



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

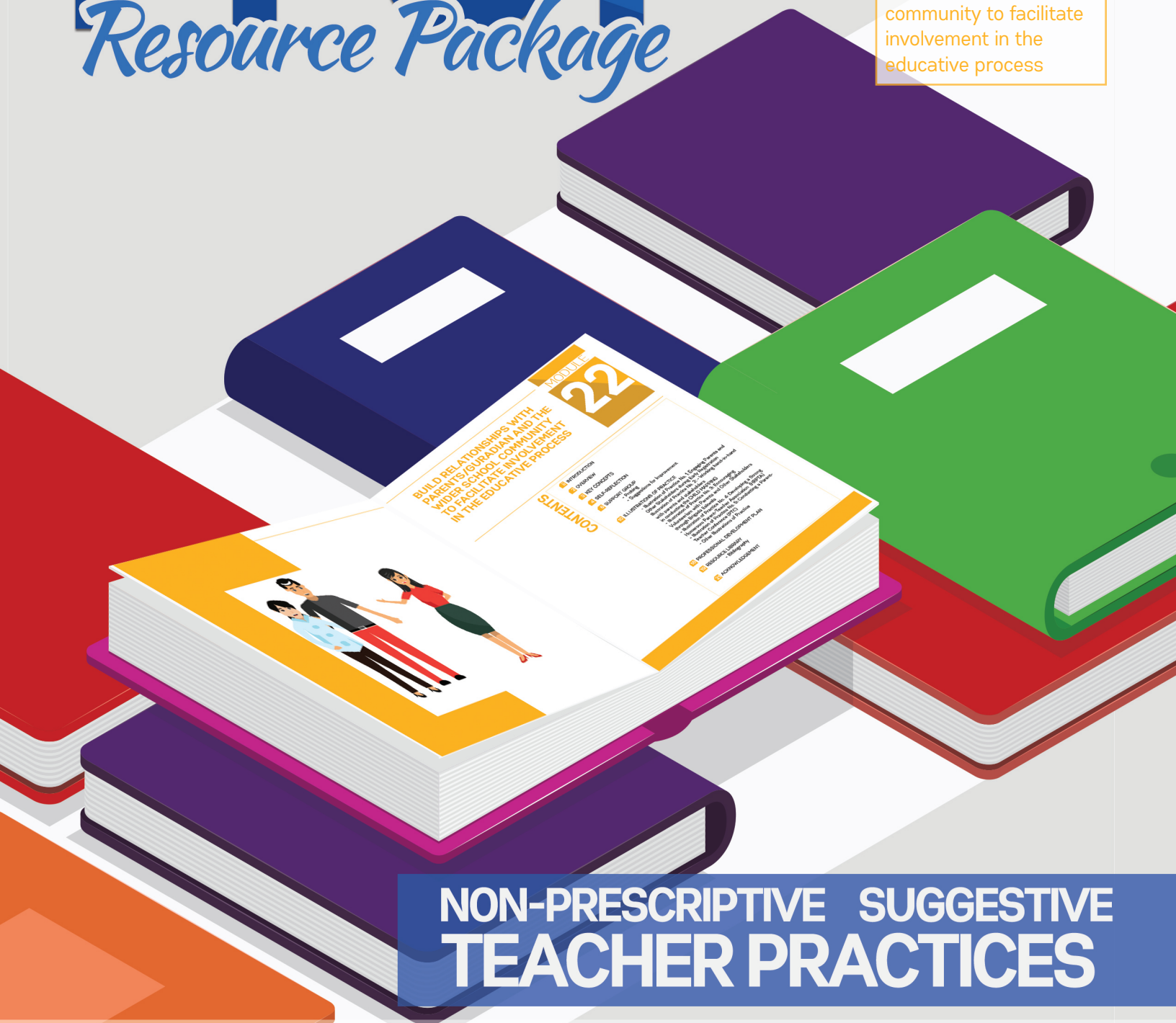
22

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

6.2.2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process



NON-PRESCRIPTIVE SUGGESTIVE
TEACHER PRACTICES



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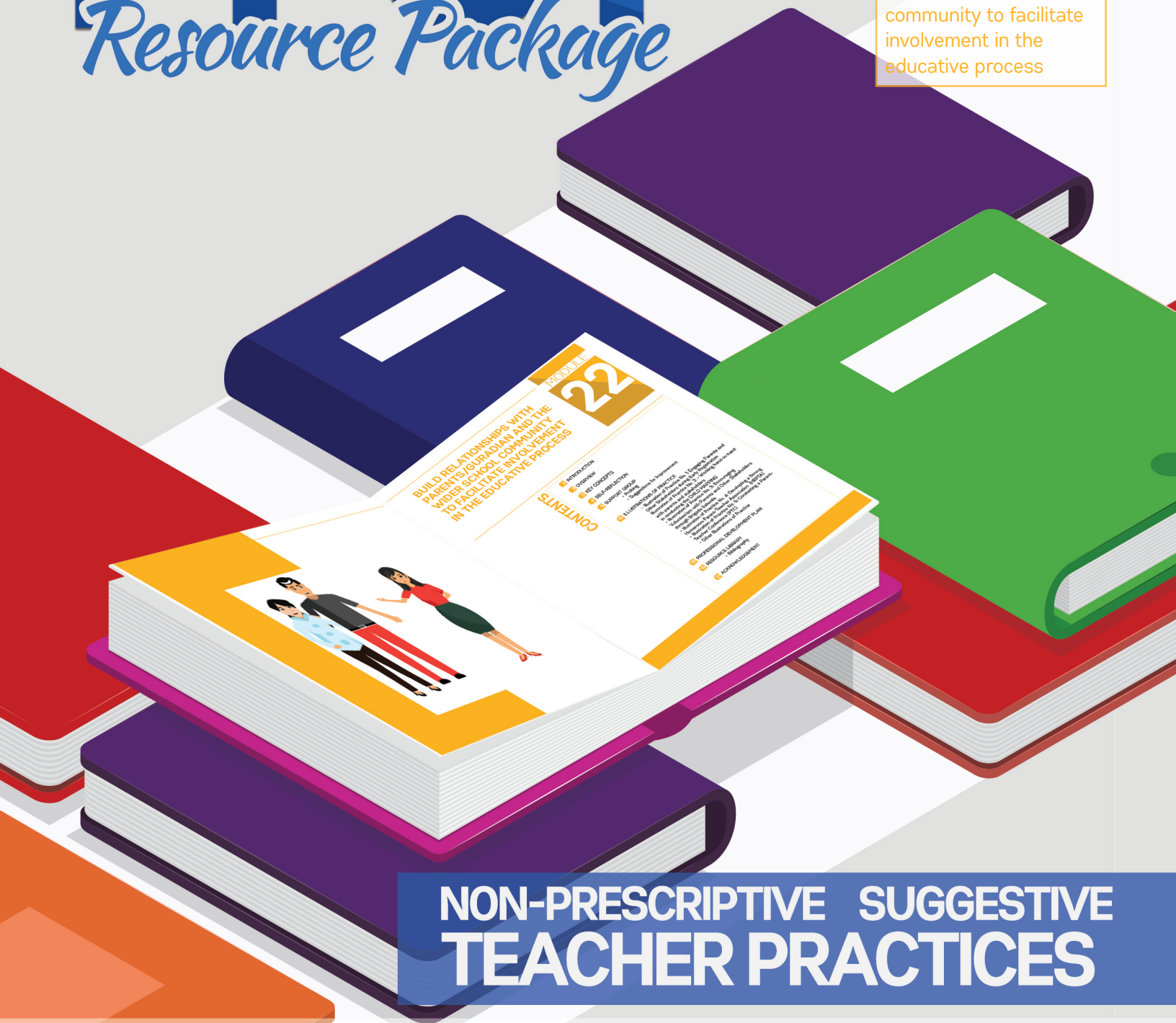
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NON-PRESCRIPTIVE SUGGESTIVE
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INTRODUCTION TO TEACHERS' RESOURCE PACKAGE

*Hello, dear Teacher!
Welcome to this Resource Package.*



I am Teacher Rey!

We are members of your support group in the Department of Education (DepED). Together with your Principal, Master Teachers, and colleagues, we are pleased to be your mentors and companions as you use this resource package.

Are you ready?

And I am Teacher Dulce!



We begin by letting you know the journey of how we put together this resource package.

In August of 2017, the Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among other things, that the PPST “shall be used as a basis for all learning and development programs for teachers.”

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

How can this resource package help you?

This resource package can help you as it:

- serves as your guidebook towards becoming better acquainted with the PPST;
- provides you with another 12 modules for Proficient Teachers based on 12 indicators aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable, and can help you achieve the target indicators across the curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been developed and compiled by teachers in support of other teachers.

Why do you need this resource package?

You will find the materials here useful if you:

- reflect on your own classroom practices and ensure that your teaching practices are aligned with the next 12 indicators for Proficient Teachers;
- are part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST, and (ii) innovate with practices using the samples in the resource package material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices, or (ii) working on other career stages or indicators other than the 12 presented in this resource package.

If learning is your passion, this resource package is for you.





You will discover that each module discusses a specific indicator on becoming a Proficient Teacher. There are key concepts that will be unpacked as you read the next few parts of these modules. Most importantly, they will show you relevant illustrations of practices that may help you understand and attain the indicators.

