

Teachers are Parents in School and Parents are Teachers at home

Home and School relationships

Generally parents will be in an opinion that they are paying the fee and school has to take care of their children. At the same time Teachers are expecting support from parents. Here one has to understand that

- Each child is unique
- Each child's IQ will be different
- Their learning styles are different
- Their span of attention will be different

Children with all these characteristics will learn when they are focused initially, few children in small groups and few in large groups. It is not possible for the school to address individually and at the same time at home they can't create school atmosphere. To address the children with different capacities and capabilities home school relationships are important. Home-school relationships lead to improved student achievement, better behaviour, better attendance, higher self-concept and more positive attitudes toward school and learning. Parents and Teachers also benefit when true partnerships are established.

In all these years of my experience I have interacted with three categories of parents. Parents who were worried too much about their children and make frequent visits to school. Parents who will visit the school when they have a doubt or respond when they get a call from school. Parents who will never come to school or will never respond to school.

Research says that Children learn best when the significant adults are there in their lives. They may be Parents, family members, teachers and community all these members should work together to encourage and support them. This basic fact should be a guiding principle to know how schools should be organized and how children should be

taught and how parents should be involved. Schools alone cannot address all of a child's developmental needs. The meaningful involvement of parents and support from the community are essential.



The need for a strong partnership between schools and families to educate the children is very important and this relationship should be very natural and maintained properly. Teachers and parents very often found many occasions to discuss about child's progress. When children hear the same messages from teachers and parents and understand that they were expected to uphold the same standards at home and at school. Otherwise children will get confused and sometimes take it as an advantage to get the things done.

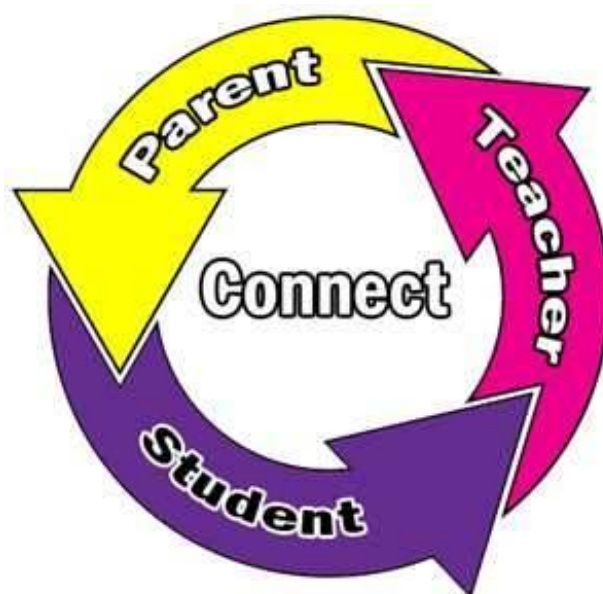
As society has become more complex and demanding, though, these relationships have all too often fallen by the wayside. Neither educators nor parents have enough time to get to know one another and establish working relationships on behalf of children. Many parents and Teachers are consulting each other only when a child is in trouble. The result, in too many cases, is misunderstanding, mistrust, and a lack of respect, so that when a child falls behind, teachers are blaming the parents and parents are blaming the teachers.

At the same time, our society has created artificial distinctions about the roles that parents and teachers play in a young person's development. We tend to think that schools should stick to teaching academics and that home is the place where children's moral and emotional development should take place. But it is not like that instead they have to work together hand in hand.

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Yet children don't stop learning about values and relationships when they enter a classroom, nor do they cease learning academics and attitudes about learning when they are at home or elsewhere in their community. We are forgetting the fact that children constantly observe how the significant adults in their lives treat one another, how decisions are made and executed, and how problems are solved.

In fact all the experiences our children have, both in and out of school, helps in shaping their sense that someone cares about them, their feelings of self-worth and competency, their understanding of the world around them, and their beliefs about where they fit into the scheme of things.



In present society and system with a lot of exposure to the technology, it is necessary to put a lot of efforts to build strong relationships between families and educators. Schools have to reach out to families, making them feel welcome as full partners in the educational system and learning process. Families, in turn, have to make a commitment of time and energy to support their children both at home and at school.

The effort involved in establishing these connections is worth, as many communities across the country including those who work with are discovering the importance of Home school connections. My experience says that significant and meaningful parent teacher involvement is possible, desirable, and valuable in improving student growth

and performance as an individual/Human being.

