



# HOME-SCHOOL LINK

## **My Learning Episode Overview**

Episode 5 provides opportunities for me to have a more in-depth study of factors that affect the development of a learner. Focus will be in the early experiences and characteristics of the learner as described by the family and other significant others.

## **My Intended Learning Outcome**

In this Episode, I must be able to :

- Describe the influencing factors, in the home environment that affects the students' learning
- Identify effective strategies on how teachers can work together with the family

## **My Performance Criteria**

I will be rated along the following:

- quality of my observations and documentation
- completeness and depth of analysis
- depth and clarity of classroom observation-based reflection
- completeness, organization, clarity of portfolio and
- time of submission of portfolio

## **My Learning Essentials**

Urie Bronfenrenner's Bio-ecological model presents that learner within the context of layers of relationship systems that make up the learner's environment. The layers are:

<b>Microsystem-</b>	<b>Mesosystem-</b>	<b>Exosystem-</b>	<b>Macrosystem-</b>	<b>Chronosystem-</b>
includes the structure such as one's family, school and neighborhood	the connection between the structures in the microsystem	the bigger social system which includes the city government, the workplace and the mass media	Outermost layer which includes cultural values, customs and laws	the element of time, patterns of stability and pacing of the child's everyday life

The model helps the teacher look into every aspect in the learner's environment to understand his behavior. The teacher's important role is not to replace what is missing at home (if any), but to work so that the school becomes an environment that welcomes and nurtures families. The teacher works to create a partnership with the family and the community to bring out the best in every learner.

## **My Map**

To realize my Intended Learning Outcomes, I will work my way through these steps.

- Select a learner from the class whom you have observed.
- Interview the teacher about the learner's characteristics.
- Conduct a home visit to your selected learner's residence.
- Interview the parents about
  - the rules they implement at home concerning their child's schooling
  - the learner's activities and behavior while at home
- Describe the family in terms of
  - number of siblings
  - number of siblings in school
- Identify the factors in the home environment that might affect the learner's school performance
- Reflect on how a teacher can communicate effectively with the home.

## **My Tools**

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Use the activity form provided for you to document your observations.

### **An Observation/Interview Guide for Home-School Link**

**Read the following carefully before you begin to observe/interview. Then write your observation report on the space provided.**

#### The Learner

1. Make a general observation of the learner. Describe him in each of the domains of development:

- Physical-body built and height (thin, chubby, underweight, overweight), level of physical activity (fast, slow, lethargic, active, etc)
- Social-interaction with teacher and classmates (loner, shy, sociable, friendly, gets into fights, liked by others)
- Emotional moods, temperament, cries easily, loses temper, happy, shows enthusiasm, excited, indifferent, etc.
- Cognitive (appears to understand lessons, copes with the lessons, excels, lags behind, shows reasoning skills, turns n assignments and requirements, etc)

#### Interview the Teacher

1. What are the most noticeable characteristics of the learner? (emotional disposition, behavior and discipline, sense of responsibility, study habits, academic performance, relationship with peers, relationship with adults, social adjustment)

“My student, Renz is very responsible. He is very good in my class. He answers and responds quickly and actively. He is also a very friendly and cooperative student. He can control, discipline and manage his own behavior. And the way he interacts with us, his teachers, and other elders, he is so respectful.”

2. How does the teacher communicate with the parents? How often? What do they discuss? Agree on?

“When it comes to any disciplinary actions, eversince, I didn’t have any communication with Renz’s parents. The only times that I meet and converse with his parents, is that, when I’m going to say something good things about his performance in the class and also when I am submitting their report cards.”

#### Interview with Parents

1. Conduct a home visit. Once there, observe the home set-up. (Home is orderly, family pictures in the living room, etc.)

2. Use the interview questions on the next page. Just ask the questions with which you feel comfortable.

## Suggested Parent Interview Guide

Your teacher may ask you to use a more detailed interview guide. Be free to translate the questions, if necessary.

Name of Learner: Mark Gerald F. Pabustan	
Date of Birth: November 24, 2007 Grade/Year Level: Grade 7 Number of Siblings: 2 Birth Order: Eldest	Age: 12 Gender: Male
Parents Mother: Mary Jane F. Pabustan Age: 34 Educational Attainment: College Undergraduate Occupation: Call Center Agent Father: Danilo B. Pabusta Age: 39 Educational Attainment: College Undergraduate Occupation: Messenger Aide	
Learner's Physical Aspect Health	
Mother's Health during pregnancy with the learner <ul style="list-style-type: none"><li>• During the pregnancy of the mother, there are times that she suffered fever and colds. She can also get easily tired even doing little things.</li></ul>	
Ailments of health problems of the learner as a child: <ul style="list-style-type: none"><li>• The child only had fever, coughs and colds. He didn't encounter any serious health problem.</li></ul>	
Age of the learner when he started to walk/talk <ul style="list-style-type: none"><li>• He started to walk around at 11 months and started to talk some words like "ma" and "pa" when he was 1 year old.</li></ul>	
Food preferences of the learner as a child and at present <ul style="list-style-type: none"><li>• When the learner is still an infant, he used to breastfeed by his mother and then supplement milk. Now he is a teen he can already eat foods basing on the food pyramid but his ultimate favorite is fried chicken.</li></ul>	
Who took care of him/her as a child <ul style="list-style-type: none"><li>• At first two years, it was his mother who is taking care of him but when his mother started to work in BPO, it was his grandmother who took care of him.</li></ul>	
Learner's Social Aspect:	
Describe your child's sociability (friendly, outgoing or shy, loner) <ul style="list-style-type: none"><li>• I had an observation with him twice, the first one was during his class and the second was during lunch break. During the class, though he is not participating in class recitation neither he is not talking with his classmates. He just listens attentively to the teacher. During lunch break, I found him eating alone in the cafeteria however after he eats, he went with his friends to play with mobile legends.</li></ul>	
Who were the learner's playmates? <ul style="list-style-type: none"><li>• His playmates or play groups considered are his neighbors and his classmates.</li></ul>	
As a child then, was he /she allowed playing outside? <ul style="list-style-type: none"><li>• Yes. He was allowed to play outside after finishing all of his home works and household chores.</li></ul>	

Is he/she allowed to go out with friends?

- Yes he is also allowed to go out with his friends.

Do you have rules for him/her to follow regarding going out? What are these rules?

- He is allowed to go out with friends as long as they are near their house.
- He is restricted to use his phone during weekdays unless his assignment is done. At 8 pm, he must go to bed already.
- He is only allowed to play with his phone up to 9-10 pm at Friday and Saturday nights.

Emotional-Moral

What are your expectations of your child?

- I expect that my child would be a responsible child in terms of academics, I would also like that my child would be active in extra-curricular so that he will be able to experience it all and have no hesitations when the time comes. I would also support him to what kind of course he would be taking up so that I'm sure that the path of career he chose is what he/she really wants.

How do you provide a nurturing environment for your child?

- As said I will do my very best just to make him comfortable; I will support all of his desires but of course there will always be limitations and proper discipline. So that he will not be spoiled.

Does your child go to you when she/he feels down or has a problem? What do you do to meet his/her emotional needs?

- Yes the child goes to his mother whenever he has a problem in school or with his friends. His mother caresses him and makes the feeling of the child right and forgets the problem. And his mother always says that "There is always a solution to every problem."

What do you do when he/she is not successful in something?

- His mother simply talks to his child and tell some words of wisdom that will make his son feel that it is fine and he can do it again.

How do you discipline your children?

- The child is being disciplined through constant reminders given to him from time to time.

Do you have rules in the house? What are they?

- Yes they have rules in the house such as: don't fight your siblings and there is also scheduled time for chores because they are all coordinate in doing household chores. And I mentioned earlier, they are not allowed to use his phone during weekdays unless his assignment is done. At 8 pm, he must go to bed already. He is only allowed to play with his phone up to 9-10 pm at Friday and Saturday nights. He is allowed to go out with friends as long as they are near their house.

How do you impose the rules?

- If they break the rules they are the one that should face the consequence of their action. That is how they do to impose the rules.

What are the consequences of breaking the rules?

- They are not allowed to use their phone as a form of punishment and of course they will be scolded.

Learner's Cognitive Aspect:

What are the child's interests?

- The child is interested in drawing. He likes to draw all of his favorite cartoon characters when he has free time. He also loves playing basketball and mobile legends.

What is he/she good at in school?

- He is an average student but specifically he is good in PE and Filipino.

In what subject/s does he/she have difficulty?

- He finds Math difficult.

How do you monitor his/her performance in school? How do you motivate him/her?

- His mother can monitor his performance by asking the child what happened the whole day and by asking the results of quizzes when they have. His mother motivates him through helping him with his assignments and projects

Do you have rules at home to help him develop good study habits? What are these rules? How are they implemented?

- Yes. He should finish all of his responsibilities like doing his home works and his mother will check it and correct it if there's something to correct.

After you have gathered all the necessary data. Write the Learner's development profile using the outline below. Type the profile in a separate sheet and attached it to this learning episode.

Name of the Learner: Mark Gerald F. Pabustan  
 School: Colegio de Santa Catalina de Alejandria  
 Date of Home Visit:  
 Date of Birth: November 24, 2007      Age: 12  
 Grade/Year Level: Grade 7              Gender: Male

**Family Profile**

Number of Siblings: 2  
 Birth Order: 1<sup>st</sup> (eldest)

Parent

Mother: Mary Jane F. Pabustan

Age: 34

Occupation: Call Center Agent

Attainment: College Undergraduate

Father: Danilo B. Pabusta

Age: 39

Occupation: Messenger Aide

Attainment: College Undergraduate

**Physical Development**

Mark Gerald has a fair complexion, he is slightly thin but his height is just appropriate to his age. Plus he is a very good looking boy. The child is healthy and don't have serious illness.

**Social Development**

He is sociable enough because he go out and mingle with his friends. I also see him as a responsible student for he would first do his assignment before playing games with his phone. He also listen attentively to Ms. Sarah Ayo rather than talking with his seatmates.

**Emotional-Moral Development**

The learner is well- disciplined and he can manage his emotions when it comes to his own troubles. He has self-control and can handle his temperament. He is a very cheerful and blissful child. He is responsible in his studies and practices self-reliance. He is a God-fearing child and was brought up with the right values. He shows initiative not guilt.

### **Cognitive Development**

When it comes to his cognitive aspect, it is continuously developing as he comes to school and study. He performs well in the school. He is not the same as the low achievers learners. He learns fast and participates actively during class activities. He shows intellectual activeness when it comes to reasoning and thinking skills. His parents' concern and value towards education helps him a lot in his cognitive development. The learner is self-motivated in his studies. He is driven by the attitude his parents show towards learning at home

### **Findings**

The learner is an average student and responsible in his studies. His training at home is carried to school as displayed by his good performance and positive attitude towards learning. Being a firm yet loving parent to him as what his parents are portraying, it helps in balancing the child's personality. They become more self-competent, self-reliant, and have a greater ability to show self-control. And he has a higher self esteem. And mostly, the God-fearing beliefs and respect that his parents demonstrate towards him also develops his good social interaction to other and to his nurturing environment.

### **Conclusion**

I therefore conclude that the school and home contribute a great impact in developing the cognitive, affective, psychomotor, and other domains of human development, and so as to the total personality of the learners. Hence, the learning of the child begins at home. At home the child learns values, works and his cognition slowly developed. However, school plays a vital role in molding the child. Sine school is made for the purpose of developing physical, social, emotional, moral, psychological, spiritual, and mental or cognitive aspects of the learner. As the child goes to stud from pre-school until college, he spends much time in school rather than at home. So, the total development of a child depends in school as well as the teachers and instructors or instructresses, which are the most important agents in school that bears and impart knowledge and values with the learners.

### **Recommendations**

I do recommend that each teacher must be diligent, resourceful and patience in handling the learners. He/she must use varied strategies in order to catch the interest and attention of the students to focus on the lesson. He/ she must bear in mind the knowledge that the learners get rather than the salary receive. For the parents, they must be responsible in guiding and disciplining their children, they must be open with them. They should always ask them about their studies and give encouragement to focus and study hard sp as to become successful in their lives. The most important is the role of the learner, they me be always compliant and dutiful. They must ensure to themselves that they are motivated to learn and participate since they are responsible of their own learning.

## **My Analysis**

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### **1. From your home visit and interview, what do you think is the style of parenting experienced by the learner? Explain your answer.**

The learner is experiencing an Authoritative type of parenting style. His mother knows his most liked movies, his favorite subjects, his favorite compute games, and other interests and hobbies of the child, which means that the mother is involved in the child's interests. The use of non-physical punishment but of reasoning in disciplining them is also a characteristic of this parenting style. The imposing of study rules at home and relying on the child's valuing of education is very helpful and to stress self-reliance and independence on the part of the learner. Warmth and nurturance is exhibited by his parents. The child's choice for his playmates is approved by his parents. The parents are neither indulgent nor permissive.

### **2. Relating your data with what you learned from child development, what family factors do you think contribute to the development and over-all adjustment of the learner in school?**

Parents play an important role in adolescent's life. Learners whose parents support their academic achievement perform better than students who receive none. Children are also less influenced by peers or by negative peer influence when they have a close and involving relationships with their parents. When a learner's parental relationship is deficient or lacking in warmth, nurturance and supervision, the more likely for him to be influenced by peers. Authoritative parenting, as practiced by the parents that I've interviewed, encourages students to claim more responsibility and self-reliance towards their learning. Also this type of parenting encourages learners in school to be less susceptible to peer's bad influence. Positive family relationship guides a learner towards influences that are more approved by adults. Moreover, not only do parents expect to see change in their sons' and daughters' behaviors as they socialize them with other students in school. Through their interactions on a day-to-day basis—parents can model and/or shape the cognitive, emotional and behavioral attributes they desire to see in their children.

### **3. Does the communication between the home-school have an effect on the learner? If yes, what are these effects?**

“Education begins at home”. This quote helped me in finding and understanding the behavior of the learner. What he did in school reflects how he is nurtured by his parents at home. And another is that, communication between home and school has an effect on the learner. This is so because this type of communication is for continuance and reinforcement of what is accomplished at home or in school since the student does not stay in school every hour of the day. By teachers regularly communicating to parents, they are able to identify the learning needs, the learning gaps and how they can bridge it with more permanence. Through this, both parties can monitor the student's progress and performance and can compare notes. The more involved the parents are, the easier for the learner to cope and deal with challenges in school. Parents can adjust their parenting style to accommodate study skill needs of the child. Achievements of the child can be shared. Supportive availability of parents encourages a positive attitude towards learning that results to higher achievement or scores in test, increased completion of homework and even better attendance.



## **My Reflection**

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### **1. Reflect your own development as a child. What type of parenting did you experience? How did it affect you?**

When I was still a boy until this present, I observed that the style of parenting I have is authoritative type of parenting. Wherein my parents are always in authority and rules are given, yet they are so gentle and loving. They demand and respond to us equally. I am not restricted to all the things that I want to be involved in, especially in choosing my peers. Even though sometimes they are strict, they have clear reasons behind it. And they make us to understand the consequences of their behavior. And this type of their parenting style affects us positively. As a child, a buddy, and a student, I'm so sociable and so friendly; I have a lot of friends. I do not lack involvement with other people. And I do not feel any deprivation of social life.

### **2. As a future teacher, how would you establish good home-school collaboration? How can you work well with the parents? How can you help them? How can they help you?**

A way I can establish home-school collaboration with parents is by being acquaintance to build rapport and gain information from them. Simple small talk, about weather, traffic, a local event, any of those hundreds of things that adults use to make contact with one another, can be appropriate at the beginning of our relationship. But eventually it is necessary for me to talk about the child. An inviting question could be, "What has my student said about his school activities?" It would be necessary to ask open-ended questions in order to get the parents talking about their child and to share information that may help me with the student in school.

In order to have a good working relationship with the parents, I need to think like one, to genuinely send off caring and concerned messages when speaking about their child and to create a welcoming environment to their guardians. Positive, honest and clear communication is suggested as the foundation to building personalized relationships with parent where each of us understands and respects each other's perspective.

