formulate realistic and collaborative goals for student development through effective communication and joint decision-making during parent-teacher conferences.
6. Plan and implement successful parent-teacher conferences by preparing in advance, setting clear objectives, and fostering a supportive, respectful atmosphere for dialogue.

6.1 Regular Parent- Teacher Conferences, and their Importance

It is essential to have regular parent-teacher conferences in order to establish strong, home-school connections. Meetings like these help teachers and parents work together and learn more about each other's perspectives. These conferences are a great opportunity for teachers and parents to talk about the student's development in all areas: academically, socially, and emotionally.

Conferences allow parents and teachers to meet face to face to talk about the student's development at school, at home, and in other areas where it is important. When parents and teachers collaborate, children benefit in a number of ways, including academically and emotionally (Henderson & Mapp, 2002). With this shared understanding, parents and teachers can collaborate to improve their child's academic performance (Epstein, 2011).

Conferences between teachers and parents are a great time to discuss a child's strengths and opportunities for growth. Teachers might discuss standardized test scores, teaching methods, and students' specific strengths and weaknesses. The same holds true for parents, whose insights into their children's interests, hobbies, and extracurricular activities can be leveraged to personalize instruction and pique their kids' curiosity and enthusiasm for school (Fan & Chen, 2001). Conversations like these can help parents and teachers better understand the needs of their children.

Having regular conferences between teachers and parents is another way to get parents involved in their children's education. Students benefit from parental involvement in education in several ways, including improved academic outcomes, improved school attitudes, and enhanced social skills (Desimone, 1999; Jeynes, 2007). At these meetings, parents can voice concerns, receive explanations, and learn more about the school's pedagogical philosophy and lesson plans. Involving parents in goal-setting and decision-making processes and giving them agency in their child's education empowers both parties and creates a more positive learning environment (Christenson & Sheridan, 2001). The best learning environments for children are those in which instructors and parents work together to establish shared expectations and implement positive behavior management practices (Hill & Tyson, 2009; Fantuzzo et al., 2004). Conferences between parents and educators also provide an opportunity to discuss any difficulties a child may be having at school, allowing for early intervention and support to forestall the development of academic or social problems (Sheldon et al., 2009).

Regular parent-teacher conferences support student performance by strengthening the links between the home and the school, increasing parental involvement, and facilitating knowledge sharing and exchange between educators. These meetings help parents and educators work together for the benefit of a child's academic, social, and emotional growth, which is essential for a well-rounded education.

The following are some of the most important reasons why holding regular parent-teacher conferences is so important:

1. Students' academic performance often improves as a result of these gatherings.
2. Parents and teachers can benefit from meeting regularly.
3. Teachers and parents work together to provide each student with specialized attention and provide relevant information.
4. Early intervention determination: A child's needs can be better met through early intervention and support when issues are discussed and addressed during conferences.
5. They help to fortify the connection between home and school, easing the transition for pupils between the two environments.
6. Conferences facilitate candid conversations between educators and guardians.
7. The seventh advantage is that they inspire partnerships between parents and teachers to better their children's education.
8. Both parents and teachers can track a student's academic growth and improvement.
9. Parents, educators, and other stakeholders in a child's education can address issues and find solutions at conferences.
10. They aid parents and educators in determining what should be expected of a student and how those expectations should be met.
11. By including parents in bolstering school lessons at home, conferences promote learning continuity.
12. Both parents and teachers can have a deeper comprehension of the child's strengths, areas for improvement, and overall growth.
13. Conferences are a wonderful opportunity to celebrate and honor a child's achievements.
14. Improving a child's chances of success in school by bringing together their families, teachers, and other community members.
15. Conferences provide a platform for people from different cultural backgrounds to learn from one another and improve their communication skills through increased cultural awareness.
16. Such gatherings allow for the monitoring and promotion of a child's social and behavioral growth throughout time.

    Parent-teacher conferences are a terrific tool for keeping tabs on students with special needs and making sure they are getting the help they need.

6.2 In Parent- Teacher Conferences, Providing an Overview of the Child's Performance

- Parent-teacher conferences are meant to give parents an in-depth look at how their child is doing in school. The student's academic growth, emotional maturity, and overall health are all topics of conversation among teachers. The purpose of these conferences is to update parents on their children's progress in school and their accomplishments in various disciplines to better equip them to support their children at home (Fan & Chen, 2001). With this information, parents can help their child at home by reinforcing topics and filling up learning gaps.

- A child's social and emotional growth can also be discussed during parent-teacher conferences. Parents can learn more about their child's growth and development as a whole when teachers provide information about their child's behavior, interactions, and emotional state (Epstein, 2011). Collaborative problem-solving is a useful tool for figuring out how to respond to issues that arise in the classroom or the community.

- At conferences, showing parents samples of their child's work, evaluations, and classroom observations helps everyone involved set reasonable goals. By having access to objective data on their child's development and achievements, parents are better able to gauge their child's true potential and set realistic academic goals (Desimone, 1999).

- Having a conversation about a student's progress also encourages collaboration and communication between parents and educators. The result is a partnership and a shared sense of responsibility for the child's well-being on all fronts (Christenson & Sheridan, 2001). When parents know how their child is doing in school, they can work with their child's instructors to help them overcome obstacles by revisiting lessons, providing extra help at home, and coordinating efforts.

- Giving parents an open and detailed report on how their child is doing fosters confidence and cooperation. Parents feel more invested in their children's education when teachers treat them with dignity and respect (Henderson & Mapp, 2002). Sharing this information between home and school helps parents and educators work collaboratively for the child's best interests.

During parent-teacher conferences, the following bullet points can be used to summarize the child's performance:

1. Provide a detailed analysis of the child's strengths and shortcomings in the classroom, including their academic development in disciplines like math, language arts, science, and social studies.
2. Summary of Evaluations: Discuss your child's results on tests, quizzes, homework, and other academic endeavors. Talk about what you've accomplished and where you need help.
3. Focus on the kid's level of participation in and contribution to class debates, group projects, and other activities. Look for opportunities to enhance your participation abilities and focus on those.
4. Discourse the child's dependability in completing homework and their level of organization in handling academics. Take care of any unfinished business or disarray.
5. Talk about your kid's study habits, how well they manage their time, and how well they do at reaching their deadlines. Help students succeed in school by sharing your tried-and-true study techniques.
6. Give a brief summary of the student's attendance, emphasizing any recurring absences or tardiness. Explain to parents how vital regular and on-time attendance is to a child's academic development.
7. Discuss the child's behavior, interactions with peers, and ability to conform to classroom norms and expectations. Take care of any problems or weak spots in your social skills and behavior.
8. Determine the child's particular areas of academic strength and weakness and have a conversation about them. Point out what's working well and where you think some help or targeted actions could be useful.
9. Progress in one's own life: Discuss the child's maturation in terms of their sense of responsibility, their capacity to handle tasks without constant supervision, and their level of intrinsic motivation. Determine where the youngster has improved or grown.
10. Activities outside of school; talk about the kid's involvement in things like athletics, clubs, and volunteer work. Emphasize the constructive role that these pursuits have in people's growth as a whole to inspire them to keep it up.
11. Collaborative and communicative abilities: provide feedback on the child's ability to express themselves clearly, work with others, and take part in group activities. Make suggestions about how they might improve in this area.
12. Goal-setting: Set behavioral and academic goals for the youngster in tandem with the parents. Describe the actions parents can take to foster their child's development and offer suggestions for how they can do so.

Personalizing the feedback for each student by providing specific anecdotes and facts to back up the overall assessment of their performance is essential. At parent-

teacher conferences, you can use these points as a jumping-off point to talk about your child's progress.

In conclusion, good home-school partnerships can be promoted by presenting an overview of the child's performance in parent-teacher conferences. Teachers can shed light on a child's academic progress, social and emotional maturation, and overall health and happiness. This summary gives parents the information they need to be an active part of their child's education by revealing the child's strengths, problems, and development. It also fosters trust, cooperation, and open dialogue between parents and educators, all of which benefit the child.

6.3 Providing Sufficient Time and Privacy in Parent-Teacher Conferences

- Parent-teacher conferences are most successful when both parties have ample time and space to speak freely and openly without interruption.

- Allocate enough time for each meeting so that key topics can be discussed at length and no one feels rushed.

- Conferences that last longer provide more time for discussion, which means parents can ask questions, get answers, and participate more actively (Fan & Chen, 2001).

- Every child and family has different requirements, so it's important for schools to set up enough time for each conference.

- Putting Loving Kindness and Cooperation on Display:

- Teachers' willingness to listen to and answer parents' concerns is reflected in the amount of time allotted for this purpose.

- When there is enough time for parents and teachers to work together, they are better able to make educated decisions for their children (Epstein, 2011).

- The home-school connection is strengthened by this team effort, and students develop a stronger feeling of personal accountability.

- As important as it is to set aside sufficient time for a meeting, it is equally important to ensure that participants are able to speak freely and openly on any issue without fear of retaliation.
- Privacy encourages open communication between parents by protecting their right to secrecy (Christenson & Sheridan, 2001).

- ❖ Facilitates effective talks regarding the child's needs and growth by allowing teachers to offer suggestions and feedback without passing judgment.

- ❖ Researchers have found that when parents have one-on-one talks with teachers, they are more invested in and enthusiastic about their child's education.

- ❖ Conversations between parents and educators are more likely to be fruitful and productive when they can avoid interruptions.

- ❖ School districts that make provisions for confidential family conferences are showing their dedication to the home-school partnership.

- ❖ Personalized Learning: Confidential parent-teacher conferences give educators a window into each student's unique strengths, challenges, and learning environment through open dialogue about home life and academic success (Desimone, 1999).

- ❖ This individualized method allows educators to better meet the needs of their students in terms of both academic achievement and personal development.

- ❖ Important Time and Confidentiality Considerations for Parent-Teacher Conferences.

- ❖ Make sure you give yourself enough time for in-depth chats by not rushing through them.

- ❖ Provide individualized care by working closely with each family to address their child's unique requirements, development, and concerns.

- ❖ Confer in isolated areas where people's identities won't be revealed, protecting the privacy of crucial discussions.

- ❖ Keep distractions to a minimum: Facilitate in-depth discussions between parents and educators by eliminating distractions.

- ❖ Adhere to data protection and privacy standards, and only share student information with their parents or legal guardians.
- ❖ Promote scheduling meetings in advance to provide for adequate time and thorough discussion of concerns.

- ❖ Set the tone for open dialogue between parents and educators by providing a welcoming space for them to do so.

- ❖ To promote successful communication and mutual understanding, it is important to provide translation and interpretation services.

- ❖ Give parents the option of attending on weeknights or weekends to meet their work schedules or other commitments.

- ❖ Keep an open mind and refrain from passing judgment on the parents; this will help them feel safe enough to share their concerns and suggestions.

- ❖ Provide a written summary of meeting discussions, action plans, and agreed-upon next steps to facilitate follow-up communication and assure clarity and accountability.

- ❖ Actively seek and value parental engagement, input, and experiences as they pertain to their child's education and development.

- ❖ For productive conversation, trust-building, and collaborative problem-solving during parent-teacher conferences, it is essential to give parents and teachers ample time and privacy. Time and seclusion foster open and honest communication, allowing for more in-depth discussions and more engaged parental involvement. By giving parents time and space to communicate with teachers, schools show they value their cooperation and are working together for the sake of their student's education.

6.4 Increasing Mutual Knowledge in Parent-Teacher Conferences

The primary goal of PTCs is to improve communication between parents and educators. The goals of these meetings are to discuss the student's academic performance, social and emotional growth, and general well-being.

Sharing information between educators and parents helps all parties involved in a child's education understand their respective responsibilities. In order for parents to support their child's education at home and build on what they're learning in school, teachers may provide them with detailed information about their child's academic development (Fan & Chen, 2001). Similarly, parents can support educators by providing details about their child's background, personality, and preferred methods of instruction (Epstein, 2011).

During these conferences, parents and educators may also talk about the child's social and emotional development. Teachers may be able to give parents a fuller picture of their child's development by regularly updating them on the child's

behavior, social interactions, and emotional progress (Hill & Tyson, 2009). Parents will be more equipped to give their children the support and guidance they need to thrive in school and beyond with this knowledge in hand. Teachers may better accommodate each student's needs and foster a welcoming learning environment when parents share information about their child's history, challenges, and aspirations (Desimone, 1999).

Through these conferences, both parents and teachers can better understand the student's individual strengths, weaknesses, and learning preferences and requirements. The child and you can collaborate on a learning strategy that caters to the child's specific requirements and learning preferences (Christenson & Sheridan, 2001). Teachers can better fulfill the needs of their students if they modify their lessons and methods to accommodate their differences. Also, parents find out what's going on at school so they can support their kids even more at home. Conferences between parents and educators can be a great way for everyone involved to grow in understanding and collaboration. Everyone involved in a child's life benefits from open and honest communication between parents and teachers (Henderson & Mapp, 2002). Setting goals, making action plans, and implementing interventions to address a child's needs can strengthen the home-school link and create a network of support for the child's educational journey.

