

(DRAFT)
MLTC GUIDE FOR
NURSERY PROGRAMMING
2020



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1. Meadow Lake Tribal Council Pre-Kindergarten Framework:

Aboriginal Head Start

Health Partnerships and Individual health partnerships

Jordans Principle

Daycare

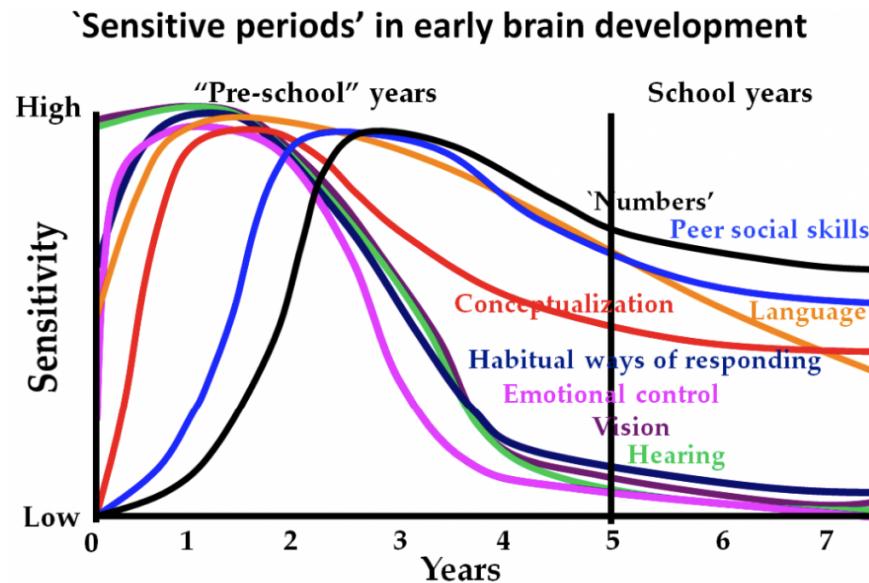
Kids First Program

Early Childhood Intervention Program (ECIP)

2. MLTC Vision for Prekindergarten Child

MLTC Early Learning believes in having a program geared towards each of the nine communities that incorporate LLRC. Instilling a sense of belonging, culture, and identity in children builds a strong foundation that will contribute to their growth, learning and future. Increased growth for learning and skills is needed for future school success in our Nursery and Kindergarten students; This is reflected through building a safe, warm and culturally rich environment and developing authentic relationships. In addition, research also indicates that caregivers who are engaged in their child's education in early learning are more likely to be engaged throughout their child's education. The aim of Nursery is to lay the foundation for school success and lifelong learning by building healthy sustainable relationships that foster the whole child physically, mentally, spiritually, and emotionally. Nursery is a child's first contact within a school setting and it is important teachers work towards making this a positive first school experience.

Did you know 80 percent of brain development occurs between the ages 0-5 years old? Research indicates that early identification followed by a tiered holistic approach to instruction during the Kindergarten to Grade 3 years can substantially increase reading success.



Graph developed by Council for Early Child Development (ref: Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000.)

Foundation of the LLRC Curriculum

Language Revitalization has been of utmost importance among Indigenous People. This curriculum has an influence from the Ministry of Learning based on the outline, Meadow Lake Tribal Council Education beliefs, First Nations principles and beliefs, Gift of Language initiatives, Saskatchewan Indian Cultural Center initiatives and local beliefs.

Like the Circle of Life, this curriculum integrates modern and traditional aspects of life.

In order for our children to participate and engage in a world that is foreign to our parents, grandparents and great grandparents we must look at giving our children a voice in two worlds. We must give them the skills to take upon the new technological changes and give them the mindset to really push forward with those skills that are not of our world and combine them with the heart of who we are as First Nations People.

The overall goal of this curriculum is to tie in the traditional customs with contemporary customs and give our children the skills to walk in two worlds. We strive for our children to be our future voices and continue to practice our traditions and customs to keep them alive by integrating them into daily life.

Meadow Lake Tribal Council Education's vision for the LLRC curriculum is to create a holistic approach to Indigenous Education. MLTC Education achieves their vision and mission by operating under a holistic philosophy that is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the land, to their language, and to relationships.

3. Strategies and Principles (The tools we will use to achieve our MLTC Early Learning Vision):

- Building authentic relationships in the early learning program.
- Research based programming that enriches early learning programming.
- Fluid planning and communication between teachers, MLTC and early learning programs.
- Land, Language, Relationships and Culture (LLRC) training from various external sources to enhance Nursery programming.
- Supporting teachers in setting up classroom environments based on Early Childhood Environmental Rating Scale (ECER-S).
- Consistent on-going community land-based program support.
- Resource and program development in the area of language and culture.

4. Recommended Hours and Student Teacher Ratio

AGE

Nursery programs are geared towards 3 and 4 year olds but not limited to such programming. Some communities have transitional Kindergarten which reflects the programming of the specific community which falls under K4 programming.

TIME:

The Ministry of Education recommends that Nursery students attend school for a minimum of 12 hours per week (usually over 4 days). The 5th day is used for planning, documenting, creating learning centers, doing home visits or parent engagement days. Most communities have adapted their own policy to their programs, and have committed the hours of operation that benefit their own community. The suggestion is that each student receive the minimum 12 hour week. Some communities have full day as well as everyday programming and no Fridays off. Communities are suggested to choose what they see beneficial to their own program and community

STUDENT TEACHER RATIO:

It is recommended that there be a 8:1 Student to teacher ratio in order to maintain and deliver a high quality early learning program. This also ensures the safety of all students. Size and space may be a factor in deciding class sizes that suit the space and design of the classroom. 16 students in a group is recommended for safety.

