



Voices From the Field: Culturally Responsive Family Engagement

Best Practices for Early Childhood Education Continuity Webinar Series

June 11, 2020
12:00pm ET

Webinar Housekeeping

- We are recording this webinar! A link to the archive of this webinar will be emailed to you tomorrow.
- This is a listen-only webinar, so you will be muted while the webinar is in progress.
- You can ask questions and make comments by typing them in the Q&A flyout. We will respond as we go, and we will have a question and answer session at the end of the webinar.



Training Certificate?



As an IACET-accredited provider of professional development, before offering certificates we are required to be able to verify that

- (1) the person who signed up for a particular professional development event is indeed the person who attends and
- (2) that the participant demonstrate mastery of relevant learning objectives.

Because our current delivery method for webinars does not allow us to meet either of those qualifications, we cannot offer certificates of participation.

For those attending the live webinar today, you will receive a **proof of attendance** email from Zoom at 1pm EST tomorrow.

Online PD

Benefits for Teachers:

- Earn CEUs
- See progress in real time
- Practice applying learning to typical classroom scenarios
- Build knowledge about child development and developmentally appropriate practice
- Engage in short tutorials that offer interaction with the material in multiple ways
- Revisit any part of a course as many times as you want to refresh your skills and knowledge

Individual Educators: To purchase a year of access to our online professional development library for yourself, visit our bookshop.

[TeachingStrategies.com/individualPD](https://www.teachingstrategies.com/individualPD)

Benefits for Administrators:

- Offer an ever-growing library of courses and topics that is cost-effective for your program
- Address common classroom challenges
- Track teachers' progress toward course completion and CEU credit
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Administrators: To purchase online professional development subscriptions for your program, please contact us at **855-448-4352**.





Voices From the Field: Culturally Responsive Family Engagement



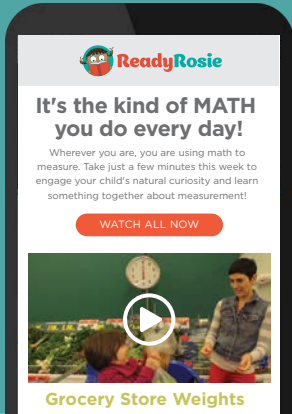
Emily Roden
President,
ReadyRosie™

What is our task?



ReadyRosie

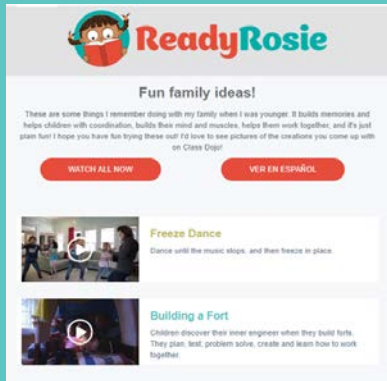
Comprehensive Family Engagement



Digital Platform With Modeled Moment Videos



Family Workshops & Other Tools



Personalized Learning



Accessible Data



Home Language and Culture





Co-Creation with Families



<https://www.khanacademy.org/a/teaching-strategies>



REVISING THE ROLE OF TECHNOLOGIES FOR
SUPPORTING THE FAMILY ENGAGEMENT OF HISPANIC
IMMIGRANT PARENTS



MARISOL WONG-VILLACRES

CULTURE & TECHNOLOGY LAB
GEORGIA INSTITUTE OF TECHNOLOGY





PARENTS

ARE EXPECTED TO

Keep track of a deluge of
information

Connect with many other parties and apps to
find learning resources on their own

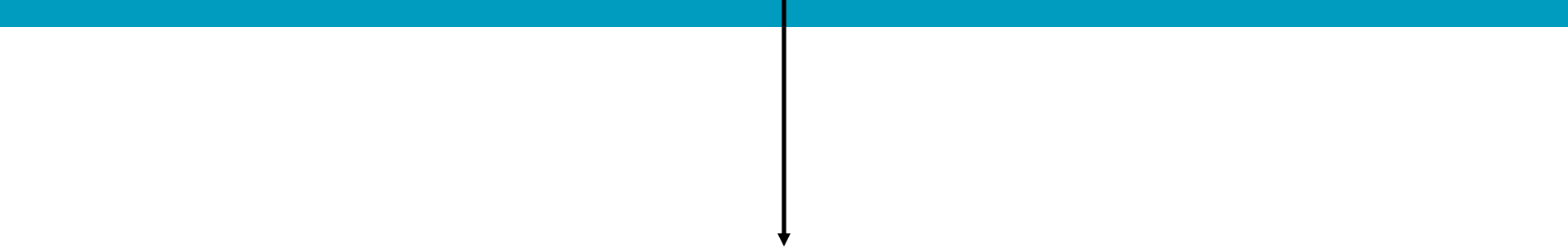


HOW IS TECHNOLOGY SUPPORTING IMMIGRANT PARENTS?


“My husband is the one with the email account, he lets me know when there is information from the school”

“My daughter installed some apps for the school in my phone, I really don’t know what they do, I think it has something to do with grades”

“[In ClassDoojo,] I noticed the teacher was taking points away from his score, so I punished him taking away toys and videogames”



How can we design parent-education technologies that actually respond to immigrant parents' **knowledge, practices,** and **goals**?



RESEARCH PATH



TIME

4 years



METHODS

Ethnographic
Fieldwork and
Participatory Design



LOCATIONS

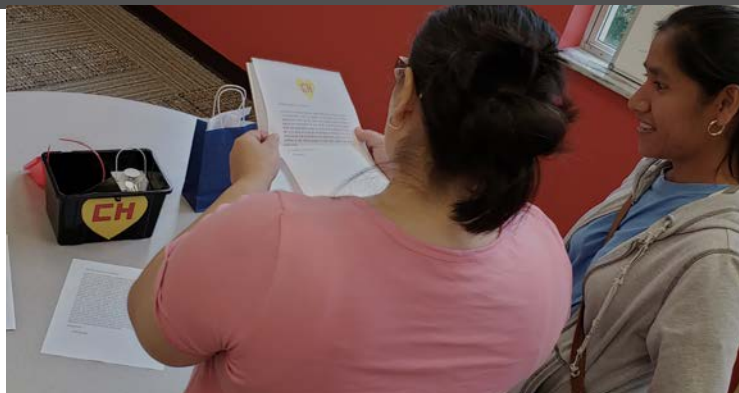
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Atlanta, GA, USA

