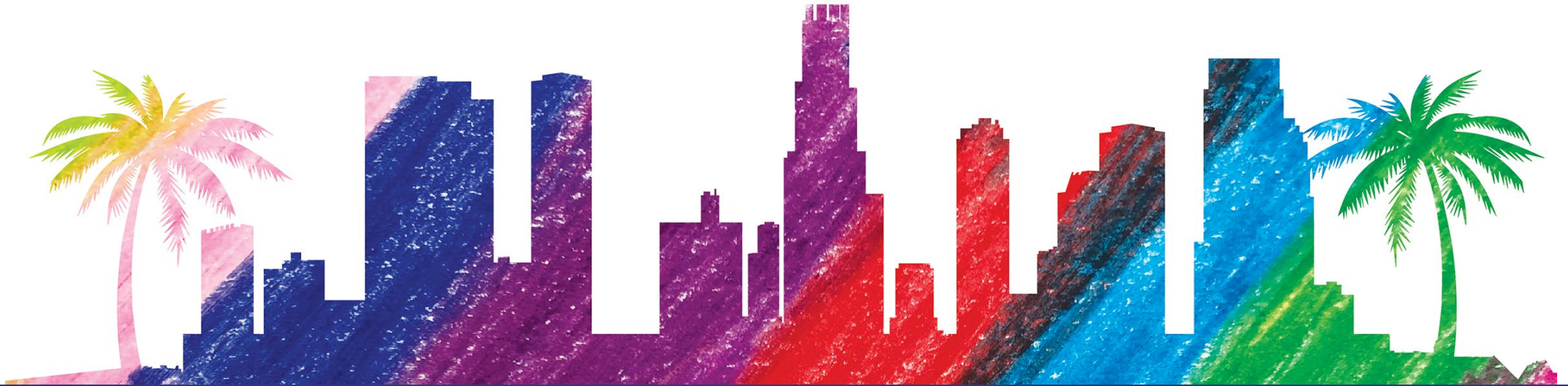


# 2018 TK CONFERENCE LOS ANGELES



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**Building Authentic Relationships with  
Diverse Families**

# 2018 TK CONFERENCE LOS ANGELES



**Elia Garcia, Program Consultant, New Teacher Center**  
**Katherine Powell, Program Consultant, New Teacher Center**

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## Connector

...family engagement has emerged as a critical strategy used especially for supporting positive outcomes for students from low-income and immigrant communities. Yet practitioners receive little training on *how* to effectively engage families.”

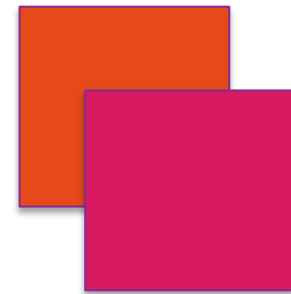
The Early Age Spectrum in San Mateo & Santa Clara Counties

