



# **EAST LOS ANGELES COLLEGE**

## **CD 4: CREATIVE EXPERIENCES FOR CHILDREN II**

**INSTRUCTOR: ROKEYA RAHMAN**

**TOPIC: PARENT ENGAGEMENT**



# AGENDA

- **Welcome**
- **Family Engagement**
- **Benefits of Family Engagement**
- **Creating Partnership with Families**
- **Parent Involvement in Math, Science, and Social Studies**
- **Upcoming Assignment**

# OBJECTIVES: PARENT INVOLVEMENT

- **The student will be able to:**
  - Define what family engagement is.
  - Identify the way of building partnerships with families.
  - Discuss the benefits of family engagement
  - Create Partnerships with Families to support social studies, math, and science leaning.

# FAMILY ENGAGEMENT

## ❑ What is Family Engagement?

“Family engagement is a term used to define program practices that include families in all aspects of their children’s learning and welcome their active participation in schools”.

## ❑ Programs that promote family engagement are characterized as follows:

- All families are invited to be participating in decisions about the program
- Families are encouraged to offer ideas and suggestions.
- Communication system is in place to ensure communication with all families.
- The enrollment process is streamlined to be accessible to immigrant and homeless families
- Staff and families create an ongoing and comprehensive system for creating family engagement. (Feeny, Moravick, & Nolte, 2019, p. 463)

# BENEFITS OF FAMILY PARTICIPATION

❑ When family members participate, everyone can benefit.

❑ Family Members:

- ✓ Have an opportunity to learn new ways of guiding growth and development.
- ✓ Gain insight about their children.
- ✓ Develop increased understanding the curriculum.
- ✓ Feel more proficient as a teacher for their own children
- ✓ Build a sense of competence and a feeling of being needed as they contribute to the program.

(Feeny, Moravick, & Nolte, 2019, p. 466)

## BENEFITS OF FAMILY PARTICIPATION (CONTINUED)

❑ When family members participate, everyone can benefit.

❑ The Children:

- ✓ Have a chance to see their family members in a different role
- ✓ Become acquainted with adults who have languages, feelings, and ways of relating that are different from their own family members and teachers.
- ✓ See familiar adults interacting with one another in respectful, meaningful, and productive ways.
- ✓ Have more individualized attention available to them
- ✓ Experience a richer curriculum (Feeny, Moravick, & Nolte, 2019, p. 466)

## BENEFITS OF FAMILY PARTICIPATION (CONTINUED)

- ❑ When family members participate, everyone can benefit.
- ❑ The Teachers:
  - ✓ Have a chance to expand their program because of the improved child-adult ratio.
  - ✓ Gain knowledge and expertise from what families bring and share.
  - ✓ Hear children's home language and may learn some basic vocabulary.
  - ✓ Have an opportunity to observe the relationship between the child and members of the family.
  - ✓ Increased their understanding of individual families and their values, preferences, and styles
  - ✓ Develop a more meaningful relationships with individual family members.
  - ✓ Have more opportunity to interact with individual children. (Feeny, Moravick, & Nolte, 2019, p. 466)

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# BUILDING RELATIONSHIPS WITH FAMILIES

## □ Golden Rules for Building Strong Relationships with Families:

- ✓ Listen more than you talk.
- ✓ Communicate with all families; use a variety of strategies
- ✓ Smile and greet families as they enter the classroom or playground.
- ✓ Include positive points in every communication.
- ✓ Help families identify and articulate their goals, hopes, and dreams for their children.
- ✓ Keep all information about families strictly confidential.
- ✓ Develop resources to assist with translation, both oral and written, into families' home languages.



## BUILDING RELATIONSHIPS WITH FAMILIES (CONTINUED)

### Golden Rules for Building Strong Relationships with Families:

- ✓ Create comfortable places for families in classrooms.
- ✓ Offer a wide variety of opportunities for families to be part of the program.
- ✓ Encourage families to know and support one another.
- ✓ Let families know that you enjoy and appreciate their children.

(Feeny, Moravick, & Nolte, 2019, p. 462)

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# CRATING PARTNERSHIPS WITH FAMILIES IN PROMOTING SOCIAL STUDIES

- ❑ Acknowledge and respect children's home language and culture
- ❑ Obtain family input from all involved persons
- ❑ Focus on building and maintaining reciprocal relationships
- ❑ Build a sense of trust
- ❑ Post weekly menus and lesson plans
- ❑ Invite them to visit the classroom
- ❑ Guide them into making prop boxes at home with their children

(Beaver, Wyatt,& Jackman, 2018, p. 202-203)

# CRATING PARTNERSHIPS WITH FAMILIES IN PROMOTING SOCIAL STUDIES (CONTINUED)

- Develop communication systems
  - Include use of emails or technology
- Governing or advisory groups must include family as members
- Family get-togethers
  - Open houses
- Family-teacher conferences
- Invite family members to share interests
- Complementary learning supports (Beaver, Wyatt,& Jackman, 2018, p. 202-203)



# CRATING PARTNERSHIPS WITH FAMILIES IN PROMOTING IN SCIENCE

- Ask parents to assist in planning menus.
- Place weekly menus on the parent board.
- Provide a report on the food experience done in class.
- Invite families to attend a potluck and bring a special dish from their culture.
- Help families understand how they can foster positive eating habits at home.
- Help in developing guidelines for bringing food to the school.
- Discuss ways to prevent obesity.
- Encourage families to do some appropriate cooking activities at home with children.

(Beaver, Wyatt,& Jackman, 2018, p.254)



# PARENTS AS PARTNERS IN MATHEMATICAL LEARNING

- Provide parent workshops. Have them try some of the exploratory, hands-on lessons they might see in their children's classroom.
- Offer family mathematical challenges. Have them conduct some math activities over the weekend.
- Foster positive attitude. Help parents understand that mathematics is the doorway to many professional careers and that every child can be successful in math.
- Encourage parents to be positive about their own view of math, even if they must acknowledge that it can be challenging. (Mayesky, 2017, p.475)

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# UPCOMING ASSIGNMENTS:

- ✓ Read the PowerPoint Slides
- ✓ Read the resources posted on week overview
- ✓ Visit Modules for updates and announcement
- ✓ Complete weekly activity/discussion/assignment