

HOME SCHOOL RELATIONSHIPS: CHALLENGES FOR TEACHERS AND HEAD TEACHERS IN PAKISTAN

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ABSTRACT

The connection between home and school is referred to in various ways such as parent involvement, home-school relations or community involvement in schools. This paper conceptualize that connection as a 'partnership' with parents being viewed as partners with teachers in educating children. Parental involvement at all stages is crucial for children's learning, but especially in the early years parenting role is seen as a driving force in their success (Pascal, Henry, cited in Bridge 2001) The idea of such a partnership is one that has been the focus of attention and debate for quite some time though it is not without tensions and problems in many countries.

In Pakistan, a large number of Parent-Teacher Associations and School Management Committees have been formed but a recent newspaper report (Amir, 2004) suggests that many are ineffective due to non-representative membership or they are non-functional, existing only on paper. Troublesome though it may be, few would argue that there should be no connection between home and school. So the purpose of this chapter is to explore some ways to strengthen the relationship between teachers and parents.

The present need is to continue to build learning communities involving parents and teachers working in partnership with each other. It is recognized that building bridges between home and school needs marathon efforts from both the teachers and the parents and what is absolutely vital is mutual understanding and cooperation on both sides. Parents and teachers can be partners and they have an excellent opportunity to demonstrate what can be achieved when working together in the best interests of the student.

INTRODUCTION

"A school door must open from both sides"

(From a statement by Jana Matousova, school principal,

Czech Republic interviewed by Walterova, 1996)

Pugh (1989:104) defines partnership as "a working relationship that is characterized by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision-making and accountability". Such a definition is a useful starting point in our consideration of parents as partners with teachers in a learning community.

This paper conceptualizes that connection as a 'partnership' with parents being viewed as partners with teachers in the education of children. Parents are called children's first educators, and it is natural that their influence is foremost in their child's learning. In UK, there is a wide spread consciousness and agreement that

parental involvement is crucial to children's learning and development. Parental involvement at all stages is crucial for children's learning, but especially in the early years parenting role is seen as a driving force in their success (Pascal, Henry, cited in Bridge 2001) The idea of such a partnership is one that has been the focus of attention and debate for quite some time though it is not without tensions and problems in many countries.

In Pakistan, a large number of Parent-Teacher Associations and School Management Committees have been formed but a recent newspaper report (Amir, 2004) suggests that many are ineffective due to non-representative membership or they are non-functional, existing only on paper. However, the report adds that those that are functional are delivering marked results in reducing teacher absenteeism and improving facilities in schools. Troublesome though it may be, few would argue that there should be no connection between home and

school. So the purpose of this chapter is to explore some ways to strengthen the relationship between teachers and parents.

The significance of partnerships is well expressed in the synthesized report, following the World Conference on Education for All:

Whether through new organizational structures or through reopening existing structures to include a basic education component, local and national partnerships can help providing materials, facilities and personnel to meet the basic educational challenge. A special benefit of this broadening of participation is to focus greater public attention on educational issues and to establish a stronger societal commitment to the principles of the World Declaration (Windham, 1992:3).

Parental participation and partnership:

The importance to children's development of learning in the home and of parental involvement in pre school settings have recently been reinforced by the UK Effective Provision of Preschool Education (EPPE) study on the impact of pre school education which makes a positive difference to children's social and intellectual development. Sylvia (2003 cited in Morrow and Malin 2004) states that the most effective settings shared in child related information is between parents and staff, and parents were often involved in decision making about their child's learning programme. There were more intellectual gains for children in centers that encouraged high levels of parental involvement. In Pakistan some private schools are making efforts and giving parents more active roles in their children's development. Stacey (1991) notes that partnership implies equality and a division of power that draws parents into decision making and policy issues going beyond helping and information sharing. The Start Right report on early learning noted that the issue of parents still tended to be seen in terms of hierarchy of levels, for example from non participation to participation and control. Inherent in these debates is often the notion of empowerment. Foot cited in (Morrow and Nigel, 2004) suggests that whilst the children's best interests have always been of extreme importance in the

notion of partnership between parents and professionals. Views about that nature of that partnership have changed with a greater emphasis on the parental involvement and on notions of empowerment. Barnes and Bowles (cited in Morrow and Nigel, 2004) definition of empowerment as a 'process in which people develop 'power to ' take decisions , take actions , make choices , or work with others which they were previously unable to do ' helps to get over problems about whether people can be given or granted power by professionals.