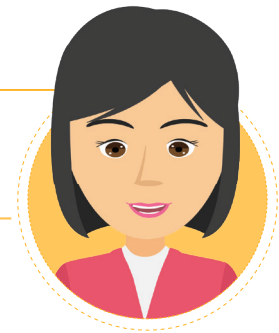


The modules explore the following indicators.

- MODULE 13**
1.3.2 Ensure the positive use of ICT to facilitate the teaching and learning process
- MODULE 14**
1.6.2. Display proficient use of Mother tongue, Filipino and English to facilitate teaching and learning
- MODULE 15**
2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning
- MODULE 16**
2.4.2. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning
- MODULE 17**
3.2.2. Establish a learner-centered culture by using teaching strategies that respond to learners' linguistic, cultural, socio-economic and religious backgrounds
- MODULE 18**
4.2.2. Set achievable and appropriate learning outcomes that aligned with learning competencies.
- MODULE 19**
4.3.2 Adapt and Implement learning programs that ensure relevance and responsiveness to the needs of all learners
- MODULE 20**
5.3.2 Use strategies for providing timely, accurate and constructive feedback to improve learner performance
- MODULE 21**
5.5.2 Utilize assessment data to inform the modification of teaching and learning practices and programs
- MODULE 22**
6.2.2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process
- MODULE 23**
7.3.2 Participate in professional networks to share knowledge and enhance practice
- MODULE 24**
7.4.2 Develop personal professional improvement plan based on reflection of one's practice and ongoing professional learning



Each module contains the following parts:



OVERVIEW introduces you to the indicator for the Proficient career stage and why you need to achieve it;



SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;



KEY CONCEPTS defines operationally the concepts used pertinent to the indicator;



SUPPORT GROUP allows you to consult and collaborate with your teacher-friends who will provide suggestions on how to improve your current practice;



ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the standards are put into action;



PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths, development needs and plans for specific action for professional development;

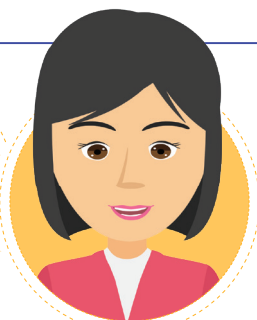
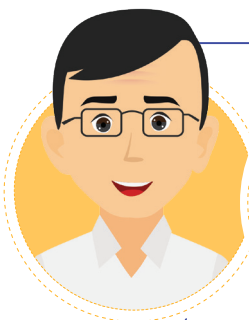


RESOURCE LIBRARY provides resources with annotations that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and apply it to your teaching context.

We encourage you to actively engage with the texts as you read through the module.

We hope that you find the information, materials and resources in this package helpful as you use the Philippine Professional Standards for Teachers as your guide towards professional development.



We will be with you every step of the way.

Have a happy journey!





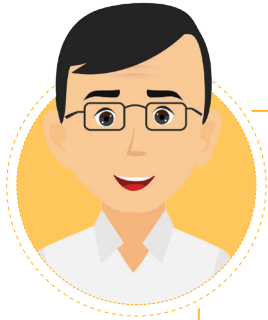
BUILD RELATIONSHIPS WITH PARENTS/GUARDIANS AND THE WIDER SCHOOL COMMUNITY TO FACILITATE INVOLVEMENT IN THE EDUCATIVE PROCESS

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OVERVIEW



Hello! I am Teacher Rey and with me is Teacher Dulce.
Welcome to Module 22!

We are glad to meet you here. We are going to accompany
you as you read this module.

Get ready to begin.

The success of the education for learners does not solely come from the school, but it needs also a strong cooperation from other stakeholders such as from the parents or guardians and other sectors in the community. Republic Act 9155 clearly emphasizes that education is a shared responsibility to provide learners with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.

The relationship of school heads and teachers to parents and various stakeholders is significant to the educative process. It is an undeniable reality that their engagement at the school level can make a big difference toward achievement of the outcomes specified in the different programs, policies and projects of the Department of Education (Dep Ed). A teacher needs to establish a professional relationship with parents and the wider school community to ensure that educational services are delivered to the heart of the educative process, the learners.

In this module, Teacher Dulce and Teacher Rey as members of the support group will explore 'why' and 'how' we build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.

We will also help you examine various scenarios focusing on the teacher's ability and skills to engage parents in the educative process of the learners.

