

Partnering with Parents

Building quality relationships that benefit children

A field test

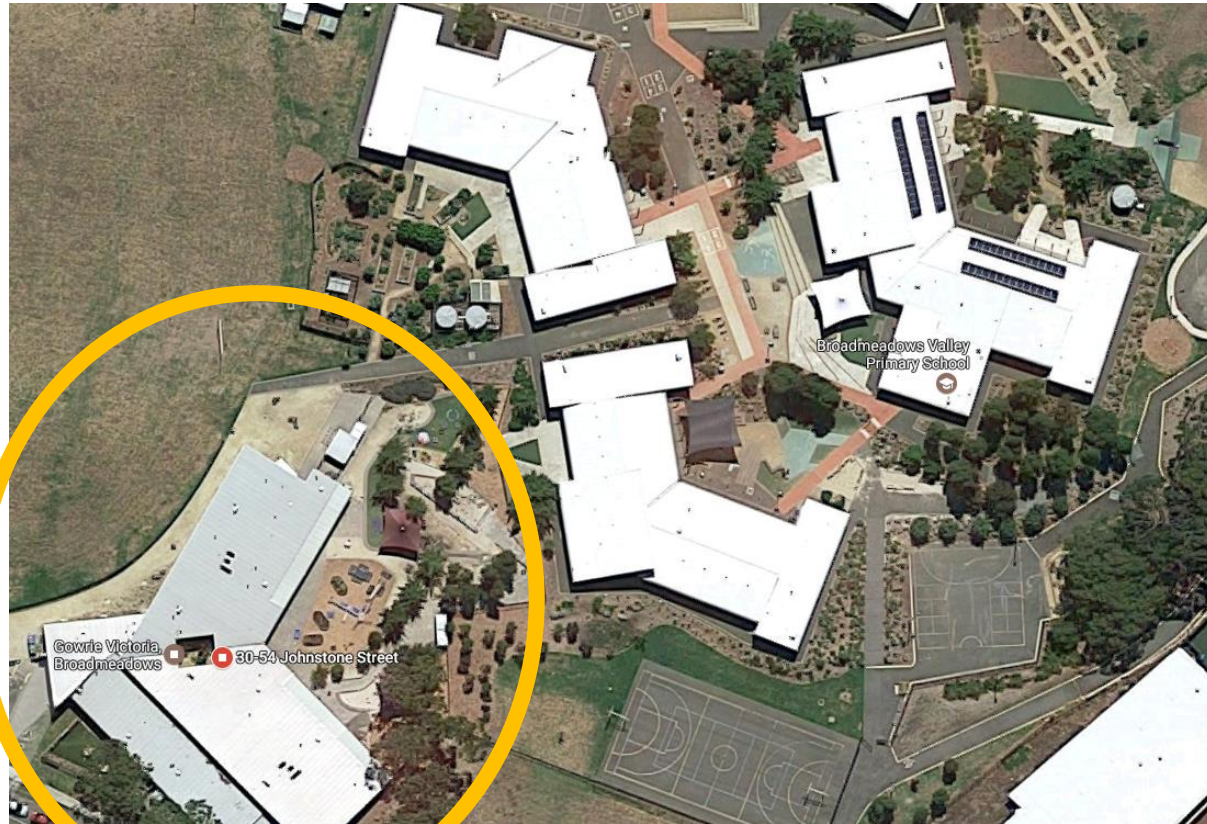
Olivia Clayton

Anna Russell





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This is us!

Partnership is inevitable, its in our bones!



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This is us!

