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# Parents' and Teachers' Perceptions of Collaborative Relationships to Support Kindergarten Students' Academic Achievement in Jamaica

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# Walden University

College of Education

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Kasia Archer-Howell

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the review committee have been made.

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Walden University  
2022

Abstract

Parents' and Teachers' Perceptions of Collaborative Relationships to Support  
Kindergarten Students' Academic Achievement in Jamaica

by

Kasia Archer-Howell

MEd, University of the West Indies, 2013

BEd, International University of the Caribbean, 2008

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

November 2022

## Abstract

Parental involvement is a long-standing challenge that has impeded educational progress for students in the Caribbean region. The purpose of this qualitative study was to explore the perceptions of parents and teachers about collaborative relationships that support kindergarten students' academic achievement in Jamaica. The parent and family intervention framework and the ecological systems theory served as the conceptual framework. Research questions addressed how teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica and the perceptions parents and teachers have about benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica. Semistructured interviews were conducted with 4 parents and 4 teachers from 3 kindergarten settings across Jamaica. Digitally audiotaped interviews were transcribed, coded, and analyzed following an inductive process to reveal that teachers and parents think high-quality relationships can be developed by communicating frequently, sharing responsibilities, adapting to technology for communication, investing time in learning, and collaborating, advocating, and emphasizing the power of an education. Barriers to parent and teacher collaborative relationships existed when communication, shared responsibilities, and advocacy were not in place. The project study deliverable involved the creation of a professional development plan to address the local need for collaborative parent-teacher relationships. This project study provides information that educational stakeholders in Jamaica can use to develop and strengthen collaborative parent-teacher relationships to support kindergarten students' academic achievement. Positive social change will occur when teachers and parents apply workshop strategies in Jamaica.

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## Dedication

This study is dedicated to all teachers of young children and particularly to my mother, Cynthia Mundy-Martin. She was trained at the preprimary level and facilitated young learners at the Grade 1 level for decades before matriculating to becoming the institution's principal. Her passion for teaching and her commitment to the success of her students led me to the teaching profession. I learned from her job-related competencies but more so how to care for children and their families and plan for the holistic development of the children in my care. As a mother of a young child, Azari Howell, I am motivated to provide more insight on parent-teacher collaborative relationships so she and all other young children worldwide can benefit from collaborative relationships between their parents and teachers.

## Acknowledgments

I would like to thank my family and close friends who supported me throughout this doctoral journey. I am forever grateful for the care and patience that was extended to me during this program. I would also like to thank my Walden University family, especially my chair, who became my mentor, Dr. Mary Trube, for her commitment to my success. She kept me on target, always reassuring me of my ability to complete the process. I would also like to thank the other members of my committee Dr. Mary Lou Morton and Dr. Bonita Wilcox for their guidance and support. Special thanks also to my colleague and mentor Dr. Eileen Manoukian, who became a source of inspiration as I concluded my doctoral journey.

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## Section 1: The Problem

### **The Local Problem**

The problem addressed in this basic qualitative study is that parents and teachers in the island country of Jamaica do not have consistent and sustained collaborative relationships that support kindergarten students' academic achievement. Stone et al. (2019) reported that children in the Latin American and Caribbean regions had not acquired basic skills in reading and math despite improvements that resulted in increased school enrollment and consistent school attendance. These improvements existed until lockdowns began in Spring 2020.

According to the Inter-American Development Bank (n.d.), in response to school closures associated with COVID-19, authorities instituted remote learning for children at all grade levels in Jamaica. To support the learning and development of children from birth to 5 years engaged in remote learning, the Early Childhood Commission established a COVID-19 Corner webpage. This page provided parents with a daily activity plan that they could use to support their children's learning across the different age groups. However, one of the challenges was access to online platforms. Remote learning necessitates access to primarily digital technologies, such as WhatsApp and Zoom, for learning and monitoring of learning, in addition to radio.

When schools closed, Jamaican families received cash grants for food through the government-funded Programme of Advancement Through Health and Education. The National Parenting Commission in Jamaica, in collaboration with United Nations International Children's Educational Fund (UNICEF), sponsored helplines to provide

psychosocial support to parents. Still, the lack of parental support and access to remote learning continue to present challenges for children's learning (United Nations International Children's Educational Fund, n.d.).

### **Definition of the Problem**

Parental involvement is a long-standing challenge that has impeded educational progress for students in the Caribbean (Kinkead-Clark, 2014; Nehaul, 1999), including in Jamaica. The United States Agency for International Development (USAID) conducted a forum in collaboration with the Jamaica Partners for Educational Progress (2011) to discuss the importance of childhood education with 16 educational stakeholders throughout Jamaica. Minutes from the Jamaican Partners meeting reflected that education stakeholders in the region agreed that parental involvement was essential and that many parents were interested in their children's academic success. Still, parents were unaware of how they could work with teachers to support their children's education. As a result of this forum and other meetings, administrators of kindergarten programs encouraged parent involvement in schools. According to the minutes from local Parent-Teacher Association meetings of an early childhood institution held during the 2019-2020 year, parent involvement increased related to school and fundraising activities. However, the topic of how parents and teachers establish collaborative relationships to support kindergarten students' academic achievement was not prioritized, resulting in limited gains in academic achievement for kindergarten children, per 2020 meeting minutes. A review of minutes from staff and parent meetings at a local early childhood institution confirmed that little time had been dedicated to establishing parent-teacher collaborative

relationships. Where such collaborative relationships existed, the quality of parent-teacher engagements for students' academic success at the kindergarten level was not known.

The motivation for this project study came from my years of experience in the education sector in my home country of Jamaica in the West Indies region of the Caribbean. For over 10 years, I was a classroom teacher and taught young children entering primary school at the first-grade level. I later moved on to work in management with early childhood practitioners and young children and their families in early childhood institutions. My experiences as an early childhood teacher helped me understand, appreciate, value, and see the necessity of collaborative relationships between parents and teachers. I was able to experience first-hand how these types of relationships contribute to a child's learning and development. Yet, I am aware in my work that parents and teachers experience different challenges in establishing and maintaining relationships that support young children's learning locally, especially about the COVID-19 pandemic.

There is a gap in practice locally regarding collaborative parent-teacher relationships to support kindergarten students' learning. This gap in practice has also been revealed in the literature (see Choi, 2017; Devlieghere et al., 2020; Đurišić & Bunjevac, 2017; Goktunk & Dinckal, 2017; Råde, 2020). Seminal research conducted by Keyes (2000) found that factors that constitute effective parent-teacher collaborations are unclear, and stakeholders have different expectations; further research is merited. Furthermore, studies conducted on parent and teacher collaborations and relationships in



Jamaica are scarce (Stone et al., 2019). In conducting this study, I sought to use available literature and data collected from educators and parents in Jamaica to make recommendations on how parent-teacher collaborations can be established and maintained to support children's academic success at the early childhood levels in the infant schools in Jamaica.

## **Rationale**

### **Evidence of the Problem at the Local Level**

There is limited research published about parent-teacher relationships in the island country of Jamaica that focuses on establishing and maintaining consistent and sustained collaborative relationships, which, research shows, are supportive of kindergarten students' academic achievement (Stone et al., 2019). Over the past two and a half decades, there have been few studies (e.g., Nehaul, 1999) exploring parent involvement with Caribbean-heritage parents in the literature; therefore, Stone et al. (2019) called for research focusing on the roles of parents and teachers who work together in partnerships to support students' academic gains. This lack of research is of concern internationally, as Goktunk and Dinckal (2017) suggested that there is not enough research on how parents and teachers collaborate to strengthen the academic development of young children. Additionally, researchers have suggested that further research is needed to investigate parent-teacher relationships that enhance parental involvement and engagement in the education and care of young children (Đurišić & Bunijevac, 2017; Råde, 2020). The current study is an effort to address the lack of research on practice, as suggested by Đurišić and Bunijevac, Goktunk and Dinckal, Råde, Stone, et al., and others.

## **Evidence of the Problem from the Professional Literature**

Documentation of children's academic performance at the early childhood level is limited outside of assessments conducted by individual early childhood institutions. The Jamaica School Readiness Assessment was designed to be used as a diagnostic instrument for 4-year-olds attending early childhood institutions in Jamaica (Samms-Vaughan, 2015). A pilot study using the assessment was conducted in 2015. However, although the evaluation continues to be administered, the findings since the pilot's time are still pending; therefore, current data are unavailable. Results from the 2015 pilot study indicated that 90% of children knew how to use a book, could follow a story, and recognize their names in print. According to Samms-Vaughan (2015), kindergarten children throughout Jamaica had difficulty identifying beginning and ending sounds (36.8% at the "not yet" level), identifying sounds in three-letter words (39.0% at the "not yet" group), and spelling three-letter words (35.3% at the "not yet" level). According to Samms-Vaughn, the "not yet" levels identified from the assessment data highlight the need for parent and teacher collaboration to support young academic success in Jamaica.

The focus of this study was on exploring collaborative parent-teacher relationships during children's kindergarten year. According to researchers, collaborative relationships between parents and teachers can impact the academic achievement of young children, yet further studies are needed (Boonk et al., 2018; Herman & Reinke, 2016; Kinkead-Clark, 2017). For this study, I interviewed parents and teachers to determine their perspectives on collaborative relationships to support kindergarten students' academic achievement. This qualitative study may contribute to positive social

change given its potential to provide greater awareness of the impact of collaborative parent-teacher relationships on children's academic achievement. In Section 1, I present background information on the study and discuss its significance. I include the study's problem, purpose, research questions (RQs), conceptual framework, and methodology. The scope and limitations of the study are given along with my assumptions, followed by a summary of this section and a transition to Section 2.

### **Definition of Terms**

*Academic success:* Academic achievement, the meeting of learning objectives, and the attainment of desired skills and competencies constitute academic success (York et al., 2015).

*Collaborative parent-teacher relationships:* The establishment of sustained partnerships between family and school. In parent-teacher collaborative relationships, the needs of children, parents, and teachers are explored and catered to (Thorson, 2018).

*Early childhood care and education:* Programs that promote equality, human resource development, and social cohesion by reducing educational inequalities, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2017) and early childhood organizations. UNESCO defined the early childhood period as lasting from birth to 8 years. During this stage, children have the potential to build a foundation for lifelong learning and well-being in social, emotional, physical, and cognitive growth and development.

*Family engagement:* The process of involving children's parents and other primary caregivers in activities that support children's learning and development in appropriate and mutually agreed on (Kelty & Wakabayashi, 2020).

*Infant schools:* Institutions that are owned and operated by the government of Jamaica and that cater to kindergarten-aged children from 4 to 6 years of age (The Early Childhood Commission, 2005).

*Parent engagement:* Parental involvement in school activities is limited to activities in and around the school (Goodall & Montgomery, 2014). Goodall and Montgomery (2014) suggest that parental engagement can be explained as the first point on a continuum. At this point on the continuum, the school personnel control relationships and information sharing with parents.

*Parent involvement:* Parents and teachers work together and exchange information to support children's learning (Goodall & Montgomery, 2014). Parent involvement is considered the second point on the Goodall and Montgomery (2014) continuum.

### **Significance of the Study**

Parent involvement can be a contributing factor to kindergarten students' academic success. This study holds significance because parents and teachers in Jamaica may benefit from the findings of this study. They may have a more precise notion of how to build collaborative parent-teacher relationships that support kindergarten students' academic achievement. Additionally, the study may identify possible solutions to the challenges facing high-quality, collaborative parent-teacher relationships that educational

leaders may use to improve programs. Researching parent-teacher collaborative relationships is valuable to early childhood care and education because this study's results can contribute to positive social change by guiding parents and teachers in forming collaborative relationships to support student academic success.

### **Research Questions**

In this basic qualitative study with interviews, I explored collaborative parent-teacher relationships during children's kindergarten years. I developed two RQs to explore the study topic. The RQs were based on the local problem of parents and teachers in Jamaica not having consistent and sustained collaborative relationships that support kindergarten students' academic achievement. The questions were as follows:

RQ1: How do teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica?

RQ2: What are parents' and teachers' perceptions of the benefits and barriers to collaborative relationships that may support kindergarten students' academic achievement in Jamaica?

### **Review of the Literature**

In this section, I summarize concepts related to parent-teacher collaborative relationships. These concepts include models of parenting, types of parental relationships, factors that influence students' academic achievement, and the importance of parent-teacher engagements. The phenomenon that grounded this study was the wish of education stakeholders in Jamaica to strengthen the role of parents in their children's academic success. Stakeholders agree that parental involvement is essential and that

many parents are interested in their children's academic success. Still, they perceive parents as not being aware of how to collaborate and form partnerships with teachers to support their children's education (Jamaica Partners for Educational Progress, 2011; Kinkead-Clark, 2014; Nehaul, 1999). This assessment was also confirmed by literature in the field (Choi, 2017; Devlieghere et al., 2020; Đurišić & Bunijevac, 2017; Goktunk & Dinckal, 2017; Råde, 2020; Stone et al., 2019). Research on parent-teacher relationships in Caribbean countries, such as Jamaica, is limited (Stone et al., 2019). I could not find studies focusing on establishing and maintaining consistent and sustained collaborative relationships supporting kindergarten students' academic achievement. Therefore, the purpose of this basic qualitative study with interviews was to address the local problem by exploring the perceptions of teachers and parents about collaborative relationships to support kindergarten students' academic achievement in Jamaica. This literature review includes a subsection of the conceptual framework underpinning this study. I also discuss other studies that have used concepts within the framework.

### **Conceptual Framework**

I based the conceptual framework for this study on four concepts found in parent-teacher collaborative relationships outlined by Christenson and Sheridan (2001) in their parent and family intervention framework and Bronfenbrenner (1979) in his ecological systems theory. The logical connections between the alignment of the parent and family intervention framework and ecological systems theory and my basic qualitative study are found in the attitudes, approaches, atmospheres, and actions (see Christenson & Sheridan, 2001) that occur between educators and parents within the microsystem, mesosystem,

exosystem, and macrosystem (see Bronfenbrenner, 1979). In the following section, I elaborate on components of the conceptual framework.

### ***Parent and Family Intervention Framework***

**Approaches.** The component of approaches refers to the framework within which parents and families interact. Parents are recognized as valuable contributors to their children's learning. Teachers explore ways to connect with parents to support their children academically (Christenson & Sheridan, 2001).

**Attitudes.** The attitude component involves values and perceptions between teachers and parents about parent-teacher relationships. Positive attitudes between parents and teachers are likely to promote effective parent-teacher relationships. On the contrary, negative attitudes between parents and teachers are likely to hinder effective relationships. Therefore, efforts must be made to create and sustain positive attitudes between parents and teachers (Christenson & Sheridan, 2001).

**Atmospheres.** The atmosphere component concerns the climate for positive parent-teacher relationships. Teachers and parents must establish conducive atmospheres that provide a foundation for open and trusting relationships, effective communication, and mutual problem-solving opportunities. Where healthy parent-teacher relationships are established, there are likely to be frequent and quality interactions (Christenson & Sheridan, 2001).

**Actions.** The action component is centered on direct strategies that foster shared responsibility between parents and teachers for students' progress and success. Activities focus on parent-teacher relationships for children's academic performance. Approach,

attitudes, and atmosphere provide a premise for the development of actions. Teachers must reflect on their practices for partnerships with parents and be willing to include parents ensuring they are listened to, contribute to plans that affect them and their children, and are part of decision-making processes (Christenson & Sheridan, 2001).

### *Ecological Systems Theory*

The ecological systems theory is the work of Urie Bronfenbrenner, a Russian psychologist. Bronfenbrenner (1979) suggested that development is a transactional process for humans, with interactions with different spheres of the environment influencing their development. Bronfenbrenner explored child development through interactions within the system of relationships involving the child.

The ecological systems theory focuses on a child's development in their family, school, peer group, and community. Therefore, their immediate and more extensive environment must be considered in studying children and planning for their development. Bronfenbrenner and his colleague, Ceci, later made distinctions between environment and process, focusing on the process of nature and nurture (Bronfenbrenner & Ceci, 1994). This model became known as the bioecological model. In the current study, I drew from the concepts presented by Bronfenbrenner (1979). The ecological systems are the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. The microsystem layer has the most significant impact on a child, with the effect lessening with each layer, ending with the chronosystem. However, interactions at all layers can impact the child's development (Bronfenbrenner, 1979).



**Microsystem.** This layer entails the relationships and interactions that directly impact the child. Family, school, and community environment are the structures in this first layer. These interactions are the strongest with bidirectional influences between the child and the persons in this layer (Bronfenbrenner, 1979). The second layer, the mesosystem, encompasses interactions among the child's microsystems.

**Mesosystem.** The microsystems while functioning independently are interconnected at the mesosystem. Therefore, good relationships between persons in a child's microsystem can positively impact the child's development (Bronfenbrenner, 1979).

**Exosystem.** The third layer, the exosystem, incorporates formal and informal social structures in which the child does not function directly. However, this layer can impact a child's development by interacting with some systems in the microsystem. Some examples of ecosystems are a parent's workplace and the media (Bronfenbrenner, 1979).

**Macrosystem.** This is the fourth layer of Bronfenbrenner's (1979) ecological systems theory. This layer focuses on how cultural elements can affect a child's development. These cultural elements refer to the established society and culture the child is developing in and includes ethnicity and socioeconomic status.

**Chronosystem.** The fifth layer of Bronfenbrenner's (1979) ecological systems theory is the chronosystem. This layer refers to all the lifetime changes that occur over time that can influence a child's development, including major life transitions and historical events.

### *Alignment of Concepts*

Christenson and Sheridan's (2001) parent and family intervention framework and Bronfenbrenner's (1979) ecological systems theory provided the conceptual framework for this study. These concepts align as both address the need to support children's optimum development. Specifically, the four components put forward by Christenson and Sheridan—approaches, atmosphere, attitudes, and actions—are reflected in Bronfenbrenner's second layer, the mesosystem. Although both parents and teachers each have their specific roles to play to support their children's learning and development, it is crucial that they are not only supporting their children, but each other. Therefore, the component of approaches becomes embedded in the mesosystem layer as parents and families interact and are recognized as valuable contributors to their children's learning and development. Likewise, positive attitudes between parents and teachers are likely to encourage effective parent-teacher relationships. In addition, parents and teachers have the potential to develop trusting relationships as they use effective two-way communication to engage in problem-solving opportunities in the mesosystem.

Approach, attitudes, and atmosphere provide the foundation for the final component of the parent and family intervention framework put forward by Christenson and Sheridan (2001), action. Actions are direct steps for parents and teachers as they build relationships for their children's progress and success. As such, approaches, atmosphere, attitudes, and actions as put forward by Christenson and Sheridan align with Bronfenbrenner's (1979) theory and form the framework for this study. The conceptual framework, which is an alignment of parent and family intervention framework and

ecological systems theory, supports the purpose of this study, which was to explore the perceptions of teachers and parents about collaborative relationships to support kindergarten students' academic achievement in Jamaica. Likewise, the concepts of Christenson, Sheridan, and Bronfenbrenner align with the problem statement, the significance of the study, and the RQs and methodology that underpinned this study.

### ***Previous Studies Using Components of Conceptual Framework***

Several researchers have used Bronfenbrenner's (1979) ecological systems theory as a framework for exploring the growth and development of young children based on their interactions with their family, school, and community. Buchanan and Buchanan (2019) and Kelty and Wakabayashi (2020) used Bronfenbrenner's theory as the framework for their studies. Buchanan and Buchanan examined a set of professional preparation standards from the National Association for the Education of Young Children and literature on teacher preparation standards to explore teachers' perspectives. Their qualitative inquiry was focused on "the practices of kindergarten teachers who frequently partner with the families of learners" (Buchanan & Buchanan, 2019, p. 8). Using Bronfenbrenner's ecological systems theory as the framework for their study, Buchanan and Buchanan identified the following four constructs in their findings: dispositions and beliefs, collaborative partnerships, multiple modes of communication, and barriers or challenges.