VISUAL SCHEDULES:

Just like us as adults, students need to be aware and know what is happening in their day. It is important to have a visual schedule that you refer to daily with your students. If there are any changes to the schedule such as a guest speaker coming in or

field trip, please discuss this daily for a week so that the students are prepared. This is also part of the trauma sensitive classroom. The students need to be informed at all times. Surprises throw off kids and some cannot handle it.

When routines and procedures are carefully taught, modeled, and established in the classroom, children know what is expected of them and how to do certain things on their own. Having these predictable patterns in place allows teachers to spend more time in meaningful instruction.



***These are examples of some visual schedules that some teachers have used and your schedules may look different but using pictures of students is best in creating schedules**

5.LLRC: Land Language Relationships and Culture

Goal #1 Land

Students will learn the principles of their local traditions and customs through the connections with the land and traditional teachings.

Goal #2 Languages

Students will learn their traditional language and understand the importance of knowing their language as part of their First Nations Identity. Students will use First Nations land-based materials and tools to develop their language in an academic setting.

Goal #3 Relationships

Students will understand that they belong to a family, school, and First Nations community, and use those relationships to gain an understanding of their traditional worldview to empower themselves to become healthy individuals.

Goal #4 Culture

Students will look at the traditional and contemporary lifestyles of First Nations people and learn to use those teachings and language from their ancestors to appreciate and understand their cultural identity

6. Documentation: Representation of students learning in my classroom

What is documentation?

Documentation typically includes samples of work at several stages from start to finish: photographs showing work in progress, comments written by teachers or other adults, transcriptions of children's discussions, comments, products (students work), audio, video, portfolios, conferences, checklist, rubrics, documentation panels (bulletin boards), observational notes, learning stories and scribing students work .

Why do we document?

Documenting students' learning allows you to focus on what they know and build on each child's strengths. With documentation teachers can plan, have discussions with parents and develop plans for individual children. This also works as a tool and support that will guide your overall instruction. For example: A teacher notices that 70 percent of Nursery students know all their colours. She decides to cut this out of her circle routine and work with the remaining students one on one at play time.

Documentation Tools:

Smilebox

Powerpoint/Pages

Google Classroom

Pictures

Videos

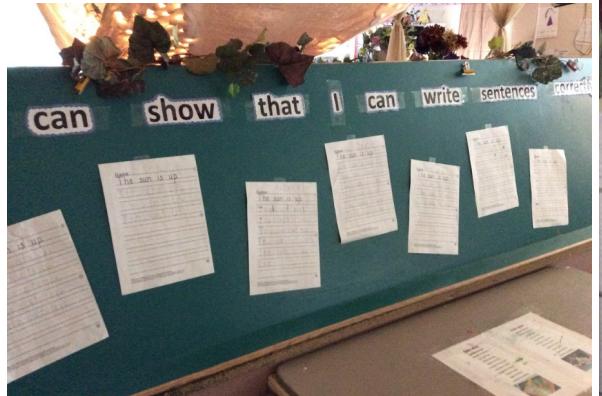
SeeSaw- encourages family engagement.

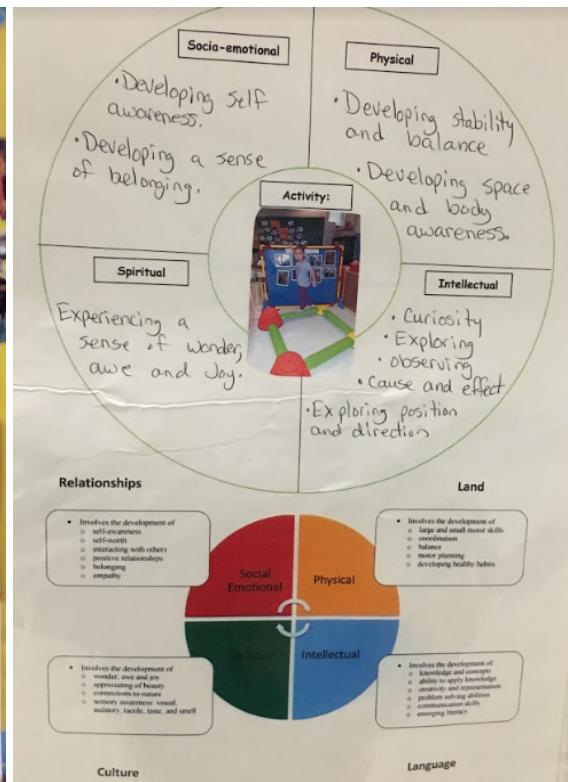
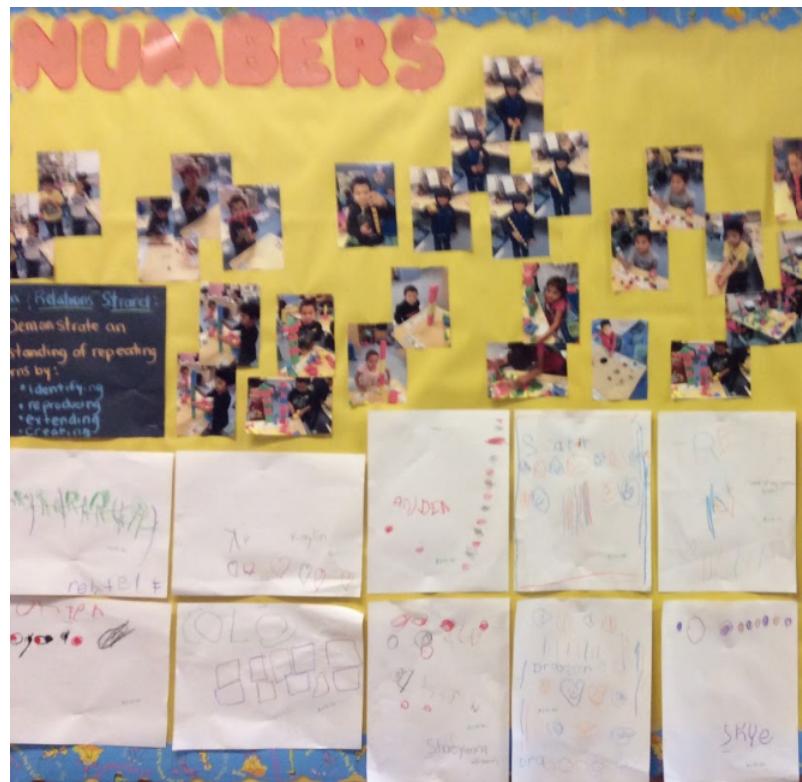
Pic-Collage

