

THE MAGAZINE EDUCATION PROFESSIONALS HAVE BEEN WAITING FOR

IAO

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ACCREDITOR

Featured

FATHERS INVOLVEMENT IS KEY TO STUDENT SUCCESS

Exclusive

60% PARENTS HESITANT TO SEND KIDS BACK TO SCHOOL

05

TIPS YOU NEED TO KNOW WHEN TEACHING POST-PANDEMIC

06

TECHNOLOGY CHALLENGES FACING EDUCATION

Editor's Note

A close-up photograph of a person's hands writing in a notebook. The person is wearing a light blue button-down shirt and a silver ring on their left hand. They are holding a black pen and writing on a white notebook with a black cover. The notebook is open, and some handwritten text is visible on the page. The background is slightly blurred, showing a wooden desk and a white mouse.

IAO has returned with new information in the educational world along with the guidance of using them significantly while considering the Covid-19 situations in the mind. It has been observed lately parents are scared of sending their kids back to school due to this deadly virus and it is not easy for children to take care of themselves on their own, their one mistake can lead them to be sick to the virus that cures haven't been discovered. On the other hand, Father's Day has arrived and the IAO editor's team took this day into their account and discovered the positive impact on the student's minds when fathers invest their time into their kid's education. Fathers' involvement in their kid's academics doesn't just strengthen the relationship between them but allows them to score more academically. The article has been published in this month's magazine discussing the huge role played by fathers when they involve in their kid's education and offering them tips too.

1.5 years it has been to the virus that affecting our lives on every aspect, from economy to daily routine people are disturbed and unable to cope up with this unpredictable life that no one ever imagined before. Speaking of the academic world, the virus changed the lives of teachers and students overnight. Challenges are being faced from both ends students and teachers. School-aged children and their teachers, who were forced to make the quick transition from in-person to virtual or hybrid learning almost overnight, have faced countless difficulties along the way. Difficulties have been examined and widely discussed with the tips in this month's issue of IAO.

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6 TECHNOLOGY CHALLENGES FACING EDUCATION

Despite increasingly widespread adoption of technologies in virtually every aspect of K-12 education, significant challenges are preventing widespread effective implementation. According to researchers, though some of those challenges are systemic and some related to the technologies themselves, teachers and education leaders share in the blame as well.

Challenges have centered largely on reluctance on the part of administrators and teachers, lack of preparation, and lack of support or funding. This year's findings followed largely along those lines as well, though some new challenges were identified as well.

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Extensive research has shown that students achieve more in school when their fathers are involved in their education. This article discusses the critical role moms and dads can play in a child's education. It also examines what the No Child Left Behind Act (NCLB) says about parental involvement and offers practical tips that fathers can use to become involved.

ROLE OF FATHERS INVOLVEMENT IN EDUCATION

The critical role of parental involvement in a child's education has been examined in countless studies and reports. The research overwhelmingly supports the following conclusions.



01

Academic Achievement Increases When Fathers Are Involved

In Their Children's Education.

The more intensively involved the fathers are, the greater the positive impact on academic achievement, especially in the subject of math.



02

Fathers Involvement Leads To Better

Classroom Behavior

Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation.

