

MAXIMIZING PARENTAL INVOLVEMENT IN LEARNER'S LEARNING DEVELOPMENT

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A positive connection between homes and schools plays a significant role in learners' development and education. Teamwork between schools, homes, and communities can result in academic achievement for students as well as educational reforms. Parents who are engaged in their children's education provide strong academic assistance. Effective learning institutions with a positive school climate have made valuable efforts to reach students' families in order to foster cooperative behavior. When a significant positive relationship between students, parents, teachers, and the community is developed, schools become productive. Academic success is more likely for all students if their school environment is cooperative.

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Parental involvement in learners' learning growth starts at home, with parents ensuring a healthy and safe educational environment, adequate learning opportunities, support, and a positive mindset toward school. The academic success of students who have involved their parents has improved. It has also been shown that parental involvement is most efficient when regarded as a collaborative effort between educators and parents. Assessing the mutual cooperation of parents and teachers can help teachers and parents create better assistance through appropriate parental support practices in advancing student progress.

There are numerous ways on how to properly involve parents in school activities. School guidelines and school related practices can lead into parents' involvement suitable in increasing learner's motivational perception about learning acquisition. There is a

strong acquisition of learnings if learners see their parents' deep interests about their learning growth. This regards as strong motivational factor for more learnings.

Early in the school year, it is critical to establish an accessible and continuous channel of communication with families so that they can raise questions, give information about the child, participate in classroom activities, communicate stories of success and complexities at home, and consider ideas for learners' learning progress. This information will be useful to teachers as a tool for making instructional and programmatic decisions.

Effective communication can be demonstrated through daily journals, consensual notes in students' records, phone calls about issues and concerns, developing a credible email conversation, invitations to partake in academic tasks, and the utilization of teacher-created classroom sites.

Constructing a written communication network, such as remarks in a student narrative book and those just mentioned, keeps parents/guardians informed of their child's progress while also allowing them to show concerns or praise. If parent-teacher communication is implemented, it will be easier for the school to function with the learners for the entire school year.

To increase participation, teachers might also use mobile communication with parents. Teachers must first implement appropriate norms and regulations. Teachers are unable to answer all calls immediately due to their teaching activities, school programs, preparation periods, teacher roles and responsibilities, or school conferences. At the same time, teachers must comprehend the significance of returning phone calls immediately. This strategy will aid in the development of trust.

Inviting families to participate in school activities is another effective way to establish a strong bond. Families can become active participants in the learning system by volunteering for school parties as guest viewers, activity attendants, or classroom assistants. Furthermore, teachers can devise a range of ways for students' families to

attain technological connections. They can link classroom experiences, activities, tasks, and classwork expectations with just one click. Educator websites are extremely beneficial because they help teachers collaborate with all families, rather than with each parent individually.

The communication of students' outputs and performances between parents and teachers is an efficient way to engage student learning growth while also directing and justifying decisions for the delivery of remedial exercises to failing students. This may include sending copies of student outputs home so that parents can monitor their child's progress. Utilizing shared folders like Google Drive, stakeholders can communicate work, remarks, and other relevant data that can enhance the student's academic opportunities.

Thanking parents for their involvement and feedback, accompanied by a commitment to continue the collaboration throughout the learners' development, will strengthen them more. Familial stakeholders, such as parents and other family members, must realize that their engagement is a continuous process to which they contribute significantly.

Academic success is related to the level of parental involvement. Learners who have parents who are deeply engaged in their education benefit more than learners who have parents who are passively participating. Parents who participate in parent-teacher meetings, acknowledge phone calls from the school, and read and mark messages from the school will gain more scholastically than learners whose parents do none of the above. Furthermore, children perform better when their parents help them with their assignments, participate in school-sponsored events, and volunteer at their children's learning schools.

References:

<https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

<https://www.edutopia.org/article/maximizing-parental-involvement-developing-iep>