In conclusion, parent-teacher conferences are extremely important because of the bonds they foster between the home and the classroom. Together, parents and educators may better understand their child's educational journey by exchanging information about the child's academic progress, social and emotional growth, and unique needs. With this information in common, professionals can work together more efficiently, offer the child more tailored assistance, and feel more invested in the child's success. Parents and educators can form a strong collaboration that has a lasting impact on a child's development and education through open communication and shared knowledge.

6.5 Formulating Goals in Parent-Teacher Conferences

In order for parent-teacher conferences to be productive, goal-setting must take place. These conferences are a great chance for parents and teachers to work together to set SMART goals for the child's development and education that are both attainable and timely. During these sessions, parents and teachers can work together to establish a common vision for the child's education. Specific goals fitting the child's needs and potential can be defined after a discussion of the child's strengths, challenges, and desires (Christenson & Sheridan, 2001). Together, parents and educators can help their children succeed in school and in life by identifying and working toward common goals.

Setting clear and ambitious academic objectives has been proved to improve student performance (Locke & Latham, 2002). Teachers can help parents make

sense of their child's academic progress by sharing evaluations and observations at conferences. Parents and teachers can work together to construct a plan for their child's development by establishing clear and attainable objectives, pinpointing problem areas, and defining strategies for improvement (Desimone, 1999). By giving students a clear sense of where they are going in school, this method boosts their motivation.

Setting objectives during parent-teacher conferences is another way in which individualized education and help can be provided. Teachers can better meet the requirements of their students if they consider the students' specific abilities, learning styles, and areas of interest (Epstein, 2011). Setting academic, skill and interest-based objectives can help students overcome obstacles and move forward. Parents' participation in this process guarantees that their kids will receive a well-rounded and individualized education, with support and reinforcement that goes beyond the classroom (Fan & Chen, 2001).

Parent-teacher conferences are a great opportunity for setting goals and checking up on progress. By agreeing upon specific objectives, both parents and educators will be able to track and evaluate their child's development over time. This allows for quick assessments, modifications, and interventions to keep the youngster moving in the right direction toward their goals (Henderson & Mapp, 2002). Sharing updates on student progress toward goals with both parents and teachers promotes a team-based approach to resolving issues and enables prompt action if problems arise.

The connection between home and school is bolstered when goals are defined during parent-teacher conferences. Teachers who consult with parents on their children's learning goals show that they value the parents' input. In turn, parents participate in their children's education by imparting wisdom, offering guidance, and encouraging initiative (Hill & Tyson, 2009). By working together, parents and educators are able to build a trusting connection that is essential to a child's academic achievement.

The main considerations for setting goals during parent-teacher conferences are as follows:

1. Goals should be created jointly by the child's parents and instructors to better meet the child's needs and interests. Motivate both sides to take part and share their thoughts.
2. Goals are more likely to be accomplished if they are "SMART," or specific, measurable, attainable, relevant, and time-bound. Identify the end goal and create a system to measure success.
3. Set goals for your child's academic development and progress in many areas of study. A student's academic goals may include raising their grade point average, learning a new skill, or proving mastery of a particular subject.

4. Goals that encourage appropriate behaviour, social competence, and classroom behaviour are examples of behavioural goals. Conflict resolution, more engagement, and stricter self-control are all examples of desirable outcomes that could be attained by the pursuit of such aims.
5. Goals for developing a child's character should focus on the child's personal growth, happiness, and success in all areas of life. These objectives may include strengthening resistance to negative influences, increasing self-assurance, or broadening compassion and empathy.
6. Goals that are specific to the requirements, strengths, and difficulties of the individual child. Set meaningful and relevant goals for their educational path by taking into account their learning style, interests, and challenges.
7. Establishing both long-term and short-term goals will serve as a road map for the child's development. Short-term objectives should be used to break down long-term goals into more manageable chunks, while long-term goals should be used to represent important checkpoints along the way.
8. Measurement and tracking: Talk about how you'll be keeping tabs on your progress toward your objectives. To evaluate the child's progress and make any necessary adjustments, it is important to use the right methods of assessment, benchmarks, or checkpoints.
9. Involvement of parents: Stress the value of reinforcing positive behaviour at home. Parental involvement in a child's growth can be facilitated by providing resources, direction, and reinforcement that are all in line with the goals that have been set.
10. Acknowledge and appreciate the child's progress as they work toward their goals. Motivate yourself and have a positive mindset by acknowledging your progress, achievements, and hard work.
11. Constantly reassessing and adapting: Set up checkpoints at regular intervals to discuss the goals, evaluate the status, and make any required revisions. Take use of these intervals to review progress toward objectives, solicit input, and make adjustments as necessary.
12. Encourage open communication between your child's home and school on the kid's aspirations. Maintain lines of communication so that issues can be discussed, progress can be reported on, and problems can be tackled together.

Overall, student achievement, motivation, and parent-school partnerships all benefit greatly from goals being established during parent-teacher conferences. Together, a child's parents and teachers can construct a common vision and roadmap for the child's academic success and general development by setting SMART (specific, measurable, attainable, relevant, and time-bound) goals. By focusing on the end result, this method fosters parent-teacher partnerships, tailor-made lessons, intrinsic student motivation, and open lines of communication. When

parents and educators work together, they can help a kid reach his or her full academic potential.

6.6 Planning for a Successful Parent-Teacher Conference

- A successful parent-teacher conference is the result of careful preparation and attention to detail. In this section, we'll go over what it takes to have a productive conference, including how to set goals, how to schedule uninterrupted time for the meeting, where to hold the meeting, how to make it comfortable for everyone involved, how to keep a positive attitude, how to get parents involved, how to speak in plain English, how to avoid unprofessional conversations, and how to avoid giving negative evaluations. These elements help parents and educators work together to provide a safe learning environment for their children.

- To sum up, a successful parent-teacher conference requires careful planning that takes into account a variety of factors that foster open communication, collaboration, and the growth of trusting bonds between the home and the school. Teachers and parents can have productive conferences that benefit a child's academic progress and development if they follow a few simple guidelines: agree on the purpose of the conference, schedule an uninterrupted time for it, establish clear goals for the meeting, protect the child's privacy, create a relaxing atmosphere, keep a positive attitude, invite the child's parents to participate, speak in plain language, steer clear of controversial topics, and refrain from giving grades or other forms of evaluation. If you want your parent-teacher conference to be successful, it's important to plan and pay attention to these factors.

- Give an overview of the conference's aims.
  The aims of the conference, which should include examining the child's progress, addressing any concerns, and setting goals for future growth and development, should be stated clearly to the parents. This ensures that both parents and educators come into the meeting with the same goals in mind (Epstein, 2011).

  Ample time should be set out for the conference to ensure in-depth discussions can take place. When making plans, parents and educators should keep undisturbed talking time in mind. It's important to take your time during the conference so that parents can voice their concerns and ideas (Henderson & Mapp, 2002).

Focus and direction at a conference can be maintained by establishing clear goals in advance, which should be discussed. Teachers can make an agenda or framework that addresses academic progress, social and emotional development, behaviour, and any issues or concerns that have been addressed by students or parents. In this way, parents and educators may have a discourse that is productive for everyone involved (Desimone, 1999).

- Think of holding the meeting in a quiet, secluded area. This will help to ensure that everyone feels safe enough to speak their minds. Confidentiality and trust are enhanced when addressing the child's performance or personal concerns in a separate and private setting (Christenson & Sheridan, 2001).

- Establish a warm and friendly atmosphere to put parents at ease and promote open lines of communication. Reassuring parents of any concerns they may have by greeting them warmly, providing refreshments, and setting a respectful and cheerful tone from the get-go (Hill & Tyson, 2009).

- Get the conference off to a good start by maintaining an optimistic frame of mind throughout the gathering. Teachers are in a prime position to build a culture of praise and encouragement by highlighting students' strengths and achievements. Positive reinforcement for the child's efforts promotes the development of social and problem-solving skills (Henderson & Mapp, 2002).

- The best way to get parents interested and involved is to include them in the conversation. Teachers should encourage parents to share their thoughts, questions, and concerns. Parents' advocacy for their children is fostered and valued when professionals listen to and acknowledge their perspectives and ideas (Epstein, 2011).

- Don't use unclear or technical terms; clear and efficient communication relies on straightforward language. It is important for educators to remember that not all parents have the same level of education. Instead, they should clarify topics and academic terminology in layman's terms to boost comprehension and invite audience engagement (Desimone, 1999).

- Keep a dignified and professional posture throughout the conference by avoiding casual discussions. As professionals, educators should avoid talking negatively about their pupils or colleagues. Focusing on the child's progress, objectives, and methods for growth is essential for keeping things on track and fruitful (Epstein, 2011).

Negative assessments should be avoided, and conferences should focus on finding constructive ways to help the child rather than assigning blame. Teachers should adopt a growth attitude, look for solutions rather than pointing fingers, and offer constructive criticism and suggestions for progress. Parents and instructors can have a positive and mutually helpful connection if they focus on the child's potential and work together (Henderson & Mapp, 2002).

To sum up, an effective parent-teacher conference requires careful planning, with attention paid to a number of variables that foster open communication, collaboration, and the forging of trusting bonds between the home and the classroom. Teachers and parents can have productive conferences that benefit a child's academic progress and development if they prepare for them by agreeing on the conference's purpose, allocating uninterrupted time, setting goals, providing a private location, creating a welcoming atmosphere, maintaining a positive attitude, encouraging parental participation, using accessible language, avoiding unprofessional conversations, and refraining from negative evaluations.

Self-assessment Questions

1) Reflect on your approach to conducting parent-teacher conferences. How effectively do you ensure that both parents and teachers have the opportunity to discuss the child's academic, social, and emotional progress?
2) How do you incorporate feedback from parents into your teaching practice? Evaluate how this feedback influences your instructional strategies and student engagement.
3) Assess how well you manage the time allocated for each parent-teacher conference. Do you feel that you provide enough time for comprehensive discussions, and how might you improve this?
4) Consider the confidentiality of the information shared during parent-teacher conferences. How do you ensure that sensitive information is handled appropriately and that parents feel secure discussing their child's needs?
5) Evaluate your strategies for setting and communicating goals with parents during conferences. How do you ensure that these goals are clear, actionable, and effectively support the student's development?

Question No. 6. Choose the correct option in the following questions

1. What is one primary benefit of regular parent-teacher conferences?

A) Reduced teacher workload
B) Improved student academic performance
C) Increased school funding
D) Larger classroom sizes

2. Which of the following describes the main purpose of parent-teacher conferences?
A) To assess teacher performance
B) To review student academic performance and development
C) To plan school-wide policies
D) To discuss school events

3. According to Epstein (2011), how do parent-teacher conferences impact student success?
A) They help identify students for special programs
B) They enhance communication between home and school, improving student outcomes
C) They provide a platform for school staff to meet external stakeholders
D) They facilitate student social events

4. Why we are holding regular parent-teacher conferences?
A) For students' academic performance
B) Help to fortify the connection between home and school
C) Conferences facilitate candid conversations between educators and guardians
D) All of the above

5. Parent-teacher conferences are meant to give parents a/an _____look at how their child is doing in school.
A) Daily
B) In-depth
C) Monthly
D) weekly

6. The primary goal of PTCs is to improve communication between _____and educators.
A) Administration
B) Society
C) Students
D) Parents

7. In SMART goals S is for _____
A) Specific
B) Student
C) Sufficient
D) Sustainable

8. A successful parent-teacher conference requires careful planning_____
A) Administration
B) Supervision
C) Planning
D) None of the above

9. Encourage open communication between your child's home and _____on the kid's aspirations.
A) Society
B) Parents
C) School
D) Fellows

10. Teachers should encourage parents to share their_____.
A) thoughts
B) concerns
C) questions
D) All of the above

Answer Key.
1. B 2. B 3. B 4. D 5. B 6. D 7. A 8. C 9. C 10.D

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Unit-7

FAMILIES IN THE CLASSROOM

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INTRODUCTION

Family engagement/participation describes a situation in which families and teachers share the responsibility to help students reach their academic goals. It happens when families commit to making their child's education a priority, and teachers commit to listening and collaborating with families.

Family engagement in school is different from family involvement though both support student success. Involvement includes family participation in school events or activities while teachers provide learning resources and information about their student's grades. With involvement, teachers hold the primary responsibility to set educational goals. They relate to families and caregivers as an academic advisor for their children rather than their partner in learning.

Family involvement is the first step to family engagement. Teachers can offer advice. Families and caregivers may have important information about their children that teachers may not know. A student's learning experience is enriched when both bring their perspectives to the table. With family engagement, home and school come together as a team.

It is desirable in family engagement to empower families and caregivers by providing them with ways to actively participate. Schools can encourage families to join the school's family-teacher association or arrange virtual family-teacher meetings for families with relevant issues.

OBJECTIVES

In sha' Allah Ta'ala after the study of the material given in this unit, students will be able: ;

1. To encourage family involvement in classroom and school activities;
2. To encourage parents' observations about the school activities;
3. To utilize parents' services as rich resources for the classroom;
4. To seek parents help and supportive and useful for the students' hobbies;
5. To have parents' involvement useful for the conduct of cultural/ religious traditions;
6. To ensure parents' involvement i s useful for the student's field trip;
7. To acquire parents' and families' involvement beneficial for the school's material development activities and special skills development activities.

