Linking Learning to Families and Place
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Our Agreements

In every chair a leader
Speak to be understood; Listen to understand
Value our time together
Be Present; Be Engaged
Safe Space for Meaningful Conversation
Challenges to Solutions
Takest thou hats off
Our Value of Humor Helps Us
We are responsible for our own experience
Take care of yourself; take care of each other

Adapted from First Alaskans Institute
What is a life lesson you learned from your family that still resonates with you today?

How did you learn it?
Family Partnership Is A Success Factor for All Students. Nationally and in Alaska.
"I know how to get Travis to help at home but I was just not sure how to help at school. I wasn't even sure if my help was wanted. Then one year she (teacher) gave me lots of tricks to help Travis. I was able to give her some too."

- Mom
https://aasb.org/family-school-partnerships/
STRONGER TOGETHER

BUILDING BLOCKS

1. Embedding a Mindset
2. Relationships
3. Culturally Responsive Partnerships
4. **Links to Learning (& Place)**
5. Building Confidence and Skills
6. Co-Regulation (Regulating Emotions Together)
● Brain Science and Education Science
● Dr. Karen Mapp, Joyce Epstein, Michele Brooks
● Ao Tearoa - New Zealand
● First Alaskans Dialogues
● Education Science
● Place-based Programs in Alaska and Nationally (Educators).
● Alaska Culture Bearers
● Zaretta Hammond: Culturally Responsive Teaching and the Brain
● Michele Brooks
Relationship Foundations

Building Your Core
How Can We Do More to Link Learning to Family and Place
Families & Place
Provide Context & Stickiness
What are we doing to link families to learning?

1. Families are told how important they are to their child's academic, social and emotional, physical and cultural outcomes.
2. Offer easy to understand information on the subject areas and learning goals
3. Families and school staff share homework tips and ideas for activities.
4. Families can suggest topics to match key standards.
5. The team understand each other's communication needs and learning styles.
6. Materials are adapted to local context
7. Practices including student-directed research of family members about their experience or knowledge in key areas.
8. Organize child-and-family member community learning trips
9. Send home kits (recycled materials, jars to can fish, building)
10. Build practices into easy to incorporate into family routines
11. Create a youth service-learning project especially for families
12. Use families’ talents and expertise in designing and carrying out projects
13. Invite parents to a staff in-service on preparing young children for school, new reading strategies, trauma-informed training, or improving math skills.
14. Have families post their own projects on social media
15. Text fun ideas to families once a week; create a facebook live recording.
16. Providing holistic support and services so families can more fully engage
My Child's Teacher Makes an Effort to Represent My Families Culture in Class Lessons
Families Already Share Knowledge And Have Shared Experiences to Build on
Links to Families Interests, Foods, History, and Place
Build Lessons on Family Routines
SOLVES LOCAL ISSUES:

Links to Valued Skills, Tools, & Knowledge
MATERIALS AND CONTENT ADJUSTMENTS

1. Living in a Village
I live with my family in a village.
Here, there are many small buildings.
I see tundra and water, the tide is out.
What else is in our village?

In the summer, our weather is warm.
I swim when the weather is warm.
My family and I go logging.
In the winter, it snows a lot.

Adjuctions of Text

Mer'um adlanun tev'ilruuq, Utenginamteni,
yaaqanmi tangilruukan malrun'tneek
ungusat. Tamakun nek aqetilruuqa adaka.
Qanerluuq nukuksuatigigiyut taqam
piyagateng kungukungegi.

It disappeared under water. On the way home,
we saw two of the creatures in the distance. I asked
my father about them. He said they
would not bother people unless they were
protecting their young.

LKSD localized Text
Using Familiar Language

Understanding the seasons (food preparation)

- Story telling
- Participation
- Observation
- Surrounding predictions
- Timing of runs and migrations
- Vegetation
- Type of weather
- Taste
- Elders/Parents equipment
- Proper ways to dispose
Place-based and Project-based Learning

- The ideal setting is in the community, the home or natural environment. It is the classroom.
- The local language, history, modern day cultural practices, and environment are used to meet learning standards.
- Classes look at activities that students encounter daily.
- Students work to address real world problems.
What prompts did you/will you use in your lesson plans to link learning to families, place, and interests?

<table>
<thead>
<tr>
<th>Activity or Area of Inquiry</th>
<th>Big Ideas/Skills</th>
<th>Cultural Standards</th>
<th>Local Places, People, Traditions or History</th>
<th>Families Reinforce- Real Life Applications</th>
<th>Resources and Materials</th>
<th>Verification/Assessments</th>
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What can you do as a board member to help support linking learning to families and place?
One personal action that you can take as a board member to link family partnership & place to learning this year.
https://aasb.org/family-school-partnerships/
A NOTE ON SUPPLIES, RESOURCES, AND ACCESS