Kelty and Wakabayashi (2020) explored parent, educator, and community member perspectives of family engagement from preschool through Grade 12 to inform state-level policy. Bronfenbrenner's (1979) ecological systems framework found that

relationships were interconnected and all groups in the mesosystem contributed to family engagement and, by extension, child development. I searched existing literature from the previous 5 years for examples of how Christenson and Sheridan's (2001) parent and family intervention Framework was used to structuring research. However, I found no studies that used a framework to underpin their research.

## **Review of the Broader Problem**

### ***Search Strategy***

The search strategy used to gather information for this basic qualitative study included searching Walden University Library databases such as ERIC and Teacher Reference Center. Additionally, I used the Google Scholar search engine and reviewed the websites of Francis and Taylor Online, the National Association for the Education of Young Children, Academic Search Complete, and Sage Journal websites to access information relevant to the study. The keywords used to search for peer-reviewed journal articles within the last 5 years included *parent-teacher collaborative relationships, students' academic success, infant schools, kindergarten, early childhood, Caribbean, parent and teachers working together kindergarten, parents and teachers working together kindergarten Caribbean, kindergarten academic achievement in the Caribbean, parent involvement in Jamaica, kindergarten teachers' perceptions on family engagement, kindergarten parents' perceptions on family engagement, home- school engagement, and parent-teacher relationships and early learning success*. During the extensive search for information on the topic of the study, different terms were used to ensure that the search was exhaustive; for example, to capture collaborative relationships

between parents and teachers, the words *collaborative relationships* were substituted with *home-school partnership*, and *family involvement*. While searching for current literature on parent-teacher collaborative relationships for academic success, I also had different meetings with two librarians assigned to Doctor of Education (EdD) students at Walden University. In these meetings, I received guidance on using different search strategies to find articles related to my topic of interest.

The problem addressed through this basic qualitative study with interviews is that parents and teachers in Jamaica do not have consistent and sustained collaborative relationships that support kindergarten students' academic achievement. This section will also review the broader problem in the current literature. Đurišić and Bunijevac (2017) found that although parental involvement seemed to be a widely researched topic, further research is needed on parental involvement regarding children's education. The literature review for this study includes parenting models, parental relationships, the importance of parent-teacher associations, the importance of parent-teacher engagements, and parenting factors influencing academic achievement.

### ***Parental Relationships***

The National Association for the Education of Young Children (NAEYC, 2021) encourages relationship development by educators, caregivers, and family members, supporting positive outcomes for all young children. NAEYC (2019) proposed that home and program or school relationships develop between educators and caregivers when parents and families are engaged in programs for young children. According to Råde (2020), parental relationships in early childhood education and care are divided into three

general levels: partnership, involvement, and engagement. Råde reviewed articles to determine how parental relationships are described and understood in the literature while young children are in early childhood education and care. In addition to the three levels mentioned, Råde identified four broad categories of advantages of parental relationships. These categories include the following: (a) a quality indicator, (b) the empowerment of parents, (c) the impact of future student achievement in schools, and (d) the flexibility of relationships. Although the advantages of parent-teacher collaborative relationships put forward by Råde are significant to children's academic success, these relationships are not automatic. Råde found that collaborative relationships between parents and teachers can occasionally be threatened by different roles that parents and teachers are expected to play, discrimination, and complex relationships.

McDowell et al. (2018) found that when parents and families felt welcomed into the school environment and early childhood programs, their knowledge and understanding of school were enhanced. Professionals who worked in these positive school environments were found to be successful in developing relationships and forming collaborative partnerships with parents that fostered students' success. Barnett et al. (2020) suggested that parent and family relationships are needed with school personnel if parents are to be engaged in helping kindergarten-level children become ready for formal school. Several researchers have concluded that parent-teacher relationships at the early childhood level support the academic success of young children when they include collaboration (Banse et al., 2021; Boonk et al., 2018; Đurišić & Bunijevac, 2017; Goshin & Mertsalova, 2018; Newman et al., 2019).

### ***Parent Involvement***

Meng (2020) identified three classifications of parent involvement: school involvement, low involvement, and school contact. However, based on these parental involvement classifications, Meng concluded that there were limited significant differences in child outcomes throughout first to third grade. Further, Devlieghere et al. (2020) suggested that schools use parental involvement as a convenience. Some researchers have found that when parental involvement is conceptualized as a convenience that benefits the school alone, parents have not been involved in their children's educational goals (Devlieghere et al., 2020; Ishimaru, 2019). Further, administrators of some schools did not align parent involvement with educational purposes (Devlieghere et al., 2020; Ishimaru, 2019), and as a result, collaborative parent-teacher relationships did not develop. These findings suggest that even in situations where parents and teachers interact, the interactions may not be collaborative and may not be beneficial to children's academic development (see Choi, 2017; Devlieghere et al., 2020; Ishimaru, 2019; Meng, 2020).

### ***Parent Engagement***

Parent engagement activities that are mutually engaging to parents and teachers and have the child's growth and development at the center of the relationships can positively impact young children's academic achievement (Boonk et al., 2018; Đurišić & Bunijevac, 2017; Jarrett & Coba-Rodriguez, 2017). Further, Jeon et al. (2020) concluded that parental school involvement positively impacted children's early literacy. Yet, Choi (2017) revealed that some parents encountered some challenging situations as they

attempted to be involved in their children's learning through the early childhood institutions they attended. Lack of time, education, and economic status are also identified as challenges parents encounter when seeking to establish and maintain collaborative relationships with teachers. In addition, some parents indicate that they do not feel welcomed by their children's schools (Newman et al., 2019).

Nonetheless, given that parents and teachers are in the microsystem and best suited to impact a child's development (Bronfenbrenner, 1979), efforts must continue to perfect parent-teacher relationships. Newman et al. (2019) concluded that given the importance of parent-teacher relationships, parents and teachers must be supported by the wider community to improve existing relationships. At the same time, schools should have partnership programs for parents that are continually developed, implemented, and evaluated (Newman et al., 2019).

### ***Benefits of Parent Involvement***

According to Li et al. (2020), where parental involvement is implemented, teachers can learn more about the children in their care through their parents. Likewise, parents involved in their children's education understand their children and their teachers better and can better support their children's learning. Đurišić and Bunijevac (2017) sought to analyze parental involvement's positive effects and summarize the principles on the successful partnership between parents and school. Researchers confirmed that good relations between parents and school could positively impact children's academic achievement in those children gain greater academic, language, and social skills (Đurišić & Bunijevac, 2017). Further, parental involvement was a more significant contributing



factor to children's academic success than socioeconomic status, race, or educational background (Đurišić & Bunijevac, 2017). Children whose parents read to them, assisted them with homework using teachers' resources, volunteered at school, and attended school functions had more significant academic achievements (Đurišić & Bunijevac, 2017). Boonk et al. (2018) identified four positive relations between parental involvement and academic achievement that were most consistent throughout the reviewed studies. These positive relations are: reading at home, parents holding high expectations/ aspirations for children's academic achievement and schooling, and communication.

### ***Barriers to Parent Involvement***

Hornby and Blackwell (2018) identified four barriers to parental involvement. These researchers responded to a gap between the rhetoric expressed by school personnel and the reality of parent involvement from preceding years that continued to the time of the article (Hornby & Blackwell, 2018). The barriers to parents' involvement in their children's education were grouped as follows: parent and family factors, parent-teacher factors, societal factors, and practical barriers. Researchers found that the inability of families to become involved and engaged was partly due to families not receiving support from external agencies that benefit children and families. The challenges to parental engagement confound the lack of consensus on what parental involvement looks like and how it takes place (Jansseen & Vandebroek, 2018). Other researchers suggested that parental engagement activities provided by early childhood institutions do not support

children's learning because interactions are predominantly asymmetrical, with the school doing more than parents to encourage partnerships (Choi, 2017; Ishimaru, 2019).

Consequently, parents are often asked to assist in different activities at school that sees them being involved in activities of the school but not necessarily engaged in activities that will impact their children's learning (Choi, 2017). McDowell et al. (2018) used a curriculum-based measurement of early literacy and a parent questionnaire to investigate the link between parent involvement and increased student achievement with young children and their parents. Results indicated that the invitation received from the school and engagement in children's literacy development had positive results in parent self efficacy, but not student achievement; therefore, these researchers recommended further studies due to the small sample size and assessment measures. Other researchers explored how schools practiced parental engagement by offering children encouragement and support for learning (Boonk et al., 2018). Goshin and Mertsalova (2018) found a correlation between parental engagement and children's academic success.

### ***Models of Parent Involvement***

In this section, I discuss parent involvement models found in the literature. The models presented have also been used as the conceptual framework for studies exploring the importance of parent involvement to young students' academic achievement. I have included Epstein's Model (Epstein, 2009), Hoover-Dempsey and Sandler's Model (Hoover-Dempsey & Sandler, 1997), and the Family School Partnerships Model (Dettmers et al., 2019).

**Epstein's Model.** The parental model put forward by Epstein (2009) remains popular in child development and education. Epstein's model includes six types of parental involvement. The six types of involvement are parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 2009). In this model, parenting" exists when parents and teachers create environments that support children's learning and development in the home. Communication is found when parents, students, and families have implemented effective communication lines. Volunteering is seen when families are recruited for help and support, primarily serving as an audience. For learning at home, families receive information about how they can assist at home with homework and other curriculum and decision matters. Decision making is a type of parent involvement that occurs when parents are included in decision making processes. Collaborating with the community is a type of parental involvement that involves a partnership between home, family, and community services. This parental involvement strengthens school programs, family practices, and student learning and development (Epstein, 2009).

**Hoover-Dempsey and Sandler's Model.** The Hoover-Dempsey and Sandler model of parent involvement outlines a process for family engagement that starts with families committing to being involved. The process ultimately culminates with successful student outcomes. Parental support for learning can be classified as involvement through encouragement, involvement through modeling, involvement through reinforcement, and involvement through instruction (Hoover-Dempsey & Sandler, 1997).

**Family School Partnership Model.** Dettmers et al. (2019), in their work, explored the link between effective family-school communication (EFSC) as one aspect of Family School Partnership (FSP) and the quality of parental homework involvement. According to Dettmers et al., EFSC helps improve the quality of parental homework involvement and promotes student achievement. This model confirms the importance of families and schools engaging in meaningful communication (see Dettmers et al., 2019).

***Parent Involvement During the COVID-19 Pandemic***

A 2020 study conducted by UNICEF Jamaica and the Caribbean Policy Research Institute (CAPRI) provided insights on how COVID-19 has impacted households across Jamaica regarding children's health, education, and protection. Data were obtained from three primary sources, a desk review, interviews with professionals who worked in agencies and schools, and families included in an island-wide survey of over 500 households with young children. The study's key findings were grouped into four major headings: social protection, education, emotional health, and child protection. The study's findings relating to education indicate that kindergarten children aged and younger had the lowest level of participation in schooling (75%) during remote learning due to school closure. Parents who responded to the CAPRI study for young children suggested that their children, who did not participate in distance learning, could not do so because they did not have the necessary facilities and resources.

Notwithstanding these challenges, 60% of adults with children in the early years indicated they were satisfied with their children's participation in distance learning. Schools and programs providing distance learning in Jamaica reported that children at the

pre-kindergarten and kindergarten levels were supported in teaching and learning activities by teachers who are away from them with some support from family members and the communities (United Nations International Children's Education Fund Jamaica & Caribbean Policy Research Institute, 2020). Since young children require targeted stimulation activities to support their development across the developmental domains of learning usually provided by adults, the importance of parents' roles in their children's development is amplified (Garbe et al., 2020). Mahmood (2020) highlighted the challenges of reaching young children through virtual learning and suggested a need to address parent and teacher collaboration to support children's education. According to researchers, it is essential for parents to collaborate with teachers during the pandemic (Garbe et al., 2020) because "engaging our students means engaging their families" (Mahmood, 2020, para. 1). Involving families as collaborators in their children's learning brings in cultural values and beliefs (Mahmood, 2020). When parents motivate their children and reinforce what they are learning, children become more engaged in their learning at school (Li & Fischer, 2017).

### **Implications**

Parents and teachers have significant roles to play in the growth and development of young children. These roles are played individually and collectively (Bronfenbrenner, 1979). Over the years, the engagement of parents in the school life of their children remains of interest to educational interest groups (see Choi, 2017; Đurišić & Bunijevac, 2017; Råde, 2020). Yet, there remains a lack of knowledge on how parents and teachers in Jamaica can establish and sustain collaborative relationships that support kindergarten

students' academic achievement. Efforts must be made to bridge the gap between home and school (see Kinkead-Clark, 2014). The implications of this study are likely to provide insights on steps that parents and teachers in Jamaica can take to build collaborative relationships that will support the academic development of their young children.

I used the findings from this study to develop a project, a professional development (PD) for teachers (see Appendix A). A possible project that could emerge from the study is developing a manual for parents and teachers outlining steps to establish and maintain collaborative relationships at the early childhood level in Jamaica. Also, another project could focus on developing a course to equip in-service teachers with the requisite knowledge and skills to engage parents to adequately support their children's learning. Results from this study may also be used to engage early childhood teachers in PD activities regarding parent-teacher collaboration. Based on the problem that this study sought to investigate and the possible impact the results can have on parents, teachers, and kindergarten children, there is potential for positive social change.

### **Summary**

In Section 1, I provided information on the local problem, the broader issue, the rationale for the study, definitions of key terms, and the significance of the study. The conceptual framework, the RQs, and the literature review are also presented. The literature review included search strategies and gave an overview of topics aligned to parent-teacher collaborative relationships and academic success. Section 2 focuses on the study's methodology, data collection and analysis, and results.

## Section 2: The Methodology

In this basic qualitative study with interviews, I explored parents' and teachers' views on collaborative relationships for supporting kindergarten students' academic achievement in Jamaica. This study addressed the problem regarding parent-teacher collective relations at the local level in Jamaica. There remains a gap in the literature on the practices involved in parent-teacher collaborative relationships at the early childhood levels (Boonk et al., 2018; DeMeo Cook et al., 2018; Ihmeideh, 2018).

### **Research Design and Approach**

I conducted a basic qualitative study with interviews to gather data from the participants because it was the most appropriate method to answer the RQs for this study. By interviewing both parents and teachers, I explored how each group of individuals viewed parent-teacher collaborative relationships for young children's academic success. The following two RQs undergirded this study:

RQ1: How do teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica?

RQ2: What are parents' and teachers' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?

Bogdan and Biklen (2007) indicated that qualitative research allows a researcher to study a topic and its complexities because it can be used to understand behaviors from the interview participant's frame of reference. I considered other types of methodologies. First, I considered using a case study approach; however, I determined that it was not a

suitable method because a case study focuses on the analysis of a single unit, while this study had a total of eight participants from three early childhood schools (see Lodico et al., 2010). Likewise, a grounded theory approach was considered but not chosen because, in grounded theory research, many participants are interviewed, existing documents are reviewed, and data are used to create a theory (see Carlin & Kim, 2019). The aim of this study was not to create a theory from the findings as in a grounded approach (see Carlin & Kim, 2019). I also considered ethnography, in which researchers compile data from observations, documentaries, and interviews (see Reeves et al., 2013). Ethnography was inappropriate for my study because I only used interviews to collect data. Therefore, a basic qualitative study with interviews supported my role as a researcher. I collected data from the participants by conducting semistructured interviews with open-ended questions and prompts.

## **Participants**

### **Population and Sampling**

For this basic qualitative study, I explored the perceptions of teachers and parents about collaborative relationships to support kindergarten students' academic achievement in Jamaica. A total of eight volunteers participated in this study. According to Sim et al. (2018), while predetermined sample sizes are practical, determining an adequate sample size is an ongoing process by the researcher as data saturation is achieved. A purposeful sample of four parents and four teachers with a minimum of 3 years of experience were selected from kindergartens in three different infant schools in Jamaica. The parents recruited were current parents, 18 years or older, of kindergarten children enrolled in one



of three infant schools. Initially, I sought eight parent participants and eight teacher participants. However, other persons did not respond to the invitation to participate in the study, except for one teacher who had less than three years of experience and did not meet participant requirements for the study. Nonetheless, analysis of data collected from the eight participants showed that data saturation was reached.

### **Procedures for Gaining Access**

This subsection outlines my procedures for gaining access to research sites. I followed Walden Institutional Review Board (IRB) requirements. First, I contacted the principals of three infant school sites asking for their cooperation in providing email contact information for parents of kindergarten children and kindergarten teachers. I sent a letter introducing myself, explaining the purpose of my study and my intentions to interview two parents and two kindergarten teachers from each infant school to learn about their collaborative relationships. Measures were taken to protect participants' rights, including confidentiality, informed consent, and protection from harm. The Ethical Protection of Human Subjects subsection describes these measures in more detail. After receiving IRB approval, I sought approval from the principals to contact teachers and parents at their schools.

Following IRB and principal approval, I obtained the email addresses of kindergarten parents and teachers at the selected schools. I emailed invitation letters and consent forms to potential volunteers for the study. My contact information, the purpose of the study, and the consent form were included in the invitation letter, as well as directions for volunteers to follow to consent to participate in the study through email.

The participants were asked to maintain a copy of the consent form for their records. To protect the rights of the participants of this study, I followed Walden's IRB policies and procedures for conducting an ethical study where the confidentiality of participants and their data are protected. Following each principal's approval and cooperation in providing me with contact information, I emailed potential participants by sending a letter of informed consent that included information describing my study, the purpose of my research, potential risks of participating in the study, and how to contact me and consent to the study or ask questions. Participants were asked to participate in member checking of their interview summaries, where they could correct any discrepancies and note information that needed to be clarified. All data were stored on my password-protected laptop and will be disposed of per Walden University's requirements.

### **Means of Establishing Researcher-Participant Relationship**

I worked to establish rapport with study volunteers by introducing myself in the introductory email that I sent to each participant. I also expressed gratitude to each volunteer for choosing to participate in the process. I shared that the participant could withdraw from the study at any time for any reason without any consequences.

Participants were also asked to share any questions that they had. I answered questions asked and informed participants that they could ask any other questions that came up after.

I based the interview protocols for the semistructured interviews with parents and teachers on the two guiding RQs. In conducting the interviews, I sought to collect data on parents' and educators' perceptions of how high-quality parent-teacher relationships are

developed. I also sought to explore the benefits and barriers to collaborative parent-teacher relationships to support kindergarten children's academic performance in Jamaica. For RQ1, I developed four interview questions followed by prompts for parents and teachers. For RQ2, I created three interview questions followed by prompts for both groups (see Appendix B for the parent questions and Appendix C for the teacher questions). A total of seven in-depth, semistructured interview questions with prompts were developed to gather data. The interview questions were based on concepts from the conceptual framework and current literature in the field. I consulted an expert in parent engagement and collaboration to provide input to validate whether the interview questions would adequately address the RQs.

### **Data Collection**

For this basic qualitative study with interviews, I collected data from four teachers and four parents from three different nursery schools across Jamaica until data saturation was reached. Merriam and Tisdell (2016) emphasized that it is important to have enough participants so the researcher is collecting data that begins to tell the same stories. The qualitative methodology was suited for this research because it allows for the examination of the experiences of a group of people in a particular context at a specific time (Peterson, 2019). I conducted semistructured interviews, which I expected to last approximately 45-60 minutes, via digitally audio-recorded phone calls. After data collection, I transcribed and coded the data and conducted thematic data analysis. I followed an interview protocol for the open-ended questions. The prompts were

semistructured and used to encourage each participant to elaborate on their initial response. I also used a reflective journal to take notes during the interviews.

I used two interview protocols as the data collection instruments. The RQs and the conceptual framework informed the development of the interview questions, which I had validated by an expert in parent-teacher relationships. The conceptual framework for this study was based on four concepts found in collaborative parent-teacher relationships outlined by Christenson and Sheridan (2001) in their parent and family intervention framework and by Bronfenbrenner (1979) in his ecological systems theory. The interview questions were designed and shared via email with a specialist in the early childhood sector for her to provide insights for the validation of the interview questions for obtaining the perspectives of parents and teachers.

