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OPTM : NEED PROVISIONS AND REALIZATION

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ABSTRACT

A parent-teacher conference is a short meeting or conference between the parents and teachers of students to discuss children's progress at school and find solutions to academic or behavioral problems. Like most other meetings, parent-teacher conferences can take the form of face-to-face meetings in which parents and teachers meet in person, or electronic meetings that are conducted over the phone or via video conferencing systems like Skype or Google Voice. Face-to-face meetings offer personal contact but require that parents and teachers meet at physically the same place during the meeting by taking the methods of PTM can be many as : in person, by phone and online and found that most face-to-face meetings take place at school. One-to-many meetings may take place in separate meeting rooms, many-to-one meetings in larger classrooms and one-to-one and many-to-one meetings in the school hall, aula or auditorium, with many one-to-one meetings happening simultaneously in different parts of the room.

Stands for “Organizing Parents Teacher Meeting”(OPTM). A parent-teacher conference is a short meeting or conference between the parents and teachers of students to discuss children's progress at school and find solutions to academic or behavioral problems. Parent-teacher conferences supplement the information conveyed by report cards by focusing on students'

International Journal Of Core Engineering & Management (IJCEM)

Volume 2, Issue 6, September 2015

specific strengths and weaknesses in individual subjects and generalizing the level of inter-curricular skills and competences.

1. OBJECTIVES

The objectives of Parent-Teacher Association are the following:

(i) To bring home and the school in close contact:

These days' teacher and parents do not come in contact with each-other. Parents also do not know the teacher. Both should meet each-other on some occasions.

(ii) To promote the welfare of the children in home and community:

(a) Parents are busy in their professions. They do not find time to visit the school and take interest in child's progress. Once a year, the school invites parents, which helps them to know about the child's performance and the problems of the child. Parents come to know the behaviour of the child. Parents and teachers may cooperate with each-other intelligently in the training of a child.

(b) Somehow both complain about each-other. In some cases, parents blame teachers and teachers blame parents for not taking interest. If both of them come together, know each-other, understand each-other, it helps in growth and development of child's progress.

(c) Parent-Teacher Association also helps school to inform the community of what it is doing and the problems it is facing. The involvement of parents and the community might help a school to raise resources for its various activities.

(d) The importance of PTA is clear and the objectives are also understood.

International Journal Of Core Engineering & Management (IJCEM)
Volume 2, Issue 6, September 2015

2. NEEDS

Need of PTM is highly required for the parents and teachers for the all-round development of the child.

- OPTM is required to establish healthy relationship between parents and teachers.
- It is required to discuss about the child weaknesses in the academic field.
- It is required to improve the social behavior of child. Following points can be discussed in the social behavior:-
 - a) Behaviour with teachers
 - b) Behaviour with peers.
- Parents can also discuss their doubts with teachers.
- There is remark giving process in PTM from both the sides teachers and parents so both are ware with the strengths and weaknesses.

3. A PARENT-TEACHER CONFERENCE IS A GREAT OPPORTUNITY TO

Its opportunity to share academic progress and growth based on classroom and also Including observations, testing data, assessments, portfolios, and assignments and further the opportunity to learn from parents or guardians so you can be better informed about students' strengths, needs, behaviors, and various learning styles and other further opportunities to discuss enrichment or intervention strategies to support students' learning to discuss issues that may be interfering with students' learning and growth

International Journal Of Core Engineering & Management (IJCEM)

Volume 2, Issue 6, September 2015

3.1 TYPES: Parent-teacher conferences exist in a variety of different forms, depending on a country, school district and individual school. The subtypes are characterized by the following attributes

3.2 DURATION: The duration of parent-teacher conferences depends on the frequency of conferences and the number of participating parents and teachers.

4. STRATEGIES FOR A SUCCESSFUL PARENT-TEACHER CONFERENCE

4.1 CHILD INFORMATION: Start the conversation by talking about the most important topic: your child.

- **May I Tell You About My Child?**

No one knows your child better than you do, so it's your job to help your child's teacher learn more. **Shiabu** encourages parents to "Provide your child's teacher with more information on what motivates your child, likes and dislikes, special skills, strengths and weaknesses."

- **May I Tell You About What's Going on at Home?**

Situations like illness, divorce or a new baby may affect your child's school experience, so inform your child's teacher of such circumstances.

- **How Is My Child Doing Socially?**

According to Davis, "How the child functions socially in the class" is a topic that should be addressed at a conference, so inquire about your child's peer relations.

