

Schools and society speech



**ASSIGN
BUSTER**

In the given speech, there are several instances in which the teacher demonstrates sensitivity to the students parents. One of the first ways in which the teacher demonstrates sensitivity is by explaining the meaning of a disclosure statement. This shows she is aware that some of the English learning parents may not understand the term. The second demonstration of sensitivity by the teacher is giving the parents suggestions on how to communicate with each other such as communicating through the schools website and visiting the classroom.

The third instance in which the teacher demonstrates sensitivity is by providing detailed instructions of how to access the school's website. Again, the teacher wants to ensure that the parents are able to communicate with her. The previous three instances of how the teacher shows sensitivity could make the parents feel comfortable that their children are in the hands of a caring teacher. The parents could also feel accommodated by the teacher and know that she truly wants to keep the lines of communication open which would greatly increase the success of the child's education.

This would benefit the student as stated by Epstein (2001), " Students' test scores suggest that schools are more effective when families and schools work together with the student on basic skills" (p. 35). There are also several quotes in the speech that could demonstrate insensitivity to the parents. The first is " To make sure you understand how my classroom will be run, I have written a disclosure document and made a copy for all of you. " The information provided in the disclosure statement may not be understood by all of the parents.

Another demonstration of insensitivity is the statement, “ A website is a place you can visit using your home computer to get more information about our school and my class. ” This statement could indicate that the teacher assumes the parents do not know what a website is but also assumes that the parents have a home computer. The background information states that many of the families are low income and therefore are unlikely to have a home computer.

The two instances of insensitivity stated above could affect the parent-teacher relationship in a negative manor. Mendoza (2003) states, “ studies suggest that print materials for parents of young children are often written at levels too difficult for a significant part of their intended audience. ” If this is the case, the parents could possibly feel frustrated that they are unable to understand the information given to them the disclosure statement.

There are several instances in which the teacher could have shown greater sensitivity to the parents. Rather than assuming the parents had access to a home computer, she could have given the parents alternative ways to access the internet. The teacher could have also shown greater sensitivity to the parents by going over the disclosure statement while at the Back-to-School night. This would ensure that even parents with learning or visual disabilities and/or language barriers would have access to the information provided in the disclosure statement.

As Mendoza (2003) states, “ Typical written materials are of little use to visually impaired people. ” A parents role in their child’s education is vital part to a successful education. Open communication between the teacher

and parent is one of the necessary roles for both the parent and teacher and in turn has a positive effect on the student as well. As Epstein (2001) states, "... parents, students, and teachers benefit most from practices that increase the overlap of school and family spheres of influence all along the developmental timeline" (p. 5). As a teacher, I would recommend and try to incorporate as many practices as I could to have effective communication with the parents of my students. Specifically, I would reach out to each individual parent with a monthly note to update the parent on the child's progress. I would also invite the parents to submit and ideas, questions, or concerns on a monthly basis also through a take home document. Hopefully this would receive a positive response from the parents. Parents of children at all grade levels respond favorably to teachers practices that stress the cooperation and overlap of schools and families. " (Epstein, 2001, p. 35)

Epstein, J. L. (2001). School, family, and community partnerships preparing educators, and improving schools. Boulder, CO: Westview Press. Mendoza, J. (2003, December). ERIC/EECE Digest Archive. Communicating with Parents. CEEP. University of Illinois. Retrieved January 03, 2012, from <http://ceep.crc.uiuc.edu/eecearchive/digests/2003/mendoza03.html>