*Kendra Fehrer*

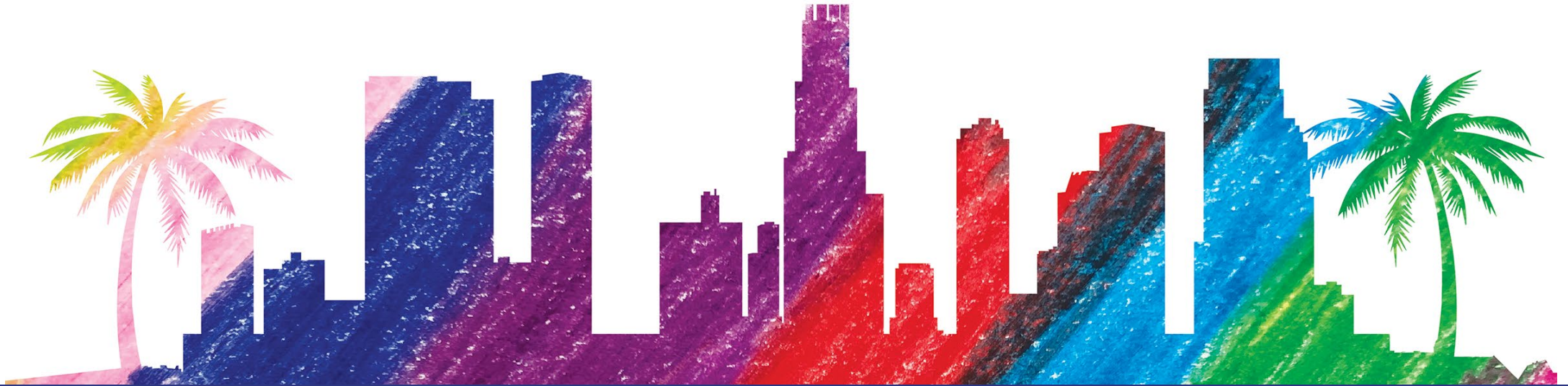
# Knowing Your Families



- What information do you try to collect to “know your families”?
- How do you gather this information?



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## Overview



# Outcomes

Participants will/ will be able to:

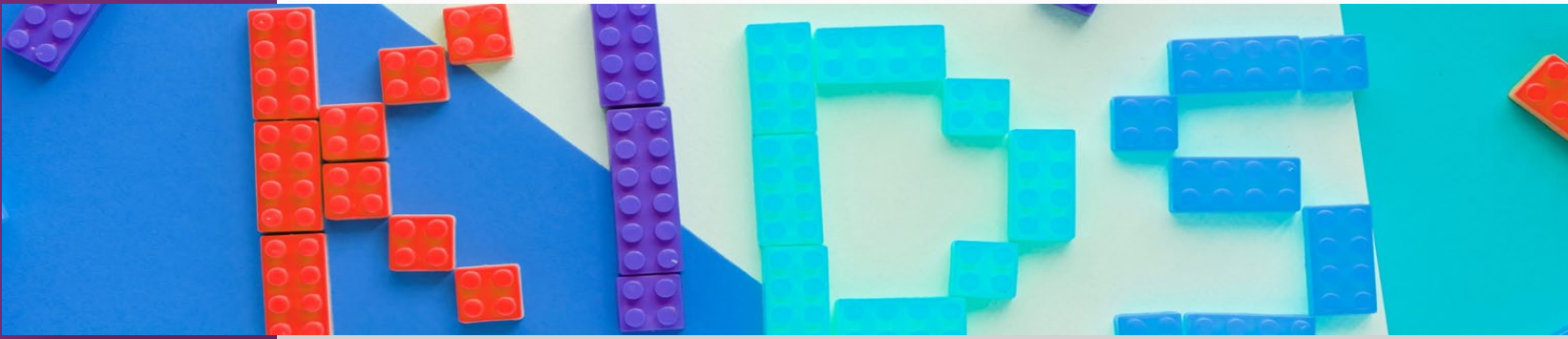
- Explore the importance of incorporating culture in Early Learning classrooms to build authentic relationships with culturally diverse families
- Define the three levels of culture
- Discuss the teacher's role in building effective relationships with culturally diverse families





# Agenda

- Connector
- Overview
- Defining Culture
- Who Am I?
- Power of Inside Out Work
- Role of the Teacher in Building Effective Relationships with Culturally Diverse Families
- Closure



# Norms

**Equity of Voice**

**Active Listening**

**Respect for All Perspectives**

**Safety and Confidentiality**

**Respectful Use of Electronics**

# Courageous Conversation Four Agreements

1. Stay engaged	2. Speak your truth
3. Experience discomfort	4. Expect and accept non-closure

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## Building Authentic Relationships

# Building Authentic Relationships with Diverse Families

How do you build authentic relationships with culturally diverse families?

# Building Authentic Relationships with Diverse Families

1. What do authentic relationships look, sound and feel like?
2. Why is it important?

# What's Working? What are Challenges?

What's Working?	What are Challenges?

