



PARTNERING WITH FAMILIES: HOME AS A LEARNING ENVIRONMENT

Review your curriculum’s resources, including how it suggests partnering with families to use the home as a learning environment.

Identify and support the ways families use cultural practices or materials as part of the home learning environment.

Partner with families to enhance the ways they use the home as a learning environment. Use cultural practices and materials to support children’s learning and development.



WHAT DOES THIS LOOK LIKE?

Carly, a home visitor, has noticed that different families have different expectations when involving children in food preparation. Some families encourage children to use real kitchen materials, like wooden spoons and salt shakers. They actively involve their children in stirring in bowls or seasoning food. Other families prefer that children use toys to pretend to make food and have special child-sized toy objects for that purpose. Carly partners with families to use real or toy materials (or both) to support their learning and development. Carly also shares how food preparation is an opportunity to build their child’s language and important skills such as numeracy and observation. “Look how lumpy the mix is! We need another cup of milk!”

Two-year-old Alberto’s home is full of music. His family mainly listens to songs in their home language. Alberto’s father Alex loves to listen to music and sing along as he does chores. Alberto frequently joins in. Tom, the home visitor, says to Alex, “Wow, Alberto shares your love of music! And he also moves his body with rhythm. Look he can really move his feet!” Alex proudly points out that Alberto can bang his drum to the beat as well. Tom shares with Alex some curriculum resources about the role of songs in children’s language development, the role of movement in children’s physical development, and how early music experiences support children’s early mathematical thinking.