Historical Perspective on Home School Relationship

The concept of partnership is not new. From a historical perspective Bray (2000), shows that prior to the twentieth century, education of children was mostly provided by families or religious bodies. It was in the nineteenth and up to mid-twentieth century, in some countries that the government started taking responsibility for education and schools were established for this purpose. This notion found impetus in the 1948 United Nations Universal Declaration of Human Rights including the clause (Article 20) that elementary education should be compulsory. This was followed by a similar clause in the 1959 Declaration of the Rights of the Child (Principle 7). It became the responsibility of the State to take the lead in education. But by the 1980's, due to the inefficiency of government schools in some countries, privatization was favored because it is more client-centered. The government in low-income countries welcomed the private sector in sharing some of the responsibilities. This perspective was reflected in the 1990 Jomtien Declaration which called for strengthened partnerships. Three years later it was reflected in the Delhi Declaration (clause 20):

...education is and must be, a social responsibility encompassing governments, families, communities and non-governmental organizations alike, it requires the commitment and participation of all in a grand alliance that transcends diverse opinions and political positions.

The role of the State underwent certain shifts both in developed and less developed countries. In England the Plowden Report in 1967 stressed the importance of

parental support for children in schools. A movement of Parent Teacher Association (PTAs) gathered strength and focused on cooperation between schools and homes. The 1980, 1986 and 1988 Education Act took reform further still, requiring schools throughout the country to have governing bodies that included parents (Kogan et al., 1986). Since 1997 a lot of legislation has come for example, 'Home School agreements'. Once signed by the parents, the agreement was just placed in a file. By 2000 the state asserted its right to teach parents, how to parent? The aim was more to make schools more like homes and homes more like schools.

In less developed countries the context was quite different but at least some policy makers considered links between schools and community to be important for financial, pedagogic, political and other reasons. In the 1980s and 1990s the non-government organizations (NGOs) started gaining prominence but not all of them had strong credibility. Thus the historical perspective at the end of 1990s had partners working either independently or with governments, a much greater place that had been possible a decade earlier.

An Incident in Home-School Relations

Some years ago, I was the principal of a school in Karachi where I served for around ten years. Every year we would contact parents in specific circumstances such as admission, submission of fees or complaints about their children. Such times were often a source of depression, for unwittingly, the parents would blame the teacher straight away for any of their child's misdemeanors. On special occasions such as concerts, debates and observance of religious functions we would invite parents to the school and these were much happier times.

I vividly recall an incident of a boy studying in Class 8 entering the school premises with the skin loosely hanging from the nape of his neck and bleeding profusely. On enquiry I came to know his father who had come home on a holiday was angry with his child for allowing some creases to remain on the bed after spreading a bed sheet. When the child pointed out that there were just a few creases the father took out his belt and beat the child.

I decided to talk it over with his mother to influence the father to be gentle with the child. But I could hardly say a word for the mother was already sporting a black eye. I ventured to approach the father but he protested that he was the innocent victim of a vile campaign and he could do as he pleased with his child. I reminded him gently that the school also has an interest in his child and the child's well being is also the well being of the school.

It was in connection with this incident, which I shared with my management of the school and with my teachers and we became aware of the need to have a closer relationship between the school and home for the betterment of the child. We decided to involve parents as an initiative, especially those who were willing to spare some hours to take sessions in the subjects of their choice as a standby for a teacher who was absent. The form we designed carried both the options, voluntary and paid services for just two hours twice a week, They can chose the options according to their needs. In the beginning we did not get a strong response. Twelve forms came back in which three were voluntary and the rest to be paid.

