

Family Partnerships Synchronous Session

Examining Your Core Beliefs Virtual Gallery Walk

WELCOME

INTRODUCTIONS

Powerful Partnerships
A Teacher's Guide to Engaging Families for
Student Success



OUR PROMISE

Every student in Highline Public Schools is known by **name, strength and need**, and graduates prepared for the **future they choose**.

Equity – Relationships: We will know our students by name, strength and need and have open, two-way communication with our students, families and community partners.

Objectives

Dive Deeper in examining core beliefs

Engage in dialogue with your colleagues

Gain an understanding of instructional practices that will build relationships with families

Norms

Stay Engaged

Speak Your Truth

Experience Discomfort

Expect and Accept Non-Closure

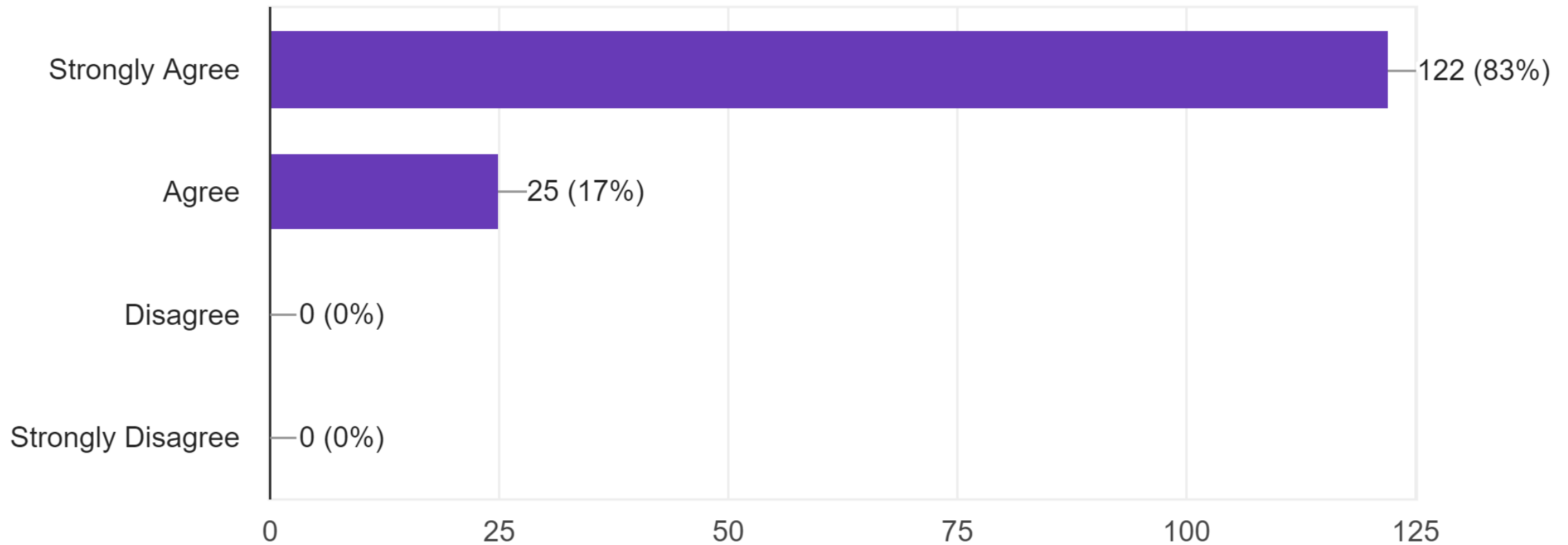
Listen to Understand

Take Responsibility for Yourself

Adapted from Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race*

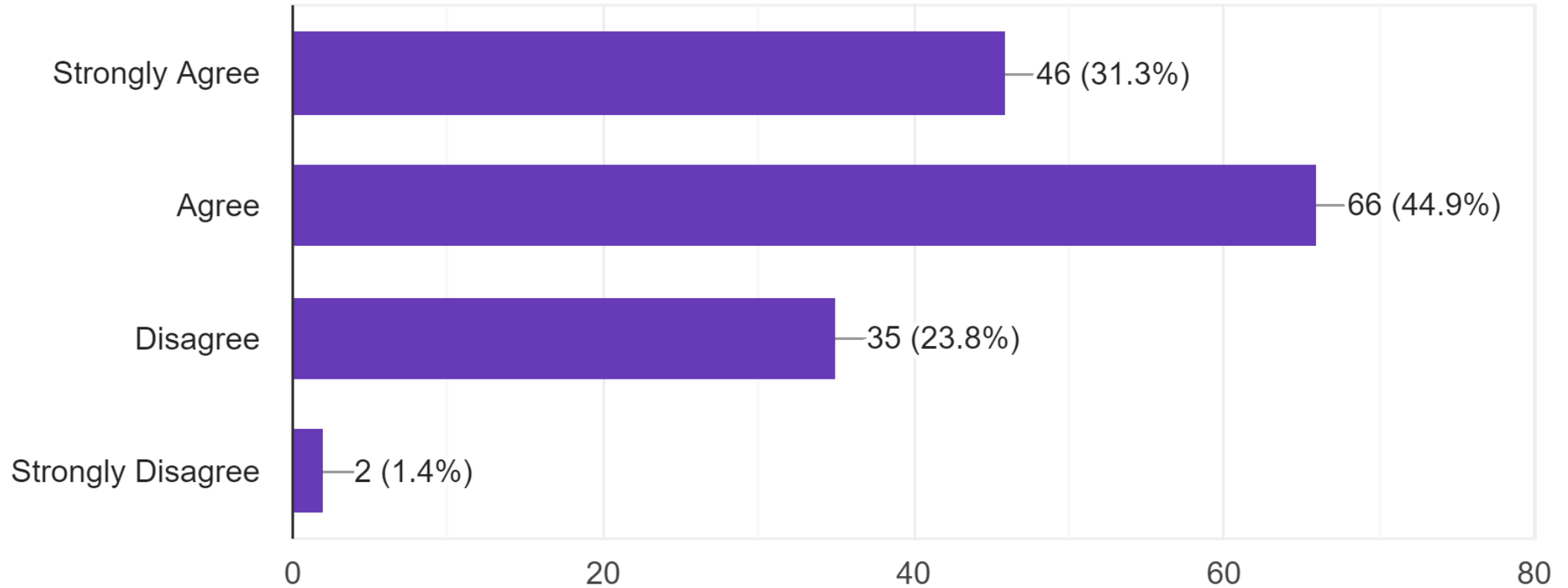
All families have dreams for their children and want the best for them.

147 responses



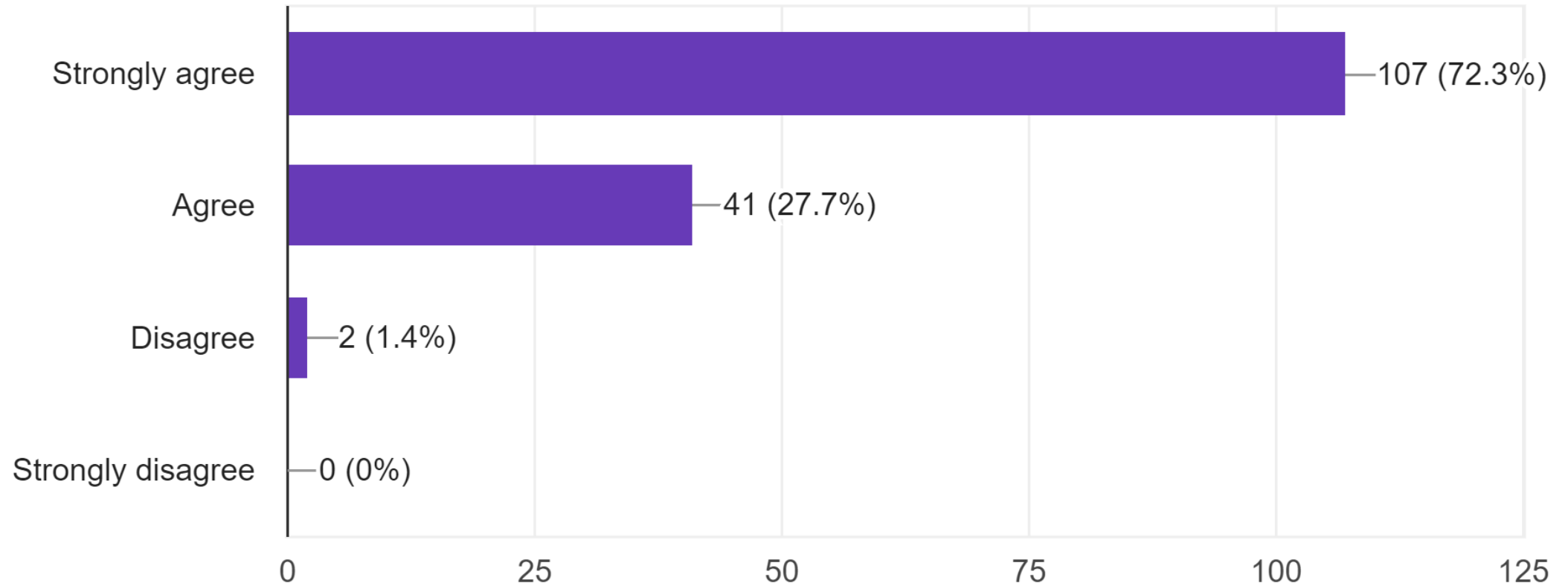
All families have the capacity to support their children's learning.