7.1: Family Engagement/Participation For Student Success

Children benefit when parents and family members get involved in their learning and development. This conclusion is supported by decades of research that suggests that family engagement is positively linked to children's outcomes in preschool, kindergarten, and early elementary grades.

Many researchers recognize the important role that a strong positive bond between homes and schools plays role in the development and education of children The theories put forward have been supported and reaffirmed by numerous studies that have shown that good cooperation between schools, homes and the communities can lead to academic achievement for students, as well as to reforms in education. Research has also shown that successful students have strong academic support from their involved parents. Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools despite often working in low social and economic neighborhoods, have strong and positive school-home relationships. More importantly, these effective schools with positive school climate have made a real effort in reaching out to their students' families in order to bring about good cooperation. Thus schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environment is supportive. It alleges that there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid students in succeeding at school. Other reasons include improving school climate and school programs, developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons emphasize the importance of parents playing an active role in their children's education and keeping a strong and positive relationship with schools.

7.2: Models of Parental Involvement:

Educators and parents play major roles in the educational success of students. Students need a positive learning experience to succeed in school: one providing support, motivation, and quality instruction. With the increasing demands on the family, parental support in the education of students extends beyond the school building. Many families are faced with overwhelming and unpredictable schedules and circumstances. Although it seems that parental involvement is researched, there is still concern regarding parental involvement and what constitutes effective parental involvement in the education of students.

Educators, parents, and community members may have different opinions regarding effective involvement practices and the ways each can contribute to the educational process. Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies indicate increased academic achievement among students who have been involved. Studies also indicate that parental involvement is most effective when viewed as a partnership between educators and parents. By examining parents' and teachers' perceptions, educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement.

Numerous researchers such as Berger (2008), Davies (1996), Epstein (2009), and Henderson and Map (2002) have studied parental involvement and its effects on the educational process over the years. A leading researcher of parental involvement is Joyce Epstein, the founder and director of the National Network of Partnership Schools at Johns Hopkins University. With numerous studies and work in over 100 publications, Epstein focuses on school, family, and community partnership programs that will improve policy and practice in an effort to increase student academic achievement and student success. Epstein has identified a framework that contains six important factors with regard to parental involvement. This framework is based on findings from many studies of what factors are most effective with regard to children's education (Epstein, 1995, 1996, 2001, 2003, 2009). Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

7.3: Advantages of Parents Involvement and its Five Important Factors:
Parenting includes all of the activities that parents engage in to raise happy, healthy children who become capable students. Unlike teachers, whose influence on a child is relatively limited, parents maintain a life-long commitment to their children. Activities that support this type of involvement provide information to parents about their child's development, health, safety, or home conditions that can support student learning. It includes parent education and other courses or training for parents, family support programs to assist families with health, nutrition, and other services, and home visits at transition points to elementary, middle, and secondary school.

i. Communicating: Families and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child's health and

educational history. A school website is an additional mode of communication with parents and families. It may include a conference with every parent at least once a year, a regular schedule of useful notices, memos, phone calls, newsletters, and other communications.

ii. Volunteering: It applies to recruiting and organizing help and support from parents for school programs and student' activities. There are three basic ways that individuals volunteer in education. First, they may volunteer in the school or classroom by helping teachers and administrators as tutors or assistants. Second, they may volunteer for the school; for instance, fundraising for an event or promoting a school in the community. Finally, they may volunteer as a member of an audience, attending school programs or performances.

iii. Learning at home: It pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their children with homework or taking them to a museum are examples of this type of involvement. These.

Activities produce a school-oriented family and encourage parents to interact with the school curriculum. Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework. It includes information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home, as well as family participation in setting student goals each year and in planning for work.

iv. Decision making: It refers to including parents in school decisions and developing parent leaders and representatives. Parents participate in school decision-making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision-making activities include taking on leadership roles that involve disseminating information to other parents. It includes active Parents-Teachers Association/ Parents-Teachers Organization PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation.**Collaborating with the community:** It pertains to identifying and targeting communities'' services and resources to support and strengthen schools, students, and their families. It includes information for students and families on community health, cultural, recreational, social support, and other programs/services, and information on community activities that link to learning skills and talents, including summer programs for students.

Each of these factors can lead to various results for students, parents, teaching

practices, and the school climate. In addition, each factor includes many different practices of partnership. Lastly, each factor poses challenges to involve all families and those challenges must be met. That is why Epstein (2001; 2009) considers it to be significant for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success and to develop a climate of alliance between homes and the school. Even though the primary focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers (Epstein, 2003, 2009). For instance, it may be presumed that parents will gain more self-confidence in their role as parents, they will show leadership with decision-making, and will have more effective and productive communication with their children with regard to school work and will have more communication with other parents at the school. According to Henderson and Berla (1994), parents also gain a more positive attitude towards the school and its staff and gain more confidence in assisting their children with homework, by being involved with their education. In addition, they are more likely to gather support for the school and its programmes in the community and become more active community members. For teachers, the benefits may be presumed to be better communication with parents, a deeper understanding of the families of their students and their situation, and more effective communication with both the homes and the community (Epstein, 2009). Henderson and Berla (1994) also claim that the schools will benefit from parental.
Involvement by improved teacher morale, more support from families and higher student academic achievement. In addition, Clarke (2007) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school. Therefore, it is safe to say that these six factors not only benefit the students, but also their parents, teachers and school.

7.4: Disadvantages of Parents Involvement:

Parents' cognitions about their role have been identified as a major contributor to their willingness to engage in supportive parenting. There are three forms of parental cognition: parents' aspirations concerning their children's future occupation, their self-efficacy in rearing and educating their children, and their perceptions of the school (Eccles & Harold, 1996; Hoover Dempsey & Sandler,1997; Okagaki & Frensch, 1998).

1. **Parental Aspirations:** Parental aspirations refer to idealistic hopes or goals that parents may form regarding future attainment. Parents who hold high aspirations for their children's future are likely to be more willing to exert efforts to ensure that those aspirations are realized. Indeed, evidence from research suggests that educational and occupational aspirations are associated

with the ways in which parents shape children's activities, time, and learning environment (Murphey, 1992).

2. **Parenting Self-Efficacy:** The construct of self-efficacy refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Research conducted in a variety of countries finds that individuals with high self-efficacy in a specific area exert effort in that area, persevere in the face of difficulty, and respond resiliently to adversity (Bandura, 2002). They are less prone to self-defeating thought patterns, and they experience less stress and depression than those with lower self-efficacy. The construct of self-efficacy is intended to be domain-specific; particular experiences with respect to a given domain affect the individual's sense of confidence about acting efficaciously in that domain. The domain of parenting self-efficacy has been examined at length, and parenting self-efficacy has shown to be an extraordinarily powerful determinant of effective parenting behavior in Western societies. Parents with high self-efficacy are generally more optimistic, authoritative, and consistent in their interactions with their children than those with lower parenting self-efficacy. Additionally, theoretical formulations have identified parenting self-efficacy as a key determinant of parental involvement in schooling. Empirical work suggests that parents with high self-efficacy are more likely to monitor their children's schoolwork and to participate actively at school (Ardelt & Eccles, 2001).

3. **Perceptions of the School:** Parents' degree of involvement is likely to be affected by the school itself. If teachers appear to care about the welfare of the child, communicate respect for parents, and develop effective means of communicating with families, parents are more willing and able to become involved in their children's schooling (Hoover-Dempsey & Sandler, 1997).

7.5: Parental Involvement:
Summary of Empirical Findings

Parents and families have a major impact on the success of the process of education and upbringing of children. Involvement of parents is related to their position at home (monitoring the learning of children), as well as participation in activities organized at school (parent-teacher conferences, volunteer activities, various forms of parental activism, workshops and seminars for parents). It is well established that parental involvement is correlated with school achievement of both children and adolescents (Long, 2007; Rich, 1987). Elementary school children gain greater academic, language, and social skills (Grolnick & Slowiaczek, 1994), middle and high school students have greater achievement

and future aspirations (Eccles & Harold, 1993) and spend more time doing and completing homework (Epstein et al., 2009).

Research shows that parental involvement is more important to children's academic success than their family's socioeconomic status, race, ethnicity, or educational background (Amatea & West, 2007; Henderson & Berla, 1994). Parental involvement can encourage children's and adolescents' achievement in many ways. One way that parents can contribute positively to their children's education is to assist them with their academic work at home. Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist them (Ball &Blachman, 1991; Izzo et al., 1999).

Furthermore, research shows that the level of parental involvement is associated with academic success. Children whose parents are actively involved in their schooling benefit better than children whose parents are passively involved. Specifically, if parents attend teacher conferences, accept phone calls from the school, and read and sign messages from school, their children will benefit academically more than children whose parents do none of the above. Furthermore, children excel even more when their parents assist them at home with their homework, attend school-sponsored events, and volunteer at their children's schools (Suizzo, 2007; Weisz, 1990).

7.6: Barriers to Parental Involvement

Although parental involvement is recognized as being of significance in the education of children, there remains great diversity concerning parental involvement. Some factors exist over which schools have little control and these factors have become of great interest to educational decision-makers (Feuerstein, 2000). Today's parents are often preoccupied with the distractions and demands of daily life. Burdened by low-

Income inflexible work hours and language barriers, some parents are unable to attend school activities or participate in the schooling of their children on a regular basis (Ho, 2009). Baeck (2010) as well as Lee and Bowen (2006) cite cultural norms, insufficient financial resources, and lack of educational attainment as barriers to parental involvement in school. Davis (1996) found that many parents suffer from low self-esteem and others did not experience success in school themselves and therefore lack the knowledge and confidence to help their children. Parents who did not experience success in school may view it negatively (Greenwood & Hickman, 1991).

Parents may be intimidated by the language, the curriculum, and the staff; consequently, they avoid communication with the school (Flynn, 2007). Rutherford and Edgar (1999) recognize that parents have increased difficulty in being involved in their students' secondary education as determining which

educator is responsible for which part of the child's academic programme can be overwhelming. Hill and Taylor (2004) assert that "parents from lower socioeconomic backgrounds face many more barriers to involvement, including nonflexible work schedules, lack of resources, and transportation problems" (2004, p. 162). Ascher (1988) reported that low-income urban parents can and want to participate in the education of their children as much as middle-class parents. She also reported that single-parent participation is often hindered by inflexible leave policies and child-care responsibilities.

Many school officials tend to decide in advance that single and low-income working parents cannot be approached or relied upon. They are not expected to participate in their children's classroom, attend meetings, or provide assistance with home learning activities (Ascher, 1988).

Williams and Sanchez (2011) identify four areas that are barriers to involvement: time poverty, lack of access, lack of financial resources, and lack of awareness. Johnson (1994) asserted that "feelings of inadequacy, limited school background, or preoccupation with basic necessities may prevent parents from communicating with schools" (1994, p. 46). Social capital in families as being is positively linked to their students' achievement, graduation rates, higher educational attainment, as well as motivation and involvement in school.

Students are a critical component for successful school, family, and community involvement and can create a barrier topartnerships when they fail to fulfill their duty (Epstein, 1995).

Students are often responsible for delivering information and communicating with their parents regarding school programmes, activities, and events (Epstein, 1995). In programmes that require a high level of involvement, teachers help students understand their role and the importance of actively participating in the family, school, and community partnerships (Epstein, 1995). Given decreased budgeted funds in education and increased expectations, school administrators and teachers must take the initiative to involve parents in an effort to assist the educational achievement of students.

(Wherry, 2009). Some school administrators and teachers may not know how to involve parents; therefore, educators lacking this knowledge could be taught techniques for involving parents and creating partnerships (Greenwood & Hickman, 1991).

Administrators and teachers may not fully understand the importance of parental involvement and the effects of parental involvement on student achievement (Flynn, 2007). Often, teachers believe parents do not support the school and do not discipline children when there has been a problem at school. When teachers do not feel parental support, they often believe it is a waste of their time to contact parents (Flynn, 2007). To overcome the barriers preventing parental involvement, schools need to provide a welcoming climate where the school staff

is respectful and responsive to parents (Wherry, 2009).

7.7:Adequate Parents Involvement: Examples of Good Practice

1. **Protective Model:** The goal of this model is to avoid conflict between teachers and parents by keeping the teaching and parenting functions separate (Swap, 1993). It is referred to as the protective model because its objective is to protect the school from interference by parents. The teacher's responsibility is to educate children, while the parent's responsibility is to make sure children get to school on time with the correct supplies. In this model, parental involvement is seen as unnecessary and potentially interfering with the education of children.

2. **Transmission Model:** It is predicated on the view that teachers see themselves as the primary source of expertise on children but who recognize the benefits of using parents as a resource (Swap, 1993). In this model, the teacher remains in control and decides on the intervention, but does accept that parents can play an important role in facilitating children's progress. Teachers using this approach must have additional skills, including techniques to effectively guide parents and interpersonal skills to establish productive working relationships. One drawback of this approach is the assumption that all parents can, and should, take on the role of acting as a resource (Swap, 1993). This model has the potential to overburden parents by placing excessive demands on them to carry out activities in the home.