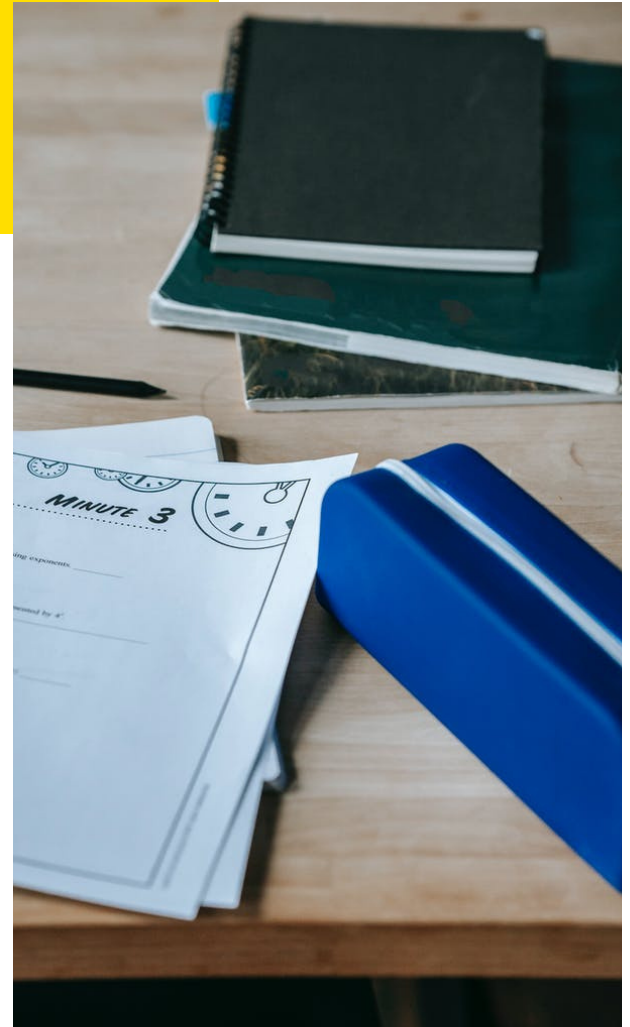


03

Fathers Should Stay Involved In Their Children's Education

From Preschool Through High School

Parental involvement can make a positive difference at all age levels. Parental involvement tends to be the greatest with young children and tends to taper off as children get older. Studies have shown, however, that the involvement of fathers of middle and high school students is equally important. In high school, for example, a parent's encouragement can influence whether a child stays in school or drops out. Similarly, a child may consider going to college more seriously when fathers show interest in the child's academic achievements and talk with the child about the benefits of a college education.



04

Training Helps Fathers Of Disadvantaged Children Get Involved

Fathers of minority or low-income children are less likely to be involved in their children's education than fathers of non-disadvantaged children. If they receive adequate training and encouragement, however, fathers of minority or low-income children can be just as effective as other fathers in contributing to their children's academic success. As discussed below, one of the purposes of NCLB is to get fathers of under-achieving children involved in their education.

Reading Together At Home Greatly Improves Reading

05



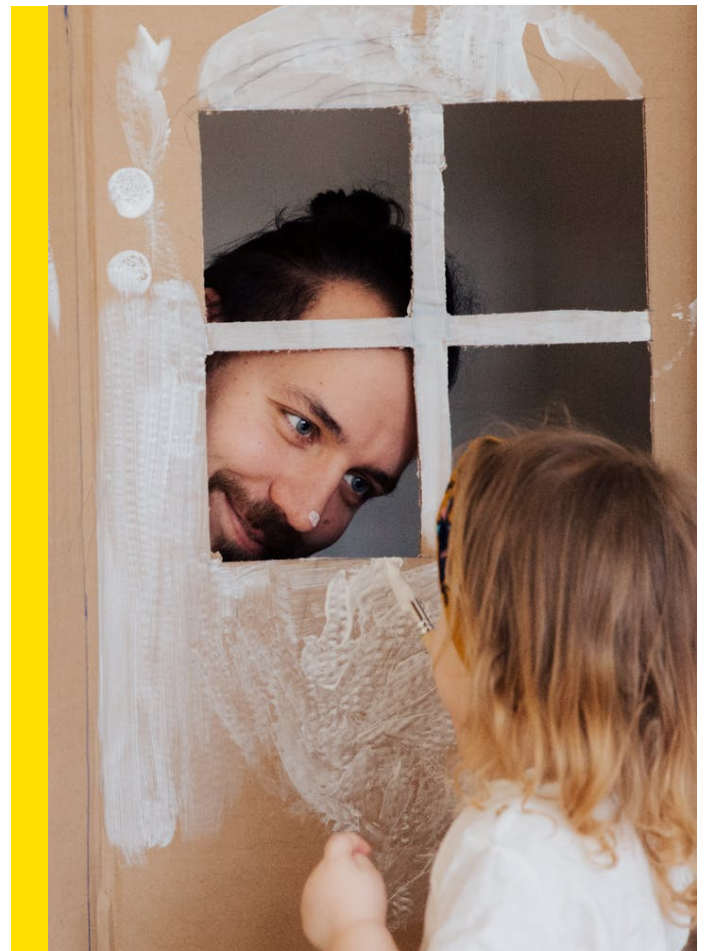
Skills

Reading, in particular, improves greatly when fathers and children read together at home. Reading aloud with a child contributes significantly to the child's reading abilities.

06 Schools Can Encourage

Fathers Involvement In Many Ways

Significant parental involvement is most likely to develop when schools actively seek out ways to get fathers involved and offer training programs to teach fathers how to get involved in their children's education.