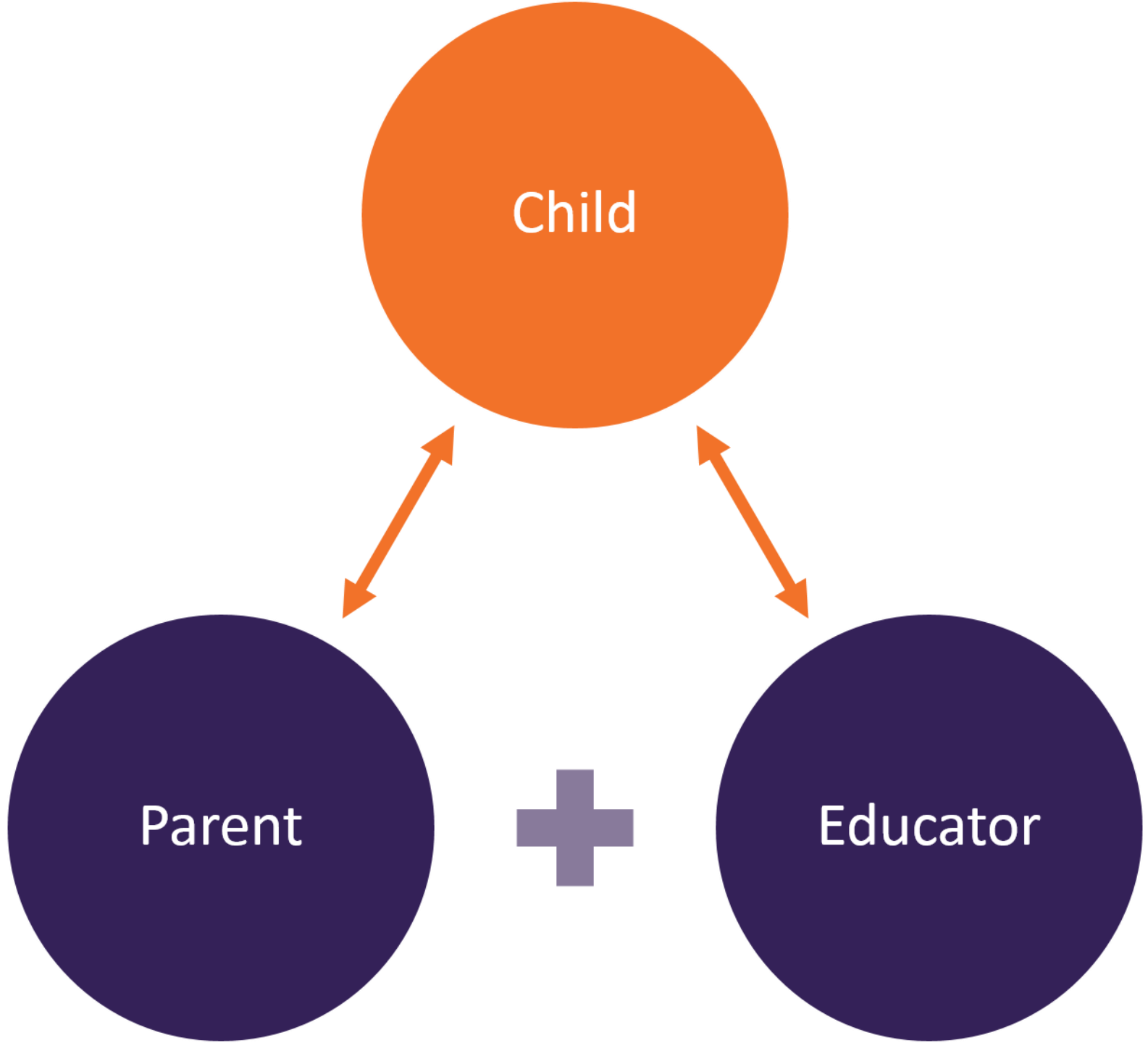
Our families,
like most, have
a range of
needs



Overview

- Why?
- So how did we address the why?
- What we did together
- Gowrie's experience
- PRC's lessons learned





A multi-year initiative

To build the skills and confidence of educators in early childhood education and care in their work with parents