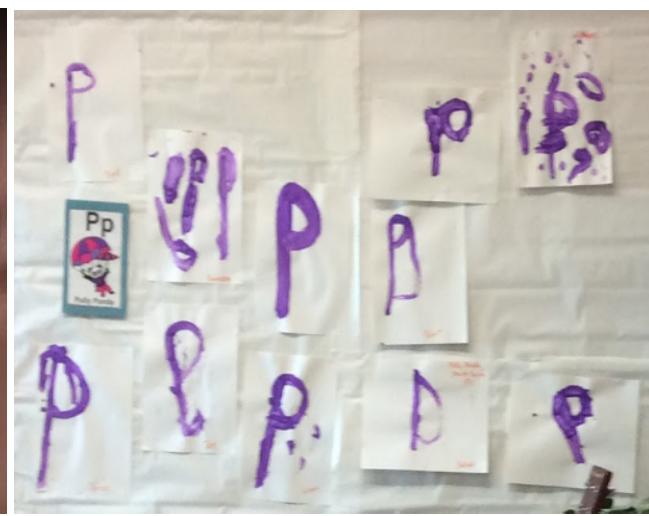
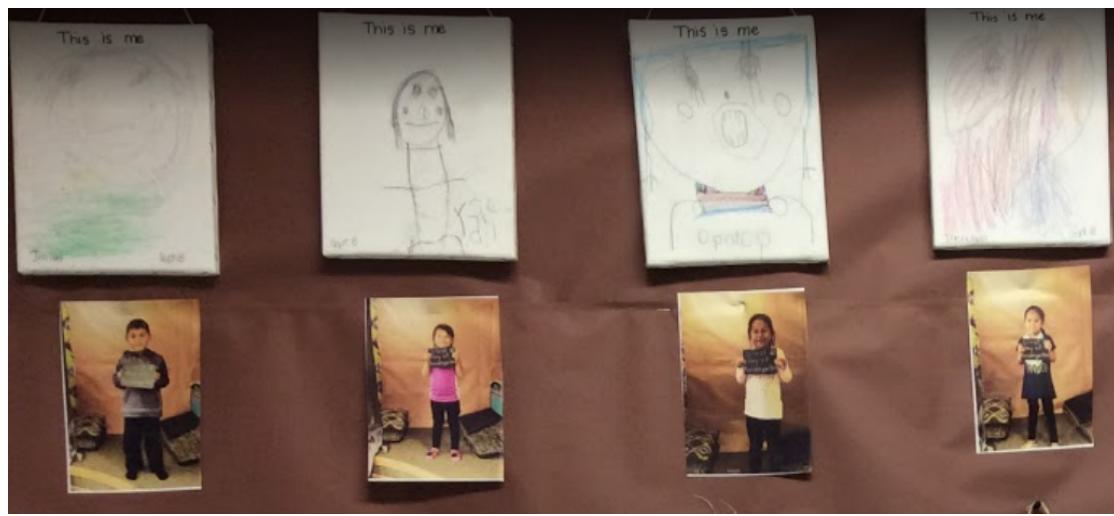
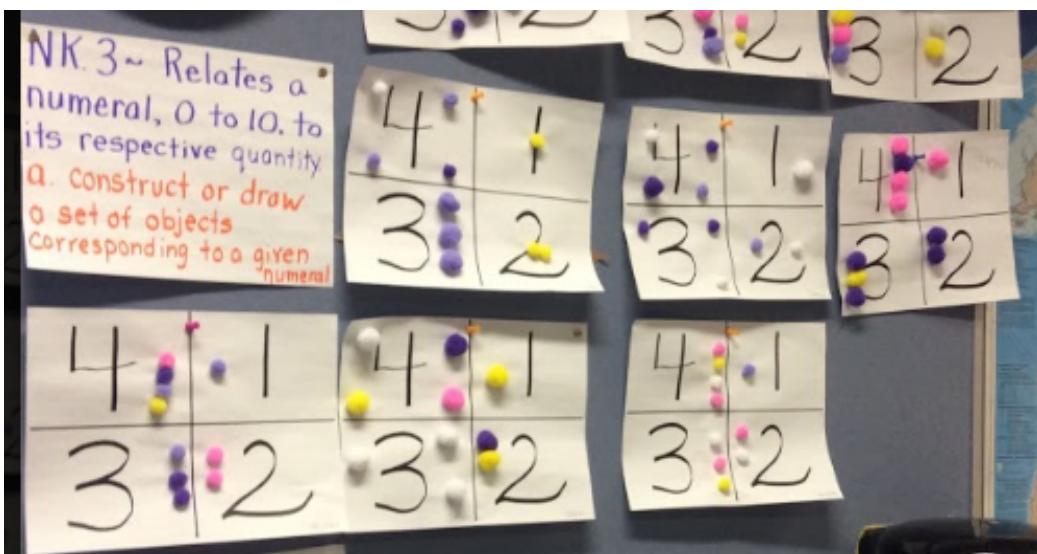
Explain Everything-can place IPAD at center and record conversations or during group activities

