

**Family, School, Community Partnerships:
Nurturing and Empowering All Young Children**



Family, School, and Community Partnerships: Lesson Plan

Instructor:

Date:

Course:

Unit:

Chapter 1: Family, School, and Community as a Layered Nest: Wisdom from Urie Bronfenbrenner

Learning Outcomes

- (Obj 1.1) Describe Urie Bronfenbrenner's application of the systems approach to human development.
- (Obj 1.2) Identify and explain the five subsystems in Urie Bronfenbrenner's model of human ecology as direct and indirect influences on human development.
- (Obj 1.3) Explain the relationships among family, school, and community using the basic tenets of Urie Bronfenbrenner's model of human ecology.
- (Obj 1.4) Interpret the implications of Bronfenbrenner's theory for early childhood practice and their work with the families of children under their care.
- (Obj 1.5) Examine how the Head Start and Reach Out and Read early childhood programs reflect the tenets of Bronfenbrenner's model of human ecology.

Standards

The following NAEYC standards are addressed in this chapter:

- 1c: Understand the ways that child development and the learning process occur in multiple contexts including family, culture, language, community, and early learning setting, as well as in a larger context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental process of childhood, about individual children, and about development and learning in cultural context—to inform evidence-based decisions that support each child.

The following Developmentally Appropriate Practice (DAP) Position Statement, NAEYC standard, and principle are addressed in this chapter:

- Principle 1: Development and learning are dynamic processes that are shaped by the interactions between a child's biological characteristics and environment, each with its own patterns of growth.

Instructional Resources

- Textbook/eBook: Chapter 1
- Instructor Resources: Chapter 1 Instructor's Presentation for PowerPoints
- Instructor Resources: Chapter 1 Answer Key
- Other instructional resource:

Resources for Practice and Application

- Digital Companion: Interactive Activities
- Digital Companion: E-Flash Cards
- Textbook/eBook: Chapter 1 Checkpoint Questions
- Textbook/eBook: Chapter 1 Recall and Application Questions
- Textbook/eBook: Chapter 1 Reflection Questions
- Textbook/eBook: Chapter 1 Image Caption Questions

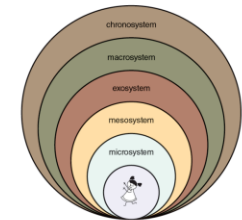
The Systems Approach

- **System**—an interconnected network to which a set of interdependent elements belong and together function as a whole
- The systems approach considers the existing balance and how the different, interrelated elements will behave when the balance is broken

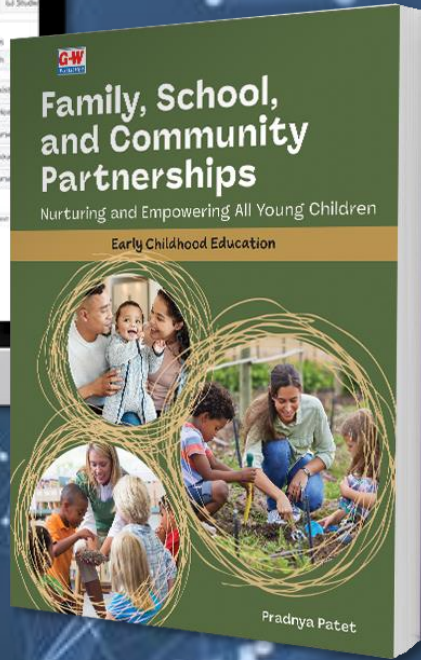
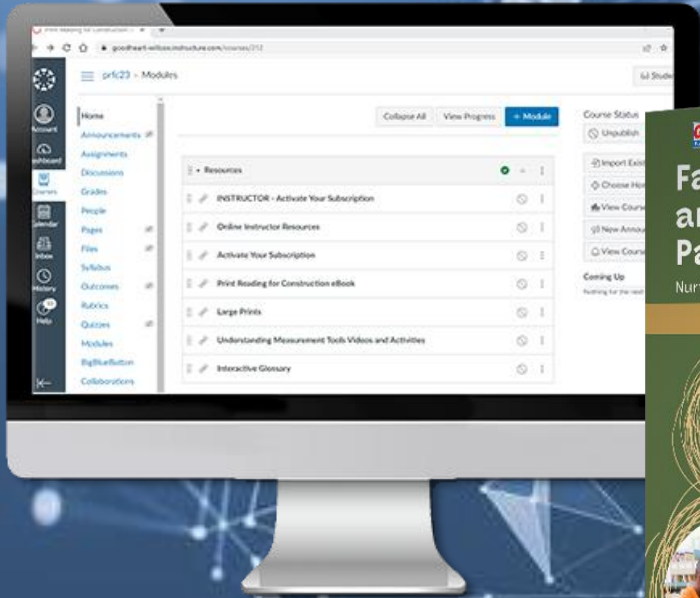


