

Kurlishchuk I.I. (2017). The importance of teacher-parent partnerships for primary students' educational success. *Inovativny vyskum v oblasti vzdelavania a socialnej prace// Zbornik prispevkov z medzinarodnej vedeckej konferencie. Sefredactor: Prof. JUDr. Stanislav Mraz, CSc. Sladkovicovo: Vysoka skola Danubius, 66-69 pp.*

Теорія і практика навчання

## **THE IMPORTANCE OF TEACHER-PARENT PARTNERSHIPS FOR PRIMARY STUDENTS' EDUCATIONAL SUCCESS**

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Ukrainian society puts before the participants of educational process in primary schools the practical necessity to meet the new requirements of modern educational system which includes different aspects of youth education and upbringing, personal development and harmonic socialization. A student-focused educational strategy is proposing to cooperate and coordinate teacher-parent partnerships for supporting and enhancing primary students' success in both academic and social areas. In our day Ukrainian primary school curriculum involves a number of progressive socio - educational elements such as sensitive and empathetic social relationships, development of multicultural understandings, positive socialization, creative student-focused education and upbringing strategies that are necessary for creating positive learning environment in primary schools.

Emphasizing the unique and variety of teacher- primary student - parents contexts in modern education process, this paper focuses on teacher-parent

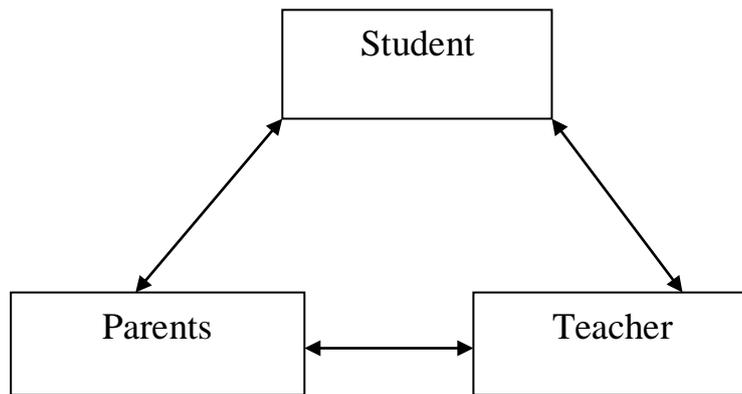
relationships to provide all participants of educational process in primary schools with knowledge about characteristics of efficient partnerships.

The growing number of studies (Christenson, S.L., Whitehouse, E.L., VanGetson, G.R. (2007), Goncharov V. (2011), Katanovich B. (2011), Kovalebko (2016), A. Petrovicheva (2016), Rybalchenko I. (2009), Sandra B. Loughran (2008), Ustinova B. (2015), Vetrova S. (2009),) shows the importance of a good teacher-parent relationship and description of the ways of maximizing the benefits of their interactions.

Focus on the clear fact that the goal of teacher-parent partnership is not merely to involve families in the educational process, but rather to connect core contexts (home and classroom) for efficient primary students' learning and social development.

Summarizing the opinions of a number of scholars (Christenson, S.L., Katanovich B., Petrovicheva A., Sandra B. Loughran, Ustinova B. etc.) noticed that productive teacher - parent relationship in primary school can take many forms: parent conferences, parent-teacher organizations or school community councils, weekly folders of student work for parent review, school website, phone calls or emails etc. When we talk about this kind of relation, we mean that parents and teachers work as partners. Student success in school is facilitated when the key adults in the child's life communicate with each other, when parents show their interest to student progress in school and give their support and praise and sometimes even teach how to solve problems. For teachers it is very important to have regular feedback for creating positive relationship with students' families.

So, teacher-parent partnership caused creation of a student-focused learning environment that is necessary for supporting primary students' academic and social success. The relations between students, parents and teachers in a student-focused learning environment are shown on the diagram below:



*Diagram 1. The relations between subjects of a student-focused learning environment*

It is known that student success at primary school accelerates when students experience cooperative of parents and teachers, and accept encouragement, praise and involvement from both teachers and parents. When parents become involved, students' motivation for learning increases, behavior improves and a more positive attitude about homework and school in general forms. Interactions between adults at home and at school will greatly influence the degree of academic and social achievement of primary students.

S. Vetrova [2] analyses the benefits of teacher-parent partnership for students, parents and teachers and declares that among the most essential results are:

*for students:*

- awareness of family supervision;
- balance between time spent on chores and on homework;
- awareness of importance of school;

*for parents:*

- understanding of and confidence about their parenting;
- feeling of support from school and other parents;

*for teachers:*

- understanding views of their students;
- respect for families' backgrounds;
- understanding of student diversity;
- awareness of own skills to share information on students' development.

So, the cooperation between parents and primary school/teachers supports an effective educational work. The task of modern Ukrainian system of education is to develop a model of cooperation that will bring the best results. A good teacher-parent partnership aims to unify the educational influence of the classroom and home environment. As a result, parents will become more understanding of their own child's learning needs and difficulties; teachers will become more open and flexible to parents' opinions; and primary students will have benefits from teachers and parents pedagogical support.

According to Carol R. Keyes [1] there are a number of factors that affect a teacher's ability to develop a smooth parent-teacher partnership. These factors include:

- 1) the degree of match between teachers' and parents' cultures and values;
- 2) societal forces at work on family and school;
- 3) how teachers and parents view their roles.

Analysis a quite number of works devoted to the problem of the importance of teacher-parent partnership for primary students' educational success shows that the teacher should consider the importance of such principles as cooperation, collaboration and efficient communication with learners and their parents. The teacher should think and detailed analyse the forms and contents of the cooperation, feel and search students' abilities and find out the best ways for creating a good teacher-parent partnership.

**Conclusions.** Both parents and teachers are co-educators of children and care about the best development of them. A good teacher-parent partnership aims to enhance students' learning success and social development. Building a common friendly atmosphere helps to: a) maintain positive relationships between teachers, learners and their parents; b) understand primary students' needs from different viewpoints; c) unify school and home educational systems; d) organize parents' involvement in school life when parents' opinions may influence the positive school changes; e) help teacher's professional development; f) support students' learning

and social development at home and in the classroom and increase their out-of-school learning time.

## References

1. Carol R. Keyes. Parent-Teacher Partnerships: A Theoretical Approach for Teachers// Issues in Early Childhood Education: Curriculum, Teacher Education, & Dissemination of Information. Proceedings of the Lilian Katz Symposium (Champaign, IL, November 5-7, 2000). [Electronic resource]. –Way of access: <http://ericeece.org/pubs/books/katzsym/keyes.pdf>

2. Vetrova S. Ye. (2009). Batky i pochatkova shkola: Partnerstvo zarady dytyny [Parents and Primary School: Partnership for Child]. Kharkiv: Ed. “Ranok” [in Ukrainian].