

# **Building relationships with Families and Community**



Nova Scotia Early Learning Curriculum Framework, Module 8a



We [I] would like to begin by acknowledging that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) Peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

Serbo-Croatian  
DOBRO DOŠLI  
U VRTIC'

Hebrew  
פאן פאן  
פאן פאן

Przedszkolu  
Witamy w  
Polish

Zimbabwe  
(Africa)

Albanian  
Mire Se Erdhe  
Ne Kopshtin Tone

Romanian  
BINE AI  
VENIT!



Lebanese  
مرحباً أطفالكم  
مرحباً أطفالكم

Swahili  
Karibu

Swedish  
Välkommen

Korean  
환영합니다!

Russian  
Добро  
покажем вам!

English  
Welcome to Our  
Child Care Facility

German  
Herzlich  
Willkommen!

French  
Bienvenue  
a la garderie

Igbo  
Nnọ  
ovòdánkban

Spanish  
Bienvenidos  
a la Guardería

Hindi  
आपका स्वागत है

Italian  
Benvenuto  
Bambini

Chinese  
幼儿园欢迎您!

Lebanese  
حضانة الأطفال  
ترحب بكم

Hungarian  
AZ  
Üdvözöllek

Arabic  
مرحباً بكم

Irish  
Failte Romhat Go  
Dtí An Naíonra  
Seoaga nne

Indonesian  
Selamat Datang  
Taman Kanak-Kanak

Greek  
ΚΑΛΟΣ  
ΗΡΘΑΤΕ ΣΤΟΝ  
ΠΑΙΔΙΚΟ ΜΑΣ  
ΣΤΑΘΜΟ

Хэй  
Хэй  
Хэй  
Хэй

ようこそ  
ポイント アリザン テイカアベント



APW  
BIPO LADKUL  
HEARS  
WELCOME TO THE  
IN LANGA DIALECT!!

VITEJTE

# WELCOME!

# The importance of relationships, p. 42



‘Nova Scotia’s early learning curriculum framework emphasizes the importance of relationships and partnerships to children’s learning and development. The learning goal of well-being focuses on children being safe, secure, and supported, as well as becoming strong in their emotional and social development.’

*“Children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, responsive interaction, and encouragement for exploration.”* (Shonkoff and Phillips 2000, 389)





# How do you build a good relationship?





“Nova Scotia’s early learning framework is a social pedagogical framework that emphasizes relationships and experiences. It builds on developmental and socio-cultural perspectives and emphasizes the need for fairness, justice and equity for all children”



Remembering in Nova Scotia our founding cultures are:

- Mi'kmaq people
- Acadian
- African Nova Scotian
- Gaels

Also other forms of diversity appearing in our centres, including:

- Immigrants from across the world
- LBGTQ community
- Families and children with diverse needs, e.g. children with disabilities\*
- Families of different compositions, e.g. single and blended families, etc.



We must remember in our interactions with the Families using our programs that:

*“When early childhood educators respect the diversity of families and communities, and the aspirations they hold for children, they are able to foster children’s motivation to learn and reinforce their sense of themselves as competent learners.”*

(Australian Department of Education, Employment and Workplace Relations 2009, 13)



# What do Families want from early years programs?



NSEYLCF:

Learning Goal: Well Being

‘ Children feel safe, secure, and supported’

What do you think the Mom feels?





“Families don’t care what you know  
until they know that you care.”

Louis Rosetti, Pediatric Neurologist

# What is a Family?

“Warm respectful interactions between educator’s and children’s parent(s) or guardian(s) enhances children’s sense of security at their early childhood education program and at home”





