

This guide provides information about the slide contents and background information for presenters. Estimated time to present this module is just over three hours, not including optional videos suggested for slide 34.

Some activities require self-reflection and discussion of potentially sensitive topics. Reading the slides, notes, discussion topics, and activities ahead of time will help prepare the instructor to present topics more fully and anticipate areas that may require more guidance.

References throughout the presenter notes and in this module's accompanying resource list can also help instructors prepare to present this module.

It is recommended that presenters be familiar with the Framework and complementary materials developed by the Office of Head Start's National Center on Parent, Family, and Community Engagement on the Early Childhood Learning and Knowledge Center website:

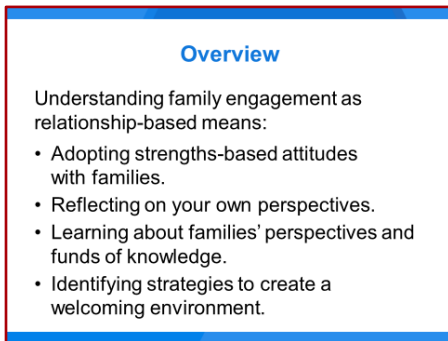
<https://eclkc.ohs.acf.hhs.gov/family-engagement>.



SLIDE 1 FAMILY ENGAGEMENT IN EARLY CARE AND EDUCATION: A RELATIONSHIP-BASED APPROACH TO FAMILY ENGAGEMENT

This module focuses on family engagement as a relationship-based process. It explores strengths-based strategies for early childhood educators and programs to engage families in meaningful ways. The module is for educators working with children from birth to age 5.

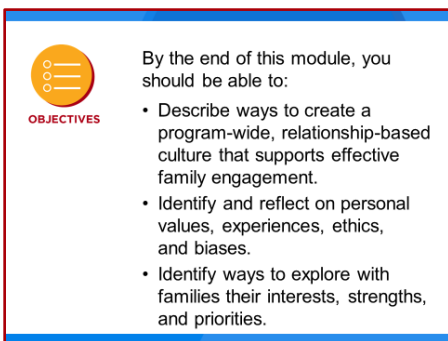
Begin by sharing background information about yourself. Then provide an opportunity for participants to introduce themselves.



SLIDE 2 OVERVIEW

Understanding family engagement as relationship-based means:

- Adopting strengths-based attitudes with families.
- Reflecting on your own perspectives.
- Learning about families' perspectives and funds of knowledge.
- Identifying strategies to create a welcoming environment.



SLIDE 3 OBJECTIVES

By the end of this module, participants should be able to:

- Describe ways to create a program-wide, relationship-based culture that supports effective family engagement.
- Identify and reflect on personal values, experiences, ethics, and biases in areas such as gender, racial, ethnic, cultural, or class.
- Identify ways to explore with families their interests, strengths, and priorities.



SLIDE 4 ENGAGING ALL FAMILIES: A STRENGTHS-BASED APPROACH

When early childhood educators and programs work alongside families, they can commit to working together on children's behalf. When families take the lead and make decisions about their child's learning, they are truly engaged.

The terms *parent* and *family* can be defined this way:

- Parents can be biological, adoptive, or step-parents, as well as primary caregivers like grandparents, foster parents, and other adult family members.
- Families may be biological or non-biological. Their connections may include cultures, languages, tradition, and shared experiences.

Ask participants what they think *strengths-based* means. One of the principles of effective parent, family, and community engagement is to focus on the strengths of families and children and to partner with them to build on these strengths and increase family well-being and children's development and learning outcomes.


REFERENCES

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Bringing the Parent, Family, and Community Engagement Framework to your program: Beginning a PFCE assessment* [Version 1].

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ncpfce-assessment-101411.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Parent involvement and family engagement: For early childhood professionals*.

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-involvement-family-engagement-for-professionals.pdf>



Believing and Doing

- What do you believe about parents' roles in their children's development?
- How do you demonstrate this?
- What would someone observe in your program that communicates these values?

SLIDE 5

DISCUSSION: BELIEVING AND DOING

Materials: Flip chart and marker

Ask participants to find a partner and discuss these questions:

- What are your beliefs about the roles of parents in children's development at home and in the early learning setting?
- How do you demonstrate this?
- What would someone observe in your program that communicates these values?

If participants do not have experiences to think about or share, ask them to consider how they would like to demonstrate their beliefs and what they would expect an observer to see in the early learning program.

Ask each pair to share two or three highlights from their conversation. Write their responses on chart paper. Look for common themes across responses.

Participants may say that parents are their children's primary nurturer, teacher, and advocate, or some version of that. Highlight comments from participants that focus on listening, understanding, respecting, and valuing families. Examples may include:

- Asking families what their hopes, dreams, wishes, and struggles are.
- Asking families what life is like for them.
- Program staff actions that build trust and focus on relationships with families.
- Efforts to understand families' perspectives.

Positive Goal-Oriented Relationships



- Based on trust
- Formed through repeated interactions between program staff and families
- Built over time

Image credit: ECLKC

SLIDE 6

POSITIVE GOAL-ORIENTED RELATIONSHIPS

Positive, goal-oriented relationships are based on trust and mutual respect, built over time, and developed through repeated positive interactions between educators and other program staff and families.