2016 Phase 1 – Exploratory study

Exploratory Study

Victorian Government - Department of Education and Training



A multi-year initiative

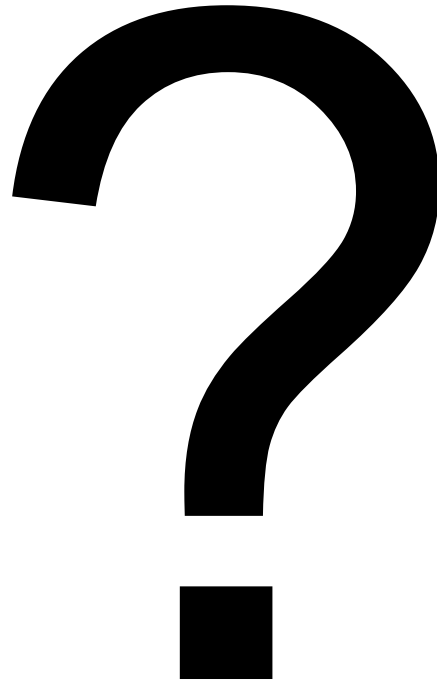
To build the skills and confidence of educators in early childhood education and care in their work with parents

2016 Phase 1 – Exploratory study

2017-2018 Phase 2 – Development & Field test

2019-2020 Phase 3 – Experimental trial

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National Quality Standard

Australian Children's Education & Care Quality Authority

1
Educational program and practice

A program helps each child to learn and develop. Experiences stimulate and engage each child.

Examples of what to look for:

- Your child's interests and ideas are included in the program.
- Your child is supported by educators to participate in play and learning.

WHY IS IT IMPORTANT?

High quality education and care gives children the best start in life

2
Children's health and safety

Your child's safety and health are important all day, every day. Your child will be safely supervised and will feel secure.

Examples of what to look for:

- Your child's service takes precautions to protect children from illness and hazards.
- Food and drinks provided by the service are nutritious and appropriate for children.

Families can be confident that their children are in safe and healthy environments

3
Physical environment

Indoor and outdoor spaces allow your child to play, learn and develop their skills.

Examples of what to look for:

- Outdoor and indoor spaces are welcoming and suitable for children.
- Buildings, furniture, equipment and resources are safe and well-maintained.
- Children can participate in a range of experiences.

Play and learning help develop skills for life

4
Staffing arrangements

Qualification requirements and educator-to-child ratios mean greater individual care and attention for your child.

Examples of what to look for:

- Educators know your child's interests.
- There are enough staff to ensure children are adequately supervised and receive the attention they need to learn and develop.

Quality care means your child will be educated and cared for by professionals

5
Relationships with children

Your child will be supported to play and learn.

Examples of what to look for:

- Your child is made to feel supported and welcomed.
- Educators respond to the individual needs and interests of children.

Quality care and attention to their individual needs

6
Partnerships with families and communities

When families and communities are part of a service, your child learns and develops better.

Examples of what to look for:

- Respectful and supportive relationships with families are encouraged.
- Your family's beliefs and values are respected by the service.
- The service builds relationships and engages with its local community.

You should feel included and a part of your child's service

7
Leadership and service management

The service is well managed and provides a safe and healthy learning environment.

Examples of what to look for:

- Educators have a positive organisational culture.
- Educators have clear roles, responsibilities and expectations.

Quality education requires effective leadership

The National Quality Framework introduces a new quality standard to improve children's education and care services across Australia. Seven quality areas help ensure your child is given the best possible start in life. Over time, all Australian services will be rated against the National Quality Standard.