After receiving permission from the IRB at Walden, I recruited parents and teachers within each infant school based on the criteria of this study. I shared with the prospective participants the criteria for selection, a description of the study, the research purpose, and the RQs. An interview protocol was created to guide the interview process. The interview protocol included the script, the purpose of the research, the interview questions, the rights of the participants, and information on how participants could exit the study if they desired to do so.

A system for managing data collected in this study was necessary. I conducted digital audio-recorded interviews following an interview protocol with teachers and parents. I transcribed all audio tapes and maintained all data in a password-protected laptop to which only I had access. I also kept a reflective journal with notes that assisted

me in checking my interpretations and biases. All print copies are maintained in a locked file cabinet in my home office to which only I have access. As part of member checking, participants reviewed summaries of their transcripts and emailed me their comments; those emails are maintained on my password-protected laptop. I created a Microsoft Word file to keep records of all data collected. The interview data were collected from four teachers and four parents from three infant schools, then compiled manually to support the data analysis process.

### **Ethical Protection of Human Subjects**

I completed Collaborative Institutional Training Initiative training in September 2021 to know the ethical guidelines to follow when conducting my research. The interview questions were designed objectively to prevent bias. The same interview questions were asked of each participant in the same language. All the necessary steps were taken to ensure that the study was done ethically where the information provided by participants was kept confidential and their privacy and rights maintained. I used an interview protocol and developed a script to follow with all the interviewees to ensure consistency. I used a password-protected computer and a handwritten journal to record transcripts and summaries from each interview. The interview questions were semistructured and open-ended to allow participants to answer honestly and easily. However, I was guided by an interview protocol to ensure consistency when administering the interview to each participant. Hard copy materials were kept in a locked cabinet at home that only I had access to the key to. The information provided by participants were kept confidential. After 5 years, all the data and audio recordings

gathered during the research process will be destroyed by file deletion and shredding per Walden University's requirements to dispose of data.

### **Role of the Researcher**

Qualitative research allows a researcher to develop a relationship with what is to be researched (Corlett & Mavin, 2018). I was responsible for putting forward the data I collected from participants transparently. Given this crucial role of the researcher, I was aware of my roles and was mindful of reflexivity. Reflexivity involves how the research process shapes the outcome and how the researcher engages in reflection on these processes (Corlett & Mavin, 2018). As the researcher for this basic qualitative study with interviews, there are different roles that I will carry out. I was a graduate student interacting with my professor, classmates, librarians, and learning resources within the learning environment. As an early childhood education professional and graduate student, I continued to learn about research as a process and consider my responsibilities as a researcher. At that stage in my educational journey, I was the sole researcher for this study. I was allowed to conduct interviews, record and code data, analyze results, present findings, and make recommendations for further research. I used findings from the study to decide on a project best suited for impacting kindergarten teachers and parents. This project supports kindergarten teachers and parents on ways they can form collaborative relationships that support their children's academic success.

### **Data Analysis**

This section includes how and when data were analyzed. Analyzing qualitative data can be a rigorous process and provides for processes to show accuracy and

credibility in the findings. According to DeSilva (2019), five steps are suggested for practical data analysis. These steps are as follows: (a) converting voice and video text to text, (b) categorizing the data and creating a framework, (c) reviewing codes and making connections, (d) validating and comparing data, and (e) drawing conclusions to explain the findings (DeSilva, 2019). I engaged in the thematic analysis of data, described as a recursive process because the researcher moves back and forth as needed while analyzing the data. This process was useful in my study because the kindergarten teachers and parents of kindergarten students lived in the same geographic regions on the island of Jamaica, and the findings from teachers and parents aligned. I immersed myself in the data, which involved listening, transcribing, reading, and refining the interview transcripts into Microsoft Word tables where participants' alphanumeric code organized transcripts. The letter "P" stood for a parent, the second letter was an "A," "B," or "C" for the school, and the number represented the parent who was interviewed first, second, third, or fourth. Alphanumeric coding for the kindergarten teachers followed the same pattern, with "T" representing the teacher. The themes were driven by the data and answered the RQs.

### **Cycles for Data Analysis**

Identifying codes, patterns, categories, and themes are different steps as data is analyzed. After conducting an interview, I identified the codes in the interview data. Codes are usually written as words or short phrases. After completing line-by-line coding, I organized the codes by combining similar words and phrases and collapsing repeated words and phrases. Patterns appeared as participants addressed similar topics in

similar ways, and the patterns were then categorized. By the identification of categories, I was able to identify consistent themes across participants. The pieces identified told the story in the data from different perspectives and told other stories that are related (Yi, 2018). This process outlined by Yi (2018) was utilized for coding.

### ***First-Cycle Coding***

In qualitative coding data, researchers are better able to interpret data findings. The identification of codes later allows for identifying categories and themes from the research (Medelyan, 2019). Coding in qualitative research is a process through which different themes are identified from the data and the relationships between the themes explored (Medelyan, 2019). In vivo coding, process coding, emotion coding, values coding, and dramaturgical coding was done during the first cycle of coding.

### ***Second-Cycle Coding and Categorization***

I immersed myself in data by reading and rereading transcripts from interviews several times. During this second cycle of coding, new codes were added. I collapsed codes as needed. Reflecting on the conceptual framework for the study and my reflective journal, I revised codes as needed. This step allowed me to look at the data in different ways.

### ***Moving to Themes From Categories***

From the codes, I recognized patterns and developed categories. As I progressed in my data analysis, I developed themes that reflected what was found in the data. According to Saldaña (2016), categorizing allows for the formation of consolidated



meaning from the data. Categories are then compared together for possible relationships (Saldaña, 2016).

### **Evidence of Quality**

Procedures were in process to assure the accuracy and credibility of findings. Data for this basic qualitative study with interviews were collected from four kindergarten teachers and four parents in three infant schools. All interviews were transcribed right after they were concluded with the participants. Each participant was asked to do member checking to provide feedback about the content and accuracy of their interview summary to me. After all, data were analyzed, a summary of findings was sent to all participants for the member checking process. Participants were asked to contact me via email if they found inaccuracies in the results or if they wanted to clarify any statements, they had made during the interview process. Member checking is a technique used by qualitative researchers to establish credibility (Creswell, 2017).

### **Discrepant Cases**

Discrepant data are responses to interview questions that do not support the major themes found in the data. Discrepant data contradicts the themes found in the data (Creswell, 2012). To mitigate against discrepancies, each participant was asked to review their interview responses to interview questions. They were asked to correct any discrepancies and return them via email. No discrepant cases were found.

### **Limitations**

This study was limited to four parents and four teachers of children at three kindergarten-level schools in one parish on the island of Jamaica. Mason (2010) argued

that understanding when data has reached saturation should not be complicated by preconceived notions about sample size for a study. However, perspectives shared by participants, which were used to inform the study's findings, may not be generalizable as they do not represent the views of all parents and teachers in Jamaica. Limitations of the study also included diverse educational levels of parents and teaching experiences, and PD of teachers.

### **Data Analysis Results**

The study was conducted in three government owned institutions in Jamaica. Government owned educational institutions in Jamaica are those owned, founded, and operated by the government of Jamaica through the Ministry of Education. At the kindergarten level, these schools are known as infant schools or infant departments, catering to children between the ages of 3 years, 8 months, and 6 years. Parent data were provided by four parents who were 18 years or older, with children enrolled in one of the three infant schools in which the study was conducted. The four teachers interviewed were in infant departments with a minimum of 3 years of teaching experience at the early childhood level.

For this study, two RQs were developed from the problem that confounded this research and guided by the conceptual framework. The RQs addressed by this study were:

RQ1: How do teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica?

RQ2: What are parents' and teachers' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?

In response to RQ1, teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica by doing the following: Communicating frequently in an atmosphere of mutual respect and appreciation to learn about the roles of the other; Recognizing and accepting the shared responsibility for establishing collaborative relationships between parents and teachers; Adapting to new methods of communication and investing time in learning about new technologies and skills to support children's academic growth. In response to RQ2, parents' and teachers' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica are, as follows: Collaborating with various members of the school community to benefit students, teachers, school personnel, parents, and extended family members, with lack of collaboration there are few benefits; Advocating for resources to help parents who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships, when advocacy is lacking parents do not have resources; Emphasizing the benefit and power of an education to create hope for a better future for all children in Jamaica, when parents do not understand the benefit and power of an education, there are barriers to parent-teacher relationships. These RQs were formulated from the problem of parents and teachers in the island country of Jamaica not having consistent and sustained collaborative relationships that support kindergarten students'

academic achievement. Data for this basic qualitative study was collected by conducting telephone interviews with eight participants, four parents, and four teachers.

An alpha-numeric code was assigned to everyone who participated in this study to protect their identities throughout the processes of data collection, data analysis, and presentation of the findings. Ibrahim (2015) defined data analysis as extracting relevant information from data. Data analysis may involve several steps. During data analysis, data collected is summarized and analyzed to provide answers to the RQs (Ibrahim, 2015). After collecting all data, I followed the five steps for data analysis put forward by DeSilva (2019). After I concluded each telephone interview, I manually transcribed voice to text. I listened to the audio recordings, read over the transcriptions several times, and made notes in my reflective journal. This process guided me in identifying codes from each participant's interview responses. I created a chart to categorize data in a Word document. Each participant's transcript was organized by group, RQ, and interview questions.

Tables 1 and 2 include representative interview responses for parents for RQs 1 and 2, respectively. Each table consists of the RQ, corresponding interview questions, and representative comments. Participants are labeled with alphanumeric codes. Tables 3 and 4 include representative interview responses for teachers for RQs 1 and 2, respectively. Each table includes the RQ, corresponding interview questions, and representative comments.

**Table 1***Representative Parent Interview Responses for Research Question 1*

Research Question 1	Interview question	Representative response
<p>How do parents develop high-quality collaborative relationships that support kindergarten students' academic achievement in Jamaica?</p> <p>Prompt: I heard you say ... please give an example</p>	<p>1: In your own words, please define the term parent-teacher collaborative relationships.</p>	<p>P1A: P and T come together; better the child; T becomes P at school; T responsible for child's well-being; Physical well-being; Emotional well-being; Academic well-being; Level of connection.</p> <p>P2B: Child spends most of time at school; Communication; Child's needs met; Work as team; Child benefits; Identify concerns with T; Seek professional help if needed</p> <p>P3B: Collaborative relationship for decision making; C benefits; C develops to full potential</p> <p>P4A: P &amp; T working together on projects; Work together to complete tasks.</p>
	<p>2: What do these relationships look like in your child's school?</p>	<p>P1A: P very involved in their c's life; Spend time w/c before/after school; Persons push children; Most children on principal's honor roll; P gets PTA information; C managing throughout day</p> <p>P2B: P very involved in their c's life; Spend time w/c before/after school; Zoom information from T; Grandparent wants to be involved.</p> <p>P3B: P &amp; T collaborate; Communicate with different mediums; See child progress/meet milestones as students; T reports daily activities; Whats app or email on daily basis; Sends printed material to encourage; Printed material to educate; Printed material on how to help; Learning; Technology; co-teach at home</p> <p>P4A: Parent participates in all at the school; Parents supports projects and assignments; Parent checks in, Parent assists properly.</p>
	<p>3: What is your role as a parent in establishing and maintaining parent-teacher collaborative relationships?</p>	<p>P1A: Aware; Checkup; Explain; Laisse with T</p> <p>P2B: Ensure I am informed; Call ask how I can assist; Participate in devotion; Bring things because of COVID; Communicate with bus driver</p> <p>P3B: Share; Promote goals of institution; Provide materials; Share new trends; Encourage others.</p> <p>P4A: Attend PTA; Check ongoing projects; Give reminders to other parents; Encourage others.</p>

**Table 2***Representative Parent Interview Responses for Research Question 2*

Research Question 2	Interview question	Representative response
<p>What are parents' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?</p> <p>Prompt: I heard you say ... please give an example</p>	4: What parent involvement strategies have you found to be successful in establishing and/or maintaining parent-teacher collaborative relationships?	<p>P1A: Walk across the street; PTA meetings; WhatsApp group</p> <p>P2B: Communication; Grandmother relays message</p> <p>P3B: Become part of institution; collaborate; expend energy; student mentoring program; assist with cleaning; help with breakfast program</p> <p>P4A: Communicate; Ask questions; Support learning.</p>
	5: What are the benefits of establishing and maintaining parent-teacher collaborative relationships to support your child's academic success?	<p>P1A: Child feel connected; child's learning styles and needs are met by trained person; higher level of academic success; cannot strive in isolation; connect home and school</p> <p>P2B: Knowledge; awareness; intervention; help teach; supervise homework; help with interest</p>
	6: What are the barriers to establishing and maintaining parent-teacher collaborative relationships to support your child's academic success?	<p>P3B: Learner focused; motivation; teacher job easier when mom is clear; staying informed; working to involve all parents</p> <p>P4A: Allot time to assist with school activities; Availability</p>
	7: Is there anything else you would like to share?	<p>P1A: Parents lacking economically, academically, parents are teenagers; Parents don't have the mindset emotionally; Parents have low levels of literacy; limited time</p> <p>P2B: COVID; Lacking space to accommodate learning; time constraints</p> <p>P3B: Lack of communication; teachers lack respect for culture; language – academic challenges; social barriers.</p> <p>P4A: No communication.</p>
		<p>P1A: Need parent education; advocate for program; sessions on coping skills; communicate importance of an education for everyone – we have a nation that is illiterate, and it will impact the parent-teacher collaborative relationship.</p> <p>P2B: Teachers need passion for what they are doing; praise students; give slower kids attention; give children a firm foundation that is firm; parents create a team to help each other help children.</p> <p>P3B: Make sure a collaboration is formed with teachers; build understanding; work together.</p> <p>P4A: Have class to support parents; Write educational letters; Help parents develop skills; Coping sessions with parents; Illiterate nation will have impact of education; start classes to support parents who need additional support.</p>

**Table 3***Representative Teacher Interview Responses for Research Question 1*

Research question	Interview question	Representative response
<p>How do teachers think high-quality collaborative relationships can be formed that support kindergarten students' academic achievement in Jamaica?</p> <p>Prompt: I heard you say ... please give an example</p>	1: In your own words, please define the term parent-teacher collaborative relationships.	<p>T1A: P and T; Safety and well-being of children ; Home or school; Relationships play a vital role; Parent-teacher relationship is good for the child</p> <p>T2B: Working as a team; working close child's academic performance; Not only academic; Collaboration; Holistic development</p> <p>T3A: Parents and teachers relate; Weaknesses; Strengths; Work together; Strengthen weak.</p> <p>T4C: Feedback from parents; Teacher and parents give constant feedback; Children are involved; Information flows in both directions; All aspects</p>
	2: What do these relationships look like in your school?	<p>T1A: PTA; WhatsApp group; Communicate with parents directly; Communication to enhance relationships</p> <p>T2B: Good parent teacher collaborative relationship; Parents supportive; Working together well; Talk about issues; Everybody needs a chance to participate; School cannot afford tissue and napkins everyday - I help.</p> <p>T3B: Much better face to face; Results are valid can record what is seen; Feedback from parent is based on time they spend with children; Some parents have reading challenges; Exceptionalities and signs disabilities shared with parents</p> <p>T4C: P calls teacher; P communicates when they do not understand; Teacher communicates behavioral problems; P and T problem solve</p>
	3: What is your role as a teacher in establishing and maintaining parent-teacher collaborative relationships?	<p>T1A: Education is important; Parent involvement is important; Section in lesson plan state parental involvement; Email; Prepare for success</p> <p>T2B: Not just teacher or facilitator; Personalize; Treat children like they are my own; Dialogue; Tell children importance of education</p> <p>T3B: Children's development affected by COVID; Communicate; Work with parents to support challenges children have; Talk with all family members or guardians; Discuss solutions.</p> <p>T4C: Ensure parents are kept abreast; Share information; Keep family abreast of changes.</p>

**Table 4***Representative Teacher Interview Responses for Research Question 2*

Research question	Interview question	Representative response
What are teachers' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?	4: What parent involvement strategies have you found to be successful in establishing and/or maintaining parent-teacher collaborative relationships?	T1A: Parents support fund-raising activities and getting resources for school; I provide a space in the classroom for parents to get information and share suggestions; Use suggestion box T2B: I ask child about lunch money and change; I puts in lunch money for child to get lunch; Teacher has relationship with parent T3B: Sports Day; Fundraising activity; allows parents to feel comfortable communicating T4C: Teacher sends voice notes along with written work; makes phone calls; parents attend PTA meetings; uses text messages
	5: What are the benefits of establishing and maintaining parent-teacher collaborative relationships to support your child's academic success?	T1A: Child's learning outcomes increased. T2B: Parents in the know; increased support T3B: Monitor children's interest and progress T4C: Child remains focused, respectful, develops socially; Teachers' jobs are easier; Win win situation.
	6: What are the barriers to establishing and maintaining parent-teacher collaborative relationships to support your child's academic success?	T1A: Lack of communication; Low work ethics; Nonattendance at PTA; Lack of access T2B: Body language; Distance from home to school for parents; Financial constraints. T3B: Social and cultural barriers; low levels of education; time constraints; Parents frustration T4C: Lack of interest; Low levels of literacy
	7: Is there anything else you would like to share?	T1A: Shared responsibilities; parent involvement T2B: Importance of education; Benefit children for the future; decrease crime; work with parents; overcome class barriers; be accepting of life T3B: Provide remedial classes and invite parents; Reading class for parents so they can help children



From participants' transcripts, I was able to capture codes (see Appendix D). From codes, I was able to recognize patterns in the data. I collapsed and renamed some of the patterns and recognized the formation of categories for both groups of participants, teachers, and parents. From the categories, themes emerged from the data. All data from analysis of interviews are being kept in a folder on my password protected computer that only I had access to. After interview data was summarized, participants were invited to complete the member checking process and notify me of any discrepancies they noted in the data. Creswell (2017) explained that member checking can be used by qualitative researchers to establish credibility. For this study, each participant had the opportunity to engage in the member checking process by reviewing an email summary of the data provided to check for accuracy.

Two tables in Appendix E show the findings and themes to address the two RQs by participant group. The RQs were as follows:

RQ1: How do teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica?

RQ2: What are parents' and teachers' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?

Data were analyzed for each finding to provide descriptions of participants' perspectives on collaborative relationships that support kindergarten students' academic achievement.

## **Research Findings**

To complete the data analysis process and identify findings, I followed a series of steps. I began by converting voice to text, categorizing the data, and creating a framework, identifying, and reviewing codes and making connections, validating and comparing data, drawing conclusions and identifying findings (see DeSilva, 2019). I created themes that were synthesized to show the findings (see DeSilva, 2019). I developed themes by analyzing transcriptions of my interviews with study participants, my reflective journal used for notetaking during the interviews, and analyses of participants' responses as I recorded different codes, patterns, and categories. Findings were revealed in this study across both participant groups that answered both RQs in the study (see Appendix E).

### ***Research Question 1***

Research question 1 allowed me to explore how teachers and parents think they can develop high-quality collaborative relationships that support kindergarten students' academic achievement in Jamaica. Parents and teachers shared that they develop high-quality collaborative relationships that support kindergarten students' academic achievement in Jamaica in the following ways: (a) communicating frequently in an atmosphere of mutual respect and appreciation to learn about the roles of the other; (b) recognizing and accepting the shared responsibility for establishing collaborative relationships between parents and teachers; and (c) adapting to new methods of

communication and investing time in learning about new technologies and skills to support children's academic growth.