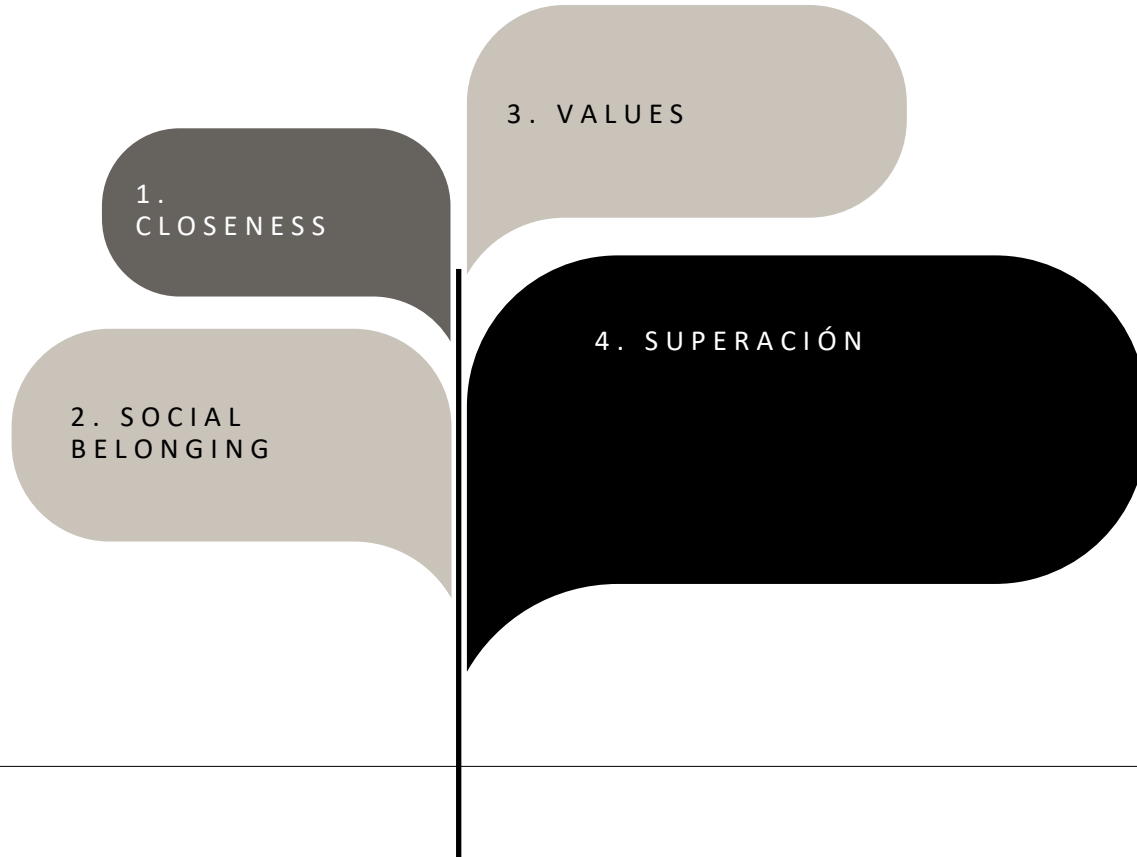


PARTICIPANTS

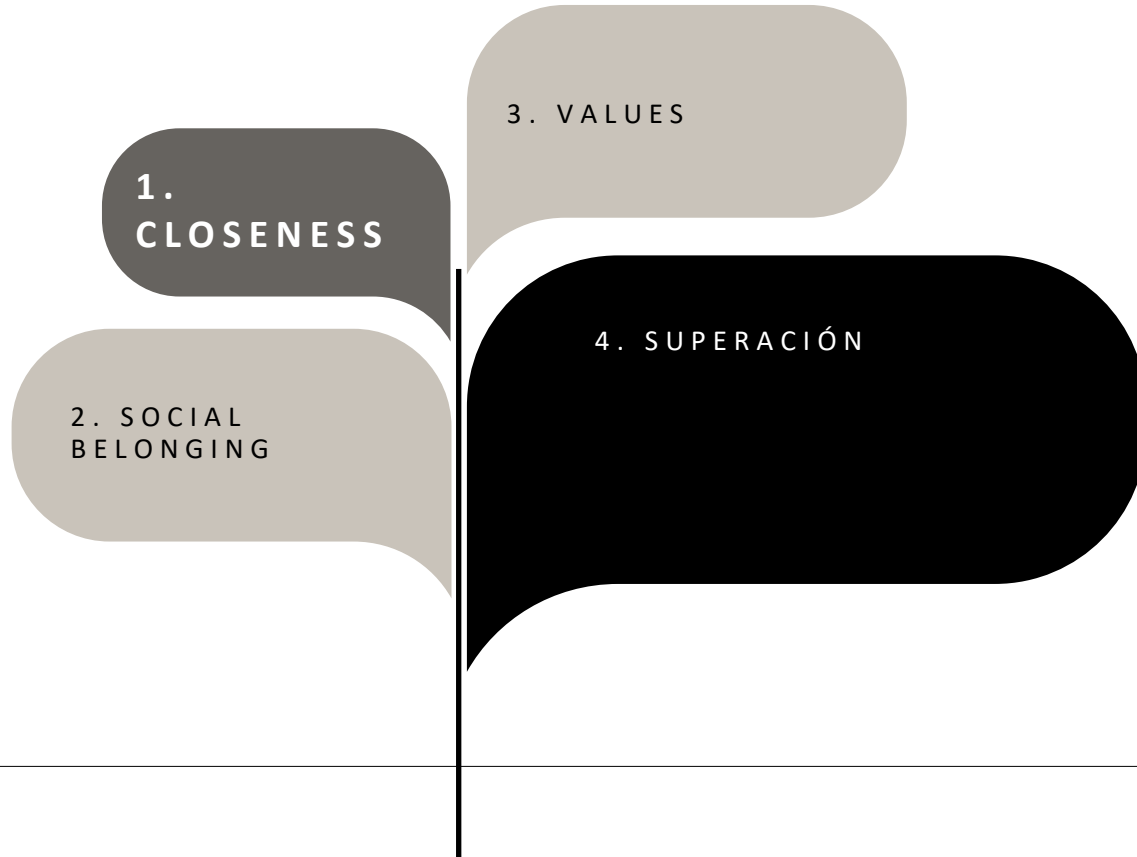
Observed over **300** parents and organization staff,
interviewed **60** participants,
ran **4** workshops with **80** participants