In this module, we will focus on:



STRAND: Engagement of parents and the wider school community in the educative process



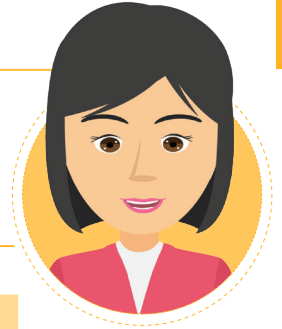
INDICATOR: 6.2.2: Build relationship with parents/guardians and the wider school community to facilitate involvement in the educative process



KEY CONCEPTS



Defining the following key concepts will help you understand the indicator. So, let us now familiarize ourselves with stakeholder relationship concepts.



COMMUNITY. This refers to the immediate barangay where the school is located. However, it may also be expanded to refer to the adjacent barangays where a significant number of children (enrolled in the school) come from, municipality, city, and ancestral domain (The School Improvement Plan Guidebook, DepEd 2015.)

EDUCATIVE PROCESS. This refers to the active involvement of parents and the community in the education of the child. It can be done through participation and coordination between and among schools, the local school boards, and the Parent Teachers Association (PTA). This will harness and develop parents' strengths as active partners of other stakeholders and as advocates for community concerns that affect their children (RA 9115, Governance of Basic Education Act of 2001).

PARENT OR GUARDIAN. This refers to a person whom the child is under custody by the law. He/She is first responsible for the development of values, attitudes, and habits that will be needed as their children associate with other children in school. He/she can forge a kind of partnership with the other stakeholders to share information as well as responsibilities to the best interest of the children (DepEd Order 54, s. 2009).

STAKEHOLDERS. Stakeholders are individuals or groups who have an interest or concern for the school. They include parents, school administrators, board members, local government officials, alumni and socio-civic groups who contribute to the development of the school community (DepEd Order 54, s. 2009).

WIDER SCHOOL COMMUNITY. It refers to the internal and external stakeholders, including teachers, school administrators, parents, guardians, community members, local business leaders, local authorities and elected officials, among others (PPST, 2017). 2009).



SELF-REFLECTION



In this part of the module, we will identify the various stakeholders we have in relation to our teaching profession. More so, we will also identify the different ways in which we involve these stakeholders in the educative process.

I have identified two stakeholders in school. Teacher Dulce, can you identify another stakeholders?

NO.	WHO IS YOUR STAKEHOLDER?	HOW DO YOU ENGAGE THE STAKEHOLDER?
1	Parent	I write a letter addressed to the parent expressing my intention/plan for the class.
2	School Head	I'll make an appointment with our School Head and suggest initiatives to better organize the Brigada Eskwela in our school.

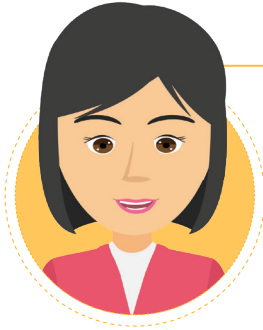


Teacher Rey, those are good practices of communicating with other stakeholders . Please see my examples below.



NO.	WHO IS YOUR STAKEHOLDER?	HOW DO YOU ENGAGE THE STAKEHOLDER?
1	Co-teacher	I'll discuss with my co-teacher the challenges and opportunities of handling students who would need further learning assistance. In this way, we could help each other addressing students' academic concerns.
2	School Guidance Counselor	I'll make a request to our school guidance counselor to discuss with us the signs of depression in order for us to address concerns relevant to this mood disorder.

Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.



Let us now reflect on your current practices regarding building relationship with parents and the wider community. In this sense, you will see a clear picture of how you deal with your stakeholders to involve them in the educative process.

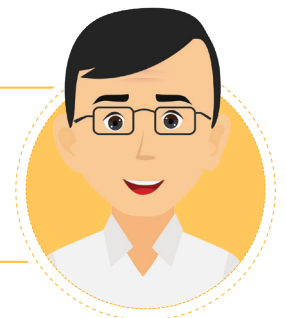


Considering the key concepts, I have written down my own reflection on this.

KNOWLEDGE	SKILLS	ATTITUDES
<p>As a Proficient Teacher, I know...</p> <p><i>...good practices of building partnership with parents and other stakeholders for the benefit of my learners</i></p>	<p>As a Proficient Teacher, I do...</p> <p><i>... communicate and conduct dialogue with parents and other stakeholders on matters related to students' academic performance, behavior in school and school programs.</i></p>	<p>As a Proficient Teacher, I feel...</p> <p><i>...that I have a deep sense of responsibility to build good relationships with parents and other stakeholders to foster strong spirit of cooperation and to involve them in the educative process</i></p>



Good reflection, Teacher Dulce! Now, it is your turn to reflect on your knowledge, skills and attitudes in relation to the indicator. You may write it in the boxes below



KNOWLEDGE	SKILLS	ATTITUDES
<p>As a Proficient Teacher, I know...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>As a Proficient Teacher, I do...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>As a Proficient Teacher, I feel...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



SUPPORT GROUP



Welcome back! We, your Support Group, will help you affirm your prior knowledge, clarify thoughts and provide professional support. Before we do that, please read intently the following words from staunch believers of the interconnectedness between the school and the community in the educative process of our learners.

