

**KINDERGARTEN-FAMILY-COMMUNITY PARTNERSHIP
AND PERSONALITY TRAINING**

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Abstract

The education and training of preschool children is carried out and supported by both kindergarten and family and community. Kindergarten has a well-defined role in the development of preschoolers, but for children's development to be completed, harmoniously, the family and the community must support it.

Children are trained from an early age in order to be integrated into society and to help, in order to build it. The family and the community will later reap the benefits of developing these children, and this should be an impetus for them to become more and more involved in educating preschoolers. Together with the decision-makers of the kindergarten, they must initiate and carry out partnership projects aimed at developing the personality of preschool children. The work that teachers do in kindergarten must be supported and continued by the family and the community. Teachers must be in constant communication and collaboration with them and convince them that these partnerships aim to develop children and transform them into future responsible adults.

Keywords: kindergarten; family education; training; community partnership.

Introduction

Educational partnership is one of the key words when we refer to contemporary pedagogy; it is a concept and, at the same time, an attitude in the field of education, oriented towards creating an effective collaboration and cooperation relationship between its members,

establishing roles and responsibilities, accepting and tolerating different options, cooperation and inter-institutional relationship, which ultimately aims to optimize education outcomes.

The activity in kindergarten cannot be carried out in isolation and cannot be separated from other educational influences that are exerted on preschoolers, especially the educational influences of their family. The education of preschoolers must always be a complex and unitary action of the kindergarten, the family and the community. The partnership between them for the development of children presupposes an alliance between the partners to achieve this common goal. For this to work, this partnership must be based on respect, mutual trust and a focus on the same goal. There must be a consensus on how to carry out the partnership and the proposed activities. In order to achieve these partnerships, all parties involved must be willing to collaborate, make concessions and learn from each other in order to achieve the proposed goal and objectives.

For these kindergarten partnerships with the family and the community to take place, it is important that, first and foremost, teachers are willing to work with the family and the community for the good of the preschoolers. In order for them to be willing to work together, they need to be aware of the benefits of these partnerships. Teachers are an important partner who has decision-making power, which influenced the decision to conduct this research by questioning several teachers about kindergarten partnership projects with parents and the community.

Characteristic elements of the educational partnership

In recent years, the school-family-community partnership has grown through various research activities and educational policies and practice. Concerns continue to encourage partnership activities and to encourage the participation of indispensable social actors. (Țăranu, 2009)

Teachers, parents, school management, as well as other people and organizations that are part of the community, try to create a variety of programs that involve several factors in children's development. "A school-family-community connection program is now seen as part of the school organization that could lead to stimulating study and learning success." (Țăranu, 2009, p.141)

Parents partnerships, community partnerships to be successful and in good condition in order to achieve their goals, certain conditions must be met:

- Teachers must create certain conditions in kindergarten so that the atmosphere is welcoming;
- Children's outcomes need to be shared with the community;
- The local community's perception of education needs to be changed;
- Children must also be involved in local community projects;
- Certain project information and consultation channels need to be created;
- There is a need for a democratization of school management;
- Teachers involved in partnerships need to be trained and, first and foremost, motivated to get involved;
- The local community must be made aware of the needs of the kindergarten;
- Community actors must be attracted to support these projects;
- Common goals and interests that are useful to partners and community members need to be identified;
- The best way to achieve the proposed goal and objectives must be determined;
- The available resources must be organized in such a way as to be sufficient;
- The partners involved must know very well the aims of the project and the significance of the activities to be carried out during the project;
- The results of the projects must be made known in order to be able to compare with the initial situation at the beginning of the project;
- Parents and children must be able to actively participate in project experiences;
- The skills of the partners involved must be fully exploited. (Anghelache, 2017)

Advantages of conducting the educational partnership

There are several aspects that define the partnership that is established between kindergarten and family or between kindergarten and community. There are certain advantages of carrying out these partnerships, there are certain reasons why these partnerships are carried out but, at the same time, there are also blockages that may occur during the development of partnership projects between kindergarten, parents and community.