Voice recording App

Ibook/IMovie



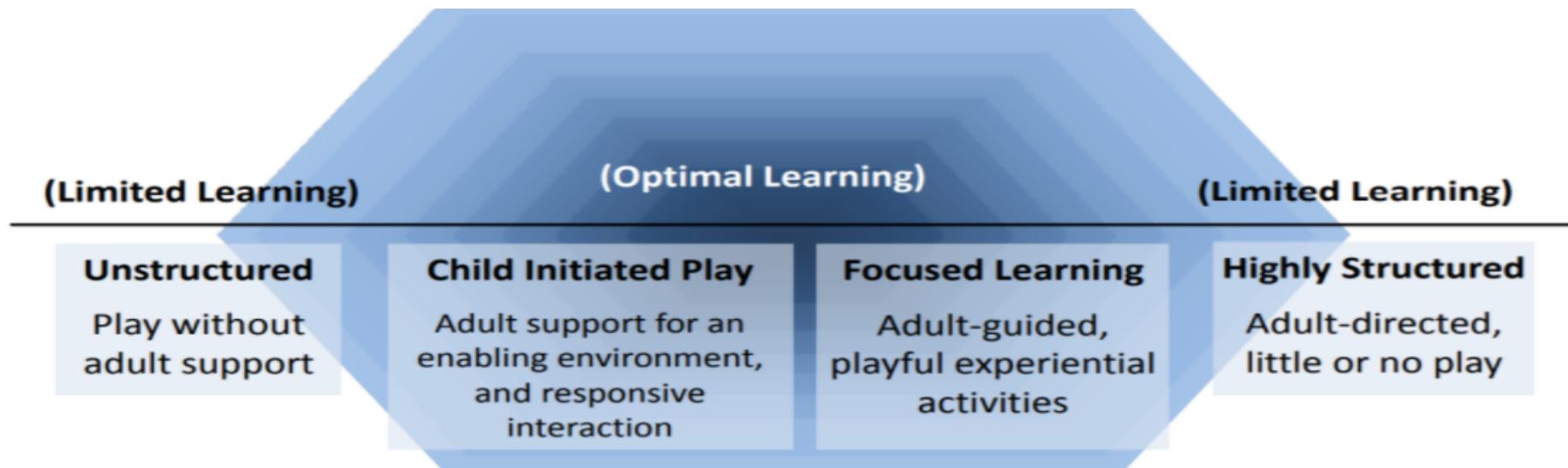




7. Centers: Using your classroom centers as a second teacher.

How long should activity time be?

Students should have 90 minutes of uninterrupted play each day. This could either be inside play, outside play or both. Teachers use this time to actively engage in their students' play and use these opportunities to teach and learn with and from their students.



12 suggested centers to engage children in learning and fun: Can be staggered in at various times, posters have been developed and requested or found in google classroom that have all learning outcomes. This engagement can be LLRC centered that reflect the community and materials that can encourage centers that reflect Land, Langage, Relationships and Culture (LLRC e.g., camping, smoke hut,)

Block Area

Dramatic Play Area

Art Studio

Sensory Play

Cozy Book Area

Small Manipulative

Gross Motor Area

Science and Math

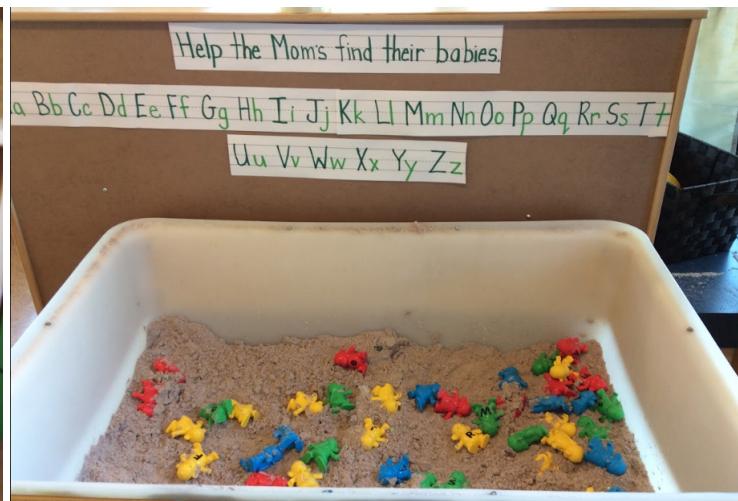
Light Exploration

Alone Area

Writing Center

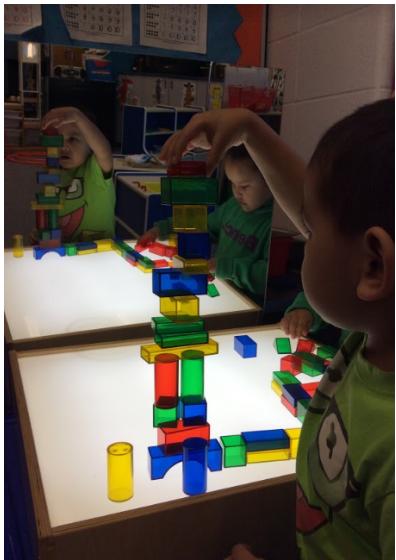
Movement











***hide students faces or cover**

CENTER MANAGEMENT: Refer to google classroom for more ideas on center ideas

Keeping the children interested.

