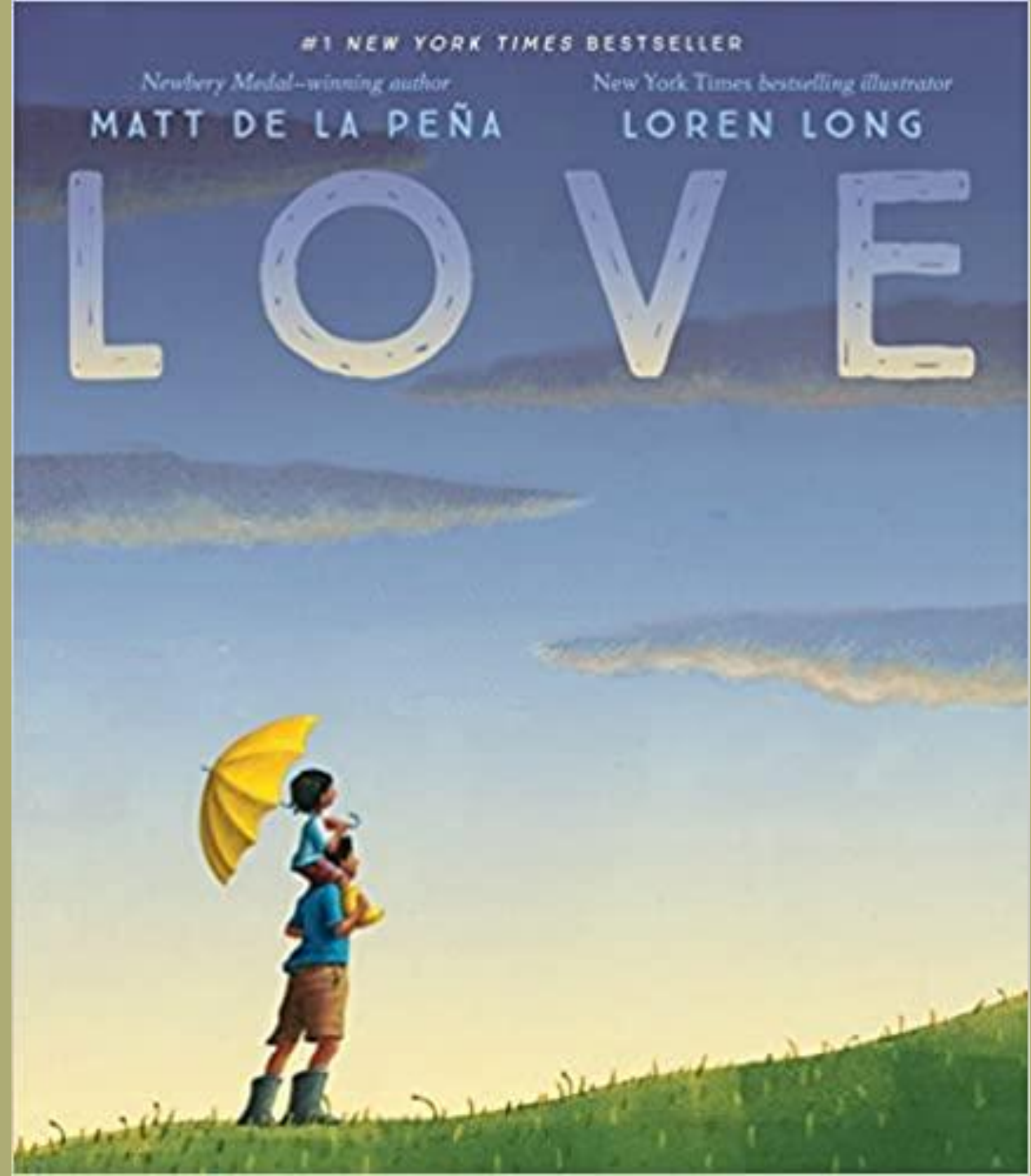


# **Building relationships with Families and Community**



Nova Scotia Early Learning Curriculum Framework, Module 8b

# Building relationships with the Community



# 'Community as curriculum, community is the curriculum'



We will read a short case study  
from Justin.