3. **Curriculum-enrichment Model:** The goal of this model is to extend the school curriculum by incorporating parent's contributions (Swap, 1993). This model is based on the assumption that parents have valuable expertise to contribute and that the interaction between parents and teachers will enhance the curriculum and the educational objectives of the school. Parent involvement in this model focuses primarily on curriculum and instruction within schools. The major drawback to this model is that it involves teachers permitting.
   Parents to have tremendous input regarded what is taught and how it is taught. In some cases, this may seem threatening to the teacher. Ten years later, Hornby (2011) adds descriptions of three more models:

4. **Expert Model:** In this model, teachers consider themselves to be the experts regarding all areas of the development and education of children, whereas parent's views are given little credence (Cunningham & Davis, 1985). Teachers maintain control over all decisions, while the parent's role is to receive information and instruction about their children. Parent's views and

feelings, the need for a mutual relationship, and the sharing of information are given little, if any, consideration.

5. **Consumer Model:** In this model, teachers function as more of a consultant while parents decide what action is to be taken (Cunningham & Davis, 1985). The responsibility of decision-making lies on the shoulders of the parents, but it is the teachers' responsibility to provide parents with relevant information and the options available. In this model, teachers defer to the parents, who are placed in the expert role. Because parents are in control of the decision-making process, they are more likely to be satisfied with the services they receive, to feel more confident in their parenting, and to be less dependent on professionals.

6. **Partnership Model:** It is the most appropriate model one in which teachers are considered to be experts on education and parents are viewed as experts on their children (Hornby, 2001). The goal is to establish a partnership in which teachers and parents share expertise and control in order to provide the optimum education for children, each contributing different strengths to the relationship. Mutual respect, long-term commitment to a wide range of activities, and sharing of planning and decision-making responsibilities are the essential components for true partnerships between parents and teachers to occur. The essence of effective partnerships between parents and school staff was summarized in seven principles by Turnbull and colleagues (2011). A key principle of effective partnership is trust.

   The teacher is required to have reliable, confidential, open and honest relationships with parents. Furthermore, the relationship must be based on mutual respect which means respect for the opinions of others and respect for the dignity of others. Parents should be convinced of the competence of persons who are professionally involved in the work with their children. Effective partnerships require two-way communication that will enable the exchange of knowledge and ideas between all parties involved. No less important is the imperative of protecting children, which is achieved through the early identification of problems, and their solutions, the identification of appropriate strategies and the promotion of knowledge about the protection of children.

7.8: Parents as Classroom Resources

The school takes its input from the society. School and society or children's families are interlinked with each other. At the school level, his relationship or this linkage remains long-term.

Mostly, it is apparent that when a child gets admission into some secondary

school he or she completes matriculation from the same school. In this way, the parents of a child remain connected to that school for more than ten years. Parents can prove themselves as potential, beneficial, useful, informative and accessible recourse for the school and classroom. Parents can prove themselves as class resources in different capacities and different situations. Let us discuss them one by one.

7.8.1: Parents as Classroom Resources for Jobs and Occupations:

Children's parents belong to different professions and different jobs. Their professional affiliation and information can be very informative for the class. For example, the parents of those who are employed in the police can be invited to teach of Model Lessons of Traffic Education. Similarly, scientists' parents can be invited to explain lessons on scientific inventions and discoveries. During severe understaffed situations, some educated parents can be involved in teaching on an honorary basis.

7.8.2: Parents Contribution for Children's Hobbies

A hobby is a leisure time activity. It can be of different nature for different children. Children choose hobbies according to their own choice. Parental role in the fulfillment of children's hobbies is very substantial. Plantation, kite-flying, ticket-collection, coins-collection, book-reading, pet-birds or animal keeping, etc.; are various sorts of hobbies. Parents can guide their children for the right and useful choice of hobby. They provide the expenditure to their children for such hobbies. Some girls are very much fond of cooking. Their mothers help them in this activity. Parents play a part in purchasing children's literature for their children's book-reading hobbies. Parents can gift or donate some books for the classroom library. Teachers may send a message to the parents for the honorary supply of at least one book for the classroom.

7.8.3: Parents as Classroom Resources for Cultural/ Religious Tradition

Different cultural and religious programmes are organized in schools during the academic calendar year. Those celebrations may be like Sports Day, Independence Day, Book Reading Day, Eid Meelad-un-Nabi sall-Allah-o-alaih-i- wa aalihee wa Sallum, Qaid Day and Iqbal Day. Parents guide their children to participate in such seminars and exhibitions. Parents guide their children in declamations, Essay Writing Competition, Husn-e-Qira't, Husn-e-Na'at programmes. Parents prepare special dresses for their children for such programmes and some parents feel pleasure in being present along with their children in such celebrations. Often, it has been observed that those children go ahead of other class fellows whose parents encourage and support their children in co-curricular activities.

7.8.4: Parents as Resources for the Field Trips

Parents' permission is a pre-requisite for every child to go on a field trip. The child's safe arrival at the field trip point and safe pick-up of the child for home at the end of the field trip depends upon the parents of the child. Similarly, it is the parents who provide the children with all the essentials required for the field trip,i.e., dress according to the season or climate condition, transportation expenditure and refreshment charges etc. Sometimes, it does occur that parents can support the school in the following ways:

1. Invitation to the class for the visit of their own farms/O r c h a r d s / gardens/factories/ manufacturing plants, etc;
2. Accompanying themselves on the field trip of the children for due care and looking after their small kids during trips;
3. Consultation with class teachers for the selection of the most appropriate field trip point for the children;
4. Facilitation for the teachers in providing the transportation for the field trips at some concessional fare.

7.8.5: Parents as Time Resource for Children

Children's in-time arrival at school and their full-day stay presence in school are linked with the parents. Similarly, back-to-home children's involvement in academic activities can be organized by their parents. Parents' interest in their children's daily time management can be highly helpful for children's academic development. Parents can become useful time resources for the classroom in the following ways:

i. Help in students' home-work at home;
ii. Re-reading children's comfort books at home for the Child;
iii. Making a small museum for their children at home and spending some time with their children thereby;
iv. Home time-table for different activities of the child;
v. Home timetable for their children's sports, games, reading, writing, listening, watching meals, etc.

If parents are provided with the schedule of the whole academic calendar year working days inclusive of national, cultural, and religious, days celebrations, then, parents can coordinate in a better way. They can prove better organizer and managers for their children's presence, participation and performance in the classroom and school. Even prior information about children's test and exam schedules to the parents would be beneficial for parents' involvement in the classroom. In this way, parents can direct their children in a better way.

To sum up, time is a precious asset in the life of a child. Time is part of life. Time management in the life of a child in the classroom and at home is very much linked with the parents' involvement. Time is a highly valuable asset in one's

life. Time once passed can never come back in one's life. Time resources in the lives of children and parents cannot be overlooked. Jundran.&Javeri Saleem.(2021)

7.8.6: Parents as Classroom Resource for Materials

Whether it is school or home, parents prove themselves as a needful material supplier for their children. Ranging from school-bag to school transporter, everything is managed and provided to the child by his/her parents. If there sustains a strong and sound partnership between teachers and parents, then, the provision of educational essentials, materials and aids required for the child in the classroom and at home becomes easier, quicker and better. Parents can be helpful in the provision of classroom materials in the following ways:

i. Preparation and provision of classroom-related children's activities charts;
ii. Parents build a link for connecting Home Literacy Practices to School Literacy Practices and Materials;
iii. Parents can make partnerships in the preparation of students' evaluation materials;
iv. Parents co-ordination with teachers for the children's health condition, health prescriptions healthy eating and physical activities, etc;
v. Exchange of hand-outs, printed materials and videos between teachers and parents.

7.8.7: Parents as Classroom Resources: Special Skills

The teaching of special children is more demanding than the teaching of normal children. Being a teacher of special children, one should also know how to deal with their parents. It is equally important for the teacher to know how to work with their parents or guardians.

For acquiring parents as classroom resources in case of such extraordinary problems or situations, the teacher needs to open communication with the parents of such children. If parents of such children are not addressed and intimated time and again, it may cause problems later on. Teachers should never forget to praise such children before the parents. As teachers of special children, teachers should not criticize the behavior of the child before the parents. Teachers may help the parents of special children by teaching them how to handle the specialty or disability of their child. The teacher should never make a fear of a child's disability before such a child's parents. Parents' proper information doubt such children are always very much needful and useful for the teachers. In such special cases, parents' partnership becomes highly needful.

7.9: Conclusion:

Concludingly, it can be said that more recently home-school linkages or family linkages in the classroom have encouraged working in partnership. Now parent's voice is sounded and listened to meet the parental needs. Every parent matters here in school. Partnerships must strive to increase family access to resources.

7.10: Recommendations

It is recommended hereby that school staff be supported to view collaborations with families as within their professional role. Still, the development of school staff may be strengthened so that staff may feel that they have the necessary knowledge and skills to engage parents in the educational process. School staff may be encouraged to be aware of the demands and opportunities to involve families in classrooms. Parents may be involved honorably in curricular and co-curricular domain students' activities. Parents' partnership role may be acknowledged and appreciated on behalf of teachers.

Self Assessments Questions

Q. 1. Why do we need families' involvement or partnership in classrooms? Discuss your rationale.

Q. 2. Epstein identifies a framework that contains six important factors with regard to parental involvement. Elaborate those six factors with their strengths.

Q. 3. What can be the disadvantages of parents' involvement in some situations? Investigate them with their prospective effects.

Q. 4. Discuss the following models of parent involvement and decide which model is more suitable in the local context.

Protective Model

i. Transmission Model
ii. Curriculum- Environment Model
iii. Expert Model
iv. Consumer Model
v. Partnership Model

Q.5. How can job-doing parents prove informative and beneficial for the classroom? Discuss it with examples.

Q.6. How can parents contribute to their children in the selection and functioning of their children's favourite hobbies?

Q.7. How can parents participate and cooperate in the classroom during the conduct of religious programmes ? Elaborate in the light of religious festivals and celebrations.

Q.8. Parents can be a very rich resource for their children's field - trips. Elaborate it with the site- -identification and parents

partnership.

Q.9. How can parents become the most effective time managers and time savers for their children at school and at home? Point out relevant areas of time management.

Q.10. How can parents support their children in the preparation of their children's educational instructional/audio-visual materials? Give specific examples of innovative and useful educational materials/preparation.

Self-Assessment Questions

 Question 1: What is the difference between family involvement and family engagement in education?

Answer: Family involvement refers to participation in school events, while family engagement involves a collaborative effort between families and teachers to support student success.

 Question 2: Why is it important to establish a partnership between schools, families, and the community?
Answer: Such partnerships promote academic achievement, improve school climate, and support students' holistic development.

 Question 3: What are the key components of the Partnership Model of parental involvement?

Answer: The Partnership Model involves mutual respect, shared expertise, and collaborative decision-making between parents and teachers.

 Question 4: How can parents contribute to their children's hobbies, according according to the documents?

Answer: Parents can guide their children's choices, provide resources, and support their participation in hobbies like reading, cooking, or collecting.

 Question 5: What are some barriers to parental involvement in education mentioned in the document?

Answer: Barriers include low income, inflexible work hours, language barriers, and lack of educational attainment.

 Question 6: How can schools overcome barriers to parental involvement?

Answer: Schools can create a welcoming climate, communicate effectively, and provide support to help parents engage in their children's education.

