

Work Group # 1

1. Designate roles:

Facilitator Barbara Jacobs HS

Scribe

Reporter to group

2. Discuss your question

What issues or concerns are unique or especially important to an URBAN, early childhood research center?

-Social/Emotional development-challenges

-Infant MH

-Behavior

-Overall Development

-Family Issues

-economic

-pressure on siblings to take on parenting role

-domestic violence

-child care access

-Diversity

43% of BPS families not native English language speakers.

-Homeless

-look homeless children in MA annually half under age 6.

-Health

-allergies

-asthma

-nutrition

-access to health care

-Education For Families realistic and individualized expectations for their child's development. And education tailored to family learning styles.

ROLE FOR CENTER

-Identify risk & Protective factors and the influence of each and ensuring access to effective interventions, ensure there is not duplication. Needs to be

- Center to know & understand resources

- Collaborate resources and coordinate appropriateness of each for families.

- Information sharing and prioritizing of relevant information.

jean.nigro@state.ma.us

3. Responses will be synthesized and placed on website: www.bostonready.org

Work Group #2

1. Designate roles:

Facilitator

Scribe

Reporter to group

2. Discuss your question

What unique knowledge, skills and attitudes are needed effective urban early childhood teachers?

-Different Language, cultural understanding (both of child's culture and around culture of education) & awareness; growing #of refugees- mental health issues

-Mental health-violence, war, refugees.

-Family-Understanding lives, stressors, demands.

-strategies to include them-higher involve of families=higher success.

-Supporting families

-Basic life needs-awareness of what they are & how to.

-Community supports- What is out there-how to connect families to these.

-other language resources, for families with children. With special needs & parents with special needs.

-community needs to be actively involved-how to connect?

-Change agents, education leadership, not having time to meet with coaches, feeling isolation.

-Leadership-do professional development together.

-Administrators- making sure principals are aware of teachers needs: courses-pre service-that allow opportunities for teachers to research comm.- prepare for their clean & comm. exp.

Work Groups #3

1. Designate roles:
 - Facilitator Sandra
 - Scribe Becky
 - Reporter to group Sandy PF
2. Discuss your question

How is the ideal urban early childhood teacher similar or different from any other good early childhood teacher?

- Need to be connected with the community.
- Flexible challenges of diverse student population. Languages, cultures, socioeconomic backgrounds, homeless, foster care, ELL.
- Ability to differentiate instruction
- Challenges of different family structures, values of different ethnic groups.
- Need knowledge of resources available to connect families with supports.
- openness to communicate with families in a variety of ways-broad definition of family involvement.
- Knowledge skills and dispositions are the same (they need strong background in ec development as well as instructional ability intentionality and ability to observe/assess); How you meet child & family needs may be different.
- urban teachers need multiple ways of delivering services/curriculum.
- Be prepared for eventualities; keep up on local occurrences to be aware of sensitive to occurrences that impact children & families. Be able to reassure students that they are safe.
- Teachers need support system, emotional and academic.
- Well trained support staff and attention to common planning time teambuilding may be more important in urban settings.

3. Responses will be synthesized and placed on website: www.bostonready.org