



TPT Approach in the new normal

• Markconi Fernandez Taroma, PhD

The pandemic has given rise to a lot of changes. As a matter of fact, it has also brought back old practices such as reading as a family with parents as teachers. It is also said that education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents. Bearing in mind that the children are the future, collaboration between the teachers and parents must be stronger especially in these challenging times. With this, an approach was devised to help the young ones to read with comprehension. It is called the TPT Approach.

The TPT Approach which stands for Teacher-Parent Tandem was coined to describe the specific approach that Carael National High School (CNHS) is implementing in line with SDO Dagupan's reading program to address the concern on the increasing number of non to slow

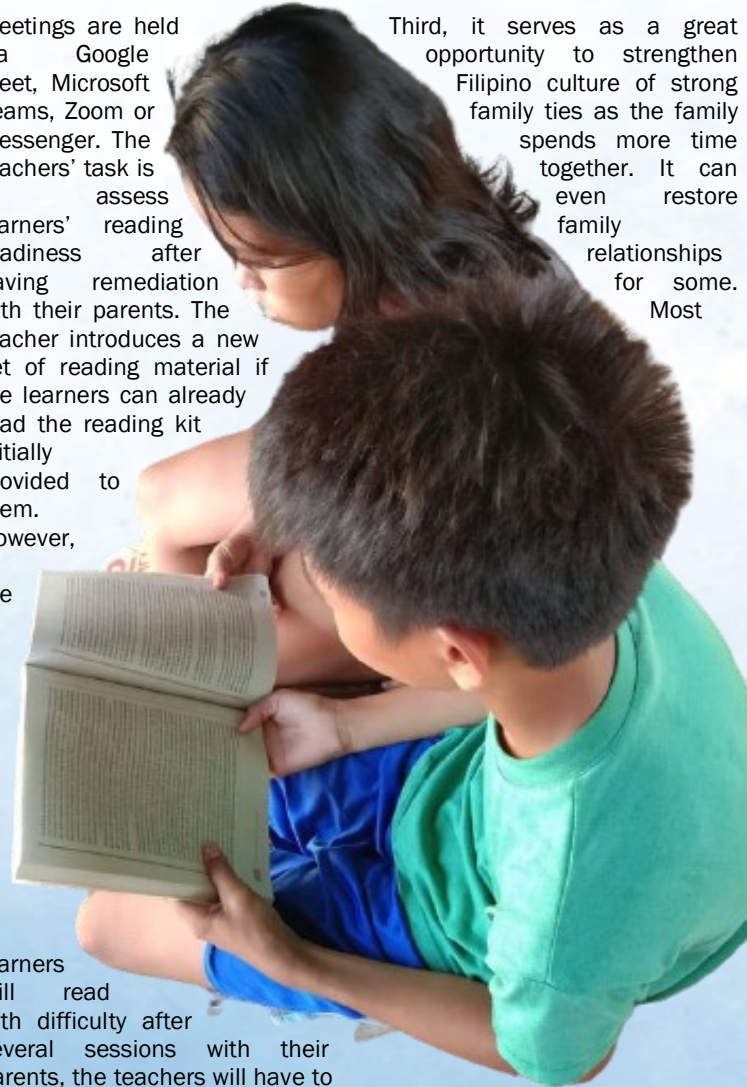
readers both in elementary and secondary schools. It forges the partnership between home and school in nurturing children towards academic success especially in this time where face-to-face interaction is restricted.

In this setup, teachers, being the more knowledgeable other (MKO), provide support and assistance to learners and parents. First, they orient parents on the basics of teaching reading to their children. Recognizing the role of parents as the primary teachers to their young, they are the ones who facilitate reading with their children using the materials developed by the teachers of CNHS. Learners identify and sound the letters with their parents. They are given flexible schedule in conducting reading sessions but are guided by the time frame set by the school.

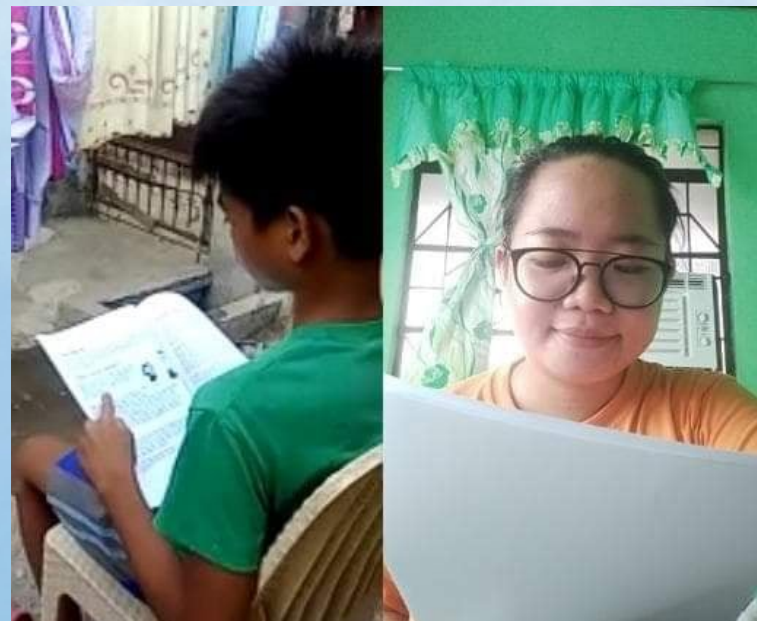
Teachers intervene after the learners had their reading sessions with their parents.

Meetings are held via Google Meet, Microsoft Teams, Zoom or Messenger. The teachers' task is to assess learners' reading readiness after having remediation with their parents. The teacher introduces a new set of reading material if the learners can already read the reading kit initially provided to them. However, if the

Third, it serves as a great opportunity to strengthen Filipino culture of strong family ties as the family spends more time together. It can even restore family relationships for some. Most



Mother facilitates reading session to her son.



Teacher Diane assesses the learner's progress in reading through a video call.

learners still read with difficulty after several sessions with their parents, the teachers will have to roll up their sleeves to help them read.

This strong tandem in teaching reading in this time of global crisis offers considerable benefits to the learners. First, it is conducted at home where the learner is at utmost comfort. Second, it brings back the practice that the parents are the first teachers to their children. The parents become involved and aware about their child's performance and success. Importantly, collaboration between school and home is fortified as they work together for a common goal—to make the children read and comprehend. Considering the less rigid structure of TPT, the school is hoping that literacy among our children can be achieved by strengthening the inseparable tandem of teachers and parents.

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