True/False Questions

1. Family engagement in school is the same as family involvement. **T/F**
   - **False**
2. Parents' self-efficacy refers to their beliefs in their ability to rear and educate their children effectively. **T/F**
   - **True**
3. Parental involvement in schooling has no significant impact on students' academic achievement. **T/F**
   - **False**
4. The Consumer Model places teachers in control of the decision-making process in children's education. **T/F**
   - **False**
5. Effective partnerships between parents and school staff require mutual respect and trust. **T/F**
   - **True**
6. Parents can serve as a resource for teaching materials and home literacy practices. **T/F**
   - **True**
7. The Protective Model encourages high levels of parental involvement in classroom activities. **T/F**
   - **False**
8. Schools in low socio-economic neighborhoods cannot achieve academic success. **T/F**
   - **False**
9. Parental involvement can include parents volunteering as tutors or assistants in the classroom. **T/F**
   - **True**
10. The Partnership Model is considered the most appropriate model for parental involvement. **T/F**
    - **True**

Multiple Choice Questions (MCQs)

1. **Which of the following is NOT one of the six factors identified by Epstein regarding parental involvement?**
   a) Parenting
   b) Decision-making
   c) Volunteering
   d) Financial Support
   - **Answer:** d) Financial Support

2. **What does family engagement in school primarily aim to achieve?**
   a) Increase school funding
   b) Improve communication between teachers and families
   c) Promote students' academic success
   d) Establish a parent-run curriculum
   - **Answer:** c) Promote students' academic success

3. **In the Expert Model of parental involvement, who has the primary control over children's education?**
   a) Teachers
   b) Parents
   c) School administration
   d) Students
   - **Answer:** a) Teachers

4. **Which model views teachers as consultants while parents make the final decisions?**
   a) Partnership Model
   b) Protective Model
   c) Consumer Model
   d) Expert Model
   - **Answer:** c) Consumer Model

5. **Which of the following is a key benefit of positive school-home relationships?**
   a) Increased school fees
   b) Enhanced student academic achievement
   c) Reduction in school programs
   d) Decreased parental responsibilities
   - **Answer:** b) Enhanced student academic achievement

6. **The Protective Model aims to avoid conflict between teachers and parents by:**
   a) Encouraging parents to take over teaching roles
   b) Keeping teaching and parenting functions separate
   c) Allowing parents to set curriculum
   d) Involving parents in decision-making
   - **Answer:** b) Keeping teaching and parenting functions separate
7. **Parents can contribute to children's hobbies by:**
   a) Restricting their activities
   b) Encouraging inappropriate hobbies
   c) Guiding them and providing resources
   d) Ignoring their interests
   - **Answer:** c) Guiding them and providing resources

8. **Which of the following is NOT a form of parental involvement mentioned in the document?**
   a) Helping with homework
   b) Attending parent-teacher conferences
   c) Organizing school fundraisers
   d) Developing school policies independently
   - **Answer:** d) Developing school policies independently

9. **What is the primary role of parents in the Partnership Model?**
   a) Financial support
   b) Classroom teaching
   c) Sharing expertise and control with teachers
   d) Taking full responsibility for educational decisions
   - **Answer:** c) Sharing expertise and control with teachers

10. **According to the document, barriers to parental involvement can include:**
    a) High self-esteem of parents
    b) Flexible work hours
    c) Language barriers
    d) Positive attitudes towards school
    - **Answer:** c) Language barriers

11. **Which factor in Epstein's framework involves parents helping their children with homework?**
    a) Decision-making
    b) Volunteering

c) Communicating
d) Learning at home
- **Answer:** d) Learning at home

12. **The document suggests that effective schools often have:**
a) Limited parental involvement
b) Strong and positive school-home relationships
c) Focus on sports over academics
d) High reliance on external funding
- **Answer:** b) Strong and positive school-home relationships

13. **What is the main goal of the Curriculum-enrichment Model?**
a) Avoiding parental involvement
b) Extending the school curriculum with parents' contributions
c) Limiting the role of teachers
d) Reducing school activities
- **Answer:** b) Extending the school curriculum with parents' contributions.

14. **Parental self-efficacy is defined as:**
a) Belief in their child's ability to succeed
b) Belief in their own capabilities to support their child
c) Belief in the school's effectiveness
d) Belief in societal norms
- **Answer:** b) Belief in their own capabilities to support their child

15. **In the Transmission Model, teachers:**
a) Consider parents as equal partners
b) Control the intervention and guide parents
c) Allow parents to decide the curriculum
d) Keep parents out of the educational process
- **Answer:** b) Control the intervention and guide parents

16. **A key recommendation from the document for school staff is to:**
a) Minimize collaboration with parents
b) Exclude parents from curricular activities
c) View collaboration with families as part of their professional role
d) Focus solely on academic results
- **Answer:** c) View collaboration with families as part of their professional role

17. **Which of the following is an example of parents as classroom resources?**
    a) Providing funding for school events
    b) Serving as a guest speaker related to their profession
    c) Establishing school rules independently
    d) Disciplining other students
    - **Answer:** b) Serving as a guest speaker related to their profession
18. **According to the document, what is a common perception among teachers regarding parental support?**
    a) All parents are highly supportive
    b) Parents always agree with school policies
    c) Parents do not support the school or discipline children
    d) Parents are unnecessary for student success
    - **Answer:** c) Parents do not support the school or discipline children

19. **A major disadvantage of parents' involvement identified in the document is:**
    a) Lack of expertise among parents
    b) Overreliance on teachers for decision-making
    c) Parents' unwillingness to engage
    d) Potential for excessive demands on parents
    - **Answer:** d) Potential for excessive demands on parents

20. **Parents can manage their children's time effectively by:**
    a) Allowing unlimited screen time
    b) Setting a structured schedule at home
    c) Ignoring school deadlines
    d) Restricting access to educational materials
    - **Answer:** b) Setting a structured schedule at home

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Unit-8

TEACHERS, FAMILIES AND COMMUNITIES

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INTRODUCTION

This unit explores the importance of building strong partnerships between teachers, families, and communities to support student success. Students will learn about the various roles and responsibilities of each group, as well as strategies for effective communication and collaboration. The unit will focus on the ecological system theory, legislative initiatives, and collaborations within the community. Students will learn about the role of teachers and parents as advocates and the community as an educational resource. The unit will also address working with families from diverse backgrounds.

OBJECTIVES

The unit will help students to achieve the following objectives:

1. Understand the importance of community in the development and education of young children.
2. Identify different models of Corporate Engagement.
3. Evaluate legislative initiatives and their impact on families and communities
4. Develop strategies to build strong partnerships with families and communities
5. Evaluate the role of teachers and parents as advocates.
6. Analyze the community as an educational resource, including natural, people, and
   material resource
7. Evaluate strategies for working with families from diverse backgrounds.
8. Learn the comparative contexts of teachers, families, and Communities in the developed world and Pakistan.

8.1 Importance of Community

The role of the community in developing and educating young children is fundamental. Research has shown that children who grow up in supportive and nurturing communities have better physical, emotional, and cognitive outcomes (Bronfenbrenner, 1979). The community provides a context for children's development and learning and thus has a significant impact on their overall well-being.

One key theory that highlights community importance in child development is ecological systems theory (Bronfenbrenner, 1979). This theory posits that children's development is shaped by the various systems in which they are embedded, including the family, school, and community. Each of these systems can have a unique impact on children's development; they are all interconnected and interdependent. For example, the community can provide resources and opportunities for children to support their learning and development, such as access to parks and playgrounds, libraries, and after-school programs.

Corporate involvement in the community can also positively impact children's development and education. Companies can provide resources and support for families and children, such as funding school programs or offering employee volunteer opportunities. This kind of corporate social responsibility can help to create a more supportive and nurturing community for children (Serrat, 2018).

Legislative initiatives also play an essential role in supporting children and their families in the community in national and international contexts. For example, in the United States, the Family Medical Leave Act (FMLA) provides eligible employees with up to 12 weeks of unpaid, job-protected leave per year for specific family and medical reasons (United States Department of Labor, 2019). These initiatives can help families better manage the demands of work and caregiving, which can ultimately benefit children's development. Similarly, the No Child Left Behind Act (NCLB) aims to ensure that all children have access to high-quality education (United States Department of Education, 2019). Such legislative initiatives help create more equitable opportunities for children and families in a community.

Collaborations within the community can also be beneficial for children and their families. For example, teachers and parents can work together to advocate for the needs of children in the community. This kind of collaboration helps ensure that children have access to the resources and opportunities they need to thrive (Epstein, 2020). In addition, the community itself can serve as an educational resource for children. For example, natural resources such as parks and playgrounds, libraries, and museums can provide opportunities for children to learn and play. People resources, such as community volunteers, can also serve as mentors and role models for children. Material resources, such as technology and books, can also enhance children's education.

Finally, it is important to mention that working with families from diverse backgrounds is essential to supporting children in the community. Families from different cultural, linguistic, structural, economic, and ability backgrounds may have unique needs and perspectives that should be considered when developing community programs and services for children (Cabrera & Tamis-LeMonda, 2016). While working with families from diverse backgrounds, teachers and communities can create more inclusive and equitable communities for children.

Thus, the community plays a crucial role in the development and education of young children. The community provides resources and opportunities that can support children's learning and development and is shaped by various systems and factors, such as corporate involvement, legislative initiatives, and collaborations. By understanding the importance of the community in child development and education, teachers can work to create more supportive and nurturing communities for children and their families.

8.1.1 Ecological System Theory

Ecological systems theory, first proposed by Urie Bronfenbrenner, posits that a child's development is influenced by multiple interacting systems, including the microsystem (immediate surroundings, such as family and school), the mesosystem (interactions between microsystems, such as the relationship between family and school), the exosystem (larger societal systems, such as government and community), and the macrosystem (cultural values and beliefs).

Ecological systems theory recognizes the importance of the community in a child's development. As part of the exosystem, the community can provide resources and support for families or can create barriers to a child's well-being. For example, access to quality healthcare, nutritious food options, and safe environments are all factors that can impact a child's development and are shaped by the community in which they live (Lerner, Almerigi, Theokas, & Lerner, 2005).

Furthermore, the community also plays an essential role in shaping a child's sense of identity and belonging. A sense of belonging in a community has been linked to positive outcomes such as higher self-esteem and academic achievement (Jang, & Smith, 2016). Similarly, a child's cultural background can also shape his experiences within the community. For example, immigrant families may face additional barriers in accessing resources and may experience discrimination (Suarez-Orozco & Suarez-Orozco, 2001).

Educators need to understand and recognize the impact of the community on their students. By building relationships with families and community members, educators can better understand and support the needs of their students. Furthermore, by using community resources and involving families in education, educators can help create positive outcomes for children (Epstein, 2001).

In conclusion, the ecological systems theory highlights the importance of the community in a child's development. Educators must be aware of the resources and barriers present in the community and work to support families and children in utilizing those resources.

8.2 Corporate Engagement

Corporate involvement in the education and development of young children is becoming increasingly important in today's world. In developed countries, many businesses have recognized the benefits of investing in early childhood education and are partnering with schools, families, and communities to support the development of young children. This type of corporate involvement can take many forms, including financial support for programs and initiatives, volunteerism, and the donation of resources and materials.

One example of corporate involvement in early childhood education is the partnership between the business community and schools. Many businesses have recognized the benefits of investing in education and have begun to provide financial support for programs and initiatives that support young children's development. For example, the Walmart Foundation in the United States has invested millions of dollars in early childhood education programs, including launching a national campaign to support early learning in underserved communities (Walmart, 2020). Another example of corporate involvement in early childhood education is the partnership between the business community and families. Many businesses have begun to offer family-friendly policies, such as flexible work schedules and paid family leave, to support the needs of families and help them balance work and family responsibilities (Society for Human Resource Management, 2020).

Corporate involvement in the education and development of young children can also take the form of volunteerism. Many businesses encourage their employees to volunteer in schools and other community organizations that serve young children. For example, the Target Corporation has a program called "Take Charge of Education," which encourages employees to volunteer in schools and donate money to support education initiatives (Target, 2020). Volunteerism can be an effective way for businesses to support young children's education and development and build positive relationships with schools, families, and communities.

Corporate involvement in early childhood education can also take the form of donating resources and materials. Many businesses have begun to donate resources and materials, such as books, toys, and other educational materials, to support the education and development of young children. For example, the Scholastic Corporation, a publisher of children's books and educational materials, has a program called "Open a World of Possible," which donates books and other educational materials to schools and other organizations that serve young children

(Scholastic, 2020). Donating resources and materials can be an effective way for businesses to support the education and development of young children and build positive relationships with schools, families, and communities.

Corporate involvement in the education of young children in Pakistan is relatively limited compared to developed countries. However, a few initiatives were taken by private sector organizations to support education in Pakistan. For example, some companies have adopted schools and provided funding for infrastructure development and teacher training. Non-government organizations (NGOs) and international organizations have partnered with corporate entities to educate underprivileged children in Pakistan. The government of Pakistan has also initiated public-private partnership (PPP) schemes to improve the country's education system. The corporate sector can also play a significant role in promoting early childhood education by investing in research and development, creating awareness about the importance of education, and providing financial assistance to families and communities. However, more research is to be conducted on the extent and impact of corporate involvement in the education of young children's education in Pakistan.

In conclusion, corporate involvement in the education and development of young children is becoming increasingly important. Businesses have recognized the benefits of investing in early childhood education and have begun to partner with schools, families, and communities to support the development of young children. This type of corporate involvement can take many forms, including financial support for programs and initiatives, volunteerism, and the donation of resources and materials. Educators and early childhood professionals need to understand and be cognizant of the importance of corporate engagement in supporting the education and development of young children.

8.3 Legislative Initiatives

Legislative initiatives play a crucial role in supporting education, families and communities, and their impact on families and communities is significant. These initiatives provide funding, resources, and support to schools, teachers, and families, which, in turn, help ensure that all children have the opportunity to receive a high-quality education.

One of the most significant legislative initiatives in the United States that supports education, family, and community is the Family Medical Leave Act (FMLA). This act, which was passed in 1993, provides eligible employees with up to 12 weeks of unpaid, job-protected leave per year for specific family and medical reasons, such as the birth of a child or the care of a spouse, parent, or child with a serious health condition (U.S. Department of Labor, 2019). This act ensures that families can take the time they need to care for their loved ones without fear of losing their jobs, which helps to support families and communities by ensuring that parents and

caregivers can be there for their children and loved ones when they need them the most.

