

Resource Guide

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Summary

I plan to work in an elementary school setting. I don't know in what grade I would like to teach yet. I do know that I wouldn't want to teach in daycare setting or a middle school setting. I like all ages and can find pros and cons in each age group. First to fifth grade would most likely be the range I would like to teach in. I would prefer to work in a public school, because I believe those students have a greater need. I would like to make a difference in their lives. I want my parents to be a part of my classroom and be involved in the school. I want my students to support each other and become well-rounded citizens. Whatever grade I have, I want my classroom to support collaboration and relationships.

Parenting

What makes a parent? A parent is someone who supports their child. All parents have different opinions and thoughts on how to raise their child. According to Olsen and Fuller, 2017, page 66, “Parenting styles are shaped by the values, attitudes, and beliefs of the parents.”

Authoritarian, authoritative, and permissive are the three different types of parenting styles. As an educator, it is helpful to understand what sort of parenting your student has experienced.

Depending on this experience, students may react differently to your instruction methods.

Parents also carry many roles. Both parents may be employed or there might be only one parent working. Some children may only have one parent or were raised by a different legal guardian.

Each change displays a different parenting characteristic. Parenting takes many forms, but it is necessary to learn your parents’ parenting styles to understand them.

As a parent, you grow with your child. Each stage comes with new challenges. As an educator, it is important to help the parents of your students adjust. The website I have listed is a resource that I would suggest to parents. The website includes a description of where your child might be at from ages 6 to 12 (Staff, 2011). It also gives tips on how to parent, when to give your child a phone, or the benefits of your child being in sports. There are suggestions on developmentally- appropriate play activities for children of each age. Overall, this website includes many resources that may give parents different ideas or simply a better understanding of where their child is at.

<https://childdevelopmentinfo.com/ages-stages/school-age-children-development-parenting-tips/>



You've spent the last few years watching your child grow and develop. You've helped her through her first year at school and the school run is part of your daily routine, but she's still developing and needs your help just as much as she did before, so how do you know where she should be developmentally and what you can do to help her?

You'll see marked differences in her gross motor skills compared to just a year ago. Her co-ordination has improved; she'll be able to ride a bike and throw and catch a ball and may even be showing some physical aptitude. Her confidence has grown and she'll take pride in her achievements but she'll also be prone to taking risks, so it's worth talking to her about safety issues such as assessing danger. Exercise is important since more of her learning time will involve sitting at a desk. She'll have greater dexterity when it comes to finer movements; her drawings are more recognisable, her handwriting neater, she's better with scissors and shoelaces will no longer be quite the challenge they were before.

Cognitively

She has a greater understanding of the world around her even if she does see issues in black and white; fairness is important to her. Better communication skills make her more able to describe her experiences. She'll discover jokes and riddles. She's a more fluent reader and enjoying books for pleasure. She'll have fun writing stories and sharing them with others. Her numeracy skills have improved and she should be able to count up to 200 and back from 20. The concepts of weight and height will be familiar and she'll be starting to understand money and time. When it comes to science she'll continue to believe in concepts like time travel, so it's a good idea to get her to focus on first-hand investigation, using her observation and [communication skills](#) to describe the world around her. Play toys will have less attraction now than the real thing.

Emotionally

She wants to fit in and will be looking for praise from those around her. Peer pressure is strong at this age and is potentially more influential than you. She's better at working out differences and co-operating with others but it's a good time to start watching out for cliques or bullying; talking to her about appropriate behaviour now can save heartache later. She'll be more empathetic and better able to talk about her feelings. She may have some difficulty in controlling her emotions so you'll get whining and the occasional tantrum. She may have developed a preference for playing with other girls which gives you an opportunity to talk to her about gender differences and stereotyping.

There are some simple ways you can help your daughter navigate this age. Talking to her about respect, for herself and others, praising good behaviour, encouraging effort and showing affection will help build her self-esteem. Setting clear and consistent boundaries and talking to her about the whys as well as the hows of wrong behaviour will give her the confidence she needs to resist negative peer pressure. [Encouraging her](#) to take part in team activities will hone her social skills. Academically, you may find yourself helping her with homework which can give you a chance to strengthen your parent-daughter bond.

It's hard, parenting a child who's young enough to need your support but old enough to want to be independent, especially when six-year-olds are naturally self-centred. Patience and adapting your approach to her as an individual will enable you to help her learn and grow into a happy, well-adjusted girl with the skills to equip her for adulthood.