www.acecqa.gov.au 1300 4 ACECQA = 1300 422 327

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respect

consensus

inclusive

supports families' confidence

genuine interest

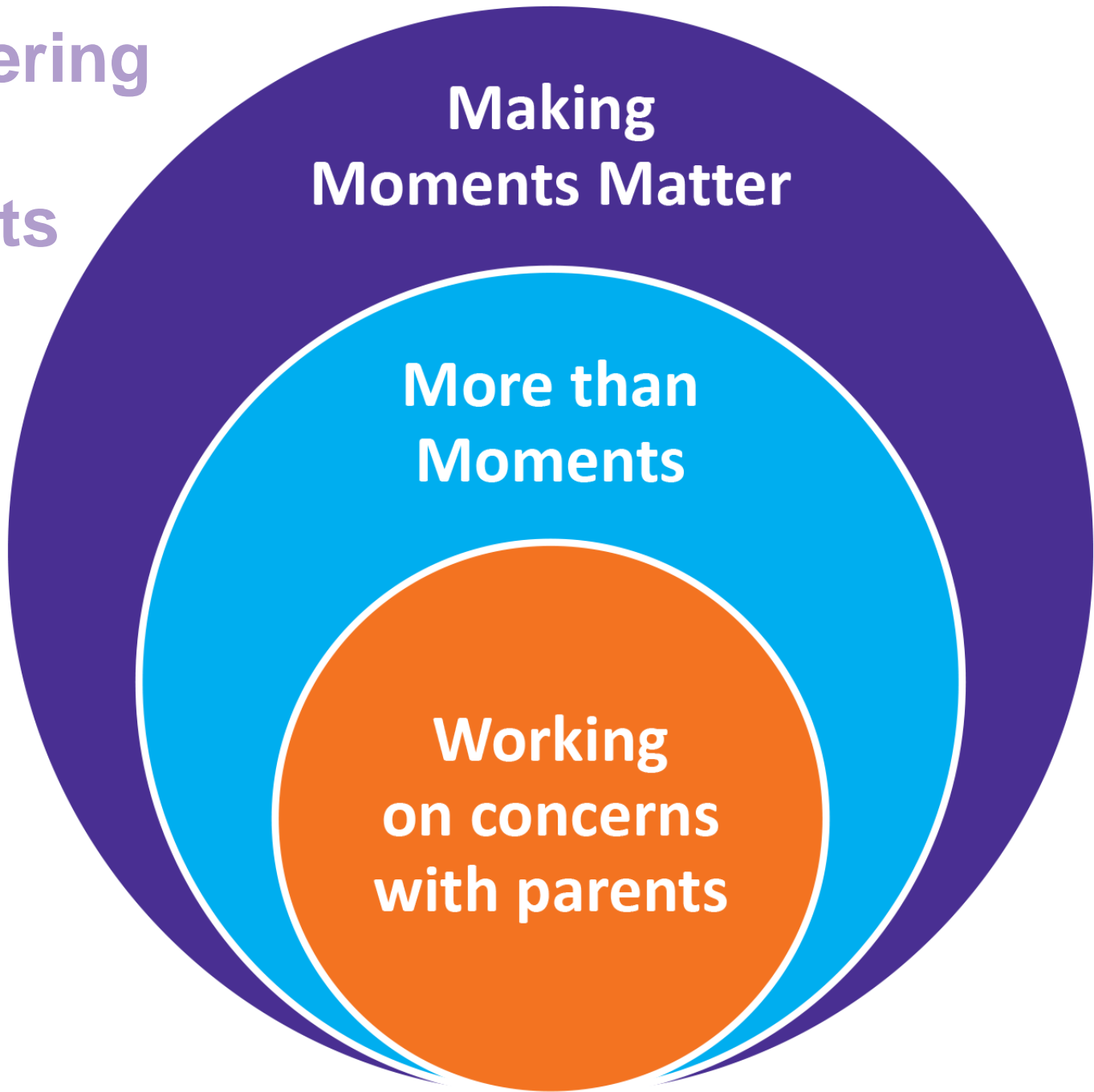
listen

**Partnering
with
Parents**

**Making
Moments Matter**

**More than
Moments**

**Working
on concerns
with parents**