Țăranu (2009) highlighted a series of advantages of developing partnerships between kindergarten, family and community. First of all, she talks about some positive effects on children; these positive effects are seen on the children's knowledge, on homework, on the children's attitude towards school or kindergarten, on the development of children's skills and

on the appropriate choice of options for the next year. Secondly, it identifies benefits for teachers, parents, school, and the community. (Țăranu, 2009)

With the involvement of parents in these partnerships, teachers' knowledge about the social and cultural context in which the child develops increases, and this will have beneficial effects on the way children approach in kindergarten activities. Due to this involvement, the efficiency of teachers increases and the atmosphere in the group room improves. Teachers are more involved because they see that their efforts are paying off. Parents involved in these partnerships have the opportunity to contribute to the education of their own children and, in some cases, are also motivated to complete their education if they have not done so. Participating in activities with children is an opportunity for parents to share their skills and interests with them, resulting in the creation of a positive relationship between parents and children. Parents can also realize what their true value is. Involvement with other parents in the community can create a network of involvement and can create various opportunities for them and their children's development.

The benefits of these partnerships on schools or kindergartens consist in moral support, informational and economic support of families and the community. Parents can be a force to be reckoned with in school or kindergarten, a change that benefits their children. Kindergartens in which the community is involved have several physical resources that can be used to educate children. When the collaboration between the kindergarten and the parents works, the kindergarten can be an important institution in the community to which it belongs. The role of community relations and, implicitly, between kindergarten and parents, is to improve community cohesion and to obtain support for community projects. (Țăranu, 2009)

Blockages in the development of partnerships

During the development of kindergarten-family-community partnerships, a series of blockages may appear that the partners must overcome in order to achieve their proposed objectives. These blockages are often related to communication between teachers, family and community. A recent research on communication bottlenecks shows that teachers do not want to talk too much about communication between themselves and their parents or community. Usually, the communication between the three partners is done by classical methods, rules that are accepted by the partners. Sometimes, however, these rules become constraining because parents want to impose themselves more, and teachers want to be the ones to make the

decisions. In partnerships, it is good for all partners to be involved in decision-making, and this means that teachers need to be aware that they also have benefits if they do not want the decisions to be theirs alone.

Teachers are also class managers today and have the decision-making power to reorganize the rules of communication. Involving parents and the community in decision making can benefit if it is well managed. In this way, parents and the community can become basic collaborators of the kindergarten.

Romiță (2000) identifies several causes of blockages in communication between teachers, parents and the community:

- There are problems listening to partners;
- The partners are resistant to criticism and do not make the necessary changes;
- There is no reverse connection or the reverse connection is false;
- The time and place of communication is not chosen appropriately;
- Misunderstandings in terms of language;
- Subjectivity in opinions;
- Cultural barriers between partners;
- Information is obtained by manipulating partners. (Romiță, 2000)

To overcome these barriers, teachers must be trained for this purpose. Teacher training for this purpose can be useful in partnering with parents and the community. The distrust of parents in the education process and of teachers in the local community can be reduced.

The benefits of involving parents and the community on the development of preschool children

Kindergarten, like school, is an important organization in all communities. It can be a meeting point, a center that symbolizes the community and a resource that can unite people. (Agabrian, Milea, 2005) All communities need schools for their renewal, and kindergarten is the first place where community members can get in touch with each other, getting involved in the activities carried out here. This is one of the reasons why the partnership between kindergarten, family and community is important. This partnership has an important role to play in the development of the community, which means, first and foremost, preparing children for integration into the community and for its support. This partnership develops the child on

several levels, so that he is ready to integrate into society and be a basic member of the community in which he lives.

