



Empowering and Strengthening Relationships Across Early Childhood Settings

June 27 – 28, 2019 | Cambridge, MA | \$199 per person | www.gse.harvard.edu/ppe/esr

“The active ingredient across early childhood development is found in everyday, ordinary interactions between children and their helpers.” — Junlei Li, Saul Zaentz Senior Lecturer in Early Childhood Education, HGSE

PROGRAM OVERVIEW

Growing quality across early childhood systems begins with creating a community of caring and responsive adults who are prepared to support children’s and each other’s learning and development. Early education leaders are uniquely positioned to create the conditions that foster positive interactions and build strong relationships between adults and children, and among the adults.

During *Empowering and Strengthening Relationships Across Early Childhood Systems* participants will have the opportunity to use simple, adaptive tools and strategies to capture, describe, and strengthen human interactions across early learning settings and systems. The program will include practical workshops, collaborative conversations with peers, and a reflective planning process aimed at supporting meaningful and consistent interactions with and around young children.

PROGRAM OBJECTIVES

- **Understand Human Interactions as the Active Ingredient:** Participants will define what is a developmental human interaction both theoretically and practically and how such interactions contribute to the full range of child development goals from language to social and emotional learning.
- **Help the Helpers:** Participants will envision and plan how to support the development of young children’s helpers (educators and parents) and empower adult-child human interactions.
- **Grow Communities of Practice:** Adapting simple tools and resources, participants will engage in practice-based conversations for professional learning settings and re-examine early childhood systems with a relationship-focused lens.

PROGRAM DETAILS

Bridging the science of human interactions with the everyday practice of early childhood education, this institute introduces and explores the essential question: “How do we encourage, enrich, and empower the human relationships around children through practice, program, and policy?”

Empowering and Strengthening Relationships Across Early Childhood Systems is offered as part of the Zaentz Professional Learning Academy, featuring the tools and resources of “Simple Interactions,” a collaboration between the Fred Rogers Center on Early Learning and Children’s Media and the Zaentz Initiative. Led by Faculty Co-Chairs Junlei Li, Nonie Lesaux, and Stephanie Jones, this two-day on-campus institute offers participants a combination of practice-based learning experiences, research and theoretical insights from both within and beyond the early childhood field, and community-supported problem solving.

Specific activities include:

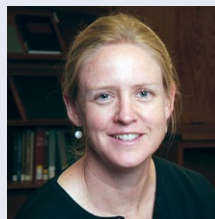
- Video case studies that examine and challenge the theories and policies in the context of everyday practices.
- Introduction and practice of analytical and planning tools to observe and strengthen human interactions across multiple levels of early childhood system.
- Focused presentations on how to support adults who serve children from research- and practice-based professionals both within and beyond early child education.
- Learning and practice activities that help participants adapt and integrate the tools and theories with their own experiences, as well as the unique opportunities and constraints in their settings and professional roles.

WHO SHOULD ATTEND

Early childhood professionals and leaders who have the opportunities to support the learning and development of other adults in service of children and families, including:

- Leaders and teacher leaders in early education learning environments
- Directors of early education centers or programs
- Instructional coaches and early education consultants
- Early education leadership teams in school district settings
- Early education leadership teams within non-profit organizations, philanthropy, and governmental entities

FACULTY CO-CHAIRS



Stephanie Jones, Gerald S. Lesser Professor in Early Childhood Development. Her research focuses on the long-term effects of poverty and exposure to violence on children’s social and emotional development, as well as the impact of education interventions focused on promoting social-emotional and academic skills.



Nonie Lesaux, Academic Dean and the Juliana W. and William Foss Thompson Professor of Education and Society. Her research focuses on promoting the language and literacy skills of children from diverse linguistic, cultural and economic backgrounds. Lesaux currently serves as the chair of the Massachusetts Board of Early Education and Care.



Junlei Li, Saul Zaentz Senior Lecturer in early childhood education. His research and practice focuses on understanding and supporting the work of helpers — those who serve children and families on the frontlines of education and social services.

ADDITIONAL SPEAKERS

Jason Okonofua, Social Psychologist and Assistant Professor at the University of California at Berkeley

Monique Sternin, Co-founder of the Positive Deviance Approach & Initiative, and Adjunct Associate Professor, at Tufts University Friedman School of Nutrition Science and Policy

Dana Winters, Director of Simple Interactions and Academic Programs and Assistant Professor of Child and Family Studies at the The Fred Rogers Center

For additional information, contact our admissions team at ppe@gse.harvard.edu or 800-545-1849.