

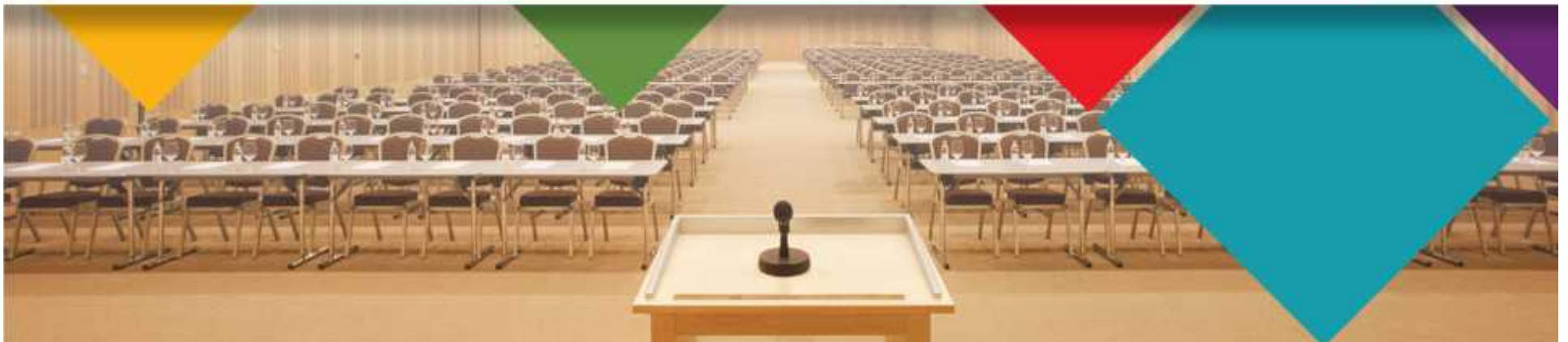


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& THE WELFARE OF TALENTED STUDENTS

Promote Family Engagement Promote Success
By Rehab ElSokary, M.Ed.





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Successful early childhood education depends on relationships and collaborations with children's families and caregivers.



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Today's Focus

1. Family Involvement / Engagement
2. Factors that influence parents' engagement
3. Why and how to engage families in preschools and schools?
4. Family engagement at Colours Early Learning Centre
5. What matters when trying to connect school staff and families?



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Family Involvement in Education can mean:

- Reading a bedtime story to your preschool child
- Checking homework every night
- Getting involved in PTO
- Discussing your child's progress with teachers
- Voting in school board elections

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- Helping your school to set challenging academic standards
- Limiting TV viewing, internet usage, computer games
- Getting personally involved in governing your school
- Becoming an advocate for better education in your community
- Insisting on high standards of behavior for children



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What are the factors that influence parents' involvement?

These include:

- language proficiency
- Parents' educational level
- attitudes of staff
- cultural influences
- family issues as childcare.

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Guess Why?

1. Early interactions with caregivers build babies' brains, and have measurable impacts on future learning (Cook, Roggman, & Boyce, 2012; Dodici, Draper, & Peterson, 2003).
2. Builds on the first three years, and is linked to children's success in kindergarten and beyond (Graue, Clements, Reynolds, & Niles, 2004)
3. The quality of these interactions lead to social and academic competence (Thompson, 2008).

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The two major developmental achievements that are critical to children's later success in school:

1. **Self-regulation** (the ability to adapt emotions to shifting situations) - child's individual strength and vulnerabilities-
2. **Joint attention** (the ability to pay attention to what an adult or a peer is attending to). - Read a book , play with a toy or notice an event together-



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They are the base for skills that children need for school:

- follow instructions
- focus on a task and solve problems
- control emotions and behaviors with peers and adults
- adjust to different expectations in different environments



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Family Engagement In Elementary and Secondary Education

Henderson & Mapp found that students whose parents were involved with their schooling had:

- better academic outcomes including higher grades
- enrolment in advanced programs
- improved attendance
- better social skills
- higher graduation rates.



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Which kind of Involvement?

Parent involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement.

Effective involvement should focus on :

- improving achievement
- be designed to engage families and students in developing specific knowledge and skills.



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Successful Family Engagement at Colours Early Learning Centre

Both parents sharing an activity with their children positively impacts their cognitive and language learning.

A horizontal banner with a colorful background of purple, green, yellow, and blue stripes. Overlaid on the stripes are various white line-art icons related to education, such as a microscope, a lightbulb, a book, a person, and a gear.

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Parents' engagement during Music & Art Activities stimulate the brain and develops social and emotional skills.



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Mothers interacting with children making pizza and learning about shapes builds their brains and positively impacts future learning.

The banner features a vibrant, multi-colored background with vertical stripes in purple, green, yellow, orange, and red. Overlaid on this are various white line-art icons related to education, such as a globe, a lightbulb, a book, a microscope, and a graduation cap. The word "INNOVATION" is prominently displayed in large, bold, white capital letters with a thin black outline, set against a dark background strip.

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Participating with the children in action songs and rhymes improves the children's physical development and forms positive relations with adults and peers.

A horizontal banner with a colorful background of purple, green, yellow, and blue stripes. Overlaid on the stripes are various white line-art icons related to education, such as a globe, a lightbulb, a book, a microscope, and a graduation cap. The word "INNOVATION" is written in large, bold, white capital letters with a black outline, set against a white rectangular background.

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Engaging children in joint literacy activities and discussions about different topics in preschool relates to successful transition to school, and literacy and Math levels in third & fifth grade.