FACTORS TO CONSIDER FOR TECHNOLOGY-BASED INITIATIVES

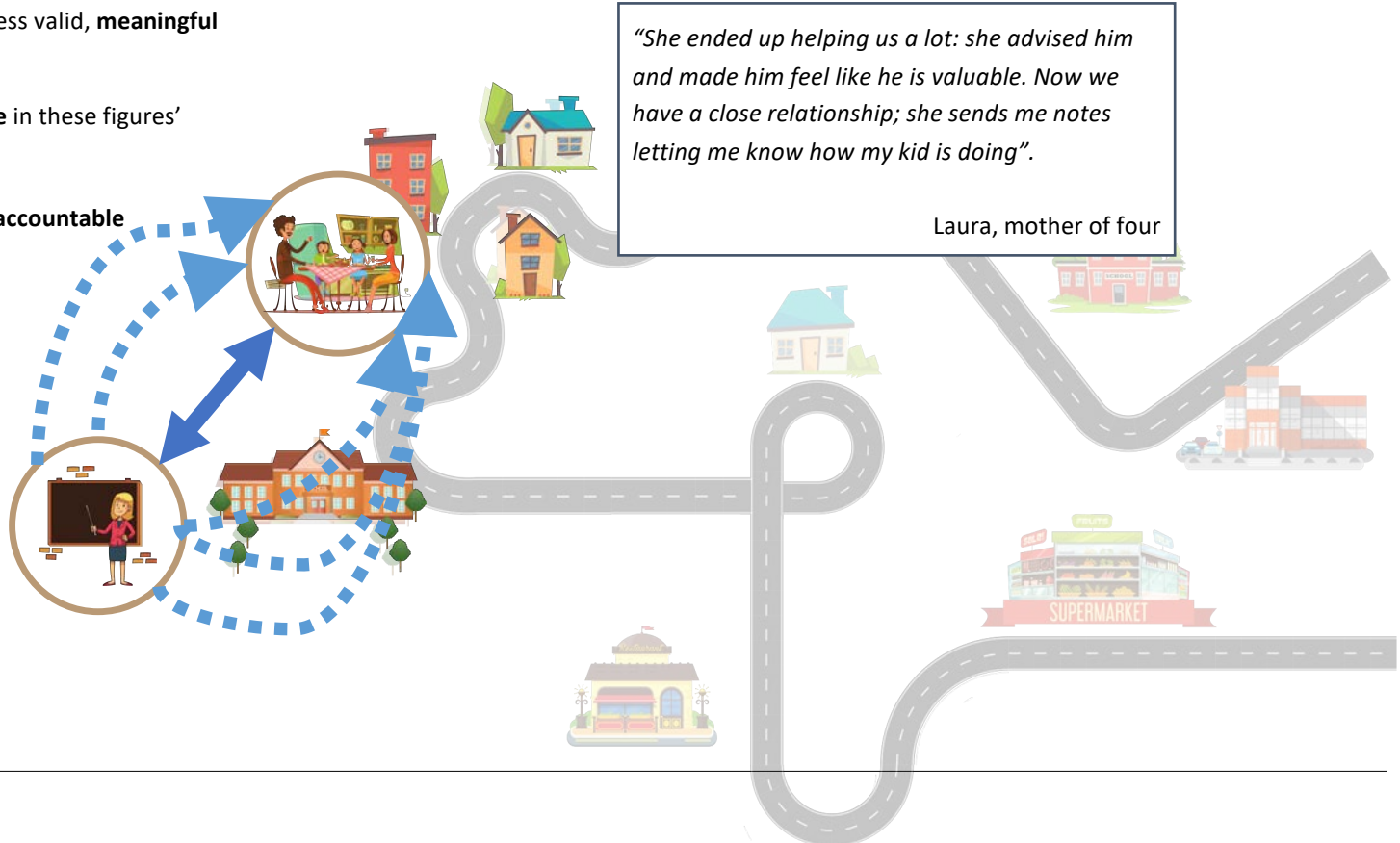


FACTORS TO CONSIDER FOR TECHNOLOGY-BASED INITIATIVES



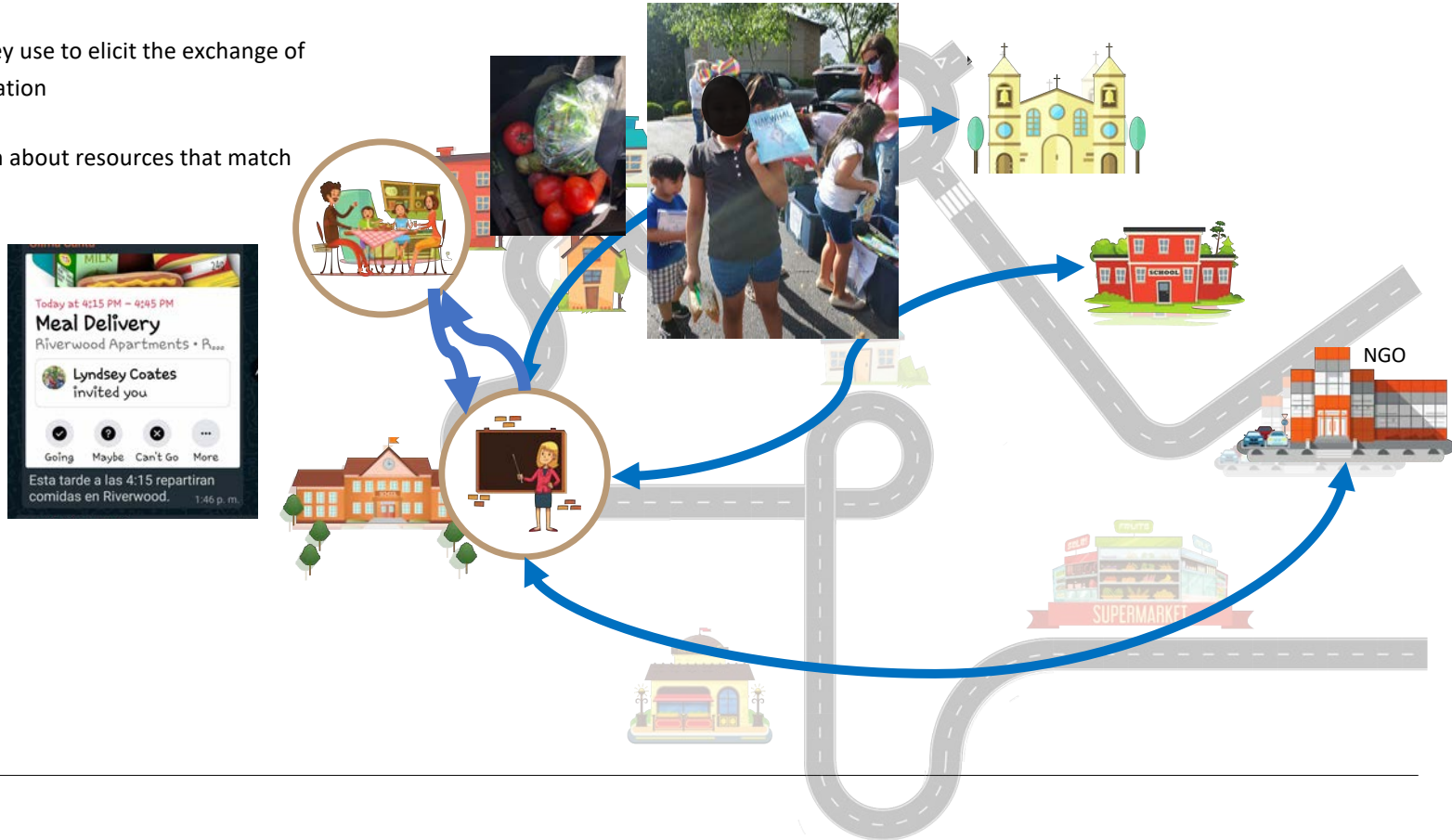
PARENTS SEEK CLOSENESS WITH FIGURES OF AUTHORITY

- + For ensuring they can access valid, **meaningful** information