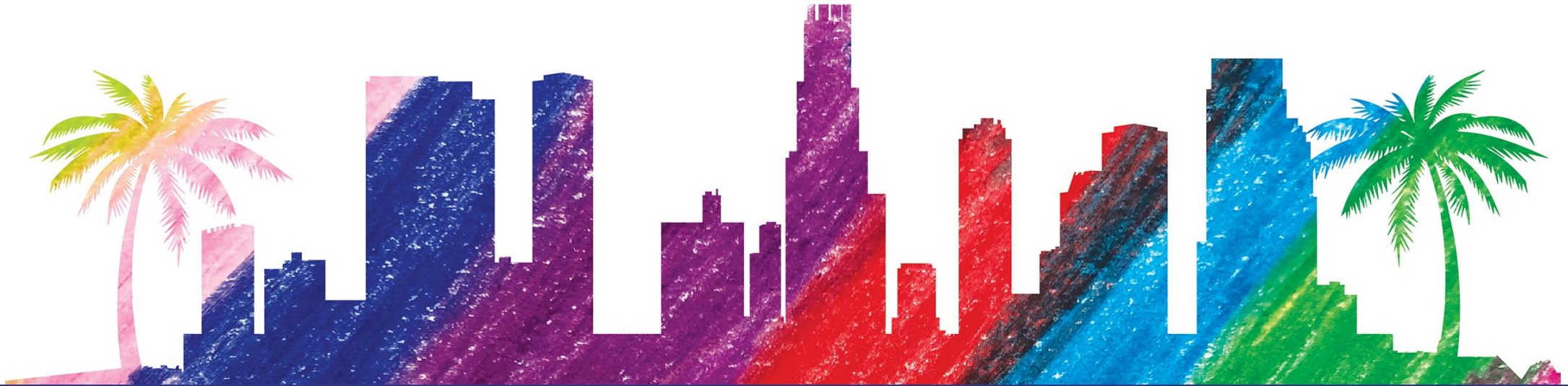
# Reflection



What's one challenge you will try new ideas to overcome?