**Finding 1: Communicating Frequently in an Atmosphere of Mutual Respect and Appreciation to Learn About the Roles of the Other.** The data collected revealed that participants agreed that there were different ways to develop high-quality collaborative relationships that support kindergarten students. Communication between parent and teachers was suggested by six of the eight respondents as one of the ways to develop high-quality relationships between parents and teachers that support kindergarten students' academic success. T1A stated, "we stay in touch, keep them in touch all the time the best way to collaboration." T3B referring to parents indicated that "they will call because you would have established that kind of relationship you are open to being called and answer questions even personal issues, they may be having they will call." Parents interviewed also indicated the importance of communication for developing high-quality relationships with teachers. P1A stated, "or I can go over in the lunchtime and have a talk with her and of course she welcomes me at any given time once it is not class time." For four of the eight respondents (P2B, P3B, T1A, and T4C) communication between parents and teachers formed a part of the definition for collaborative relationships between parents and teachers. P2B stated that "parent-teacher collaborative relationships would be one where the parent and the teacher would be communicating on at least a weekly basis in regard to the child to ensure that learning is taking place and the child." Respondents revealed that different methods were used for communication some of which involved the use of technology such as sending of text messages, use of the WhatsApp platform, and

sending of email (P1A, P4A, T1A, T4C). Traditional forms of communication were also mentioned by respondents, these include visiting the teacher at school and Parent Teacher Association meetings and consultations (P1A, P4A, P2B, T1A, T3B, and T4C). Communication between parents and teachers also increased parent volunteering. Four respondents agreed that parent involvement in school activities was a strategy to developing high-quality relationships that support kindergarten's academic success (P3B, P4A, T1A, T3B).

**Finding 2: Recognizing and Accepting the Shared Responsibility for Establishing Collaborative Relationships Between Parents and Teachers.**

Participants' responses indicated that all parents and teachers who were a part of this study understood the importance of working together for high-quality parent-teacher relationships to be developed that impacted students' academic success. Participants also agreed that kindergarten children's holistic development was impacted when these relationships are formed (P1A, P2B, P3B, P4A, T1A, T2B, T3B, and T4C). P1A stated that "parent and teacher come together to work for the betterment of the child's education. I think betterment was emotionally, physically, academically." P4A stated that "both of them would do their part and in other words join together for the completion of what they are doing." Likewise, teachers interviewed shared the perspective that an understanding of the importance of parent-teacher relationships and carrying out their roles as teachers contributed to the development of high-quality collaborative relationships. T1A stated, "So the underline assumption of the parent-teacher relationship is good for the child as well because when the child knows that parent and teacher have

that relationship where they unite together, we tend to get better work from them.” T4C stated, “Information is given to the teacher and to the parent and vice-versa. In every aspect of the child’s life, school life, and there are times also when the parent can share other things with the teacher concerning the child.”

**Finding 3: Adapting to New Methods of Communication and Investing Time in Learning About New Technologies and Skills to Support Children’s Academic**

**Growth.** In responding to what parent-teacher relationships look like P3B stated, “Also they send on a daily basis through WhatsApp or email, any kind of printed material to encourage or to educate . . . how to help your child I am seeing that in my son’s school.”

T1A stated, “We have a WhatsApp group where teachers communicate with parents directly. Allow calls up to a certain time of the day. We have regular monthly meetings with the PTA body, we have a PTA rep that represents the parents.” P4A stated, “Check up on ongoing projects or if they are planning on anything new involve me being a part of it. And even calling if they get homework. Anything that has to be done, I have to check with the teachers.” P2B stated, “So as I said daily communication between my child’s teacher and my mother I am seeing presently. I know that there are a few updates as it relates to PTA meetings or Zoom meetings.”

***Research Question 2***

Research Question 2 allowed me to explore the perceptions of parents and teachers on the benefits and barriers to forming collaborative relationships that support kindergarten students’ academic achievement in Jamaica. In responding to this question parents and teachers revealed benefits to collaboration in the following ways: (a)

Collaborating with various members of the school community to benefit students, teachers, school personnel, parents and extended family members, and the country of Jamaica; (b) **Advocating for resources to help parents** who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships (c) **Emphasizing the benefit and power of an education** to create hope for a better future for all children in Jamaica. In responding to this question parents and teachers revealed barriers to collaboration in the following ways: (a) Not collaborating with various members of the school community to benefit students, teachers, school personnel, parents and extended family members, and the country of Jamaica; (b) Not **advocating for resources to help parents** who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships (c) Not **emphasizing the benefit and power of an education** to create hope for a better future for all children in Jamaica.

**Finding 4: Collaborating With Various Members of the School Community to Benefit Students, Teachers, School Personnel, Parents and Extended Family Members, and the Country of Jamaica.** All participants interviewed shared their responses on the benefits of establishing and maintaining parent-teacher collaborative relationships to support children's academic success. Parents and teachers indicated that several benefits made a difference in kindergarten children, their parents, and their teachers.

Increased learning outcomes and the sharing of information and monitoring of a child's progress is maximized by parents and teachers having collaborative relationships.

Collaboration between parents and teachers also contributed to children remaining focused and being respectful (P3B, T1A, T2B, T3B). P3B stated, “I have proven that with that relationship it keeps the learner focused, it keeps the child to be respectful, social development, the personalities are shaped.” Other benefits for children identified by respondents include children’s confidence being boosted (2TB and 3TB) and children having good records at school for parental involvement (P4A).

All participants agreed that a benefit to establishing and maintaining parent-teacher collaborative relationships to support children’s academic success was that the child’s learning outcomes were increased (P1A, P2B, P3B, P4A, T1A, T2B, T3B, and T4C). P1A stated, “I don’t see it possible for students to strive in isolation there has to be a connection between home and school for the students to be successful.” P3B stated, “They know that teacher and mommy have a relationship it encourages the child to do his or her best. It promotes learning.” T1A stated, “So most importantly if teachers can keep parents knowledgeable about what is happening in the classroom, with their own children, the chances of students’ learning success increase tremendously.” T2B shared a statement about what happens when teachers keep parents aware of their children’s performance and behavior in the classroom, “There was progress in the student’s academic performance -- more willing to learn, more settled able to get more out of them academically once you have a good parent-teacher collaborative relationship.”

All parents and three of the teachers interviewed agreed that the sharing of information on the child between parents and teachers was a benefit that supported increased learning outcomes for children (P1A, P2B, P4A, T1A, T2B, T3B, and T4C).

P2B stated, “You will always be in the know for the most part because what you do not know you cannot act on.” P4A, stated “I love to ask questions. I am always asking questions. So, I get to know almost everything. I like to be kept informed. T3B stated, “The children’s strengths and weaknesses were looked at so we can improve on that and of course when we do that the children will function better in society, they will improve in the weak areas and be strengthened in the strong areas.” T4C elaborated by saying, “Both parents and teachers are kept abreast of what is going on professionally. On the part of the parents, at the child’s level whether developmentally or socially, parents are able to assist students with their work for the most part.”

There was one common finding for the benefits of parent-teacher relationships that support students’ academic achievements, that is both parents (T2B, T3B, T4C) and teachers being less stressed (P3B, T3B, T4C). T3B stated, “It takes some pressure off parents to know that the teachers have the best interest of the child at heart, and they can work with the teachers, and they know where their children are and how to support them.” P3B stated, “The teacher’s job becomes easier, mommy will get to have a clear understanding as to what is going on at school every day, so you were informed.” T4C stated, “Also, there is less stress on the teacher because if there is collaboration and there is help at home then the teachers’ work is easier.” Increased parental involvement was cited as a benefit of collaborative relationships between parents and teachers (P3B, T1A, T4C).



**Research Finding 5: Advocating for Resources to Help Parents Who Need Access and Support to Overcome Barriers to Enable Them to Create Positive Parent-Teacher Collaborative Relationships.** Notwithstanding the benefits of parent-teacher relationships that support kindergarten students' academic success, parents and teachers also identified barriers to establishing these relationships. By responding to IQ6, participants in the study identified several barriers forming and maintaining collaborative relationships. The most commonly reported barriers were, as follows: parents' academic background, lack of finances and resources and communication challenges. Participants also advocated for resources to support parents in overcoming barriers.

Parents' academic backgrounds, literacy levels, and their lack of the necessary skills to support their children academically were considered a barrier for seven of the six participants in the study (P1A, P2B, P3B, T1A, T3B, and T4C). Teachers and parents suggested ways of helping parents with limited academic backgrounds, such as: parent education to enhance parents literacy levels, training in health matters related to hygiene and nutrition. P1A stated:

If you don't know letter sounds you can't read, they themselves do not know these basic things. So, they have the mind, they have the ambition, but they say 'me want you come better than me' but they are not able to.

P3B elaborated, "In a situation where parents may have academic challenges, if the teacher is not accommodating of a parent and the parent is not seeing cushioning from the teacher the parent is going to be withdrawn and away." T3B shared, "For example, there was a child who said to me his mother could not read so he did not do the

homework because the person who normally helps was not available.” T3B further stated, “with this knowledge, you have to put out a little extra now because the parent needs the additional help. Parents ask for assistance in reading and so on, I do accommodate when I can of course.”

Financial challenges that parents are faced with by some being unemployed and their economic backgrounds are barriers for parent teacher collaborative relationships. This is the perspective of five of the eight participants in the study. P1A stated, “A parent live a certain distance from the school, to find that fare to transport them back and forth they don’t have it. Some of them what is required to give the child the basic they themselves are lacking.” P2B stated, “Not everyone is able to put on a credit. . . call the teacher and find out what is happening, or. . .find fare to go to the school and try to see what is going on.” T2B stated, “Sometimes parents are unable to communicate via WhatsApp or telephone call. They have something urgent but because of the distance to come to school -- affordability no money. Many parents have financial constraints.” T4C stated, “With the financial aspect even when we were doing online you have some of them will say they can’t afford to buy the data or credit so sometimes you realize that you cannot make contact with them.”

Five of the eight respondents perceived communication challenges as a barrier to parent-teacher relationships that supported kindergarten student’s academic achievement. Communication as described by respondents included method of communication used such as over phone or in person, tone and body language used when communicating, and positive tone in communication skills. P2B stated, “Communication on the phone is one

thing but then if everybody is going to be communicating on the phone maybe somebody is going to get left behind.” P3B stated, “If you have not mastered good communication, it will prevent having a parent teacher relationship or collaboration; and in the sense that people are sometimes withdraw or hesitant in communication.” T2B stated, “The way you communicate can be a barrier. Sometimes we use body language, sometimes verbally.”

The COVID-19 pandemic was also seen as a barrier to communication between parents and teachers. P2B stated, “The first one is COVID because you are not able to, communication on the phone is one thing but then if everybody is going to be communicating on the phone maybe somebody is going to get left behind.” T2B stated, “COVID [is a barrier] parents would want to come in from time to time to see what is happening in the classroom, but they can’t. Communication is the key for the whole collaboration thing to work.”

Participants also shared that lack of interest of parents (P1A, T3B, T4C) and teachers (P2B), distance from school (P1A, T1A), maturity of parents (P1A), class size (T4C), cultural barriers (T1A) and time constraints (P2B, T2B, T3B) were also barriers to parent teacher relationships that support academic achievement. P1A stated, “And so sometimes they may become frustrated and just can’t bother.” P2B stated, “A barrier could be that a particular teacher does not look approachable, or you approach the teacher and based on their response it seems like they don’t have any time, they do not show any interest.”

Throughout the interviews, when participants responded to the last question seeking information on anything else they would like to share, a common response among participants was the importance of parents and teachers working collaboratively and the need to support parents in overcoming the existing barriers to maintaining parent-teacher collaborative relationships. Participants indicated that some parents needed additional support to be able to improve on their parent-teacher collaborative relationships. P1A stated, “So we could build a program with a nice name, an attractive name, so parents who do not have the basic can become a part of that they themselves could gain the skills necessary to assist their children.” P3B, stated, “The smooth transition between home and school, parent understood teacher, teacher understand parent we are working towards and if you want to come on board for the child’s optimum development if we get it right.” T4C stated, “I was thinking of, those who are not literate and it is something I thought of sometime ago, provide remedial classes and invite some of the parents if they so desire like a reading class.”

**Research Finding 6: Emphasizing the Benefit and Power of an Education to Create Hope for a Better Future for All Children in Jamaica.** Participants understood the value of education for all children in Jamaica. P2B stated, “It matters for the infant department; the end depends on the beginning. My mother always tells me you need a firm foundation because if you stray throughout there is something you can catch up on the foundation must be firm.” P3B stated, “I would have to reiterate to say the best thing we can do for our children is to make sure that we form and maintain a wonderful collaboration with our teacher, our child’s teacher it will benefit our babies 100%.” T3B

stated, “If you want the child to function, we have to make sure we collaborate we work together for the benefit of the children and not only for now but for their future. We are preparing them to function in society.”

### **Research Support for Data**

This basic qualitative interview study explored the perceptions of teachers and parents about collaborative relationships to support kindergarten students’ academic achievement in Jamaica. In section 2, I described the methodology used in the study and presented data analysis, and results, and limitations of the study. The data provided by parents and teachers as they shared their perspectives about collaborative relationships to support kindergarten students’ academic achievement provided guidance for the outcomes in relation to the problem and the RQs.

McDowell et al. (2018) suggested that enabling systems that guaranteed parents and families felt welcomed in schools is necessary for parental involvement. Teachers creating an atmosphere that parents felt comfortable to communicate in was also highlighted in the study. Feeling welcomed and respected by teachers was significant to enabling communication between parents and teachers. The component of attitudes by Christenson (2001) supported parents’ and teachers’ perceptions on the importance of developing positive attitudes between parents and teachers for effective parent-teacher relationships. The components of approaches, attitudes, and atmospheres presented in the parent and family intervention framework presented by Christenson and Sheridan (2001) and the mesosystem put forward by Bronfenbrenner (1979) align with the perspectives shared by parents and teachers on the importance of parents and teachers appreciating

each other's role and working together to support children's development (Kelty & Wakabayashi, 2020). There are greater opportunities for children to learn and develop when parents and teachers understand and know their shared responsibilities for the children in their care (Epstein, 2009). Parents must be involved in their children's learning through different partnership initiatives with their children's teacher and school as they support their learning. The perspectives of participants in this study on parent-teacher relationships and academic success of children reflected components of the six parental models put forward by Epstein (2005). The six types of involvement are: outlined by Epstein were found in the study, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Parents and teachers agreed that parents have a role to play in supporting their children's learning at home and the need for effective communication to take place between parents and teachers. Likewise, the components of volunteering and learning at home resonated with participants of this study as both participant groups identified the need for parental support and the education of families.

Parents and teachers can encounter different challenges as they work together to support children's learning. Participants in this study identified similar challenges to parent-teacher collaborative relationships as those put forward by Choi (2017). These challenges included lack of time, parents' education level, and economic status of parents. Notwithstanding these challenges, parents and teachers are aware of the benefits of parent-teacher collaboration on early literacy (Jeon et al., 2020) and the power of education for a better future for all children in Jamaica. Cole (2020) conducted a study in

Jamaica on parental involvement at the elementary level and concluded that despite the different challenges Jamaican parents face regarding parent-teacher collaborative relationships they mostly wanted the best education for their children and wanted to be involved in their children's learning.

### **Summary of Findings**

In this qualitative study, the aim was to explore perspectives of parents and teachers regarding the development of high-quality collaborative relationships and the benefits and barriers of maintaining these relationships. Data collected for this study via an interview protocol revealed that teachers would benefit from PD to support teachers in infant schools in gaining knowledge and skills they need to support parents in establishing and maintaining parent-teacher relationships. PD, as presented in this project study helps teachers gain a clearer understanding of how to work with adult learners and how to meet the needs of some parents who come from limited educational backgrounds and have low levels of literacy. In this study, both parents and teachers advocated for parents to be assisted with gaining knowledge and skills that would develop their competency in supporting their children academically. Some teachers also expressed willingness to volunteer to offer literacy training to support parents in co-teaching and helping their children with homework. Therefore, in responding to the findings of this study, the current literature and the conceptual framework based on the four concepts that are found in parent-teacher collaborative relationships outlined by Christenson and Sheridan (2001) in their parent and family intervention framework and Bronfenbrenner's ecological systems theory, a 3-day PD workshop for infant-school teachers was created.

This PD plan is designed to equip teachers with the knowledge and skills to work with parents as adult learners in the local setting. In Section 3 a rationale for the project of this project study, a literature review, a description of the project (PD), the PD evaluation plans are presented. Implications of the PD plan are discussed.

### **Research Support for Data**

This basic qualitative interview study explored the perceptions of teachers and parents about collaborative relationships to support kindergarten students' academic achievement in Jamaica. In section 2, I described the methodology used in the study and presented data analysis, and results, and limitations of the study. The data provided by parents and teachers as they shared their perspectives about collaborative relationships to support kindergarten students' academic achievement provided guidance for the outcomes in relation to the problem and the RQs.

McDowell et al. (2018) suggested that enabling systems so parents and families are welcomed in schools is necessary for parental involvement. Teachers creating an atmosphere that parents felt comfortable communicating in was also highlighted in the study. Feeling welcomed and respected by teachers was significant to enabling communication between parents and teachers. The component of attitudes (Christenson, 2001) supports parents' and teachers' perceptions of the importance of developing positive attitudes between parents and teachers for effective parent/teacher relationships. The components of approaches, attitudes, and atmospheres presented in the parent and family intervention framework presented by Christenson and Sheridan (2001) and the mesosystem put forward by Bronfenbrenner (1979) align with the perspectives shared by



parents and teachers on the importance of parents and teachers appreciating each other's role and working together to support children's development (see Kelty & Wakabayashi, 2020). There are greater opportunities for children to learn and develop when parents and teachers understand and know their shared responsibilities for the children in their care (Epstein, 2009). It is crucial that parents are involved in their children's learning through different partnership initiatives with their children's teacher and school as they support their learning. The perspectives of participants in this study on parent-teacher relationships and academic success of children reflected components of the six parental models put forward by Epstein (2005). The six types of involvement are: outlined by Epstein were found in the study, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Parents and teachers agreed that parents have a role to play in supporting their children's learning at home and the need for effective communication to take place between parents and teachers. Likewise, the components of volunteering and learning at home resonated with participants of this study as both participant groups identified the need for parental support and the education of families.

Parents and teachers can encounter different challenges as they work together to support children's learning. Participants in this study identified similar challenges to parent-teacher collaborative relationships as those put forward by Choi (2017). These challenges include, lack of time, parents' education level, and economic status of parents. Notwithstanding these challenges, parents and teachers are aware of the benefits of parent-teacher collaboration on early literacy (Jeon et al., 2020) and the power of

education for a better future for all children in Jamaica. Cole (2020) conducted a study in Jamaica on parental involvement at the elementary level and concluded that despite the different challenges Jamaican parents face regarding parent-teacher collaborative relationships they mostly wanted the best education for their children and wanted to be involved in their children's learning

### **Summary of Findings**

In this qualitative study, the aim was to explore perspectives of parents and teachers regarding the development of high-quality collaborative relationships and the benefits and barriers of maintaining these relationships. Data collected for this study via an interview protocol revealed that teachers would benefit from PD to support teachers in infant schools in gaining knowledge and skills they need to support parents in establishing and maintaining parent-teacher relationships. PD, as presented in this project study helps teachers gain a clearer understanding of how to work with adult learners and how to meet the needs of some parents who come from limited educational backgrounds and have low levels of literacy. In this study, both parents and teachers advocated for parents to be assisted with gaining knowledge and skills that would develop their competency in supporting their children academically. Some teachers also expressed willingness to volunteer to offer literacy training to support parents in co-teaching and helping their children with homework. Therefore, in responding to the findings of this study, the current literature and the conceptual framework based on the four concepts that are found in parent-teacher collaborative relationships outlined by Christenson and Sheridan (2001) in their parent and family intervention framework and Bronfenbrenner's

ecological systems theory, a 3-day PD workshop for infant-school teachers was created. This PD plan is designed to equip teachers with the knowledge and skills to work with parents as adult learners in the local setting. In Section 3 a rationale for the project of this project study, a literature review, a description of the project (PD), the PD evaluation plans are presented. Implications of the PD plan are discussed.