The Five Subsystems of the Model of Human Ecology

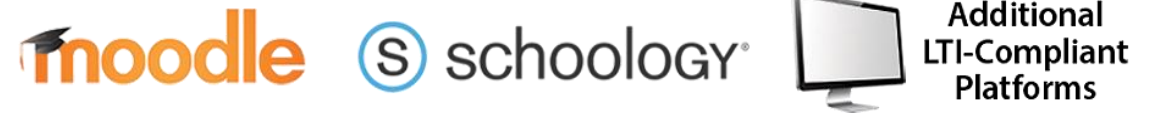
- Bronfenbrenner's model maps five subsystems as nested circles of direct and indirect influences on a developing person
- Each nested layer is defined in terms of the social relationships experienced within it



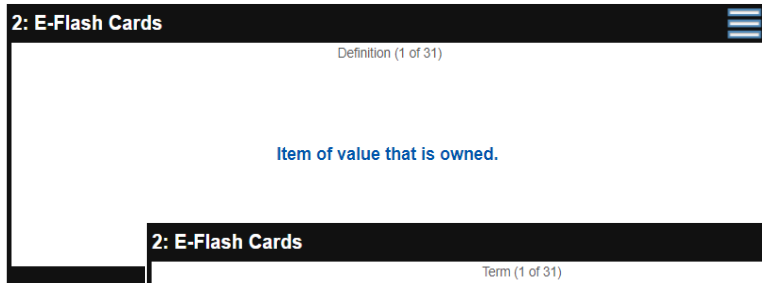
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E-Flash Cards & Vocabulary Practice

2: Vocabulary Game

Select a point value. Choose the term that matches the definition.

Score: 800

<input checked="" type="radio"/>	100	100	100	100
<input type="radio"/>	200	200	200	200
<input type="radio"/>	300	<input checked="" type="radio"/>	300	300
<input type="radio"/>	400	400	400	<input checked="" type="radio"/>

Definition: Act of giving money, goods, or services to meet the needs of others and supporting organizations and causes that are important to an individual.

- pay yourself first
- variable expense
- recordkeeping
- philanthropy

[Check Answer](#)

Interactive Activities

Family, School, and Community Partnerships: Video Guided Worksheet 3-2

Name:
Date:
Period:

Digital Activities

Diversity, Equity, and Inclusion

Instructions: As you watch the video, complete this guided worksheet to help you understand the concepts being presented. Take notes identifying key concepts, procedures, and terms presented in each video. Lastly, indicate one or more questions you have about the video content that may address some confusion, request clarification, or elicit discussion.

Video 1: Culture and Diversity

Many attempts by educators to include all families by acknowledging and celebrating diversity are well intentioned. However, the outcome doesn't always communicate the intended message of inclusion or facilitate a strong enough connection necessary for inclusive relationships to develop.

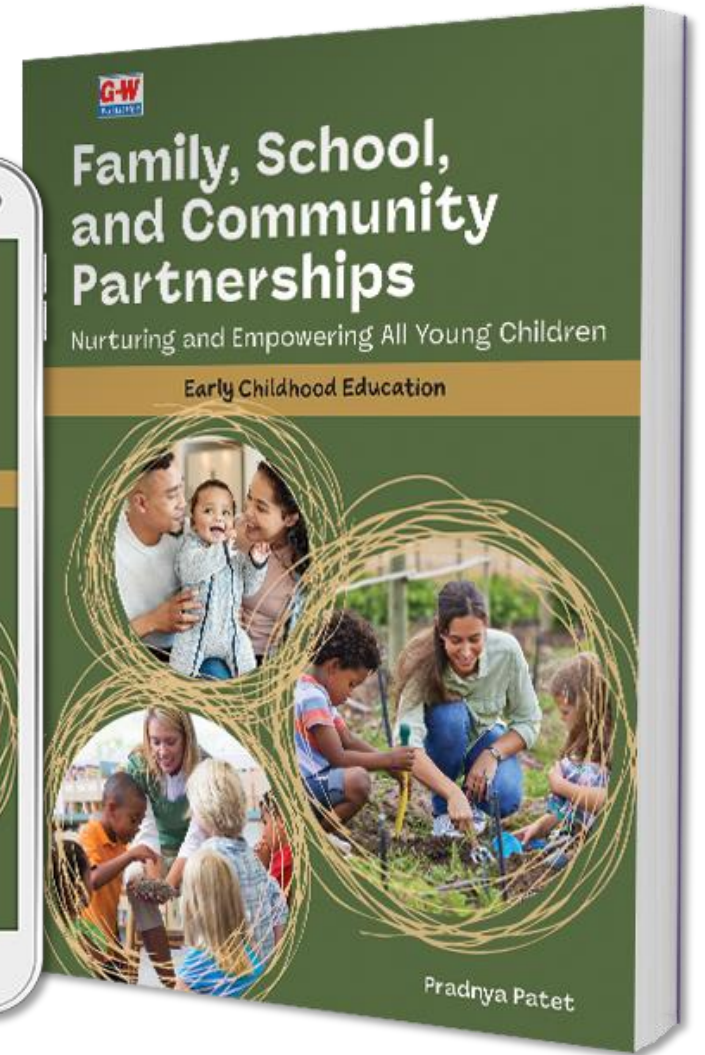
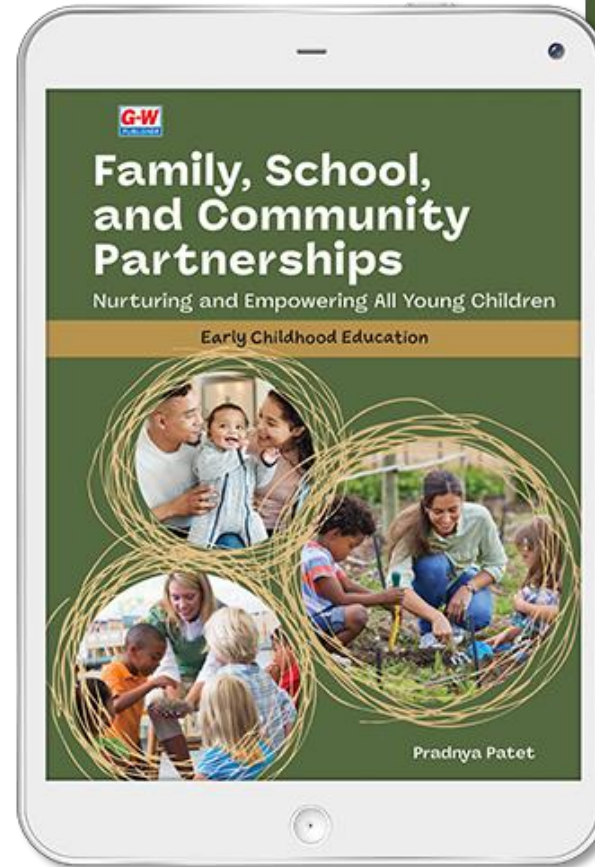
In this video, we see some attempts at diversity, equity, and inclusion at an early learning center. Which of these attempts do you think are useful? Are there any attempts you feel are not useful? If this were your classroom, what other attempts would you make to promote diversity, equity, and inclusion?

