

# HERE WE COME . . . READY FOR SCHOOL!

A successful transition to Kindergarten for all the children of Hawai'i

## Teachers and Families Have Different Perceptions

Most teachers realize how important it is to communicate with families, yet they often feel frustrated in their efforts to communicate. One reason may be a lack of home/school communication skills. Another reason may be the differences in perception that exist between teachers and families. Below is a chart compiled by Mendoza and Cegelka of project P-Fact, San Diego State University. (*Community Education Journal* (April 1987). p.12)

### Differences in Perception That Can Interfere with School / Home Communication

| <u>Professional</u>   | <u>Family</u>   |
|---|---|
| <b>Group</b> • must focus on the whole class or group.                                      | <b>Individual</b> • is concerned with own child's individual progress, needs.       |
| <b>Established Skills</b> • has knowledge of what child has mastered                        | <b>Emerging Skills</b> • is concerned with what child is learning.                  |
| <b>Present</b> • is concerned with present development of child.                            | <b>History</b> • has the perspective on how far the child has come                  |
| <b>Futuristic</b> • looks to what child will be able to do in the future, career potential. | <b>Present</b> • is concerned with here-and-now.                                    |
| <b>Specificity</b> • is concerned with mastering specific skills.                           | <b>Diffused</b> • tends to see whole child's ongoing development                    |
| <b>Cognitive</b> • sees child more abstractly, able to distance self from child.            | <b>Emotional</b> • has emotional involvement with child.                            |
| <b>Achieved/chosen profession</b> • encourages child to make professional career choices.   | <b>Given</b> • family accepts the child as she or he is                             |
| <b>Dominant</b> • has power position, expertise   | <b>Submissive</b> • may feel helpless, uneducated                                   |
| <b>Universal</b> • looks for one best method, way to work with all children.                | <b>Individualized</b> • wants to have child approached and taught as an individual. |