



How We Learn: Redesigning Teaching & Learning for the Next Generation

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PRACTICE RECOMMENDATIONS

V. HOME-SCHOOL-COMMUNITY PARTNERSHIPS MATTER (JOSH)

When connecting families, community partners and schools together, we need to recognize that engagement is a personal definition. Today's communities are diverse in their values, languages and expectations. Often a mislabeling of "engagement" fosters stereotypes and creates barriers to partnerships that support students. While teachers, schools, and districts are the units of change, those hoping to advance this work must recognize there needs to be a network of support in order to sustain student SEAD development. Four critical elements are important to developing Home-School-Community partnerships that matter.

- 1) **Shared language** - *Parents, families and caregivers play a critical and foundational role in students' social and emotional development. Just as young people feel valued, heard and included at school when social, emotional, and academic development is integrated, so do they benefit when family members engage in similar experiences at home or in concert with the school and community (CSE pg.15).* Through a shared language of a few key terms, communities can build a unified support network for student SEAD development.
- 2) **Shared high expectations** – Schools, families and partners must believe students can learn and achieve at the highest possible levels.
 - a) **Beyond the classroom opportunities** - *Demonstrating social and emotional competencies in real situations extends and deepens these abilities. Volunteering in community organizations, participating in local food and clothing drives or disaster relief efforts, and mentoring younger peers are powerful ways for students to apply the social, emotional, and academic competencies they have been developing (CSE 15).*
 - b) **Beliefs** - when all adults have high expectations of students we act differently. We engage them more often, are more patient with their development, and give them more opportunities to demonstrate their learning.
- 3) **Active engagement** at all levels. Partnerships have to established at all three levels in order to be sustainable. Communities must develop an intentional strategy to foster and sustain these partnerships.



- a) Communities need to respect and **honor local conditions** and partnerships in schools and communities. By supporting a sustainable ecosystem that builds upon progress and momentum at the local community level, students will develop their SEAD in a more comprehensive manner.
 - b) **Engage the perspectives of local stakeholders**. By understanding that schools and local communities must carry forward the work as the centers of innovation, communities will develop shared responsibility and accountability in student SEAD development. Schools, families, and community partners should intentionally engage in creative programming that fosters stronger community ties.
- 4) **Communication Strategy**- *Building a sense of community within a school community necessarily involves recognizing and affirming the diverse cultures and backgrounds that are present. Through open conversations about culture and cultural experiences, the inclusive school community engenders respect for diverse cultural identities and helps children learn how to make their peers feel safe and acknowledged (CSE pg. 14).*

Policy Implications:

- Policy for parent family engagement
- Policy for high expectations

Resources:

- <http://www.sedl.org/pubs/fam32/8.html>
- https://assets.aspeninstitute.org/content/uploads/2018/02/DRAFT-guiding-principles_policy-and-research.pdf
- https://assets.aspeninstitute.org/content/uploads/2018/02/CDE-Commission-report_022618.pdf
- [https://www.dropbox.com/sh/801mxnfxjdzx30j/AAAf8v59uSBjHWMcsXBh8zzWa?dl=0&preview=Practice+Change+Agenda_Draft+2+\(002\).docx](https://www.dropbox.com/sh/801mxnfxjdzx30j/AAAf8v59uSBjHWMcsXBh8zzWa?dl=0&preview=Practice+Change+Agenda_Draft+2+(002).docx)