- + For being able to read **care** in these figures' gestures and voice
- + For holding these figures **accountable**

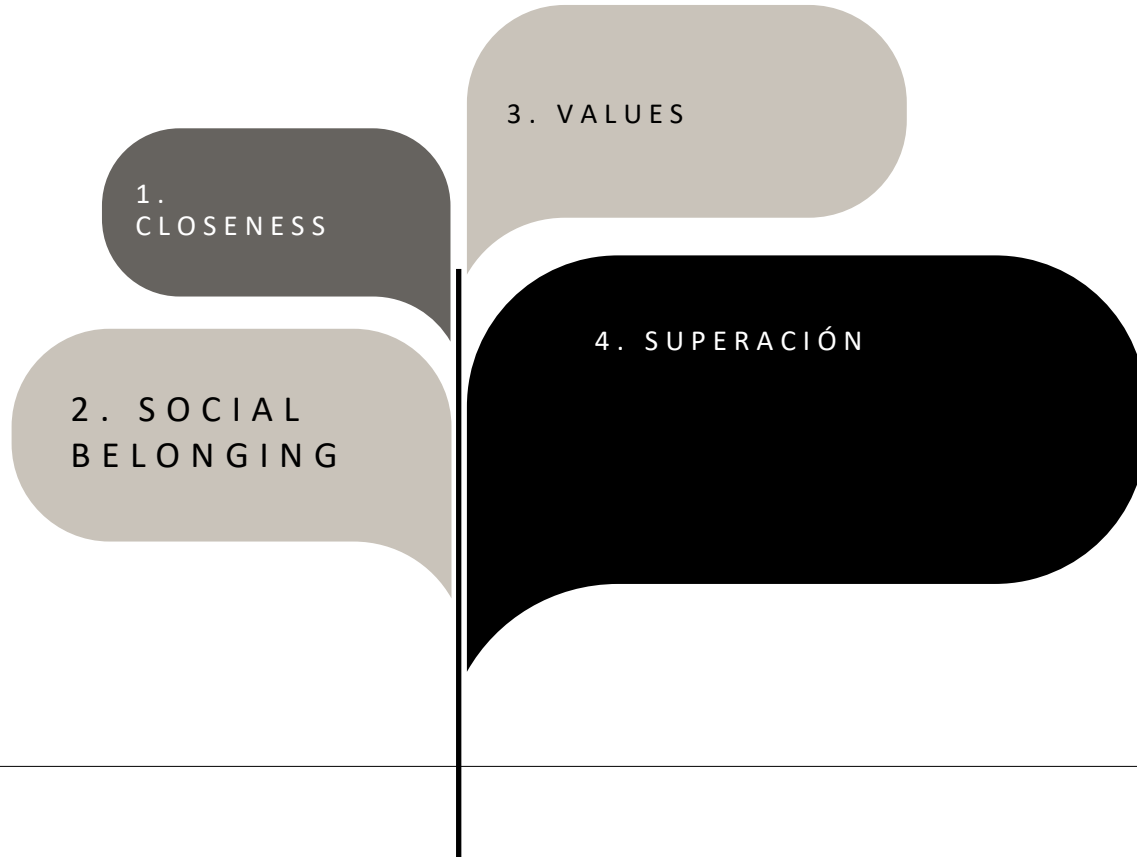


HOW CAN TECHNOLOGY ELICIT CLOSENESS?

- + Use the apps they use to elicit the exchange of personal information
- + Use tech to learn about resources that match parents' needs