Answer:

Instructions: Indicate one or more questions you have about the video content to be shared in class. The question may be to address some confusion, to request clarification, or to elicit discussion. Alternatively, the question could be one you think your teacher might ask about the content that could be answered after watching the video. If this question can be answered with a simple "yes" or "no," provide a follow-up question or require further explanation.

Answer:

Integrate G-W Digital Resources



**Family, School, Community Partnerships:
Nurturing and Empowering All Young Children**



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UNIT

Living, Learning, and Growing in a Layered Nest

- Chapter 1** Family, School, and Community as a Layered Nest: Wisdom from Urie Bronfenbrenner
- Chapter 2** Nesting: Socialization of Young Children
- Chapter 3** The Multiple Realities of Nesting: Diversity in Families

Introduction

The nest is much more than a neutral structure to keep the eggs of birds or other species safe. Building a bird's nest begins with a dedicated intention to search for the best spot, find the right materials to build so they withstand harsh weather, and get the nest ready in time to raise a new generation. Human beings too do whatever they can to keep their children safe and work hard to turn their houses into homes. When wood, bricks, and tile get cemented with emotional ties and dedicated intentions of raising future generations, the nest becomes a living space with dynamic and complex relationships that connect children to members within and outside their nest.

Using analogies of bird nests and their nesting practices, the three chapters in this unit explore concepts and ideas that lay the foundation for the rest of the textbook. Chapter 1 is an introduction to the complex ecological backdrop of the child. In this chapter the family, school, and community are conceptualized as a layered nest in which all three share the responsibility of raising young children. Chapter 2 is an exploration of the process of socialization that occurs inside the nests. Through interactions with members inside and outside the nests, young children are nurtured and empowered to survive and thrive as interdependent members. Chapter 3 puts a spotlight on the diversity in families, each experiencing their truth in multiple ways as they nest within the larger ecological backdrop of the community.

Before you dig into the chapters, take a few moments to assess your mindset toward families.

Busy nest builders scurrying around building their palace with whatever is found and a mission to keep their young safe and sound.

Inside the nest the young learn to bond, who they should trust and how to respond empowered to live for now and beyond.

No matter how high or buried down low
No matter how outward appearances show
Each nest has its own ways to help young ones grow.

What's Your Mindset?

This activity provides an opportunity to tap into your attitudes toward families. There is no right or wrong answer in this assessment. The goal is to raise self-awareness about the attitudes we hold and to strive to understand how they impact our actions. So, be honest with your responses. Raising your awareness about how these attitudes impact your work with children and families is both necessary and desirable for your personal and professional growth.

At the end of the unit, you will repeat this activity and reflect on changes you notice in your mindset after reading and discussing the three chapters in the unit.