Moving Onward (Encouraging Development):

- [Your Six-Year-Old](#)
- [Your Seven-Year-Old](#)
- [Your Eight-Year-Old](#)
- [Your Nine-Year-Old](#)
- [Your Ten-Year-Old](#)
- [Your Eleven-Year-Old](#)
- [Your Twelve-Year-Old](#)

[Tips for Parents](#)

[Play Activities](#)

[Recommended Books for Parents](#)

[Videos on School Age Development](#)

[More Resources on the Internet](#)

Communicating

Parents and schools should create a partnership to maximize involvement. “Building true partnerships is a process that requires both teachers and parents to create a shared meaning about education (Olsen, Fuller, 2018, p. 103).” It isn’t always easy to involve parents and communicate with them. Both parents and teachers are busy, but it is the job of the teacher to start this partnership. As educators, we need to schedule meetings, share information, and include parents in the classroom. We also need to be aware of parent’s perspectives and backgrounds to have a better understanding. The purpose of communication with parents is to have their support in the school. It also helps educators understand where their children come from. Parents benefit from communication because they are more involved and are a part of their children’s lives. It takes patience and time to build a partnership with a parent, but it is worth it.

There are many ways to communicate with parents and keep them informed. First, I would make sure that the parents have my e-mail so that they can contact me with any concerns. To keep the parents informed, I would send home a weekly newsletter. This newsletter would include any major events happening in the near future. It would also include things like spelling words, or what my students will be learning in the next week. Newsletters will be included in my classroom because I want my parents to know what their children are learning. Parents will be able to help their child and therefore will be more involved. I also plan on having a private Facebook page for my class. All parents would be invited to join, and they would be able to communicate with me through this resource. I would post important events, pictures of students (if given permission), and my newsletter to this site. These two tools should help me accomplish my goals of openness and communication.

MISS. DAVID'S THIRD GRADE CLASS

THE WEEK OF OCTOBER 22 TO OCTOBER 26

UPCOMING EVENTS

October 23rd - 26th - The Book Fair will be set up in the BES Library
 October 25th @ 7pm- Parent Conferences
 October 25th - 26th @ 5:30pm - Football game

SPELLING WORDS:

Basketball
 Persuade
 Newspaper
 Specific
 Anticipate
 Recognize
 Accurate

OUR LEARNING

- Review Science Chapter 1: Living & Nonliving Things in preparation for this week's upcoming test.
- Continue with Sequence activities to strengthen our Reading Comprehension skills in preparation for this week's Sequence test.
- Begin Math Chapter 4: Multiplication Facts & Strategies.
- Begin Grammar Unit 2: Nouns.

AT HOME PRACTICE

As you read 20 minutes each night, search for -io and -oy words!
 Practice Common- Core math skills

Miss. David's third grade class 2018
@chmada98

- Home
- Posts
- Reviews
- Photos
- About
- Community
- Groups
- Info and Ads

Create a Page

Like
Follow
Share
...

Miss. David's third grade class 2018
6 mins · 🌐

Today the kids had fun creating a robot using different shapes!