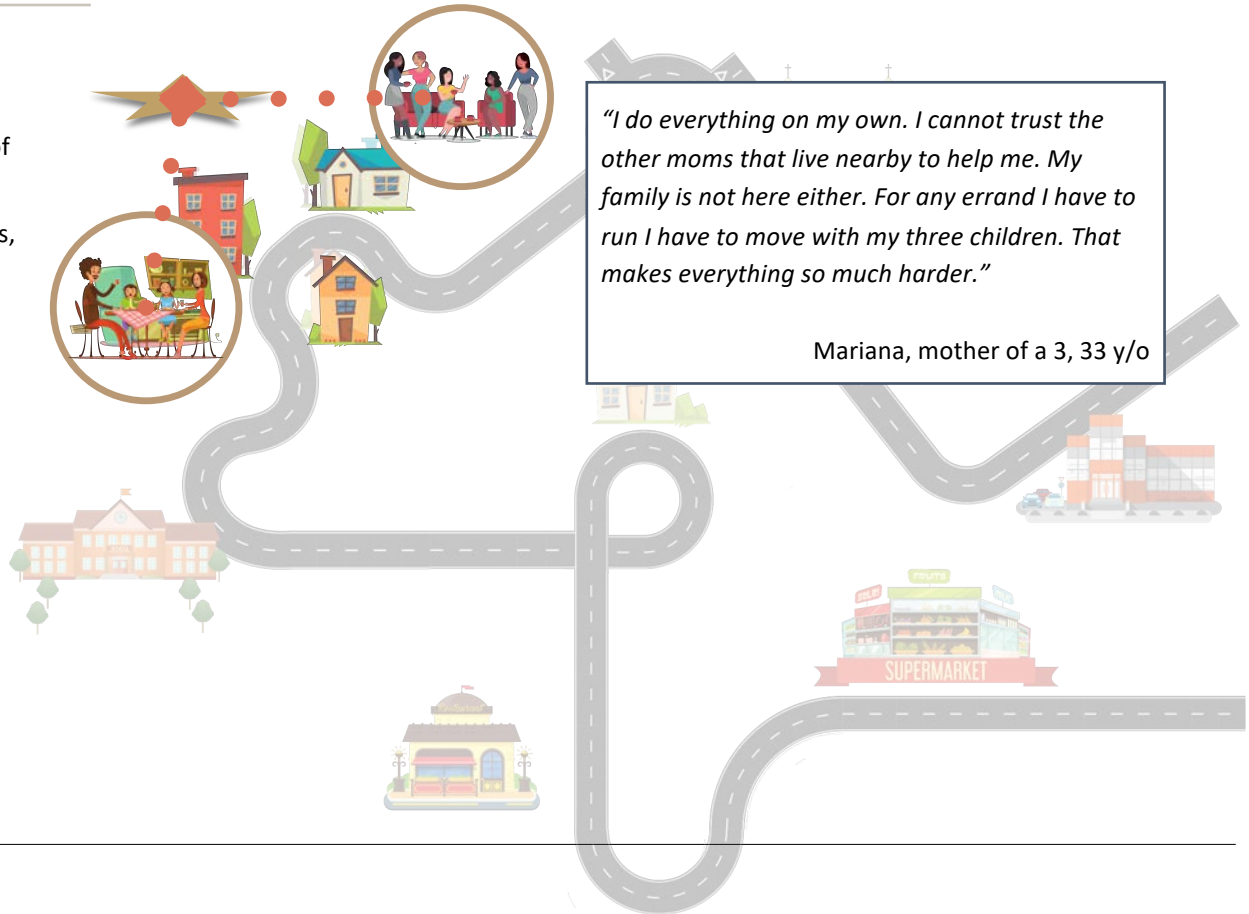


FACTORS TO CONSIDER FOR TECHNOLOGY-BASED INITIATIVES



PARENTS WANT TO BUILD COMMUNITY BUT DISTRUST OTHERS

- + Parents aspire to find others like them
- + Parents tend to distrust others in terms of parenting decisions and feel isolated
- + When they do connect with other parents, they form rich information-sharing communities



"I do everything on my own. I cannot trust the other moms that live nearby to help me. My family is not here either. For any errand I have to run I have to move with my three children. That makes everything so much harder."

Mariana, mother of a 3, 33 y/o

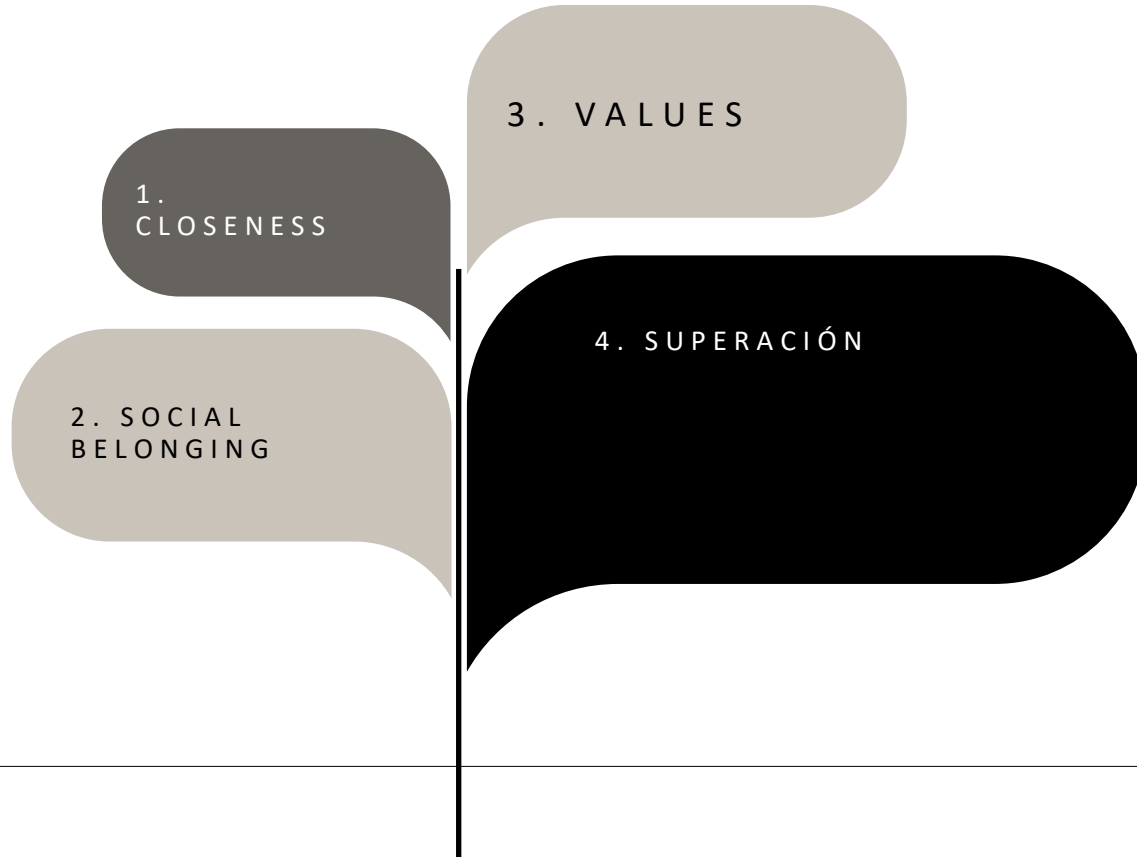
FACTOR #2: SOCIAL BELONGING

HOW CAN WE USE TECHNOLOGY TO SUPPORT SOCIAL BELONGING?