In Pakistan, there is no exact equivalent to the Family and Medical Leave Act (FMLA) of the United States. However, some labor laws protect employees who must take a break for medical or family reasons. In this connection, the Employment of Children Act 1991 prohibits the employment of children under the age of 14, and the Factories Act 1934 requires employers to provide certain benefits to their employees, such as annual leave, sick leave, and maternity leave. The Maternity Benefits Act of 1951 provides for a 12-week maternity leave for women with some conditions. The Pakistan Labor Code also contains provisions for leave of absence for specific reasons, such as illness, injury, and the care of dependents. However, these laws do not provide the same protection and benefits as the FMLA in the United States.

Another important legislative initiative in the United States that supports education, families, and communities is the No Child Left Behind Act (NCLB), passed in 2001. This act requires states to administer annual standardized tests in reading and mathematics to all students in grades 3-8 and to report the results to the public. This act aims to ensure that all children have the opportunity to receive a high-quality education, and the achievement gap between low-income and minority students and their more affluent peers must be minimized (US Department of Education, 2019). This act helps to support families and communities by providing parents and caregivers with important information about the academic progress of their children, which can help them make informed decisions about their children's education.

In addition to these legislative initiatives, a number of programs and initiatives provide assistance to needy families. For example, the Supplemental Nutrition Assistance Program (SNAP) provides assistance to low-income families through food benefits, which can help ensure that children have access to nutritious meals (U.S. Department of Agriculture, 2019). This program helps to support families and communities by helping to ensure that children have the proper nutrition they need to grow and develop.

In Pakistan, the equivalent program to the Supplemental Nutrition Assistance Program (SNAP) is the Benazir Income Support Program (BISP). This program provides financial assistance to low-income families to help them meet their basic needs, including food. According to the government of Pakistan, the BISP aims to "provide cash transfers to the poor and vulnerable for the improvement of their living standards, through an efficient, effective and transparent mechanism" (Ministry of Finance, Government of Pakistan, n.d.). The program is funded by the government of Pakistan and is administered by the National Database and Registration Authority (NADRA).

Additionally, there are also initiatives in developing countries that provide financial assistance to families and communities, such as the Low Income Home Energy Assistance Program (LIHEAP), which assists low-income households in paying their home energy bills (U.S. Department of Health and Human Services, 2019). This program helps to support families and communities by ensuring that low-income households have access to heat and electricity, which can help to ensure that children are safe and warm during the winter months.

In conclusion, legislative initiatives play a vital role in supporting education, families, and communities by providing funding, resources, and support to schools, teachers, and families. The Family Medical Leave Act (FMLA) and the No Child Left Behind Act (NCLB) are some of the most significant legislative initiatives that support education, families, and communities. In addition to these legislative initiatives, some other programs and initiatives also help needy families, such as the Supplemental Nutrition Assistance Program (SNAP) and the Low-Income Home Energy Assistance Program (LIHEAP), which help to ensure that children have access to nutritious meals and that low-income households have access to heat and electricity.

8.4 Strategies to Build Strong Partnerships with Families and Communities

Building strong partnerships with families and communities is essential for the inclusive well-being and education of young children. As an early childhood education student, it is important to understand the various strategies that can be used to develop these partnerships and how they can impact the lives of children and their families.

One key strategy for building strong partnerships with families and communities involves active participation in the education process. This strategy implicates regular communication and collaboration with families by involving them in decision-making processes and actively seeking their input and feedback. Furthermore, involving families in curriculum planning and implementation can help increase their understanding of the curriculum and their child's learning experience (Epstein, 2001).

Another vital strategy for building partnerships with families and communities is to create a welcoming and inclusive environment. This can be achieved by actively working to understand and value the diversity of families and communities and providing opportunities for them to share their cultures and traditions. Providing resources, as and when needed, and offering activities and events that reflect the community's diversity can also help create a welcoming and inclusive environment (Epstein, 2001).

It is also essential to be aware of the various resources available within the community that can support families and children, such as parenting classes, health clinics, and social services. Building relationships with these organizations and

agencies can help to provide families and children with the support they need to thrive. Utilizing these resources and connecting families to them can also help to strengthen the partnership between the school and the community (Epstein, 2001).
In addition, it is crucial to be aware of the various policies and procedures that impact families and communities and to advocate for changes that will support their well-being and education. This can include advocating for increased funding for programs and services and working to improve policies and procedures that may be barriers to families and communities (Epstein, 2001).
In conclusion, building solid partnerships with families and communities is essential for young children's overall well-being and education. By actively involving families and communities in the education process, creating a welcoming and inclusive environment, utilizing community resources, and advocating for policies and procedures that support families and communities, schools and teachers can positively impact the lives of children and their families.

8.5 Teachers and Parents as Advocates

The role of teachers and parents as advocates is crucial in promoting the well-being and development of young children. Teachers and parents play essential roles in shaping children's educational experiences and their ability to succeed in school and life.
One of the crucial ways in which teachers and parents can advocate for children is by working together to promote positive family-school partnerships. This can involve regular communication and collaboration between teachers and parents, as well as opportunities for parents to be actively involved in their children's education, such as volunteering in the classroom or serving on school committees. Research has shown that when teachers and parents work together, children have better academic outcomes and overall well-being (Henderson & Mapp, 2002).
In addition to working together to promote positive family-school partnerships, teachers and parents can also advocate for children by working to create a supportive and inclusive school environment. This might involve things like promoting cultural sensitivity and understanding among teachers and students and working to address any issues related to discrimination or bias that might arise. Research has shown that when children feel safe and supported at school, they are more likely to succeed academically and socially (Henderson & Mapp, 2002).
Another critical role teachers and parents can play as advocates for policies and programs that support children and families. These initiatives advocate for increased funding for education or promote policies that support families, such as the Family Medical Leave Act or the No Child Left Behind Act. Research has shown that when teachers and parents work together to advocate for policies that support children and families, children tend to have better outcomes for their education, health, and overall well-being (Henderson & Mapp, 2002). There are

several examples of parent-teacher advocacy practices for the education of young children. One example is parent-teacher conferences, where parents and teachers meet to discuss the child's progress and identify areas where the child may need additional support.

Another example of collaboration is parent-teacher committees, where parents and teachers work together to plan events and activities that support the education and development of children in the school. Parent-teacher organizations (PTO) or parent-teacher associations (PTAs) are also customary, in which parents and teachers collaborate to support the school and the education of its students. Additionally, many schools now have parent-teacher-student organizations (PTSOs), which allow students to take an active role in the decision-making processes that affect their educational experiences.

Another example of parent-teacher advocacy practices is the use of parent-teacher home visits in advanced countries, where teachers visit their students' homes to build relationships with the families and learn more about the child's home life. These visits help teachers to understand and support the child's development and learning in the classroom.

In recent years of the post-pandemic era, various forms of digital parent-teacher communication increased and normalized, such as emails, instant messaging, and mobile apps that can help to keep parents informed about their child's progress and make it easier for parents to get in touch with teachers; thus making the bond between parents and teachers stronger and more beneficial for the overall betterment of young children.

In summary, the role of teachers and parents as advocates is crucial in promoting the well-being and development of young children. By working together to promote positive family-school partnerships, parents and teachers create a supportive and inclusive school environment, which helps with advocacy for policies to support children and families. With all these strategies, teachers and parents can play an essential role in shaping children's educational experiences and their ability to succeed at school and in life.

8.6 Community as an Educational Resource

Understanding the importance of the community as an educational resource for young children is crucial for early childhood educators. Community resources, including natural, people, and material resources, can provide valuable opportunities for children to learn and grow in various ways.

Natural resources, such as parks and gardens, can provide children with outdoor play and exploration opportunities. Parks and gardens can also serve as classrooms where children can learn about the environment, plants, and animals. For example, visiting a local park can provide children with opportunities to learn about different

types of trees, insects, and birds (Clements, 2010). Additionally, community gardens can provide children with opportunities to learn about gardening and healthy eating (Kohlhoff & Zaslow, 2012).

People resources, such as community members and volunteers, can also serve as valuable educational resources. Community members and volunteers can provide children with unique learning experiences, such as visiting a local fire station or learning about different cultures and traditions. For example, having a community member come to the classroom to talk about their job or culture can provide children with a valuable learning experience (Epstein et al., 2002).

Material resources, such as books and technology, can also be valuable educational resources for young children. Public libraries and community centers can provide children with access to books and technology, allowing them to expand their knowledge and skills in various areas. For example, access to age-appropriate technology can provide children with opportunities to learn about coding and computer programming (Koh, et al., 2016).

In conclusion, community resources can provide valuable opportunities for young children to learn and grow. Educators can utilize natural, people, and material resources to enhance children's learning experiences and support their overall development. Early childhood educators must be familiar with available community resources and work collaboratively with families and community members to provide children with the best educational experiences.

8.7 Working with Families of Diverse Backgrounds

Working ability with families from diverse backgrounds is essential for early childhood educators. Educators must understand and appreciate the cultural, linguistic, and socioeconomic differences to provide inclusive and equitable education for all children. The following are some strategies for working with families from diverse backgrounds:

Develop cultural competence:

Cultural competence refers to understanding, respecting, and working effectively with people from diverse cultures. Educators should make an effort to learn about the culture and customs of the families they work with, including language, food, religion, and family structure. This can be done by attending cultural events, reading literature, or taking classes on cultural diversity.

8.8 Communication:

Effective communication is essential when working with families from diverse backgrounds. It is important to use simple language and avoid jargon or technical terms. Educators should also be aware of nonverbal communication, such as facial

expressions, gestures, and tone of voice, as these can have different meanings in different cultures.

8.8.1 Build Trust and Respect:

Trust and respect are essential to building effective partnerships with families from diverse backgrounds. Educators should respect families' opinions, beliefs, and values and avoid making assumptions or stereotypes. They should also be willing to listen to their concerns and work together to find solutions.

8.8.2 Involve Families in Decision-Making:

The involvement of families in decision-making is an essential aspect of working with families of diverse backgrounds. Educators should involve families in planning and evaluating their child's education and provide opportunities for families to participate in school activities and events.

8.8.3 Utilize Community Resources:

Community resources can be invaluable when working with families from diverse backgrounds. Educators should be aware of the resources available in their community, such as language classes, health clinics, and cultural organizations. They should also be aware of the resources available through provincial/regional and federal programs, such as Head Start and the Children's Health Insurance Program in the United States and the Benazir Income Support Program in Pakistan so that they can refer the families to the appropriate resources for children and themselves.

In conclusion, learning to work with families from diverse backgrounds is an essential aspect of early childhood education. By developing cultural competence, using effective communication, building trust and respect, involving families in decision-making, and utilizing community resources, educators can create inclusive and equitable education for all children.

Self-Assessment Questions

1) How do you understand the concept of an ecological system theory in early childhood education?
2) What do you think about the importance of community involvement in early childhood education?
3) In what ways can corporations be involved in supporting early childhood education?
4) How do legislative initiatives such as the Family Medical Leave Act and the No Child Left Behind Act impact early childhood education?
5) How do you think teachers and parents can work together as advocates for early childhood education in their community?

6) What do you think are some ways communities can serve as educational resources for early childhood education?
7) How can communities support families in need and assist?
8) How do you plan to work with families from diverse backgrounds as an early childhood educator in your future career?

Question No. 9 Circle the best answer to the following questions:-

1. **What is the importance of community involvement in education?**
   A. To provide financial support
   B. To provide emotional support
   C. To provide resources and opportunities for students
   D. All of the above

2. **What is the role of corporations in education?**
   A. To provide financial support
   B. To provide resources and opportunities for students
   C. To advocate for policies that support student success
   D. All of the above

3. **What is the role of legislative initiatives in education?**
   A. To provide financial support for schools
   B. To establish policies and regulations that support student success
   C. To hold schools accountable for student achievement
   D. All of the above

4. **What is the role of teachers and parents as advocates in education?**
   A. To provide emotional support for students
   B. To advocate for policies and resources that support student success
   C. To work together to support student learning and development
   D. All of the above

5. **What are some resources that communities can provide for education?**
   A. Natural resources
   B. People resources
   C. Material resources
   D. All of the above

6. **What is the purpose of the Family Medical Leave Act?**
   A. To provide financial support for families
   B. To provide job-protected leave for medical reasons
   C. To support the well-being of families and students
   D. All of the above

7. **What is the purpose of the No Child Left Behind Act?**
   A. To provide financial support for schools
   B. To hold schools accountable for student achievement
   C. To support the academic success of all students
   D. All of the above

8. **Why is it important for educators to work with families from diverse backgrounds?**
   A. To understand and respect different cultures and perspectives
   B. To provide culturally responsive and inclusive education
   C. To support the well-being and academic success of all students
   D. All of the above

9. **What is the ecological system theory?**
   A. Individuals are influenced by multiple levels of the environment
   B. Individuals are influenced by only one level of the environment
   C. Individuals are not influenced by the environment at all
   D. None of the above
10. **What is the importance of collaborations within the community in education?**
   A. To provide financial support for schools and students
   B. To bring together different resources and perspectives to support student success
   C. To build relationships and trust between different stakeholders
   D. All of the above

Key:
1. D
2. B
3. B
4. D
5. D
6. B
7. B
8. D
9. A
10. D

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Unit-9

CHALLENGING ATTITUDES AND BEHAVIOURS

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INTRODUCTION

One of the most alarming trends in the modern era is the rise in hatred. Every day, more and more people fall victim to this societal ailment. Being hostile toward another person or a concept means you strongly disagree with or disapprove of it. A negative person is one who actively seeks to harm others. If you allow your competitive nature to take over, you may act increasingly angry and aggressive toward others. Verbal violence includes things like defiance, fighting all the time, put-downs, threats, swearing, bossing, sarcasm, and making fun of someone. Physical signs of anger include but are not limited to, kicking, hitting, fighting, spitting, throwing things to hurt someone or something, like a window, and biting. In modern culture, we are witnessing a troubling rise in intolerance, which is exacerbated by deteriorating educated attitudes. An educated attitude mends the ways for better communication that puts the solution for problems and difficulties. First, ensuring everyone feels comfortable enough to talk freely about their beliefs and actions is crucial. It is important to foster and even applaud open communication. In order to accomplish this, it is helpful to bring together people of varying worldviews and backgrounds to learn from and grow with each other. Second, encouraging constructive actions and mindsets at home, in the classroom, and in the wider community is crucial. To reach this goal, it helps first to notice and then praise good behavior and attitudes. Then, use positive reinforcement to make these changes even more permanent.