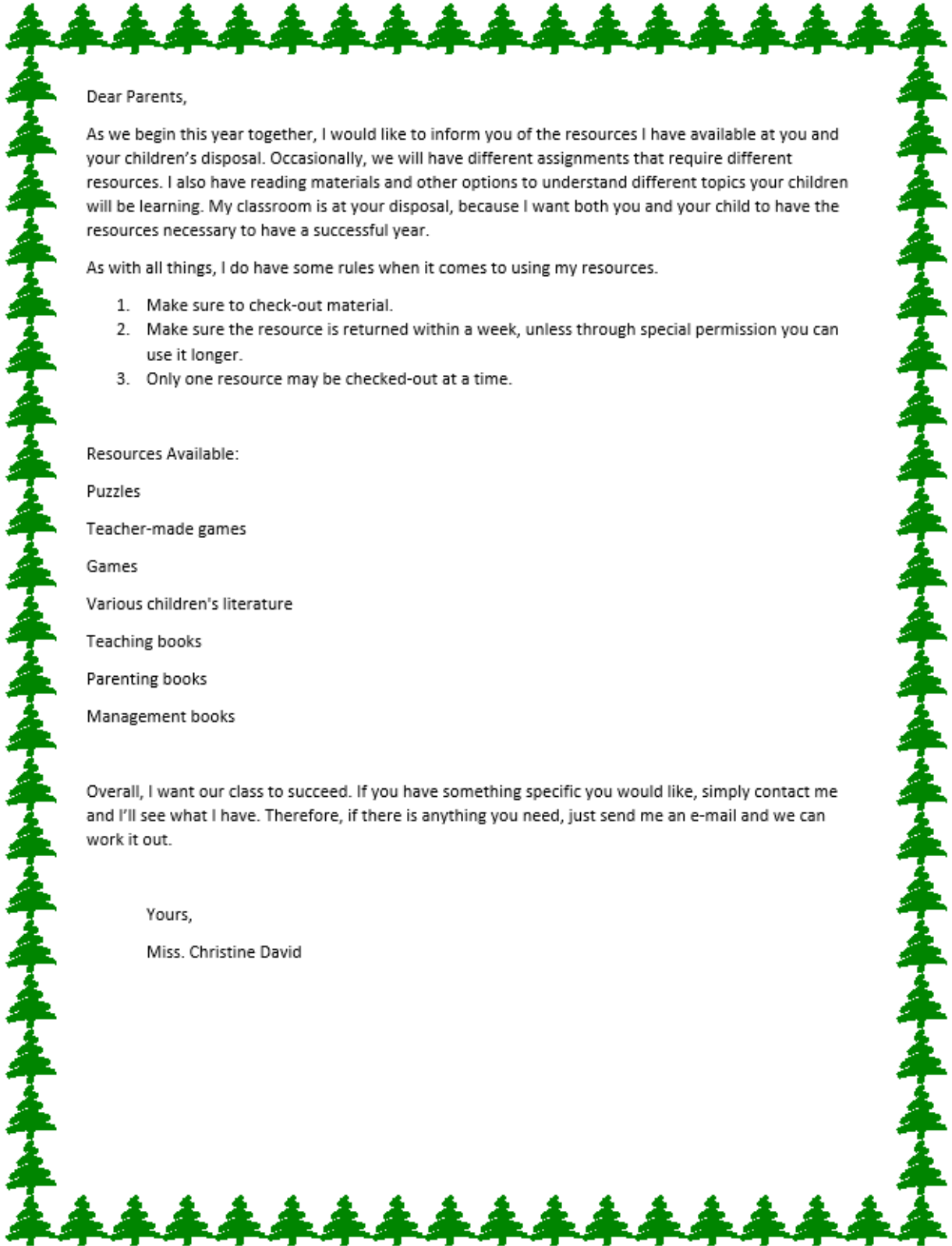
Like
Comment
Share

Miss. David's third grade class 2018 updated their cover photo.
8 mins · 🌐

Learning at home

“The most accurate predictor of a student’s achievement in school is not income or social status but the extent to which the student’s family is able to create an environment that encourages learning, high expectations, and involvement in their children’s education (Olsen, Fuller, 2017, p. 132).” As Olsen and Fuller stated, the environment that children grow up in is incredibly important to a student’s success. Many students that I will have, will not have an environment that supports their development. Since educators are not the parents of their students, there is only a limited amount they can do. We can make a difference by teaching parents about different resources, how to understand testing, or by creating events to support them.

Learning from home can have a greater impact on your student’s success than learning in the classroom, therefore it is necessary to support your student’s home environment. One way to support my students would be to send my newsletter home with them to inform them of what their child is learning. This way, they can look online for extra support or maybe games to enhance their child’s learning experience at home. To support the parents, I would send a letter at the beginning of the year home. This letter would list a variety of resources I have in my classroom. I would offer these resources for their usage. I want my parents to know that their environment is also important and that extra resources will help their child’s development. By opening the classroom to the parents, my students will have more resources available to them.



Dear Parents,

As we begin this year together, I would like to inform you of the resources I have available at you and your children's disposal. Occasionally, we will have different assignments that require different resources. I also have reading materials and other options to understand different topics your children will be learning. My classroom is at your disposal, because I want both you and your child to have the resources necessary to have a successful year.

As with all things, I do have some rules when it comes to using my resources.

1. Make sure to check-out material.
2. Make sure the resource is returned within a week, unless through special permission you can use it longer.
3. Only one resource may be checked-out at a time.

Resources Available:

Puzzles

Teacher-made games

Games

Various children's literature

Teaching books

Parenting books

Management books

Overall, I want our class to succeed. If you have something specific you would like, simply contact me and I'll see what I have. Therefore, if there is anything you need, just send me an e-mail and we can work it out.