This school serves a  
predominantly black, lower  
economic community, with which  
Justin was not familiar.







"Where we live"





- Why did Justin make the decision to let the children lead him on this journey? Why do you think this was important to him?
- How do you know the children are comfortable in the community?
- Why is it important that the children 'tell stories' about the artefacts in the classroom, and places they go in the community?
- How did the community respond and why is this important and key to the work Justin was doing?
- How could you connect to your community in a deeper way? Could some of these ideas work well for you?

# Where to begin? Start community building within your centre:



Building community within the Centre with educators: retreats, community of practice, workshops, social occasions, team meetings, staff meetings with a PD component, etc.

How do your educators have a voice, feel as if they belong?





# More examples of community building within a centre:





Do children see each other in photos, books, etc.?

Do they hear each other? Taught to really listen to each other?

Do you talk about differences and similarities with acceptance of both, and celebrate all peoples?









‘Community engagement implies similar collaborative relationships with community organizations and other professionals who are involved in the lives of the children in early learning programs.’

**How do you engage with the community?**





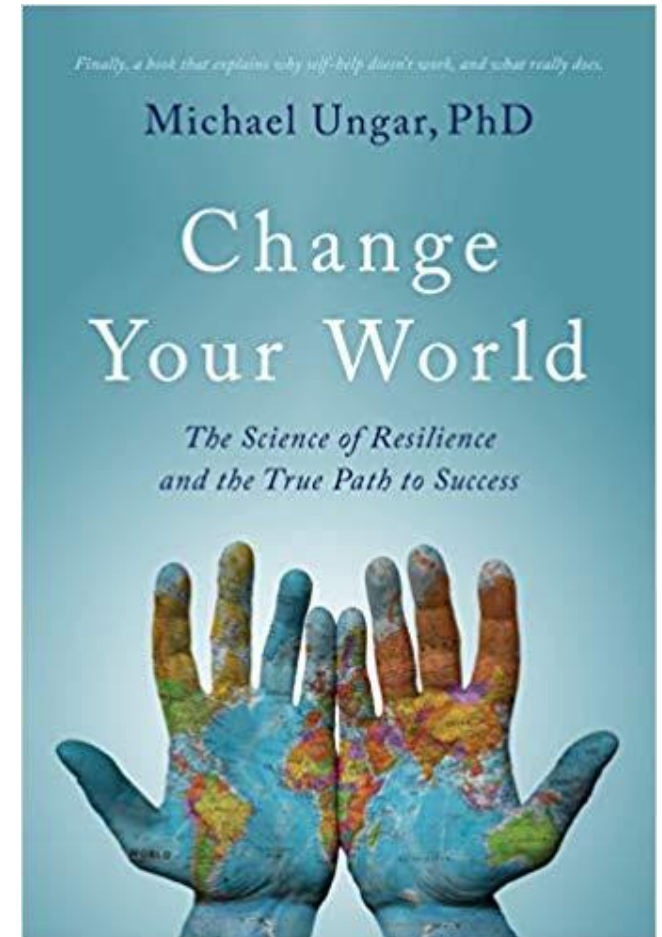
*“Membership in communities involves interdependency. It is as simple and as complicated as this: we need to take care of each other, and we need to take care of the natural and constructed world around us. When children engage in respectful, responsive, and reciprocal relationships guided by sensitive and knowledgeable adults, they grow in their understanding of interdependency.”*

(University of New Brunswick Early Childhood Research and Development Team 2008, 34)



“People withstand life’s challenges when they have families, friends, and communities to rely upon.” page 100

“The classroom environment, the quality of peer interactions, the relationships between students and teachers, and the competence of the educators all make substantial contributions.... The more each system or part of a system participates and helps a child succeed, the more likely the child will do well.” page 182







We reflected on Justin's journey – which was mainly child led.  
Here is a video that shows a different approach.

