

‘Engaging Men In Early Childhood Settings’  
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Significance for School Readiness: Research supports better outcomes throughout the lifespan for children for whom the significant adult males in their lives are actively engaged in their daily activities. This includes childcare and pre-school settings. EHS and HS offer a unique opportunity to engage fathers, uncles, grandfathers and other significant male family members from the very beginning in positive school- family partnerships. Today we will discuss the challenges both men and school staff encounter in creating more dynamic relationships.

Framework: Key Questions

- How have the shifting cultural definitions of male involvement changed the way we (as a staff of predominantly women) engage men in school-family partnerships?
- What are common cultural barriers that men face in becoming more involved in positive school-family partnerships?
- The term emotional paternity has been linked to the strong bonds that children create with men who are not their fathers. How can we support those relationships in our EHS and HS settings?
- How do we increase inclusion of men who do not reside with their children in school-family partnerships?
- What kinds of events and activities can we plan to help men feel welcome and supported?

Resources:

- ‘Cultivating a Culture of Vibrant Father Engagement: New Perspectives From Rural America.’ State of New Mexico Report, New Mexico Fatherhood Forum, New Mexico Department of Health, August 10<sup>th</sup> 2010.
- ‘Ethnic and cultural diversity in fathers involvement: A racial/ethnic comparison of African American, Hispanic, and white fathers’ Toth, John F. Jr., and Xiaohe Xu.1999, in Youth and Society 31: 76-77.
- ‘Engaging Fathers In The Early Years’, Carol Potter and Roger Olley, June 2012, Continuum Books, London and New York.
- ‘ How Men and Children Affect Each Other’s Development’ Kyle D. Pruett, M.D. □Yale Child Study Center, New Haven, Connecticut□Edited from the Zero to Three Journal, August/September 1997 (Vol. 18:1)