### Section 3: The Project

#### **Introduction**

In this section, I present the PD that I developed based on the findings from the project study. I conducted basic qualitative research with interviews with eight volunteer participants. The participants were four parents of kindergarten-aged children enrolled in infant schools in Jamaica and four kindergarten-level teachers of children attending these infant schools. The findings allowed me to answer the two RQs. I was able to identify participants' perceptions of their needs. Parents and teachers who participated in this study shared that there were benefits and barriers to establishing and maintaining collaborative relationships that support kindergarten students' academic achievement. These challenges included identifying ways to communicate, sharing responsibilities, collaborating, adapting to changes, advocating for families in need, and emphasizing the goals of an education for the children in Jamaica.

#### **Rationale**

The problem that was addressed through this basic qualitative study is that parents and teachers in the island country of Jamaica do not have consistent and sustained collaborative relationships that support kindergarten students' academic achievement. Findings from the study revealed that one of the common barriers to the establishment and maintenance of parent teacher collaborative relationships to support student's academic success was the educational backgrounds of parents and the limited knowledge and skills of some parents. Parents and teachers also advocated for parents to be assisted with improving their literacy skills.

After reviewing the four approved project genres in relation to the findings of my research, I decided on a PD plan. The data collected from the participants in this study revealed the following findings that addressed the research questions.

- communicating frequently in an atmosphere of mutual respect and appreciation to learn about the roles of the other
- recognizing and accepting the shared responsibility for establishing collaborative relationships between parents and teachers
- adapting to new methods of communication and investing time in learning about new technologies and skills to support children's academic growth
- collaborating with various members of the school community to benefit students, teachers, school personnel, parents, and extended family members
- advocating for resources to help parents who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships
- emphasizing the benefit and power of an education to create hope for a better future for all children in Jamaica to establish an understanding of solidarity in purpose

Based on my analysis of the data, it is clear that teachers and parents have identified a reason for their solidarity of purpose; therefore, I decided to conduct a PD for the project study. The PD workshop will be given to kindergarten teachers over 3 days. I have titled the workshop "A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children's Growth and Development in Jamaica."

The major goal of conducting this PD with teachers over the 3-day period is to inform them of the findings from the research and present current literature on the topics identified in the study that are associated with collaborative parent-teacher relationships that support kindergarten children's academic success. Teachers will also be exposed to principles of teaching adult learners and recommendations for supporting parents with limited academic knowledge and skills. According to Nooruddin and Bhamani (2019), PD exercises should focus on the needs and interest of teachers. Teachers participating in this study indicated interest in providing support to parents with low literacy skills and as such are likely to present with positive attitudes as they participate in the PD sessions. When teachers attend PD sessions with a positive attitude, they are more likely to have success in the sessions (Sakin, 2020).

### **Review of the Literature**

I reviewed literature on developing a PD plan based on the six themes identified from the analysis of study data. The purpose of conducting the literature review was to explore and present a scholarly review on PD and the themes that emerged from the data analysis, connecting current theory to the PD plan. Throughout the literature review, research-based evidence is provided on PD; the development of high-quality collaborative relationships between parents; and the benefits of, and barriers to, collaborative relationships that may support kindergarten students' academic achievement in Jamaica.

I conducted scholarly literature review relating to PD and the emerging themes from the data analysis. I reviewed peer-reviewed articles from the Walden University

Library databases such as ERIC, Academic Search Complete, and Teacher Reference Center. Additionally, Francis and Taylor Online, National Association for the Education of Young Children, and Sage Journal websites were accessed for information relevant to the study. I also used the search engine Google Scholar. The keywords used to search for peer-reviewed journal articles within the last 5 years included *professional development*, *benefits of professional development*, *professional development for early childhood teachers*, *professional development and parents*, *developing high-quality relationships with parents*, *teachers and parents communicating*, *improving communication between parents and teachers*, *sharing of information between parents and teachers*, *benefits of parent teacher relationships*, and *barriers to parent teacher relationships*. I also met virtually with the Walden EdD librarian at Walden University and received guidance on how to use different search strategies to find articles related to my topic of interest.

The review of literature supported the six themes that emerged from analysis of the data. Parents and teachers shared that they develop high-quality collaborative relationships that support kindergarten students' academic achievement in Jamaica in several ways. These included (a) communicating frequently in an atmosphere of mutual respect and appreciation to learn about the roles of the other; (b) recognizing and accepting the shared responsibility for establishing collaborative relationships between parents and teachers; (c) adapting to new methods of communication and investing time in learning about new technologies and skills to support children's academic growth; (d) collaborating with members of the school community to benefit students, teachers, school personnel, parents and extended family members; (e) advocating for resources to

help parents who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships; and (f) emphasizing the benefit and power of an education to create hope for a better future for all children in Jamaica.

I organized the literature review to present a thorough critical, interconnected analysis of how theory and research support the content of the project. The following topics are addressed in the literature review: PD for teachers, developing high-quality parent-teacher collaborative relationships, benefits of collaborative relationships between parents and teachers, barriers to collaborative relationships between parents and teachers, and supporting parents for improved parent-teacher collaborative relationships.

### **Professional Development for Teachers**

Darling-Hammond et al. (2017) defined PD as targeted learning that impacts changes in how teachers perform their duties and contribute to improvement in student learning outcomes. PD for teachers can lead to change in classroom practices, impact children's learning outcomes and generally improve schools. If teachers are to actively be a part of improving their schools then their learning processes must be developed through PD (Postholm, 2018). Teachers benefit from PD when they are active participants in these sessions and their professional needs are being met. Teachers find PD activities meaningful when they are given opportunities to collaborate and problem-solve together (Cooper et al., 2018). Darling-Hammond et al. contended that one tenet of a high-quality PD is collaborative learning of participants. Such PD sessions make use of interactive activities. Successful PD sessions also provide opportunities for teachers to reflect on their practice and plan to make the necessary changes. PD sessions should also allow



opportunities for the sharing of feedback (Darling-Hammond et al., 2017). Building on Darling-Hammond et al., Bates and Morgan (2018) identified seven elements of effective PD sessions. These elements include the following: a focus on content, active learning, support for collaboration, models of effective practice coaching and expert support, feedback and reflection, and sustained duration. A PD experience that is supported by this model will have a specific focus topic throughout the workshop sessions with activities that promote active participation and collaboration between participants. Facilitators should also present participants with demonstrations, case studies, and hands on activities. A good PD session also draws on experts in the field where necessary to enrich the learning experiences of participants. Additionally, efforts must be made to provide teachers with feedback at PD sessions. Of equal importance is the allotment of time at PD sessions for teachers to reflect on their practice together with their learning experiences. PD sessions should allow for continuous learning opportunities for teachers extending beyond a single session (Bates & Morgan, 2018). There is a need for teachers to be engaged in PD that is geared towards supporting teachers in building home-school partnerships (Yulianti et al., 2022).

### **Development of High-Quality Parent-Teacher Collaborative Relationships Through Communication**

Parent-teacher communication is a crucial tool that can be useful in motivating parents to be more involved in their children's school life at home and school (Yulianti et al., 2022). Azad et al. (2021) suggested that parent-teacher communication can be complex with different dimensions. Given these dimensions and the importance of

parent-teacher communication in supporting children's development it is important that parents and teachers establish open lines of communication.

### **Education on New Technologies and Skills to Support Children's Academic Growth**

The COVID-19 pandemic brought with it a need for teachers and also parents to learn different strategies and skills as they maneuvered remote learning. Teachers had to change their teaching practices (Code et al. 2020, Abdul-Majied et al., 2022) to be able to facilitate their children who were no longer face to face at school. Likewise, parents and caregivers had to respond to having their children receiving teaching and learning activities from home. In learning new approaches to accommodate their children's learning at home, parents required more information from teachers as well as emotional support (Abdul-Majied et al., 2022). Notwithstanding, the return to face-to-face teaching, parents and teachers must continue building on the strategies utilized during remote learning to support their children's learning.

### **Collaboration Between Parents and Teachers to Increase Learning Outcomes and Student Success**

Parent-teacher collaborative relationships have the potential to contribute to students' success (Paccaud et al., 2021). With increased parent-teacher collaboration, parents and teachers are able to work together to create environments at school and at school that cater to the strengths and weaknesses of the children in their care (Western Governors University, 2021). Parental involvement is critical to children's learning and development, especially in the early years. Children who have parents who are involved in their school life have higher academic achievement than children with parents who are

less involved (Lara & Saracostti, 2019). Further, collaboration between parents and teachers lead not only to the gaining of academic skills but also to the emotional well-being of children. Paccaud et al. (2021) also found that parents were confident that their children would do well later on in life. Parents also believe that their children doing well in school is necessary for them to escape poverty (Garcia et al., 2020).

### **Communication Between Parents and Teachers**

According to Paccaud et al. (2021), communication and the sharing of information between parents and teachers is an important factor for school family partnerships. Teacher communication with parents is an important factor that drives the involvement of parents in their children's education (Yulianti et al., 2022). It is necessary that there is clear and frequent communication between parents and teachers. Gulevska (2018) suggested that for home-school collaborations to be effective, communication between school and parents should be planned with a variety of approaches being explored. Communicating with parents and involving them in school decisions can also positively impact parent-teacher collaborations. Further, Yulianti et al. (2022) stated that parents responded to opportunities for volunteering when invited to by teachers.

### **Means of Addressing Barriers to Collaborative Relationships**

#### ***Parents' Educational Backgrounds***

According to Lyu et al. (2019), education is an important social institution. Although the social importance of education is widely agreed on there continues to be inequalities in the education sector from the early childhood years (Lyu et al., 2019). Some of these inequalities present as challenges to collaborative relationships between

parents and teachers. One such factor is the educational attainments of parents. Li and Qiu (2018) argued that parental education directly impacted children's academic success. Parents with lower educational gains may also underestimate their roles in supporting their children's academic development. These parents may think that their children's teachers are best suited to provide this support (Qiu, 2018; Salin, n.d.). Additionally, some parents with low education levels may work multiple jobs or work during atypical work hours and as such are limited in supporting their children's academic efforts (Napoli et al., 2021). Parents with low educational attainments may also lack confidence to communicate with their children's teacher (Salin, n.d.).

### ***Improper or Inadequate Communication***

Communication between parents and teachers on the achievements and development of children is necessary (Chen, 2022). Mutual recognition and appreciation for each other's roles must also be communicated for parent teacher collaboration to be effective (Paccaud et al., 2021). Hoerr (2017) suggested that in a similar way to how doctors need to dedicate time to get to know their patients and communicate with them respectfully, teachers need to do the same for their students' parents. Given the importance of communication in maintaining parent-teacher collaborative relationships if adequate time is not dedicated to communication between parents and teachers there was negative consequences for children. Being clear and encouraging, discussing the negatives, celebrating the positives, being open to feedback, shared decision making and working together as a team are recommendations to illuminate improper communication between parents and teachers (Western Governors University, 2021).

### ***Lack of Finances or Resources***

To be able to maintain parent-teacher relationships that support children's academic success parents must be equipped with the relevant resources to carry out their supportive roles (Western Governors University, 2021). Students' academic achievement can be directly linked to family poverty. Research show that there is an association between children's math and reading skills and a family's economic background (Brooks-Gunn and Duncan 1997; Dahl and Lochner 2008; Mcloyd 1998; Morris et al.2004; Reardon 2013, cited by Baker et al., 2018; Lyu et al., 2019). Lack of finances whether by unemployment or parents receiving minimum wages, potentially lead to children not being provided with the necessary resources for school. Family poverty negatively affects the academic achievement of young children (Baker et al., 2018; Davis-Kean et al., 2019). Parents from low economic backgrounds are likely to have limited interactions with teachers because of some of the challenges associated with not having enough money to support their children's learning with the necessary resources.

### **Empowerment of Parents**

Parents have different challenges in establishing and maintaining parent- teacher collaborative relationships. It is the responsibility of school leaders to explore frameworks to support families in lessening the challenges and the provision of resources for improved parent-teacher collaborations (Hornby and Lafaele, 2011; Dumoulin et al., 2014; Eggeret al., 2014, cited by Paccaud et al., 2021). The data analysis conducted for this study revealed the need for supporting parents in gaining literacy skills to increase parent teacher collaborative relationships. As such, literature is presented on how to

support adult learners. Davis-Kean et al. (2021) while concurring with the view that parental educational can improve young children's academic outcomes, also acknowledges that programs to support families must be structured in such a way that parents still have the opportunity to earn income to support their families.

### **Education of Adult Learners**

The concept of andragogy was first conceptualized by Alexander Kapp, a German teacher. This concept later became popular by Malcolm Knowles. Andragogy learning style refers to the instruction technique preferred by adult learners. Two distinctions of adult learning put forward by Malcom Knowles are that adults take responsibility for their learning and are self-motivated (Abeni, 2020). As such, when planning for adult learners considerations must be made to accommodate techniques preferred by these learners. Among the strategies recommended by Severinsen et al. (2018), to be used with adult literacy learners are: providing relevance, incorporating life experiences, encouraging learner autonomy, promoting collaborative learning, and building self-efficacy. A knowledge of adult learning theories can provide guidance on how to engage parents and the activities to engage them in. For example, working from the concept of the Andragogy theory it is important to help parents understand the need for the support being provided, engage them in motivating activities, and hands- on activities that are less instructive. The experiential learning and project-based learning theories also support adult learners being involved in hands on experiences as they learn by doing (Western Governors University, 2020). By supporting parents in their educational attainment, they may be able to have increased opportunities for more income and provide additional

resources for their children, ultimately improving outcomes for their children (Duncan et al., 2017; Gouthro, 2019).

## **Project Description**

### **Potential Resources and Existing Supports**

A 3-day PD workshop was held with kindergarten teachers in early childhood institutions from a cluster of institutions in one rural parish. Approval was sought from a local early childhood institution to facilitate participants to the sessions in the auditorium at the institution. The general objective of the workshop is to present the findings of the study to teachers and provide them with opportunities on how they can support parents with increasing their literacy skills to enhance parent teacher collaborative relationships and ultimately students' academic success. During the workshop teachers will get the opportunity to participate in collaborative activities with their colleagues and reflect on their processes and make plans for how they will go forward in supporting their parents. To carry out this PD workshop I will need a multi-media projector, a computer, access to the internet, flip charts, flip chart board, handouts, sign in sheets, and evaluation forms. The targeted early childhood institution is equipped with a multi-media projector, flip chart boards, and internet access. A formal request will be made to the institution requesting the use of the auditorium for the sessions as well as the resources being requested for the PD. If the institution is not able to facilitate the request for the resources, then I will provide the multi-media projector, computer, flip charts, and flip a chart board.

**Potential Barriers**

A potential barrier to this PD could be locating infant-school teachers who have reported having limited parent-teacher collaborative relationships. A solution to this barrier would be meeting with the early childhood officers for the local the PD was offered in and be guided in inviting teachers to the PD based on the recommendations from the early childhood officers. The officers could also be invited to share invitations with potential teachers. Another barrier could be the malfunctioning of equipment on a training day. The possible solution to this barrier is to check all equipment ahead of each session and to have printouts of information to be projected. I will also have mobile data on my phone to facilitate tethering in the event that there are issues with Wi-Fi connections. Another potential barrier could be teachers' lack of interest in participating in the workshop. To eliminate this possible barrier, ahead of compiling the presentations I will get suggestions from a sample of teachers at the early childhood level on the activities they recommend for a PD session. These recommendations will be reflected in the organization of the presentations. Also, the workshop was organized to ensure active learning and collaboration.

**Proposal for Implementation and Timetable**

One of the first steps for the implementation of this project is to meet with early childhood officers and share the findings of the study and current literature relating to PD with them. Based on the information shared, the early childhood officers will be asked to make recommendations on the early childhood institutions and teachers that can benefit from the PD. I will then follow- up with the teachers, through their principals in inviting



them to be a part of the PD, selecting the first 20 participants who respond in the affirmative.

The PD sessions will be held during one of the Easter or Christmas break when children are out of school. Over the 3-day training sessions participants will be engaged in different activities. The focus of day 1 will be to share the findings from the study. Day 2 will focus on working with adult learners and how teachers can support parents in strengthening their literacy skills. On day 3 teachers will review case studies relating to the topic and collaborate to find possible solutions to the problem identified. Each session will allow participants to reflect on their learning and give feedback on the session.

**Table 5**

*Proposed Professional Development Schedule*

Day	Professional development topic	Time
Day 1	Parent-teacher relationships: How are these relationships created? What are the benefits and barriers to these relationships?	8:30 a.m. to 2:00 p.m.
Day 2	Parent-teacher relationships: Supporting adult learners	8:30 a.m. to 2:00 p.m.
Day 3	Parent-teacher relationships: Problem-Solving	8:30 a.m. to 2:00 p.m.

**Table 6***Proposed Timeline*

Date	Task	Person	Deliverable
August	Share introductory email with early childhood officers introducing the researcher and sharing the objectives of the project and requesting a meeting	Researcher	Email
September	Meet with early childhood officers	Early childhood officers, researcher	Document with study findings and project outline
	Share invitation emails with teachers through their principals	Researcher	Email
October	Confirm attendees for PD, make follow-up calls as necessary	Researcher	Confirmed list of 20 attendees for PD sessions
November	Meet with a focus group of early childhood teachers to explore PD activities/methods that are likely to be appreciated by teachers	Early childhood officers, researcher	Agenda for meeting with teachers, meeting notes
December	Confirm availability of venue for PD session and resources with school administration	Researcher	Request letter shared with school administration
January/ February	Finalize PD agenda, activities, handouts and purchase any needed resources	Researcher	Daily agenda, handouts, resources
March	Conduct mock PD session with mentor	Mentor, researcher	Evaluation sheet provided
April	Purchase bottle water for participants	Researcher	Three cases of bottled water purchased
	Conduct PD sessions	Participants and researcher	Slide show, handouts

*Note.* PD = professional development.

## **Roles and Responsibilities of Researcher and Others**

For this workshop I will have different roles and responsibilities. My overview role is that I will be the organizer and facilitator of the PD sessions. It is my responsibility to meet with early childhood officers to get recommendations of the schools and teachers that are best suited to be a part of the PD sessions. It is also my responsibility to invite participants to the workshop, prepare the presentations and learning resources, organize the learning environment, and facilitate the workshop sessions.

Two stakeholder groups will also take on different roles to support the implementation of the PD sessions. Principals from select early childhood institutions will provide support in confirming the attendance of their teachers for the workshop sessions. The focus group of teachers selected will review proposed activities and methods for presenting the information to teachers at the PD sessions and provide suggestions for improvements with researcher.

## **Project Evaluation Plan**

### **Formative Assessment**

I will ask workshop participants to participate in formative evaluation that day by providing feedback on that day's session (see Appendix A). On an evaluation form, teachers will be asked to share their key takeaways, their satisfaction with the content and delivery of each session and suggest ways for improvement. The evaluation forms are without a slot for names, this way feedback was anonymous and should allow participants to feel comfortable completing. Feedback provided was reviewed daily so that ongoing changes can be made to the workshop as necessary. I will also be able to use

feedback from the participants to improve the quality of subsequent workshops. It is necessary that workshop presenters obtain feedback from participants to be able to determine how participants are receiving the presentations and plan how they proceed based on feedback provided (Bradbury, 2020).

### **Overall Evaluation Goals**

The overall goal of this PD is to provide teachers with opportunities to develop knowledge, skills, and strategies that will guide them in supporting parents in developing greater competence in literacy. By engaging in the 3-day PD sessions teachers will be exposed to the benefits and barriers in developing and maintaining parent-teacher relationships and be equipped with helping parents to mitigate one of these barriers, low levels of parent literacy. The overall evaluation goals of this PD are aligned with the PD goals. By completing the evaluation at the end of each session participants will get the opportunity to respond to the session's content, flow and relevance to their roles as teachers. The evaluation exercises are also designed to clarify participants' understanding of the topics presented and guide improvement in future PD sessions.