Pre-Self-Assessment

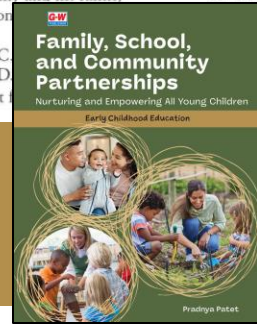
Please read the following scenario. Then respond to the questions that follow.

A family seeking to enroll their child, Billy, in your childcare center informs the director that the child is receiving services for speech and language. His current school has asked his parents to pick him up early from school several times for aggressive behavior that has hurt his peers. His attendance at this school is now limited to an hour of speech services, which he receives through its funded program. However, this arrangement is not affordable for the parents who work full time, so they are looking for alternate childcare options. Both parents, although separated, have the same goals for their child. They believe that their child needs to be with other children to develop the social skills needed for future success.

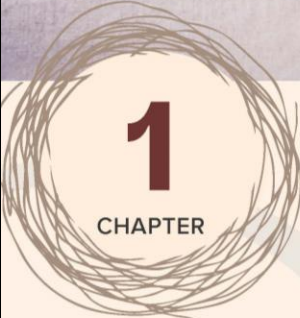
At a young age, Billy underwent a colostomy (a surgical procedure that allows body waste to leave through a tube into a bag), and his mom believes this to be the cause of his trauma and his aggressive behavior with peers. A visit to the doctor is scheduled in the coming weeks to further evaluate possible factors impacting the child's behavior. Other changes in the child's life include the recent separation of his parents, a move to a different house, and entry into a preschool program from an in-home childcare setting. Both parents have expressed that Billy needs firm boundaries, and that he can be the sweetest child when he does have those boundaries. The director has let you know that Billy will be in your classroom, and you have had the opportunity to informally observe him during the facility tour. You notice Billy engaged in solitary play despite the opportunity to play with peers; he communicates in single words; and he engages with puzzles, gears, and play materials with sound. The child throws a temper tantrum at the end of the visit. The parents respond by cleaning up for him and forcefully leading him to the exit.

Please respond to the following statements by deciding how strongly you agree or disagree with them. Put yourself in the shoes of a teacher who is preparing for Billy and his parents to join the school family. Write notes about your choice so you can remember your reasoning when you retake this assessment at the end of the unit.

1. I wish parents would stay together for the sake of their child because divorce takes such a huge toll on children.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
2. As much as I want to help Billy and his family, it is not possible because there are too many factors out of my control.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
3. Children like Billy take too much time from the teacher. It is not fair to the other children.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
4. Unless Billy's parents use the discipline techniques I use in the classroom with Billy, nothing is going to change.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
5. To be a positive support for Billy and his family I need to first listen to their concerns and offer solutions accordingly.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
6. I can handle this situation just fine with my relationship with the parents.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
7. I know many families going through similar circumstances, and they are doing fine. Ultimately it all depends on the parents.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
8. Families like Billy's need a lot of support. I need to find out what the best starting point would be.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
9. I must remember to be alert to how my own upbringing might influence my actions toward Billy and his family.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
10. Along with speech and language therapy, maybe we should invite a behavior specialist/consultant into our team to support the parents and me as his teacher.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree



Unit-Opening Materials



CHAPTER

Standards Covered
in This Chapter

NAEYC
1c, 1d

DAP
Principle 1

Family, School, and Community as a Layered Nest: Wisdom from Urie Bronfenbrenner

Learning Outcomes

After reading this chapter, you should be able to:

- 1.1 Describe Urie Bronfenbrenner's application of the systems approach to human development.
- 1.2 Identify and explain the five subsystems in Urie Bronfenbrenner's model of human ecology as direct and indirect influences on human development.
- 1.3 Explain the relationships among family, school, and community using the basic tenets of Urie Bronfenbrenner's model of human ecology.

- 1.4 Interpret the implications of Bronfenbrenner's theory for early childhood practitioners and their work with the families of children under their care.
- 1.5 Examine how the Head Start and Reach Out and Read early childhood programs utilize the tenets of Bronfenbrenner's model of human ecology.

Key Terms

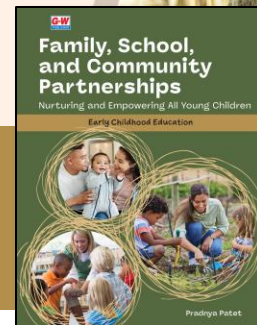
bidirectional relationship	ecosystem	microsystem
chronosystem	exosystem	model of human ecology
ecological backdrop	macrosystem	system
ecological systems theory	mesosystem	

Introduction

At the mention of the word “nest,” the image most people conjure in their mind is that of a cup nest. The cup nest is a cup-shaped, round container that is built out of twigs, leaves, moss, feathers, and other objects to hold and protect the eggs and fledglings once they hatch. The construction of a cup nest takes place in layers. Beginning with a loose pile of twigs, grass, and sticks, birds create a basic structure. Next, they reinforce the structure with mud and weave the loose pile together with blades of grass to hold it in place. Finally, the innermost layer is pressed into a cup shape with the wing and adorned with soft materials such as moss, feathers, and animal fur. All three layers of the nest work together to help the eggs within it survive. In much the same way, a child's family, school, and community serve as protective and reinforcing layers of their nests, woven together to help the child survive and thrive. In this chapter Urie Bronfenbrenner's ecological framework of human development guides the understanding of how the family, school, and community co-exist, each as a distinct entity but connected to each other.