The teachers and the management decided that preferably these parents should handle classes in which their children were studying as a morale booster for their respective children. It worked like magic, for the other children not wanting to be left out, motivated their parents to spare some time to handle their classes when their teachers were absent. But we realized that it is quite easy to start an initiative but it needs a lot of hard work to keep it going. We had to hold some orientation sessions for these parents in handling classes. Some of the parents were adequately qualified, while some had barely finished high school. Still the interest to learn was paramount in them. To an extent this liaison catered to quite a few needs of the school and yet it had a long way to go before we could claim it was a complete success.

The Problematic Nature of School-Parent Relationships

In Pakistan, the notion of school-parent relationships and its significance in the education of children is vaguely understood and there are many misconceptions and fears surrounding the relationships. In our educational

context, there is a constant tug-of-war between the school and the wider community. A great deal of mistrust is evident and it is a sorry state of affairs.

Often the school contacted the parents only through a parent-teacher meeting to inform them of their child's progress, to berate a parent whose child has broken school rules, to pay the school fees or any other dues or invite them to a social gathering which is very formal and lacks personal communication.

The parents often do not cooperate with the circumstances for which they have been invited. The parent-teacher connection, instead of blossoming into a reciprocal relationship, has been stuck in a quagmire of mistrust, lack of understanding and holding on to boundaries of their own making. It is usually 'Your child' or 'My child' and not very often, 'Our child'.

The relationship between parent and teacher has never been smooth because there is a constant power struggle between parental influence and school influence in the lives of children. As Bastiani and Wolfendale (1996) state: *"Family-school relations by definition touch upon the boundaries where professional confidence and parent responsibilities meet, often exposing raw nerves on both sides"* (p.2). Whilst teachers have historically tried to keep parents out of the school, parents are now a force to be reckoned with and they have become established on the educational scene (Wolfendale, 1993)

Research and practice (Bridge, 2001) have demonstrated how effective parents are supporting their children's learning and well-being. Many parents want to be recognized whilst it is generally accepted in England that parental involvement in schools is in the children's best educational interests. Bridge, H (2001:1) says *'Parental involvement (most commonly mothers' involvement) in preschool children's learning is instrumental in children's educational success. However, parents' work and family commitments prevent most of them from being physically present in preschools and from being involved in their children's learning..'*

In the UK many researches have been carried out to improve parent teacher relationship in the early years.

The aim of the action research carried out by Bridge (2001) in Bell Nursery school was to implement strategies that enable working parents, who are unable to be present during pre school sessions, to be more involved in their child's learning. The purpose of the research was to provide a model of parental involvement that is shown to be beneficial to children's learning and also to improve staff practice. Planning by parents and children gave some children emotional support in carrying out their activities. This established the importance of learning and serves as a link between home and Pre School for the child. It also establishes that, it is parents and the home culture alone that can be the centre of pre school involvement at home.

However, this is not always the case. Parents have not always been receptive to invitations to come to the school, or participate in school-home projects. Baker (1987) says:

We often talk about the partnership in education. Of course parents have a right to expect schools to provide good education, and that is why we understand radical reforms of the education system. But perhaps we lay insufficient stress on the responsibilities of parents in that partnership. Teaching is a difficult task which is made even more difficult when parents don't take their responsibilities seriously enough (p.111).

In most of the developing countries including Pakistan the parent-teacher associations (PTAs) have been working with the aim of collecting resources to help the teachers and to disseminate information. Many schools are reluctant to involve parents beyond this realm. Some teachers are wary from parents' intrusion into their domain and suspicious of parents' intentions; the common refrain is "We do not want to open a Pandora's Box".

The Idea of a School-Parent Partnership

As Sanders and Epstein (1998) put it: "In order to effectively educate all youth in schools of any nation, families and communities must become partners in the process" (p.483).

Pugh (1989:104) defines partnership as "a working relationship that is characterized by a shared sense of

purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision-making and accountability". Such a definition is a useful starting point in our consideration of parents as partners with teachers in a learning community.