They focus on family strengths and shared dedication to children's development and learning outcomes. Strong partnerships help create positive results for families and children.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families.*

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>



Strong early childhood educator-parent relationships boost parent-child relationships, which are critical for children's well-being and learning outcomes.

Image credit: ECLKC

SLIDE 7

Strong relationships between parents and early childhood educators help build positive parent-child relationships, which are a key element for children's healthy development and learning outcomes.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families.*

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>

Results of Family Engagement

Family engagement includes positive relationship qualities—safety, encouragement, trust, mutual respect and caring, and hope—and can lead to educator and family:

- Changes in attitude
- Increases in motivation
- Sense of possibility
- Shifts that promote positive family and child outcomes

SLIDE 8 RESULTS OF FAMILY ENGAGEMENT

All growth and development occurs in the context of relationships.

When educators behave in ways that respect and honor families' roles in their children's development, educators and families may experience:

- Changes in attitude
- Increases in motivation
- A sense of possibility
- Shifts that promote positive family and child outcomes

When early childhood educators are able to engage families, families and early childhood educators can form a relationship characterized by trust, safety, caring, and mutual respect.

Family engagement as a relationship-based approach means early childhood educators pay close attention to the emotional quality of interactions and understand that relationships are at the center of children's positive long-term developmental and learning outcomes.

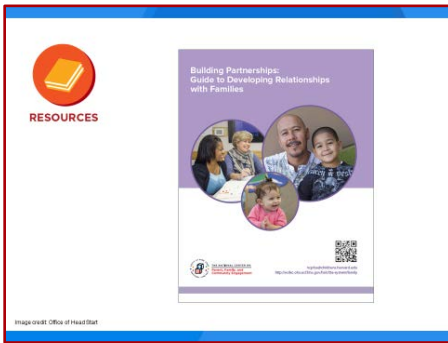
Family Engagement Is . . .

- Relationship-based
- Ongoing
- Responsive to the strengths, interests, and needs of families
- Program-wide
- Collaborative
- Supportive of children's growth, development, and learning
- Important to begin before birth

SLIDE 9 FAMILY ENGAGEMENT IS . . .

Family engagement is the work of all program staff. It is:

- Relationship-based
- Ongoing
- Responsive to the strengths and needs of families
- Program-wide
- Collaborative
- Supportive of children's growth, development, and learning
- Important to begin before birth



SLIDE 10 RESOURCES

The Office of Head Start's National Center on Parent, Family, and Community Engagement's resource titled *Building Partnerships: Guide to Developing Relationships with Families* offers definitions, tools, and guidance to help explore the role that positive goal-oriented relationships play in effective parent, family, and community engagement.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>

Strengths-Based Attitudes

Families:

- Are the first and most important teachers of their children.
- Are our partners in supporting their children's development.
- Have expertise about their children.
- Have something valuable to contribute.

SLIDE 11 STRENGTHS-BASED ATTITUDES

Early childhood educators usually recognize the importance of families in the lives of their children. When educators develop strong relationships with families, they are helping to promote healthy child development and readiness for school. Maintaining strengths-based attitudes in this work can help early childhood educators when building relationships with families.

Choose a few highlights from the following quote to share with the group:


Our attitudes create a frame of mind that shapes how we behave in our personal and professional life. Attitudes are shaped by experiences, beliefs, and assumptions. When we begin our interactions with positive attitudes, we tend to see families in a more positive light, giving us a strong foundation to build an effective partnership. In contrast, when we approach our interactions with negative attitudes, we are more likely to see fault, make negative judgments, and expect a negative outcome. Adopting a positive attitude does not mean avoiding challenges and only talking about positive observations and ideas. Instead, it includes adopting a frame of mind that begins with a family's strengths. We begin with Strengths-Based Attitudes to express our belief that all families can make progress and that we are ready to strive for better outcomes together. (p. 9)

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REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>



Observing Strengths-Based Attitudes

DISCUSSION

Think about a time when you or someone you know used a strengths-based attitude with a family.

- Which attitude was used?
- What did you or someone else say or do that reflected that attitude?

SLIDE 12 DISCUSSION: OBSERVING STRENGTHS-BASED ATTITUDES

Ask participants to find a partner and discuss these questions. Ask each pair to share a highlight from their conversation.

A list of strengths-based attitudes is on the previous slide and on p. 10 of *Building Partnerships: Guide to Developing Relationships with Families*.

Some examples of questions that reflect strengths-based attitudes are:

- What would you like us to know about her?
- Do you have any strategies to share that work well at home?
- How does your child learn best?

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>

Relationship-Based Practices

1. Describe observations of the child's behavior to open communication with the family.
2. Reflect on the family's perspective.
3. Support parental competence.
4. Focus on the family-child relationship.
5. Value a family's passion.
6. Reflect on your own perspective.

