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Learning Guide

CHCECE026 Work in Partnership with Families to Provide Appropriate Education and Care For Children

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This unit learning guide relates to the following National Qualifications:

CHC50113 Diploma of Early Childhood Education and Care
CHC50213 Diploma of School Age Education and Care

Designed by

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2nd Edition (2016)

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CHCECE026v2 Work in Partnerships with Families to Provide Appropriate Education and Care
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How to Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional Educator. To help you transfer your skills into practice, we have provided a range of links to videos and other website resources and recommend you take time to look at these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in a regulated Children’s Service in Australia. We recommend you have these available on your computer or print out a copy so they are available at all times.

On the following pages, are a list of icons you will see throughout the Learning Guides to direct you to important and additional information. They will help support your understanding of the topic.
Learning Guide Icons

**Reading**
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

**Recommended Videos**
When you see our video icon, you can watch great resources online. If the link does not work, (as website links will change over time) we have provided the full name of the video and location so you can do a web or YouTube search.

**Reflection**
Our reflection icon gives you a chance to think about your own experiences or about a question posed. This help will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

**Helpful Websites**
When you see our computer icon, you will be asked to go to the specified link for additional information.

**Your Turn!**
When you see our pencil icon, you can write in your Learning Guide or on another piece of paper. The exercises are for your learning only and are not part of the assessment.

**Check your answers**
When you see our memo icon, you can compare your ideas, from completing activities, with ours. These provide some feedback to you help assess your understanding of the topic.
**Tips for Successful Study!**

1. **Active Reading**
   Don’t just read - you will fall asleep: it’s very relaxing, you know!
   a) Read the **Learning Outcomes** first
   b) Read “Welcome to the unit” second
   c) Read the **assessment task**.
   These will tell you what you need to learn and why it’s important. As you read, your brain will notice what you need. You may even think “hey, that’s the answer to question 4!” or “this is the type of Educator I want to be!”

2. **Set yourself goals**
   “Today by 11am, I will have read up to Chapter 2” or “I will have completed the first two questions in my assessment!” Set a clear, realistic goal for the time you have to study. **Write down** your goal. Tell everyone you are unavailable and turn off your phone and social media! Try and finish each session on a positive.

3. **Reward yourself**
   Reward yourself for each goal. This does not need to involve cake as we are going to reward ourselves a lot! It could be a walk to the park, a break for a cuppa, going shopping or just time off. Whatever says to you: “Well done! You have achieved”.

4. **I’m not getting this!**
   If you are not understanding something or finding something frustrating. Good! It means you are learning something new! Sometimes your views of life may be challenged. Sometimes you are moving out of your comfort zone, growing and stretching in your knowledge and skills. At times this may even feel scary. It can sometimes feel easier to run away however this is only a temporary solution! It’s ok. Think back to a time when you didn’t know how to do something and then you achieved it. i.e. riding a bike, driving a car, etc. How great did you feel when you could do it? You can do this.

   Here are some ideas to help:
   - **Ease up on yourself.** It’s ok not to know everything – you are learning! Particularly if you are changing careers and you were an expert in your past field. Remember, you will be learning and building on your past skills but the information may be new to you.
   - **Watch a video related to the topic** whilst having a cuppa - this can help your understanding. Doing this helps you learn.
   - **Leave that bit and move to another bit!** This is particularly important if stuck on a question you can always come back to that one.
   - **Sleep on it.** We process information at night whilst we sleep. You may find when you wake up the next day, it will all make sense!
   - **Contact your trainer for help.** You are not alone and they are there to help.

5. **I should be spending time with others**
   If you have enrolled in a course it’s because you have a bigger goal and made a decision. How will achieving your goal benefit others in your life? Achieving your goals will contribute to the happiness of yourself and others. Most of all, studying in front of others, including children, models lifelong learning, resilience and provides a positive role model for their own learning.

Happy Learning!
Welcome to
CHCECE026 Work In Partnership With Families To Provide Appropriate Education And Care For Children

The term ‘Partnership’ refers to a mutual respect and equality between two people. Partnership with parents can only exist when there is equality in the relationship which stems from mutual respect and there is a shared goal for the wellbeing of the children.

Working with children and their families is an essential aspect of your role as an Educator. If you embrace the concept of parent partnerships you will feel the positive effects immediately. As an early childhood educator you have much to offer and to learn from parents.