- + School apps tend to support one-to-one communication only
- + Use apps parents already use to form small online groups with particular tasks

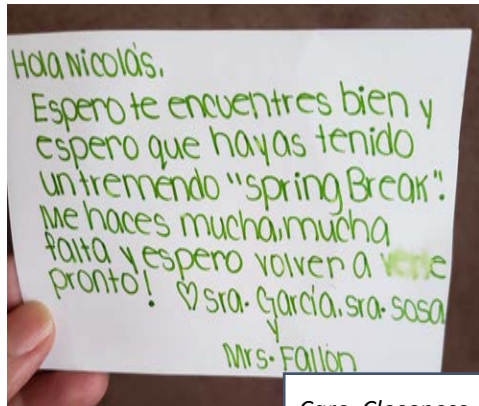


FACTORS TO CONSIDER FOR TECHNOLOGY-BASED INITIATIVES

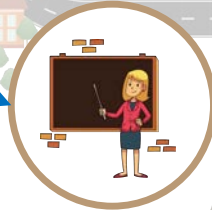


PARENTS WELCOME VALUE-EMBEDDED INFORMATION

- + Parents often use value-based forms to effectively impact their children's behavior
- + They tend to prefer information for them to come in that shape too.



Care, Closeness

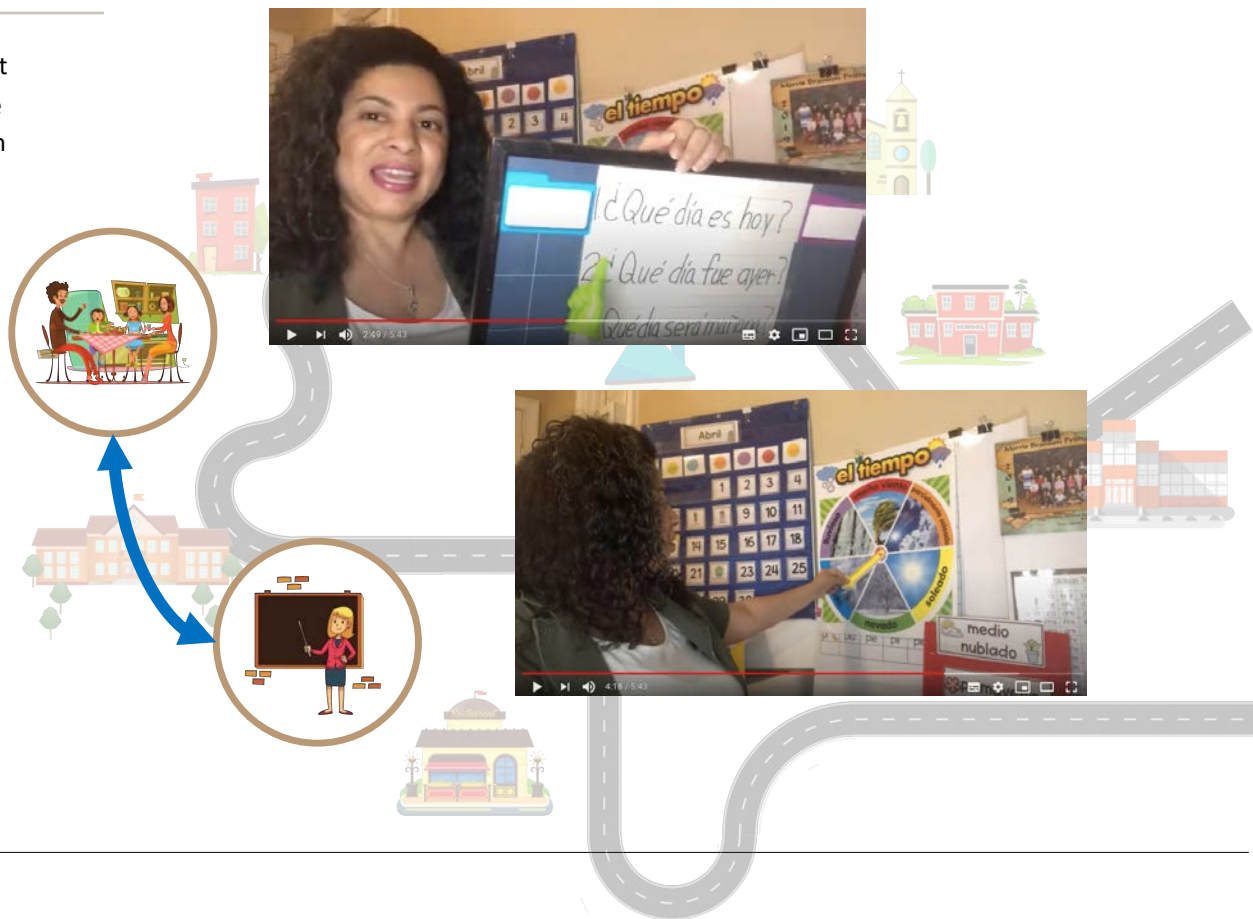


"I told her how, after some students in my Math classed called me dumb, I put the effort and became the best student in the class. It is all about effort, I told her".