SLIDE 13 RELATIONSHIP-BASED PRACTICES

In addition to maintaining strengths-based attitudes when building relationships with families, there are six relationship-based practices that early childhood educators can keep in mind. “These practices are intended to guide what we say and do with families to support open communication and better understanding.” (p. 11) Taking time to think about how relationship-based practices are applied can help early childhood educators improve efforts to strengthen their relationships.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Building partnerships: Guide to developing relationships with families*.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>



Finley's Parent-Teacher Conference

Watch this video from the Results Matter Video Library.

What attitudes and practices do you see the educator using to connect with the parent?

SLIDE 14 FINLEY'S PARENT-TEACHER CONFERENCE

Ask participants to consider this question while watching the video on the next slide.



VIDEO: Finley's Parent-Teacher Conference


SLIDE 15 VIDEO: FINLEY'S PARENT-TEACHER CONFERENCE

Click the icon to access the video *Finley's Parent-Teacher Conference*.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

Colorado Department of Education. (n.d.). *Finley's parent-teacher conference*. Results Matter Video Library Practices—Here and There [Video file].
https://www.youtube.com/watch?v=II_hUMrE0s



Video Debrief

- The mother has expertise about her daughter, Finley.
- The mother has something valuable to contribute.
- The mother and early childhood educator share observations about Finley's behavior at home and in the early learning environment.
- The educator supports the mother's competence.

SLIDE 16 VIDEO DEBRIEF

Before showing the responses on this slide, ask participants to share their thoughts based on the guided question or the moments that stood out for them. The slide is animated so that responses appear one by one.

This slide highlights possible responses to the question participants were asked to think about before viewing the video.

Benefits of Family Engagement

- Recognizes parents' skills as their child's nurturer and teacher
- Creates a network of support for young children that encourages healthy development and well-being
- Improves quality of early childhood programs
- Provides stronger community support to the next generation

SLIDE 17 BENEFITS OF FAMILY ENGAGEMENT

When families feel supported and make meaningful positive changes in their lives, children benefit by being healthier and ready for school.

Emphasize that the ways in which early childhood educators interact with others can have a powerful impact at every level of their work. There is no doubt that when families and children feel supported, safe, and nurtured, early education programs are stronger.

Healthy, supported children and families and stronger programs also create stronger communities.



Exploring Perspectives and Influences

SLIDE 18 EXPLORING PERSPECTIVES AND INFLUENCES

As early childhood educators explore meaningful family engagement, it is helpful to consider what influences their work with families. Their beliefs, for example, influence what they choose to act on or ignore. Knowing this, it is important for early childhood educators to reflect on their values, beliefs, and how they were raised, as well as behaviors they see as acceptable or unacceptable.



Think about your own family and how you were raised.

- How were your attitudes, beliefs, and values about caring for and guiding young children shaped by your family?
- Have these changed over time? If so, how?
- What caused these changes or reinforced what you already thought?

SLIDE 19 REFLECTION

Ask participants to spend some time thinking about these questions:

- How were your attitudes, beliefs, and values about caring for and guiding young children shaped by your family?
- Have these changed over time? If so, how?
- What caused the changes or reinforced what you already thought?

It is important for early childhood educators to have an awareness of their own attitudes, beliefs, and values about caring for and teaching young children and to realize that these can change over time.

The families that educators partner with also have attitudes, beliefs, and values about caring for and teaching children. These may be different from those of the educators who work with their children.

To build relationships with families that support their well-being and children's outcomes and development, educators must learn about individual families—their beliefs, values, and attitudes.

Families' beliefs and practices affect how young children behave, adjust to early learning environments, and respond to their caregivers. Beliefs and practices also affect how families care for their children and communicate with early childhood educators.

Share with participants that they will have an opportunity to revisit their reflections during an upcoming learning activity. (See slide 25).

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2010). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five.*

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf



SLIDE 20 PERSPECTIVE TAKING

Building relationships with families is ongoing and includes what early childhood educators, families, and children are bringing to interactions and experiences. Just as you have a set of beliefs, attitudes, and perspectives that influence how you act in interactions and relationships, families and children do as well.

Early childhood educators can continue to understand the strengths, goals, interests, and challenges of children and families. When early childhood educators understand, respect, and appreciate families' contributions and perspectives, they are more likely to create a shared understanding and agenda with families.



Real to Reel: Exploring Culture and Emotions

Think about these questions while watching the video linked to the next slide:

- How are culture and language represented in your program?
- How might knowledge of cultural influences on emotions affect your work with families?
- What other aspects of interaction may be influenced by culture?

SLIDE 21 REAL TO REEL: EXPLORING CULTURE AND EMOTIONS

Understanding cultural beliefs and priorities is one key aspect to building relationships with families.

Ask participants to think about what *culture* means to them. Many definitions of culture exist. Two are:

- “The organized and common practices of particular communities.” (Rogoff, p.110)
- “A shared organization of ideas that includes the intellectual, moral, and aesthetic standards prevalent in a community and the meaning of communicative actions.” (Lubeck, p. 21)

Participants can consider these questions while watching the video on the next slide:

- How are language and culture represented in your program?
- How might knowledge of cultural influences on emotions affect your work with families?
- What other aspects of interaction may be influenced by culture?