Epstein (1995 cited in Sanders and Epstein, 1998) has identified six types of involvement between school and home that are important for underpinning the idea of a partnership. These are: 1) parenting-helping all families to establish home environments that support children as students and helping schools to understand families; 2) communicating- designing and conducting effective forms of two-way communication about school programs and children's progress; 3) volunteering- recruiting and organizing help and support for classrooms, functioning of school and student activities; 4) learning at home- providing information, ideas and opportunities to families about how to help students at home with academic decisions, homework, and curriculum-related activities; 5) decision-making including parents in school governance, and 6) collaborating with community- identifying and integrating resources and services from the community to strengthen and support schools, students and their families, and from schools, families and students to support the community (p.483). Although most schools, especially in developing countries, are not implementing many of these six types of involvement there are some schools where such strong partnerships exist. They exist in the form of school management committees, parents' associations or village education committee(VECs)s in different regions and countries (e.g. Govinda and Diwan, 2003, detail the situation in five states in India and Bastiani and Wolfendale, 1996, provide coverage of the situation in Great Britain).

Bray (2003) emphasized the importance of partnerships between school and community and pointed out that each situation is different hence a great deal of flexibility is required. What works in one setting may not work in another and what works at one point in time may not work later.

With goodwill on both sides and the best interests of the

children at heart, it is possible to overcome such difficulties and to build constructive partnerships. Sanders and Epstein (1998) state that: "In country after country, research, development and evaluation reports indicate that barriers are beginning to be dismantled and that schools are developing successful partnerships with families and communities" (p.494). In Pakistan the School Management Committees (SMCs) have been formed in which parents have decisive powers. But merely drawing up an infra structure only is not enough, commitment and initiative from both parties is very important.

Although, consensus that parental involvement is a 'good thing', may have existed since Plowden in the UK, prevailing ideas about the kinds of relationships which should be fostered between parents and schools and the proper balance of rights and responsibilities within these relationships have changed and developed in recent decades, in response to the broader social, economic and political context. (Ousten and Hood, 2000).

According to Ousten (2000) a shift in policy direction was also linked to research findings which suggest that parental involvement was associated with high achievement in schools (National Commission on Education, 1996 cited in Ousten, 2000). In Pakistan the SMC is also a decision making body where the parent has a voice to speak as equal partners. However what is needed is, the will and commitment to understand and work together. We have to create a culture of communicating with each other.

Importance of School parent relationship: examples from Pakistan

The importance of parent school relations in the holistic development of a child can best be illustrated in the case of Amna, my daughter. The first day of school for children in Pakistan can be an event worth recording. Kids are literally snatched from the protecting arms of parents screaming and crying. Parents are firmly told to go back and return after two hours. As per rules and regulations parents are not allowed inside the school premises. Amna was slapped by her teacher and told to keep quiet. The incident was so traumatic that she refused to go back

to school. The school authorities were defensive and refused to discuss the matter. What does a parent do in such a situation? She is helpless and the loss was that it took me one year to convince her and to select a school where I particularly knew the principal. So with understanding, care and love from both of us we helped Amna enter her school life again with confidence and hope. Today she has blossomed into a happy young girl who has entered College with confidence and belief in her self. But my concern is how many more Amnas need our attention and care?

There are many facets to this relationship. Even a kind encouraging word from the head teacher can have a powerful influence. I recall when I was a principal of a private school, there was a young boy Khurram from Class one (equivalent to key Stage One) known for his mischief and disturbance in classes. In the end we gave the all-familiar rallying cry, 'Call the parent'. The parent was a shy silent mother who was doing many odd jobs to make both ends meet as her husband was in Saudi Arabia, and never sent home any money. She was suffering from high blood pressure and all she said was, 'My Khurram is a good boy. Please help him'.