<https://www.youtube.com/watch?v=g65ZO7zbVKI>

PIAZZA\_PIAZZE

# Community involvement in Reggio Emilia



- How do you think the educators prepare the children for this exploration of the community?
- What did the video tell you about children's involvement in the town of Reggio Emilia?
- How do you think the community responds to the children being so visible? What would the benefits be for the Centres/children in Reggio Emilia?
- What are the beliefs of the 'Image of the child' in the community of Reggio Emilia?





Children's art in the Community of  
Reggio Emilia



# Start community building within your centre:

Are there ways to show, or reflect the community around the centre or in the neighbourhood.









Reflecting in  
the classroom  
what children  
could see in  
their local  
communities.





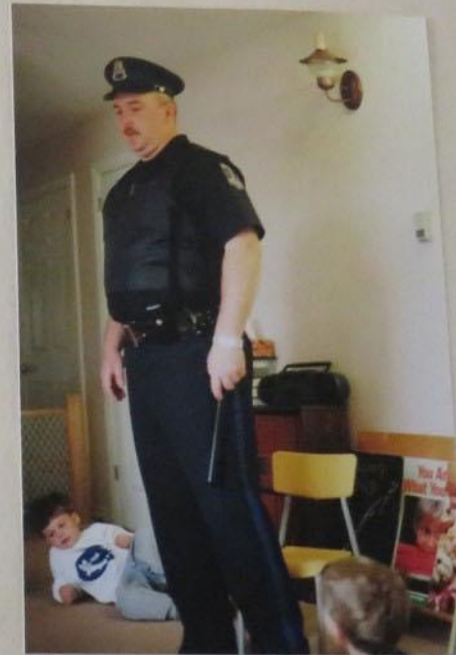
*How do we know Donnie is a Police Officer?*



*The badge on his hat tells us  
he is a Police Constable*



*The badge on his sleeve tells  
us he is a Police Officer for  
the Halifax Regional Municipality*



*The uniform he wears  
that is blue with a  
stripe on the  
pants shows us he is  
a Police Officer*

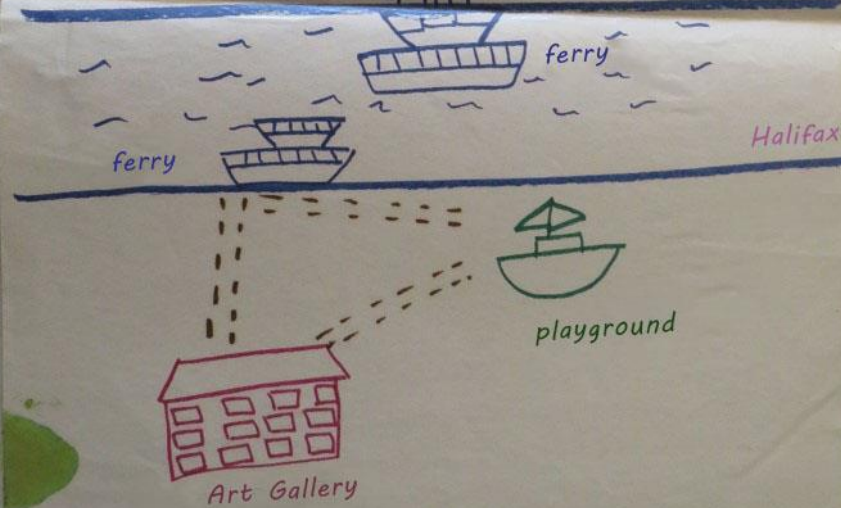
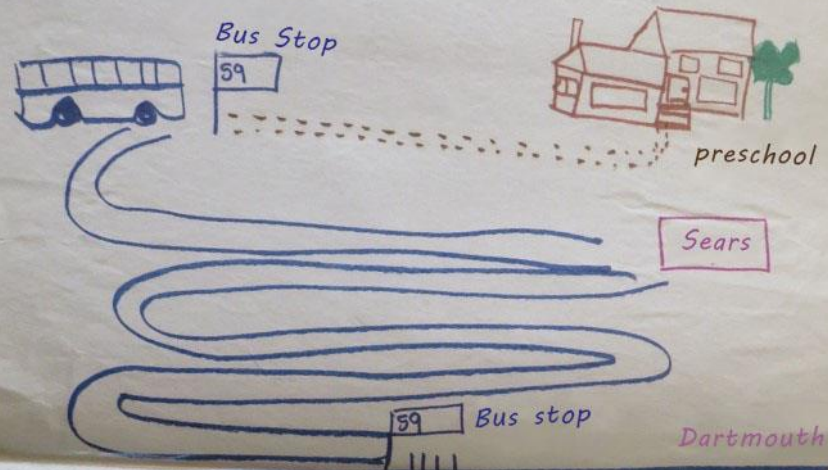