147 responses



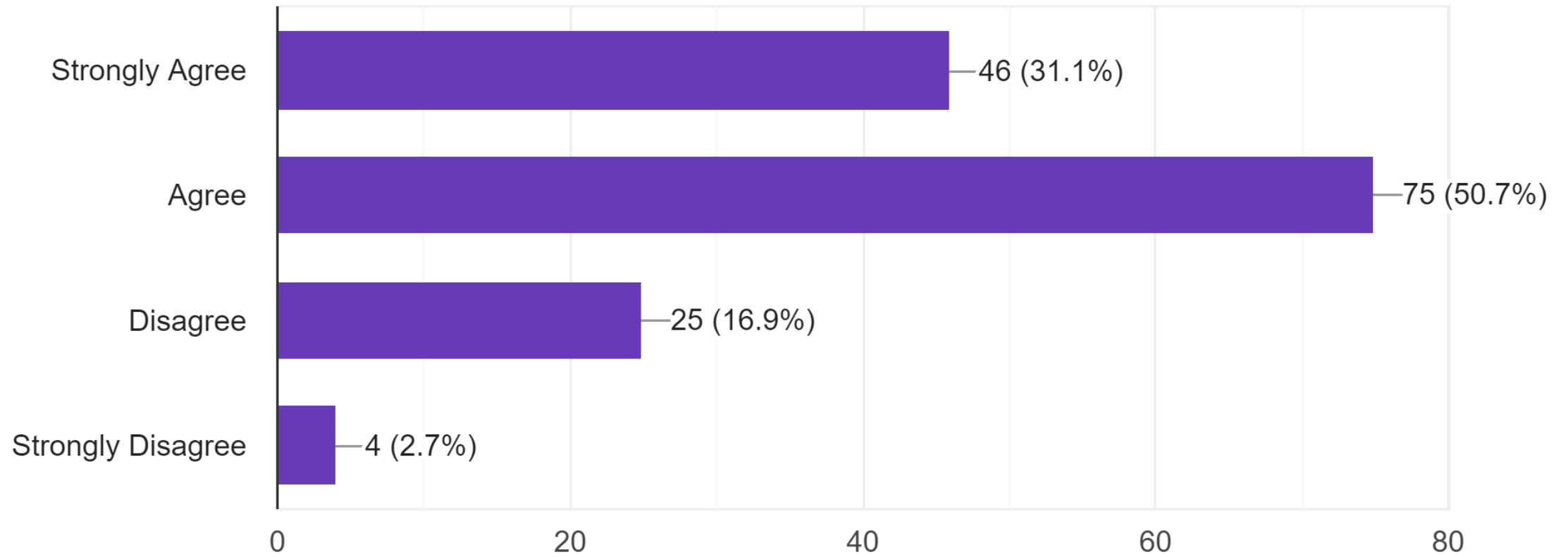
Families and school staff should be equal partners

148 responses



The responsibility for building and sustaining partnerships between school, home, and community rests primarily with school staff.