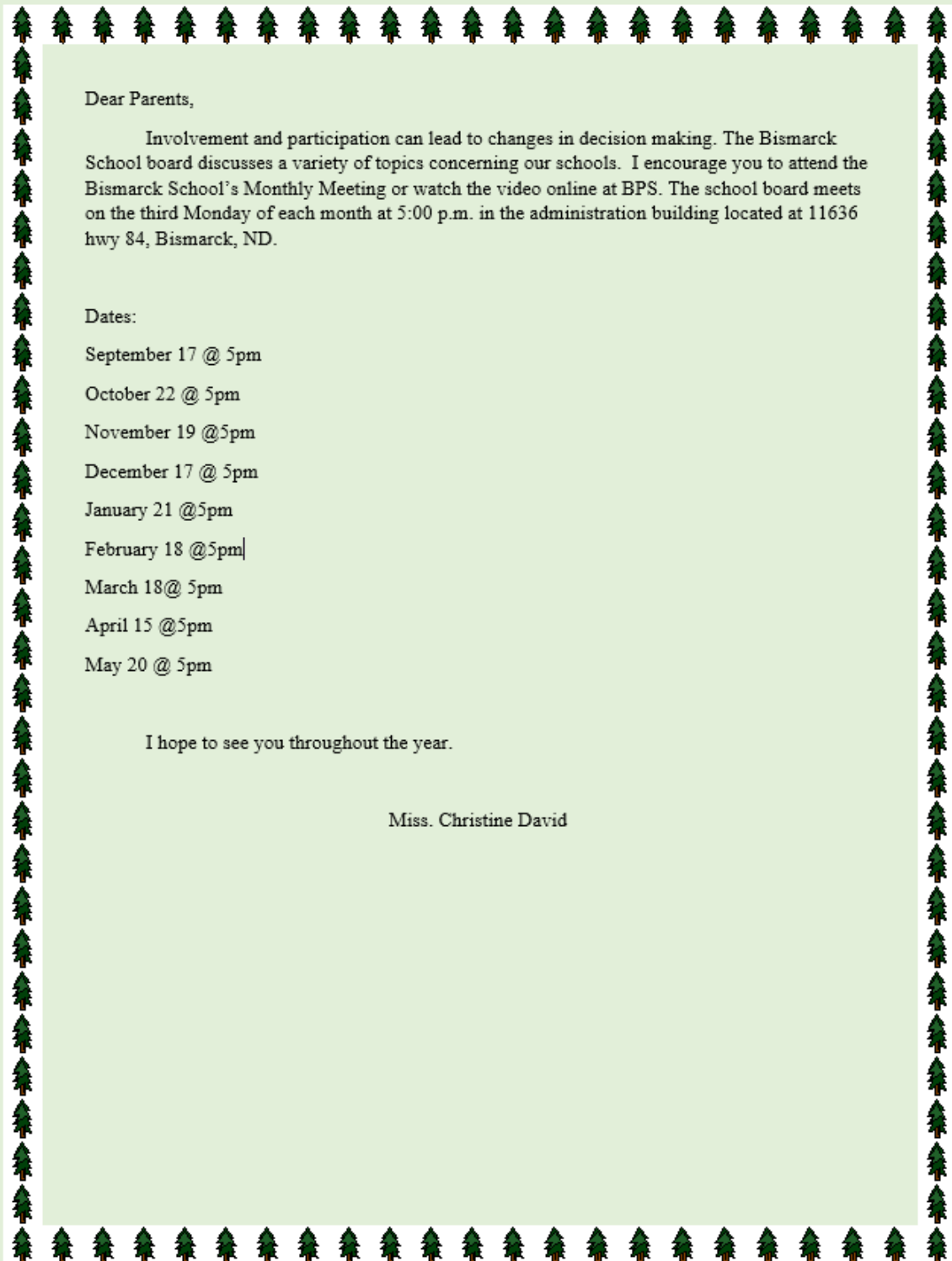
Yours,

Miss. Christine David

Decision making

Everyone should be part of the decision making because it is major part of the school system. School boards have meetings to determine the future of our schools. As educators and parents, we must participate in these meetings because it is our responsibility. We need to be involved in the decision making. Both parents and teachers benefit from participation. Parents are more aware of what their children are learning and why. They will also have a better perception of the schools and more commitment to it. Teachers have a higher morale and greater respect and communication within the school (Olsen, Fuller, 2017, p. 133). Through programs, staff, and meetings, we can increase involvement in decision making.

Since teachers are the closest connection to the parent besides their child, we must encourage involvement in meetings and programs. To help parents with this connection, I would send home a letter that would list when our school has meetings. I would stress that it is the parent's responsibility to be involved in the decision making of their schools. Through participation, they have the opportunity to influence and change our schools. Another opportunity to increase decision making from the parents would be to have parents lead certain groups. If I wanted to have a Valentine's Day party for my students, I could find a group of parents to make the decisions. Both methods would increase involvement and encourage decision making in the schools.