The video highlights cultural and linguistic diversity in one program in Palo Alto, CA. A psychologist describes the way culture influences expression of emotions.

Diversity may look different in other early learning settings and could also include differences in families' economic status and educational backgrounds.

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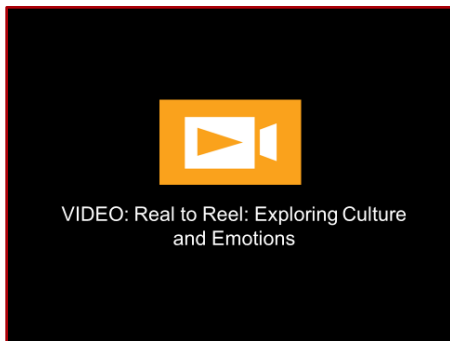
REFERENCES

Lubeck, S. (1994). The politics of DAP. In B. L. Mallory & R. S. New (Eds.), *Diversity and developmentally appropriate practices: Challenges for early childhood education* (pp. 17-43). New York, NY: Teachers College Press.

Rogoff, B. (1990). *Apprenticeship in thinking*. New York, NY: Oxford University Press.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2010). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five*.

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf



SLIDE 22

VIDEO: REAL TO REEL: EXPLORING CULTURE AND EMOTIONS


Click the icon to access the video *Real to Reel: Exploring Culture and Emotions*.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

The video highlights the cultural and linguistic diversity of a program in Palo Alto, CA. Dr. Jeanne Tsai from the Center on Culture and Emotions at Stanford University describes the way culture influences expression of emotions.

REFERENCE

EarlyEdU. (2014). *Real to reel: Exploring culture and emotions* [Video file]. <https://eclkc.ohs.acf.hhs.gov/video/exploring-culture>



Video Debrief

- How are culture and language represented in your program?
- How might knowledge of cultural influences on emotions affect your work with families?
- What other aspects of interaction may be influenced by culture?

SLIDE 23 VIDEO DEBRIEF

Ask participants to share their thoughts about what stood out for them or the questions on the slide:

- How are language and culture represented in your program?
- How might knowledge of cultural influences on emotions affect your work with families?
- What other aspects of interaction may be influenced by culture?

Note that this slide is animated so that the questions appear one by one.

Participants' answers to the first question will vary, depending on the families in their program.

For the second question, you might need to guide participants to the ideas in the video about how people can value and express emotions differently, depending on their culture. This may lead participants to think about the importance of learning about different perspectives about emotions and ways to express them.

One example for the third question is that culture can influence ideas about children's behavior and adults' responses to it. This will be the focus of upcoming slides.

In addition, culture influences and affects people's approaches to other aspects of their lives, such as education, caregiving practices, and family roles.

When early childhood educators take time to think about a family's unique history and perspectives, they can continue to see the ways in which beliefs and values influence decisions, goals, and behavior.



SLIDE 24 AT WHAT AGE SHOULD A CHILD . . .

Participants will next have the opportunity to think about the ways that culture may influence thoughts about child development.

Ask them to think about events like toilet learning, getting oneself dressed, and using eating utensils. These events are influenced by culture. Although there are some guideposts for child development (often called *milestones* for behaviors such as walking and talking), many behaviors and milestones are culturally determined.

Developmental milestones, such as those identified by the Centers for Disease Control and Prevention, identify skills that children birth to age 5 typically can do by a certain age.

The activity on the next slide gives participants a chance to think about common milestones and when they may occur.

REFERENCE

U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. *Developmental milestones*. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>



Child Development and Culture

Think about your own upbringing, children you know, or experiences you have had, and respond to the prompts on the handout.

Discuss your responses with a partner.

SLIDE 25 LEARNING ACTIVITY: CHILD DEVELOPMENT AND CULTURE

Materials: *Child Development and Culture* handout

Remind participants that earlier they took time to think about how their beliefs, attitudes, and values about caring for and supporting young children changed or stayed the same over time. Let them know that this activity provides another opportunity to think about their own upbringing and experiences as they consider developmental expectations of young children.

Ask participants to respond individually to the prompts on the handout. Provide 5 to 7 minutes for participants to read, think, and write.

When it appears that all participants are finished, invite them to discuss with a partner any responses that they are comfortable sharing. Ask participants to be sensitive about information that others may or may not want shared with the whole group. Provide approximately 10 minutes for discussion in pairs.

Bring the group back together, and invite them to reflect on and share their responses to these questions:

- Were your answers similar to your partner's?
- What did you learn about your ideas about child development?
- What experiences or thoughts influenced your answers?
- In what ways were those experiences or thoughts similar to or different from your partner's?

Emphasize to participants that they need only share what they are comfortable discussing with the group.

BACKGROUND

- Participants likely will have a fair amount of variability in their answers. There may be differences in how individuals understood certain items on the list. Each individual's own upbringing or parenting experiences likely influences their answers.
- Assumptions can get in the way of building trust and authentic relationships with families. Talking and listening to others are ways for people to find out what they do not know. Misunderstandings can happen in seemingly simple conversations with families.