148 responses



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

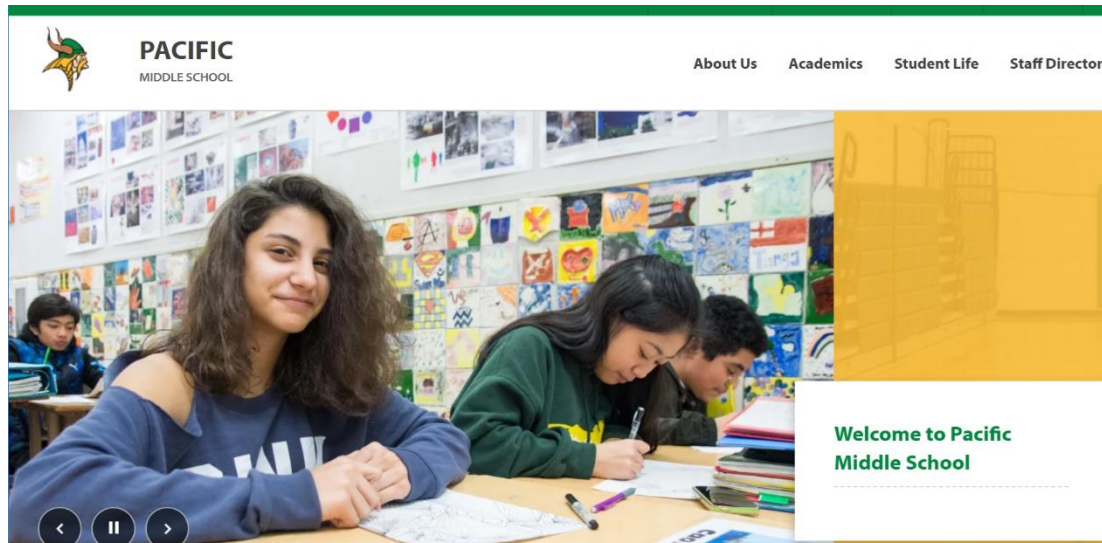
Is there a time that sticks out in your mind related to this core belief?

I do/don't struggle with this belief because?

What could you consider if/when you struggle?

100% of Highline Educators strongly agree or agree that...

ALL FAMILIES HAVE DREAMS FOR THEIR CHILDREN AND WANT THE BEST FOR THEM.



What strategies do you use for families to share their hopes and dreams for their children?

What might this look like in a distance learning or hybrid model?

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

Use the categories to discuss the strengths and different types of knowledge and abilities that your families have. Use only asset-based language.

- ☐ Race and Ethnic Diversity
- ☐ Socioeconomic Diversity
- ☐ Occupational Diversity
- ☐ Educational Diversity
- ☐ Religious Diversity
- ☐ Political Diversity
- ☐ Talents
- ☐ Other

Instructional Model Guiding Principle: Funds of Knowledge

Actively discover and use the abilities, knowledge, perspectives and experience of families to support their student's learning.

Are you making the most of the strengths and assets your families have to offer? Why or why not?

How could you enhance the way you utilize the strengths, the tools, and the assets of your families in a distance learning or hybrid model?

The Risks of Deficit-Based Thinking

Have you heard these statements or similar statements before?

- The families are the problem and there is no sense engaging them; they are in the way.
- Just give me the kids... the families are dysfunctional.
- Because of their limited education, it doesn't make sense to share data with them; they'll just be overwhelmed.

Instructional Model General Expectations:

Collaborate with families to evolve the academic program and their support roles.

Work with families to build their capacity to support learning.

If you hear someone say this - how would you respond?

How do you hold high expectations for all students and families?

Families and school Staff are Equal Partners

What does it mean to be equal partners? Does equal mean “the same”? Why or why not?

How does an equal partnership look in a distance or hybrid learning model?

What do you already value about the families you work with?



Instructional Model Guiding Principle: Equal Partners
Work with families as equal partners in their students' education

Courtesy of Powerful Partnerships A Teacher's Guide to Engaging Families for Student Success - Karen L Mapp, Ilene Carver and Jessica Lander

The responsibility for cultivating and sustaining partnership among school, home and community rest primarily with school staff.

Instructional Model Guiding Principle: School Responsibility
Own the responsibility for cultivating and sustaining the partnership among school, home and community.

To Promote Trust, my school Could:

To Promote Trust, I Could:



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Reflection

“I assume that we all have prejudices, not because we want them, but simply because we are so continually exposed to misinformation about others”
Beverly Tatum



CORE BELIEFS

- All Families have dreams for their children and want the best for them
- All families have the capacity to support their children's learning
- Families and school staff are equal partners
- The responsibility for cultivating and sustaining partnerships among school, home, and community rest primarily with school staff.

Thank You

If you have questions or comments on the presentation, please feel free to contact us.

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OPTIMISTIC CLOSURE

What are my next steps?

What's the next conversation I'm going to have about this, and with whom?

What is a word or phrase that reflects how I feel about moving forward with this?

