

- 3.7 Engage parents/carers in the educative process (Highlighted in yellow)

Critical incident reflection

Critical incident date: 19-11-2015

Description

During this placement, I was in a year 4 classroom. On the 19th of November, my associate teacher had a meeting before school with a parent regarding her child's progress at school. My associate teacher wanted to give the parent some information and some strategies that she could do at home with her child to help her improve her comprehension. The information my associate teacher gave was to make sure that she reads every night for at least 30 minutes, make sure she reads aloud and ask her questions about the text, before, during and after reading. The parent was given questions that she could ask her child.

Interpretation

Students learn everywhere; it does not just happen in school. Family and the community are very powerful influences. Students are at school for a short amount of time. They are at home and in their communities the most. It is vital that teachers communicate with parents, engage them in their child's learning so they can support their child at home.

Sharma (2008) believes that teachers are influential to their students, but their parents influence them the most. It is vital that parents and teachers interact with one another to support the child. Emeagwali (2009) recognises that the partnership between parents and teachers should be more than just parent-teacher interviews; it should be an ongoing process. This means that teachers should be communicating with parents on a frequent basis. Teachers should take the time to contact parents/carers after school hours whether it is orally or in written form (Sharma, 2008).

Comment [JV1]: 3.7 Engage parents/carers in the educative process.

Communicating with parents/carers is essential. Teachers need to communicate with parents on a regular basis to inform them of how their child is going at school. This could be an opportunity for teachers to provide parents with information and strategies on how they could help their child at home.

Technology can be another way that teachers can communicate with parents. “Computer use provides an excellent opportunity for teachers and parents to collaborate on children’s learning” (Haugland, 1997, p 133). The teacher can make a website or a classroom blog for parents to go on. The teacher can post pictures of what students have been doing in class and an overview on what the students will be learning about. Through communicating, “the teacher could get information with regard to the interests of children, their attitudes towards school, the expectations of families, the schooling/education support, home conditions supporting or preventing the school success, the attitudes of families for school and discipline, family support, the interests and talents of families, the willingness of families for collaboration” (Sahin, 2014, p. 77).

Comment [JV2]: 3.7 Engage parents/carers in the educative process.

Teachers can make a classroom website or blog where teachers can post photos of things students have created in class, so that parents can have a look at what the students are doing and learning in class.

The teacher can post up an overview of what the students will be learning, this could be done on a weekly basis. The teacher can also post strategies that parents can use to support their child at home.

Engaging parents/carers in their child’s education is extremely important to improve their child’s learning. Cook (2012) state that “It is critical for teachers to consider how they can involve parents in applying their unique experiences and understanding to the education of children” (p. 27). Engaging parents in their child’s education does positively impact student performance (Emeagwali, 2009). There are a number of ways that parents can be actively engaged in their child’s education and in the school community. Some of these include; inviting parents on excursions so they can see what their child is learning in class, showing parents how to read aloud and providing parents with activities they can do with their child at home. Engaging parents and providing them with appropriate knowledge and strategies helps them reinforce classroom learning at home.

Comment [JV3]: 3.7 Engage parents/carers in the educative process.

Engaging parents/carers in their child’s education is extremely important as it improves their child’s learning.

It is vital that teachers think of ways that they can engage parents in their child’s education.

Outcome

I now am able to see the importance of teacher – parent relationships and how it is vital to engage parents/carers in the educative process. If parents know what their child is learning at school, they are able to provide students with support at home. As a future teacher, I will definitely communicate with parents/carers on a regular basis and engage parents/ carers in their child’s education.

I plan in doing this by:

- Inviting parents to join along on excursions so they can see what the students are learning in class.
- Modelling to parents how to read aloud.
- Invite parents into the classroom so they can see what the students are learning in class.
- Show parents maths activities that they are playing in class.
- Sent material home on ways parents can help their child's learning at home. (Eg: questions to ask students after they read).
- Invite parents/ carers to speak to classes about their career or special expertise.
- Contact parents if their child has performed well in class.
- Make a classroom website / blog for parents to look at.
- Get parents to read with their children every night.
- Get parents to sign their child's diary each night.
- Invite parents to read with their child in the morning at school.
- Allow parents to volunteer in the classroom (teachers can help organise resources and assist students).

Comment [JV4]: 3.7 Engage parents/carers in the educative process.

Here are a range of strategies I intend to use for involving parents/carers in the educative process.

References

- Cook, B., Shepherd, K., Cook, S. & Cook, L. (2012). Facilitating the effective implementation of evidence-based practices through teacher-parent collaboration. *Teaching Exceptional Children*, Vol. 44(3), pp. 22-30.
- Emeagwali, N. (2009). Fostering parent-teacher collaboration in the classroom. *Techniques*, Vol. 84(5), p.8.
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