



HIGHSCOPE[®]
ESTABLISHED IN 1970

LEADERS IN EARLY CHILDHOOD EDUCATION





Anti-Bias Social Justice Education — Engaging Families in Pursuing Anti-Bias Practice in Early Childhood Settings

A Discussion on Research and Practice
Part of the *Don't Look Away:
Embracing Anti-Bias Classrooms*
Book Study

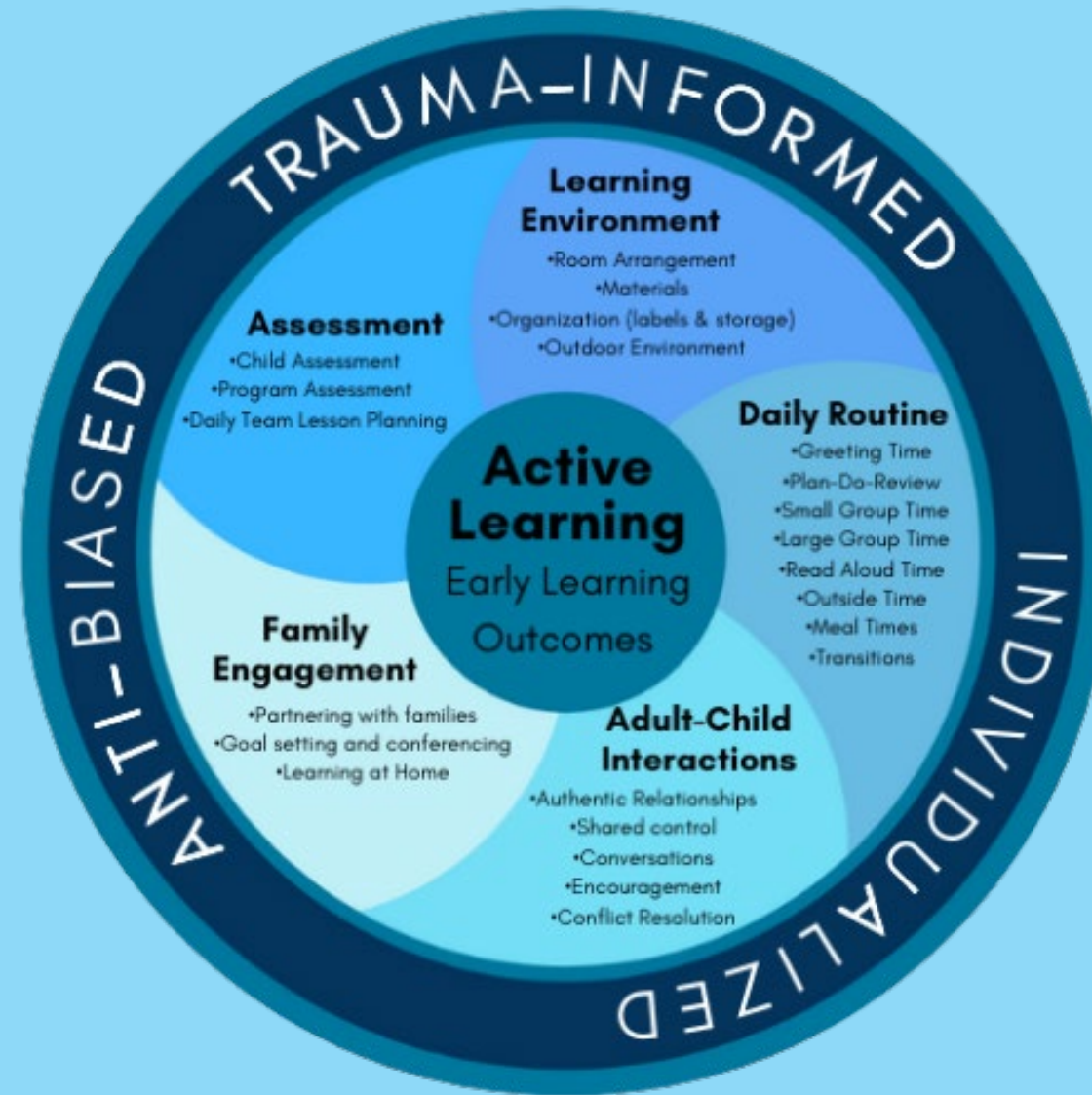
Roundtable

Moderated by Kenneth Sherman
Chief Academic Officer of HighScope's
San Antonio Hub of Excellence