Consider This

1. Do you believe that the family, school, and community should share the responsibility of raising children? Why?
2. What role did your family, school, and community play in raising you?



Chapter-Opening Materials



Bloom Where You Are Planted

The vast expanse of environmental influences is daunting. It is important to realize that the slightest change that we trigger can be most effective in getting the ball rolling for a high-impact solution, provided we take time to map our ecology (as you did for the Checkpoint question in Section 1.2) and make sincere efforts to understand it. An early childhood educator can make an impact on young children in numerous ways. You can start small with your own work with children, or you could get involved in a larger movement within your community.

Take the First Step

Log on to the National Association for the Education of Young Children's (NAEYC) website and explore the "Get Involved" section.

- What issues and initiatives draw your attention?
- Which of these initiatives are relevant to your community? Pick one initiative to get involved in.

Then Bloom Where You Are Planted

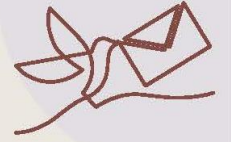
Decide where you would be most effective as you get involved in this initiative. Identify your comfort zone.

- Do you want to make a small difference in your classroom or practicum site?
- Do you want to try writing a letter to a legislator?
- Do you want to reach out to a family and build a partnership to help their child succeed?

Share your plans with your peers. Encourage their goals and seek input for your plan. Can you put your efforts together for a bigger change?

Once we realize how powerful our impact as members of a system can be, there is no limit to what can be accomplished. Barriers and obstacles are inevitable. But just as a cord of three strands is not easily broken, a harmonious three-layered system of family, school, and community is a wholesome nest. Will you be a songbird and contribute to this harmony?

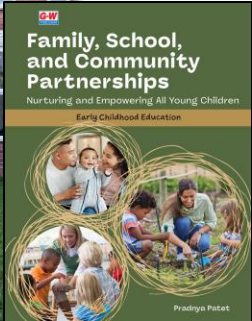
Invitation to Act



✓ Checkpoint

1. How is Bronfenbrenner's ecological systems theory reflected in the Head Start/Early Head Start Program?
2. How is Bronfenbrenner's ecological systems theory reflected in the Reach Out and Read program?

Reinforce Lesson Content



The Childcare System Needs Fixing

During the COVID-19 pandemic, the already fragile childcare system in the United States suffered a tremendous blow. The reciprocal relationships among the family, school, and community brought to light the urgent need to fix a broken system. High turnover rates, lack of training opportunities for childcare providers, low wages, and many other factors have contributed to the fragile state of the childcare industry. When the pandemic struck, many childcare centers were among the small businesses that simply could not operate after a long shutdown. The realization of how important the childcare industry is for the economy, in general, hit hard as advocates petitioned for funding and bailout money to keep childcare centers open. Efforts to advocate for child care began with voices of those impacted by the crisis—for example, articles and blogs from early childhood professionals. These efforts evolved into legislative bill proposals, such as the Child Care Stabilization Act, and a speech by Senator Elizabeth Warren at the Democratic National Convention in 2020 placing childcare reform on the political agenda.

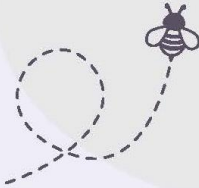
Senator Elizabeth Warren's effort to advocate and rally people for this important task of placing childcare services as an integral part of the infrastructure of our nation was highly praised. As part of this speech, she shared her personal story. Her own experience as a parent trying to juggle parenting and full-time job responsibilities with no childcare services lays the foundation for her advocacy in this area. She was fortunate that her microsystem had a solution for her in the form of her aunt. Without the

help she received from her aunt, Warren said, she would not be where she is today. Senator Warren's personal experiences within her micro-, meso-, and exosystems have impacted her cultural beliefs (macrosystem) about the importance of child care.

Now, with her position as a senator, Warren can use her platform to impact legislative policy, funding, and political thought. Depending on how this action progresses, the resulting childcare reform will impact families and therefore individual children. In addition to changes made through any legislative action focused on funding, there are numerous other reciprocal relationships in the environment that will impact what happens to the childcare industry. Early childhood experts rightfully assert that sustaining the childcare industry is not just a matter of financial support but rather a restructuring of the system. Allvin and Hogan (2020) propose reexamining existing sources of funding such as the Child Care and Development Block Grant (CCDBG), state childcare subsidies, quality improvement measures, higher wages, and a unified framework to align credentials and qualifications of childcare providers across the nation for higher staff retention rates and to incentivize employers to buy into child care. Thus, the reciprocal relationships between the subsystems guide the evolution of the system.