Inviting and comfortable for students to play in. Change up centers. ie. make the kitchen area into a salon, pet store etc.

Add new props to centers.

Switch up some available materials.

Make sure you explain the rules of a center before children use it.

Create a center management wheel/chart. This allows for children to have choice and to interact with different students in the classroom.

Don't limit students learning by timing their times at centers, allow them to play until they decide to switch to a new center.

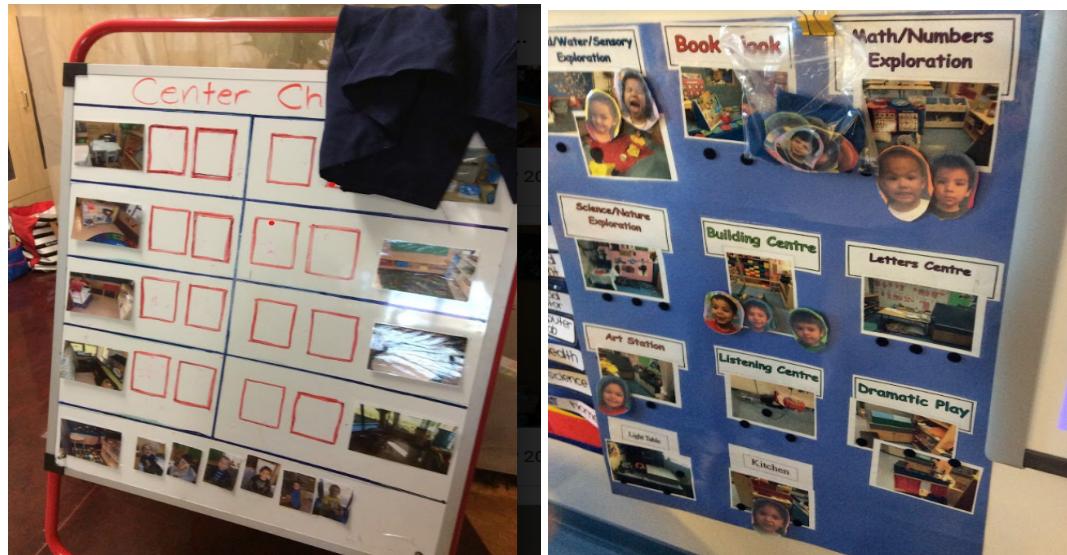
Use timers.

Some students require a timer to transition between centers

Usually 2-3 students per center (some students require some quiet time and prefer to play by themselves when they are over stimulated)

Use Classroom DOJO

Is there anything you do that helps with center management?



8. Social, Emotional, Physical, Spiritual and Intellectual. LLRC components Add Unit plans and where to find them or provide them on google classroom.

Social, Emotional, Physical and Intellectual: (Sense of belonging, family, self awareness, interactions with other children)		
What do I want to teach my students (Outcomes) Highlight the areas you would like to target during your chosen activity.	Activities and ideas I could try to meet my outcomes (Indicators)	Equipment and Props
(Sense of belonging, family, self awareness, interactions with other children)	<ul style="list-style-type: none"> • Self portrait. Give each student a mirror to look at themselves as they 	Ex. Self Portrait Paper, Pencil, Mirror

Developing Self-Awareness

Developing Self-Worth

Developing a Sense of Belonging

- Both physically and socially

Separating from Family without Distress

Identifying and Regulating Emotions

- Interacting with Others Relationships with peers and adults

Taking the Perspective of Others and Showing Empathy

draw. Scribe their work with what they tell you about their self portrait.

- Feelings chart made with students
- Second step lessons
- Literature about different feelings
- Sing songs about feelings
- Puppet shows about feelings
- Painting to music
- Oral Storytelling
- Hospital or vet center
- Create a center management chart with students
- During a family day. Give parents cameras, supplies and the opportunity to create a family poster with their child. These will hang in the classroom all year long so that each student has a piece of home in their school. Be sure to do one yourself to share.
- Take kids on a community walk. Have

*Use natural materials from outside as much as possible

	<p>them take pictures with their IPADS. With your students create a community map to hang in the classroom. List landmarks.</p>	
Physical: Fine and Gross Motor		
<p>What do I want to teach my students (Outcomes)</p> <p>Highlight the areas you would like to target during your chosen activity.</p> <p>Developing Loco-motor Skills</p> <ul style="list-style-type: none"> Walking, marching, running, crawling, jumping, hopping, leaping, skipping, galloping, rolling, moving to music etc. <p>Developing Fine Motor Skills</p> <ul style="list-style-type: none"> Grasping, squeezing, painting, drawing, printing, cutting, pouring, beading etc. <p>Developing Stability/Balance</p> <ul style="list-style-type: none"> Turn, twist, bend, stretch, push, pull, rise, fall, balance, jump and land ... <p>Developing Manipulative Skills</p> <ul style="list-style-type: none"> Throw, toss, kick, catch, strike 	<p>Activities and ideas I could try to meet my outcomes (Indicators)</p> <ul style="list-style-type: none"> Outdoor Education: ice fishing, setting traps, berry picking, nature walks, gathering outdoor materials, pond studies, insect walks, bird watching, snow shoes, outdoor cooking Natural Materials in the classroom (bring the outdoors in) Daily outdoor experiences Healthy snacks Teach about the four food groups and have a chart near the snack area to refer to when eating snacks 	<p>Equipment and Props</p> <p>Ex. Ice Fishing Net, jigger, ice auger, gloves, fish pick, ski-doo, sleds, ice scoop, area to cut fish, fish tubs, blankets, camera, knives, local guide or elder, wood, matches, plates, cast iron frying pan, teabags, pot, oil, salt and pepper.</p>