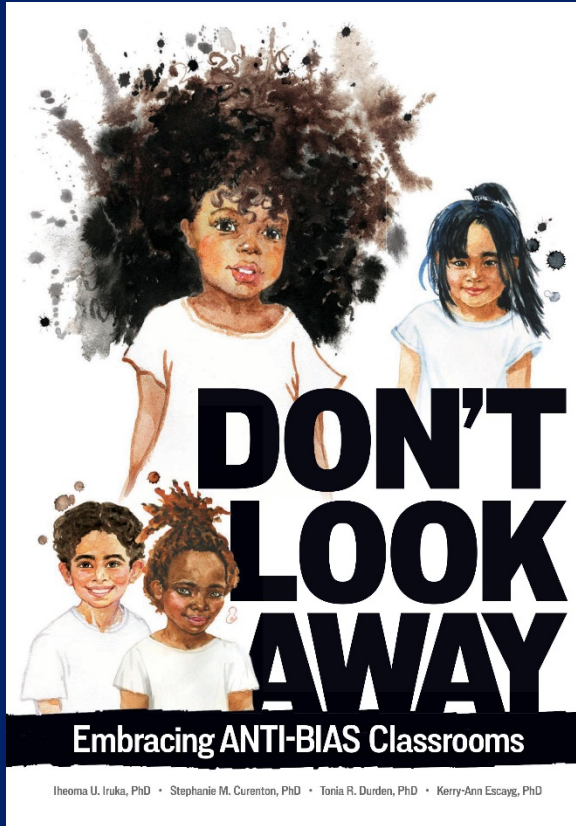
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Introductions



Portia Kennel
The Buffet Early Childhood Fund



Sarah Stith
San Antonio ISD



Bonnie Lash-Freeman
Vice Chair, HighScope Board
of Directors



Kenneth Sherman
HighScope San Antonio
Hub of Excellence

Engaging Families: Building and Sustaining Collaborative Partnerships

- Portia Kennel, MSW Senior Advisor
- Buffett Early Childhood Fund
- January 27, 2021



A system of education is not one thing, nor does it have a single definite object, nor is it a mere matter of schools. Education is that whole system of human training within and without the schoolhouse walls which molds and develops “children.”

Adopted from W.E.B. Dubois

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The 4 Es

Exploration

Expectation

Education

Equipment



Family Engagement Defined

- “A reciprocal partnership between parents, staff and programs/schools that reflects a shared responsibility to foster children’s development and learning at home, school, or in the community.”

Family Engagement (Relationship)

- **Development of a respectful and trusting relationship-based partnership characterized by:**
 - Cultural, antibias, linguistic and socio-economic responsiveness
 - Strength-based orientation
 - Individualization and flexibility
 - Alignment with family preferences/goals/aspirations
 - Alignment to child goals and outcomes
 - Equality of family and staff/practitioner/educator roles



Shift in Mindset

- **Mindset is defined as a “mental attitude or set of opinions or a particular way of thinking about something or someone.”**



Education System and Educators
SHIFT FROM...

TO...

Source: Educare Learning Network

Family engagement as an add-on

Family engagement as an essential, fundamental component of effective teaching and learning practices for young children and their families. Family Engagement is integrated into schools’ and programs’ systems and driven by learning and outcomes for child and family

Perception of families’ deficits

Perception of families as resilient

Family involvement

Family engagement - Building Relationships with Families that recognize parents’ importance to children’s learning

Holding power

Sharing power with families - creating opportunities for Parents to exercise their power as Decision makers

Role of staff as expert

Viewing parents as experts

Focus only on learning outcomes for the child

Focus on creating activities that build parents’ capacity, promoting parental comfort, competence (knowledge) and confidence with their role as “educator” at home and advocate within the educational system

Doing to and for parents

Partnering with and supporting parents so that they can do for their own families and children

Involve

Engage

Partner



RECIPROCAL

MUTUAL

EQUAL

SHARED



TO FAMILIES

FOR FAMILIES

WITH FAMILIES



Staff Family Partnership Outcomes

Staff will be able to:

- Develop respectful and reciprocal relationship with families
- Honor and recognize families' existing knowledge and skills
- Create and sustain a program/school culture that is inviting, welcoming and promotes family engagement
- Develop family engagement activities that connect parents to children's development and learning and connect families with needed resources

Source: Mapp, 2013



“I’ve learned that people will forget what you have said, people will forget what you did, but people will never forget how you made them feel.”

- Maya Angelou, American Poet



Additional Resources



- The National Academies of Sciences, Engineering and Medicine (2016). Parenting Matters: Supporting Parents of Children Ages 0-8
- National Center on Parent, Family and Community Engagement. (2014) Family Engagement and School readiness (Research to Practice Series).
- Implementing Parenting Interventions In Early Care and Education Setting: A Guidebook for Implementation. National Center on Parent, Family, and Community Engagement, Office of Head Start, U.S. Department of Health & Human Services
- National Center for Parent, Family and Community Engagement. (2015). *Compendium of parenting interventions*. Washington, DC: National Center on Parent, Family, and Community Engagement, Office of Head Start, U.S. Department of Health & Human Services
- *ECTA Center Early Childhood Technical Assistance 2017, Principles of trusting partnership.

