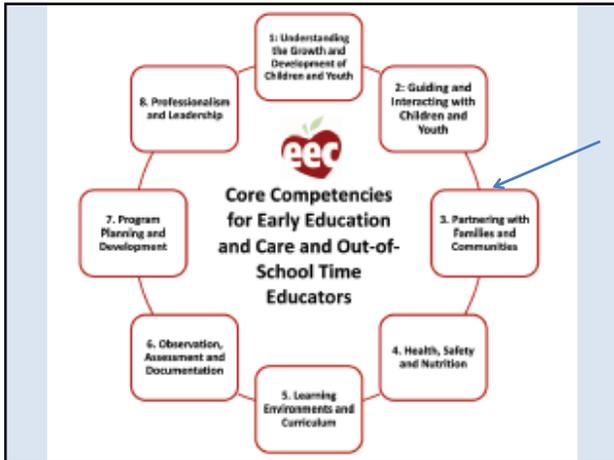


About Presenter

- This PowerPoint Presentation contains an audio track which you should be hearing through your speakers/headphones
- To read along with the spoken words click on the **Notes tab** to the right
- To advance through the slide click on the **arrow** below the slide

Core Competencies for Early Education and Care and Out of School Time Educators: # 3 Partnering with Families and Communities

Massachusetts Department of Early Education and Care



Indicator and levels

Should know and be able to do:

Initial	Mid	Advance
Educator : • With supervision, • No administrative responsibilities	Educator: • Works directly with children and youth • May have administrative or supervisory responsibilities	Educator, leader, mentor: • Administrative, supervisory, mentoring or training role

- ### Links to Other Professional Documents
- Massachusetts Licensing 7.08
 - [NAEYC Code of ethical behavior](#)
– Section 2 Ethical Responsibilities to Children
 - CDA: # 6 Communication & 11 Families
 - NAEYC Accreditation: 7 Families
 - NAFCC Accreditation: 1 Relationships
 - Early Childhood Program Standards: Area 4 Family Involvement

- ### Additional Links
- DEC Recommended Practices: Family-based Practice
 - QRIS – Category 4: Family Involvement
 - COA Accreditation:
 - ASP-PS 10 Family Connections
 - ASP-PS 11 Community Involvement and Partnerships

Area 3: Partnering with Families and Communities

- Understanding diverse family structures
- Building respectful, reciprocal relationships through a shared understanding with
- Connecting families to community resources
- Collaborating and working with community resources such as public schools

Subcategories of Partnering with Families and Communities

- A. Respect for diverse cultures and communities
- B. Communication/relationships with family
- C. Family involvement
- D. Resources to support families
- E. Improving partnerships with schools and communities

A. Respect for diverse cultures and communities

- Everyday each child brings:
 - family, language, culture and community experiences
- Development is impacted by:
 - Family, community, socioeconomics, values, and traditions
- Effective educators and caregivers need knowledge about these hidden parts of the child

A

Elements of Cultural Identity

1. Language
2. Gender roles
3. Family and kinship patterns
4. Behavior norms
5. Adult-child relationships
6. Learning Styles/ educational beliefs / views of intelligence
7. Cultural traditions
8. View of the individual and life work

A

Family Systems Theory

- Boundaries
- Roles
- Rules
- Hierarchy
- Climate
- Equilibrium

A

Boundaries

Who is in the or out of the family:

- Some open to new people information and idea.
 - Other families are independent and able to make decisions on own.
1. Recognize different parenting styles and family boundaries
 2. Avoid stereotypes
 3. Recognize that for some families *everything* is a family affair
 4. Balance children's activities and the curriculum to incorporate both individual and group identity
 5. Respect families' need for control

A

Roles

Family roles can be carried over to work, school and social settings.

1. Play allows children opportunity to experience new roles, adapt and practice.
2. Observe children (child blamed for things at home will likely be in same role at school)
3. Help families focus on child's strengths



A

Rules

Set of standards that tell us how to live in relationship to each other

1. Frames (rules at home and at school are different)
2. Watch for unspoken rules (gender, power)
3. Ask for families in put and assistance when conflict arises over rules.



A

Hierarchy

Each time the family composition changes, there is a shift in where family members are in the hierarchy.

1. Careful and keen observation "family watching"
2. Note signs that hierarchy is in process of changing
3. Watch out for hierarchies emerging in the classroom and on the playground



A

Climate

Emotional & physical environment in which the child grows

1. Provide opportunities for families to discuss their beliefs about children.
2. Create a classroom climate of safety, positive feedback and guidelines, and healthy sensory experiences.