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## Getting to Know Families

# Consider this...

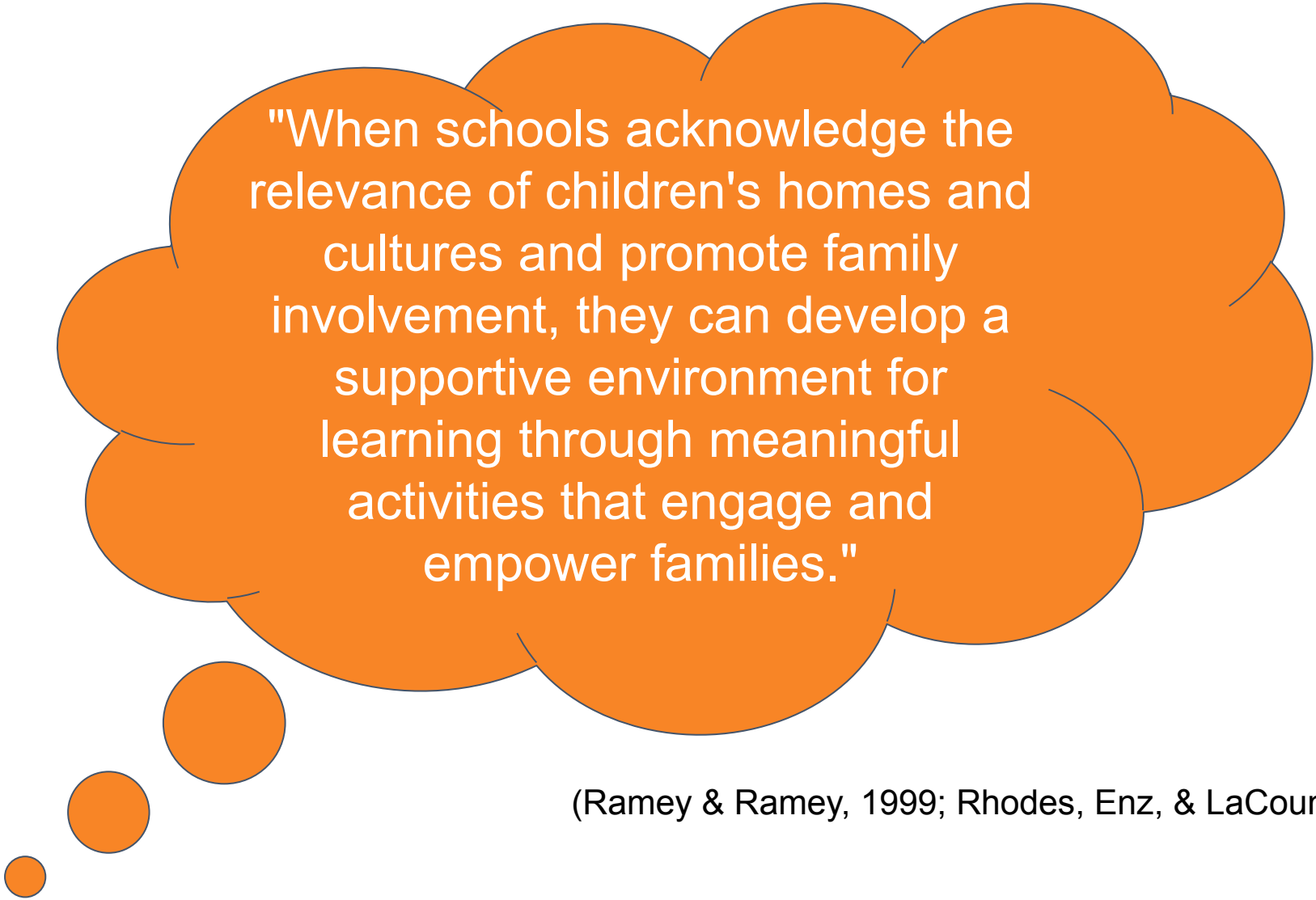
...."if a parent can develop a strong relationship with their child's early learning program, it will give them "the confidence and skills" to be involved in their child's education throughout their school careers."

Linda Halgunseth, University of Connecticut

# Appreciating Diversity Among Families



- Structure
- Temperament
- Life experiences
- Language
- Economic Status
- Culture



"When schools acknowledge the relevance of children's homes and cultures and promote family involvement, they can develop a supportive environment for learning through meaningful activities that engage and empower families."

(Ramey & Ramey, 1999; Rhodes, Enz, & LaCount, 2006)

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## Defining the Importance of Cultural Diversity

# Culture

What does the word CULTURE mean to you?



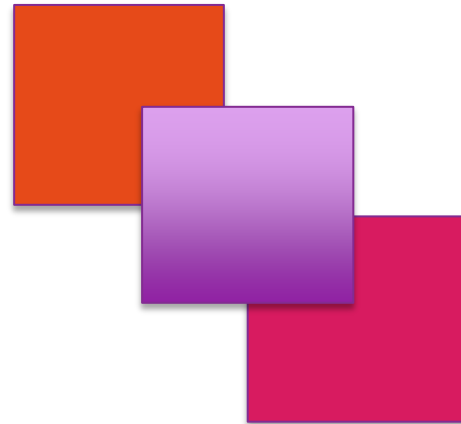
Culture as it turns out, is the way that every brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture.  
-Zaretta Hammond

Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin, a SAGE Company.