The tone of her plea touched my heart and I talked to his teacher. Together we decided to penetrate his world and contact him. On my part I contacted him not in my office, as a principal's office can be daunting, I met him in his familiar surroundings- in the playground. He became a friend to me as well as to his teacher. Gradually he picked interest in his studies, thanks to the untiring effort of his teacher who gave him extra time. My approach on the ground had a rippling effect, bringing the other children more closer. He improved considerably. What I cherish most is the greeting card made by him that he shyly presented on the occasion of Eid (Muslim festival). This made me to think that we need to be friendly and supportive for Early Years, which are the most crucial and important one's in shaping children's personality.

Rationale for Parent Involvement

The fundamental question that we need to probe is the rationale for parental involvement in schools. In a chapter

titled, "The advent of parents in education: a review of recent developments" Wolfendale (1993:7) says, "All parents care about their children's welfare and well being". This is exhibited in a variety of ways. Generally, parents want to do what is best for their children. They want to cooperate and respond to invitations to participate in school if they can see if beneficial for their child. Since parents are the first teachers of their children, they have vital information and insights about them which are most helpful for teachers. Parental involvement provides schools with extra human resources to help the teachers in many ways from raising funds to assisting in the classroom. It helps to build bridges between home learning and school learning.

The influence of the family on the child's education has been mentioned by many writers. For example, Dunn (1989:23) asserts that, 'research indicates that the familiar world of the family, and especially conversation with an affectionate parent, provide contexts of special value for very young children's intellectual development' (p.23). The research evidences that she cites is that of Tizard and Hughes, which revealed much about the discourse between parent and child, as well as her own and colleague's research into the development of children's understanding of feelings, motives and social rules. The vital thing is that we must not overlook the unique characteristics of the different, though complementary settings in which children learn.

Whilst parents have a lot to contribute to their children's education they are not to be seen as merely duplicating the role of the teacher. Topping (1986:38) emphasizes, "Instead of working to make parents pale mechanistic shadows of teachers, operating some transplanted fragment of 'professional' technique, modern projects focus much more on the unique contribution of parents to the development of their children - enhancing the naturalistic skills of parents and taking their views and priorities vary.

Macbeth (cited in Ousten 2000) outlines five reasons for parents' relevance inside schools. They are:

1. Parents are responsible in law for their children's

education

2. Much of the child's education happens outside the school- at home. If parents are co educators of children with teachers then it is logical that school learning and home learning be made compatible and for teachers to use home learning as a resource.
3. Family based learning as indicated by researchers influences the effectiveness of the school on the child
4. The teacher acts on behalf of the school to see if the parents are fulfilling their duties.
5. Parents are stakeholder on behalf of their child and should be able to influence policy through representation.

Partnership entails equal roles and responsibilities. However I would like to add care should be taken to identify which roles suit the parents and the staff. I feel parents can give their best in the social and moral upbringing of their children in the academics as well as in the world out side their school. Neither the parent nor the staff will feel insecured and it could blossom into a beautiful partnership.

Parent's Role(Social and Moral development)	Staff Role(Academic)
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There is a difference in parental involvement in schools and parental involvement in education:

Parental involvement in schools It is to keep a close tag on whether the parent comes to school, attends meetings etc.	Parental involvement in education Means involving the parent actively in the child'
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Changing Times and Building Partnerships

With the changing times, the schools realize that they cannot work in isolation. They need to involve the parents for the common concern of both parents and the student. Dean (2001) rightly advocates, "Parents are their children's first teachers and should be regarded as partners in their children's education". With this perspective the child, after being admitted in the school,

becomes 'our' child and it would be a milestone in our relationship with parents and the community at large if this was generally accepted.

However, it will not happen instantly and it must be seen as a gradual process. The first step would be for school heads to change their perspective and try to come out of their fears and threats of thinking of parents as problems. The attitude of most school heads needs to change when dealing with parents.

A good example of a positive attitude was at the International Conference for School Effectiveness and Improvement (ICSEI:1999) Conference in San Antonio, USA, when the principal of a school from Melbourne, Australia shared an anecdote of his initiative to bridge the school-parent divide. Everyday for half an hour before school time he would stand at the school gate and greet the parents with a smile and enquire about their welfare. He would also spare time to contact parents by telephone to congratulate them on their child's success; their neatness in doing class work or getting good grades. Within a week he had been able to develop good relationships with the parent community, which positively affected the progress of the school.

