



How to BUILD relational-trust and DISMANTLE systems and expectations that divide schools and families

Jackie Blagsvedt | Jeanne Dickhausen

2020 Superintendents Conference



Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

Pre: What do we mean by family engagement?

WORD CLOUD (Audience Participation)

Who are you?

Where are you from?

Who are your ancestors?

What are your intentions?



1. Learn about updates to the *Dual-Capacity Building Framework for Family-School Partnerships (version 2.0)*
 - * Building relational trust
2. Understand the “Four Essential Core Beliefs” of family engagement
3. Hear how schools are changing their family engagement practices by embracing the “five shifts” of Next-Generation Family Engagement
4. Introduce promising practices and resources for forging relationships across perspectives

Defining Family Engagement: using **ORID** Focused Conversation Method (part 1)

“Family engagement is a shared responsibility of family members to contribute to a child’s learning and development, and of schools and communities to ensure families have the tools they need to support their children’s success in and out of school.”

~Global Family Research Project

Family Engagement is working *with* families to “discover the best methods for enabling families, educators, and community practitioners and leaders to join forces, and to be cognizant of the kinds of commitment and support necessary to foster mutual trust and shared responsibility.”

~Joining Together to Create a Bold Vision for Next Generation Family Engagement, 2018

“Family Engagement is a *full, equal, and equitable partnership* among families, educators and community partners to promote children’s learning and development from birth through college and career.”

~Connecticut Department of Education and Stakeholders

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2.0)



The Challenge

The Challenge



Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets



Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued



Educators

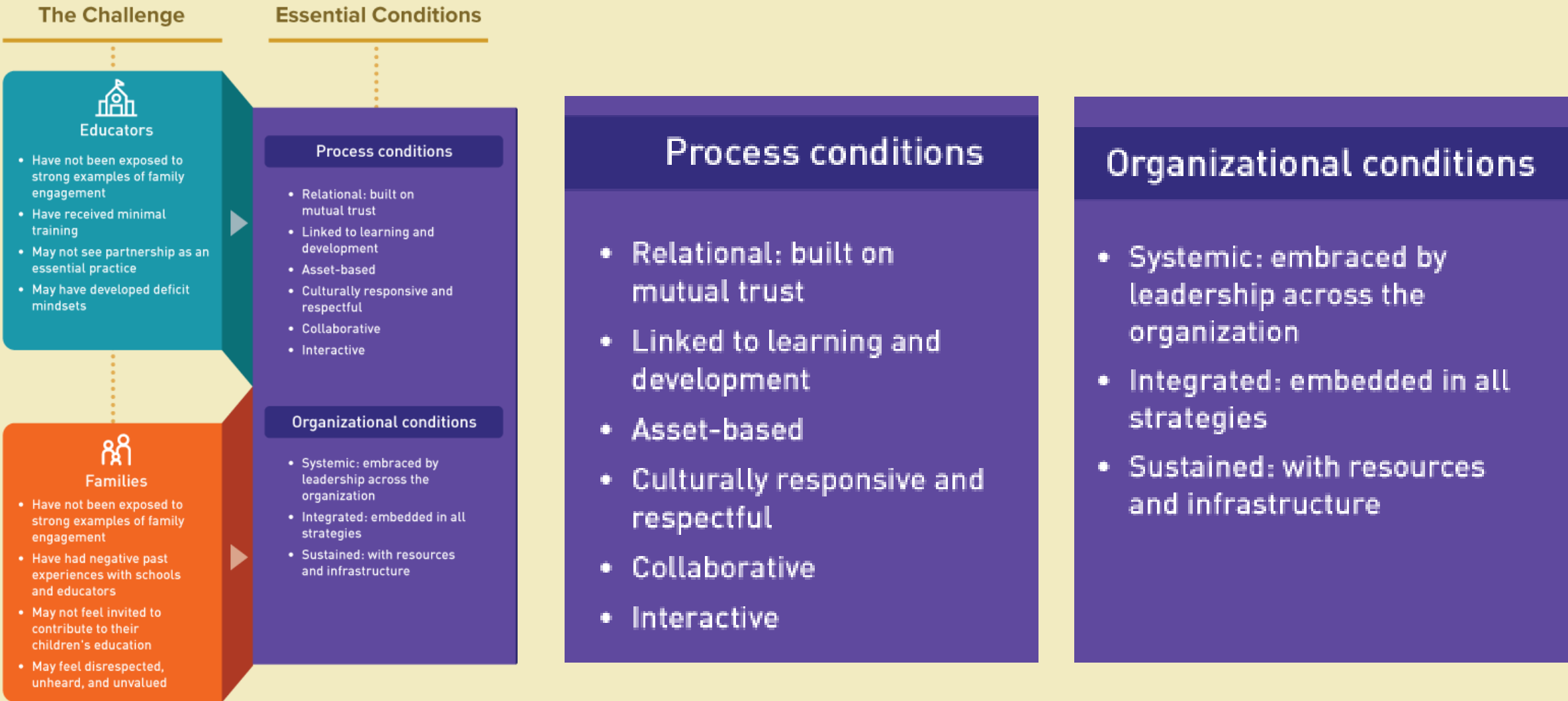
- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets



Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued

Essential Conditions



Four Essential Core Beliefs of Family Engagement

3. Families and school staff are equal partners.

2. All families have the capacity to support their children's learning.

1. All families have dreams for their children and want the best for them.

4. The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, ***especially school leaders.***

Policy and Program Goals



Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

Relationship-Based Competencies to Support Family Engagement

Relationship-Based Competencies (RBCs):

A set of knowledge, skills, individual practices, and other characteristics, including attributes, behaviors, and actions, that are necessary to be effective in one's family engagement work.



HEAD START | ECLKC

Early Childhood Learning & Knowledge Center

Why are the RBCs important?

Because they help educators effectively build relational-trust through:

1. Positive Goal-Oriented Relationships
2. Self-Aware and Culturally Responsive Relationships
3. Family Well-Being and Families as Learners
4. Parent-Child Relationships and Families as Lifelong Educators
5. Family Connections to Peers and Community
6. Family Access to Community Resources
7. Leadership and Advocacy
8. Coordinated, Integrated, and Comprehensive Services

Relationship-Based Competencies to Support Family Engagement

Competency

Professional Practice

Selected examples – See role-specific resources for more examples

2. Self-Aware and Culturally Responsive Relationships

Respects and responds to the cultures, languages, values, and family structures of each family

- > Understands that each family has unique strengths and resiliencies
- > Reflects on one's own beliefs, values, experiences ethics, and biases to enhance self-awareness
- > Engages in relationships that are responsive to others' cultures, languages, and values

Joining Together to Create a Bold Vision for Next-Generation Family Engagement



“Equitable learning pathways are made possible when families are engaged.”

- Five *shifts*
- Five High-leverage *actions*

FIVE Shifts of Next Generation Family Engagement

Children learn only in school/programs

1

Children learn anywhere, anytime

Random acts of family engagement

2

Continuous family engagement that starts early and lasts along a child's entire learning pathway

Engagement of some families particularly economically advantaged ones

3

Shared responsibility and conditions enabling all families and communities to engage meaningfully in their children's education

Doing for and to families

4

Actively co-creating opportunities of family engagement with families

Mismatched expectations, beliefs and practices held by teachers and families

5

Changing mindsets, and developing capacity to leverage families' strengths

Including Perspectives



melting pot: implies that immigrants change to fit the society of their new home

salad bowl: implies that immigrants retain their cultural identity in their new home

kaleidoscope: implies that both the immigrants and society adapt and change

Capacity Outcomes

Policy and Program Goals

Capacity Outcomes

Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)



Educators are empowered to:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures



Families engage in diverse roles:

- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models



Educators are empowered to:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures



Families engage in diverse roles:

- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models



Defining Family Engagement: using ORID Focused Conversation Method (part 2)

“Family engagement is a shared responsibility of family members to contribute to a child’s learning and development, and of schools and communities to ensure families have the tools they need to support their children’s success in and out of school.”

~Global Family Research Project

Family Engagement is working *with* families to “discover the best methods for enabling families, educators, and community practitioners and leaders to join forces, and to be cognizant of the kinds of commitment and support necessary to foster mutual trust and shared responsibility.”

~Joining Together to Create a Bold Vision for Next Generation Family Engagement, 2018

“Family Engagement is a *full, equal, and equitable partnership* among families, educators and community partners to promote children’s learning and development from birth through college and career.”

~Connecticut Department of Education and Stakeholders

Post: What do we mean by family engagement?

WORD CLOUD (Audience Participation)

Questions and Discussion

The webinar space is now open for questions and discussion.

Please use the chatbox or click on the raise your hand icon to share your question, observation, or example.

Thank you!

Jackie Blagsvedt

Jacqueline.Blagsvedt@state.mn.us

651-582-8805

Jeanne Dickhausen

Jeanne.Dickhausen@state.mn.us

651-582-8463