07

Parental Involvement Lifts Teacher Morale

Schools and teachers benefit from parental involvement because involved fathers develop a greater appreciation for the challenges that teachers face in the classroom. Teacher morale is improved. Communication between home and school helps a teacher to know a student better, which in turn allows the teacher to teach the student more effectively. Communication also helps to dispel any mistrust or misperceptions that may exist between teachers and fathers.



08

Parental Involvement Benefits

Becoming involved in their children's education, moms and dads get the satisfaction of making a contribution to their children's education and future. They have a better understanding of the school curriculum and activities and can be more comfortable with the quality of education their child is receiving. They spend more time with their children and become able to communicate better with them. Some studies show that a parent's participation in a child's education may inspire the parent to further his or her own education.



08 Time Constraints Are The Greatest Barrier To Father Involvement

Lack of time is the top reason fathers give for not participating more in their children's education. Lack of time is also cited by school personnel as a reason for not seeking parental support more actively. Thus, effective solutions to enhanced parent involvement require freeing up the time of fathers and teachers or finding ways to work around their schedules.





NCLB ON PARENTAL INVOLVEMENT

One of the purposes of NCLB is to encourage fathers of disadvantaged or underachieving students to get involved in their children's education. This goal is accomplished by requiring the education system to reach out to fathers by communicating effectively with them and by providing opportunities for fathers to learn how to assist their children. Some of the more important initiatives for parental involvement under NCLB are discussed below. These programs apply to Title I schools, which under NCLB are schools with high numbers of disadvantaged students.



SCHOOLS MUST COMMUNICATE EFFECTIVELY WITH FATHERS.

NCLB stresses effective communication with fathers and lists specific information that must be communicated. Schools are required to inform fathers of their rights to be involved. Schools must notify fathers about all school programs and report on their students' progress. Schools are required to describe and explain to fathers the curriculum, the tests used to measure student progress, and the expected student proficiency levels. Communication required under NCLB goes much further than simply notifying fathers by written announcements or reports. Fathers with limited English proficiency must be accommodated, to the extent possible, with communication in a language that they understand. Schools may be required to provide transportation, child care, or home visits if necessary to reach out to fathers and get them involved.

A school-parent pact demonstrates a commitment by schools and fathers to improve students' academic performance.

NCLB emphasizes that schools and fathers share responsibilities for improving academic achievement. Accordingly, each participating school is directed jointly to develop with fathers a school-parent pact to articulate how they will help children to meet the state academic standards. Under the pact, the school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment. Fathers' responsibilities include supporting their children's learning by monitoring attendance, homework completion, and use of extracurricular time, volunteering in classrooms, and participating as appropriate in decisions pertaining to their children's education.





Schools take an active role in building capacity for parental involvement.

NCLB recognizes that some fathers do not know how to participate in their children's education and that some schools do not know how to reach out to fathers to get them involved. Thus, schools are required to educate teachers and other school personnel about reaching out to and work with fathers as equal partners. For fathers, schools are directed to offer materials and training to help fathers work with their children, including literacy and technology. Schools also assist fathers in understanding the state academic standards, monitoring a child's progress, and working with teachers to improve achievement.



THE EXTENT OF FATHER INVOLVEMENT

While teachers and other school personnel agree that parental involvement leads to better achievement, there is some controversy about how far that parental involvement should extend. For example, most educators resist having fathers involved in hiring teachers, paying teachers, and other personnel matters. Moreover, choosing textbooks and developing curricula are seen by teachers as requiring an expertise that fathers do not have. NCLB seems to recognize this sensitive issue by limiting the rights of fathers to areas involving parent participation. For example, parental involvement policies must be developed jointly with schools and fathers, parental feedback about the parental involvement policies is encouraged, and fathers have a say in the use of the Parental Involvement Fund.



CONCLUSION

Parental involvement in a child's education is an advantage that money cannot buy. All fathers, regardless of economic status, race, or primary language, can do simple things like asking a child about school or attending a parent-teacher meeting. Being involved in your child's education not only helps your child to achieve more academically, but it also lifts teacher morale and provides you with the satisfaction of making a difference in your child's education.