Understanding families' goals and priorities for children is an important first step in building a partnership.

Expectations



- There are guideposts for growth and development:
 - Centers for Disease Control and Prevention milestones
 - Early learning guidelines
- Our expectations for specific behaviors and interaction patterns are influenced by culture.

INSPIRED EARLY

SLIDE 26 EXPECTATIONS

Although there are guideposts and milestones for growth and development, expectations for specific behaviors and interaction patterns are influenced by culture. Development is largely influenced by culture and by the experiences that are valued for young children within any particular culture.


For example, in some cultures or communities, people consider it unsafe for an infant to be placed on the floor (Harkness & Super, 1996). This may be due to health concerns related to cold floors, safety concerns related to infant exploration, or safety concerns related to foot traffic in busy homes with many inhabitants. Families from such cultures may not see *tummy time* or crawling as a safe experience for their child. If a program or educator values *tummy time* or crawling as an important part of an infant's development, this may present a mismatch between program expectations and family priorities.

Language is another example. There is wide variability in cultural beliefs about the value of talking to infants and toddlers. In some cultures, people believe that infants and toddlers do not speak or understand language (Jones & Lorenzo-Hubert, 2008). Therefore, adults may consider it inappropriate to talk to infants or young toddlers. The ways in which adults and very young children interact is heavily influenced by culture. Concepts such as politeness, manners, *talking back*, and following directions are all determined by culture.

REFERENCES

Harkness, S., & Super, C. M. (1996). Parents' cultural belief systems: Their origins, expressions, and consequences. New York, NY: Guilford.

Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. *Zero to Three*, 29(1), 14-16.



Looking at Differences

- Consider the expectations that families in your program have for their children's development. What do you see that is the same? What do you see that is different?
- How do families' styles of talking and interacting with children vary?
- How does your program collect and use information about families' cultures and languages?

SLIDE 27

DISCUSSION: LOOKING AT DIFFERENCES

Ask participants to form small groups of three to four people and discuss the questions.

Ask participants to share their reactions and highlights from their discussion.

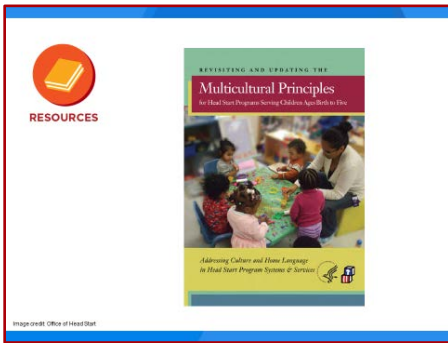
The goal of these conversation starters is to increase participants' awareness of their own potential cultural biases. Integrate these key points into the conversation:

- Culture influences a person's approach to language and communication—for example, how and when they use language with their children. Another example is the standing distance when speaking to another person.
- Families and early childhood educators play an important role in teaching children the verbal and nonverbal communication style of their cultural group. One example of nonverbal communication is direct or indirect eye contact between a child and an adult.
- Families and early childhood educators can exchange information to support cultural expectations and experiences between home and programs. Differences in cultural practices can be bridged through respectful conversation and sharing.
- Families and early childhood educators can partner to make individual plans, goals, and activities about English and home language usage for dual language learners.
- Families can provide valuable input to program activities, procedures, and policies to help increase the cultural continuity between home and programs.

These discussion points are adapted from the reference below.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *60 minutes from catalog to classroom, module 1*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/60-minutes-from-catalogue-to-classroom-1.pdf>



SLIDE 28 RESOURCES

Share an additional resource with participants on this subject that can be useful in their work with young children and families. This resource provides research and perspectives on multicultural principles and offers guidance to early childhood educators on how to implement the principles within their programs.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2010). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five.*

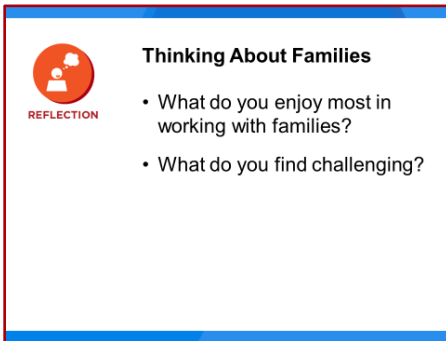
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principles-01-10-revisiting-multicultural-principles-hs-english_0.pdf



SLIDE 29 WONDERING ABOUT FAMILIES

Family engagement encourages early childhood educators to acknowledge and honor families' cultural identities while supporting their efforts to provide their children with a home and early learning environment that will help them thrive. It also means they build an understanding of families' perspectives, priorities, values, and caregiving practices.

Wondering about families means that educators adopt an open attitude and suspend judgment to learn about families.



Thinking About Families

- What do you enjoy most in working with families?
- What do you find challenging?

REFLECTION

SLIDE 30 REFLECTION: THINKING ABOUT FAMILIES

By engaging in reflective practice, early childhood educators can continue to build skills and strengths that help them respond to children and families in meaningful ways.

Ask participants to think about the families they work alongside.

