

# Journaling

## with parents and caregivers

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Write it  
down

engage

grow

# WELCOME!

## Today's Flow:



### Introductions

Sarah Hansen,  
Becca Koering,  
and YOU!



### Journal Activity

Time to practice  
(more than once).



### Why and How

The reasoning behind  
using journals and what  
it could look like in  
your classroom.



### Sample Prompts

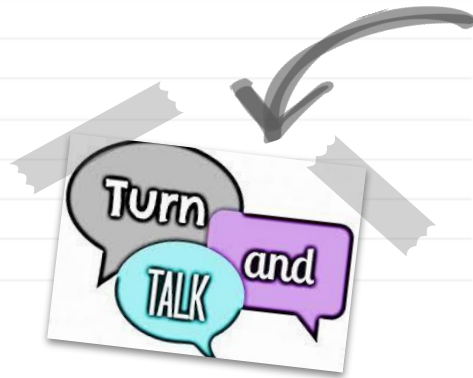
Several ideas to get  
you started!



# Introductions

## Stick Figure Activity

Turn and share with a neighbor



### MNAFEE

Something I have been thinking about from the conference

### Strength

Something I do well as a teacher or administrator



Something I noticed or saw



A favorite song of care or lullaby



Something I love

### play

Something I do for fun



# WHY journal?



Notes in class  
make a difference



- Varying learning styles
- Time to process learning
- Attention and retention
- REFLECTION
- Noticing (gratitude, child's individuality, growth, joy, etc.)
- Notes and ideas

***“We do not learn from experience. We learn from reflecting on experience.”***

—John Dewey (1933)



*“Writing bridges the inner and outer worlds and connects the paths of action and reflection.”*

—Christina Baldwin



## HOW to use journals in class:

### Make it a habit

#### When?

Start right away in the first week or two of classes! Have a journal for every participant.



Try to plan time for journaling during every class (especially at first), whether it's at the beginning or end, or included as part of your lesson.

#### Privacy

Journals should be kept securely for each individual parent and available to use each class.



# Potential Barriers

- Language/literacy
- Physical limitations
- Learning differences
- Personal preferences

awareness

accommodation

It's okay if it  
isn't for  
everyone.



## Reflection

What might be a barrier to adding journaling to your personal bag of teaching tricks?



## Equity

How can providing journals help more students process and reflect?

Is journaling accessible?

Is it equitable?



# Possible Journal Prompts

## Beginning of class:

- A moment of connection with my child
- Something they did to make me smile
- 3 gratitudes from this week
- A new developmental milestone
- How I'm feeling today
- Qualities I hope to see in my child when they are an adult
- My child's favorite book (and my own)
- Joy/Concern (Rose/Thorn)
- Topic-specific observation
- Something I wonder about

## During class:

- Family of origin reflection (topic-specific)
- Topic notes
- Doodles
- Topic-specific questions or reflections



LOTS of options

## End of class:

- A take-away from class today
- I want to remember
- This week I plan to..
- A question I still have
- My reaction to this topic
- This topic makes me feel..

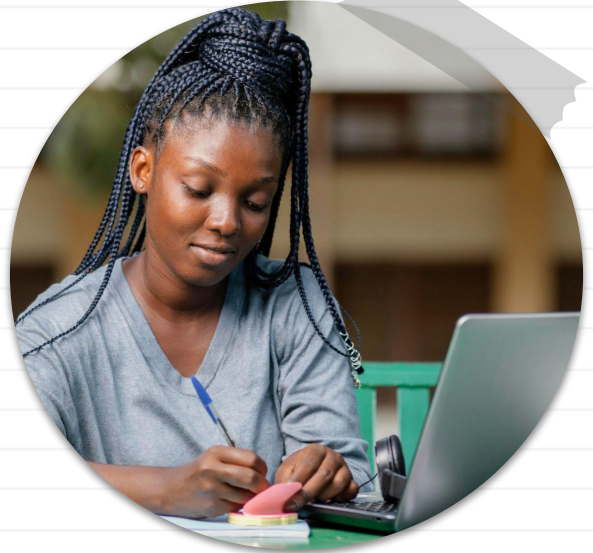


# What about YOU?

Keeping a work journal can help with:

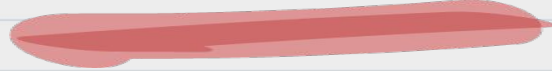
- Tracking individual parent concerns to follow up,
- Possible changes to your lesson plan for future classes and new ideas,
- Noting where a group left off in discussion,
- Attention to what went well and where you have room to grow,
- Modeling consistent journaling practice for your students!

Are you taking time to reflect on your teaching practice?





# Reflection



How do you give your students opportunities to reflect?

What are your favorite prompts? List a new idea for self-reflection.



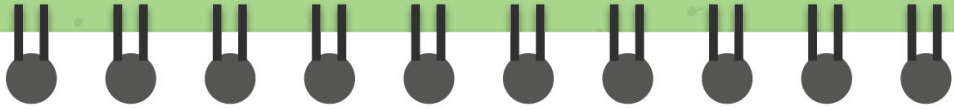
How can you envision using journaling in your classroom?



"Journal writing gives us  
insights into who we are,  
who we were, and who we  
can become."

**—Sandra Marinella**





Questions?



Insights?



New ideas to share?



# THANKS!

## Resources:

Baldwin, C. (2006). *One to one: Self-understanding through journal writing*. M. Evans.

Campbell, D. & Palm, G. (2017). *Parent Education Working with Groups and Individuals*.

Harvey, M., Coulson, D., & McMaugh, A. (2016). Towards a theory of the ecology of reflection: Reflective practice for experiential learning in higher education. *Journal of University Teaching & Learning Practice*, 13(2), 3-22.

Marinella, S. (2017). *The story you need to tell: Writing to heal from trauma, illness, or loss*. New World Library.

O'Connell, T. S., & Dyment, J. E. (2013). *Theory into practice: Unlocking the power and the potential of reflective journals*.

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The page we have to keep  
at the end for the Slidesgo  
template we used:  
"Notebook Lesson XL"

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