Making Moments Matter

**More than
Moments**

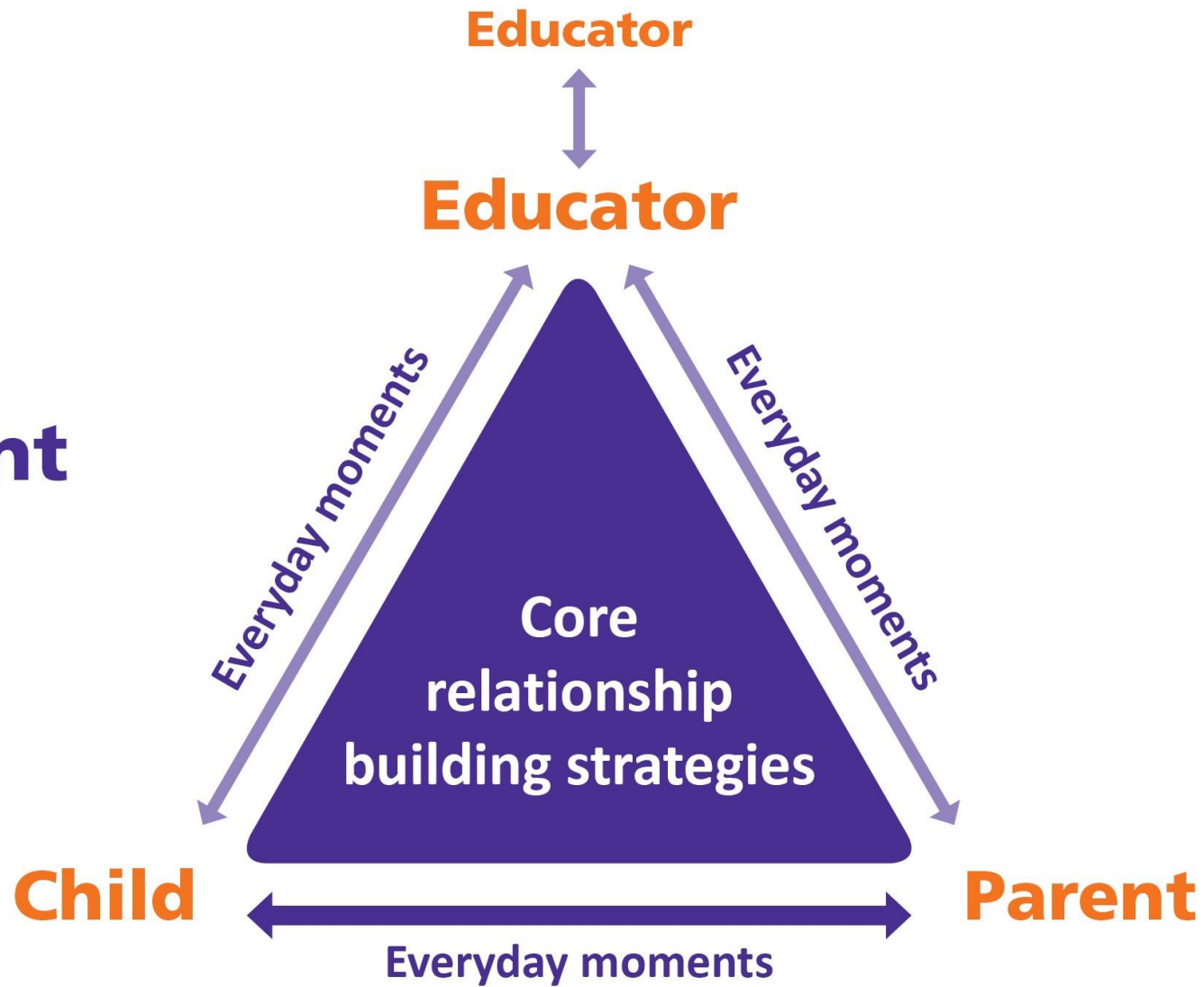
**Working
on concerns
with parents**

Relationship Building Strategies

MAKING MOMENTS MATTER

Child	Parent
Warmth & gentleness	Warmth & gentleness
Tuning in	Tuning in
Following their lead	Following their lead
Listening & Talking	Listening & Talking
Teachable moments	Teachable moments