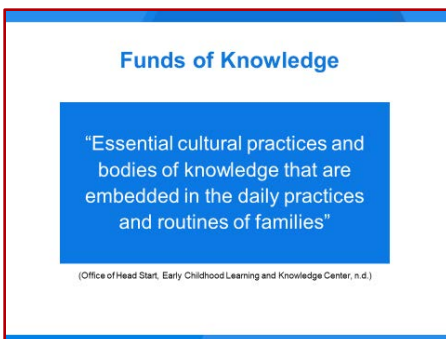
- What do you enjoy most in working with families?
- What do you find challenging?

Highlight:

- Reflective practice involves stepping back from one's interactions and experiences with others and examining them. Providing ongoing opportunities for early childhood educators to build reflective capacities helps facilitate the *suspending of judgment* needed to engage with families in a relational way and to understand and draw from families' strengths and *funds of knowledge*. The concept *funds of knowledge* will be introduced in the next slide.
- Everyone has implicit, or unconscious, biases, but these are not necessarily permanent. People can choose to challenge them.

REFERENCE

Staats, C., Capatosto, K., Wright, R. A., & Jackson, V. W. (2016). *State of the science: Implicit bias review*. Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University. <http://kirwaninstitute.osu.edu/wp-content/uploads/2016/07/implicit-bias-2016.pdf>



Funds of Knowledge

"Essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families"

(Office of Head Start, Early Childhood Learning and Knowledge Center, n.d.)

SLIDE 31 FUNDS OF KNOWLEDGE

It is important to recognize, understand, and show interest in the unique and specific cultural interests and experiences of young children and families. Acknowledging the significance of these experiences can help foster engagement with families in meaningful ways. These interests and understandings are influenced by the experiences young children have with their families and can be referred to as *funds of knowledge*.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Funds of knowledge video*. <https://eclkc.ohs.acf.hhs.gov/video/funds-knowledge-video>

**Identify Funds of Knowledge
in the Household**

- Identify the rich experiences in a family's life.
- Use what you learn from the families themselves, rather than making use of stereotypes and over-generalizations.
- Help children build on what they already know.

SLIDE 32
**IDENTIFY FUNDS OF KNOWLEDGE IN THE
HOUSEHOLD**

Early childhood educators can make ongoing efforts to engage families in their programs by identifying and exploring the experiences that young children and families possess. In addition to parent-teacher discussions during children's arrivals and departures, visiting families' homes and communities, for example, can offer an opportunity for early childhood educators to learn even more about family dynamics and daily routines.

REFERENCE

Amaro-Jiménez, C., & Semington, P. (2011). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. *NABE News*, 33(5), 5-8.

The Power of Reflection

- How am I incorporating my children's and their families' assets and strengths in my teaching?
- How am I taking into consideration the assets and strengths these families have in my teaching?
- What can I do to improve how I communicate with parents?
- What can I do to improve what I do in the classroom that is responsive to their unique lived, cultural, and linguistic experiences?

(Amaro-Jiménez & Semington, 2011, p.7)


SLIDE 33
THE POWER OF REFLECTION

Early childhood educators can think about how what they learn about and from families can help them to better understand a young child and how a child learns best. In addition, early childhood educators can think about and find ways to incorporate what they learn into their caregiving and teaching approaches.

These questions are about making use of information gathered and becoming a reflective practitioner.

REFERENCE

Amaro-Jiménez, C., & Semington, P. (2011). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. *NABE News*, 33(5), 5-8.



**Funds of Knowledge:
In His Own Words**

Watch as Dr. Luis Moll describes the concept *funds of knowledge*.

SLIDE 34 FUNDS OF KNOWLEDGE: IN HIS OWN WORDS

Watch as Dr. Luis Moll describes the concept of *funds of knowledge*.

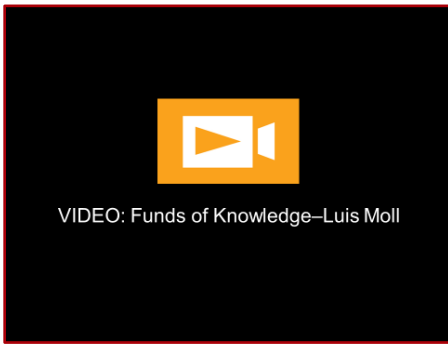
Funds of knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. Educators can learn how to gather and use funds of knowledge for children and families in early education programs. This approach can help early childhood educators ensure culturally relevant approaches and programming.

For additional enrichment:

- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *60 minutes from catalog to classroom: Using journal articles for professional development, module 2: Empathy and cultural competence reflections from teachers of culturally diverse children*. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/Catalogue-to-Classroom-Mod2.pdf>
- *60 Minutes from Catalogue to Classroom (C2C)* is a customized 60- or 90-minute professional development training. It includes hands-on learning activities and connects to existing Head Start resources. Staff can discuss and explore misconceptions of diverse families, reflect on their program's practices, and learn new concepts to increase their cultural responsiveness.