<p>Developing Space and Body Awareness</p> <ul style="list-style-type: none"> • with self and others and varied environments <p>Developing Healthy Habits</p>	<ul style="list-style-type: none"> • Daily hands on activities that build on children's fine motor skills. Puzzles, crafts, beading, painting, playdough activities etc • Rock painting • Natural materials collages • Traditional Dance ex jigging, powwow • Grow classroom gardens 	
<p>Spiritual: (Sense of wonder, sensory awareness, connection to mother earth)</p>		
<p>What do I want to teach my students (Outcomes) Highlight the areas you would like to target during your chosen activity.</p> <p>Experiencing a Sense of Wonder, Awe, and Joy</p> <p>Experiencing Heightened Sensory Awareness</p> <p>Developing an Appreciation of Beauty and Connection to the Natural and Man-made World</p>	<p>Activities and ideas I could try to meet my outcomes (Indicators)</p> <ul style="list-style-type: none"> • Daily smudge • All about me activities: • Teaching from the four quadrants daily • Seven Sacred Teachings • Treaty teachings • Incorporating multicultural materials and books in the classroom • Traditional stories 	<p>Equipment and Props</p> <p>Ex. Daily Smudge Smudge bowl, sage and/or sweetgrass, matches, smudge prayer if wanted, feather.</p>

	<ul style="list-style-type: none"> ● Connections to land and place ● Elder and community visitors ● Create a map of the community with your students ● Create a land based activity center: camping, furs, elders, smoke house/hut ● Hunting ● Sage and sweet grass picking ● Pipe ceremony ● Talking circle ● 4 seasons teachings 	
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Intellectual:
(pre literacy and math skills)

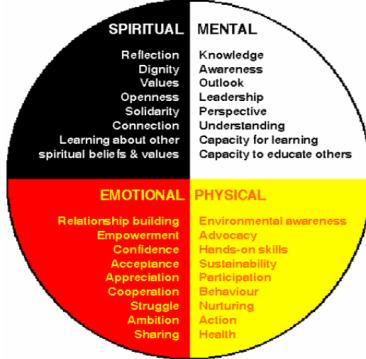
What do I want to teach my students (Outcomes) Highlight the areas you would like to target during your chosen activity.	Activities and ideas I could try to meet my outcomes (Indicators)	Equipment and Props
<p>Solving problems, Demonstrating, Curiosity, Exploring, Observing, Understanding cause and effect, Anticipating and Predicting</p> <p>Creating and Imagining</p> <p>Recognizing Attributes and Characteristics</p>	<ul style="list-style-type: none"> ● Daily classroom helpers (feeling of belonging and contributing) ● Medicine Picking ● Outdoor Education ● Cloud painting ● Traditional Music 	<p>Ex. Medicine Picking</p> <p>Tobacco for an offering, brown paper bags, shears, local guide and/or Elder, parent volunteers, scissors, plant guide if you have one. Allow the students to lay tobacco when they pick</p>

<p>Exploring Numeracy</p> <p>Exploring Time</p> <p>Exploring Position and Direction</p>	<ul style="list-style-type: none"> ● Bannock Making ● Traditional Dance ex. Jigging, powwow, round dance ● Mural painting ● Storytelling ● Counting objects in Cree/Dene ● Grow plants and/or gardens ● Classroom pets ● Traditional hand games ● Art ● Beading ● Traditional ceremonies: sweat, feast 	<p>medicines.</p>
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9.Samples: Day plans, lesson plans, unit plan, year plans, Literacy and Numeracy Continuum.

***Below are some sample templates for planning. Please use them if you'd like and make any changes you see necessary to suit your planning needs and style.**

Template 1

Spiritual Activities:	Mental Activities:	<p>*Teach from the Four Quadrants Daily for a Holistic Teaching and Learning Approach</p> <p>Topic (Big Ideas or Questions):</p>  <table border="1"> <thead> <tr> <th>SPIRITUAL</th> <th>MENTAL</th> </tr> </thead> <tbody> <tr> <td>Reflection Dignity Values Openness Solidarity Connection Learning about other spiritual beliefs & values</td> <td>Knowledge Awareness Outlook Leadership Perspective Understanding Capacity for learning Capacity to educate others</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>EMOTIONAL</th> <th>PHYSICAL</th> </tr> </thead> <tbody> <tr> <td>Relationship building Empowerment Confidence Acceptance Appreciation Cooperation Struggle Ambition Sharing</td> <td>Environmental awareness Advocacy Hands-on skills Sustainability Participation Behaviour Nurturing Action Health</td> </tr> </tbody> </table> <p>Estimated Time:</p> <p><u>Center Invitations to support students learning:</u></p> <p>Dramatic</p> <p>Art</p> <p>Block</p> <p>Reading Center</p>	SPIRITUAL	MENTAL	Reflection Dignity Values Openness Solidarity Connection Learning about other spiritual beliefs & values	Knowledge Awareness Outlook Leadership Perspective Understanding Capacity for learning Capacity to educate others	EMOTIONAL	PHYSICAL	Relationship building Empowerment Confidence Acceptance Appreciation Cooperation Struggle Ambition Sharing	Environmental awareness Advocacy Hands-on skills Sustainability Participation Behaviour Nurturing Action Health	Emotional Activities:	Physical Activities:
SPIRITUAL	MENTAL											
Reflection Dignity Values Openness Solidarity Connection Learning about other spiritual beliefs & values	Knowledge Awareness Outlook Leadership Perspective Understanding Capacity for learning Capacity to educate others											
EMOTIONAL	PHYSICAL											
Relationship building Empowerment Confidence Acceptance Appreciation Cooperation Struggle Ambition Sharing	Environmental awareness Advocacy Hands-on skills Sustainability Participation Behaviour Nurturing Action Health											
<u>Land Based Activity(1 minimum):</u>	<u>Community Visitor:</u>		<u>Cree/Dene Vocabulary List:</u> Treaty Outcomes TRK1. I can examine the diversity of First Nations Peoples living in Sask. Starting with the classrooms and									