“The problem of education is everybody’s problem. As building literacy is our collective responsibility, so too is improving our schools, our collective responsibility. We must build bridges between the school and the community”

(Forencio Adab, Former DepEd Secretary)

“To fulfill our goals of developing successful students, teachers must work together with school stakeholders in planning and building a school community where children thrive as they enhance their learning capabilities.”

(Rose Macapulay, Principal II in Afusing National High School in Alcala, Cagayan)

“Learning and the areas to be learned should not have boundaries. Education, as a public property, should belong to everyone, not just the academically successful, but also those who have wisdom outside the school.”

(Sayer and Vivian Williams, 1989)

Now, let me introduce you to Teacher Shane and a problem she had. Reflect on it. Then answer the questions that follow:

It was the last week of August and the School Head of Sikap High School called the first Parent-Teacher Conference. Teacher Shane, a Grade 9 Adviser was excited to give the class cards for his 50 learners. On the day of the first Parent-Teacher Conference, she was expecting all parents invited would be present. However, there were only five (5) parents who attended. Majority could not come due to some concerns. She got worried because it was already the end of the school day, and she had yet to give 45 class cards to parents who regretted to attend.

Probing



Can we all relate to Teacher Shane's case? If so, let us understand more her case by answering the following probing questions:



- 1 Based on Teacher Shane's case, what do you think is the challenge for her?

_____.

- 2 Do you experience the same problem? Yes or No? Why do you think many parents do not attend Parent-Teacher Conferences?

_____.

- 3 What are your realizations on Teacher Shane's case?

_____.

- 4 What specific steps will you take to encourage parents to attend Parent-Teacher Conferences and other school programs?

_____.

Suggestions for Improvement



Now, here are a few suggestions to help build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.

Building relationships with parents/guardians and the wider school community to facilitate involvement in the educative process is challenging. However, it is important since a sustainable relationship and partnership with various stakeholders is one key in bringing quality education to our learners.



Teacher Hermes talks to the parents to involve them in a school activity.

Many years ago, the Program for Decentralized Education (Department of Education, Culture and Sports:1983) enumerated the following areas in which teachers need to nurture in order to develop a sustainable partnership with the community. These are still sensible even today.

1. Develop intelligent public understanding of the school on all aspects of its operation.
2. Help citizens feel more responsibly for the quality of education the school provides.
3. Earn the goodwill, respect and confidence of the public in the professional and personal services of the school.
4. Involve the community in the work of the school and in solving educational problems.
5. Promote a genuine spirit of cooperation between the school and community for the improvement of the community.
6. Secure community support for the school and its program.
7. Keep the community informed of developments and educational trends.
8. Secure an unofficial but honest evaluation of the school program in terms of educational needs as the community sees it.

Aside from these there are several ways by which schools and teachers can effectively build relationships, engage parents and stakeholders, and sustain partnerships with the community. These are basic, but when maximized can produce desirable results.

1. Conduct Home Visits. A teacher who conducts a home visit will have a clear understanding of the learner's home conditions. Getting to know the parents and their children well is the first step in fostering relationships.

2. Organize Seminars for Parents. There are various seminars which are appropriate for the parents. Topics such as responsible parenthood, child development and understanding learners are close to the hearts of parents. These seminars can equip parents with the skills and understanding necessary to help their children.

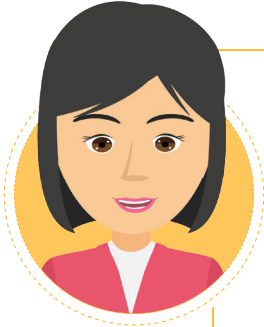
3. Maximize Parent Conferences. The adviser must take the opportunity to talk to parents during conferences. The purpose of the conference must be clear to the parents. The achievement and needs of the learners must be communicated to their parents. The teacher must be honest, direct to the point and organized. The conference may be informal to facilitate more fluid communication.

4. Create School-Home Projects. Busy parents have a hard time attending school affairs. However, there are alternatives such as sending letters to parents informing them of the school programs. Printed materials can be sent to parents to update them on various school events.

5. Establish Two-Way Communication with Parents/Community. A dialogue between the school and parents/community can develop open communication. In this way, trust and honesty develop between the school and the parents/community.



ILLUSTRATIONS OF PRACTICE



Teacher Rey and I will now walk you through illustrations of practice that provide clear examples to help teachers to better grasp the idea of building relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.

Together, let us explore some ways teachers can foster a lasting relationship with the parents, the wider school community and other stakeholders.

