

## Consider experience-based knowledge

### Objective(s)

Learners listen to families and practitioners talk about important considerations for family-professional partnerships and identify take-away messages.

### Description

In this activity, learners listen to clips of phone interviews with family and professional leaders in early childhood, and identify important considerations about family-professional partnerships.

### Required Materials/Resources

#### Learner Materials

- [Audio 4.2: Janice Fialka](#)
- [Audio 4.3: Samtra Devard](#)
- [Audio 4.4: Subarna Dharia](#)
- [Audio 4.5: Rosalia Fajardo](#)
- [Audio 4.6: Salvadore Moran](#)

### Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to listen to each audio clip and identify at least two suggestions from each clip that they want to incorporate into their own partnership-oriented practices.
3. Provide feedback.

### Suggested Assessment

#### *Samtra Devard*

- Encourage parents to have hope for their children's future.
- Ensure that families have a chance to express their perspectives and to be active participants in conversations.

#### *Janice Fialka*

- Highlight for parents their children's strengths, especially before bringing up their children's challenges.
- View children with special needs as "whole children" and recognize that any special need is just one aspect of the child.
- Develop comfort in talking with parents about emotions, and recognize that parental expression of strong emotions about their children is not a personal criticism of the teacher.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 4: Decision](#).

**Instructional Method**  
Problem Solving Session

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-20 minutes for learner activity

**Learner Form**  
[Activity 4.10a](#)

***Subarna Dharia***

- Listen to parents' perspectives prior to providing instruction or advice.
- Try to put yourself in the place of parents and to “walk a mile in their shoes” in order to understand in a nonjudgmental way the decisions that they make.
- Strive to collaborate with parents because consistency between school and home encourages progress/success.

***Rosalia Fajardo***

- Provide guidance to parents, as appropriate, in supporting them to be advocates for their children.
- Recognize that families may be dealing with many challenges and difficult situations that are unknown to the teacher; recognize that participating in their child's education is one of many responsibilities for parents.
- Respect family diversity and do not expect families to make the same decisions or to see things in the same way that teachers do.

***Salvador Moran***

- Understand that many parents view teachers as experts and as having a great deal of power; thus, many parents are hesitant to make suggestions that might come across as inappropriate.
- Recognize that making a wrong decision for a child can have long-term consequences and that it is always advantageous to involve parents in decisions about their children.

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**Facilitation Tips**

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

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**Credits**

The CONNECT Content Team