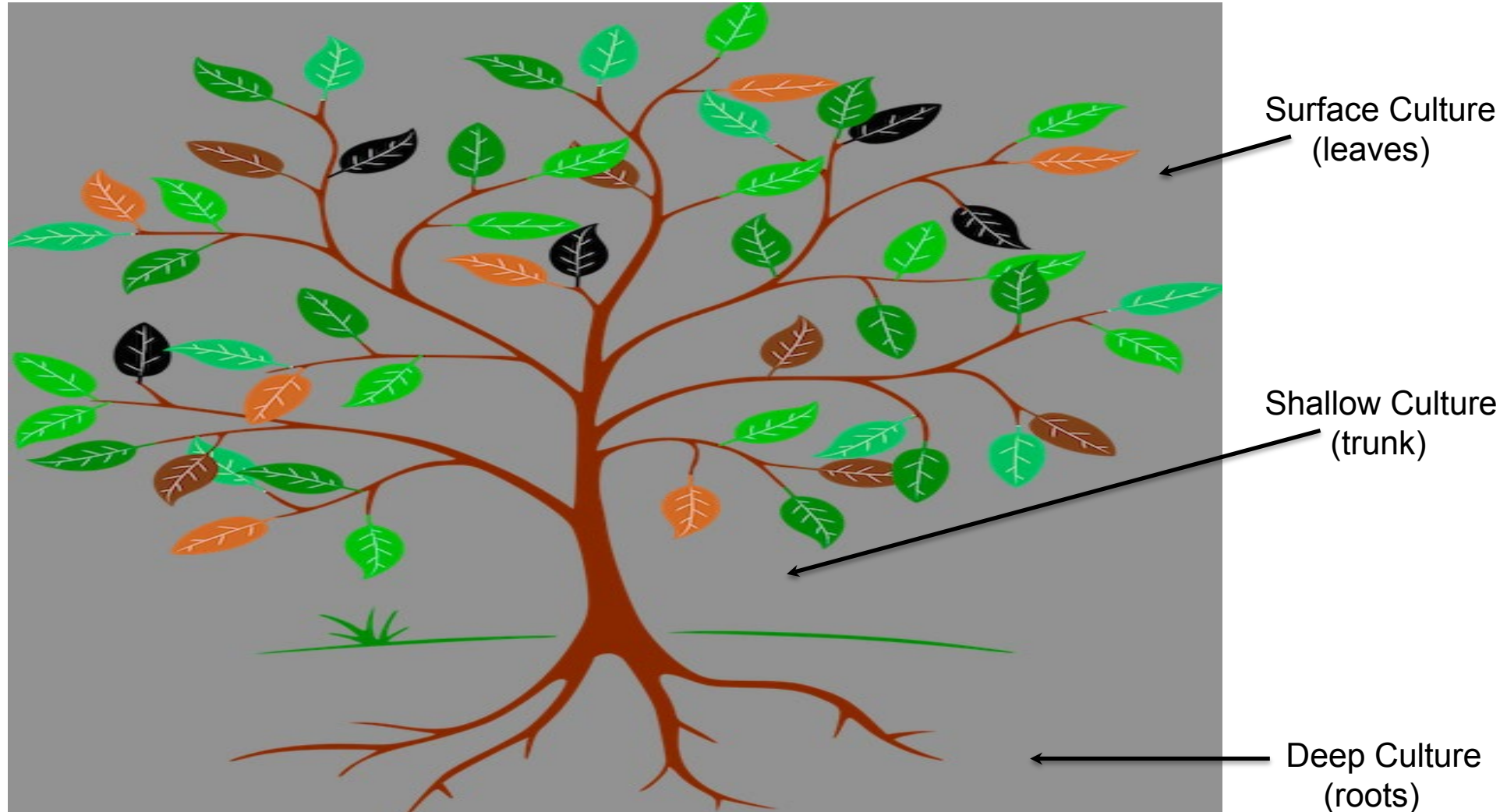
# Culture: Quick Write



Write down as many words that come to mind when you think of culture. Include one word or phrase per sticky note.



