SCHOOL-COMMUNITY PARTNERSHIPS IN PROMOTING INCLUSIVE EDUCATION

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School-community partnerships are integral to the success of a school, often maintaining educational assistance and resources to address the needs of personnel, families, and students that go far beyond what is usually available in the school. Community partners gain mutually from their partnerships with schools, including an understanding of the inclusive culture of the institution.

Also, school-community partnerships are defined as effective social connections with community members, institutions, and business industries that are determined to work collaboratively with mutual accountability to progress students' intellectual, interpersonal, and psychological well-being. School-community partnerships can have an effect on student achievement and post-school results while also positively influencing and benefiting society. Furthermore, genuine partnerships are viewed as considerate partnerships among teachers, families, and community organizations that appreciate relationship building, conversation, and power-sharing as part of a democratic school. The formation of genuine strong bonds is essential for the establishment of school-community partnerships.

Student accomplishment is an important factor in community engagement in schools. According to research, schools with strong community partnerships develop a higher percentage of learning performance at the elementary level, have higher parental commitment, support school policy initiatives, enhance student test results, reduce student absenteeism rates, and provide interconnection for students' educational experiences outside of school. Building trusted community partnerships is an essential
component of educational institutions because of their huge impact on students, families, and schools.

Inclusion entails assisting all learners, teachers, and the system as a whole in meeting the comprehensive range of educational needs. The emphasis is on teaching and learning, with a particular emphasis on developing effective teaching mechanisms that will benefit all students. Inclusion focuses on removing systemic barriers that inhibit the system from addressing the learning needs of diverse students. Physical, intellectual, tactile, cognitive, and developmental deficiencies, psychosocial problems, differences in cognitive prowess, as well as specific life experiences or economic poverty, all contribute to differences in educational needs. A good intentional effort can create and sustain relationships between schools and various formal and informal institutions in the community for the goal of assisting and assessing learners through school-community partnerships. This guidance and monitoring will assist schools in promoting inclusive and high-quality education.

Working together is essential for completing a project. In order to tackle the problems of inclusivity and quality education, schools and communities must collaborate. Individuals must communicate in order to form a good partnership. It was discovered that learning institutions should engage community members by providing constant updates. In this context, a regular update indicates ongoing interaction between the school and the community. Involving the community in issues of inclusivity and quality education necessitates intense focus and teamwork. Poor communication will not enhance the school-community relationships and will most likely lead to poor outcomes. Good communication procedures begin in the classroom and extend throughout the community. It spreads from the community to families, and students are able to embrace good lines of communication that existed between their parents and the school.

Characteristics of Beneficial School-Community Partnerships
Clear Objectives for Learning and Developmental Support for Learners

This vision recognizes the critical, interrelated roles of schools, stakeholders, and families. A clear goal also assists partners in avoiding competing visions of student achievement and instead pursuing a mutual understanding of student success. When school leaders accept a vision for student performance that includes students' physical, emotional, and interpersonal well-being as well as educational performances, the collaboration is more likely to succeed than when competing ideologies perform during the extended learning practices.

Effective Communications Strategies in Consulting Diverse Stakeholders

Effective and sustainable partnerships necessitate the development of relationships at various levels and among numerous school personnel, including district and non-teaching personnel. Working with partners at various levels aids in the integration of different educational programs into everyday life and school culture at all levels, from the school head to all school personnel. Furthermore, relationships at different levels can support a sustainable partnership for all concerned individuals.

Effective Information-Sharing Procedures and Directives

The potential of partners to utilize information and findings from each other, like student-level academic data, is one component of a collaborative effort. Afterschool and summer programs can manipulate this information to monitor and enhance student performance as well as represent the effect of their services. Some programs share their own data with schools in order to encourage mutual data sharing.

References: