

**Policy Forum**  
**The Role of Parents in Education**

# **Parents Role in Early Education**

**Hala Babili Roumani, M.Ed (Early Education)**

**Principal and Academic Advisor**  
**Gulf Montessori Institute**

**Dubai, January 2012**



# Education starts at birth

- *Children are active learners from birth*
- *During the early years the child develops his abilities:*



- linguistic*
- cognitive*
- social*
- psychological*
- emotional*
- moral and ethical*



***Do parents have a role in their children's learning and education during the early years?***

- **Many parents in our society still believe that there is very little they can do for their children other than feed them and look after their health and well being.**

***However,***

- ***Parents do have a role in their children's learning and development. A role they cannot resign or relinquish, even if they decided to take a back seat. Their inaction in itself is a role, although a negative one.***



***Parents do however have a choice of  
the quality of their roles***

- **For parents role to be effective, their choice should be an educated one.**
- **Through understanding how children learn and develop, parents can learn how to encourage them, support their learning attempts, and recognise their efforts through their interaction and participation in their activities.**



***Parents in the early years, are  
the children's **first role models and educators*****

**Their influence on children's learning takes many forms :**

- recognising their children's abilities,***
- providing stimulation to learn,***
- encouraging social interaction and cultural exposure,***
- teaching problem-solving strategies, and***
- encouraging literacy and language development.***
- Providing the right learning opportunities, both at home and by their choice of school.***



# Transition from home to school

## What happens to the parents' role?

*Schooling, does not divest parents of their role*

- *Finding acceptable schooling, can be a challenge*
- *Parents should continue to act as a secure base to help the child form relationships in the new environment*
- *Parents should form a strong partnership with their children's educators to resolve the dichotomy between children's intuitive learning in the early years and formal education at school.*



# Transition from home to school

## Parent-teacher partnership

- *The teacher will become a partner to the parents in promoting children's development and learning. (in loco parentis)*
- *The parents have a proactive roles to play through taking part in school activities and showing interest in their children's schoolwork and recognising their progress and achievements. Parents as teachers or (in loco educatoris)*
- *The partnership success requires recognition and respect by both parties of what the other contributed and or will contribute to the child's knowledge*



# Recommendations



# 1. Establishing continuity in the child's experiences at home and school

**Improving the availability, accessibility, affordability and quality of early years provisions.**

- *Good quality early years provisions resolve the adverse effects of the transition from home to school, both on the emotional and the cognitive levels.*
- *A professionally managed nursery setting is a continuation of the home environment, with the added dimension of encouraging multiple attachments, peer interaction, and gradually introducing children to school routines and formal education.*



## 2. Educating the parents

**Mandatory awareness campaigns organised by nurseries and schools, to educate the parents on how children learn and develop, and on their important role in supporting their children's education, through:**

- *Accepting children for who they are,*
- *recognising their unique qualities and believing in their strengths, capabilities and intelligences,*
- *discovering their children's talents and areas of interest, to build on it and raise their competence and self-esteem.*
- *Respecting children's right to be heard, even at a very early age, and*
- *Allocating quality time to their children: Time for listening, time for understanding, time for helping and time for guiding.*



### **3. Developing the partnership between parents and educators**

- **Continuous exchange of information between parents and teachers**
- **Involving the parents in school activities**
- **Developing the mutual respect by each party of what the other can contribute**
- **Advocating and supporting children's right to healthy development and quality learning.**



**Policy Forum**  
**The Role of Parents in Education**

# **Parents Role in Early Education**

**Hala Babili Roumani, M.Ed (Early Education)**

**Principal and Academic Advisor**  
**Gulf Montessori Institute**

**Dubai, January 2012**

