

Playing with Numbers:

A Family Engagement Framework for Educators at Chicago Children's Museum

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CHICAGO **CHILDREN'S** MUSEUM

Session Objectives

- Understand CCM's approach to family engagement
- Practice using a strengths-based mindset
- Analyze modes of communication between families and teachers
- See outcomes of PWN family engagement projects
- Reflect on how these resources apply to your own setting

VISION

We bring people together to make a better world where play and joyful human connection are the foundation for thriving children and stronger communities.

To improve children's lives
by creating a community
where play and learning connect.

MISSION



MUSEUM
AS
ENGINE

PERFORM
WITH
EXCELLENCE

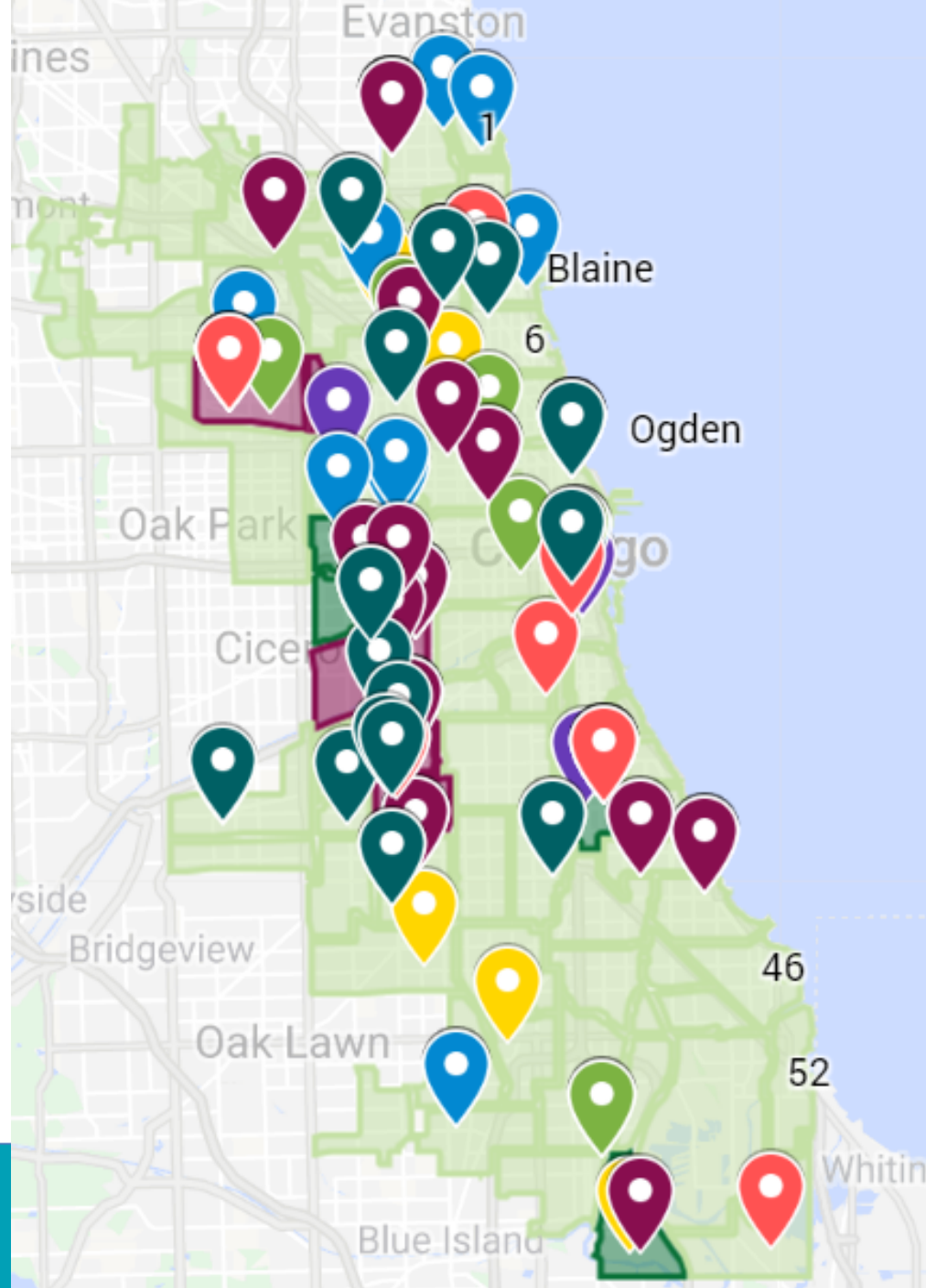
LEAD
AND
INFLUENCE

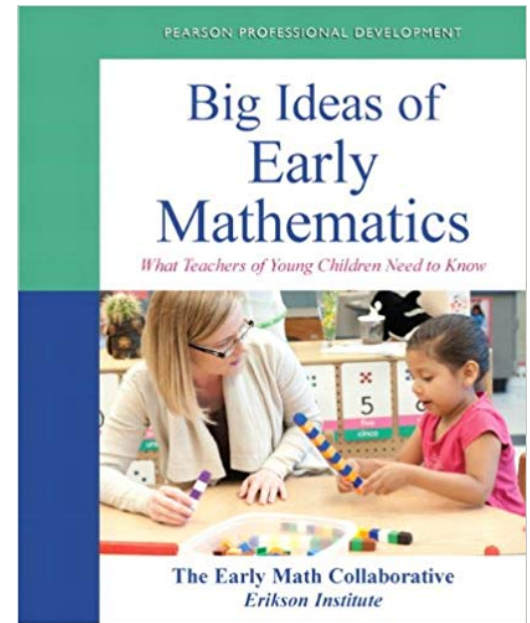
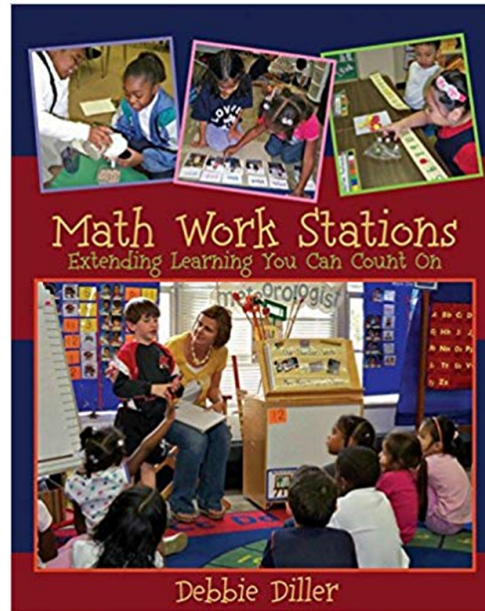
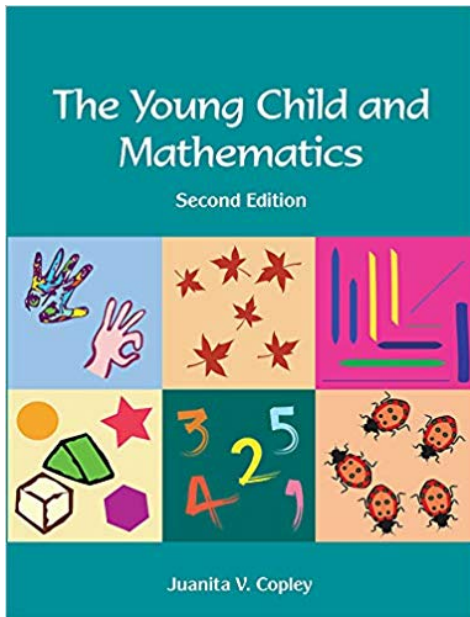
CONNECT
AND
ENGAGE

PLAYING
WITH
NUMB3R5

..... POWERED BY

CHICAGO **CHILDREN'S** MUSEUM





National Association for the
Education of Young Children



PLAY1NG
W1TH
NUMB3R5

**PWN
Level 1**

**PWN
Level 2**

**PWN
Level 3**

Our Central Problem:

*How do we bring
our passion for play and learning
to math experiences
in the home?*

Bringing play-based early math to...

teachers.

classrooms.

families.

**PWN
Level 1**

**PWN
Level 2**

**PWN
Level 3**

What is “family engagement”?

“Partnering with Families and Communities”
(from National Board Standards)


“Accomplished early childhood teachers work **reciprocally** with families and community partners to support each child’s development and learning and to advocate for young children and their families.”

“Principles of Effective Family Engagement” (from NAEYC)

“Programs and teachers engage families in ways that are truly reciprocal.”

“Families & Educators Together: Building Great Relationships that Support Young Children” (from NAEYC)

“...implies that this responsibility falls on more than just the parents: siblings, relatives, and even friends play an important role.”