During this unit you will learn to:

- Develop partnership and respectful relationships with families
- Create welcoming environments for families
- Provide opportunities for families to be involved in the service and shared decision making
- Communicate specific incidents with families that have occurred with their child and allowing time to listen to their responses.
- Work collaboratively with families to support education and care, including:
  - communicating information about children’s interests and development
  - developing care strategies together
  - Engaging in discussion relevant to the child and family
  - Involved families in the service/program
  - Encouraging participation in children’s experiences
  - Providing opportunities for families to give feedback on service/program

For this unit will need to download and use the following documents:
- Early Years Learning Framework
- Early Years Learning Framework Educators Guide
- My Time Our Place Framework for School Based Care in Australia
- National Quality Standards

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• **Links to NQF**
  - National Quality Area 6: Collaborative partnerships with families and communities

• **Links to Frameworks**
  - Secure respectful relationships
  - Partnerships
  - Respect for diversity
  - Cultural competence
  - Continuity and transitions
  - Assessment for learning

• **Links to Policies**
  - Family and community
  - Partnerships
  - Open door policy
  - Diversity and inclusion
  - Confidentiality policy

• **UN Rights of the Child**
  - Article 18
    - Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child’s parents work.
  - Article 28
    - Children have the right to an education. Discipline in schools should respect children’s human dignity.
Learning Outcomes

On completion of this unit you will be able to do the following:

1. **Provide families with opportunities to be involved in the service**
   1.1 Create a welcoming environment for all families using the service
   1.2 Respond to families’ questions, concerns and requests in a prompt and courteous way
   1.3 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture
   1.4 Inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role

2. **Provide information to families about their child**
   2.1 Share information with families about children’s progress, relationships, interests and experiences both in and outside the service
   2.2 Inform families promptly and sensitively of any incidents affecting their child
   2.3 Demonstrate an understanding of each child and their family and community context
   2.4 Implement strategies that facilitate shared decision-making with families

3. **Provide information to families about the service**
   3.1 Make information about the operation of the service available to families
   3.2 Provide information about the service in the main languages used in the community

4. **Provide information about community services and resources**
   4.1 Make information available to families about community services and resources
   4.2 Ensure that there is processes in place to maintain current contact details of community services and resources
   4.3 Assist families to locate and contact and/or access community services and resources as required
Chapter 1

Partnerships with families

What is Parent Partnership?

Partnership is a real equality between two people. It is a commitment to work together to create a harmonious respectful relationships where both parties feel valued. It requires educators to respect the unbreakable bond that exists between parent and child. Parent partnership needs time and space to establish and the desire by each party to spend quality time together.

Parent partnerships allow educators and parents to discuss the many issues that arise in early childhood settings with clarity and with each party understanding the commitment that the other holds towards the children.

Why Are Family Partnerships Important?

The Early Years Learning Framework highlights the importance of families and educators working in partnership to assist the child feel a sense of belonging, assisting them in the here and now (Being) and developing towards the learning outcomes of the framework (Becoming). The EYLF recognises the importance of reciprocal (two-way) partnerships with families and communities and sees children as already having a range of knowledge learnt from within these communities. It is only when Educators and families work together that the best possible care and development can be achieved.
A child learns from his or her social environment.

The centre or preschool is just one of their social environments.

Children have different ways of seeing, knowing and thinking. Getting to know a child’s family and about their home experiences helps us get to know them.

We can use this information to plan relevant meaningful experiences for each child and provide support to the family and community.

Time for Reading

Go to National Quality Standards:

Quality Area 6
Collaborative partnerships with families and communities.


And

EYLF or MTOP Principle: Partnerships
What Theories Relate To Partnership?

Ecological Systems Theory

Urie Bronfenbrenner (1917-2005) was a renowned American Psychologist, known for developing his Ecological Systems Theory. Bronfenbrenner believed that everything in a child’s environment impacts their growth and development. He believed that children did not grow up in isolation. The child impacts on the environment and the environment impacts on the child. This is a two way process. Bronfenbrenner developed five levels of the environment.

Microsystem - The smallest immediate environment in which a child lives in. The child’s microsystem refers to day to day relationships which can include their immediate family, caregivers, friends, school, preschool or day care. How these organizations or people interact with the child will have an effect on how they grow and develop. This is a two way process – so the child’s response to them will also impact.