05

TIPS YOU **NEED** TO KNOW **WHEN** TEACHING **POST- PANDEMIC**

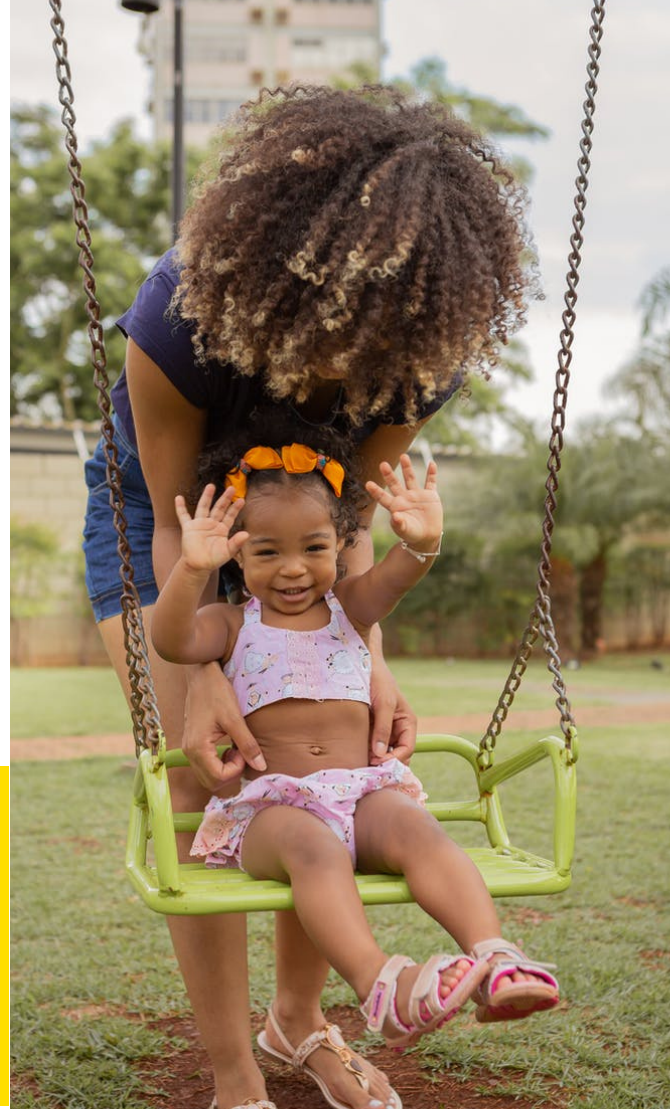
As the COVID pandemic surged globally, many of us found ourselves unprepared for the ways in which this deadly virus would affect our daily lives. School aged children and their teachers, who were forced to make the quick transition from in-person to virtual or hybrid learning almost overnight, have faced countless difficulties along the way.

As students and teachers prepare to go back to the classroom full-time this fall, there are many important lessons learned during the pandemic that teachers should consider implementing into their curriculum.

1 BE GENTLE WITH YOURSELVES, STUDENTS AND THEIR PARENTS

Everyone has experienced some level of trauma during COVID-19 and going back to the classroom to resume a normal day to day routine may bring up some issues for the educator at the front of the classroom, as well as their students and their caregivers.

I recommend adding deep breathing exercises to each day's activities, and strongly urge educators to do constant check-ins to ensure everyone is doing OK while navigating this new normal. These check-ins should continue year-round and we need to remain vigilant to ensure everyone's mental health is top priority.



2 WHEN DIVIDING UP CHILDREN TO WORK IN SMALL GROUPS, FIRST ALLOW FOR SOCIALIZATION

While quarantining to protect themselves and their family during the pandemic, many children were isolated and unable to play with other kids their age in large groups. Children need time to catch up and reacquaint themselves with their peers before any real work can get done, thus teachers should factor this vital social time into lessons plans. It would be wise for teachers to encourage some initial socialization so their students will then be able to turn their full attention to completing the task at hand.



3 REALIZE AND ACCEPT THAT LEARNING HAS SLIPPED FOR EVERYONE

There is no finish line for learning; it's a process. We must expect that children won't necessarily be at the same level of learning that they were last year or even the year before. While this will likely frustrate everyone involved at points along the learning process, I advise that this should be considered when creating the new classroom curriculum to ensure that students are getting a refresh on complex topics to reduce any discouragement.



4 IN MANY CASES, SCHOOL COMMUNICATION HAS CHANGED FOR THE BETTER

As a teacher, you know how important ongoing communication with student's caregivers is and how effective communication benefits everyone involved. During the pandemic, educators spent time speaking to these caregivers via video on Zoom or remained closely connected via email and/or text. Educators must maintain these high levels of communication with parents and caregivers now and in the future to assist students in overcoming various obstacles, whether it's via email, Zoom conferences, or even WhatsApp.





