

# Birth – Grade 3 School as Hub Leadership Institute June 20, 2017

**Break-Out Session 1D**  
10:00 am – 11:00 am

Janette Merkel, Buffett Institute, Program  
Specialist

Herendira Moreno, Liberty Elementary  
Family Facilitator

Mirta Bustos, Liberty Elementary Home  
Visitor

## Mirrors & Windows: Expanding Diversity through Family Engagement and in Classroom Libraries



# Whole Child: Racial, Cultural, and Economic Diversity

**“We live in two worlds. We speak in 2 worlds.”**

## **The Immigrant Experience: Integrating 2 Worlds**

### **Guiding Questions:**

- ❖ How do we support newly arrived children and families as they adapt to the expectations of school and society?
- ❖ What happens when there are a different set of expectations at home and at school?
- ❖ What do we know about the hopes and dreams of immigrant parents and their children? How can we help uncover their true potential?
- ❖ How are our lives changed when we move to a new country? (Language, culture, finances, life outside of school, role the child within the family unit)



# The Immigrant Experience: Integrating 2 Worlds

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## A Book Club for Parents

- ❖ Community Partner (Completely Kids)
- ❖ Parent Interest & Capturing Momentum
- ❖ Support from principal

**Criteria for Book Selection:** authentic literature written in Spanish (not a translation from English), books that parents can relate to, books that students may read as well)



# We have books, now what????

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“Beforehand we had zero experience, we had no idea what to expect. We weren’t sure what to expect, or if we were doing the right thing.”



“I love to read and in my mind I was thinking we’d read and ask how do you feel about what we just read? Do you relate? It didn’t happen like that. It was natural for them to share about their experiences. They saw their life reflected in this book. The conversation flowed naturally.”

# Authentic literature created a springboard for spontaneous conversation, connection and reflection

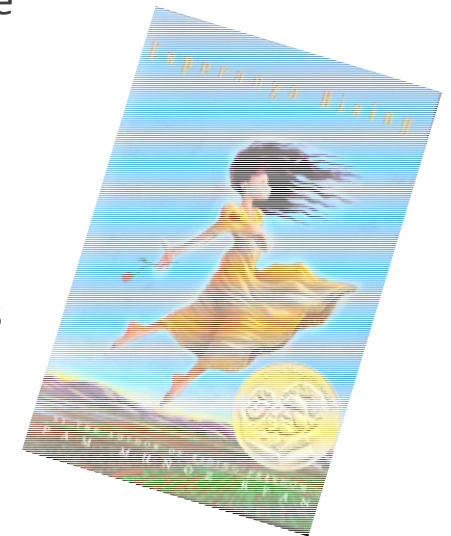
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## Themes that emerged from the literature:

- ❖ Immigration, social status, socioeconomic challenges, family, social justice

## Participants made personal connections to the literature:

- ❖ Relevant, timely topic (immigration)
- ❖ Reflected their personal experiences, overcoming poverty and challenges
- ❖ Moving here for the hope of a better life for their children





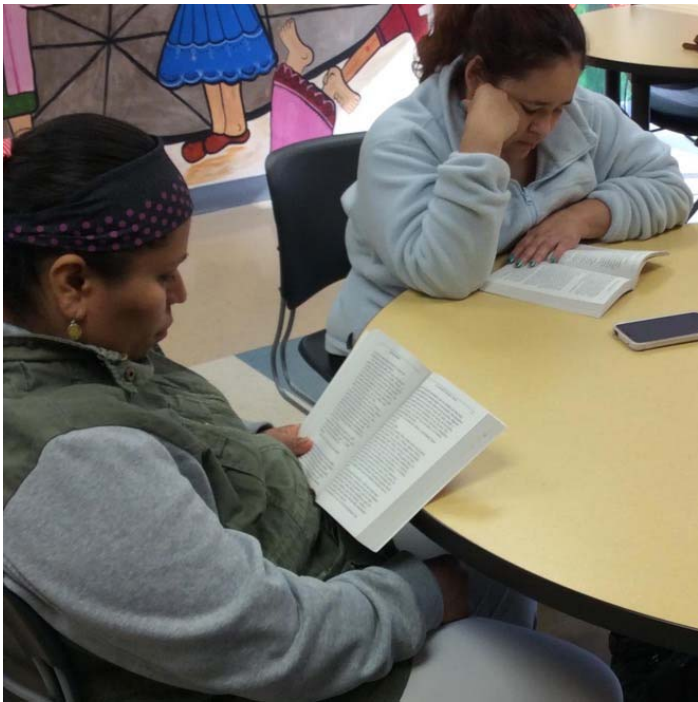
# Book Club



## Reflections from Parent #1

“For me, it was such a change to move from one country to another. It made a big impact on our family to have to go back and begin a new life in a different place, so alien to my place of origin. This book reminded me of when I arrived in this country. The character in the book shares many of the same feelings I had.”

