

Parent-Teacher Collaboration in the Time of Pandemic

By Richard D. Sanchez, LPT, PhD

Master Teacher II, DepEd San Fernando, Pampanga

Head Research Consultant, ETCOR Educational Research Center

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Parental involvement in the educational process has always been recognized as one of the measures of a successful education initiative (Boonk, et al., 2018). Without the support and collaboration of parents, there will surely be a collapse, setback or downfall in every learner's dream of a quality, relevant and accessible education (Gonida & Cortina, 2014). With this premise, the role of parents on how they can be instrumental in the advancement of the Filipino learners should always be considered by their direct partners in the school setting – the teachers, the second parents of their children.

According to Ricard and Pelletier (2016), good working relationship between the parents and the teachers can already be equated to the attainment of the education sector's goal to lead all learners into their dreams of a successful future. With parents and teachers collaborating with each other, giving of feedbacks and improving the identified areas for improvement, there will surely be NO learner who will be left behind.

This collaboration is an extra-challenge for both parents and teachers nowadays given the fact that the threat of the COVID-19 still exists. Just like students who do not actually see their teachers via face-to-face classroom interactions, teachers also communicate and collaborate with parents through online means, thus, the extra-challenge. Questions of parents as to the self-learning modules of their children and/or other instructions of teachers are now communicated virtually, via text messages, phone calls, chats, among other online means. Giving of feedback is also done with the same platforms.

Parents are also observed nowadays to be 'acting as students as well': guiding their children in answering their modules, being hands-on on their children's activities and performance tasks, and even answering their children's modules in some instances (which of course this writer does not promote, as a point of clarification).

Overall, during this time of pandemic, it can be observed that the collaboration and good working relationship between teachers and parents has become more challenging and at the same time, has strengthened as well in certain aspects. The present threatening situation that the world is experiencing invites education stakeholders, specifically parents and teachers, to really find more ways on how they can better help the learners (and their children) continue with their education and reach their dreams even in this time of uncertainty. Parent-teacher collaboration in the time of pandemic may be a challenging one, but it will surely be the best time for both teachers and parents to show their sincerity and dedication to let the Filipino learners access education, be nourished by quality and relevant education, and continue learning in a world of uncertainties and where change, even abrupt change, is the only constant.