# Three Levels of Culture





# Three Levels of Culture



**Surface culture (leaves):** observable and concrete elements of culture such as food, dress, music, and holidays

**Shallow culture (trunk):** Unspoken rules around everyday social interactions and norms, such as courtesy, attitudes toward elders, nature of friendship, concepts of time, personal space between people, nonverbal communications, rules about eye contact, or appropriate touching

**Deep culture (roots):** unconscious assumptions, view of good or bad, ethics, spirituality, health, theories of group harmony

# Three Levels of Culture



As a table group, sort the post-its you wrote into the three levels of culture:

1. Surface
2. Shallow
3. Deep

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**Who Am I?**

# Article: Distorted Vision



1. Sit in triads. Identify a timekeeper
2. Each person identifies one “most” significant idea from the text and underlines or highlights it in the article.
3. The first person reads what “struck him or her the most” from the article. Explain why. (2 min)
4. Each person responds to the quote and what the presenter said (1 min each)
5. Person that started has the ‘Final Word’ to respond to the other responses. (2 min)
6. Repeat until each person has had the opportunity to begin.

# Who Am I? Cultural Drawing



**Draw** yourself through a culture lens.

**Share with a Partner:**

*What is important to you about this aspect of yourself?*

*What makes you proud?*

*What might give you pain?*



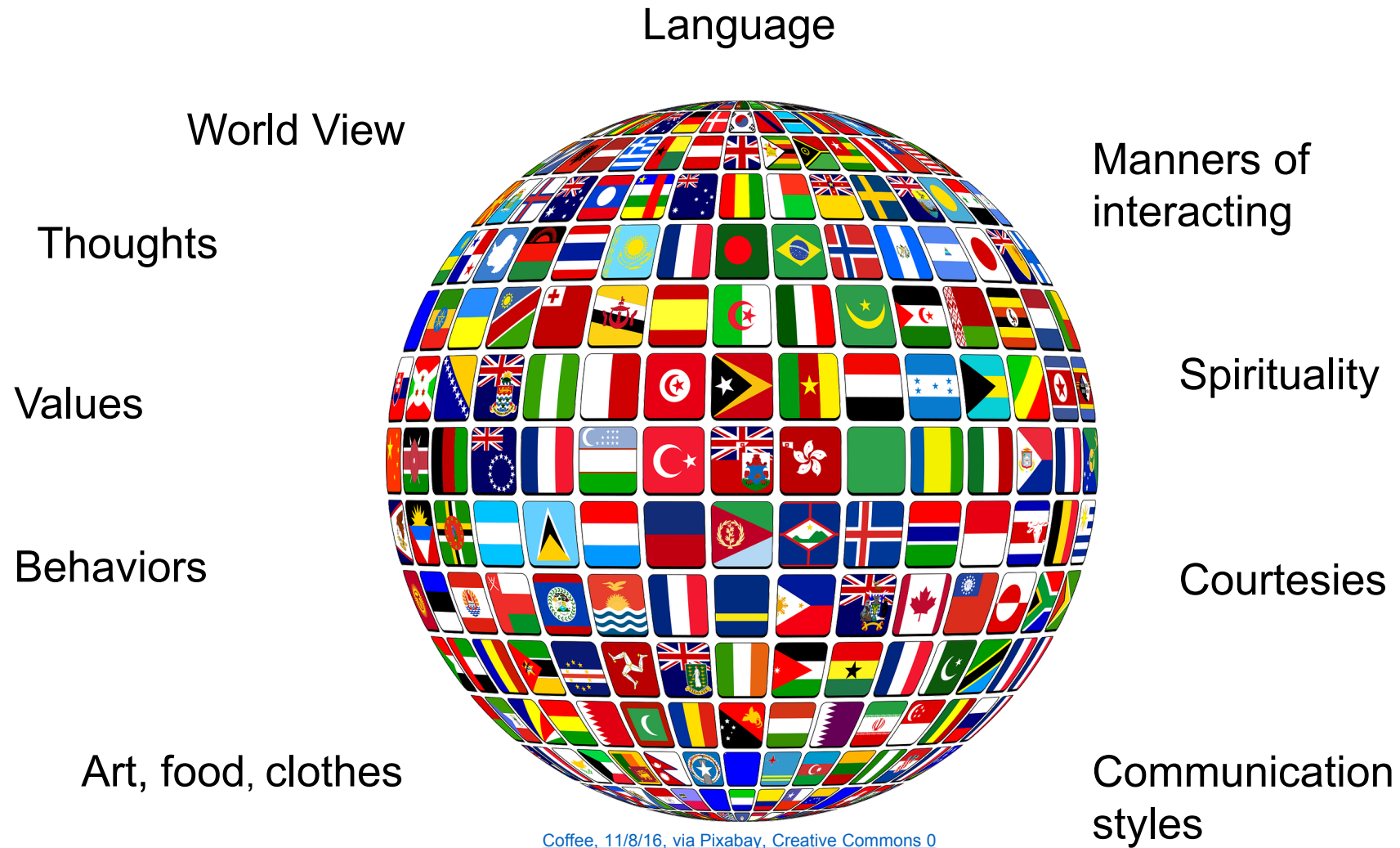
# Culture: Group Discussion



*How do you think culture plays a role with your student's families?*

*How is it influenced by the groups you identified in your portrait?*

# Culture is...



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## **The Role of the Teacher in Building Effective Relationships with Culturally Diverse Families**



# Messages

You are always  
welcome here.

You are invited to  
contribute to the  
program.

You are  
competent, and  
we can learn from  
you.

Your ideas are  
valuable, and you  
have an important  
role to play.

You are entitled to  
understand what is  
happening in the  
program.

# Exchanging Information with Families

TABLE TALK/RECORD 1 IDEA PER POST-IT

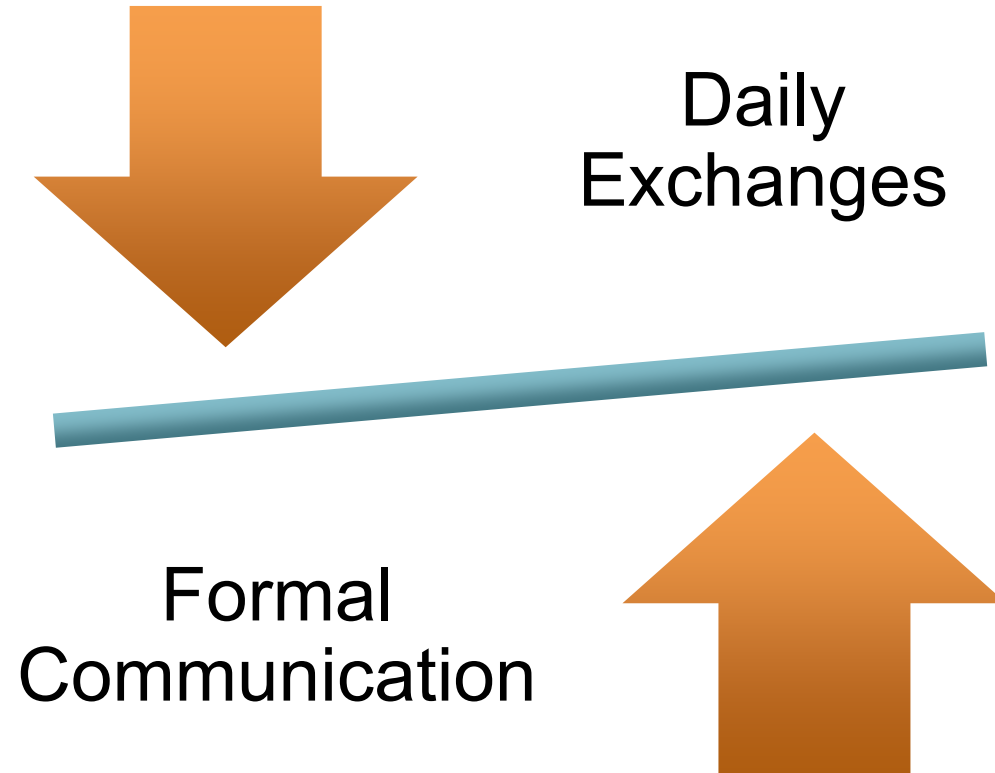


How do you give information to families?

