Parental engagement and collaboration with learning environment are of great importance. This is especially true when children are learning an indigenous language in ECEC, school and home environments and further where there is a great need for collaboration between these learning spaces for the benefit of children's language learning. In this presentation we take a closer look at how parental collaboration is conducted in a South-Sámi school environment from teacher’s perspective in a preschool class. This age can be considered as crucial when it comes to learning how to read and write through the indigenous language. In 2017 the Norwegian population consisted of around 500-700 people with South-Sámi as their primary language, many of them being multilingual. However, there are no reliable statistics available for Norway. The data for this study is collected by interviewing teachers and the school principle. With the help of content analysis we highlight the practices used for parental collaboration from a language supporting perspective.