What did you glean from mapping your ecology in the Checkpoint question in Section 1.2? What experiences at the different levels of your ecology guide your work with children and families? How do the reciprocal relationships among the various systems facilitate or disable your work?

Trending Topics



Reinforce Lesson Content



Windows, Mirrors, and Sliding Glass Doors



What Can We Learn from the Study of Preschools in Three Cultures?

From the author:

As a teacher educator teaching in a culture different from my original culture, the work of Tobin, Wu, and Davidson, which was first published in 1989 as a book titled *Preschool in Three Cultures: Japan, China, and the United States*, has made a significant impact on how I participate in dialogue about cultural differences in teaching philosophy and practice. Through this book, the authors remind us of how schools prepare children to join other members of their culture but also adapt to new structures and ways of living that they may encounter. A decade later, Tobin, Hsueh, and Karasawa revisited their original work and explored how early childhood education systems remain, yet change over time (Tobin & Hayashi, 2011). They found that while some methods and techniques are borrowed and incorporated into early care and education practices across cultures, many other core approaches and beliefs remain embedded in the school culture. For instance, in China, while didactic instruction and mastery of skills continue to be valued, child-centered practices that invite children to vote and discuss matters have made their way in. In the United States, the idea of choice continues to be dominant in the way that play is offered, classrooms are designed, and language is used. In Japan, the belief

that adults should not intervene in children's fights continues to be dominant but immediate intervention is seen when children lie.

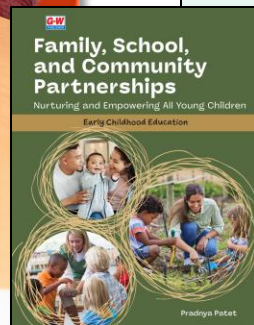


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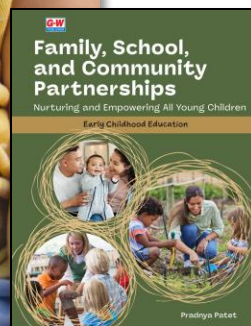
Figure 5-11

Tobin and his colleagues used *video-cued multivocal ethnography* as their research method. This is a unique technique in which videos of regular preschool days are used to stimulate reflection and discussion of episodes in the footage. This is a powerful method that allows the viewer to engage in nonjudgmental dialogue about pedagogy to understand teacher decisions at a deeper level rather than determine best practices. In an attempt to incorporate this research method into my teaching I played footage of children fighting in the Japanese preschool in one of my classes. Students were invited to stop the

Continued



Reinforce Lesson Content



Mobile Creches: A Hope for Migrant Workers in India

From the author: After spending a good hour and a half on a bus and walking a half mile to a construction site in the suburbs of Mumbai, India, I arrived at my destination: the mobile crèche (childcare center) for my first practicum day. Mobile crèches are part of an organization that provides nutrition, health services, and education to migrant construction workers' children in Delhi, Mumbai, and Pune in India. I walked toward the cheerful sound of children singing, not realizing that what I was about to witness for the next several weeks of my practicum would change my understanding of family, school, and community partnerships forever.

Mobile Creches started in 1969 as a compassionate act bred from concern for young children who were running barefoot in the hazardous work zone of a construction site. Today the organization is recognized by the Indian government as a technical resource for early childhood. Devika Singh, the co-founder of Mobile Creches, is primarily responsible for the growth of the grassroots movement in early care and education, honoring nutrition, education, and a happy childhood as every child's birthright. A childcare program is set up at the construction site for children to attend while their parents work on building construction. Children eat nutritious meals and engage in relevant literacy, math, and creative activities. When siblings attend school together, younger children adjust better because they are with their older siblings in this open

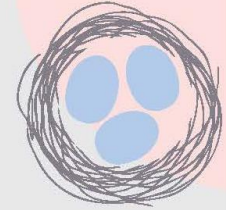
one-room setting. Nutrition and health are important parts of the curriculum and directly address the specific illnesses that frequent the community because of unhygienic conditions. Skeptical at first, contractors and parents of children have learned to trust the positive intentions of the organization and support their work.

Today, the work of this organization has expanded in many different directions. It boasts expanded programs for school-age children, adult literacy classes, medical checkups, immunizations, a national network to lobby for childcare and maternity support for working women who live below the poverty line, and even input into government policies and planning. Knowing that the crèche exists only until the building is built and then moves on elsewhere as needed, I asked one of the workers what their motivation in this temporary setup was. She told me a story of a 6-year-old child who returned to the crèche at a different site, recognized the worker, and sang all the songs that he had learned from the worker before. The parents expressed gratitude for the joy they witnessed in their child. This kind of reciprocity is touching. It is a reminder of how early childhood education settings can be the glue that holds the community and family together.

For more information about the work of Mobile Creches, please visit the organization's website.

Nesting Tip: As an educator, be the glue that holds the community and family together and hope will emerge!