Lastly, it is important to talk about bad thoughts and actions in the family, the classroom, and the community. One way to accomplish this is to let the person see how their thoughts and actions affect the people around them. It is important to create a place where people can talk about these things without fear of being judged or hurt in some way. The greatest approach to do this is through open and honest communication, during which all parties involved are given a safe space to share their perspectives while being treated with dignity and respect.

OBJECTIVES

After completing this unit , you should be able to:

1. Understand the unfriendly behavior of teachers and parents on institutional premises
2. Analyze the determinants of parental involvement in educational institutions
3. Practice the strategies to deal with hostility or hostile behavior in parent-teacher interaction
4. Interpret the pros and cons of parental involvement at schools
5. Use strategies to resolve parent-teachers conflicts in educational institutions

9.1 Hostility as Attitude and Behavior

Most people's attitudes and actions in society are now hostile. When you feel aggressive, your body goes into combat mode. As a general category, we call this response "fight or flight." Hormones like adrenaline are sent into the bloodstream and the heart rate increases when anger is felt. As a result, your pulse, heart, and breathing rates increase. There is a common misconception that anger is always a negative feeling and that showing anger is never acceptable. In actuality, anger is often a healthy reaction to stressful situations. The correct action to take in the face of genuine danger. Anger can motivate us to take constructive action. Depending on the frequency and severity of one's anger, it may be a sign of a deeper issue.

One definition of hostility is the mental state of always being prepared to fight. Aggressive people tend to be the types that refuse to back down, who are impatient, who lose their cool quickly, or who have an "attitude." Fights break out regularly; some may desire to strike out at others. Being hostile to other people cuts you off from them. Constant hatred and anger raise blood pressure, which increases the risk of cardiovascular disease, stroke, and depression. Teenagers who say they feel angry and hostile are also more likely to say they feel anxious, tense, sad, and tired. They are more likely to have issues with substance abuse, behavioral health, and eating disorders than their less angry counterparts.

Usually, verbal threats or small events are the first steps toward more severe violence. Physical and mental harm can result from violent actions. Intimate relationship violence, child abuse, and elder abuse are all forms of violence. More children, teenagers, and young adults are hurt or killed due to violent acts than are killed by infectious diseases, cancer, or birth defects combined. Teenage violence has several causes. Get some help if you're angry, confrontational, or violent. Emotional and behavioral regulation are both trainable skills. It's essential to see a doctor immediately if you've been the victim of abuse or violence. Checking your symptoms might help determine how quickly you should seek medical attention.

9.2 Aspects of Hostility

In light of the pedagogical importance of the topic at hand, we will begin by analyzing the three most salient features of enmity in modern society.

9.2.1 Hostility from Parents

Yet hostile parenting, which includes rejection, scolding, and losing one's temper or control, may teach children how to be bad at self-regulation. It worsens parent-child relationships and causes children to have trouble with executive function. Angry, challenging, and hostile parents are everywhere and almost unavoidable as a teacher. They are part of the job that can really increase stress and pressure.

Family fights have been linked to parental depression or depressive symptoms and child behavior problems, such as aggression. There is a lack of research on child animosity toward a parent with a history of depression, even though this type of hostility may be linked to exceptionally high levels of family dysfunction.

9.2.2 Hostility from Students

Almost every educator has to deal with (and dread) hostile-aggressive students at some point. Traditional "problem students" fall under this category. Most of these students are diagnosed with a learning disability, such as attention deficit hyperactivity disorder (ADHD), emotional or behavioral difficulties, or perform academically below their grade level. They have the power to control and be controlled by others because of how erratic and often violent they are.

Disruption in the home might lead to antagonism among students or children. Moreover, low levels of both variables may guard against family breakdown. But this is just a guess since the interaction between a child's hostility toward a parent and the parent's depressive symptoms was only close to being significant. Using what we learn from this research, we can find high-risk families and help them before they become dysfunctional.

9.2.3 Teacher Hostility

A hostile teacher looks down on their students and treats them with disdain, whether they are students or someone else. In contrast, they think of themselves as "teachers." All students, not just those who are hostile or would rather not be there, are welcome. When students disagree with what they are teaching or ask questions outside of class, etc., these teachers often get angry or irritated.

You should know that "hostile" does not indicate "rigorous" or "tough" in this context; instead, it means having an attitude of superiority and/or contempt. A teacher can show the highest regard for his/her students while still being an easy grader or the complete opposite. It is common for the hostile teacher to have previously been taught by one or more hostile teachers and learn well from them. It is up to the student to put up with this conflict since it is for his or her own good in the long run.

A hostile teacher is not willing or able to teach effectively. They may be unyielding, condescending, or even mean. They may also be dismissive of students or their efforts. As a condition of being promoted to a position of authority, the teacher must be mean to his or her students. Hostility from a teacher is a serious issue and should be dealt with immediately. Suppose a teacher is being mean to you. In that case, you should directly write down what happened and talk to a teacher,

administrator, or school counselor. They can give advice on how to deal with the problem and make sure the teacher is held responsible for how they act.

9.3 Strategies to Overcome Hostility

1. **Be calm and cool:** Don't lose your cool and act like a grown-up. Just take a few deep breaths. If someone is ranting at you and you respond calmly, they will usually stop.

2. **Teach your ears:** Learn when to listen and when to think. Emotionally charged people may feel the need to express their feelings to cope. It's not a good idea to start an argument or let your fury get the best of you, as you can wind up saying something inappropriate.

3. **Hold on for a while:** Regardless of how crazy things get, it would help if you always held yourself to a higher standard. You can listen to people and assure them that you will get back to them when you investigate or discuss their issues.

4. **Rendezvous with parents:** If you are too nervous about facing the parent alone, invite a colleague to sit in on the meeting with the child. Both of you may discuss the situation together. Do not arrange a solo meeting with a parent who seems dangerous. While meeting with them, you should always bring a second person along for support.

5. **Keep delaying:** You are not required to respond to anything said or asked of you. You can respond by saying you will look into the matter more thoroughly.

6. **Consult with bosom friends:** Asking others for their suggestions is an intriguing tactic. You are not obligated to follow their directions. However, hearing their take on the situation and why you disagree with their approach might help open a conversation.

7. **A healthy conversation:** Have a healthy conversation and then invite them to chip in to find a solution. Search for the silver lining. No matter the situation, starting a challenging discussion on a good note is always possible. Will their kid be able to laugh at silly situations? How close of a circle of pals do they have? Do they make an excellent case? Is there more nuance to their personalities than meets the eye?

8. **Parent-teacher meeting:** When starting a conversation with a parent, knowing they are not alone in facing challenges at home can be helpful. Perhaps all parents want to hear is that their children are not being singled out unfairly.

9. **Clarity in understanding:** Try to narrow down the problem so you can describe the exact situation and the problem in detail. Is the issue, broadly, about classroom management or learning? Then is it about school policy, teaching techniques, and resources.

9.4 Overly Involved Parents

Some parents seem passionate about their children's education. So, they try to instill their hopes and dreams in their children to help them improve in school. It sometimes backfires, and the students fail in school and life because of this behavior. Parents who are too involved in their children's lives can sometimes make learning essential skills harder. Additionally, these parents can often be challenging to work with, making it difficult for their children to learn how to control their lives. On the contrary, parents' involvement in their children's education improves learning and achievement. So, the more involved parents are in their children's knowledge, the greater the benefits and long-term impacts. However, a question arises: "Why should parents be active in school life when the child goes to school?" Parental involvement is crucial to children's learning. Studies show that parental participation at home and school boosts academic performance. Currently, most parents do not care about helping their kids learn. Instructors are exclusively responsible for student learning. Teachers are crucial, but we need to pay more attention to the parental role in this situation to improve education. As an educator, I have had parents of 5–10 students in a class of a hundred students ask about their children's academic achievement. Some parents never attend school or meet their children's teachers.

Parents need to be involved in their children's education. No matter how much money a family has, having involved parents are suitable for their children's grades, attendance, social growth, behavior, and overall success in school. Stronger and more invested parent-school ties can be achieved through parental involvement and improved teacher-parent-child communication results from parents' and schools' joint efforts. It shows that the school cares about its students and their education, reassuring parents.

9.5 Determinants of Parental Involvement

It has been found that how parents see themselves significantly affects how likely they are to give their kids emotional and practical support. There are three determinants of parental thoughts on which we concentrate. The determinants are as follows:

9.5.1 Parents Aspirations

When people talk about their "parental aspirations," they refer to the idealistic dreams or goals they have for their children's futures. Parents with lofty goals for

their children's futures are more likely to be willing to put in the work necessary to make those goals a reality for their children.

9.5.2 Parenting Self-efficacy

Self-efficacy is "belief in one's ability to organize and execute the courses of action required to obtain specific attainments." Researchers in different countries have found that people with high self-efficacy in a particular field work hard, keep going even when things get hard, and respond well to setbacks. People with higher self-efficacy are less likely to have self-defeating thought patterns and feel less stress and hopelessness than those with lower self-efficacy. The idea of self-efficacy is meant to be specific to a particular domain. Experiences impact a person's confidence to behave well in a specific situation.

The field of parenting self-efficacy has been investigated in depth, and it has been demonstrated that parenting self-efficacy is a potent determinant of effective parenting behavior in Western nations. Parents with a higher level of parenting self-efficacy are generally more positive, authoritative and consistent in their interactions with their children than parents with a lower level of parenting self-efficacy. Moreover, theoretical formulations have identified parenting self-efficacy as a significant factor in parental involvement in the educational process. The results of several empirical studies imply that parents who have a healthy sense of self-efficacy are more likely to be involved in their children's educational activities and supervise the schoolwork that their children are completing.

9.5.3 Perceptions of School

The school itself is likely to have some influence on the level of involvement of the parents. Parents are more likely to want to be involved in their children's educational experiences and are more likely to be able to do so if teachers give the impression that they care about the child's welfare, communicate respect for the parents, and develop efficient means of communicating with families.
The following are some of the obstacles that stand in the way of encouraging the growing trend of parental involvement in educational institutions:

1. The problem begins with illiteracy. Most parents whose children go to public schools need to learn enough to be able to read and write so they can understand how important it is to be involved in their children's education. Parents need to be taught the ins and outs of being active and its importance. It is a colossal task, but it must be done because it's so important. In this situation, it can help to plan events that raise awareness and offer some kind of incentive, like food and door prizes.

2. Most of the time, school administrators don't try to create an environment in the classroom that makes it easy for teachers and parents to talk to each other. This is because people must recognize both parents' need for active participation. It is essential to conduct training programs for the directors of schools to educate them on the significance of the part that parents play in their children's education.

3. Headteachers can invite parents to events like award ceremonies and other gatherings and set up meetings between teachers and parents. Headteachers can also invite parents to sports events and other activities their students participate in.

4. Most of the teachers give the impression that they would instead not facilitate the concept of parental involvement. They view it as both an interruption to their job and a pointless practice, believing the time they spend on it to be wasted.

5. Teachers' disposition towards the parents who visit their children at school is another factor that contributes, at least partially, to the low level of parental involvement in schools. In schools, teachers will need to demonstrate a knowledge of the importance of parental involvement and make room for it. Meetings between the parents and the teachers might be scheduled regularly. If it is not feasible, they can interact with them using digital means (such as mail, text, or social media).

6. At public schools, large-sized classrooms present another barrier to encouraging interaction between teachers and parents. This is our fourth and final point. More than one hundred kids can be found in each classroom in the vast majority of public schools, particularly in the province of Sindh. It can be challenging for instructors to maintain open lines of communication with the parents of all of their students. Educational authorities should aim to cap the number of pupils in each classroom at no more than 30, which should be their primary priority. Lastly, but certainly not least, another obstacle is access to educational opportunities. A significant number of students in public schools commute long distances to reach the school. Their fathers must go out and find employment to provide for their families. Because of this, it is now much more challenging for them to go to school. These parents can spend quality time with their children at home. In addition, they can get in touch with the instructors via cell phone or any other digital means.