		<p>Writing</p> <p>Sensory (sand,water)</p> <p>Small manipulatives</p> <p>Science/Math</p>	<p>communities in which they live</p> <p>SIK2. I can express personal connectedness to nature and one another (eg. Circle of Life, seasons, elements, weather, families, and relatives.)</p> <p>HCK3. I can explore the connection all people have to the land as expressed through stories, traditions, and ceremonies.</p> <p>TPPK 4. I can examine the intent of different kinds of promises.</p>
		<p>Light Exploration</p> <p>Alone Area</p> <p>Music and Movement/Gross Motor</p>	
<p><u>Documentation/Assessment</u></p> <ul style="list-style-type: none"> -Portfolios -Product (individual or group) -Photos -Audio -Video -Narratives -Observation (checklists, anecdotal notes) -Student Self Reflection (child documentation, records of conversations) 		<p><u>Resources and materials needed:</u></p>	

Template 2

Name:

Grade: Nursery or Kindergarten

Subject:

Learning Outcome(s):	
Community connection, Elder/Knowledge Keeper used, land based learning.	Assessment:(Product, Conversation, Observation)
Differentiated Instruction:	
Introduction:	
Middle:	

Review and Closing:	
Materials Needed:	Key Terms and First Nation Language focus:

Template 3

YEAR PLAN SAMPLE:

Subject Major Resources	August/September	October	November	December	January
Theme					

Arts-Education	
Numeracy	<p>Get Set For School- Numbers and Math program done throughout the year</p> <ul style="list-style-type: none"> • This resource includes lessons for geometry, counting, math vocabulary, measurement, time, and problem solving
Literacy	Animated Literacy and Word Time done throughout the year.
Physical Development	
Health	<p>Second Step – Empathy Training, Emotional Management, Friendship and Problem Solving and Transitioning into Kindergarten ongoing throughout the year.</p>

Land Language Relationships and Culture	<p>Basic commands, colours, counting to ten, northern animal names, songs, nature walks ongoing throughout the year. (Who they are and where they come from)</p> <p>This should be intertwined throughout the year and the main focus of learning, elders, outdoor experiences, language of the community and experiential learning should focus on LLRC (Nursery student should not be excluded from outdoor learning experiences when the school is planning their culture weeks)</p>			
<p>Cree/Dene Word List</p> <p>Outdoor experience/Cultural Activity/Resource person coming in to teach....etc</p>	<p>Cree/Dene Word List</p> <p>Outdoor experience/Cultural Activity/Resource person coming in to teach....etc</p>	<p>Cree/Dene Word List</p> <p>Outdoor experience/Cultural Activity/Resource person coming in to teach....etc</p>	<p>Cree/Dene Word List</p> <p>Outdoor experience/Cultural Activity/Resource person coming in to teach....etc</p>	<p>Cree/Dene Word List</p> <p>Outdoor experience/Cultural Activity/Resource person coming in to teach....etc</p>

Template 4

Weekly Topic:

Center:

Classroom #:

Teachers:

Dates:

Goal(s):

Changes to the Environment

Blocks	Dramatic Play	Toys & Games	Individualized Objectives/IEP Goals:
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Discovery/Math	Library/Writing	Technology	
Art	Sensory	Music & Movement	

Health/Nutrition	Parent Engagement Activity	Character Education	Outdoor Activity

Weekly Planning

	Monday	Tuesday	Wednesday	Thursday	Friday

Group Discussion					
Open-Ended Questions					
Vocabulary Words					
Nursery Rhyme					
Finger Play					
Read-Aloud Stories					

Group/Individual Activity					
Gross Motor Activity					
Trip/Special Events:					

Teachers Initials & Date: _____

	Nursery	Kindergarten
Number Recognition	1-10	0-10
Rote Counting	1-10	0-10 and 10-0 Counting objects up to 20.
Sorting	Group numbers 1-10 ex. Group seven counters. Categorize items in groups (colour, animals etc)	Represent numbers 0-10
Shapes/3 D Objects	2 D objects (comparing objects based on the face of the object) triangle, oval, circle, square, rectangle, star, octagon, diamond	Sort 3 D objects Produce 3 D objects and describe them(drawing, playdough, etc) Compare objects by length, mass, volume, and capacity, heavy and light.
Patterns	Introduce students to AB patterns	Understanding of repeating patterns (2 Or 3 elements) AB patterns or ABC patterns.
Representing Numbers using manipulatives	1-5	0-10
Compare Quantities	Sizes Large, Medium, Small	0-10 More, fewer, equal or as many.