International Journal Of Core Engineering & Management (IJCEM)

Volume 2, Issue 6, September 2015

- **How Is My Child Doing Emotionally?**

It's also important to ask about your child's emotional health at school. For example, is your child generally happy?

- **In What Areas Does My Child Need Improvement?**

Your child's teacher sees him from a different perspective than you do. Ask the teacher what personal weaknesses your child needs to work on, and listen to the response with an open mind.

- **What Do You Think My Child Is Particularly Good at?**

Find out about the good stuff, too. Ask about "personal strengths that will extend beyond school," encourages **Baeder**.

4.2 ACADEMIC PERFORMANCE: Now move onto more school-specific questions.

- **Is My Child Performing on Grade Level?**

At a conference, parents should expect to see examples of their child's work. Baeder says that parents should ask "how this compares to grade-level expectations, but don't try to compare your child to other students." Each child is different and has different strengths and learning abilities.

- **What Do These Assessment Results Really Mean?**

When it comes to standardized testing and other assessment results, Baeder tells parents, "Don't feel bad about asking 'What does this really mean?' Increasingly, assessments are given for school-level progress-monitoring purposes, and it's best not to get too worked up about precisely interpreting every detail."

- **Is My Child Doing His/Her Best?**

No matter where your child ranks in relation to grade-level, one important analysis of his

International Journal Of Core Engineering & Management (IJCEM)

Volume 2, Issue 6, September 2015

performance is whether he's putting forth his best effort. Does the teacher get the sense that your child is slacking off or not focusing?

- **Does My Child Need Extra Help in Any Areas?**

Your child's teacher can tell you if your child is falling behind in a skill or a subject. Armed with that information, you can create a plan with your child to work harder in that area, before it gets too late.

- **What Can We Do to Provide That Extra Help?**

Shiabu encourages, "Work with your child's teacher to create a plan to help your child progress well in school." There may be specific things that you can do at home to help, such as hiring a tutor or helping with homework.

4.3 SPECIAL NEEDS: If your child has special needs, ask need-specific questions.

- **Have You Read the IEP?**

All students who receive special education or related services must have an Individualized Education Program in place, which outlines the goals for that child's schooling and how those goals are to be achieved. Davis claims, "If you have a child with special needs, I feel like your job is to advocate for your child. It's not inappropriate for a parent to ask, 'Have you read the IEP?'"

Get tips on [How to Prepare for an IEP Meeting](#).

- **What Accommodations Are Being Made for My Child?**

Davis encourages parents inquire early in the school year about how the IEP is being carried out.

- **What Is the School's Process for Dealing With Special Needs?**

If your child doesn't yet have an IEP, "Ask what the review and assessment process involves,

International Journal Of Core Engineering & Management (IJCEM)

Volume 2, Issue 6, September 2015

and ask about the timeline. After discussing this with your child's teacher, ask in writing to initiate that process, so you're not put off," says **Baeder**.

4.4 TRICKY SITUATIONS: If your child is having problems in school or with the teacher, address them head-on.

- **May I Share a Concern?**

If you're worried about a situation at school, bring it up with the teacher. "The worst thing parents can do is just wait and wait and wait," emphasizes Davis. Teachers usually appreciate when parents bring an issue to their attention, as long as it's done with respect.

- **Can You Fill Me in on This Situation?**

When your child has complaints about what's going on at school, Baeder advises parents to "Ask for clarification from the teacher; often your child's side is the only side you've heard."

- **Can You Tell Me About Your Teaching Method?**

If you have an issue with the teacher's method, ask her to help you understand it. Shiabu explains, "Ask your child's teacher for more information about the teaching method, how it can help your child and what the teacher can and will do if the method does not work with your child."

- **Do You Have Any Advice?**

If you need help with an issue your child is having, ask the teacher for input. "Teachers have worked with dozens or hundreds of students, and many have sage advice to share," recommends Baeder.

4.5 GENERAL INFORMATION: End the conference with these useful queries.

International Journal Of Core Engineering & Management (IJCEM)
Volume 2, Issue 6, September 2015

- **How Can I Help?**

Davis suggests that parents ask, "What can I do to support you in the classroom?" There might be supplies you can purchase, prep work you can do at home or other ways you can assist in the classroom.

- **How Can I Contact You?**

It's good to know how to get in touch with your child's teacher, so find out whether he or she prefers emails, phone calls or written notes.