Relational Environment



**Making
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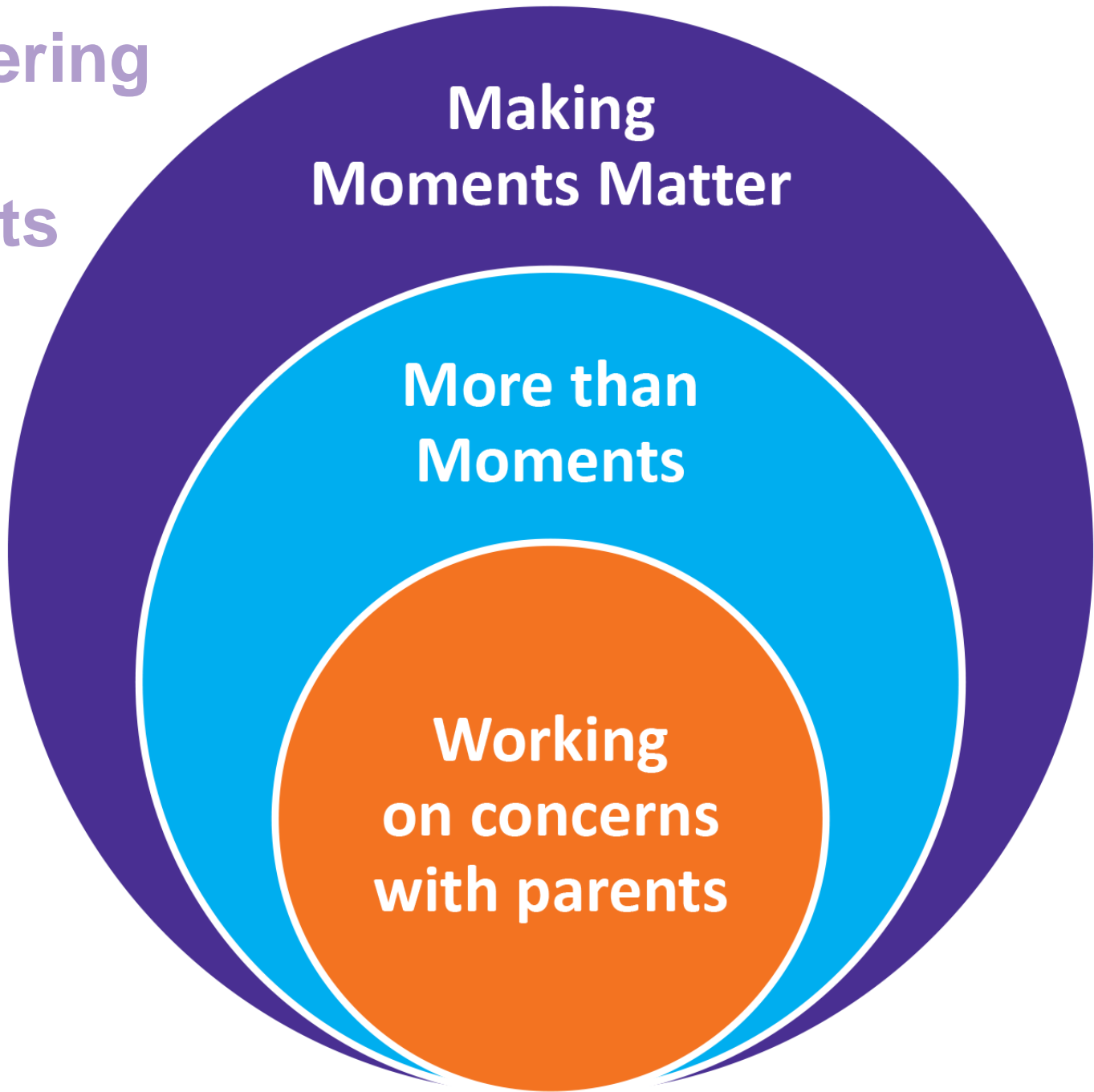
**Working
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Why is practice coaching important?