### **Key Stakeholder Groups**

The key stakeholders for this PD are teachers and principals at the early childhood level in rural early childhood institutions and early childhood officers.

#### ***Early Childhood Officers***

The local early childhood officers represent the first group of stakeholders that the researcher will make contact with regarding the planning and implementation of this PD. Early childhood officers will be invited to a planning meeting where the researcher will

share the findings from the study with them as well as a general overview of the goals of the PD. Based on the information shared with them the early childhood officers will be asked to recommend early childhood institutions that they supervise that are likely to benefit most from such PD sessions. These officers will also get the opportunity to provide any recommendations to the researcher that may contribute to the success of the PD.

### ***Principals***

The principals of early childhood institutions that were recommended by the early childhood officers are key stakeholders for this PD. For the success of this PD, it is important that principals understand and appreciate the importance of the information and strategies that will be shared with their teachers. This way they will be able to motivate the teachers they supervise to plan for and attend the 3-day PD session. Additionally, at least one principal will provide further support by accepting to host PD sessions in the auditorium at their school.

### ***Teachers***

The 20 teachers who accept to participate in this PD will form one of the stakeholder groups. The focus group of teachers who will meet with the researcher as outlined in the proposed timeline to provide guidance on the recommended activities to engage early childhood in for the PD sessions are also key stakeholders.

## **Project Implications**

### **Social Change Implications**

This project study has the potential of impacting positive social change for stakeholders within the early childhood sector. Particularly, parents and teachers in the local rural setting will benefit from increased collaborative relationships and together be better able to support children's academic success. The findings from the study presented information on how parents and teachers can develop and maintain high-quality relationships as well as the need to support parents in overcoming some of the situations that present as challenges to these relationships. The PD sessions that have been developed can guide teachers in identifying potential barriers to parent-teacher relationships as well as skills and strategies to support parents to overcome challenges that their educational backgrounds can cause.

### **Importance of the Project to Local Stakeholders**

Findings from the basic qualitative study guided the development of a PD plan that will support teachers in the local setting in learning additional strategies to support parents with low literacy levels. This project has the potential to promote positive social change for parents in the local setting. This is so as their children's teachers will be more likely to identify low literacy level as a barrier and provide support to them that will increase their competences and confidence in supporting their children's academic development. A finding from the study is that both parents and teachers had an appreciation for parent-teacher relationships and desired for support in establishing and

maintaining these relationships. As such, it is believed that this PD will be of importance to the local stakeholders.

### **Importance of the Project to the Larger Context**

Administrators of early childhood programs across Jamaica can also benefit from this study by increasing their knowledge of PD activities their teachers that may increase parent-teacher collaborative relationships in schools. This project study can also support other early childhood leaders and parent association bodies. Further, parents and teachers at the primary level may also be able to benefit from the development of this project. Community and national organizations that work with parent groups and families may also be able to reference this project as a springboard for future planning and support for families.

## Section 4: Reflections and Conclusions

Parents and teachers in the island country of Jamaica are sometimes challenged with sustaining collaborative relationships that support kindergarten students' academic achievement. In this study, I explored the perspectives of parents and teachers regarding the development of high-quality collaborative relationships and the benefits and barriers of maintaining these relationships. Based on the responses parents and teachers provided to the semistructured interview questions, I was able to develop this project study, which may have a beneficial impact on early childhood teachers and parents and, by extension, children in Jamaica.

In this section, I describe the project's strengths and limitations; make recommendations for alternative approaches; and discuss scholarship, project development and leadership, and change. Also included in Section 4 is a reflection on the importance of this project study and its implications, applications, and directions for future research. Finally, I present the conclusion to the study.

### **Project Strengths and Limitations**

#### **Project Strengths**

I identified different strengths of the project. First, the collection of quality data through semistructured interviews is a strength from this project. By using the interview protocol when administering the interview questions, I was able to create an environment in which participants were comfortable as they shared their perspectives on collaborative parent-teacher relationships. The use of the interview protocols and questionnaires also guaranteed consistency in the collection of the data and objectivity of the researcher. Six



major findings were identified from the data received that indicated how teachers and parents developed collaborative relationships to support kindergarten students:

- Communicating frequently in an atmosphere of mutual respect and appreciation to learn about the roles of the other
- Recognizing and accepting the shared responsibility for establishing collaborative relationships between parents and teachers
- Adapting to new methods of communication and investing time in learning about new technologies and skills to support children's academic growth
- Collaborating with various members of the school community to benefit students, teachers, school personnel, parents and extended family members
- Advocating for resources to help parents who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships
- Emphasizing the benefit and power of an education to create hope for a better future for all children in Jamaica

The findings of advocating for resources to help parents who need access and support to overcome barriers to enable them to create positive parent-teacher relationships highlighted the need for a PD workshop plan to help support teachers as they provide assistance to parents in increasing their knowledge and skills.

A strength of this project study is the minimal cost for implementation. The early childhood resource center that is the proposed location for this training usually facilitates teacher training sessions at no cost to teachers. Equipment needed to facilitate the training

such as a multimedia projector as well as internet facilities are also available at the resource center building.

### **Project Limitations**

A limitation to this study could be an oversubscription of teachers for the workshops. Although participants will be specially invited to be a part of the workshop, some teachers may share the workshop details with colleagues from early childhood institutions in other clusters. I will create additional resource materials and arrange for additional seating in the event that additional teachers show up at any of the sessions. I will also ask teachers invited not to share the meeting details and explain that future sessions can be arranged as needed for teachers in other clusters.

### **Recommendations for Alternative Approaches**

#### **Alternative Approaches to the Problem**

This study focused on the perceptions of parents and teachers about collaborative relationships that support kindergarten children's academic success. This research could be expanded by including the perspectives of administrators of early childhood institutions. Including administrators is useful, especially because they have a major role to play in creating opportunities for the maintenance of parent-teacher relationships (Paccaud et al., 2021).

#### **Alternative Definitions of the Problem**

The problem that inspired this study was the lack of maintained high-quality collaborative relationships between kindergarten teachers and parents. An alternative definition to the problem could be that teachers have limited or no available time to

support parents in increasing their literacy competencies. This alternative definition of the problem aligns with the problem that prompted this study.

### **Alternative Solutions to the Local Problem**

An alternative approach to the PD sessions could be the inclusion of parent-mentors as participants to the sessions. These parent-mentors would also be equipped with strategies to support parents in increasing their literacy skills. Additionally, the PD plan could be tailored to include material for parents and have them participate in the sessions.

### **Scholarship, Project Development and Evaluation, and Leadership and Change**

For this project study, I had no scholarship. Nonetheless, as I immersed myself in organizing my proposal, conducting the review of literature, collecting, and analyzing data from participants, and creating the PD workshop plan. my. One of my major takeaways from this study for me is the advocacy by both parents and teachers for support for parents in overcoming the barriers to developing and maintaining parent-teacher collaborative relationships. Further, parents and teachers had many experiences to share that increased my own learning.

### **Growth of Self as a Scholar**

In my role as researcher, particularly when conducting interviews with participants, I developed skills in thinking objectively and learnt how to appreciate the perspectives of others and remain free from bias or the forming of assumptions. One of the areas in which I grew most as a scholar was in transcribing and analyzing data. I listened to audio-taped recordings of each interview and transcribed them. This process

was sometimes long as I had to play back recordings and type responses. However, as patterns and themes began to emerge from the data, I was encouraged to complete the transcription and undertake the analysis process.

### **Growth as a Practitioner**

By interacting with colleague researchers and my research chair during the research process, I was afforded opportunities to develop my critical thinking skills and ability to apply and transfer knowledge as a scholarly writer. As a stakeholder in the early childhood sector, my competency as a workshop facilitator was increased. Additionally, reviewing current literature increased my knowledge of parent-teacher collaborative relationships. With this increased knowledge, I was able to make recommendations on improving parent-teacher relationships in the local setting and also be a panelist at a national PD session for early childhood practitioners.

### **Growth as a Project Developer**

Developing this project allowed me to address the problem associated with parents and teachers not establishing and maintaining collaborative relationships that support kindergarten children academic success. The research-based professional plan created has the potential to increase parent-teacher relationships that support academic success. By developing this project study, I not only gained knowledge on collaborative parent-teacher relationships and academic success but also on strategies to facilitate adult learners.

### **Reflection on Importance of the Work**

The problem that was addressed through this basic qualitative study was the lack of consistent and sustained collaborative relationships between parents and teachers that support kindergarten students' academic achievement. Exploring the perceptions of parents and teachers on parent-teacher relationships as well as reviewing current literature on the topic allowed me to develop a PD workshop plan. This plan can be used as a guide in supporting parents and teachers in increasing their collaborative relationships, specifically helping parents to increase their literacy skills.

From observations and conversations with parents and teachers during my work in the early childhood sector, I became aware of some of the challenges teachers and parents alike face in maintaining collaborative relationships. I hope that exposure to this PD plan will give teachers a framework that they can use as they prepare to support parents with low literacy skills. From the support received, parents may be better able to support their children's academic development.

### **Implications, Applications, and Directions for Future Research**

For this study, the data collected from four parents and four early childhood teachers provided rich insights on their perceptions on parent-teacher relationships for the academic success of kindergarten children. Using the findings from the study I was able to design a PD that will guide teachers in supporting parents for increased parent-teacher relationships that support their children's academic success. In addition, this study also adds to the literature on parent-teacher relationships for kindergarten children grounded

on the parent and family intervention theoretical framework of Christenson and Sheridan (2001) and the ecological systems theory of Bronfenbrenner (1979).

### **Potential Implications for Positive Social Change**

The implications for positive social change that are associated with this project study are related to the data collected and the development of the project study. The quality information gathered from the perspectives shared by parents and teachers on collaborative relationships became available. The development of the PD plan created opportunities for the sharing of strategies with teachers that can assist them in supporting parents with low literacy levels. By participating in the PD sessions teachers will get opportunities for collaboration, problem-solving, and reflection as they explore strategies for increasing parent-teacher collaborative relationships.

### **Methodological, Theoretical, and Empirical Implications**

This study focused on the lack of maintained parent-teacher collaborative relationships between kindergarten parents and teachers that support children's academic success in Jamaica. Completing this study revealed that there were important methodological, theoretical, and empirical implications. The methodology used to collect data for this study allowed for direct conversations through interviews with parents and teachers of kindergarten aged children. Using a qualitative study design allowed participants to respond to interview questions and share their perceptions on parent-teacher relationships in their local settings.

The conceptual framework for this study was based on four concepts that are found in parent-teacher collaborative relationships outlined by Christenson and Sheridan

(2001) in their parent and family intervention framework and by Bronfenbrenner (1979) in his ecological systems theory. The four concepts put forward by Christenson and Sheridan are attitudes, approaches, atmospheres, and actions while the ecological systems theory examines interactions that occur between educators and parents within the microsystem, mesosystem, exosystem, and macrosystem. As I immersed myself in data collected from participants, I reflected on the conceptual framework that grounded this study. The theoretical implications from this study suggest that meaningful interactions between parents and teachers are necessary to support a child's learning and development.

The empirical implication of this study implies that parents and teachers are aware of some activities that they can do to develop and maintain high-quality relationships. Additionally, parents and teachers are aware that while there are several benefits to parent-teacher relationships there are also barriers to these relationships. Both parents and teachers revealed that they are knowledgeable of strategies that can be useful in maintaining parent-teacher relationships and are desirous of supporting each other to achieve this. Another empirical implication of this study is that parents and teachers can benefit from other studies that put forward other supporting strategies for parent-teacher relationships.

### **Recommendations for Future Research**

My recommendations for future research include exploring the perspectives of early childhood administrators on parent-teacher collaborative relationships. Also, future research could include participants in other geographical locations across the entire island

to cover a broader sample. Further, learning and gaining a greater understanding of the perceptions of parents and teachers on collaborative relationships at the primary level can provide additional information on the topic.

### **Conclusion**

This basic qualitative study was conducted to explore the perceptions parents and teachers have on how high-quality collaborative relationships that support kindergarten students' academic achievement in the Jamaica are developed and the benefits and barriers to these relationships. Conducting the research with both parents and teachers allowed for a deep understanding of the phenomenon from each stakeholder's perspective. The findings from this study have the potential of impacting positive social change to address a gap in practice with the implementation of the PD plan on increasing parent literacy. It is hoped that this project study will positively impact parents by increasing their ability and confidence in supporting their children's academic efforts and also improve their collaborative experiences with teachers. Further, it is hoped that teachers, administrators, and other stakeholders within the early childhood sector will benefit from the findings of the study by using the results to organize additional suitable PD activities for teachers and supportive activities for parents.



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## Appendix A: The Project

### A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children's Growth and Development in Jamaica

**Purpose:**

The purpose of this professional development plan is to provide early childhood teachers from select schools in a rural parish in Jamaica the opportunity to receive professional development. The workshop sessions were developed to expose early childhood teachers to the principles of teaching adult learners. I intend to provide them with opportunities to explore strategies and recommendations that can be employed to support parents with limited academic knowledge and skills. Having a professional development plan ensures that workshop sessions are structured and organized to facilitate meaningful experiences that cater to the needs and learning requirements of each participant.

**Goals:**

The goals of this 3-day professional development workshop are to: expose teachers to strategies for supporting adult learners, provide recommendations for increasing parent literacy skills, and to provide participants with opportunities to work collaboratively to problem solve and make recommendations for supporting parent literacy. On the first day of training, the findings from the study will be shared. On the second day strategies for working with adult learners and how teachers can support parents in strengthening their literacy skills will be shared. On the third day, teachers will

review case studies relating to challenges with parent-teacher collaborative relationships and collaborate to find possible solutions to the problems identified.

**Learning Outcomes:**

At the end of the 3-day professional development the participants will:

- Discuss the importance of supporting parents with low literacy levels
- Learn strategies for interacting with adult learners
- Identify possible solutions to problems relating to parent-teacher relationships that relate to parent literacy levels
- Demonstrate at least one way to engage parents with low literacy skills

**Target audience:**

The targeted audience for this professional development plan will be early childhood teachers from select early childhood institutions.

**Components:**

This PD will be divided into three main topics that are aligned with getting participants to appreciate parent-teacher relationships and explore strategies to support adult learners with low literacy skills.

Day 1: Collaborative Relationships between Parents and Teachers for Academic Success:

What was found?

Day 2: Adult Learning Strategies: How can Adult Learners be Supported?

Day 3: Problem Solving: Supporting Adult Learners with Low Literacy Levels

This project is designed to support teachers in understanding different benefits and barriers to parent teacher relationships and to gain an understanding of how to

support parents who may be strained in maintaining parent-teacher relationships because of their low literacy skills. The final day of the PD is organized to have participants reviewing scenarios that present challenges to parent-teacher relationships because of parents low academic levels. Working collaboratively participants will explore possible solutions to the scenarios presented, creating a final product.

To complement the PD activities, trainer notes and slide shows are presented for each session. A hard copy of the slide show will be shared with participants to allow them to easily follow each day's proceedings. Below is a breakdown of the time, topic and method for each session of the PD.

## PowerPoints for Days 1-3

*A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children's Growth and Development in Jamaica.*

Kasia Archer-Howell  
Day 1- Session 1  
Location: Local Community Center  
Time: 8: 30 am – 2pm

1

Day 1 Session 1

**Registration and Welcome**  
The attendance register is available at the registration table for signing.



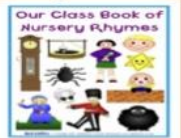
Feel welcomed and be reminded that:

- We are here to share and learn together
- Active participation is expected
- Being courteous and open minded is expected
- We will learn with a shot of fun

2

Icebreaker/Get to Know You Activity

Nursery Rhyme Challenge



Each group will select two pictures from the objects above. Based on the pictures chosen, groups will present nursery rhymes associated with the pictures.

3

Purpose of the Study and Overview of PD

The purpose of the study conducted was to explore the perceptions of teachers and parents about collaborative relationships to support kindergarten students' academic achievement in Jamaica.

This PD was developed based on findings from the qualitative study with interviews conducted with parents and teachers at early childhood institutions.

The PD will take place over three days, beginning at 8:30 am and ending at 2:00 pm each day.

4

Learning Outcomes for PD

At the end of the 3-day professional development you should be able to:

- Identify benefits and barriers to parent-teacher relationships
- Discuss the importance of supporting parents with low literacy levels
- Learn strategies for interacting with adult learners
- Identify possible solutions to problems relating to parent-teacher relationships that relate to parent literacy levels
- Demonstrate at least one way to engage parents with low literacy skills

5

Findings from the Study- RQ 1

- Theme 1: Communicating frequently in an atmosphere of mutual respect and appreciation to learn about the roles of the other.
- Theme 2: Recognizing and accepting the shared responsibility for establishing collaborative relationships between parents and teachers.
- Theme 3: Adapting to new methods of communication and investing time in learning about new technologies and skills to support children's academic growth

6



### Findings from the Study- RQ 2

- Theme 4: Collaborating with various members of the school community to benefit students, teachers, school personnel, parents and extended family members, and the country of Jamaica
- Theme 5: Advocating for resources to help parents who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships
- Theme 6: Emphasizing the benefit and power of an education to create hope for a better future for all children in Jamaica

7

### Water Break (15 minutes)

Water is provided at your table.



8

### Findings from Study: Developing and Maintaining High Quality Parent-teacher Relationships

- Respectful communication between parent and teachers
- One- to- one communication for developing high quality relationships with teachers.
- Use of different methods for communication (visiting the teacher at school and Parent Teacher Association meetings and consultations)
- Use of technology to aid communication (sending of text messages, use of the WhatsApp platform, and sending of email)

9

### Wiggle Break

Stand and get moving. PD trainer leads activities based on video clips.

[https://www.youtube.com/watch?v=Nw75oX\\_m5KI](https://www.youtube.com/watch?v=Nw75oX_m5KI)

<https://www.youtube.com/watch?v=bnka4md1D8>



10

### Findings from Study: Benefits to Parent-Teacher Relationships

Participants will list on flip charts benefits to parent-teacher relationships based on their experiences.

Participants will share in whole group responses from the flip charts

PD Trainer will share benefits to parent-teacher relationships that were identified from the study.

11

### Findings from Study: Benefits to Parent-Teacher Relationships

#### **Benefits to Children**

- Increased learning outcomes
- Increase in sharing of information and monitoring of child's progress
- Children's confidence being boosted
- Children having good records at school for parental involvement




12

**Findings from Study: Benefits to Parent-Teacher Relationships**

**Benefits to Parents and Teachers**

- Parents and Teachers being less stressed
- Increased parental involvement



Participants will compare their responses with those presented by PD trainer to identify similarities and differences among the responses.

13

**Findings from Study: Barriers to Parent-Teacher Relationships**

Participants will list on flip charts barriers to parent-teacher relationships based on their experiences.

Participants will share in whole group responses from the flip charts


PD Trainer will share barriers to parent-teacher relationships that were identified from the study.

14

**Barriers to Parent- Teacher Relationships**

**Major Barriers**

- Parents' academic background
- Lack of finances and resources
- Communication challenges



15

**Barriers to Parent- Teacher Relationships**

**Other Barriers**

- Lack of interest of parents
- Distance from school
- Maturity of parents
- Class size
- Cultural barriers
- Time constraints


Participants will compare their responses with those presented by PD trainer to identify similarities and differences among the responses.

16



The lunch period is for one hour. See you back at 1:30pm. Enjoy your lunch.

17



Look at the person sitting above? He seems to have some things on his mind. What is on your mind? What are your top three takeaways from today's session? Look in your folder for the sheet of paper titled, Note Taking and Reflection Sheet Day 1, Session 1. List your takeaways there. Prepare to share in whole group. You have 5 minutes to do so.

18

### End of Day 1 Session 1

- Questions
- Comments



Please share any questions or comments you have from today's session.

- Evaluation



Look in your folder for the sheet titled, Professional Development Evaluation, Day 1 Session 1. Please complete, you have 15 minutes to do so.