Kindergarten partnerships with the family are especially important for the development of the preschool child. By coming to kindergarten, the child expands his field of interaction to the community. However, it is important that the family continues to be with him and even get involved to help him better integrate in kindergarten and community. (Dumitrana, 2000)

In order to adapt to kindergarten, the child must establish relationships with those around him, with the educator and the children. The child must adapt to this new environment and needs help, both from the educator and from the parents, who must be involved as much as possible to provide support. The preschool stage is the stage in which the foundations of the child's personality are laid. He forms his character, shapes his temperament, and develops his traits of will and character. In order to form a harmonious personality, the involvement of parents and the community is necessary. The child is prepared to integrate into society and, implicitly, into the community from which he comes, and this should be enough for the community to get involved in his education through various activities to train the child. (Agabrian, Milea, 2005)

The involvement of parents and the community in partnerships with kindergarten is very important for the child's education and for the development of his personality. The family is the one who knows the child from birth and can bring information to teachers that are relevant to the methods of education chosen in kindergarten. Knowledge of the community can also bring additional information about the environment in which they live, about the conditions that parents can provide, and this information can improve the strategies used by teachers in children's education. Teachers manage with the support of parents and the community to better integrate the child in kindergarten and develop his personality, taking into account certain features that he could not know if he did not collaborate with them. The child, in turn, will feel much safer in kindergarten seeing that his parents collaborate with teachers and will develop much more harmoniously.

The training of preschoolers involves the three partners working in unison, and this requires mutual knowledge. A lasting and fruitful dialogue can be achieved if there is an inverse connection in the communication process that takes place between them. The inverse connection has a role of regulating the instructive-educational process carried out in kindergarten, so that it follows the development of children's personality, taking into account their individual characteristics and not only the age.

The involvement of preschool children in various projects of the community in which they live will make them responsible, they will understand that they can be helpful in the community and that they are just as important as the other members of the community. These things will develop positive traits of will and character. They will be modeled not only under the influence of the example from various literary works, but also through practice made even within the community in which they live. By getting involved in greening the area where they live or visiting nursing homes or orphanages, they can see firsthand the benefits of their involvement and actions. This is an extraordinary support in the steps taken in kindergarten to form a harmonious personality, to form a beautiful character. Through the various partnerships in which they participate, they can also highlight their skills, capitalizing on them in various activities. They also learn to shape their temperament in order to integrate more easily into the community and to be able to achieve what they set out to do.

On the other hand, the community will also benefit from the involvement of children in community projects, because children will grow and develop with a sense of belonging to a community that supports and wants them. They will grow up wanting to stay in the community that supported them and not wanting to go elsewhere to achieve. They will be a gain for the community because they will stay here to develop it and pass on what was offered to them when they needed it.

The involvement of parents and the community in the development of preschoolers' personalities will have positive results that will affect the relationship that the child will later have with the family and the community. The ability of the three partners to communicate with each other for a better future for children will lead to positive results and will train young people able to get involved in the community themselves to help those in need.

Conclusions

An extended education cannot be achieved without the help of the community and the family. The family, the kindergarten and the community share the interests and responsibilities of the children during the years they spend in kindergarten. The main reason why these three partners collaborate and work together is to develop the preschool child harmoniously and to prepare him for integration into society.

The family environment offers preschool children a consistent support so that it has good results in kindergarten activities and so that it develops harmoniously. For this to happen, it is

necessary to identify appropriate strategies for the kindergarten to collaborate with the family and the community. Using the right strategies, the involvement of parents and the community will be stronger, and the results on children's personality development will be much more visible. Children will develop in the community in which they live, and when they grow up they will be much better prepared to integrate into this community and help to build it.

The educational principles of parents are closely intertwined with those of teachers and the community and therefore allow a harmonious development of preschoolers' personality by stimulating the child's autonomy, sensitivity and creativity and his involvement in community life by participating in community projects. Thus, all these aspects must be aware of the three partners involved in children's education, kindergarten, family and community, they are one of the prerequisites for children's success in life and their integration into society.

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