Working together toward shared goals with shared power, this collaboration can require ongoing planning, development and even evaluation. This can mean soliciting support from the school for needs like release time to meet up with parents/families in the community or development of a family support area in the school.

Together, the parents and I can discuss expectations for their child's achievement and our respective roles in helping the child meet these expectations. As part of an educational institution in the future, I can develop programs to promote effective home-school- partnerships that support positive academic, behavioral and social competencies for all students in my school. I'll look to be engaged in efforts to increase mutual respect, understanding, caring and flexibility among families and the school community.

Parents' role on the other hand will involve regular communication with me about their child's progress, encouragement of leisure reading with their children, participation in school functions, athletics, and other extra-curricular activities, monitoring homework completion, frequent communication with their children about academic and behavioral expectations and progress. They can also participate in school as committee member or volunteers.

## **Integrating Theory and Practice**

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**Directions: Read the items given below and encircle the correct answers.**

**1. Which are most likely the kinds of children raised by authoritarian parents?**

- I. Fearful**
- II. Inhibited**
- III. Hostile**
- IV. Withdrawn**

- A. I and II**
- B. I, II, and III**
- C. II and III**
- D. I, II, III and IV**

**2. If a child was raised by authoritative parents how will most likely will he/she behave in class?**

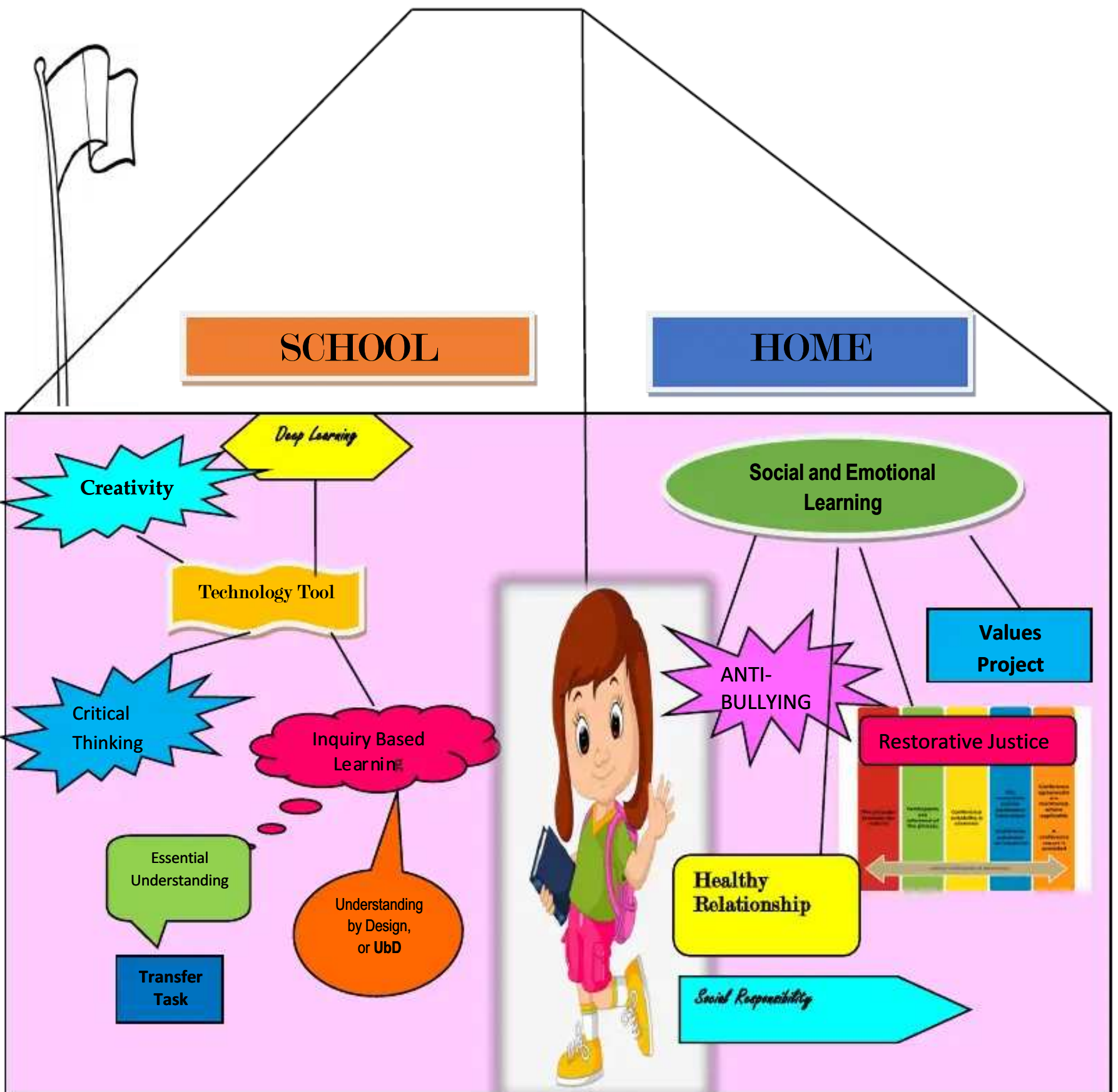
- A. Relates well to classmates**
- B. Is suspicious of others**
- C. Quarrels often with classmates**
- D. Has low level of independence**