Another Problem:

*How do we equip educators
to build reciprocal relationships
with families?*

Our Methodology

(What did we do?)

Our Family Engagement Framework

Partner with Families in
Decision-Making and
Goal Setting

Communicate
Effectively with Parents
and Caregivers

Create Learning
Activities for Home and
Community

Build Reciprocal Relationships with Families

Program Structure

Family Math
Nights

Partner with Families in
Decision-Making and
Goal Setting

Math
Lending
Libraries

Communicate
Effectively with Parents
and Caregivers

Create Learning
Activities for Home and
Community

Build Reciprocal Relationships with Families

Teacher
workshops

Experience 1: A Strengths-Based Approach



Crawling Down 2005

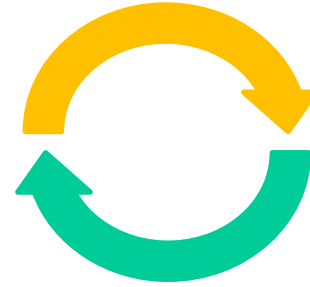
Experience 2: Charting Communication





One-Way Communication

One-way communication is initiated by either the school or parents to share information without anticipating a response.



Two-Way Communication

Two-way communication occurs when teachers and parents dialogue together.

email

class blog

parent-teacher conferences

phone calls



initiated by
school or teacher
lots of types



- newsletters
- flyers
- email
- phone calls
- robo calls
- IEP notices
- compliance letters
- HIV packets
- LSC meetings
- BAC meetings
- School handbook
- CPS board meetings

institutional
dead end?
1-way

teachers
control 1 or 2-way

- Class Dojo photos
+ comments
+ messages
- email
- phone calls
- PT conferences
- IEP, 504 meetings
- after school convos
- RED. Read Every Day
folder w/ log + comments
- LSC meetings
- BAC meetings
- communication folder
- school events (social)
ex/ Movie Night
- family feedback
on projects

personal

Family Math Nights
RAMONA ADD PICTURES















Math Lending Libraries

Outcomes & Significance (What did we learn?)

Lessons Learned

Reflect
(How does this apply to you?)

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Thank you!

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