The following illustrations of practices are common to the proficient teachers. These will speak familiarity since most of them are currently being done in the field. In this way proficient teachers shall understand that these practices must be strengthened. More so the best practices in the field must be adapted eventually since they are essentially substantial. The substantiality convey that they conform to the standards that are being looked for among the teachers in the public schools. It is envisioned that these standards shall become the language of quality in order to build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.

ILLUSTRATION OF PRACTICE NO. 1:

Engaging Parents and Other Stakeholders during Early Registration



Early Registration is one major activity of the Department of Education (DepEd) which aims to strengthen access to quality education. For the recent years, it usually lasts for one month, from the third week of January until the third week of February. It caters the incoming Kindergarten, Grades 7 and 11 students. There are various ways in which schools and teachers prepare for Early Registration which include, but not limited to, the following:

Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.

School-to-School Campaign. Teachers visit school feeders. School feeders are the schools in which their students enroll to a certain school. The teachers usually leave registration forms to office of the School Head. A target date shall be set for teachers to pick up the list of students who are interested to enroll in a certain school. In this way even before the Early Registration officially starts, a list of pre-registered students is made available.

Barangay-School Collaboration. The school can partner with the barangay officials specifically with the Committee on Education. Based on a clear understanding and agreement parents and their children may be registered in the barangay under the supervision of the Barangay Kagawad who chairs the Committee on Education. After which, the Chairperson can turn-over the list to proper school authorities.

Maximization of Social Media Page. The power of technology has to be maximized for the benefit of the learners. Information dissemination has to be done in relation to Early Registration. The creation of an official social media page such as Facebook page will update incoming learners. Many learners can access the on-line information and this facilitates the early registration.

Utilization of Tarpaulin, Announcement, Brochure, Poster and other means. While technology is an important tool in the early registration, the traditional means of letting the community know about it is equally important. The hanging of tarpaulin in the school fence will create an awareness. The announcement of teachers directly informs students. The distribution of brochures provides basic information among interested individuals. The use of poster is another way of encouraging learners to participate in early registration. Aside from these there are other means to intensify early registration.



HOW TO DO IT

To ensure the synchronization of the Early Registration across the country, many teachers and school heads can come up with creative strategies even before the DepEd Memorandum on the Early Registration is released. The following may be done by teachers to ensure utmost participation of stakeholders in Early Registration;

- Share social media announcement in their own social media account
- Create text brigade to parents, learners and other concerned parties
- Share through word of mouth and home visitation
- Directly inform learners inside the classroom about early registration
- Write letters to parents informing them about it
- Conduct Parents' Meeting
- Conduct meeting among colleague to create Action Plan for Early Registration
- Tie-up with local radio station to promote early registration

All of the above-mentioned actions can help build relationship with parents and various stakeholders to facilitate involvement in the educative process.



Thank you Teacher Rey!

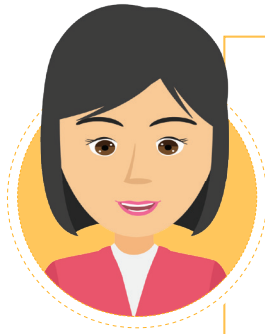
This clearly tells us the importance of Early Registration in building relationship with parents and the wider school community. It also shows us that there are several means to conduct it.

Let us see more practices employed by teachers in schools in relation to Early Registration.

ILLUSTRATION OF PRACTICE NO. 2:

Working hand-in-hand with parents and stakeholders in conducting the CHILD MAPPING

One of the preliminary steps in the crafting of Enhanced School Implementation Plan (E-SIP) is to conduct child mapping. The aim to provide access to quality education is the very reason why child mapping is being conducted at least every three (3) years. Although it can also be conducted every year. Under the leadership and supervision of a school head, all teachers are encouraged to participate in child mapping. A committee must be formed under the directive of the school head. It allows collaboration with colleagues in the planning of community engagement activities. The school head and the teachers must coordinate with the barangay officials before entering the community. It is basic specially in the context of the safety of the teachers. Once everything has been cleared between the school and the barangay, that is the time that teachers can start child mapping. In fact, some barangay officials assist teachers in the conduct of such until the end. There are even times when parents help them in child mapping. The Annex 1B of Dep Ed Order No. 44, s. 2017 is also known as the Child Mapping Tool. It is the official form which teachers use as they move from one house to another. It contains important basic information on the status of 4-17 year-old children in the community which can be used in school planning.



Great Teacher Rey!

Aside from these illustrations, there are other illustrations of practices which can demonstrate how to build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process. Let us take a look at the succeeding examples.