Nesting Tips



Reinforce Lesson Content



What's Your Personal Theory of Practice?



What's Your Personal Theory of Practice, Part 1

Your personal theory of practice guides your interactions with the children in your classroom and their families. Take a moment to list your beliefs about the importance of creating opportunities that build family–educator partnerships.

- According to your beliefs, how important is it for schools to spend time and energy planning activities that bring families and educators together?
- What are some of your life experiences that lead you to believe what you stated in your response to the preceding question?
- When trying to build a relationship with the child's family, how do/could the belief(s) you stated in the first questions impact your interactions with children? Think about the effort that you may consider putting in toward building a partnership.

What's Your Personal Theory of Practice, Part 2

How does Epstein's model of overlapping spheres of influence help you reframe your personal theory of practice? Reconsider your beliefs from the feature "What's Your Personal Theory of Practice, Part 1."

- According to your beliefs, how important is it for schools to spend time and energy planning activities that bring families and educators together?
- What "aha" moments or takeaways enrich your perceptions and beliefs about the importance of intentionally building partnerships with families? Think specifically about the ideas of the overlapping spheres of influence—the family and school.
- How will your insights and reconsidered beliefs impact your interactions with children and/or their family members?

What's Your Personal Theory of Practice?



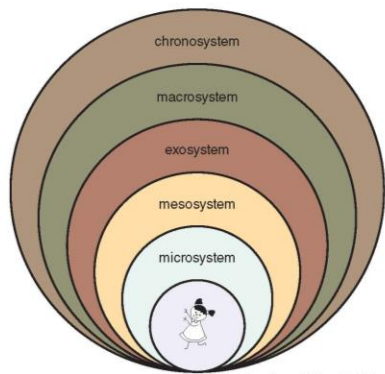
Reinforce Lesson Content

and circles of direct and indirect influences on a developing person (Figure 1-4). Each nested layer is defined in terms of the social relationships experienced in it.

The following scenario illustrates each nested layer in the model of human ecology. This example will be referenced in the following sections that examine each layer in more detail.

Jena is a 2-year-old Caucasian child with a newborn baby brother. Recently the state foster agency placed Jena in a new home with a family including a mom, a dad, and their 10-year-old biological child. Jena's foster parents enrolled her in a child-care center, where she would stay during the day. Jena's brother had to wait to attend the center until he was 6 weeks old.

On her first day, Jena walked into the center with her foster mom. Energetic, talkative, inquisitive, and ready to start, Jena walked in greeting everyone along the way. Jena's caregiver, knowing that Jena had just moved into a new foster home, anticipated emotional outbursts and set out to establish a relationship with Jena on the very first day. All seemed to be going well, but at naptime, the first of many temper tantrums began. It was next to impossible to calm Jena down, and the screaming began to keep other children awake. Every day at naptime the tantrums escalated, becoming even worse when Jena's regular caregiver was absent or left for lunch.



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Figure 1-4 An individual is surrounded by five nested layers of direct and indirect influences. This demonstrates the complexity of environment. How do you think the complexity in environmental influences impacts the role of an early childhood educator?



Microsystem

The **microsystem** is at the most intimate level and the closest physical proximity to the individual. This system includes the most direct and immediate contacts in a child's life. See Figure 1-5 for typical microsystems that children encounter in their early life. Jena's microsystem included but was not limited to members of her biological and foster



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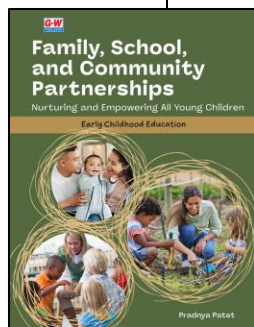


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Figure 1-5 This collage presents images of parents, peers, grandparents, and siblings as typical microsystems in a child's life. Each family is different. Whom would you include in your microsystem?





Chapter 7 Review and Assessment

Chapter Summary

7.1 Explain the concept of home–school partnerships and the historical progression of home–school connection paradigms.

- A home–school partnership is a commitment in which families and educators collaborate to share the responsibility of the child’s learning and development.
- Family involvement activities such as attending school events or taking the time to read information sent home by the educator may lead to or be a part of a home–school partnership, but they are not synonyms.

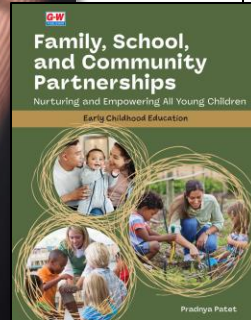
- True partnerships ensure that decision-making is a collaborative act between the primary caregivers and the educator, while masked partnerships involve primary caregivers in tasks and activities that involve interactions that are limited to being recipients of information.
- Historically, parent–educator connections have evolved. Three paradigms that envelop parent–educator connections are (1) the separation paradigm, (2) the remediation paradigm, and (3) the partnership paradigm.
- Des acki part ned

Recall and Application

1. Which of the following statements best describes a home–school partnership?
 - A. A home–school partnership is a relationship in which the family members and the educator are professional and friendly to each other.
 - B. A home–school partnership is a relationship in which the family members and the educator share the responsibility of ensuring the child’s success in learning at school.
 - C. A home–school partnership is a relationship in which the educator regularly shares information about the child’s progress with the family.
 - D. A home–school partnership is a relationship in which the family commits to making sure that the child completes all activities sent home by the educator to practice concepts learned at school.

