

- a. Involvement of parents
- b. Programmes designed which had involvement of parents
- c. DAV INTERNATIONAL SCHOOL, AHMEDABAD
- d. Name of the Principal- Dr. Nivedita Ganguli
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The Reflective Educator

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Abstract

Introduction- Involvement of parents

Factor analysis determined that parent-involvement activities can be grouped into two types of involvement roles: (a) direct contact or involvement with the child, and (b) indirect involvement, with less direct benefit specifically for the child. Overall, teachers rated parents as being more effective in helping children through their participation in activities than did parents themselves. Teachers also reported that parents have more barriers and fewer opportunities for involvement than parents actually reported. Information-gathering and communication between parents and teachers regarding individual preferences, perceived effectiveness, and barriers to involvement are discussed as important prerequisites for establishing effective home-school partnerships.

Methodology- A school atmosphere and structure that support family involvement. Families are invited to share hopes for and concerns about children and then work together to set student goals.

Conclusion- In this course you have looked at the notion of parents as partners. You have considered reasons why partnership is considered important – for children, parents and practitioners – and have read examples of how it can be interpreted in practice. We have also learned about a conceptual framework to accommodate show the range of parental involvement and partnership practice.

Parental involvement in practice is invariably conceptualised and specified by professionals. It is necessary, therefore, for practitioners to be open and receptive to feedback and suggestions both from parents and children. Some parents, for reasons that may not be apparent, are reluctant to become involved in their children's care and education; others may actively choose not to become involved. Practitioners need to be aware of parents' feelings, and to be cautious about blaming them for what seems to be a lack of interest.

As you have seen throughout this course, partnership can take many forms. Projects and special initiatives to encourage parental involvement can be exciting and stimulating, but also short-lived and heavily dependent on the provision of extra funds. Ultimately, partnership needs to be a way of life that becomes embedded in the ongoing day-to-day exchanges that take place between parents, practitioners and children.

Case Presentation

- a. Identification of the problem/challenging situation/issue to be resolved- Balancing the different learning needs of students. Every student who walks through my door is different. There are some problems which can be dealt in a better way if done with the support of parents.
- b. Analysis of the problem- is a visual way to look at cause and effect.
- c. Objectives- To develop the confidence of students when they perform in front of parents or do something which is in collaboration of parents.
- d. Planning done- To tap the potential of students in best possible way. The lesson plans are made in such a way to allow involvement of parents. It should be designed in such a way to build a bridge between parents and students.
- e. Success criteria and possible alternatives decided- Through different types of activities where parents can also participate with their wards. Morning assemblies are planned for parents to witness the talent of their child.
- f. Implementation- The activities can be implemented in classroom teaching methodology and handling different types of children in a class.
- g. Challenges faced in implementation- The greatest challenges faced was “Confidence and desire to do the best” by everyone.
- h. Resource involved- Interdisciplinary teaching methodology. Guidance and support of fellow teachers.

Evidences of success





Beneficiary Satisfaction

Involvement of parents in education is very important. It will deeply help to build a better understanding and improve the relation between parents and children. This ultimately makes parents more involved and gives them extra time to focus on their children.

Concluding Remarks

The term Capacity building of teachers may also encompass the quality of adaptation—the ability of a school or educator to grow, progress, or improve. ... The phrase “building capacity”—a widely used bit of education jargon—refers to any effort being made to improve the abilities, skills, and expertise of educators.

Glossary

1. adaptable. capable of fitting a particular situation or use. ...
2. adventurous. willing to undertake new and daring enterprises. ...
3. affectionate. having or displaying warmth or affection. ...
4. ambitious. having a strong desire for success or achievement. ...
5. amiable-having or displaying a friendly and pleasant manner.
6. compassionate. feeling or showing sympathy and concern for others.
7. Considerate-careful not to inconvenience or harm others....
8. Jargon- Special words or phrases