ILLUSTRATION OF PRACTICE NO. 3:

Encouraging Volunteerism with Parents and Other Stakeholders through Brigada Eskwela

The National School Maintenance Week also known as Brigada Eskwela has been a major initiative of DepEd for many years. There is no doubt that the partnership of various stakeholders is put into action during this time. The wider community come together at this point to make the school at on its best form. It is held during the last week of May just a week before the classes open in June of every school year. However, the preparation for Brigada Eskwela starts as early as January of the year. The essence of Brigada is to foster the Filipino spirit of volunteerism or bayanihan. This is translated in the context of education. It aims to unify various stakeholders of education in improving the physical condition and social atmosphere of schools, thus making them conducive for learners. The leadership of the school head and the Brigada Eskwela Coordinator count a lot here. Again all teachers must be involved in Brigada Eskwela. Their contribution weigh more than anything else. With the week long activities in Brigada Eskwela, one important activity is the Kick-Off. This serves as the Opening Program of Brigada Eskwela in a Division. A chosen school becomes the host school. The host school takes care of everything. Various stakeholders gather in this major activity. The LGU officials, Parent-Teacher Association (PTA) officers, Supreme Student/Pupil Government (SSG/SPG), businessmen, Dep Ed officials, parents, alumni, learners, volunteers, school personnel and other concerned stakeholders converge in the Kick-Off. It officially starts the Brigada Eskwela in a particular Division. Likewise a Kick-off program can also be done in the school level.



Source:<http://www.ndbcnews.com.ph/news/brigada-eskwela-kicks-off-in-koronadal-city>

HOW TO DO IT

The creativity and genuine desire of the school head and teachers to deliver quality education is a vital ingredient in the success of Brigada Eskwela. Schools in different places have peculiarity, however the spirit of volunteerism (bayanihan) keeps Brigada Eskwela alive. No matter what the contribution is, as long as it will benefit the learners, must be valued. Several practices in Brigada Eskwela can be done such as the following:

- Brigada Eskwela Coordinator and members meet to draft plan for Brigada
- Assess the school needs
- Identify potential stakeholders and partners for Brigada Eskwela
- Write and send communication letters to identified stakeholders
- Secure the name and number of the contact person
- Make constant follow-up
- Review and finalize plan for Brigada Eskwela
- Seek technical assistance from School Head and Division personnel
- Communicate plan for Brigada Eskwela among fellow teachers, parents and students
- Conduct school-based Kick-Off Ceremony
- Take daily pictures of Brigada Eskwela
- Prepare and complete Brigada Eskwela forms
- Have boodle fight with parents and other stakeholders
- Volunteer in any possible way
- Conduct closing program
- Distribute certificates of appreciation to stakeholders

ILLUSTRATION OF PRACTICE NO. 4:

Developing a Strong Homeroom Parent-Teacher Association (HRPTA)

Many School Divisions today practice meeting parents in the school level prior to the opening of classes. The reasons behind this are obvious: first, to explain key policies of the school and Dep Ed and second, to build relationship with parents. It starts with a general assembly of all parents in the school covered court. During this time, school head talks to parents on school and Dep Ed policies. The teachers both old and new can also be introduced to the parents. After the general assembly, parents go to their respective advisory rooms. Advisers prepare the attendance sheets for parents. Students usually assist them in going to the rooms. Inside the classrooms, advisers reiterate the school head's pronouncements. This is the best time to start building relationship with parents. A simple getting to know activity is a good way to start winning parents. The teachers can also share their plan for the class for the current school year. If possible, refreshments can be served to the parents which can be done by the learners themselves. The meeting can end with the teacher expressing words of appreciation to the parents.

HOW TO DO IT

Vacation time is special among parents and their children. It is the best time for them to rest from the challenging tasks in the school. The HRPTA meeting prior to the opening of classes is an equally important activity. It can be done even in simple ways such as:

- Inform parents about the activity thru text message, chat message, letter, announcement, verbal message or home visitation
- Prepare copies of agenda of meeting and attendance sheets
- Serve refreshments
- Discuss agenda clearly
- Entertain questions and verification
- Assign parents to take minutes of the meeting
- Present plan for the school year
- Take pictures

ILLUSTRATION OF PRACTICE NO. 5:**Conducting a Parent-Teacher Conference (PTC)**

Another important activity in school is the parent-teacher conference (PTC). This is quarterly done by the teacher among the parents/guardians Prior to the actual day of the PTC, some school heads release school memorandum containing the suggested agenda. It helps teachers to become more organized in the conduct of the PTC. This is the time when teachers give feedback to parents on the academic performance of the learners. Parents become aware of the academic standing of their children. The learners who reach an average of at least 90% with a grade of at least 80% in each learning area recognized during this day. Aside from it, teachers update parents on the different programs, policies and projects of the school. The parent-teacher conference allows parents to voice-out their comments and suggestions for the school improvement. This may only be four (4) times a year, but it can result to positive outcomes. More so, teachers get the early chance to see parents who can be engaged in various projects. Parents who are reluctant to attend PTC may be visited by the advisers.