5

DON'T THROW AWAY ANY ADVANCES MADE

Enhanced video communication platforms such as Zoom or Microsoft Teams, online learning games like Kahoot, and Google Classroom, are free services enabling students and teachers to remain connected inside and outside of the classroom walls, all of which were all heavily relied upon during the pandemic. Just because we're now headed back to the classroom, it doesn't mean teachers should put an end to utilizing these types of innovative technology. In fact, Dr. I strongly urge global educators continue leveraging these platforms, and even integrate them into lesson plans when appropriate as children have varied learning styles. These tools can serve as a vital supplement reinforcing what is being taught inside the walls of the classroom.

A young girl with dark hair tied back is wearing a black fabric face mask with a white cat face design. A teacher's hands are visible, adjusting the mask on her face. In the background, another student is visible, and the setting appears to be a classroom.

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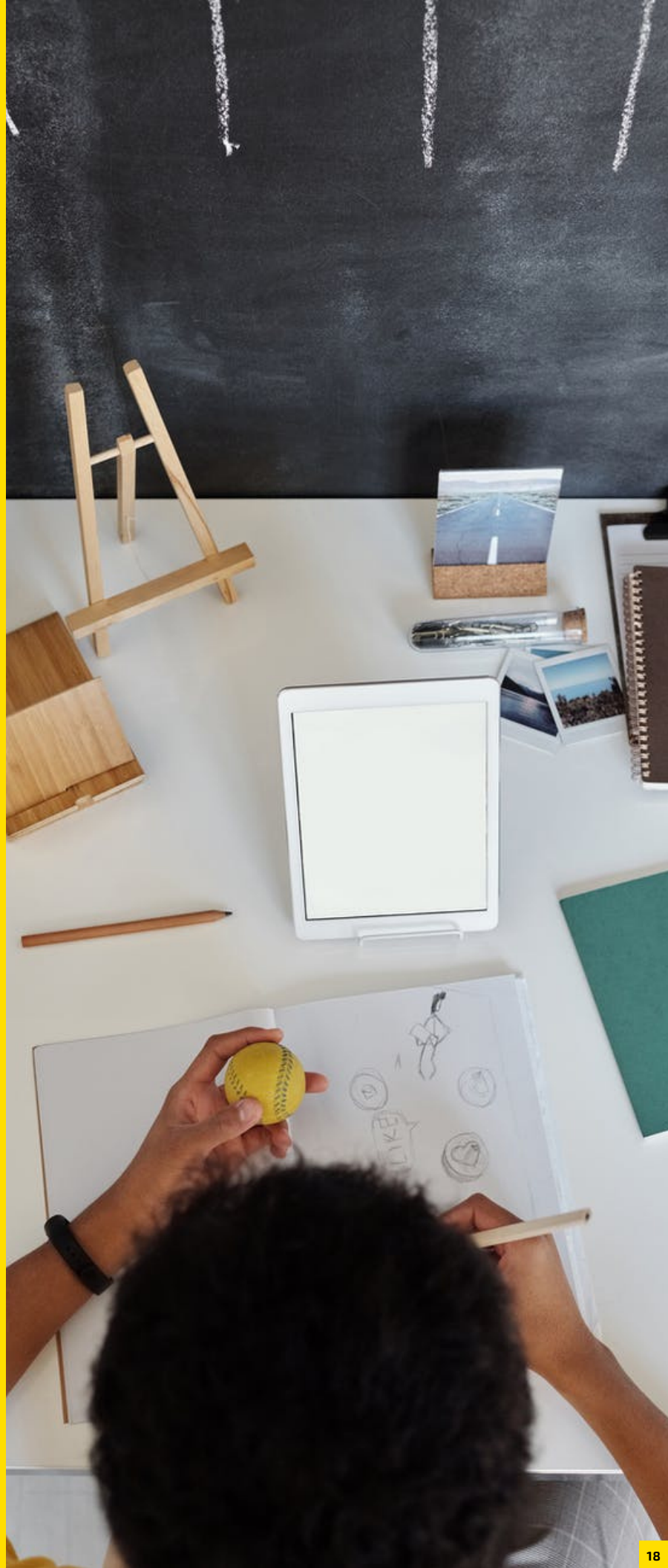
These and other factors have left parents facing difficult decisions about in-person instruction in the fall.