In Pakistan especially in Gilgit, the principal of the school invited mothers to spare just an hour every week to help the teacher in distributing and collecting the childrens' notebooks and it brought a revolutionary change to the extent that one young mother approached the school to help her in continuing her studies from where she had discontinued. At times the cultural barriers on women and their seclusion from public life create challenges that at time seem insurmountable.

Care and concern on the part of the school builds lasting relationships and its impact is visible on the students. In the Advanced Diploma in Education: Leadership and Management (ADELM) course at AKU-IED, I have had many discussions with students about this issue. One student expressed her feelings about how she perceived this school-parent relationship. Using the analogy of a light bulb she felt when both the wires were properly connected the bulb would light up. Similarly when the

school-home partnership was well set, the students' faces would light up. But when there was a wedge dividing them, the student's face drooped in despair. A coordinator of a school envisioned the future school as "A Family Friendly School" (see figure 1).

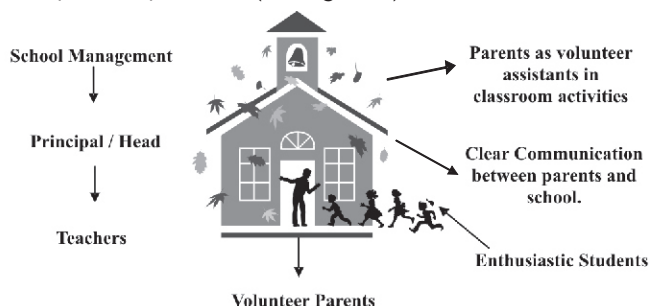


Figure 1: Family Friendly School

Teachers may also benefit from increased parental involvement as parents become more aware and supportive of the classroom activities. Staff development programmers could include how to involve parents in the classroom or conduct positive and meaningful parent-teacher conferences. Teachers can call on the voluntary support of parents in classroom activities. It could also help to solve the problem of large classes in developing countries.

Parents are a rich resource that can be tapped to assist with various school activities as shown in figure 2. This was the result of an activity done by the course participants of the Advanced Diploma in Leadership and Management class, when they were asked to identify possible areas that

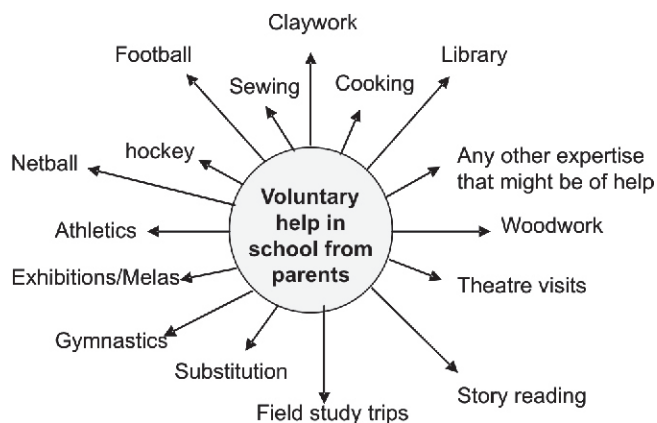


Figure 2: School activities where parents could assist

parents could help voluntarily. First they listed them out in their respective groups and finally a consensus was built on the board.

Some of the activities mentioned above have actually been tried out in their respective schools. A head teacher of a private school mentioned that some parents who were good cooks volunteered to teach the students cooking as well as stitching in the Girl's Branch. In the Boy's Branch woodwork, clay work and sports were regular features. It is also interesting that these were community schools where initial trust and knowing one another goes a long way in building bridges.

In another exercise the course participants went a step further and identified areas in which they could develop closer links with the community and these are shown in figure 3. One of the areas was, helping children who were struggling with their studies. An initial meeting with parents of these children set the ground for further action. It meant closer working with parents in the future. Volunteer parents who needed help in handling children and classes were provided professional support and guidance. It also worked in the school's interest for they were developing added human resources to assist in classes. Still, the number of schools taking these initiatives is very few and there is a need to involve many more schools.