Dear Parents,

Involvement and participation can lead to changes in decision making. The Bismarck School board discusses a variety of topics concerning our schools. I encourage you to attend the Bismarck School's Monthly Meeting or watch the video online at BPS. The school board meets on the third Monday of each month at 5:00 p.m. in the administration building located at 11636 hwy 84, Bismarck, ND.

Dates:

September 17 @ 5pm

October 22 @ 5pm

November 19 @5pm

December 17 @ 5pm

January 21 @5pm

February 18 @5pm

March 18@ 5pm

April 15 @5pm

May 20 @ 5pm

I hope to see you throughout the year.

Miss. Christine David

Volunteering

Volunteering is another way to create partnerships between the school and the parents. “The typical activities in this category are parental assistance to teachers... including field trips, class parties, and class performances (Olsen, Fuller, 2017, p. 138).” Parents volunteering in the schools is not as common as it was in previous years. Many schools don’t allow volunteers, even if they are parents. Another item that may inhibit parents from coming, is lack of time. Since there are so many more obstacles that parents face today, it is important for educators to be flexible. By providing a variety of times and dates, parents have more opportunities to volunteer in their children’s schools.

Volunteering is a good way to involve parents in your classroom. Children love it when parents visit their classroom. It leads to high engagement and participation. I believe that it is important to give parents choices and get to know them. One tool I would use is a volunteer form. My parents could fill this sheet out so that I know their preferences when it comes to volunteering. Through these forms, I can contact parents who are available. This way parents aren’t bothered to volunteer when they are busy. I will be able to know what parents like to do and understand their character. When I have a volunteering opportunity available, I can ask someone who specifically wants the job. This form gives me a better idea of what my parents like to do. I can focus on their skills or abilities more. Overall, this form is a beginning guide to involving parents through volunteering in the classroom.



Parent Volunteer Checklist

We need your help! Please indicate areas you would like to be involved.

Name _____ Child's Name _____

Phone #: Cell _____ Home _____

- _____ Donate items
- _____ Help with art projects
- _____ Tear out, organize and staple papers
- _____ Work on assignments at home
- _____ Make copies / laminate
- _____ Cut out laminated materials
- _____ Send in special snacks or treats
- _____ Help plan/organize special class events

THANK YOU!



Collaborating with Community

From a variety of perspectives, there are great benefits in involving the community in your school. Both children who lack structured families and children of structured families are affected by their community. What happens in their community directly impacts them. What happens to the children, directly impacts the community. “Schools enjoy the informed support of families and community members, families experience many opportunities to contribute to their children's education, and communities look forward to an educated, responsible workforce (USA, Michigan.gov).” For many communities, the school is a great source of vitality. As educators, we can encourage collaboration with the community through a variety of ways.

The schools, students, parents, and teachers are all part of the community. Volunteering in the community is a common way that teachers involve their students in the community. When students help their community, it teaches them responsibility and pride. The community also has the opportunity to meet the people who will someday care for their home. Another way to encourage collaboration with the community is by creating a list of services available to children. Many parents don't know the opportunities available for their children in the community. Parents can use the list and involve their children in the community in different ways. They could join a book club, a swim team, or any number of organizations. As children join programs, they create bonds with their community and the community bonds with that child. As educators we have the ability to facilitate great collaboration through connections.

Get Involved in your Community!

Verge Fitness Kids Club	http://www.findglocal.com/US/Bismarck/302210173184026/Verge-Fitness-Kids-Club
Fencing	https://www.bisparks.org/programs/youth-programs/fencing/
Friday Night Pool Games at BSC Aquatic & Wellness Center	https://www.bisparks.org/friday-night-pool-games-at-bsc-aquatic-wellness-center/
Archery	https://www.bisparks.org/programs/youth-programs/archery/
Traditional Japanese Karate	https://www.bisparks.org/programs/youth-programs/karate/
Basketball	https://www.bisparks.org/programs/youth-programs/basketball-3rd-grade/
Tennis (10 and under)	https://www.bisparks.org/tennis-fall-10-under-programs/
BPRD Geocache Challenge	https://www.bisparks.org/parks-trails/bprd-geocache-challenge/
Track, Cross Country	http://www.bisparks.org/programs/youth-programs/track-cross-country/
Bismarck Ice Skating Club	https://www.bismarckfigureskatingclub.com/

Resource Guide

Reference:

OLSEN, GLENN W.. FULLER, MARY LOU. (2017). HOME AND SCHOOL RELATIONS:

Teachers and parents working together. S.l.: PEARSON.

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