Get ready for a parent-teacher conference by making a list of the questions you want to ask.

A prepared parent with a positive attitude and an open mind is on the right track for creating a successful, year-long partnership with his child's teacher.

5. PROVISIONS

Parent-teacher conferences are usually quarterly a year at progress reporting periods. They conduct brief meetings, lasting about 10-30 minutes. Conferences are typically scheduled 1 to 2 months in advance. Some middle and high schools only request parent conferences to discuss problems. Most schools set aside specific dates and times for conferences, but if school schedules conflict with family schedules, it's worth the effort to find a mutually convenient time, or even schedule a phone or video conference. Be mindful of special situations, such as divorced parents, single parents, or guardianships. Some divorced parents, for example, may prefer separate conferences.

6. BE PREPARED AND READY TO COLLABORATE

Both teachers and parents want to get the most out of parent teacher conferences. Conferences give teachers the opportunity to share children's progress and coordinate plans for helping them learn even more. Regularly scheduled conferences with sufficient time allotted for each afford

International Journal Of Core Engineering & Management (IJCEM)

Volume 2, Issue 6, September 2015

everyone needed opportunities to get to know one another and to plan strategies for working toward shared goals and outcomes. An organized, well planned conference not only presents an opportunity for parents to learn from you, but for you to learn from them.

7. PLAN THE CONFERENCE

- Create a meeting schedule. Allow a reasonable amount of time for each conference.
- Choose conference topics. Prepare yourself by thinking about what information parents really should have.
- Before conferences, make sure your files on the students are up to date. Also fill out a pre-conference sheet on each child.
- Decide whether children will participate. Sometimes it is helpful to have children explain their work and set goals for their own future. Also tell the students what you will be discussing with their parents.

8. COMMUNICATE PRIOR TO MEETING

- Communicate the date and time of the conferences. Disseminate information about conferences to all families. Include information about the timing and goals of the conferences, as well as alternative scheduling options in your invitations.
- Encourage families to write questions they would like to ask and note any topics they would like to discuss.
- Suggest that families talk with their children before the conference. They can discuss what the teacher might say and issues the child would like discussed.

9. MEET WITH PARENTS

International Journal Of Core Engineering & Management (IJCEM)

Volume 2, Issue 6, September 2015

- Begin by discussing positive aspects of the child's experiences in your class. Always start and end with a student's strengths.
- Explain your goals for the child and how each child's progress is determined.
- Talk about the child's work. Discuss the child's performance in each subject and go over any assessments.
- During official conference times, display student projects and provide additional information on programming, activities, volunteer opportunities and available services.
- Listen to parents. It will help you understand what they want for their child. As many parent-teacher organizations suggest, the most effective parent-teacher communication grows out of an truthful and thoughtful collaboration between both parties.

10. CLOSE THE CONFERENCE

- Close the conference by setting goals for the child's future work.
- Suggest strategies for meeting those goals.
- Make an agreeable plan to communicate regularly about the student's growth.

After your conferences, create responsive instructional practices based on what you learned about family cultures, home learning environments and a student's strengths and weaknesses. Continue to communicate on an ongoing basis with families, with positive news as well as updates on student progress.

11. REALIZATION (REAL SITUATIONS) OR LIMITATIONS

- **Negligence of Parents:** Parents are not interested in such meetings and they do not attend it.

International Journal Of Core Engineering & Management (IJCEM)

Volume 2, Issue 6, September 2015

- **Negligence of Teachers:** Teachers sometimes do formality. They do not provide proper information about their wards.
- **Attitude of Principal:** In some schools principals also bounds the teachers for speaking freely. They put conditions in front of them.
- **Hides Truth :-** Sometimes parents as well as teachers hides the real facts about the child. Which becomes a great barrier in his development?
- **Adoption of Lecture Method :** Sometimes teachers do not listen to the parents and they keep on lecturing which is not fruitful to achieve the motive of PTM.
- **Attitude of Parents :** Some parents do not want to listen the weaknesses of their children. They always prefer to listen good things and appreciation for their wards. So in this way they bound the teachers for speaking truth.

12. CONCLUSION

PTM can be more and more successful and fruitful if following more suggestions can be adopted:

- There should be a suggestion box near the principal office so that parents can drop their views in the written form.
- Parents should have chairperson's mail ID so that they can mail their views directly to the chairperson their problems and suggestions too.
- School should appoint a Psychologist and counselor for the psychological problems of the children and they should be the regular part of the school. They should be present in the PTM also.