Sebastian, Ma. Nelfa Loren

BECED 4A

**ACTIVITY 2:** Local

**Title:**

EXPLORING KINDERGARTEN TEACHERS’ PERSPECTIVES IN PARENTAL INVOLVEMENT IN THE PHILIPPINES

**Abstract:**

Parental Involvement is the active, ongoing participation of a parent or primary caregiver in the education of a child Recognizing the critical role of parents in a child's early education, this study aims to understand how kindergarten teachers realize and engage with parental involvement. This study aims to understand how kindergarten teachers recognize and engage with parental involvement initiatives, through thematic analysis the teacher reveals multifaceted dimensions of parental involvement including the communication between the teachers and parents, participation in school activities and home based support for child's learning. It is important to all teachers, especially to the early childhood teacher to know the parental involvement in the education of the child in order to have positive learning outcomes.

**Reference:**

*Exploring Kindergarten Teachers Perspectives in Parental Involvement in the Philippines.* (2020, 17 June). Eric. Retrieved August 28, 2023 from <https://files.eric.ed.gov/fulltext/EJ1271929.pdf>

*Parental Involvement in Your Child’s Education.*  (2022, 14 December). The Annie E Casey Foundation. Retrieve August 28, 2023 from <https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows>

Sebastian, Ma. Nelfa Loren C.

BECED 4A

**ACTIVITY 2:** Foreign

**Title:**

Building education for sustainable futures in early childhood: Transformative learning captured within an intercultural training program for government stakeholders from rural China

**Abstract:**

This study focuses on the international collaboration on education in rural China. Early Childhood Education for Sustainability (ECEfS) , which is the three provinces participating in a 14 - day program in Bergen, Norway, focusing on early childhood education for sustainability. It shows the culturally sensitive pedagogies in nurturing sustainable educational practices while casting the interplay between local and global aspirations. It also employs a qualitative research framework that utilises methods such as interview and participant observation that surely will capture the essence of the transformative learning process. It is important to have a wider conversation on advancing sustainable education and underscores the vital role of cross-cultural training in driving meaningful transformations in early childhood education frameworks.

**References:**

*Building Education for Sustainable Futures in Early Childhood: Transformative Learning Captured within an Intercultural Training Program for Government Stakeholders from Rural China.* (2021). Eric. Retrieved August 28, 2023 from <https://files.eric.ed.gov/fulltext/EJ1339675.pdf>