

PARENT-TEACHER PARTNERSHIP IN THE ITED PROGRAM

The Infant-Toddler Early Development (ITED) Program's effectiveness and success is heavily anchored on the partnership between the Child Development Teacher/Worker and the parents or primary caregiver of the child. This is because when parents and CDT/CDW work as partners, they will be able to work hand in hand in assuring that the child is developing holistically and that her/his well-being is always given a priority.

Here are three ways on how they work together to achieve a constructive parent-teacher partnership:



1. Communication

Like in any relationship, communication between the teacher and the parent is crucial in the implementation of the ITED program. This is needed in order to set clear goals, prepare activities, and assess the child.



2. Feedback

During the weekly sessions of the parents and the teacher of the ITED program, the teacher makes sure that she/he gives enough time for everyone to share their feedback regarding the activities for the week. This gives the teacher an overall idea if the activities were effective and carried out well, and if the parents have concerns and suggestions to improve the activities. This also serves as a way to track an infant/toddler's development.





3. Collaboration

In the ITED Program, the teacher makes sure that the crafted plan shall be implemented at home. This means that activities being planned are based on the context of the child and her/his family and the feedback of the parents/caregiver.

Moreover, these activities should be incorporated in the everyday routines of the infant/toddler at home. Given this approach, collaboration and cooperative partnership is always being conducted in order for the parents to be a part of planning, problem-solving, and development of positive strategies that can help children achieve their full potential.