Consider showing these two videos to support participants' understanding of funds of knowledge:

- Teaching Tolerance. (2012). *Tapping community and home resources* [Video file]. https://www.youtube.com/watch?v=6s_1BI-qEI0
- Bender, Don. (2016). *Funds of knowledge theoretical model* [Video file]. <https://www.youtube.com/watch?v=yCzoAmZHIHE>



SLIDE 35


VIDEO: FUNDS OF KNOWLEDGE—LUIS MOLL

Click the icon to access the video *Funds of Knowledge—Luis Moll*.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (n.d.). *Funds of knowledge video* [Video file]. <https://eclkc.ohs.acf.hhs.gov/video/funds-knowledge-video>



Video Debrief

- *Funds of knowledge* are about the knowledge base generated by families depending on their experiences.
- Early childhood educators can learn about and use this information to support children's ongoing learning.

SLIDE 36

VIDEO DEBRIEF

Before showing the highlights on this slide, ask participants to share their thoughts after watching the video of Dr. Luis Moll describing the *funds of knowledge* concept.

Note that the slide is animated so that highlights appear one by one.

Dr. Moll suggests that early childhood educators can visit family households as a way to learn about a family's knowledge base. In turn, early childhood educators can create learning experiences and activities that help build on what children already know to help enhance and encourage young children's ongoing development and learning.



LEARNING
ACTIVITY

Funds of Knowledge

1. Form small groups.
2. Think about funds of knowledge for you and your family.
3. Fill in your funds of knowledge on the handout.
4. Add a new category based on your culture.
5. In your small group, share what you feel comfortable discussing about your funds of knowledge.

SLIDE 37 LEARNING ACTIVITY: FUNDS OF KNOWLEDGE

Materials: *Funds of Knowledge* handout

Ask participants to form small groups of three to four people. Review the definition of *funds of knowledge* from the earlier video and slide.

Ask participants to think about funds of knowledge for themselves and their own families. Invite participants to list or describe their own funds of knowledge on the handout. They can skip the categories that do not pertain to them or their families. Participants can add a new category based on their culture.

Within each small group, ask participants to share the aspects of their funds of knowledge that they feel comfortable discussing.

Provide approximately 20 minutes for the activity and 10 minutes for small-group discussion.

In the whole group, ask participants:

- What did you notice about the funds of knowledge shared in your group?
- What are ways you might apply the funds of knowledge of children and families to inform culturally relevant programming, such as approaches to family engagement, curriculum development, and instructional practices?

Encourage participants to identify specific ways they can learn about families' funds of knowledge.

Reinforce the idea that children bring experiences to the learning environment and that those experiences are the foundation for curriculum, activities, and learning.



VIDEO

Celebrating Culture

As you watch this video, consider the following:

- How does this parent describe the impact of the teacher listening and taking time to learn about their family's strengths and needs?
- Identify ways family experiences are valued in the early learning program.

SLIDE 38 CELEBRATING CULTURE

To further understand the benefits of considering funds of knowledge and learning about families, participants will watch another video. Ask participants to consider these questions while watching the video on the next slide.



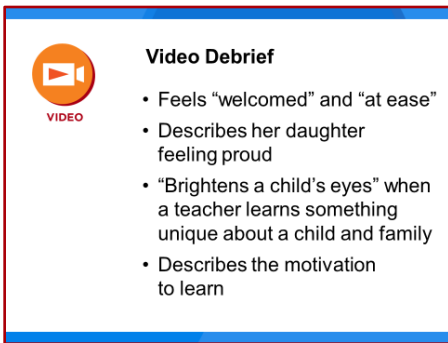
SLIDE 39 VIDEO: CELEBRATING CULTURE

Click the icon to access the video *Celebrating Culture*.

Note: The PowerPoint presentation must be in Slide Show mode to link to the video.

REFERENCE

EarlyEdU. (2017). *Celebrating culture* [Video file].
<https://eclkc.ohs.acf.hhs.gov/video/celebrating-culture>

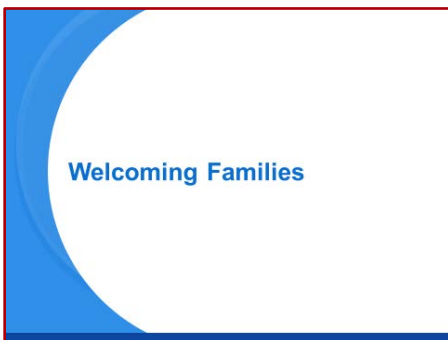


SLIDE 40 VIDEO DEBRIEF

Ask participants to share their thoughts based on the guided questions or the moments that stood out for them.

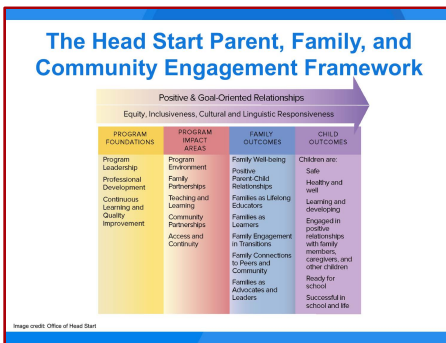
The slide is animated so that participants can share their ideas before these possible responses appear on the slide:

- The parent feels “welcomed” and “at ease” when invited to share a cultural tradition with the early education program.
- The parent notices ways the early childhood educator is making an effort to learn about their family and home life.
- The parent describes her daughter as feeling proud.
- The parent comments that it “brightens a child’s eyes” when a teacher learns something unique about a child and family.
- The parent describes her daughter’s motivation to learn.



