

# LA 6.3: Exploring Further Teacher Beliefs and Family Engagement

## Relationships with Families



| Learning Outcome  | Pedagogical Intent  | Student Position  |
|---|---|---|
| <p><b>Provide support and advocacy. Employ strategies to empower parents/families to participate in their child's education.</b><br/> <b>Assessment: 25 pts.</b><br/> <b>TA: 25 Minutes</b></p> | <p><b>Teachers can build stronger relationships with the families they work with when they come from a position of empowering parents rather than thinking from a deficit stance.</b></p> | <p><b>Students have studied the National PTA Standards and are ready to look at deficit theory. They will notice the difference in thinking between deficit theory and better actions that enable parents to take a strong role in supporting their children's education.</b></p> |

### Instructions

1. Using the chart you completed in HW 5.3 (deficit theory) and HW 5.2 (autobiographical sketch), share your findings and your sketch with your group.
2. Discuss the responses from your group members.
3. After your group discussion, you will share your thinking with the entire class, in a discussion that focuses on how what you learned could help you work with parents.
4. Your learning in this discussion can help you in developing and writing your advocacy position paper.



Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from <https://edtechbooks.org/partnerships>