Thank you for your participation today. See you tomorrow at 8:30 am for Day 2, Session 2.

19

### Day 2 Session 2

#### Welcome and Registration

The attendance register is available at the registration table for signing.



Feel welcomed and be reminded that:

- We are here to share and learn together
- Active participation is expected
- Being courteous and open minded is expected
- We will learn with a shot of fun

20

### Icebreaker


#### Actionary Challenge



A box with name cards will be placed in the center of the room. A participant will be invited from each group/table, one at a time to choose a word card from the box. Based on the card chosen, participant will do actions to guide other workshop participants in identifying the word that is on the card selected. A point will be awarded to the group/table that correctly identifies the word on the card based on actions done.

21

### Review of Day 1



Findings from the Study

Benefits to Parent-teacher Relationships

Developing and Maintaining High Quality Parent-teacher Relationships

Barriers to Parent-teacher Relationships

The topics above will be written on poster charts and placed at different corners of the room. Participants will be asked to stand beside the topic that resonated most with them from Day 1's session. Participants will talk together in their groups based on topic chosen then share in whole group their reasons for selecting the topic they did.

22

## Adult Learning Theory: Practical Knowledge & Reflections

23

### Think Pair Share Activity and Presentation on Adult Learning Strategies to Support Parent Literacy



Each participant will work with a partner to think about how adults learn. Questions to guide the activity:

- What was your experience as an adult learner?
- Have you taught adults before?
- What was your experience? What made the experience good or bad?

Each peer will be allowed to share in whole group based on their discussions.

24

### Think Pair Share Activity and Presentation on Adult Learning Strategies to Support Parent Literacy

Adult Learners take responsibility for their learning and are self-motivated (Abeni, 2020). The strategies below are put forward by Severinsen et al. (2018) for working with adult learners based on the work of Malcolm Knowles (1968).

relevance

incorporation of life experiences

encouragement of learner autonomy

collaborative learning

building self-efficacy

Participants will view YouTube video titled, How to Implement Adult Learning Theory. Discussion will follow. <https://www.youtube.com/watch?v=0f0f0f0f0f0f>

25


### Water Break (15 minutes)

Water is provided at your table.



26

### Presentation and Group Activity on Adult Learning Strategies to Support Parent Literacy



Using the PPT as a springboard participants will work in their groups to prepare a creative presentation to share in whole group on how they would prepare to support their parents as adult learners.

**You have 40 minutes to prepare!**

27



The lunch period is for one hour. See you back at 12:45 pm. Enjoy your lunch.

28


### Group Presentations on Adult Learning Strategies to Support Parent Literacy



Each group will be allowed 15 minutes to present. Participants will note comments while presentations are being done for discussion at the end of the presentations.

29

### Reflection and Sharing of Takeaways



Look at the person sitting above? He seems to have some things on his mind. What is on your mind? What are your top three takeaways from today's session? Look in your folder for the sheet of paper titled, Note Taking and Reflection Sheet, Day 2, Session 2. List your takeaways there. Prepare to share in whole group. You have 5 minutes to do so.

30

### Questions, Comments and Evaluation

Questions  
Comments

Evaluation



Please share any questions or comments you have from today's session

Look in your folder for the sheet titled, Professional Development Evaluation, Day 2 Session 2. Please complete, you have 15 minutes to do so.

Thank you for your participation today. See you tomorrow at 8:30 am for Day 3, Session 3.

31

### Day 3 Session 3

#### Welcome and Registration

The attendance register is available at the registration table for signing.




Feel welcomed and be reminded that:

- We are here to share and learn together
- Active participation is expected
- Being courteous and open minded is expected
- We will learn with a shot of fun

32

### Icebreaker- Two Truths and a Myth

For this activity, participants will stand in a circle. Each participant will say three things to about him/herself. Two of the statements must be facts and one must be made up. Other participants will guess which of the statement is made up.




33

### Review of Day 2 and Sharing of Purpose and Learning Outcomes

Facilitator and participants will discuss topics from Day 2, Session 2. Facilitator will write the words Adult Learners horizontally on a flip chart paper. Participants will be invited to give words beginning with each letter in the word to form an acoustic.


A  
D  
U  
L  
T  
  
L  
E  
A  
R  
N  
E  
R  
S



34

### Group Review of Scenarios

Working in their groups, participants will review scenarios of parents whose parent-teacher relationships are impacted because of their literacy challenges.



35

### Case Study 1

Marse is the father of five year old Ryan. He is a single parent who struggles balancing his time taking care of his son and performing menial jobs to provide for their needs. As such, he hardly attends parent- teacher meetings but he responds to voice notes that Ryan's teacher sends him. Marse did not go beyond the third grade at primary school but wants his son to achieve more so he can live a higher quality life. However, his challenges understanding some of the assignments that Ryan takes home. Marse does not want to send the assignments with errors so he avoids assisting Ryan with them altogether.

- Task: As Ryan's teacher you were recently made aware of the full challenges Ryan and his facing are facing. Prepare a roleplay demonstrating the steps you would take to address this problem.

36


### Case Study 2

Pam is a four-year old child who attends RedBox Infant School. She is a student of Mrs. Sand class. Her mother, Daxy is involved in school activities and recently contributed a cake and some books to the class as they celebrated children's day. Daxy visits the school at least twice each week and can be depended on to make monetary contributions and give her services to the school. Mrs. Sand is concerned though that Pam's assignments are often incomplete or misinterpreted. As Pam's teacher, what are some steps you would take to assist Daxy in increasing support for Pam's learning?

- Task: Prepare a roleplay demonstrating the steps you would take to address this problem.

37

Water Break (15 minutes)  
Water is provided at your table.



38

## Teaching Adults to Read

(see presentation day 3, project study page 130)


39

### Composition of Case Study and Solving of Problems Outlined

Participants will also create at least one other scenario together. Scenarios will be exchanged among groups.

Groups will propose solutions for the scenarios/case studies that other groups came up with as well as Case Study 1 and Case Study 2.

You have 60 minutes to prepare.




40



The lunch period is for one hour. See you back at 12:45 pm.  
Enjoy your lunch

41

### Group Presentations



- Each group will be allowed 10 minutes to present case studies and solutions. Participants will note comments while presentations are being done for discussion at the end of the presentations.
- Case studies and proposed solutions will be compiled to produce the final product that can be used as a guide to support teachers to strengthen parent-teacher relationships.

42

## Reflection and Sharing of Takeaways

What are your top three takeaways from today's session? Look in your folder for the sheet of paper titled, Note Taking and Reflection Sheet, Day 3, Session 3. List your takeaways there. Prepare to share in whole group. You have 5 minutes to do so.



43

## Questions, Comments and Evaluation

Questions  
Comments



Evaluation

Please share any questions or comments you have from today's session

Look in your folder for the sheet titled, Professional Development Evaluation, Day 3 Session 3. Please complete, you have 15 minutes to do so.

Thank you for your participation in this 3 day PD session. Let us together go and impact positive social change for our children and their families

44

### Schedule and Activities

#### Day 1

Collaborative Relationships between Parents and Teachers for Academic Success: What was found?

Time	Topic	Method
8:30-8:45am	Registration & Welcome	Registration Sheets, PD trainer
8:45-9:00am	Icebreaker/Get to Know You Activity	Slide show with pictures of nursery rhymes and group activity, Handout
9:00-9:15 am	Learning Outcomes & Purpose of PD	PD trainer
9:15-10:00 am	Purpose of the Study & General Findings	PowerPoint Presentation, PD Trainer
10:00: 10:15 am	Break	Water Break
10:15-11:15	Developing & Maintaining High-Quality Parent-teacher Relationships	PowerPoint Presentation, Discussion
11:15-11:30	Wiggle Break	video clips of action songs
11:30-12:30	Benefits & Barriers to Parent-Teacher Relationships	Allow participants to list on flip charts any benefits and barriers they have experienced with parent-teacher relationships, Facilitator will share PowerPoint Presentation on the benefits, Participants compare their listing with those shared by PD facilitator
12:30-1:30	Lunch	On your own
1:30- 1:45 pm	Reflection	Provide participants with question for reflection.



Allow participants to write down their reflections then share in whole group

1: 45- 2:00 pm Evaluation

Completion of Evaluation Form Paper and Pencil

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### **Trainer's Notes for Day 1**

Collaborative Relationships between Parents and Teachers for Academic Success: Adult Learning Strategies: How can Adult Learners be Supported

The trainer will:

- Set up registration table and affix registration banner.
- Provide registration sheets at the entrance table for teachers to sign in as they arrive at the venue. Registration sheets will include, title and venue of training, name of teacher, early childhood institution being represented, arrival time, and signature.
- Check computer speakers and have video clips available.
- Place markers and a flip chart paper on each table in the training room.
- Place flipchart board at a central location in the room where it can be clearly seen from all tables.
- Place handouts and folder with writing paper, pen, and pencil on tables for each participant. All necessary information for participants to use will be on the slide shows and handouts.
- Introduce self and workshop assistant and welcome participants to the PD session, thanking them for choosing to be a part of the three day activities. Remind participants that that we are here to learn and share together and they are expected to actively participate, be courteous to each other, be open minded, limit distractions, and prepare to have fun while learning.
- Present pictures of nursery rhymes for participants to view and select pictures based on the groups they are sitting in. Guide participants in completing activity. Have groups stand and do appropriate actions as they present. (slide and handout).
- The purpose of the project study will be shared with participants as well as a brief overview of how the study was conducted (slide and handout).
- Share learning outcomes for the PD (slide and handout).
- Present themes from the study based on the two research questions that guided study. Research questions to be shared.
- Allow participants to have a water break. Bottled water to be placed on each table for participants.
- Share findings from the study on how high-quality parent- teacher relationships are developed and maintained (slide and handout). Lead discussion on the each point raised.
- Play songs for wiggle break and lead movement activities.
- Allow participants to list on flip charts any benefits they have experienced from parent-teacher relationships. Share the benefits of parent-teacher relationships from the study findings. Have participants compare the list they generated with those shared. Facilitate discussion based on responses. Make reference to the pictures on slides to support discussion (slide and handout).

- Allow participants to list on flip charts any barriers to parent-teacher relationships. Share the barriers to parent-teacher relationships from the study findings. Have participants compare the list they generated with those shared. Facilitate discussion based on responses.
- Facilitate lunch break. Remind participants that they have one hour for lunch and should be back by 1:30 pm
- Welcome back participants and lead a brief review of topics covered for the morning session and lead into reflective exercise. Allow participants to write down their responses to the question, What are your top three takeaways from today's session? Reflection sheets are available in participant folders.
- Allow participants to write down their responses on paper from their folder.
- Facilitate sharing of takeaways from each participant in whole group.
- Facilitate asking of questions or comments from participants.
- Guide participants in locating the evaluation sheet for Day 1 in their folders and allow time for completion.
- Close the day by thanking participants for their involvement in the day's activities. Give a brief preview of what tomorrow's session is about and let participants know you look forward to seeing them at 8:30am tomorrow at the same venue.



### Professional Development Evaluation

“A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children’s Growth and Development in Jamaica.”

Thank you for participating in Day 1 Session 1 of *A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children’s Growth and Development in Jamaica*. Please share your feedback so content and delivery can be improved.

Use the following scale rating when choosing your response:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

	5 = Strongly Agree	4 = Agree	3 = Neutral	2 = Disagree	1 = Strongly Disagree
1. Purpose and learning outcomes for Day 1 Session 1 were clearly explained.					
2. The research findings shared clarified parents’ and teachers’ perspectives on how high-quality parent-teacher collaborative relationships that support students’ academic success can be developed and maintained.					
3. The research findings shared clarified parents’ and teachers’ perspectives on the benefits and barriers to developing and maintaining parent teacher collaborative relationships that support students’ academic success.					
4. The pace of the session and flow of activities was satisfactory.					

5. The session delivered material I expected to receive.					
6. By participating in this session I gained new knowledge applicable to my work.					
7. The facilitator acknowledged my input and answered questions asked.					
8. Opportunities were provided for reflection on practice and next steps					

Please list any suggestions you have on future topics and for improving this or other PD sessions

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**Day 2****Adult Learning Strategies: How can we support adult learners?**

Time	Topic	Method
8:30-8:45am	Registration & Welcome	Registration Sheets, PD trainer
8:45-9:00am	Icebreaker	Word cards to play Actionary
9:00-9:30 am	Review of Day 1 & Learning Outcomes for Session	Post different topics from Day 1 around the room and ask participants to stand at the topic that resonated most with them, Discussion
9:30-10:30 am	Adult Learning Strategies to Support Parent Literacy	Pair Share Activity, PowerPoint Presentation
10:30-10:45 am	Break	Water Break
10:45-11:45am	Adult Learning Strategies to Support Parent Literacy (Continued)	PowerPoint Presentation, Discussion, Small Group Activity
11:45-12:45pm	Lunch	On your own
12:45-1:30pm	Adult Learning Strategies	Group Presentations
1:30-1:45 pm	Reflection	Provide participants with question for reflection. Allow participants to write down their reflections then share in whole group
1:45-2:00 pm	Evaluation	Completion of Evaluation Form Paper and Pencil

## Adult Learning Theory Presentation

### Adult Learning Theory: Practical Knowledge & Reflections Day 2- Session 2

Kasia Archer-Howell  
Location: Local Community Center  
Time: 9:30 am – 10:30 am

1

### What is Adult Learning Theory?

Malcolm Knowles created the theory of andragogy, which is concerned with the teaching and learning styles of adult learners.

Adult learning theory, or andragogy, is based on a self-directed, independent learning method for adults and defines the best practices for teaching adults (Barto, 2020)

Reflection: What does this mean for us?

2

### Characteristics within Adult Learners

Knowles (1989) noted characteristics within adult learners. Adult learners have the following characteristics:

- A preference for self-directed learning
- An ability to draw on life experiences to assist with learning
- A willingness to learn when transitioning into new roles
- A focus on immediately applying new knowledge to real-life situations and problems
- A tendency to be internally motivated

Reflection: How can I use these characteristics in providing for adult learning or adult education.

3

### The Seven Principles of Adult Learning

- Self-direction
- Transformation
- Experience
- Mentorship
- Mental orientation
- Motivation
- Readiness to learn

Reflection: For each principle, what strategies can I plan for?

4

### How Adults and Children Learn

Adults have a wealth of experience to draw on and like to do so.

There need to be opportunities for adults to connect learning to their own unique personal or work situations, and opportunities for them to personalize the learning in this regard (Boyle, 2016).

Reflection: Based on this information, what activities can I include when working with adults?

5

### How Adults and Children Learn

Adults aren't used to taking direction in education.

Children learn because they are told to learn things that will have some relevance in the distant future and will do so without questioning why. Whereas adults need to be explicitly told what they are doing and why so they can connect the desired learning outcomes to their own goals and progress (Boyle, 2016).

Reflection: How can this information influence my interactions with adults?

6



## How Adults and Children Learn

### Adults need specific opportunities to self-reflect and internalize their learning.

Children are more social in classroom settings than adults and talk to each other about their experience. Adults need to be offered these opportunities to reflect on new learning or else they won't internalize and retain as much information (Boyle, 2016).

Reflection: What things do I need to take into consideration when working with adult learners regarding their needs?

7

## How Adults and Children Learn

### Adults have preconceived notions about education, learning styles and subject matter.

They prefer to learn a certain way, even if it is not the most conducive to their individual needs. Unlike adults, children will try most new tasks and see them through, regardless of how well they do. To overcome this adult learning barrier, we need to appeal to many different learning styles and present information in a variety of ways (Boyle, 2016).

Reflection: How can I be respectful of my adult learners with regards to this information?

8

## How Adults and Children Learn

### Adults are (often) afraid to fail.

Children don't have the same social filters and are more willing to experiment. Adult learning needs to be scaffolded (built on in small pieces and supported with extra learning) or they risk losing their intrinsic motivation and focus (Boyle, 2016).

Reflection: How can this information influence planning of learning activities for adults?

9

## Tips for Teaching Adult Learners

1. Provide a Flexible Learning Experience
  2. Ask for Feedback
  3. Create a Safe, Welcoming Environment
  4. Keep Learning Practical
  5. Make It Fun
- (ABC Life Literacy Canada 2021)

10

## References

- Barto, A. (2020, October 26). *What is andragogy? Less than 100 words*. Roundtable Learning. Retrieved July 26, 2022, from <https://roundtablelearning.com/what-is-andragogy-less-than-100-words/>
- Boyle, M. (2016, January 13). *5 ways adults learn differently than children*. Learnkit. Retrieved July 26, 2022, from <https://learnkit.com/2016/01/13/adult-learning-needs/>
- Communications. (2021, March 28). *5 great teaching strategies for adults*. ABC Life Literacy Canada. ABC Life Literacy Canada. Retrieved July 26, 2022, from <https://abclifelifiteracy.ca/blog-posts/5-great-teaching-strategies-for-adults/>
- Knowles, M. (1989). *The making of an adult educator: An autobiographical journey* (1st ed.). San Francisco, CA: Jossey-Bass

11

**Trainer's Notes for Day 2**

Collaborative Relationships between Parents and Teachers for Academic Success:

Problem Solving: Supporting Adult Learners with Low Literacy Levels

The trainer will:

- Set up registration table and affix registration banner.
- Provide registration sheets at the entrance table for teachers to sign in as they arrive at the venue. Registration sheets will include, title and venue of training, name of teacher, early childhood institution being represented, arrival time, and signature.
- Place markers and a flip chart paper on each table in the training room.
- Place flipchart board at a central location in the room where it can be clearly seen from all tables.
- Place box with words for icebreaker activity beside the flip chart board.
- Place handouts and folder with writing paper, pen, and pencil on tables for each participant. All necessary information for participants to use will be on the slide shows and handouts.
- Welcome participants to Day 2 of the PD. Remind participants that we are here to learn and share together and they are expected to actively participate, be courteous to each other, be open minded, limit distractions, and prepare to have fun while learning.
- Explain the Icebreaker activity. Facilitate the playing of the game 'actionary' (slide and handout).
- Share learning outcomes for the PD.
- Facilitate review of Day 1, Session 1 (slide and handout).
- Have participants participate in Think Pair Share Activity (slide and handout).
- Discuss and share a presentation on Adult Learning Strategies
- Allow participants to have a water break. Bottled water to be placed on each table for participants.

- Guide group activity on supporting adult learners. Groups have 40 minutes to prepare (slide and handout).
- Facilitate lunch break. Remind participants that they have one hour for lunch and should be back by 12:45 pm
- Welcome back participants and invite groups to do presentations.
- Lead a discussion based on presentations.
- Lead a brief review of topics covered for Day 2 and guide participants to conduct reflective exercise. Allow participants to write down their responses to the question, What are your top three takeaways from today's session? Reflection sheets are available in participant folders.
- Allow participants to write down their responses on paper from their folder.
- Facilitate sharing of takeaways from each participant in whole group.
- Facilitate asking of questions or comments from participants.
- Guide participants in locating the evaluation sheet for Day 2, Session 2 in their folders and allow time for completion.
- Close the day by thanking participants for their involvement in the day's activities. Give a brief preview of what tomorrow's session is about and let participants know you look forward to seeing them at 8:30am tomorrow at the same venue.



### Professional Development Evaluation

“A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children’s Growth and Development in Jamaica.”

Thank you for participating in Day 2 Session 2 of *A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children’s Growth and Development in Jamaica*. Please share your feedback so content and delivery can be improved.