*** Please include a math vocabulary display in your classroom to reinforce math vocabulary in your classrooms.

*** Land based manipulatives are recommended. (ex sticks, rocks, leaves, acorns, shells)

LITERACY CONTINUUM	Nursery	Kindergarten (Outcome Based)	Grade One (Outcome Based)
Alphabet	Upper case letter recognition and sounds.	Upper and lower case letter recognition and sounds. (26)	Review 26 letters sounds and teach the vowels, diphthongs, blends (18) (At the end of Grade 1 there is 41 sounds)
Animated Literacy	Character story, sound/action and Are you sleeping song. - Single letter sounds with exception to “ex. Sh if you had a child that began with those letters”	Character review, sound/action and guided activity.	-Review and teach the vowels, diphthongs, blends (18)
Word Walls (Sight words) (Dolch or Frys, however; same throughout the school)	Picture Word Wall ex. Puppy under Polly Panda character or child's picture with name under appropriate character	Learn to segment and blend. Know 25 sight words. (Fry's)	Know 100-150 sight words. -Blending and Segmenting
Home Reading	Daily (send home reading log in zip lock bag) Track on classroom chart.	Daily (send home reading log in zip lock bag) Track on classroom chart.	Daily (send home reading log in zip lock bag) Track on classroom chart.
Book Knowledge (Nelson Literacy Cross Curricular Kit K-1)	-Read a louds daily. Must have purpose (relate to current topics being taught) -discuss author, illustrator, front, back, cover, pages. - Pre-guided reading in small groups	-Read a louds daily. Must have purpose (relate to current topics being taught) -review book knowledge -guided reading -tracking -echo reads	-Read a louds daily. Must have purpose (relate to current topics being taught) -guided reading with purpose -Read a loud

Writing/Printing (handwriting without tears lessons/ Printing Like a Pro sequence)	<ul style="list-style-type: none"> -Exposure to print. Students taught to print their first name when ready. -Able to print all 26 upper case letters properly -Printing materials in ALL centers 	<ul style="list-style-type: none"> -Prints first and last name. -Identify and print upper and lower case letters. -inventive spelling 	<ul style="list-style-type: none"> -review letters and start word work. -invented spelling
Oral Language (Word Time (N), Sound Around Box (K))	<ul style="list-style-type: none"> -Like/dislike -book connections -same/different -show and tell -sharing circle 	<ul style="list-style-type: none"> Like/dislike -connecting -discuss the events in the story -venn diagrams 	<ul style="list-style-type: none"> -connecting -discuss events -Beg/middle/end -authors meaning

10. Outdoor Learning and Outdoor Spaces.

Children strive in natural learning environments, it reduces stress, improves moods, boosts concentration, increases engagement and connects students to places which gives them a sense of belonging. When teaching children their Cree/Dene language it is best to teach in context within a natural learning environment. A lot of early learning programs are now looking to natural learning equipment to fill their outdoor learning spaces. Indoor and outdoor features of space design and material and equipment arrangement include:

- welcoming spaces for children, families and educators
- transition spaces for moving indoors and outdoors
- inclusion of children's perspectives in design
- areas for display of children's projects and creations
- adaptive design features to accommodate persons with a mobility or physical disability
- spaces for small, active groups
- places that encourage interaction and relationship building
- private, quiet spaces for talking, thinking and planning
- multilevel areas
- wet

and dry areas • pathways • natural materials such as tree stumps and branches, plants and water enhance and define spaces • habitats for insects, birds or other animals



















11. Parent Engagement

50 Years of Research shows that students improve more in school when parents are aware, knowledgeable and involved. Students with involved parents are more likely to have higher grades, better attendance, be more positive towards school, positive behavior, more likely to graduate and further their education.

In order to have parent engagement within our schools we strive to walk alongside parents and include them in decisions for they know their child best. Although we need parent involvement to function in a school we must strive to work towards parent engagement for better results and to help build authentic relationships with the families and community.

Parent Involvement

“DOING TO”

SCHOOLS AGENDA

- identifying projects, needs, and goals and then telling parents how they can contribute.

ex. Bake sales, chaperones, bringing in snacks

TEACHER KNOWLEDGE

I am the only teacher, I know best.

Parent Engagement

“DOING WITH”

SHARED AGENDA

Parents are part of planning family engagement nights and/or running an activity based on their family knowledge (ex. Bannock making)

TEACHER & PARENT KNOWLEDGE

-schools leading with their *ears*.

-Tell me about your child before he/she starts school.

- Parents are part of the planning of curriculum, how can they bring their parent knowledge in to meet outcomes of the curriculum.

ONE SIDED COMMUNICATION
-NOTES, AUTOMATED PHONE CALLS, SCHOOL FACEBOOK
PAGE

RECIPROCAL COMMUNICATION
Two-way conversation

Home visits and calls for positive (not only to discuss problems)

HOT DOGS and BAKE SALES

TEACHING AND LEARNING

What Does Parent Engagement Look like?

- All family activities are linked to what the students are learning.
- Parents and teachers look at test results together
- Parents attend and contribute at staff meetings
- Home Visits- where parents and teachers build a reciprocal relationship.
- Meet the Family Night
- Community space where parents and staff may both use
- Welcoming school environment
- All families are visible within the school.
- School library is open to the community.
- Family area within the school- coffee, adult seating, toys/books.
- Family stories are honored.

- Families are involved in all major decisions
- Available childcare area for visiting parents

12. Supporting Documents [Add links](#)

[Essential Learning Experiences](#)

[Play and Exploration](#)

[Early Years Evaluation](#)

Early Learning Environment Rating Scale (ECERS)

Better Beginnings Better Future

Hanen Learning Language and Loving It, Teacher Talk A, B & C.

Get Set For Math

Word Time

Second Step

Animated Literacy

Handwriting Without Tears

Ages and Stages (For Head Start only)