



Standard 4: Educators value the involvement and support of parents, guardians, families and communities in schools

1. The chosen evidence is a display that I created during my Kindergarten practicum, to share with the parents what and how their children were learning. I was inspired by an inquiry project on the Reggio Emilia approach to early-childhood education that I am involved in. The display focuses on a group project that our class worked on: Creating a village together.

This project was mostly carried out during playtime and invited the students to create a village cooperatively. I decided on this project because I had observed that many students chose to build roads or houses during playtime but they always played with the same materials and with the same 1 or 2 friends, rarely collaborating with other small groups. This project invited them to each create a small house. Then, students brainstormed a list of what they wanted to include in their village. I made available different materials for them to use in order to create the different elements they had identified and provided support when needed. The village students were very engaged and the village was phenomenal! I wanted to share this learning with parents in a meaningful way, so I decided to try the Reggio Emilia inspired display.

The display shows the various steps of the projects. I narrates to parents the contributions of their child to the project and includes pictures of the students at work. It also describes the competencies that the project helped develop. (fine motor skills, creative thinking, problem solving, communication and collaboration)

2. I chose this evidence in relation to Standard 4 because it shows that I am exploring new ways to communicate meaningfully with parents. The display gives parents a new way to see what is happening in the classroom. It valorizes the students' work, their innovative thinking and their creativity. It also explains the competencies that are developed. I am very interested in the Reggio Emilia approach and I was eager to try out this way of communicating with parents. However, not all the parents have a chance to come to school and see the display. In the context of a public school where some students take the bus everyday, I am interested to use technology to achieve the same outcome. It will be less expensive than printing out pictures and I can communicate more effectively with the parents that don't usually visit the school.

3. This learning standard is important to me as a new teacher because I believe that it is very important that the school be connected to its community. I intend to work even more closely with parents when I have my own classroom. I want to use technology for ease of communication and to provide timely

feedback, pictures and information to all parents. I have seen other teachers use Freshgrade and Class Dojo to this effect and the parents are loving it.

I also want to plan regular nature walks and involve my class in real projects in the community. To be able to do this, I will need parents who can help with supervising the students when we are in the forest. I also wish to be in touch with the Watershed Association and local non-profit organizations to develop educational opportunities where students can contribute to projects that improve our local environment. My vision is to start at the classroom level, then network to involve other classrooms from the school, other schools, and eventually the entire district!