Co-Creating Greatness: Home and School Together

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May 5, 2015
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- Partnership with NAESP and VINCI
Educational Challenges

- Dramatic demographic shifts
- Technology explosion
- Rapidly transforming job market
- Rapidly changing educational landscape
- Political demands
- Decreasing budgets
- Meeting the needs of all children
Why Early Learning

- Unlocking Opportunities
- Unlocking Potential
Building Blocks

• Educational achievement
• Economic productivity
• Responsible citizenship
• Lifelong health
• Strong communities
• Successful parenting for the next generation

Three Concepts in Early Development
Center on the Developing Child. Harvard University
Early Learning

A Child...

Is Born when it's Ready.

Teethes when it's Ready.

Creeps when it's Ready.

Talks when it's Ready.

Walks when it's Ready.

Goes to School When...
The Equity and Early Learning

• How can these knowledge options be integrated into a vision of education?

• How can we stop tweaking the traditional system and start thinking more deeply about root causes?

• How can we influence pathways to greater hope and possibilities?
What is the nature of childhood?

**Infant**
Steady and Secure

**Preschool**
Confident and Happy

**Elementary**
Capable and Having Fun

Early _Education, Powered_ by Technology
“...they were born in another time.”

How can we understand both the traditional and innovative approaches, and model how to balance embedding the effective use of technology in our lives while also learning when and how it should be put away?
Equity Issues

- Underachievers
- School drop-outs
- Special education students
- Gender
- Children and parenting
- Observations of attitudes/behavior
Equity Concerns

✓ Under-served
✓ Unserved
✓ Inappropriately served
✓ Over-looked/Neglected
A Deeper Look

- Highest drop-out rate
- Drug abuse
- Teen pregnancy
- HIV/Aids
- Lowest income rate
- Lowest employment rate
- Lowest college-going rate
- Lowest academically
- Lowest marriage rate
- Lowest two-parent family rate
Early Learning Influences

Children move through stages of development and they have different abilities at the different stages. (Jean Piaget)

The brain does not grow uniformly. It grows in spurts—a period of fast growth, then in plateaus, then another spurt, then a plateau. (Herman Epstein and Conrad F. Toepfer)

“The greatness of the human personality begins at the hour of birth.” (Maria Montessori)

“Give a child the wrong kind of education at the wrong time—overly challenging materials during a plateau period...you could turn the child off from learning.” (Dee Dickinson)

Benjamin Bloom- Knowledge Developing and Thinking
Howard Gardner- Harvard University, Multiple Intelligences
Home and family are significant settings for learning.

Schooling does not only happen in school. A great deal is learned outside the school structure.
Parenting and Schooling

• Most parents love their children and want the best for them.

• Differences in home and cultural life account for a great deal of the differences in school.
Preconditions to (Bloom)ing

- Experiences
  (Build Brain Architecture)
- Time
- Resources

Intelligence and Achievement

• In and out of school experiences
• Academic settings
• Curriculum and assessments
• Socio-economic class connections
• Caring and culturally connected adults
• Societal focus
• Room to maneuver during difficult times and transitions
• Confidence, coping skills, self-esteem, resiliency, language and environmental switching
“Have’s”

- Talking to child
- Reasoning with child-emotional warmth
- Teaching problem solving and negotiation
- Organize time around weekends, vacation, summers
- Active role in school
- Deliberately stimulating child’s development and fostering intellectual skills
“Have Not’s”

- Survival-food, shelter, other basic requirements
- Economic/emotional challenges
- Demands of child rearing
- Parental control issues
- Less interaction/more directives
- More time spent with peers or alone
- Parents not trusting or available for school situations
Impact of Social Media

- Social media that engages time and attention of young people
- Diverts attention away from children
- Access to multiple apps—chats, tweets, face time, shopping
- Children do not feel valued and cared about
- If they feel uncared for, they act like they don’t care—”Bruised children”—bullying/fighting
Unresponsive Care

• “...foundations of successful development in childhood requires responsive relationships and supportive environments.”

• Cooing, crying, facial expressions

• Unreliable, in-appropriate, absent care disrupts the developing brain circuits

• Cognitive delays, stunts physical growth, impairs self-regulation skills, disrupts body stress response

Center on the Developing Child-Harvard University
Dispositions

• High Expectations
• Routine/Chores
• Stay Informed/Connected
• Model Literacy
• Monitor Homework
• Create Study Area
• Talk/Listen

• Structure the environment
• Support academic behavior with time
• Take time to get organized
• Television, smartphone, gaming devices, Internet off at bedtime
Pre-K-Grade 3 Leader Role

“No not confine your children to your own learning, for they were born in another time.”

Hebrew Proverb, (NASBE, 2012)

• Vision for technology and early learning require intentional work.

• Leaders must know how to guide, facilitate, and support foundations for successful development in ways that address equity.
Technology to Enable Early Preparation and Intervention

1. Check whether a child is developing within the norm.
2. Connect a school/home partnership to work towards a common plan and goals.
3. Provide developmentally appropriate blended early learning (interactive whiteboards, touch screen tablets, PCs, digital library, multimedia games).
4. Use an integrated curriculum to cover all aspects, including “fun,” engagement, and continuous progress.
5. Intervention

VINCI Centers in China
“Science of Neglect”
Suggested Resources


References


National Association of State Boards of Education. (2012). Born in another time: Ensuring educational technology meets the needs of students today—and tomorrow. Study Group on the Role of Technology in Schools and Communities.


Hide and Seek Shadow

I walked with my shadow,
I ran with my shadow,
I danced with my shadow,
I did......
Then a cloud came over
And the sun went under,
And my shadow stopped playing and hid.

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Questions & Answers

Write your questions and reflections in the chat box.
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VINCI/NAESP: What’s Next

- Learning Pre-K-3 Learning Communities: Competencies for Effective Principal Practice
- Vision for Blended Early Learning: Competency 3
- Integrated Blended Learning Curriculum
- Session: School & Family Partnership for Success Enabled by Technology

Family engagement
Record keeping/assessing and tracking milestones
Learning Management System
Emotional well-being and learning outcomes

- Principal Leadership Pre-K-3 Training Modules
  Providing Personalized Blended Learning Environments