

Bianka De Las Nueces

ECE 210

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Advocacy Paper

Family engagement has been present for over many years. With the help of teachers and communities, it is up to families to stay involved in their children's education for a better future. This is important because it connects families and educators build a stronger and better relationship. If no action is met, it will increase the chance of their child's development to be at risk and the relationship between families and educators would not meet. Families who participate in their children's education at home and at school receive better academic results than those who do not, as well as their developmental needs. When lacking involvement in their education, children tend to lose their self-esteem, confidence, and knowledge. Students will be the most affected and held back not just academically but emotionally. Many members of the staff, such as teachers, social workers, counselors, and administrators, play an important role in bringing families closer to their schools by promoting family interaction. Family commitment entails more than just a parent's involvement in their child's education. It also entails a mutual responsibility. When families and communities get involved in student learning, children improve their academic performance, this helps them be more confident and involved in their school to build their success. Therefore, it is necessary for caretakers and families to unite and create a learning environment that can support their children's physical, emotional, and educational needs.

Family involvement is an important role that needs immediate action. This issue needs to be addressed now because it is important for early childhood educators to participate and engaged with families to keep track of their child's development throughout their year of education. Specially with their emotional and physical needs. If this issue its not change immediately it will cause a big problem and it will be a harm in their child's growth. With the help of our politicians such as the D.O.E we can promote a better understanding of how the issue is resulting into negative outcomes and how we can address the situation. Actions needs to be taken such as: by providing more meetings with any issues regarding their children development, provide with more family activities and events, frequent parent-teacher conferences, automated family messaging, and parent volunteers into their classrooms or trips. Share school functions, workshops, and parent-teacher committees with parents to encourage them to participate in school activities. Parents should also be informed about the classroom's objectives, their kids daily learning and making a bond with the parents. This would increase the chance of a healthy communication, relationship, and engagement.

In a child's education, families can be as much involved as they can. Allowing them to participate and make strong and powerful connections with them that can lead to supporting their needs. An article by Nichole Parks, Judy Jablon, and Faye Dismuke, talks about how teachers invite their student's families to their classroom to understand the importance of every center and how they learn just by playing. In this event, they offer them handouts to answer questions by observing their child in action. Parents gathered by joining into every center to observe how these centers are helping them with their development and learning. After that, they gathered and review what they observed in two specific handouts and answer any question they have. In Handout number one. It is a work sampling chart. In handout number two is a recording and Understanding Children's Learning. These authors explain how this resulted into a positive outcome. They state, "For several months after this

year's family night, we continued to receive positive feedback from families about their experiences with learning center observations. Faye periodically sends out a form asking families to share anecdotal notes from conversations with their children about their play experiences at home. She notices that parents are having more in-depth conversations with their children and are beginning to understand and appreciate the learning that occurs through play. Families have become true learning partners with the preschool staff and with their children." (Dismuke, Parks, Jablon, 2017). I believe that this source would be a great example of how educators can take a step forward and help families be more involved in their educational needs. This can also help support their student's development and build strong connections and trust with parents and families. Educators can have the idea of how to reconnect with families to support their children by demonstrating with actions.

In source number two, "Welcome Children and Families to Your Classrooms" explains how educators can welcome families into their classrooms by making the room feel and look more welcoming. They start by introducing themselves and greeting them with a positive attitude, adding photos of student's families, displaying the children's work on the volunteer boards to make the children's work appreciated and valued, discussing with families about their curriculum and introducing how every center can improve their development and learning. All of these can make the families gain trust and feel that they are leaving their child in a safe environment. It states that "When children join a new class, they may be nervous and unsure about what to expect. Families want to know if they will be welcome and if the teachers will value their suggestions and appreciate their child." (2009) This source can be used in the early childhood education because it talks about the importance of introducing and welcoming families into the classrooms. This is a great start for educators who are initiating their career and would like to know how to involve families into their children's education.

To make this issue into awareness I would start to write letters to families by informing everyone about the change we can make about the lack of fostering family engagement. Next, I would write about the problem and arrange a community meeting in the school auditorium and invite families, school staff such as social workers, counselors, administrators, leaders, educators, to make up with a solution. Educators, families, and everyone else can meet once a month at least for 90 minutes. In the first 30 minutes of our time, families can start to talk about the issues, concerns, or comments about how we the educators can encourage them to be more involved in their children's education. The other thirty minutes we can talk about what are the pros of being involved in children's education, this would get their attention and find ways to support it. The last thirty minutes, we gather our thoughts and try to think how we can manage this situation to make families engaged. Families and all school staff would bring up a decision to make the situation better by signing a petition from all the supporters.

As a large advocacy action, I would unite parents, educators, and programs leaders to organize a protest to plan publicize a rally or march. When we grab people's attention such as politicians, we can get a hold with the D.O.E and parents to visit my classroom for a meeting to listen for what my colleagues and I, who would be my supporters, speak about the issue. My team and I would make a presentation about the topic and show the D.O.E of what is going on, and what actions we can take to solve this issue. In the meeting within the presentation, we can start to explain the problem and what are the actions we can take to make family engagement better. We can encourage the D.O.E to get this issue in the news to spread awareness. Another action would be that families can complete a survey that can be available in several languages to meet their needs and about how they'd like to be contacted during the school year and what they're most concerned about. Parents can comment or write any question that they have to accommodate them better and make them involved in their

children's education. Educators can also encourage the D.O.E to send more letters to parents so families can be more aware and can hear it also from a higher title.

Advocacy in family engagement is the main key to our children's future because it helps with the support from their families and educators. I found this personally meaningful for me because children are my passion, and they are the future. Parents who back their children make a difference in school success by helping develop an appropriate mindset, motivation, and self-discipline at school.

Disengaged parents promote school failures and are helping create a generation of children who are less well-educated than they are. This makes the issue more problematic and delayed students' development by not interfering in their learning and education. I believe that children's future is important, and a strong family engagement is central in promoting children's healthy development and wellness. When parents are involved in their children's education, they grow a passion for learning that expands their awareness and sense of wonder. When teachers concentrate on family relationships, they also see a difference in their students. The more parents are involved in the classroom, the higher the engagement, positive attitudes, and good grades become.