Use the following scale rating when choosing your response:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

	5 = Strongly Agree	4 = Agree	3 = Neutral	2 = Disagree	1 = Strongly Disagree
1. Purpose and learning outcomes for Day 2 Session 2 were clearly explained.					
2. The session provided strategies for supporting adult literacy learners.					
3. The session provided engaging group activities that helped to better understand supporting adult literacy learners.					
4. The pace of the session and flow of activities was satisfactory.					
5. The session delivered material I expected to receive.					
6. By participating in this session I gained new knowledge applicable to my work.					
7. The facilitator acknowledged my input and answered questions asked.					
8. Opportunities were provided for reflection on practice and next steps					

Please list any suggestions you have on future topics and for improving this or other PD sessions

**Day 3****Problem Solving: Supporting adult learners with low literacy levels?**

Time	Topic	Method
8:30-8:45am	Registration & Welcome	Registration Sheets, PD trainer
8:45-9:00am	Icebreaker	Game- Two truths and a Myth
9:00-9:30 am	Review of Day 2 & Learning Outcomes for Session	Discussion and Acrostic on topics from Day 2
9:30-10:30 am	Case Studies	Present and Discuss Case Studies to participants and allow teams to design at least one other case study
10:30-10:45 am	Break	Water Break
10:45-11:45am	Case Studies (Continued)	Handouts, Small Group Problem-solving Activity
11:45-12:45pm	Lunch	On your own
12:45-1:30pm	Case Studies	Small Group Presentations on approaches to solve challenges from case studies, Compilation of Case Studies and Proposed Solutions
1:30-1:45 pm	Reflection	Provide participants with question for reflection. Allow participants to write down their reflections then share in whole group
1:45-2:00 pm	Evaluation	Completion of Evaluation Form Paper and Pencil

## Teaching Adults to Read Presentation

### Teaching Adults to Read

- Kasia Archer-Howell
- Day 3 - Session 3
- Location: Local Community Center
- Time: 10:00 am – 10:30 am

1

### Challenges Low Literate Adults Face

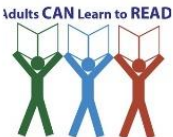
Let's watch the video together to determine some of the problems low literate adults experience.

Seven Unseen Problems, Low Literate Adults Experience

<https://www.youtube.com/watch?v=Arts6U7027> Unseen Problems Low Literate Adults Experience

What are the two experiences discussed in the video that can directly impact young children?

Adults CAN Learn to READ



by our Adult Beginners Reading classe

2

### Two Problems Low Literate Adults Experience (From Video)

- Worrying if they are giving their children the right dose of medicine
- Not being able to help their children with homework

Do you agree with these problems? Can you think of other issues? How can these problems motivate adults to learn to read?



3

### Teaching Adults to Read

Before exposing adults to content on literacy, it is important that time is dedicated to learning more about the learners and helping them feel accepted and confident in their abilities to learn.

1. Build Rapport
 

The first thing you need to do with an adult is build rapport with them. Find out why they want to learn to read. Ask them how they feel about reading and why they have struggled. Let them know the statistics that 5.2 million adults don't know how to read. This will help them not to feel alone. Talk about things they like and build off their interests to relate to the adult student. Adults don't want to be treated like children. They want to be treated like an adult (Karle & Karle Mousaw, 2022).

4

### Teaching Adults to Read

2. Consider the Adult's Motivation
 


First and foremost, find out the adult's reasons for wanting to be able to read. If you have an adult who wants to learn to read to his or her children, use children's story books. Children's books may be an appropriate reading and spelling level for adult students. Choose books that are appropriate for the context. You will know by building rapport with the adult student (Karle & Karle Mousaw, 2022).

5

### Teaching Adults to Read

3. Build Confidence
 

Building confidence is key to helping anyone learn to read whether they are an adult or a child. Focus on what the adult does know how to read. The more you can show the student that he or she is capable of reading, the easier it will be. Build off what the person knows and help them to see that they can do this (Karle & Karle Mousaw, 2022).



6

## Teaching Adults to Read

After adult learners are comfortable and ready to receive instructions. We can move on to the next steps. That is teaching them how to read.



7

## Principles of Teaching Adults to Read

Add Picture of Handout Here

[https://iincs.ed.gov/publications/html/teach\\_adults/teach\\_adults.html#:~:text=Repeated,%20reading%20is%20the%20most,words%2C%20and%20models%20fluent%20reading](https://iincs.ed.gov/publications/html/teach_adults/teach_adults.html#:~:text=Repeated,%20reading%20is%20the%20most,words%2C%20and%20models%20fluent%20reading)

8

## References

- Madreen, K., & Karle Mousaw, M. (2022, February 24). How to teach an adult to read. *ReadingPatchHome*. <https://readingpatch.com/how-to-teach-an-adult-to-read/>
- A Summary of Scientifically Based Research Principles Teaching Adults to Read: Teaching adults to read. (n.d.). [https://iincs.ed.gov/publications/html/teach\\_adults/teach\\_adults.html#:~:text=Repeated%20reading%20is%20the%20most,words%2C%20and%20models%20fluent%20reading](https://iincs.ed.gov/publications/html/teach_adults/teach_adults.html#:~:text=Repeated%20reading%20is%20the%20most,words%2C%20and%20models%20fluent%20reading).

9



### **Trainer's Notes for Day 3**

Collaborative Relationships between Parents and Teachers for Academic Success: What was found?

The trainer will:

- Set up registration table and affix registration banner.
- Provide registration sheets at the entrance table for teachers to sign in as they arrive at the venue. Registration sheets will include, title and venue of training, name of teacher, early childhood institution being represented, arrival time, and signature.
- Place markers and a flip chart paper on each table in the training room.
- Place flipchart board at a central location in the room where it can be clearly seen from all tables.
- Place box with words for icebreaker activity beside the flip chart board.
- Place handouts and folder with writing paper, case studies, pen, and pencil on tables for each participant. All necessary information for participants to use will be on the slide shows and handouts.
- Welcome participants to Day 3 of the PD. Remind participants that we are here to learn and share together and they are expected to actively participate, be courteous to each other, be open minded, limit distractions, and prepare to have fun while learning.
- Explain the Icebreaker activity. Ask participants to stand in a circle. Facilitate the icebreaker activity- Two Truths and a Myth (slide and handout).
- Share learning outcomes for the PD.
- Facilitate review of Day 2, Session 3, creation of acrostic (slide and handout).
- Have participants work in their groups to review and discuss the scenarios shared (slide and handout). Guide participants in composing other possible case studies (at least one) with parent-teacher relationships being impacted because of parent's educational backgrounds
- Allow participants to have a water break. Bottled water to be placed on each table for participants.
- Continue group activities. The case studies designed by groups will be exchanged, that is each group getting another group's case study to create solutions for the problems shared. Additionally, groups will create possible solutions to the two case studies presented (slide and handout). Groups have 60 minutes to prepare and will present after lunch.
- Facilitate lunch break. Remind participants that they have one hour for lunch and should be back by 12:45 pm
- Welcome back participants and invite groups to do presentations. Each group has 10 minutes to present.
- Lead a discussion based on presentations and explore any other possible solutions.

- Compile case studies and proposed solutions to be used as a guide in supporting teachers to strengthen parent-teacher relationships.
- Lead a brief review of topics covered for Day 3 and guide participants to conduct reflective exercise. Allow participants to write down their responses to the question. What are your top three takeaways from today's session? Reflection sheets are available in participant folders.
- Allow participants to write down their responses on paper from their folder.
- Facilitate sharing of takeaways from each participant in whole group.
- Facilitate asking of questions or comments from participants.
- Guide participants in locating the evaluation sheet for Day 3, Session 3 in their folders and allow time for completion.
- Close the day by thanking participants for their involvement in the 3 day activities and encourage them to continue impacting positive social change for children and their families.

## Case Studies for Group Discussion Activity

### Case Study 1

Marse is the father of five-year-old Ryan. He is a single parent who struggles balancing his time taking care of his son and performing menial jobs to provide for their needs. As such, he hardly attends parent- teacher meetings but he responds to voice notes that Ryan's teacher sends him. Marse did not go beyond the third grade at primary school but wants his son to achieve more so he can live a higher quality life. However, his challenges understanding some of the assignments that Ryan takes home. Marse does not want to send the assignments with errors, so he avoids assisting Ryan with them altogether.

Task: As Ryan's teacher you were recently made aware of the full challenges Ryan and his facing are facing. Prepare a roleplay demonstrating the steps you would take to address this problem.

**Case Study 2**

Pam is a four-year-old child who attends RedBox Infant School. She is a student of Mrs. Sand class. Her mother, Daxy is involved in school activities and recently contributed a cake and some books to the class as they celebrated children's day. Daxy visits the school at least twice each week and can be depended on to make monetary contributions and give her services to the school. Mrs. Sand is concerned though that Pam's assignments are often incomplete or misinterpreted. As Pam's teacher, what are some steps you would take to assist Daxy in increasing support for Pam's learning? Prepare a roleplay demonstrating the steps you would take to address this problem.



### Professional Development Evaluation

“A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children’s Growth and Development in Jamaica.”

Thank you for participating in Day 3 Session 3 of *A Call for Solidarity for Parent and Teacher Collaborative Relationships to Support Kindergarten Children’s Growth and Development in Jamaica*. Please share your feedback so content and delivery can be improved.

Use the following scale rating when choosing your response:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

	5 = Strongly Agree	4 = Agree	3 = Neutral	2 = Disagree	1 = Strongly Disagree
1. Purpose and learning outcomes for Day 3 Session 3 were clearly explained.					
2. The session provided real world scenarios that supported understanding of challenges that can result from low parent literacy levels.					
3. The session provided engaging group activities that supported problem solving strategies when supporting adult literacy learners.					
4. The pace of the session and flow of activities was satisfactory.					
5. The session delivered material I expected to receive.					
6. By participating in this session I gained new knowledge applicable to my work.					
7. The facilitator acknowledged my input and answered questions asked.					
8. Opportunities were provided for reflection on practice and next steps.					

Please list any suggestions you have on future topics and for improving this or other PD sessions

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## Appendix B: Semistructured Interview Questions for Parents

<p>RQ1: How do teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica?</p>	<p>IQ1: In your own words, please define the term parent-teacher collaborative relationships.</p> <p>Prompt: I heard you say ... please give an example</p> <p>IQ2: What do these relationships look like in your child's school?</p> <p>IQ3: What is your role as a parent in establishing and maintaining parent-teacher collaborative relationships?</p> <p>Prompt: I heard you say ... please give an example</p>
<p>RQ2: What are parents' and teachers' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?</p>	<p>IQ4: What parent involvement strategies have you found to be successful in establishing and/or maintaining parent-teacher collaborative relationships? Please give examples.</p> <p>IQ5: What are the benefits of establishing and maintaining parent-teacher collaborative relationships to support your child's academic success?</p> <p>Prompt: I heard you say ... please give an example</p>

	<p>IQ6: What are the barriers to establishing and maintaining parent-teacher collaborative relationships to support your child's academic success?</p> <p>Prompt: I heard you say ... please give an example</p> <p>IQ7: Is there anything else you would like to share?</p>
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## Appendix C: Semistructured Interview Questions for Teachers

<p>RQ1: How do teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica?</p>	<p>IQ1: In your own words, please define the term parent-teacher collaborative relationships.</p> <p>Prompt: I heard you say ... please give an example</p> <p>IQ2: What do these relationships look like in your school?</p> <p>IQ3: What is your role as a teacher in establishing and maintaining parent-teacher collaborative relationships?</p> <p>Prompt: I heard you say ... please give an example</p>
<p>RQ2: What are parents' and teachers' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?</p>	<p>IQ4: What parent involvement strategies have you found to be successful in establishing and/or maintaining parent-teacher collaborative relationships? Please give examples.</p> <p>IQ5: What are the benefits of establishing and maintaining parent-teacher collaborative relationships to support children's academic success?</p> <p>Prompt: I heard you say ... please give an example</p>

	<p>IQ6: What are the barriers to establishing and maintaining parent-teacher collaborative relationships to support children's academic success?</p> <p>Prompt: I heard you say ... please give an example</p> <p>IQ7: Is there anything else you would like to share?</p>
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## Appendix D: Second-Cycle Codes

**Research Question 1 Codes**

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| <ul style="list-style-type: none"> <li>•P and T come together</li> <li>•Better the child</li> <li>•T becomes P at school</li> <li>•Responsible for child's well-being</li> <li>•Level of connection</li> <li>•Communication on a weekly basis</li> <li>•Ensure learning is taking place</li> <li>•Needs of child being met</li> <li>•Work as a team</li> <li>•Identify a need or concern</li> <li>•Children able to learn</li> <li>•Children benefit from learning at school</li> <li>•Parent and teacher make decisions</li> <li>•Child benefits</li> <li>•Join together for completion of what they are doing</li> <li>•Relationships play a vital role</li> <li>•Parent-teacher relationship is good for the child</li> <li>•Unite together</li> <li>•Better work</li> <li>•Maintain relationships</li> <li>•Collaboration for Child's holistic development</li> <li>•Teacher and parents give constant feedback</li> <li>•Information flows in both directions</li> <li>•Parents share other information with teacher about child</li> <li>•Parents &amp; Teachers regular consultations or meetings</li> <li>•Notice board available to parents</li> </ul> | <ul style="list-style-type: none"> <li>•Grandmother involved due to Parents' work schedule</li> <li>•Teacher communicates with Grand Parents</li> <li>•COVID changed communication</li> <li>•PTA updates weekly, monthly or quarterly</li> <li>•Communicate with different medium Zoom meeting, WhatsApp or email on daily basis</li> <li>•Parent and teachers collaborate on problem solving solutions for children</li> <li>•Role is one of investigation, sharing, and communicating clearly</li> <li>•Promoting goals of institution</li> <li>•Providing materials</li> <li>•Parent involvement</li> <li>•Teacher talks with other family members or guardians about children on request of parents</li> <li>•Walk to institution Go in and ask to speak to teacher</li> <li>•Popping up to see what is happening</li> <li>•Parents support school programs</li> <li>•Parent wants to feel appreciated, respected and acknowledged</li> <li>•When teacher and school acknowledge interest of parent, parent will do more</li> <li>•Teacher and parent staying in touch all the time</li> <li>•Teacher shares flyers, books, magazines, parent tips, counselling shared with parents</li> <li>•Parental corner available where parents can get information</li> </ul> |
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## Research Question 2 Codes

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- Parent to work with teacher
  - Teacher cannot fix it alone
  - Parent to know child's teacher so they can know child's progress
  - Parent pass on valuable information to teacher
  - Teacher uses information to assist child academically
  - Many benefits of collaborative relationships
  - Academic success of children
  - Children do not strive in isolation
  - Connection between home and school for child to be successful
  - When information is shared with parent they can support
  - Parent monitors child's progress
  - Parental involvement will be a part of child's record
  - Child's class work and project will be a part of their records
  - Children benefit
  - Learning success increases when parents are made knowledgeable
  - Child develops holistically
  - Progress in child's academic performance
  - Boost children's confidence
  - Parent and teacher having conversation about child
  - Collaboration is wide and holistic
  - Opportunities for parents and teachers to understand strengths and weaknesses
  - Parent to be careful in showing respect and teachers too
  - Parents feel they are being judged
  - Teacher needs to be accommodative
  - Social barriers lead to communication barriers
  - Parents ask for help with reading
  - Teacher assisted parents with reading
  - Teacher gets persons to assist parents
  - Teacher has a large class size
  - Single parents not working have financial challenges
  - Children do not attend school regularly
  - Parents cannot afford data or credit
  - Teachers support parents with known literacy challenges
  - Lack of employment
  - Children will struggle if they do not develop well academically
  - Recommendation for parents
  - JAMAL class
  - Rename program to support parents' educational
  - Help Parents develop skills to assist children
  - Parents can develop skills
  - Coping sessions with parents
  - Illiterate nation will have impact
  - Barriers to be addressed to move forward
  - Everybody wants to be a star parent
  - Teacher love children
  - Firm foundation needed
  - Strong relationship between parent and teacher
  - Maintain collaborative relationships
  - Lack of support from parents
  - Teacher must take responsibility for child's learning
  - Parents are willing but have challenges
  - Parent cannot read to support child with homework
  - Lack of knowledge and skills
  - Schools lack resources
  - Parents lack resources (phones, tablets)
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## Appendix E: Research Questions, Themes, and Findings

**Table E7***Teacher Findings and Themes for Research Questions 1 and 2*

Research Questions	Themes	Findings
RQ1: How do teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica?	<p>Teachers interviewed expressed the importance of collaborating with parents by showing mutual respect and appreciation to support student learning.</p> <p>Teachers interviewed suggested the importance of sharing information in a variety of ways between teachers and families.</p> <p>Teachers interviewed suggested communicating in different ways with different technologies to support students learning in all domains demonstrates parent-teacher collaborative relationships.</p> <p>Teachers expressed that their role includes the responsibility to collaborate with parents and teach them new skills and how to use technology.</p> <p>Teachers reported that they develop collaborative relationships by involving parents in activities around teaching and learning, and how to co-teach.</p> <p>Teachers interviewed suggested that everyone benefits because of collaborative relationships.</p>	<p>Communicating frequently in an atmosphere of mutual respect and appreciation to learn about the roles of the other</p> <p>Recognizing and accepting the shared responsibility for establishing collaborative relationships between parents and teachers</p> <p>Adapting to new methods of communication and investing time in learning about new technologies and skills to support children's academic growth</p>
RQ2: What are teachers' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?	<p>Teachers interviewed believed that there are several benefits to establishing and maintaining parent-teacher collaborative relationships and several barriers</p> <p>Teachers interviewed believed their collaboration with parents enhanced children's learning outcomes that also had behavioral and social benefits for students, parents, and teachers, and the future in Jamaica for students</p> <p>Teachers interviewed believed they should advocate for parents due to several barriers including low literacy to establishing and maintaining parent-teacher collaborative relationships</p>	<p>Collaborating with various members of the school community to benefit students, teachers, school personnel, parents and extended family members</p> <p>Advocating for resources to help parents who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships</p> <p>Emphasizing the benefit and power of an education to create hope for a better future for all children in Jamaica</p>

**Table E8***Parent Findings and Themes for Research Questions 1 and 2*

Research Questions	Themes	Findings
RQ1: How do teachers and parents think collaborative relationships can be established to support kindergarten students' academic achievement in Jamaica?	<p>Parents interviewed suggested that high-quality collaborative relationships between parents and children's teachers are developed by communicating frequently in an atmosphere of mutual respect and appreciation.</p> <p>Parents interviewed have developed an understanding about the importance of a collaborative relationship with teachers.</p> <p>Parents interviewed feel engaging in collaborative relationships is a shared responsibility involving parents, teachers and other school personnel.</p> <p>Parents interviewed believed valuing and embracing use of technological supports gave their children access remotely and enhanced parents' opportunities for conferences and education.</p> <p>Parents interviewed recommended advocating for resources to help parents who need access and supports such as parent education and resources due to poverty and low levels of literacy.</p> <p>Parents interviewed feel believing in the power of an education for all children in Jamaica that will make a difference and improve future conditions for all citizens.</p>	<p>Communicating frequently in an atmosphere of mutual respect and appreciation to learn about the roles of the other</p> <p>Recognizing and accepting the shared responsibility for establishing collaborative relationships between parents and teachers</p> <p>Adapting to new methods of communication and investing time in learning about new technologies and skills to support children's academic growth</p>
RQ2: What are parents' perceptions of the benefits and barriers to collaborative relationships that support kindergarten students' academic achievement in Jamaica?	<p>Parents interviewed believed that there are several benefits and barriers to establishing and maintaining parent-teacher collaborative relationships.</p> <p>Parents interviewed saw benefits in roles they assume in their collaborative relationships with teachers by co-teaching their children and advocating for parents who are less involved. Teachers work to improve education for all students and advocate for parents who are less involved due to their lower levels of literacy</p> <p>Parents interviewed believed their collaboration with teachers enhanced children's learning outcomes that also had behavioral and social benefits for students, parents, and teachers.</p>	<p>Collaborating with various members of the school community to benefit students, teachers, school personnel, parents, and extended family members</p> <p>Advocating for resources to help parents who need access and support to overcome barriers to enable them to create positive parent-teacher collaborative relationships</p> <p>Emphasizing the benefit and power of an education to create hope for a better future for all children in Jamaica</p>