Furthermore, how a child reacts to these people will affect how they are treated in return. Bronfenbrenner believed that each child’s individual temperament affected how others treat them. This idea will be discussed.
Ch 2

Provide families with opportunities to be involved in the service

In the past Early Childhood services have provided a range of opportunities for parents to be involved in the service. Often when parents did make the time to participate in the centre they were given menial tasks such as cutting up the fruit. Over time parents became less available to participate during the day due to changes in working circumstances in our society. This participation or involvement has often moved to more external activities such as fundraising, mending broken toys, furniture, donating craft materials and attending organised working bees.

Each of these are much needed tasks in a service however this type of involvement relies heavily upon the early childhood educators having the power in the relationship and directing parents. Often this occurs without asking parents their opinions or making use of their talents, knowledge and ability. As an educator I have seen child care centres close due to lack of enrolments whilst staff never considered asking parents with marketing expertise their advice on how to boost enrolments.

Partnership involved shared decision making with parents. Partnership starts with people knowing they are welcome to be involved and are valued. This starts with an educator’s positive attitudes towards partnership, respect for families which is reflected in the services philosophy.
Reflecting Family Partnerships in The Services Philosophy And Daily Practices

A philosophy is an overall statement of values to be used to guide practice. Each service is required to have a philosophy that outlines the ideals and beliefs held by the stakeholders of that service.

It is vital to ensure that your centre philosophy truly reflects the beliefs of those using the service. This includes all Educators, children, management, families and community members. Our philosophy needs to look deeply into the relationships we have with families and make a commitment to developing close partnerships.

Incorporating partnerships with families means there is an understanding of the latest Early Childhood Theory and Philosophy following a more socio-cultural perspective as well as incorporating The Early Years Learning Framework and My Time, Our Place Framework.

Useful website for more information
Further information on "our philosophies" visit Early Childhood Australia.

Read National Quality Standards 7.2.1 A statement of philosophy is developed and guides all aspects of the service’s operations.
Located at www.acecqa.gov.au
Create A Welcoming Environment For All Families Using The Service

Take a moment to look around when you next walk into a children’s centre. What do you see? Is there a place where parents/families would feel comfortable to sit down?

Are parents/guardians able to relax and look through photo books or their children’s portfolios at the beginning or end of their day?

We talk often in early childhood about creating home-like environments but unfortunately this is not always achieved. Our centre needs to be a place of safety, happiness and comfort for all involved. Sterile, institution-like settings do not support this.

Ways to create a welcoming environment for families can include:

- Comfortable chairs with attractive soft furnishings
- Areas to sit that are set far enough away from the bustle of the program to be relaxing but close enough to be in contact with other parents/guardians, children and Educators
- Photos, journals, diaries, slide shows or books that can share insight into the events that have taken place in the service
- Wall displays that inspire and create interest, rather than inform and remind
- Educators who honestly value the time families spend in the service, helping them to feel the partnership in practice
- Family trees or belonging trees with pictures of children and their families
- Educators respecting families level of interaction – families level of involvement will vary and no judgment or bias should be placed on families
- Providing an area for mothers to breast feed their child

As an Educator your centre needs to reflect the children and families within. It is not only children who should feel a sense of belonging to your service but also the families; after all they are the primary carers and Educators of the children. Creating a

When creating a home-like environment consider all the senses. What can you see, hear, touch, smell and taste?
Imagine caring for a young child that you know absolutely nothing about. When will they need to eat and drink? And when they do, what do they prefer? How do they prefer to sleep? Is there a medical condition that might affect their day?

Meeting with parents prior to care and utilising a comprehensive enrolment form are two ways of getting to know a child and their family. Information that you can request to assist the family and child’s transition into care include:

- Child’s full name and name that is preferred
- Routines
- Allergies and medical conditions
- Family structure
- Cultural background
- Religion
- Languages spoken
- Previous experiences that the child has had away from parents
- Child rearing beliefs

Starting care for the first time is very different for each family. For some it is a time of apprehension and, for others, a seemingly easy transition. One aspect that is common to all families is the desire that each family has to know that their child is being well cared for in a safe and happy environment. In order for Educators and families to establish effective communication, families need to have an understanding of the operation of the service available to them.
Share information with families about children's progress, relationships, interests and experiences both in and outside the service

Research shows that one of the greatest fears parents have is attending parent and teacher interviews at their child’s local school. In fact, ask your local school how many parents attend and when they do how are they treated?