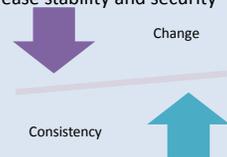


A

Equilibrium

Balance of change & consistency within family

1. Provide support when big changes are coming (moving, birth, etc.)
2. Provide as much consistency as possible
3. Encourage families to plan to increase stability and security




A

Making diversity work

- Recognize and honor diversity in its many forms
- Acknowledge:
 - implications of diversity
 - challenge sameness
- Extend knowledge to larger community
- Create a safe way to challenge the 'norm'
 - How can children, families and staff share personal concerns?



A

Practical steps

- Orientation:
 - To school for child
 - Family with teacher/school
- Communication
 - More in next section
- Dealing with big issues
 - Link to family goals
 - Use problem solving approach
 - Ask for information from family
 - Ask for advise on what might work at school
- Meaningful engagement
- Link with one another



A

Families are experts on child's

- Developmental history
- Temperament
- Likes and dislikes
- Strengths
- Culture of home
- Daily routines
- Experiences with peer relationships
- Activities outside of school



B. Communication/relationships with family

- Parents are primary teachers of children and youth
- Build rapport with families:
 - Regular communication
 - Mutual respect
 - Responding to questions
 - Seek support as needed



B

Engaging Families

- “Active and informed family participation has long been recognized as a key in successfully educating children.”
http://www.eisenhowerfoundation.org/policy/publicSchool_works.html
- Communicate in home language if possible
- On-going shared process



B

Reciprocal relationships

- Requires mutual respect & cooperation
 - Frequent two-way communication
 - Shared goals
- Shared responsibility
- Shared decision making
- Negotiation of conflicts to achieve goals



B

Interrelated dimensions of ECE professional practice

1. Creating a caring community of learners
2. Teaching to enhance development & learning
3. Constructing appropriate curriculum
4. Assessing children's development & learning
5. Establishing reciprocal relationships with families




B

Parental Perspectives

- Satisfied with relationships with early childhood teachers
- Want *patient, loving, and kind* teachers
- Social and emotional development is priority
- Regard advice-giving as *intrusive*
- Communication with teachers rated low

Olson & Hyson, 2005



B

When differences are uncovered

- Build on past relationship - trust
- Seek to understand the parent's perspective
- Acknowledge the differences
- Share your reason



B

Confidentiality

- Sharing information on a “need to know basis”
- Information is shared only with written consent of parents
- **Exception:** reporting of suspected abuse, neglect or sexual abuse to DCYF.



C. Family Involvement

- Welcome and engage families in daily program activities
- Foster family involvement
 - Warm, accepting and responsive



C

Family engagement

- Provide a diverse array of options for family choice:
 - Home visit <http://www.hfrp.org/>
 - Social events
 - Multiple forms of communication
 - Special family events
 - Seek parent information about children
 - Include parent input into program oversight
 - Invite help from parents
 - Creative parent-educator conference



C

Ecological Systems Theory

Image for Ecological Systems has been remove due to copyright restriction.

Image location:
<http://edfd127.wikispaces.com/Bronfenbrenners+Ecologica+Systems+Theory>



D. Resources to support families

- Information on community resources
- Recognize challenges, sensitivity to situation

D. Resources to support families

- Work with families within a community
- Unique knowledge of family/child needs
- Link to other types of agencies who support family and child
- Link with other early education and care providers in geographic proximity
- Outreach to artists, authors, law enforcement, firefighters, etc.

E. Collaborating with community resources such as public schools

- Dialogue about life in community and school day
- Work with school and role in community
- Participate in school events

E

Connections with schools:

- Coordinate transitions
 - During a day
 - Leaving one program
 - Starting another
 - Communicating with other children in group

E

Supporting the Transitions

Common activities include:

- Talking with child's parents
- Reading books that describe the new setting
- Visiting the new setting
- Sharing information, as approved
- Hold an open house for families during the first weeks of school
- Keeping in touch

E

Community Resources

- Assist in the development of the resources that families need in the community we work

Why Families and Communities Matter

- Children exist within the context of families and communities
- Create history and background knowledge
- Connect to what child/youth know
- Respect richness of prior experiences
- Children will continue with families
- Family support maximizes the potential for positive outcomes



Next Steps

- Take the survey to document your current stage
- Explore the websites
- Read some articles and talk about the key concepts
- Reflect on how to enhance your skills in this competency.



Reflection of learning

- Why is collaboration between early educators, families, and the community important?
- What is your elevator speech to someone who says to you, “parents they just get in the way of my work with children?”



Feedback

- Additions, corrections and suggestions?
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