Resources

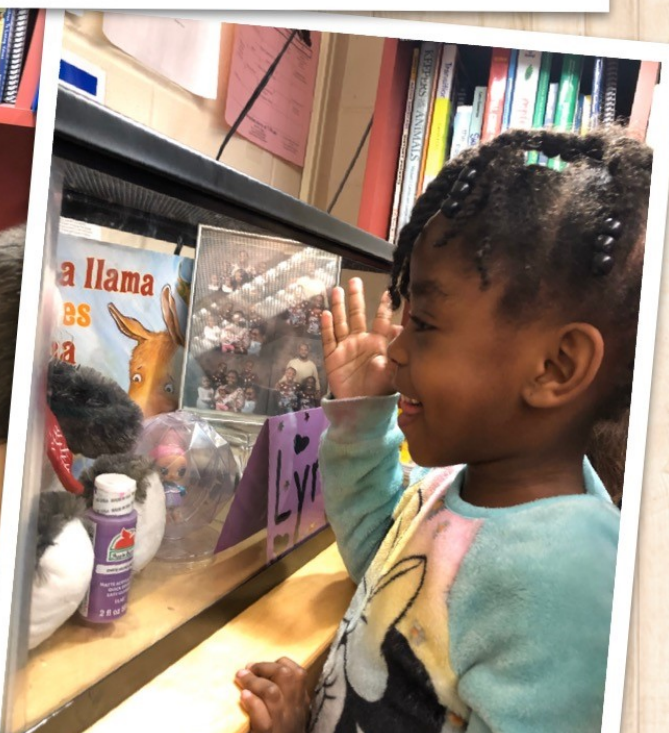
- Waldfogel, Jane and Elizabeth Washbrook. 2011. "Income-Related Gaps in School Readiness in the United States and the United Kingdom."
- *Partners in Education: A Dual Capacity-Building Framework for Family and School Partnerships* (2013). A publication of SEDL in collaboration with the U.S. Department of Education.
- Cochran, M. (Ed.). (1993). *Empowerment and Family Support*. Ithaca, NY: Cornell Cooperative Extension.
- Gonzales-Mena, J (2008). *Diversity in Early Care and Education: Honoring Differences*. Washington, D.C.: McGraw-Hill.
- Gonzales -Mena, J (2009). *Child, Family and Community Family Centered Early Care and Education* (5th ed.). Columbus, OH: Pearson.
- Ripples of Transformation Families Leading Change in Early Childhood Systems (2016) Center for the Study of Social Policy
- Iruka, I.U, Curenton, S.M. & Eke, W.A. (2014). *The CRAF-E⁴ Family Engagement Model: Building Practitioner's Competence to Work with Diverse Families*. San Diego, CA: Elsevier.
- Kalil, A. (2015). Behavioral insights and parenting knowledge, attitudes and practices [PowerPoint slides]. Institute of Medicine National Research Council Board on Children, Youth and Families. Harris School of Public Policy, University of Chicago.
- Iruka, I.U., Durden, T. & Kennel, P. (2015). Changing faces: Parenting, culture, and child learning and development. *Zero to Three*, 35(4), 10.
- ¹ Connors-Tadors & Ramsburg, 2008; McWayne, 2016; Ginsburg-Block, 2010
- ² Dearing et al., 2006; Downer & Myers, 2009; Epstein, 2001)
- ³ Halgunseth, Peterson, Stark, & Moodie, 2009
- ⁴ U.S. Department of Health and Human services, Administration for children and Families, Office of Head Start, National Center for Parent, Family and community Engagement, 2019





Me Museum









Annie Changes a Tire!



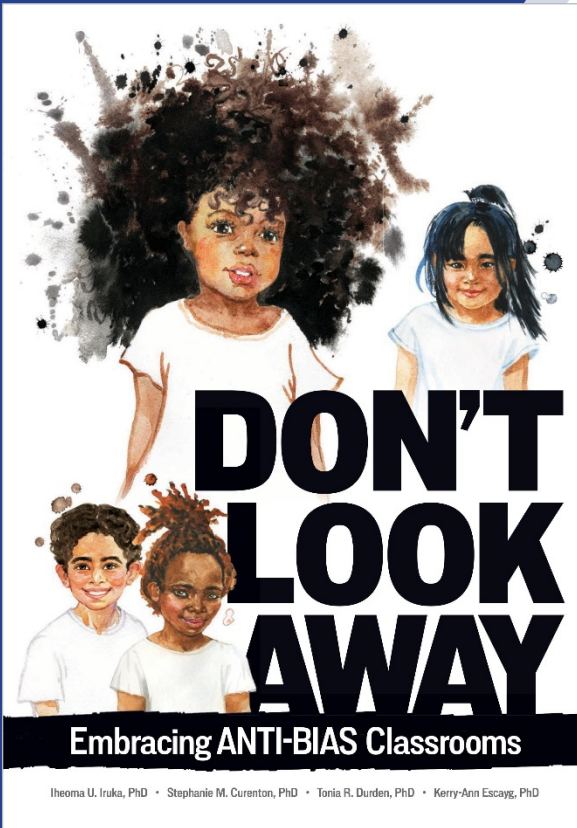
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Thank you for joining us!

- **Certificate of Attendance**
Will be emailed to you 24 hours after the conclusion of the live event.
- A **recording** will be posted tomorrow on **[youtube.com/HighScopePreschool](https://www.youtube.com/HighScopePreschool)**



HighScope Roundtable

DON'T LOOK AWAY:

Driving Racial Justice in
Early Childhood Classrooms

Register at
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Learn how you can support

HighScope and early childhood education

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EARLY
EDUCATION**