*Our Trip to the Fire Station*





# Our Trip to the Art Gallery









Displaying children's work,  
ideas, in public places.







When you are out in the  
community with your children  
- How does the Community  
see you?







Take the children out  
into the community to  
respond to their  
curiosity and gather  
more knowledge.





Helping a community grow vegetables.











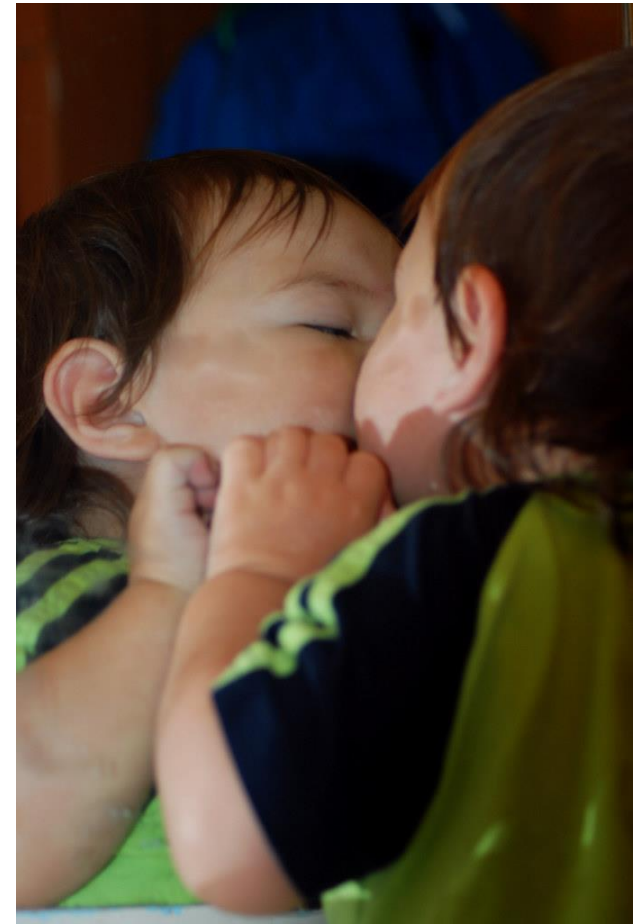


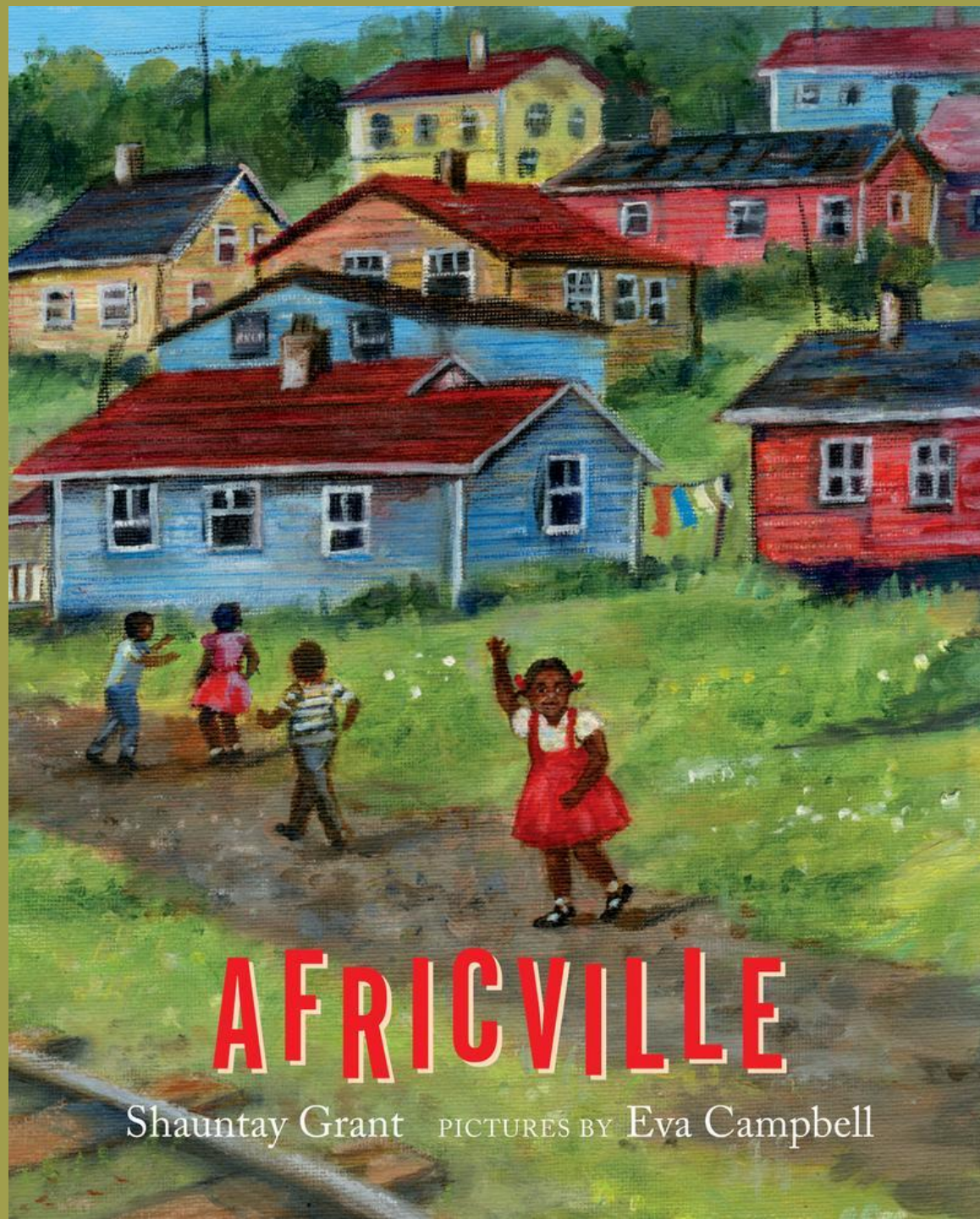


“Literature transforms human experience and reflects it back to us, and in that reflect we can see our own lives and experiences as part of the larger human experience.

“Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.”

Rudine Sims Bishop, Ohio State University





# AFRICVILLE

Shauntay Grant   PICTURES BY Eva Campbell



# NEVER forget .....



'Wellbeing is a holistic concept that focuses on children being happy, confident, and healthy in all aspects of their development. For children, well bring implies that they are loved, respected, protected and supported by their families and communities'

NSEYLCF, page 48