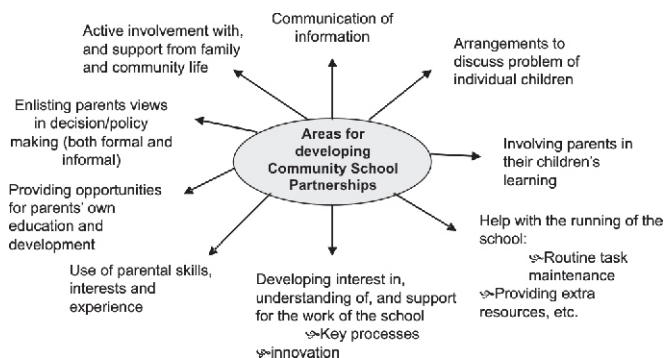


Figure 3: Areas for developing school-community partnerships

Vignettes of Parental Involvement

Some vignettes (short case studies) have been selected to illustrate the effectiveness of involving parents in the school process. These vignettes are a result of the Whole School Improvement Programme (WSIP) of the Aga Khan University, Institute for Educational Development (AKU-IED)

Professional Development Centre, Northern Areas of Pakistan. The Centre is located in Gilgit and it co-operates with all education systems (Aga Khan Education Service, Pakistan (AKES,P) government and private) in their efforts to improve the quality of education.

It is 'Community participation especially the involvement of mothers' that is of special interest here. Some schools have taken up this challenge and have made genuine attempts to bridge the gap between home and school. I would like to share two such initiatives. The authors, Mr. Shakoor Muhammad and Ms Khush Funer Murtaza are Professional Development Teachers (PDTs) involved in the WSIP in the Northern Areas and their initiative was to involve parents in improving schools.

Vignette One

Mothers and the Process of Teaching and learning

To increase community involvement, the Whole School Improvement Project (WSIP) is trying to raise mothers' awareness and increase their participation in the learning process.

FGGM/IS Hajigam is a WSIP project school at which there are 450 girl students, from nursery class to eight. With the collaboration of the Village Education Committee (VEC) and the school management, mothers were invited to attend a meeting the first of its kind in the schools history. 125 mothers attended and the following issues were discussed:

- ? *Washroom problems*
- ? *Students leaving the premises during school hours*
- ? *Cleanliness*
- ? *Arrangements for the three classes that study in the open air*
- ? *Homework*

The following were the results of the meeting:

- ? *The VEC solved the washroom problem within three days.*
- ? *Girls no longer leave the premises during school hours and attendance has increased.*
- ? *Cleanliness has improved.*
- ? *Mothers provided handmade, low cost cushions to their daughters who were sitting on the ground. This keeps their uniforms clean and makes them more comfortable.*
- ? *However homework needs further attention.*

At the second meeting, attendance increased to 195. Furthermore, mothers started visiting the school where they discussed the teaching and learning process and promised to be more diligent in assisting their daughters at home.

We strongly believe that communication can be involved as vital partners in school improvement. Based on experience, we are convinced that parents /mothers' involvement can make a real difference in improving the process of teaching and learning.

Conclusion

The lessons from these vignettes are encouraging since they show a degree of success. But they also highlight the challenges in Pakistan, for there are social and cultural obstacles in the relationship between men and women, parent and children. What we require now is to continue to build learning communities involving parents and teachers working in partnership with each other. It is recognized that building bridges between home and school needs marathon efforts from both the teachers and the parents and what is absolutely vital is mutual understanding and cooperation on both sides. McLachlan (1996), in the conclusion to a research study, says: "The main conclusions to emerge from the study highlight above all the need for both parties entrusted with the educational welfare of the child to listen actively to each other, and to hear what each is saying without allocating blame or pressure". Parents and teachers can be partners and they have an excellent opportunity to demonstrate what can be achieved when working together in the best interests of the student.

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