9.6 Effects of Parental Involvement

Parents need to be involved in their children's education. Students whose parents are financially and socially stable and are engaged in their education are more likely to get better grades and test scores, go to school regularly, behave better, improve their social skills, and adjust well to school.

When parents are involved in their children's education, their relationships with their schools become deeper and more meaningful. When parents and the school work together, there is increased transparency in the communication lines between educators, parents, and children. This makes the parent feel good about how the school teaches and learns.

The children benefit greatly from having their parents help them at home and school. Even though how parents feel about the school can significantly affect how well their kids do in school, it's also essential for them to find a balance in how involved they are in their kids' schools. Both good and bad things can happen when parents are involved in their children's education.

1. Researchers spent ten years putting together a "New Wave of Evidence." During that time, they found that students whose parents were involved in their education did better on tests, were enrolled in higher-level programs, went to school more often, learned critical social skills, and behaved better. This was the case regardless of the background or income of the person being considered. Several studies have found that schools that get a lot of help from their communities do better overall, have lower dropout rates, and have better programs.

2. When parents are involved in their children's schools, it helps build good relationships between parents and teachers and between parents and their children. This will give parents a better idea of what their child did all day, which will help them talk to each other better. More minor children, in particular, are likely to be delighted when they witness their parents participating in some kind of volunteer activity, and this may also provide them with a more optimistic perspective toward their educational experiences. It can also create and improve relationships between teachers and parents. The teacher has the chance to learn more about each family's unique dynamics, the cultural setting in which they live, the problems and opportunities each family faces, and the good things that make them unique. Parents can better understand what the teacher is looking for and how challenging the classroom environment can be. Seeing and getting to know one another can help clear up difficulties, such

as how a teacher handles discipline or why a parent is upset with the amount of homework assigned to her child.

3. Several schools are running solid campaigns to get parents involved by having them work on committees or help in the classroom. If a parent can't help out at school in the usual way because of work or other things, they might feel disconnected from the school, even if it's the best thing for the school. Schools must clarify that visiting during school time is one of many methods to offer assistance. To support a child, parents can create an atmosphere at home conducive to learning and set appropriate expectations for him/her. Parents who are unable to attend conferences should be given a chance to communicate with their child's teachers in other ways, such as over the phone or by e-mail so that they are aware of the teachers' goals, the structure of the lessons, and their child's progress in the classes.

4. Some parents go to excessive lengths to be involved in their children's activities. Because they spend so much time at school, their child, as well as the child's classmates and teachers, may find it challenging to focus on their studies when they are around. One must remember that a school serves not only as a place of employment but also as a setting for educational pursuits. Instructors do not want to confront parents who are having a loud chat in the faculty lounge about another teacher who they do not like, nor do they want to be put in the difficult position of having to scold a student who is not following directions because he wants to talk to his mother. When a parent is too involved in their child's life, they may find themselves solving problems that the child should be able to handle on their own far too often. Also, some educators feel uneasy or even threatened when a volunteer parent is in their classroom. Some kids cannot pay attention or act right when their parents are around because they are too distracted. This can be a contributing factor in discipline issues. It is optional for a parent to be present in the classroom to assist the school.

9.7 Causes of Tension between Parents and Teachers

A school is a social institution with two primary responsibilities: to teach children, keep them safe, and help them grow. Due to the high number of emergency situations, students' well-being is affected by how they interact with their teachers, peers, and parents. Development and psychology say that, besides their own homes, school is the most important place for students to learn. If there is an uncomfortable climate between the parents and the teachers. On both sides of a conflict, educators feel many bad things, like disappointment, insensitivity, tension, sadness, and discomfort. They may despise their chosen professions, have low morale and

motivation, and need help creating groups with those who think similarly and have decreased performance.

Even though parents and teachers should get along well because they are natural partners in educating and helping children grow, disagreements between them are common. The question that needs to be answered is: how can disputes be settled, and how can this, if possible, result in a beneficial outcome?

Most researchers examine how teachers and parents work together to help students facing difficulty/difficulties in learning. There are many roles and responsibilities on the part of parents and teachers who determine the operational processes that facilitate good collaboration. The idea is that home-school partnerships have been made to help teens with learning problems get a better education. However, when these partnerships are put into action, tensions arise. The data uncovered some essential recurring themes that emerged from the case studies. According to the results, parents and teachers agree that engaging in the learning process and making partnerships are critical ways to help kids with learning problems. However, there were apparent differences between how teachers and parents thought about and understood involvement, how partnerships work, and how vital different parts of the relationship between teachers and parents were to each group. During a role-playing activity in the classroom, the students take turns acting out their own positions and the positions of their parents. All too frequently, the interns would explain to the parents the reasoning for their approach to teaching, and they would try to reassure them that they were not discriminatory. Yet, some of them knew that they needed to focus on actually listening to the parents by putting themselves in their shoes and imagining what it would be like to be a parent. They gave the parents and their two sons their word that they would care for them more responsibly going forward, and the parents accepted their word.

Most of the problems that came up were like those in schools. The teachers wanted to learn how to deal with the tensions that often make them feel helpless, annoyed, or angry. They also strongly desired to understand how to deal with uncertainties. Teacher educators and mentors in schools need to pay a lot of attention to tensions like these that have to do with beginning teachers' professional identities because they hurt their professional development.

Parents need to be aware that they have no influence over the activities that take place in school and that the classroom is the teacher's responsibility. Similarly, teachers must let go of any concept of control over what goes on in their students' homes and what each student can do.

Much weight is put on how well teachers and parents can talk to each other about how their kids are doing in school and how often they show up. Communication between instructors and parents confers several advantages not only on teachers but also on schools and, by extension, on parents. Yet, the realization of efficient communication between teachers and parents in educational contexts needs to be improved by several barriers.

Here are some of the sources of parent-teacher tension at school:

1. Teaching method and student discipline
2. Lack of communication
3. Students ability in the class
4. Poor grades and attendance
5. Helicopter parenting

1. **Teaching Method and Student Discipline**: Teachers' classrooms mirror their personalities. Occasionally, parents disagree with their child's teacher's style. Parents who want their kids to learn more traditionally may think that a modern, less formal way of teaching is a sign of incompetence. Other parents may need help finding conventional teaching methods. Disciplining youngsters is tricky for teachers. Discipline is sometimes needed to modify behavior and show kids that undesirable acts have consequences. Parents may disagree with how teachers discipline students, which can produce tension. They may disagree with disciplining their child.

2. **Lack of Communication**: Miscommunication causes many disputes. Miscommunication takes many forms. Concerned parents may need to be more accurate with a teacher's email or text. A pupil may misinterpret a teacher's message and cause a teacher-parent dispute. Teacher-parent communication improves relationships and understanding of home and school life. Unless a parent tells the instructor, a student may suffer in school due to home issues. Teachers should also notify parents of school events and themes so they can aid their children at home. This partnership will help students learn.

3. **Difficulty faced by child in school:** When a child is having difficulty in school, parents may blame the teacher or the teaching method. The instructor may be the scapegoat parents are most quick to point the finger at, but it does not make it accurate. It is crucial to remember that every kid is different, and some children just require more time to absorb new information. Yet, tensions between parents and educators can arise in such settings, and one side may put the blame for the child's difficulties on the other side.

4. **Poor grades and attendance**: Parents and educators experience irritation when student grade and attendance problems persist. Virtual learning methods and having a good plan for keeping kids and their parents informed while they study at home could improve these problems. When dealing with a disruptive or unmotivated student, it might help to get help from a third party, like the school's administration.

5. **Helicopter parenting**: Helicopter parents hover over their children constantly, even when they should be learning and growing independently. Some parents desire to be too involved in their child's education. Sadly, their desire to help can hinder the child's education and the teacher's capacity to maintain order in the classroom. Teachers should be prepared to deal with potentially heated encounters with helicopter parents. In addition, new educators could benefit from hearing from veterans who have flown the parental helicopter.

9.8 Mitigating Parent Teacher Conflicts

Dealing with tensions between teachers and parents can be difficult. If you are in this predicament, finding a good middle ground for all parties is the only way out. Methods to minimize and resolve tensions between educators and parents are discussed below.

At the beginning of the year, teachers can set the tone by sending home a syllabus that shows how they will teach. Also, students need to know the rules of the classroom and the consequences for breaking them. To avoid misunderstandings in the future, it is vital to build a solid foundation of open communication from the start. For parents to feel comfortable in the classroom, they must be aware of their place. Without feeling entitled to run the show, especially within the school, they should feel like equal partners in their child's educational experience. Parents must remember that the classroom is the teacher's domain when their children are at school, and they have no say over what goes on there.

(a) Direct Communication: Setting up direct communication with parents through e-mail, texting, and apps may make misunderstandings less likely. It would be better to have a conversation about a matter before the problem actually arises. Parent-teacher relationships can be strengthened if both parties are proactive. Many parents keep tabs on their children's academic progress and attendance through this portal. The parent-teacher relationship can be maintained by keeping this data up-to-date and addressing any recurring problems as they arise.

(b) Regular communication: Regular communication between parents and teachers is essential for keeping parents abreast of their child's development. A teacher may suggest activities or strategies that can be done at home to help struggling students retain what they've learned in school. Accepting criticism is a must for both parties. When a student is doing well, it is also essential for them to initiate communication. Some educators use the opportunity of a parent-teacher conference to vent their frustrations with a student. However, building trust between teachers and parents can be facilitated by sharing information about how and where a child is succeeding in school.

(c) Student Welfare as the Prime Concern: Recognizing that these interactions are not personal growth opportunities, is one of the most valuable lessons a teacher can learn. Both parties care deeply about the student's welfare and have a vested interest in seeing them succeed, so letting emotions get the better of them during a disagreement is easy. Educators need to learn to take criticism from parents in a positive light. Instead of getting defensive, use the feedback to help you become a better person. Remaining calm under pressure is crucial. It can also be helpful for a teacher to know that they have the support of the school principal and other school staff in the event of a conflict. Conflicts between parents and educators may be easier to resolve if both parties are willing to reach out to others who can provide an objective perspective.

(d) Resolving the conflict: Compromising is the end game of any conflict. When dealing with parent-teacher disagreements, it's important to encourage communication, get to the bottom of what's causing tension, and consider all your options for a peaceful resolution. There may be times when a disagreement between a teacher and a parent becomes too heated to be resolved without the help of a third party. Bringing in the principal or another administrator can help break the impasse when the two parties involved cannot agree. If neither party can make progress nor the situation seems stuck, a mediator can help by providing a new perspective. Furthermore, school administrators likely have dealt with similar cases and can show how the problem was resolved successfully in other situations. Students, faculty, parents, and administration all have a hand in shaping the climate of their schools. Building a solid school culture is crucial because it will reveal the common objectives that must be met by all students. Managing conflicts can seem like an impediment to fostering a positive school climate, but doing so can lead to developing a more cohesive community and robust partnerships that will ultimately aid each student's success.

9.9 Conclusion

The unit covered the problems associated with the behavior and attitude during interactions between home and school. These problems may be related to the interaction between teachers and parents, the way they are involved in the learning process of a child and the frequency and kind of communication between them regarding difficulty/difficulties faced by the students in their learning. Although various strategies to deal with these challenges have been discussed in this unit, understanding the problems in detail may be quite helpful for you to try some innovative strategies that best suit your circumstances.

Self-Assessment Questions

1. In your presence, how does your behaviour impact those around you? Do you realize that your actions impact those around you?
2. What is your typical response when someone questions your opinion? How does your emotional state influence your response?
3. Describe a situation where you encountered unfriendly behaviour from a teacher or peer. How did it impact your learning environment?
4. Identify and explain at least three strategies that can be used to overcome hostility in the classroom.
5. What factors determine the level of parental involvement in a child's education? Provide examples of both positive and negative determinants.
6. List and explain three advantages and three disadvantages of parental involvement in educational institutions.
7. What are the most common causes of conflict between parents and teachers? Provide suggestions for resolving these conflicts effectively.

Dichotomous (True/False) questions

S#	Statement	True	False
1	Unfriendly behavior by teachers can negatively affect students' academic performance.		
2	Peer hostility on institutional premises often leads to better social integration among students.		
3	Peers who exhibit unfriendly behavior are more likely to form close bonds with their classmates.		
4	Promoting open communication is a key strategy in reducing hostility in educational institutions.		
5	Cultural background can affect the degree of parental involvement in a child's education.		
6	Parents with high educational aspirations for their children are more likely to be involved in school activities.		

7	Parental involvement in schools always leads to positive outcomes for students.		
8	Increased parental involvement can lead to better communication between teachers and parents.		
9	Practicing empathy can help reduce hostility between peers.		
10	Conflict resolution skills are not necessary for overcoming hostile behavior.		

1. True
2. False
3. False
4. True
5. True
6. True
7. False
8. True
9. True
10. False

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