Reflection

1. As a novice or future early care and education professional, what goals can you develop to establish strong home–school partnerships and sustain them?
2. What are some personal characteristics that will facilitate or hinder your ability to build strong home–school partnerships?
3. How will you know when a partnership is going strong and when it needs some work?



End-of-Chapter Review

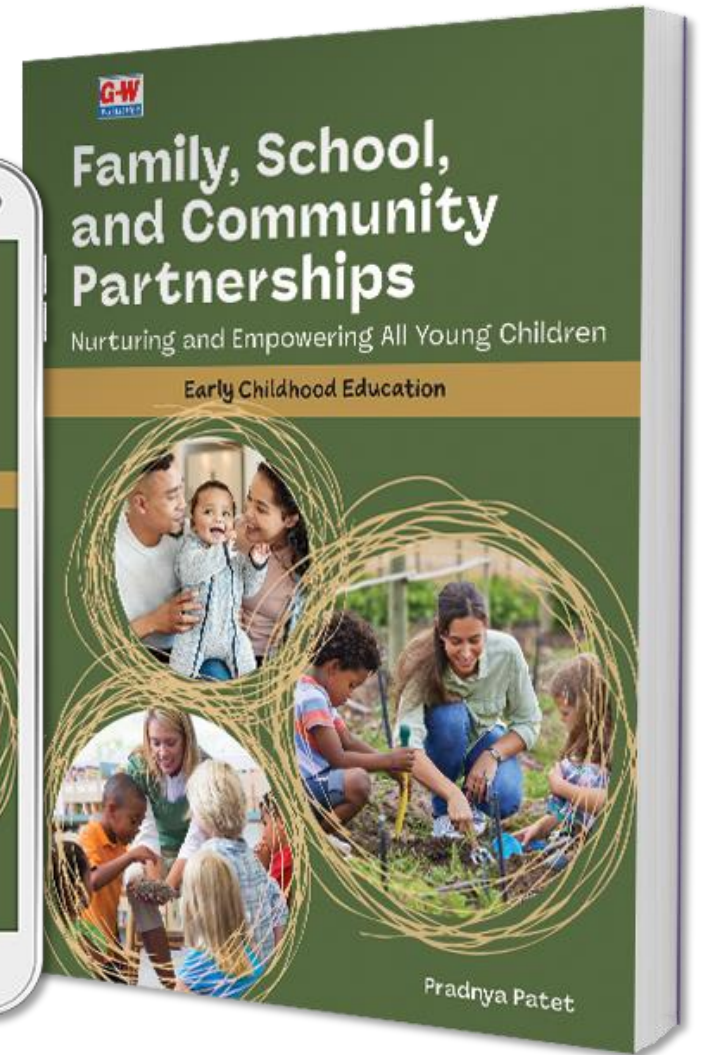
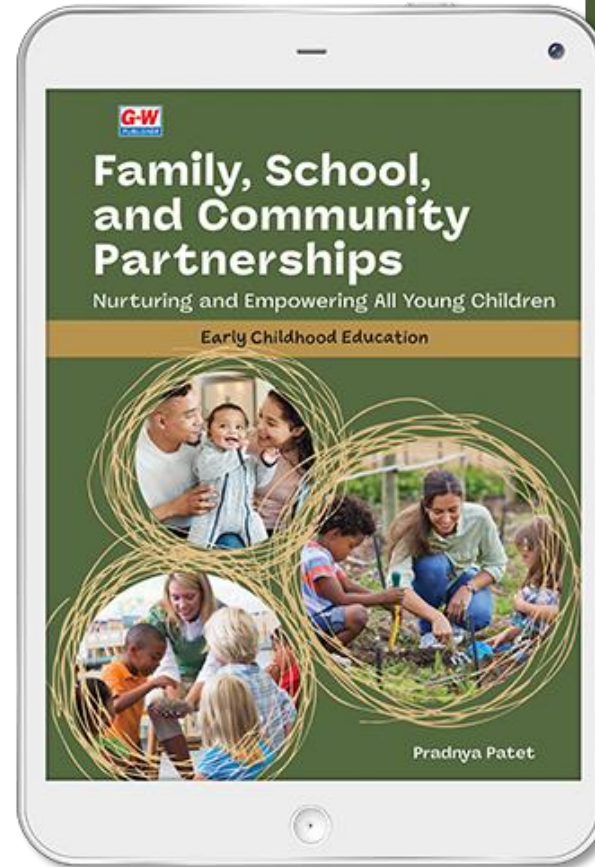


Self-Directed Pretend Play: Working



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