SLIDE 41 WELCOMING FAMILIES

Listening to and learning from families to build on cultural strengths and assets is key to engaging families in a meaningful way and helping them to feel welcome in an early education program. By making these efforts, early childhood educators can collaborate with families as partners and build on what young children already know.



SLIDE 42 THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

With a solid program foundation in place for parent, family, and community engagement, program leadership and staff can partner with parents, families, and communities to promote family engagement and family goals in areas that include program environment and family partnerships.


Share the Framework with participants, and ask them what guidance they see about these topics in the Framework’s Program Impact Areas section, in particular.

Both the Framework and the article *The Relationship Between Language and Culture* discuss the need for the program environment and other program elements to reflect families’ cultures and languages. Information from this article will be highlighted in upcoming slides.

REFERENCES

Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. *Zero to Three*, 29(1), 14-16.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2011). *The Head Start Parent, Family, and Community Engagement Framework: Promoting family engagement and school readiness, from prenatal to age 8*. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/policy-im/pfce-framework.pdf>

 **Meaningful Connections**

What are two new ways that your program can create a welcoming, inclusive environment to engage all families?

DISCUSSION

SLIDE 43

DISCUSSION: MEANINGFUL CONNECTIONS

Ask participants to think of two new ways that their program can create a welcoming and inclusive environment and engage all families.

Ideas are featured on the next few slides.

REFERENCES

Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. *Zero to Three*, 29(1), 14-16.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Early Childhood Learning and Knowledge Center. (2013). *60 minutes from catalog to classroom: Using journal articles for professional development, Module 1: The relationship between language and culture.*

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/60-minutes-from-catalogue-to-classroom-1.pdf>

Strategies for Welcoming Families

- Explore with families how they might share their language and culture in the early learning program.
- Create opportunities with families to share common words or phrases in their home language.



INSPIRED BY EARNEK

SLIDE 44

STRATEGIES FOR WELCOMING FAMILIES

Provide an overview of strategies provided by Jones and Lorenzo-Hubert (2008) in *The Relationship Between Language and Culture* by reading the examples on this slide and the next two slides.

The photo on this slide shows a door in a program that has a written greeting in each language represented in the classroom. Another strategy can include translating program communications into the languages that families speak.

REFERENCE

Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. *Zero to Three*, 29(1), 14-16.

Strategies for Welcoming Families

Invite families to share:

- Photos of themselves and their children, neighborhood landmarks, or community activities.
- Songs, poems, drawings, music, or stories.



Image credit: EanesU

SLIDE 45 STRATEGIES FOR WELCOMING FAMILIES

Provide an overview of strategies provided by Jones and Lorenzo-Hubert by reading the examples on this slide.

The images on this slide show:

- A child's art project with a photograph of her face decorated with a fur outfit and text that says: "Camai! My name is Natasha and I am 3 years old. I am proud to be Athabascan, Inupiaq and Siberian Yupik!"
- Chinese New Year's lanterns hung on the classroom upper cabinet and photos of the children and family.

REFERENCE

Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. *Zero to Three*, 29(1), 14-16.

Strategies for Welcoming Families



- Ensure that dolls represent a variety of cultures.
- Invite parents to donate empty food containers for pretend play areas.
- Invite parents to share family recipes, family stories, and artifacts.

Image credit: EanesU

SLIDE 46 STRATEGIES FOR WELCOMING FAMILIES

Provide an overview of strategies provided by Jones and Lorenzo-Hubert by reading the examples on this slide.

The photo on the slide shows a variety of outfits in the dramatic play area that represent community themes and diverse cultures.

REFERENCE

Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. *Zero to Three*, 29(1), 14-16.

Bringing It All Together

SLIDE 47 BRINGING IT ALL TOGETHER

This final section summarizes the main points.

Presenter Notes



SESSION SUMMARY

A relationship-based approach to family engagement involves:

- Adopting strengths-based attitudes.
- Reflecting on your own perspectives.
- Learning about families' perspectives and funds of knowledge.
- Identifying strategies to create a welcoming environment.

SLIDE 48 SESSION SUMMARY

A relationship-based approach to family engagement involves:

- Adopting strengths-based attitudes.
- Reflecting on your own perspectives.
- Learning about families' perspectives and funds of knowledge.
- Identifying strategies to create a welcoming environment.



**SLIDE 49
CONCLUSION**

This concludes the module *A Relationship-Based Approach to Family Engagement*.

For more information about this resource, please contact us:
PFCE@ecetta.info | 1-866-763-6481

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Developed in collaboration with EarlyEdU Alliance: A Higher Education Collaborative for Head Start and Early Childhood Teaching.

SLIDE 49 CONCLUSION

This concludes the module *A Relationship-Based Approach to Family Engagement*.

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ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Parent, Family and Community Engagement

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