HOW TO DO IT

The preparation prior to the PTC is a key element to its success. A successful PTC can generate support from the parents. The following actions can be done in the conduct of Parent-Teacher Conference:

- Inform parents about the activity thru text message, chat message, letter, announcement, verbal message or home visitation
- Prepare copies of agenda of meeting and attendance sheets
- Assign tasks to PTA officers and Class officers
- Serve refreshments
- Discuss agenda clearly
- Entertain questions and verification
- Allow parents to participate in the discussion
- Assign PTA officers to take minutes of the meeting
- Recognize learners who have Perfect Attendance
- Recognize learners who are Academically Outstanding
- Take pictures
- End on a positive note by thanking parents

Other Illustrations of practice

GIVING RECOGNITION TO PARENTS AND VARIOUS STAKEHOLDERS

Schools which recognize the value of their parents are motivated to support school programs, projects and policies. Teachers can prepare certificates of appreciation or recognition to parents who consistently attend PTA meetings. At the end of the school year, there are schools which give certificates of recognition to parents who generously share their resources. Certificates of recognition can also be given to the HRPTA officers who served their term for one school year. Tokens of appreciation can also be given to them. This is a way of thanking them for the continuous support. This recognition can mean a lot to parents. The same thing can be done to stakeholders who continue to support the school endeavors. In way or the other the contribution of various stakeholders help schools to become performing public institutions.

EXTENDING INVITATION TO PARENTS AND OTHER STAKEHOLDERS TO SCHOOL ACTIVITIES, EVENTS AND PROGRAMS

Parents love to see their children participate and perform in school activities, events and programs. The invitation that is extended to them by the school head and teachers are truly values. They feel that they are important since this is about their children who happen to be learners in the school. At the same time this strengthens the connection between learning in school and at home. Allotting of chairs for them during school activities, events and programs is genuinely encouraging. This fosters relationship which in the long run facilitate involvement in the educative process of the learners. The same thing can be done to other stakeholders thus involving the wider school community.



Indeed, there are more than one way to build a relationship between the teachers and the parents and the wider school community.





PROFESSIONAL DEVELOPMENT PLAN



After exploring the module, you now have a better appreciation of the indicator. Based on your professional reflection, think of ways you can further enhance your knowledge, skill and attitude in this indicator.

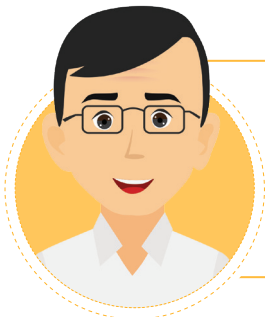
Fill in the personal action plan.



STRENGTHS <i>What are the skills you are good at?</i>	DEVELOPMENT NEEDS <i>What are the skills you need to improve?</i>	ACTION PLAN <i>What can you recommend for your development intervention?</i>	TIMELINE <i>When will you implement your plan?</i>	RESOURCE NEEDED <i>What assistance/resources do you need to implement the plan?</i>



RESOURCE LIBRARY



This section provides you resources that can help you further understand the indicator.

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This guidebook is for the school heads, teachers, school staff, and other school stakeholders in DepEd. It is a product of consultations with planning experts and experts from the field - principals, supervisors, and teachers - to ensure that school improvement planning becomes easier and effective them.

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It is an opinion in an online column which writes about the importance of fostering a healthy relationship between the teachers and stakeholders. This column sends a positive note of asking the school and the community to working harmoniously together, which will have a positive impact on the students.
- Meador, D. (2017). Why Principals Must Build Relationships. Retrieved from <https://www.thoughtco.com/why-principals-must-build-relationships-with-parents-3956178>
This resource material emphasizes the importance of building relationship with parents not by teacher, but by the school head or principal.
- Republic Act No. 9155. An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education and for other Purposes
The act decentralizes the governance of schools in the Philippines. It also features several changes in the educational landscape of the country.
- Republic Act No. 9115. Governance of Basic Education Act of 2001.
The act contains guiding principles that include encouragement from DepEd to parents and community in the education of the child. This public document also encourages, not just the school and the parents, but also volunteerism from among all sectors to ensure sustainable growth and development in education.
- Sayer and Williams, V. (1989). Schools and external relations: Managing the new partnership. London: Cassell Educational Ltd.
This books discusses the relationship between the school and other sectors in a wider community. It shows a new direction of partnership which aims to benefit the learners in a establishing a well-coordinated support among the stakeholders.

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