**3. Which parenting style/s contributes/s to the development of children who have low level of responsibility?**

- A. Authoritarian**
- B. Authoritative**
- C. Permissive**
- D. Neglecting and Permissive**

# My Learning Portfolio

1. Make an artistic, colorful and creative visual expression of your insights or feelings about the influence of home and school to the learner.



2. Make a reflection acrostic about the home and school link.

H-ome is where education first starts

O-ur parents are our first educators

M-olding the children and young ones

E-xercising good behavior and good manners

S-tudents then learn more in school through teachers

C-ommunicating their learnings to their parents

H-ome school link is a way to do it

O-f relaying the information

O-rienting the standings

L-inking the performance of each student

L-earners built themselves in home and school

I-mparted not with just knowledge but also right attitude

N-onchalantly made them aware of what they want to become

K-nowledgeable preparing them in the reality of the world

## My Learning Rubrics

Field Study 1, Episode 6–Home-School Link

Focused on:

- Describing the influencing factors in the home environment that affect the students' learning
- Identifying effective strategies on how teachers can work together with the family

Name of FS Student: Racquel Alcoriza  
Year & Section: II

Date Submitted: January 13, 2020  
Course: BSED

Learning Episodes	Exemplary 4	Superior 3	Satisfactory 2	Needs Improvement 1
Learning Activities	All tasks were done with outstanding quality; work exceeds expectations	All or nearly all tasks were done with high quality.	Nearly all tasks were done with acceptable quality.	Fewer than half of tasks were done; or most objectives were met but need improvement.
Analysis of the Learning Episode	All questions were answered completely; in depth answers; thoroughly grounded on theories.  Exemplary grammar and spelling	Analysis questions were answered completely.  Clear connection with theories.  Grammar and spelling are superior.	Analysis questions were not answered completely.  Vaguely related to the theories.  Grammar and spelling acceptable	Analysis questions were not answered.  Grammar and spelling unsatisfactory.
Reflections/ insights	Reflection statements are clear, but not clearly; supported by experiences from the learning episodes	Reflection statements are clear, but not clearly supported by experiences from the learning episodes	Reflection statements are shallow; supported by experiences from the learning episodes	Reflection statements are unclear and shallow and are not supported by experiences from the learning episodes
Learning Portfolio	Portfolio is complete, clear, well-organized and all supporting; documentations are located in sections clearly designated	Portfolio is complete, clear, well-organized; most supporting documentations are available and logical and clearly marked locations	Portfolio is incomplete; supporting documentations are organized but are lacking	Analysis questions were not answered  Grammar and spelling unsatisfactory
Submission of Learning Episodes	Submitted before the deadline	Submitted on the deadline	Submitted a day after the deadline	Submitted two days or more after the deadline

Over-all Score




Rating

(Based on




### TRANSFORMATION OF SCORE TO GRADE/RATING

Score	20	19-18	17	16	15	14	13-12	11	10	9-8	7-Below
Grade	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Below

Signature of FS Teacher

Date