**Reflection of parent and teacher interviews**

At my child’s school we are given 10 minutes twice a year to talk to the teacher. In this time the teacher talked, listing our child’s achievements or lack of achievements. In the last minute we were asked if we had any questions. A bar chart moving at the bottom of the computer screen indicated the length of time left. It felt like a computer game. When it ran out a bell sounded to signal the end of the “interview” followed by an apology that we have to stop now and an assurance that our child will be fine! In most interviews I have experienced it involved questions and answers. Maybe a name change would be helpful as we didn’t even get our one question answered!

Parent partnerships create an equal power between two people.

The above scenario is not parent partnership.

Teachers hold a great deal of power over children. Just remember back to when you were a child. If a teacher said you were great you believed them. If they said you were hopeless you believed them. We often carry these opinions with us into adulthood.

Parents needing to talk to a teacher about concerns related to their own child can often revert back to the feelings they experienced as a child. If they were scared of teachers and felt judged these feelings may resurface. Even though as an adult they may be the same size in height and feel successful in their daily lives these old feelings can resurface leaving the parent feeling anxious and nervous when talking to the teacher. For some this may mean avoiding contact with any teachers to avoid these
feelings. Parent and teacher interviews like those above do not encourage partnership. It should start with the development of a professional friendship and mutual respect which is communicated on a regular basis.

In early childhood settings our environment means we see parents regularly and can develop deep meaningful professional relationships. We are also referred to as Educators which may help develop a positive relationship and break down barriers from past experiences with own schooling.

Educational research has shown that when we program based on children’s interests the experiences are more meaningful to the child.

For example; James is very interested in Thomas the Tank. This interest can be used to learn about science, math and literacy as he builds tracks, reads timetables, and role plays being the engine driver. It is important to get to know each child’s interests.

This can be achieved by:

- Talking daily with parents of child
- Provide an archive box where parents can place movie tickets, zoo brochures, photo of grandma who is visiting or notes about latest happenings in their family.
- Emailing ideas and interests.
- Creating and displaying projects encouraging parents to write on working wall ideas and expertise.
- Parent surveys
- Online web based private blog that parents can contribute and share information

Reflection

Mi is very interested in his mother’s pregnancy. He is talking a lot about her growing stomach and his new baby brother. What could you provide to assist Mi explore her interest.
Provide Information to Families about the Service

Reflection
For most new parents, the first months of a child’s life are spent doing their very best to care for the every need of this baby. Sleepless nights, worrying about mystery temperatures, celebrating milestones, working through feeding challenges. It is a wonderful and time-consuming time!

Can you imagine the myriad of emotions that come with this transition from solely home care to care in a service?

- Fear
- Confusion
- Anger
This is a sample only.
Some pages have been omitted from this preview.

We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

Want to know more?
Please see our recommended reading list for additional readings on this topic.

Happy Learning!
Resources Related To The Topic

**Early Childhood Australia E Videos:**
Talking about practice
- Environments for Belonging, Being and Becoming
- Cultural competence
- Partnership with families
- Reflecting on practice

Connecting with practice
- Reflecting and responding to children

**Online Reading Resources:**
- ACECQA Guide to NQF online
  - [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Education and Care Services National Law, Regulations and Standards
  - [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Hood, M. Partnerships - Working together in early Childhood Settings
  - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- Thinking about practice using the Early Years Learning Framework
  - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

**Websites:**
- ACECQA Australian Children's Education and Care Quality Authority
  - [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Children Services Central
  - [www.cscentral.org.au](http://www.cscentral.org.au)
- Early childhood Australia Association
  - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- Community child care co-operative
Recommended Reading


Thinking about practice, Using the Early years Learning Framework www.earlychildhoodaustralia.org.au


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Reference List


Mason-White, H. (2012). Learning from Good Practice: Implementing the Early Years Learning Framework for Aboriginal and Torres Strait Islander Children. SNAICC Secretariat of National Aboriginal and Islander Child Care (2012).

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