How do you receive information from families?

How might you make sure your communication with families balanced and two-way?

# Daily vs. Formal



# The Challenge

- Communicating with the parents is more important than ever
- Families are harder to reach
- Plenty of options for reaching them – but that doesn't always make your job easier!



# Technology Options

- Text message
- Email
- Facebook group
- Voicemail
- Website
- Google
- Blog

It depends...

- You have to get to know your families and what reaches them best.
- But the answer is almost always going to be more than one

**Text messages** to help you  
prepare your child for kindergarten!



All parents want to prepare their children for kindergarten but many run out of ideas. Ready4K! can help!

Ready4K! text messages include **FUN FACTS** and **EASY TIPS** that are scientifically-proven to help children do better in school.

To sign up for Ready4K! messages text  
**"Ready4K"** to **313131**

# Gather contact information

Name \_\_\_\_\_

Child's name \_\_\_\_\_

Phone (c) \_\_\_\_\_ (w) \_\_\_\_\_

Email \_\_\_\_\_

**Preferred form of contact:**

Phone

Email

In-Person

Text message

Are you able to receive images via your phone plan? Yes No

**Best time of day to reach you:** Morning Afternoon Evening

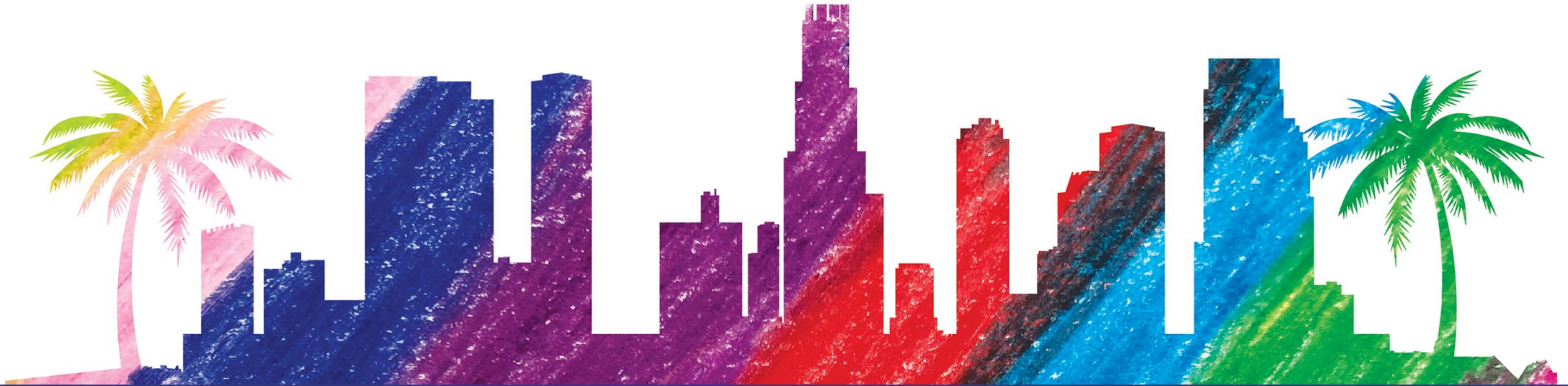


What's one new idea you will try out in communicating with families?

Write it down!



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**Closure**



# Outcomes

Participants will/ will be able to:

- Explore the importance of incorporating culture in Early Learning classrooms to build authentic relationships with culturally diverse families
- Define the three levels of culture
- Discuss the teacher's role in building effective relationships with culturally diverse families

# Actively Engaging Families

## BUMPER STICKER

If you want families to be engaged, \_\_\_\_\_

Complete this sentence to create a bumper sticker:

*If you want families to be engaged,*  
\_\_\_\_\_

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