# Book Club



## Reflections from Parent #2

"The part of the story I connected most with was when Esperanza's mother left her in charge of caring for her siblings and then scolded her when she didn't clean the house. I could also relate to how the teacher always scolded Esperanza and gave her dirty looks."

# Reflecting on the power of literature based discussions

## Guiding Questions:

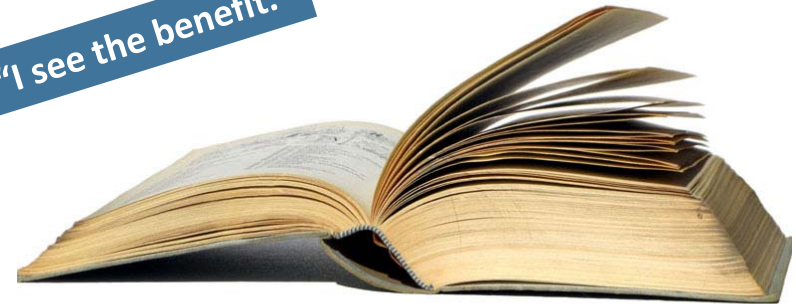
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*"Powerful conversations have emerged from these literature based discussions."*

*"Impactful!"*

*"More than we ever could have anticipated."*

*"I see the benefit."*





# Family Focus Group

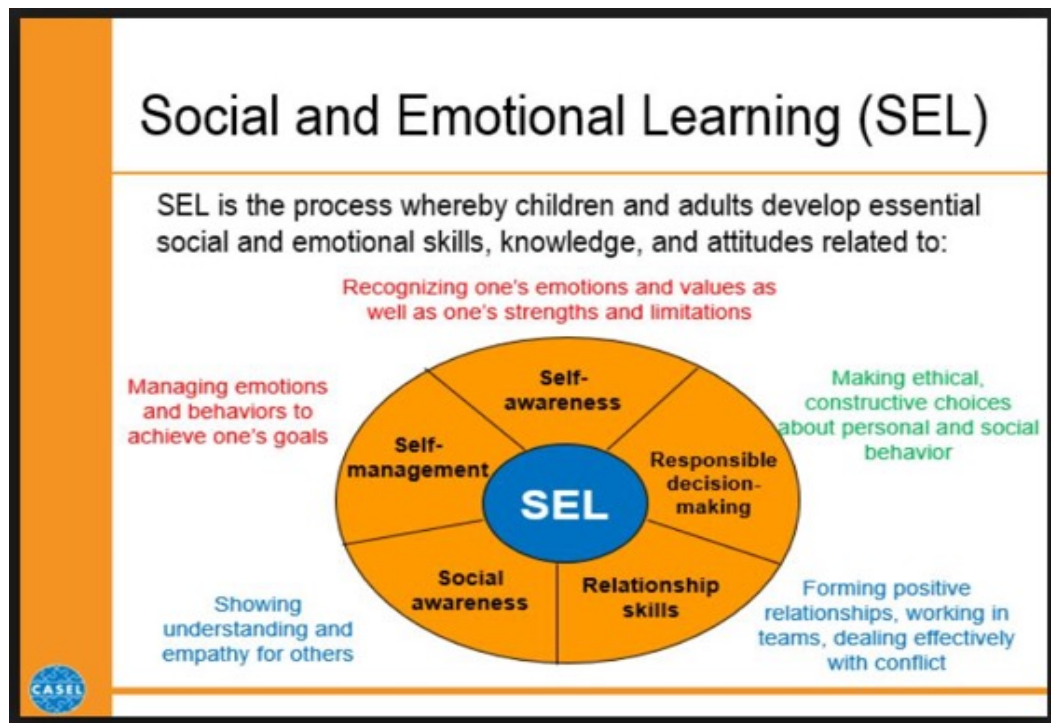
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**Our aim is to achieve a reciprocal process of cultural understanding**

- ❖ Between school and parents
- ❖ Between children and parents
- ❖ Between school and children



# Family Focus Group



- ❖ On February 23, 2017 Liberty Elementary hosted a parent focus group to share a new school initiative on Social Emotional Learning (SEL) and
- ❖ To listen to the views of parents regarding their perspectives and experiences on this topic.
- ❖ Two sessions were offered, one in Spanish and one in English.
- ❖ A total of fourteen families participated.

# Family Partnerships

- ❖ Leaders, teachers, and support staff build two-way trusting relationships and communication with families
- ❖ In order to learn from families, provide information and support to families, and engage in collaboration
- ❖ Promotes young children's learning and development.