A horizontal banner with a colorful background of purple, green, yellow, and red stripes. Overlaid on the stripes are various white line-art icons related to education, such as a globe, a lightbulb, a book, a microscope, and a graduation cap. The word "INNOVATION" is written in large, bold, white capital letters with a black outline, set against a white rectangular background.

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Children who get along with peers and adults are more likely to participate more in classroom activities and enjoy learning.

A horizontal banner with a colorful, multi-colored background. The word "INNOVATION" is written in large, bold, white capital letters with a black outline. Below it, the words "in Education 2" are written in a purple, cursive font. At the bottom, the text "& THE WELFARE OF TALENTED STUDENTS" is written in a smaller, black, sans-serif font. On the right side of the banner, there is a logo for the "Learning & DEVELOPMENT CONFERENCE 2016" which includes a stylized building icon and the year "2016" in large red numbers.

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Families, children and staff during a social gathering



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Joint attention between children grandparent and caregivers



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Parent involvement that is linked to student learning and development of fine and gross motor skills

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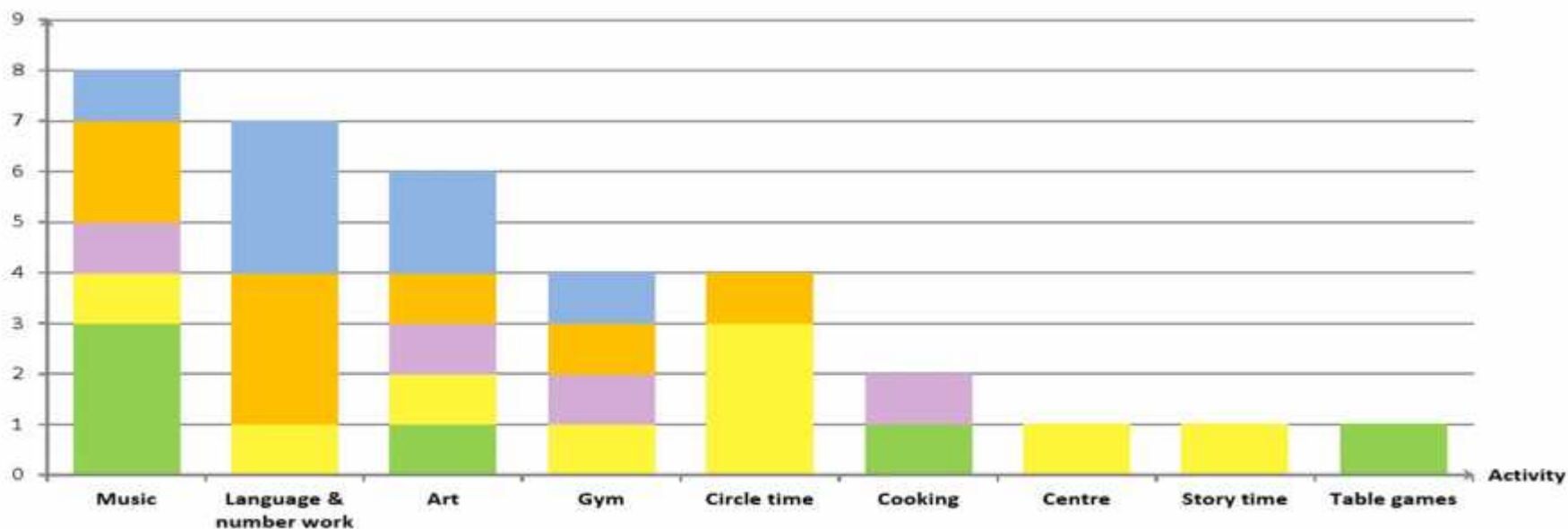
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Family Engagement 17/10 till 19/10/ 2016
Attendance

Number of
Attendances



Blue 42.9% Orange 58.3% Purple 40% Yellow 64.3% Green 66.7%



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What matters when trying to connect school staff and families?

Focus on building trusting collaborative relationships among teachers, and families.

The school staff has to take the time to gain the trust of parents and make them feel more welcomed.

Provide parents with knowledge about how to be involved in a range of involvement opportunities.

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Recognize, respect, and address families' needs, as well as class and cultural difference. Consider the educational level, language, culture, and home situation of parents.

Recognize that even if parents cannot be present at school, helping their children at home is also a valuable contribution.

Embrace a philosophy of partnership where power and responsibility are shared.

The banner features a colorful background with vertical stripes in purple, green, yellow, and red. Overlaid on this are faint, stylized line drawings of various educational items: a globe, a microscope, a lightbulb, a book, a test tube, and a graduation cap. The word "INNOVATION" is prominently displayed in large, bold, white capital letters with a black outline, set against a dark rectangular background.

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Change the attitudes of school staff so that they recognize the advantages of teachers and parents working together.

Give teachers time to plan and organize parent activities, and take parents' interests and needs into consideration when planning activities.



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Summing Up

1. The family is the primary force in preparing children for school and life.
2. When program-staff and families are engaged as partners, they commit to working together on children's behalf.
3. When family members take the lead and make decisions about their children's learning, they are truly engaged.

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Resources

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: National Center for Family and Community Connections with Schools SEDL.

Office of Head Start National Center on Parent, Family, and Community Engagement. Research to Practice Series. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/rtp-series.html>

Early Head Start National Resource Center. Technical Assistance Paper #8: The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years. DHHS/ACF/HSB. 2003.

Office of Head Start National Center on Parent, Family, and Community Engagement. Best Practices in Parent and Family Engagement Video Series <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html>



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Thank You

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