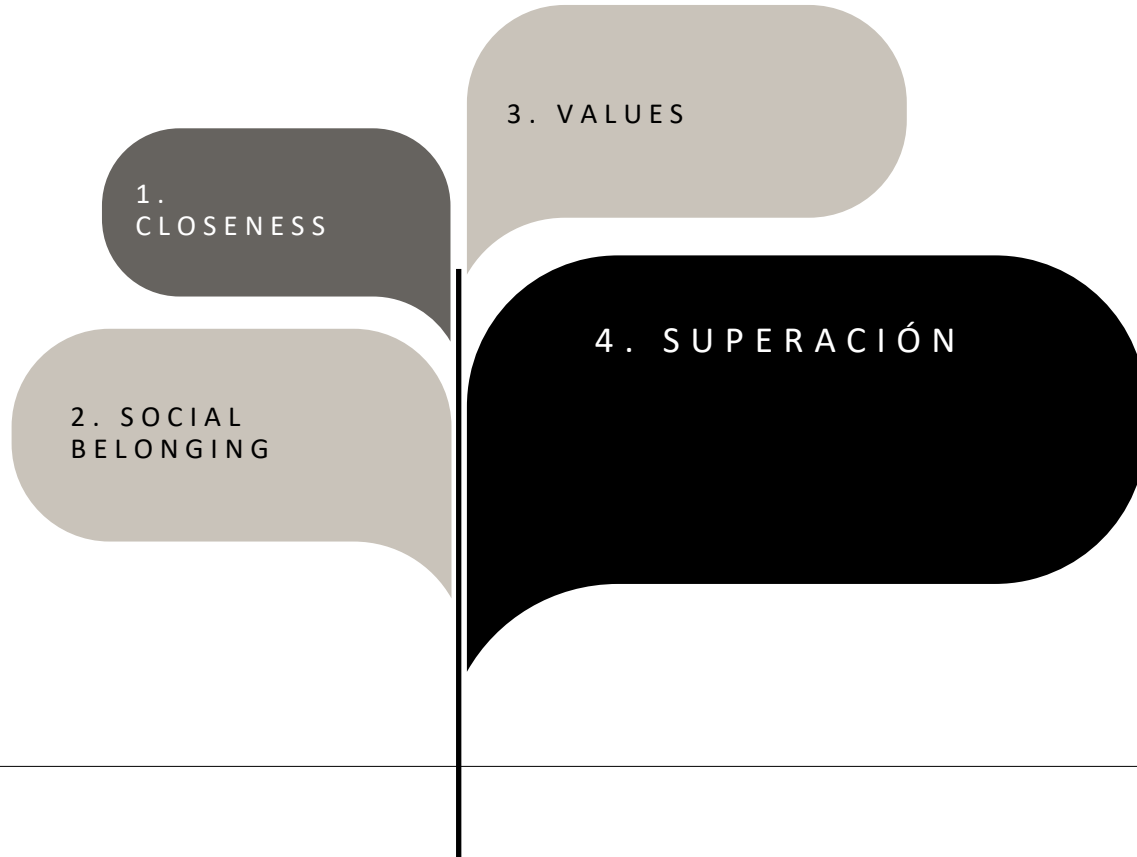
Ramon, father of 3, 32 y/o

HOW CAN TECHNOLOGY CONTENT EMBED VALUES?

- + Use technology to craft videos, audios, and text messages that embed your own values and the values you share with children in the classroom



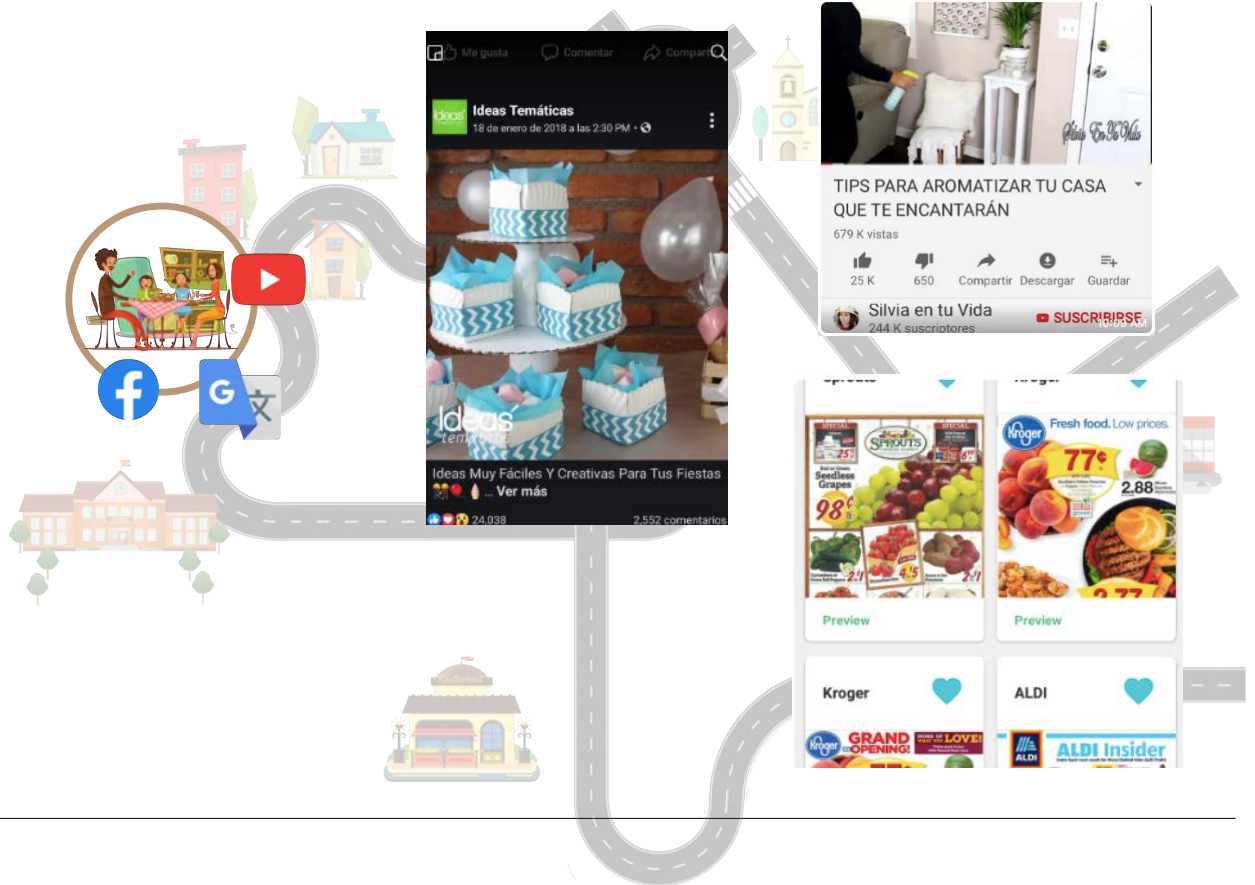
FACTORS TO CONSIDER FOR TECHNOLOGY-BASED INITIATIVES



FACTOR #4: SUPERACIÓN

PARENTS CONSTANTLY ACT TO SEEK A BETTER LIFE

- + Parents are continuous learners and thus, experts in many topics
- + They are often eager to share their knowledge with others



HOW CAN WE USE TECHNOLOGY CONSIDERING PARENTS' EXPERTISE?

- + Motivate parents to be more vocal in online communities
- + Propose parent-child projects where parents and children can learn from each other

Micro.bit Maquina de música:

Paso 1: Hazlo

¿Qué es?

Hacer una maquina de música que reproduzca diferentes melodías con solo pulsar un botón.

¿Cómo funciona?

• Una caja de música, es una máquina que reproduce diferentes canciones cuando pones una moneda y eliges qué melodía quieres oir pulsando botones.



SUMMARY

How can we design parent-education technologies that actually respond to immigrant parents' **knowledge, practices, and goals**?

Recommendations: Use Technology for ...

- Sharing experiences with parents
- Sharing resources with other practitioners
- Motivating parent-to-parent communication
- Crafting and disseminating value-embedded information
- Motivating parents to contribute their expertise to the community/the classroom

M A R I S O L W O N G - V I L L A C R E S

LVILLACR@GATECH.EDU

Engaging Families Authentically

Julia Childs, M.S.