In a new survey, when parents had been asked if schools should offer an online option for school at all times, regardless of the pandemic, only 31.7% said no. The plurality (47.3%) responded yes, and 21% were unsure.

A majority, 60.4%, said they were concerned about sending their kids back to in-person instruction in the fall, and 59.6% said they were somewhat concerned or very concerned about exposure to unvaccinated adults in school. Nearly a third were unconcerned about their children contracting COVID or spreading it to family members, but more than two-thirds were concerned about those possibilities:

- 26% were concerned about their kids contracting COVID-19;
- 7.9% were more concerned about their kids spreading COVID-19 to family members; and
- 33.5% were concerned about both possibilities.

Regardless, at the time of the survey, nearly 70% of parents planned to send their kids to school in-person. About 26% plan on a mix of environments for their kids. And only about 4% planned for their kids to be online-only.





When asked about their feelings regarding back-to-school, the biggest response (26.6%) was "hopeful." The second-largest (20%) was "anxious." These were followed by "excited" (12.4%), "indifferent" (12.3%), "happy" (8.4%) and "afraid" (7.8%).

In guidance updated today, recommended that all students, staff and teachers wear masks in schools, regardless of vaccination status, reversing its stance on masks for the second time since the pandemic started and sending mixed signals about the efficacy of the vaccine two days after the United States hit it 70% vaccination target for adults.



6 TECHNOLOGY CHALLENGES FACING EDUCATION

Despite increasingly widespread adoption of technologies in virtually every aspect of K-12 education, significant challenges are preventing widespread effective implementation. According to researchers, though some of those challenges are systemic and some related to the technologies themselves, teachers and education leaders share in the blame as well.

"The NMC Horizon Report: 2013 K-12 Edition," put together by the New Media Consortium as part of the Horizon Project, identifies key emerging issues in education technology using primary and secondary research and input from an advisory board comprising "internationally recognized practitioners and experts" in ed-tech. Among those issues are challenges that represent significant constraints on the adoption of technology in education.

In past reports, those challenges have centered largely on reluctance on the part of administrators and teachers, lack of preparation, and lack of support or funding. This year's findings followed largely along those lines as well, though some new challenges were identified as well.



Challenge 1: **PROFESSIONAL DEVELOPMENT**

Key among all challenges is the lack of adequate, ongoing professional development for teachers who are required to integrate new technologies into their classrooms yet who are unprepared or unable to understand new technologies. "All too often, when schools mandate the use of a specific technology, teachers are left without the tools (and often skills) to effectively integrate the new capabilities into their teaching methods," according to the report. "The results are that the new investments are underutilized, not used at all, or used in a way that mimics an old process rather than innovating new processes that may be more engaging for students."



Challenge 2: RESISTANCE TO CHANGE

Resistance to technology comes in many forms, but one of the key resistance challenges identified in the report is "comfort with the status quo." According to the researchers, teachers and school leaders often see technological experimentation as outside the scope of their job descriptions.



Challenge 2: MOOCS AND OTHER NEW MODELS FOR SCHOOLING

New in this year's report, new models for teaching and learning are providing "unprecedented competition to traditional models of schooling." In particular, the MOOC (massive open online course) — probably the hottest topic in higher education right now — was identified as being "at the forefront" of discussions about new modes of delivering K-12 education.

"K-12 institutions are latecomers to distance education in most cases, but competition from specialized charter schools and for-profit providers has called attention to the needs of today's students, especially those at risk," according to the report.



Challenge 4:

DELIVERING INFORMAL LEARNING

Related to challenge 3, rigid lecture-and-test models of learning are failing to challenge students to experiment and engage in informal learning. But, according to the report, opportunities for such informal learning can be found in non-traditional classroom models, such as flipped classrooms, which allow for a blending of formal and informal learning.



Challenge 5: FAILURES OF PERSONALIZED LEARNING

According to the report, there's a gap between the vision of delivering personalized, differentiated instruction and the technologies available to make this possible. So while K-12 teachers seem to see the need for personalized learning, they aren't being given the tools they need to accomplish it, or adequate tools simply don't exist.



Traditional learning is something that is given to you. Personalized learning is something you seek.



Challenge 6: **FAILURE TO USE TECHNOLOGY**

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