

Principles and Practices that Promote Relationship Building with Families

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Today's discussion

- ▶ Principles
- ▶ Practices
- ▶ Call To Action - Transformative Change

PRINCIPLES

Building Relationships with families

The Ecology of Child Development: (Urie Bronfenbrenner)

- **Children grow up in families and families live in communities**

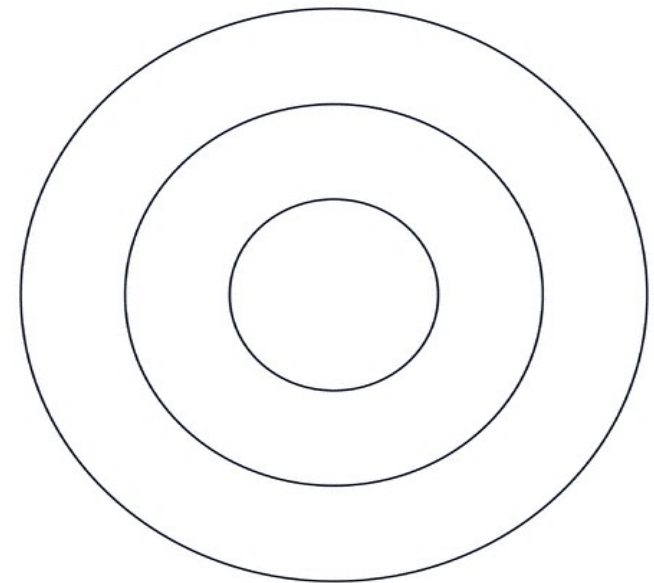
- **The spirit of this approach:**

- **Family as Foundation**

- **Community as more than a place or space**

- **Mutual Respect**

- **Appreciation Of Culture**



“A system of education is not one thing, nor does it have a single definite object, nor is it a mere matter of schools. Education is that whole system of human training within and without the schoolhouse walls which molds and shapes children.”

(adapted from W.E.B. Dubois)

- All Learning takes place in the context of relationships and is affected by the quality of those relationships
- Reflection -We bring to a situation our past experiences, values and expectations. We are, likewise, responded to in terms of other people's experiences, values and expectations . Therefore, understanding oneself is of great importance in the work we do with children and families
- Sensitivity to Context- Children and families must be understood in the context of their families and communities
- Mutual Respect

Family Engagement

- ▶ An ongoing interactive relationship building process between families/parents and early care and education professionals that reflects a shared responsibility to foster children's development and learning at home, school and in the community.
- ▶ Family engagement is a reciprocal partnership that requires mutual respect for the roles and strengths each (Parents/Families and ECE professionals) has to offer as they share power and work together

Involve

Engage

Partner



RECIPROCAL

MUTUAL

EQUAL

SHARED

TO Families

FOR Families

WITH Families



The 4 E's Practices

- ▶ **Exploration** – Learning and understanding parents'/ families' educational goals and expectations for their children
- ▶ **Expectations** - Maintain high expectations for parents' families' role and participation in their children's' education
- ▶ **Education** - Opportunities for parents to become more knowledgeable about the educational system
- ▶ **Equipment** - Opportunities for parents to build their capacity to navigate and advocate the education system on their child's behalf

Transformative Change

- ▶ Centering and Elevating the voices of families to inform and drive ECE practice, policy and systems.
- ▶ Systemic and sustained inclusion, participation and leadership of families in the planning, development, decision-making and evaluation of ECE programs, services and systems.
- ▶ Honors and recognizes families' and communities' funds of knowledge, skills and lived experiences Parents as Experts about their child and Family
- ▶ Culturally, linguistically, and socio-economically responsive
- ▶ Strength-base orientation- Perception of families and communities as resilient
- ▶ Shared Power, co-creation and decision-making
- ▶ Equality of Roles- family, community, and professional's role
- ▶ Equity Every Child has the opportunity to thrive and reach their potential

“I’ve learned that people will forget what you have said, people will forget what you did, but people will never forget how you made them feel.”

-Maya Angelou, American Poet

Resources

- ▶ **Heffron, Mary Claire, Murch, Trudi. Reflective Supervision and Leadership In Infant and Early Childhood Programs (2010)**
- ▶ **Iruka, I. U., Curenton, S. M., & Eke, W. A. The CRAF-E 4 Family Engagement Model: Building Practitioners' Competence to Work with Diverse Families. San Diego, CA: Elsevier. (2014.)**
- ▶ **Gilliam, Walter et al. Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions? New Haven, CT: Yale Child Study Center. (2016.)**
- ▶ **Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. V2. SEDL ,(2020.)**
- ▶ **Weiss, Heather B., M Elena Lopez, and Margaret Caspe. Joining Together To Create A Bold Vision for Next Generation Family Engagement: Engaging Families to Transform Education. (2018)**

Resources Parent Leadership

- ▶ **North Carolina Early Childhood Foundation's report Not About Me, Without Me: Raising Parent Voice to Guide Early Childhood Policy** https://files.buildthefoundation.org/wp-content/uploads/2018/03/ncecf_reports-parents-121017-digital.pdf
- ▶ **Ripples of Transformation: Families Leading Change in Early Childhood Systems** First 5 Alameda County, Center for the Study of Social Policy Toolkit describing a family engagement to leadership continuum with strategies and resources <https://cssp.org/resource/firstfive-engagementtoolkit-5/>
- ▶ **Parent Leadership Indicators Project** New York University Site for a participatory evaluation of parent leadership including assessment tools and reports <https://parentleadershipevaluation.steinhardt.nyu.>