Organizational Leadership and

Early Childhood Consultant

Head Start Education Coordinator



Image credit: <https://cyfar.org/resource/parent-family-and-community-engagement-framework-promoting-family-engagement-and-school>

“Low parental involvement is generally not an indicator of low interest, but rather of community barriers that prevent schools from effectively engaging parents.”

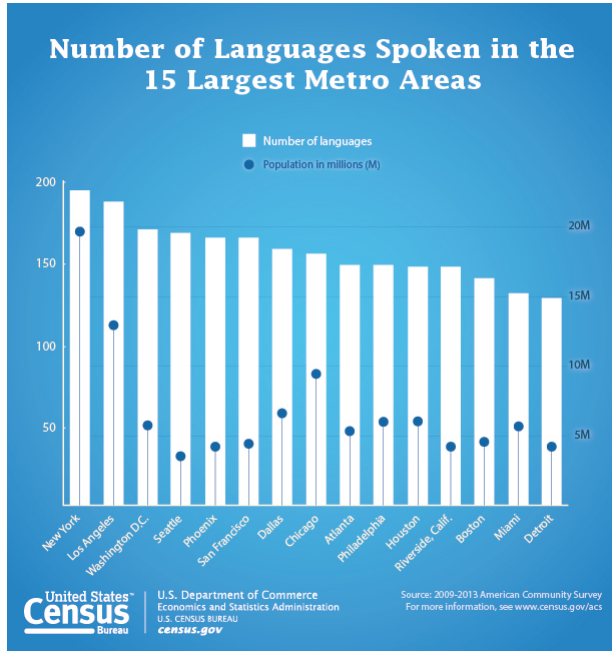
Tiffany Anderson
Education Update

ASCD
LEARN. TEACH. LEAD.

Authentic Family Engagement: Intentional Reflection, Communication and Connection

- In order for all children and families to thrive, we must provide meaningful learning communities and opportunities to connect.
- Engaging families authentically means that we are taking the time to examine the diverse cultures, life experiences, attitudes, and belief systems of children, families, staff and ourselves in order to make the meaningful connections.
- It also means that we are viewing family engagement as an opportunity to honor and the unique identities each family and affirm their roles as their child's first teacher.
- Lastly, it means that we are committed to removing the barriers to effective family engagement by providing safe, equitable, and accessible spaces for these important relationships to blossom.

Who Are We?



- Everyone is part of a culture.
- Cultures include:
 - Country and communities of origin
 - Family of origin and structures
 - Languages spoken
 - **Race**
 - Ethnicity
 - ?

Representation of Who We Are

- Exploring holidays, music, foods and fashion are popular ways of developing cross-cultural knowledge.
- Representing and truly honoring family culture requires that you go beyond these surface level activities.
- Taking the time to develop relationships focused on respect and genuine curiosity create a foundation for authentic engagement to occur.
- It is in the context of these rich relationships and tapping into funds of knowledge that opportunities to develop cross-cultural understanding occur.



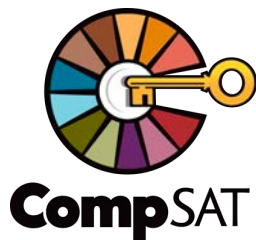
Image Source:

https://www.reddit.com/r/coolguides/comments/d2nz7m/cultural_iceberg_your_guide_to_surface_and_deep/

Reflecting to Expand Understanding Starts With You

California Early Childhood Educator Competencies


Culture, Diversity, and Equity



<http://eecompsat.org/competencies/cde/cde-knowyourself.html>

Reflect on the Children and Families

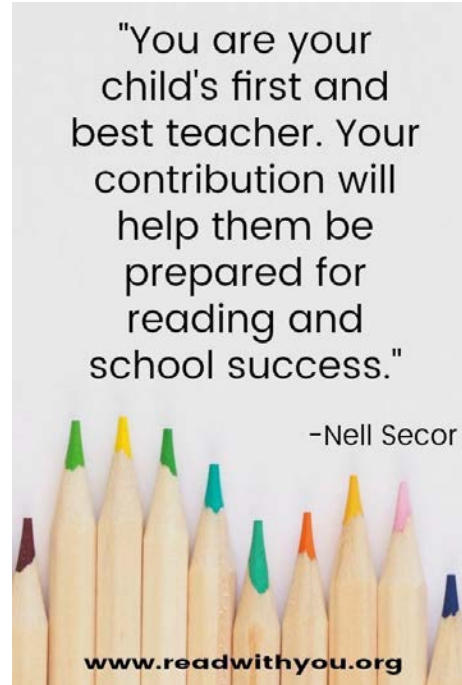
- Creating a diversity chart is one way to support understanding of what is known and what is unknown.

What is the racial mix of families?	What is the cultural mix?	What languages are spoken?	What family styles are represented?	What is the socio-economic mix of the families?	Do families have any special needs?
					

Source: "Roots and Wings" 3rd Edition, Stacey York, Redleaf Press

Connecting During Covid-19 and Distance Learning

- Communication
 - Digital
 - Telephone
 - Mail
- Education
 - Large Group
 - Small Group
 - Individual



Connecting Through Stories



- Many societies throughout time have used storytelling as a way to share important values and connect generations.
- Most programs have questions or surveys for families when they first start so that they can get to know them and their child.
- Home visits and parent-teacher conferences are also great ways of getting to know families.
- Consider these activities as parts of a family's story that is being explored.
- Their stories are expanded as we interact on a daily basis and create opportunities for them to connect with other families.



Imagine believing that children have the ability to express themselves in more than one way. Now times that by 100!

Loris Malaguzzi, founder of the Reggio Approach, describes the "infinite ways that children can express, explore, and connect their thoughts, feelings and imaginings."

<https://reggioemilia2015.weebly.com/the-100-languages.html>

Increase Opportunities For Showing and Telling Stories

- Create connections using the 100 Languages of families!
- Rituals
- Routines
- Activities



Engaging Families Authentically = Lifetime Investment

- Engaging families takes time and intention
- Investing the time, energy and resources to ensure regular communication and collaboration with families authentically can set the stage for reducing barriers to family engagement throughout long term school experiences!





Q&A



Join us for the next webinar in this series:



Implementing Project-Based Learning With Two-Year-Olds

Presented by: Clarissa Martinez & Erin Seagraves & Erin Kester

Thursday, June 18, 2020 12:00 PM EST

[TeachingStrategies.com/webinar-series](https://teachingstrategies.com/webinar-series)

Thank you

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