School/Family Literacy Program

Beginning at Birth

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Leadership for Social Justice

- Leaders are proactive change agents
- Social Justice requires a more complete understanding of the social (in)justice issues in school, the community, and the work in which students live now (Shields, 2010).
Problem Identified

Solve from a proactive lens, rather than a deficit one.

Transformative Leadership
Our Social Justice Theory of Leadership

If we provide families with the tools and support during critical growth period (birth-4), then their children will enter school ready to learn.
Family Literacy

A coordinated, collaborative effort that involves at least two stakeholders (i.e. adults-children, teachers-parents) who execute defined roles to address, recognize, or incorporate family literacies, with the goal of improving children’s literacy achievement.

Handbook of Research on Reading Research, 2017, p. 570
"Just as a baby who is starved of adequate food in the first three years may survive but will never grow to his or her potential height, a baby whose brain is starved of adequate language will survive but will have enormous difficulty learning and will never reach his or her full intellectual capacity."

Dr. Dana Suskind (2015, pg. 51)
Cognitive Development

By the end of age three, the human brain has completed eighty-five percent of its physical growth, a significant part of the foundation for all thinking and learning.

(Suskind, 2015).
Building Brains with Words
Our Approach

Family Literacy +

Critical Time of Cognitive Development =

Home - School Partnerships beginning

AT BIRTH
Goals

1. Create and sustain Home - School Partnerships during the critical years of child development.

2. Provide families with the tools and support to ensure their children enter school prepared to learn.

3. Make community & school supports more accessible to birth-4 population.
Focus on a critical literacy skill

- Match skill with book, developmental learning toys/resources, song, tip sheet
- Involve parents, babies, siblings
- On-going/On-site
- Translators/Resources
- Dinner
Recruiting
Typical Event

- Engaging Play Area for Toddlers
- Parents/Infants Session
- School-age Siblings Session
**Toddlers**

Teachers engage toddlers in developmental play - boardbooks, blocks, puzzles, etc., and are mindful of developmental milestones while interacting with the toddlers.

**Parents/Infants**

Parents are presented with literacy activities they can engage in at home. We model ways to enhance language & literacy often using their babies as part of our modeling. Each event has a different topic theme.

**School-aged Siblings**

Siblings meet with teachers who engage them in a related literacy activity. They practice reading board books, learn songs and playful activities to share with their parents and siblings.
Sibling Effect

- Recognition of the school-age sibling as an asset
- School-age students empowered to assist younger siblings
- Promotes literacy development for both older and younger siblings
Teaching and Modeling for Siblings
Celebrating Our Community
<table>
<thead>
<tr>
<th>Research Influences</th>
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<tr>
<td><strong>Early Language Environment</strong></td>
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<td>Suskind (2015) advocates that “parent talk” beginning at a child’s birth, sets the stage for optimum brain development.</td>
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<td><strong>Socio-cultural Perspectives</strong></td>
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<td>“There is a large body of literature which suggests that there are cultural and socioeconomic differences in parenting knowledge, beliefs, and practices” (Rowe, et.al., 2016).</td>
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<td><strong>Family Literacy</strong></td>
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<td>Terlitsky &amp; Wilkins (2015) initiated a review of 15 family literacy programs that positively impacted literacy development and incidentally, child behavior. Findings suggest that as parents learn techniques, literacy activities and parenting skills they become more engaged in their child's learning and involved in schooling.</td>
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<td><strong>Siblings as Assets</strong></td>
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<td>Segal, et. al., (2017) examined the valuable role of siblings. “Findings demonstrate that siblings are interested in teaching each other a variety of language and literacy concepts and contribute to the richness of the home literacy environment,” (p.1)</td>
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Click this link for a brief PhotoShow of a Carson Babies Event
○ Drive Thru - Pick Up of materials and food (4:30 - 5:30)
○ Google Meet @ 6:00pm
○ Meet Framework:
  ◦ Whole Group Welcome
  ◦ Breakout Rooms - each with a Teacher Leader/Families
  ◦ Return to Whole Group @ Conclusion
PANDEMIC PIVOT
Funding

Local Donations
School Events
PEA FAST Grant
NJEA HIPP Grant
Title IV
References


Thanks!
Any questions?
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