One-off training events alone are usually not enough to change practice. On-the-job feedback and support is essential for changing practice and mastering new skills (Fixsen, 2005)



Practice Coaches

Room leaders

Educational leaders

Management

How did it work?

- Practice Coaches led their service through the 6 week initiative
 - Online training
 - Face-to-face training
 - Phone consultations
 - Webinars

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You can eat an elephant
one bit at a time.

Mary Kay Ash

 quote fancy

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Making Moments Matter



Tuning in

When you tune in to someone, you give them your undivided attention in that moment. It means using your body language, manner and reactions to show the other person that you are genuinely interested. Your mind is clear of other thoughts and you are sensitive and responsive to what the other person is saying and doing.

Why is tuning in important?
Tuning in is the foundation of all quality interactions. It's how we understand what another person is saying, thinking or feeling. Tuning in to a parent or child will help you find out more about their needs and interests and know how to respond effectively. It's not often that someone gives us their undivided attention. When it does happen, it can make us feel good about ourselves, so it's quite powerful – especially in building relationships.

When to tune in with parents
You can tune in whenever a parent seeks your attention or wants talk to you. Scan the people around you constantly. Look for that show they want to engage with you. Move that look at and smiling at others. Try to avoid language or facial expressions that say 'I'm busy' or 'I'm stressed'. This might discourage you to engage with you.

You are tuning in effectively when:

1. Your body language shows that you are fully engaged with the other person
2. You are giving the other person your undivided attention in that moment.

How to tune in

Tuning in to a child

Notice when the child says something or shows you something.

Stop what you are doing (when you can).

Orientate yourself towards the child. Move within arm's reach and get down to their level.

Look at the child.

Adopt an open and interested posture – for example, lean in and avoid crossed arms or legs.

Establish a comfortable amount of eye contact.

Be present. Focus your full attention on what the child is doing or saying.

Mirror the child's emotional state by matching facial expressions and verbal tone. For example, act interested when the child is interested.

Respond based on what the child is saying or doing, meeting their needs accordingly.

Tuning in to a parent

Notice when the parent says something, or tries to catch your eye or get your attention.

Stop what you are doing (when you can).

Orientate yourself towards the parent. Move closer and turn your body towards them.

Look at the parent.


Adopt an open and interested posture – for example, lean in and avoid crossed arms or legs.

Establish a comfortable amount of eye contact.

Be present. Focus your full attention on what the parent is doing and saying.

Mirror the parent's emotional state by matching facial expressions and verbal tone. For example, be interested when the parent is interested, be concerned when the parent is concerned.

Respond based on what the parent is saying or doing, meeting their needs accordingly.



Parenting Research Centre
www.parentingresearchcentre.org.au

Week 2 - Tuning in

To be completed at the beginning of the week:

1. At the beginning of the week, how would you rate your level of confidence to interact with parents in the ways described?

I have a high level of confidence in interacting with parents this way

Disagree strongly	Disagree	Disagree somewhat	Neither agree or disagree	Agree somewhat	Agree	Agree strongly
1	2	3	4	5	6	7
2. In what ways do I already demonstrate tuning in when interacting with parents?

3. What will I do this week to demonstrate tuning in when interacting with parents?

What will I do?	
When will I try this?	
How well I know I have achieved my intention?	

4. Who could you talk to about your ideas for tuning in to parents?

To be completed at the end of the week:

5. At the end of the week, how would you rate your level of confidence to interact with parents in the ways described?

I have a high level of confidence in interacting with parents this way

Disagree strongly	Disagree	Disagree somewhat	Neither agree or disagree	Agree somewhat	Agree	Agree strongly
1	2	3	4	5	6	7

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Lessons learned

- An opportunity
- *Making moments matter* - critical
- Schedule must be flexible
- Multiple formats of materials – online and hard-copy



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