



## PARTNERING WITH FAMILIES TO OFFER LEARNING EXPERIENCES

**Review** your curriculum’s resources, including how it suggests partnering with families to provide learning experiences.

**Identify and support** the ways families provide learning experiences, including how their cultural practices support children’s learning and development.

**Partner** with families to form goals for learning experiences, including learning experiences that build on their culture and language.

**Note:** *The Head Start Early Learning Outcomes Framework (ELOF) describes developmental progressions that can help you develop goals for learning experiences.*

### WHAT DOES THIS LOOK LIKE?

Madeleine’s mother Ina snuggles her close, keeping her in a wrap around her body, a practice common in her culture. Tina, the home visitor, notices Ina’s joy in keeping her baby close, and shares curriculum materials that explain the importance of physical closeness to babies’ development. When Ina unwraps Madeleine to change her diaper, Madeleine grabs onto the thick towel that she was placed on. She pulls at it and feels its soft fibers. Tina notes that Madeleine enjoys feeling different textures and objects. Ina gathers different types of cloth from her home for Madeleine to touch. Ina and Tina discuss setting some goals for Madeleine’s sensory experiences.



Seo Yun’s mother speaks to her in Korean and her father speaks to her in English. Seo Yun is four-years-old and starting to write by making symbols and other marks on paper, boxes, napkins, and other surfaces. She likes to practice writing her name in her home language and in English. Seo Yun writes an S and then a squiggle on a napkin and brings it to Tina, the home visitor. Her mother Min Jung laughs and says that she has been practicing writing the Korean version of her name, but that she must have known that Tina does not speak or read Korean. Tina and Min Jung discuss how children learn to use two languages. When Min Jung seems uncomfortable with Seo Yun mixing or blending Korean and English, Tina discusses code switching. Tina says she will bring some curriculum materials about code switching in dual language learners. Min Jung and Tina set some goals for Seo Yun’s literacy development in Korean and in English. One goal is Seo Yun writes her name accurately in Korean and in English.