Now the question is “Who has to ring the bell?” Parents who have experienced failure are reluctant to visit their children's schools and teachers won't talk to parents who are

tough to handle. Teachers commute to work and often know very little about the neighborhood outside the school. Before they can develop effective partnerships, teachers and families first have to learn to trust and respect one another.

To have an above said relations one has to create opportunities where parents and teachers can learn that they both have children's best interests at heart. The individual school management's have to create opportunities for parents and teachers to work together, making decisions about school policies and procedures some parents are seeing this arrangement as shifting responsibility from teachers to parents, but it's not shifting; it's sharing. It is empowering all the adults who have a stake in children's development or upbringing.

Participation on school-based planning and management teams give parents a chance to learn about the professional side of schooling to understand the inner workings of curriculum and instruction.

It also allows them to educate school staff about the community and demonstrate that parents have much to offer if provided the opportunities to do so.



Working together as full partners, parents, teachers, administrators can create an educational program that meets unique local needs and reflects the diversity within a school without compromising high performance expectations and standards. They can foster a caring and sensitive school climate that respects and responds to students' differences as well as their similarities.

PARENTS are the child's first and enduring teachers. They play a crucial role in helping their children learn. Children achieve more when schools and parents work together.

“Where there is a will there is a way”

As a Parent:

In a Wide Variety of Roles parents can be involved in schools in many roles. In general parents should encourage children to complete homework, attending parent-teacher meetings, and being active members of their school's parent-teacher organization. Parents can also involve in other roles which require more commitment such as serving as mentors, teacher aides, or lunchroom monitors, or providing assistance to schools and students in many other ways. At a time when schools are adopting curricula based on real-world problems and information, families can make a valuable contribution by sharing first-hand information about work, hobbies, history, and other personal experiences. Perhaps most important, parents can simply take time to go to their schools and observe, learning about what their children and their children's teachers are doing.



This level of parent involvement in schools allows parents and teachers to work together in respectful and mutually supportive ways, creating an environment in which understanding, trust, and respect can flourish. At the same time, students get consistent messages from the important adults in their lives. When children observe that home and school are engaged in a respectful partnership for their benefit, they are likely to develop more positive attitudes about school and achieve more than our expectations.

“Increase Student Achievement by Increasing Parent Involvement”

As a Teacher:

Regardless of a parent's direct involvement in school activities, it is vital for teachers to communicate effectively with parents. Each has a piece of the picture of a child's development, and each can be more effective when information is shared. Constant communication helps ensure that both schools and homes are responsive to students' unique needs and therefore support children's overall development. This communication must be recognized as a critical part in child's learning process and must make the commitment to meet periodically with children's parents.

Some parents won't even bother to get up in the morning to send their children to school. The issue for teacher practitioners, school managers, and policy makers alike, is how to provide an educational experience which offers pupils the potential to succeed, and involves parents so that they are empathetic, supportive and involve in child's learning processes. Building and maintaining positive relationships with students and their families is a crucial part of being a Teacher. When they step into the classroom each day, it's important to remember that each student is someone's whole world! Families trust us to take care of the most precious person in their lives, and they want to know that their child is in good hands. They also want to know what their child is doing at school. It's important to create a strong school-to-home connection by keeping families informed about and involved in what's going on at school. Here are five ways I like to do this.



Experts say that schools place a significant emphasis upon developing home-school links, to achieve shared educational vision and purpose, and to create the means which enable pupils to develop educational outcomes in both school and home environments. Schools often can develop parent and teacher associations where parents and teachers can discuss joint endeavors to support educational needs, and put on wider social events to enable interchanges of ideas; parent meetings where parents can discuss their children's progress, and whether particular emphasis or support might help them further; parent newsletters to keep parents informed of school wide developments, and the achievements and expectations of the school and individual pupils or groups of pupils.

Finally I would like to say that Learning is a lifelong process even adult need to keep working at learning too. It is my dream to see that when I walk into the school and see parents and teachers working together, in all sorts of roles, it's a sure sign that the school challenges the very best in students and helps all, regardless of race, class, or culture, realize their fullest potential. And last but not the least, a smile on every child's, parent's and teacher's faces can be witnessed with confidence and trust on each other. Then confidently we can say that we have succeeded as a parent and as a teacher and as a responsible citizen of India in bringing up our off springs.

“EACH INDIVIDUAL IS UNIQUE, RESPECT THEIR FEELINGS”

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