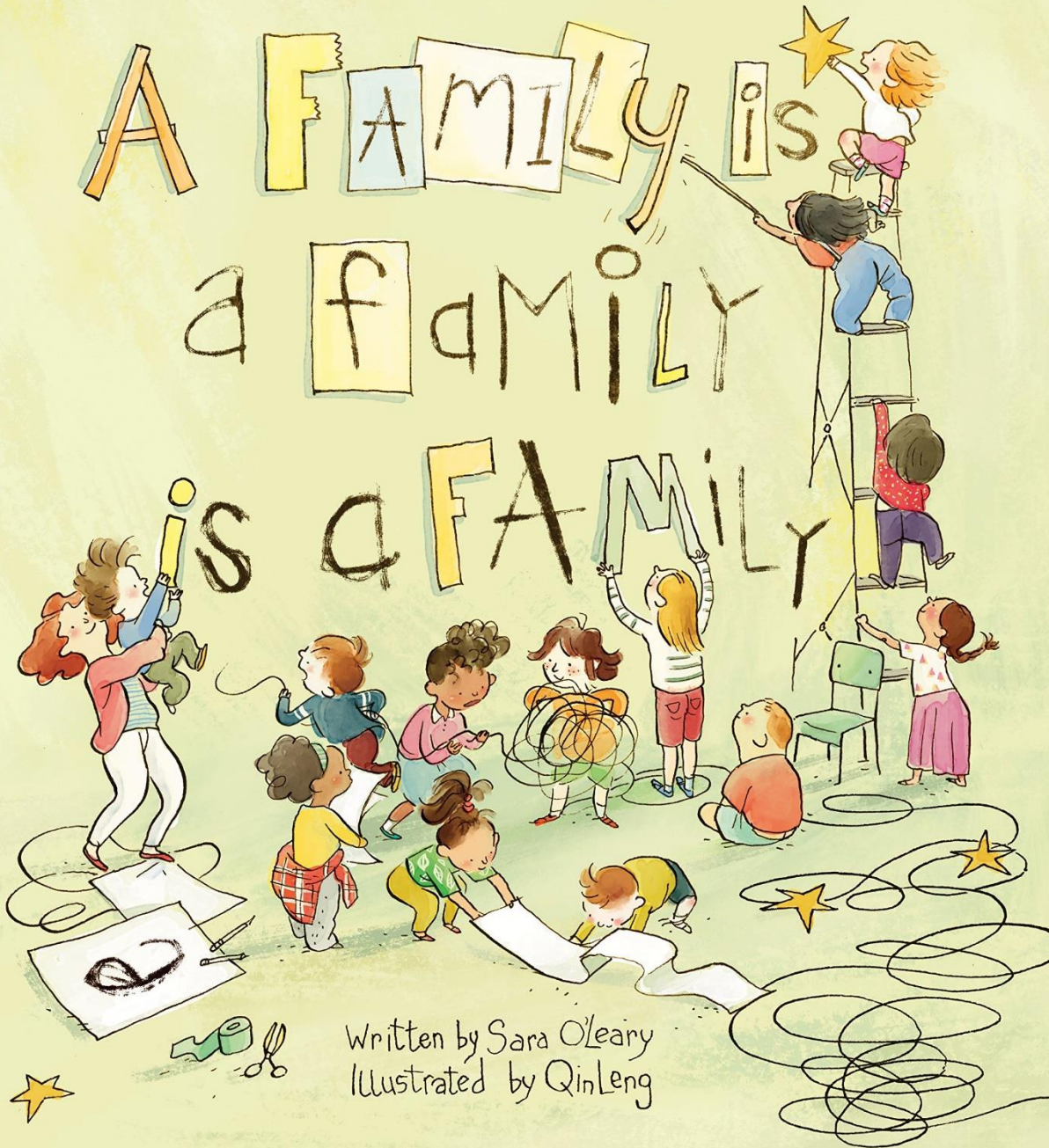
# **Families know about their child best.**

“Children’s learning and development are enhanced when educators value families as children’s first and most influential teachers. An important part of the educator’s role is to establish respectful relationships with parents and work in partnerships with families”



**Educators know  
the child  
best in  
group settings.**





Use of books  
exploring  
Family  
dynamics can  
be a powerful  
tool for  
reflection.

Like an iceberg, we are generally only aware of 1/10<sup>th</sup> of what makes a Family function.

Concern for the health and wellbeing of their child.

ethnicity      race      gender ... possibly\*  
age      language  
physical ability      family composition\*  
mental ability\*

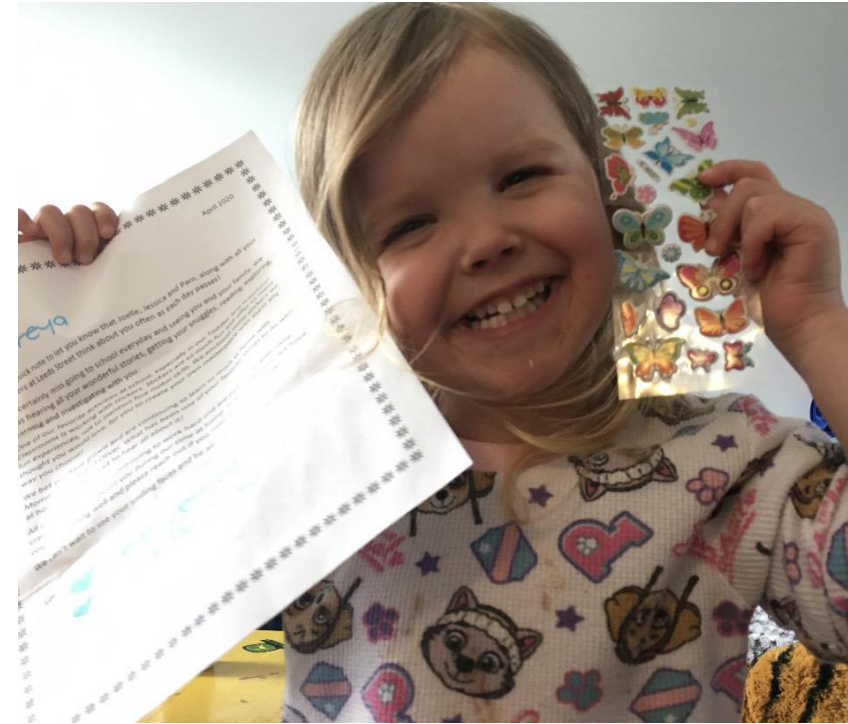
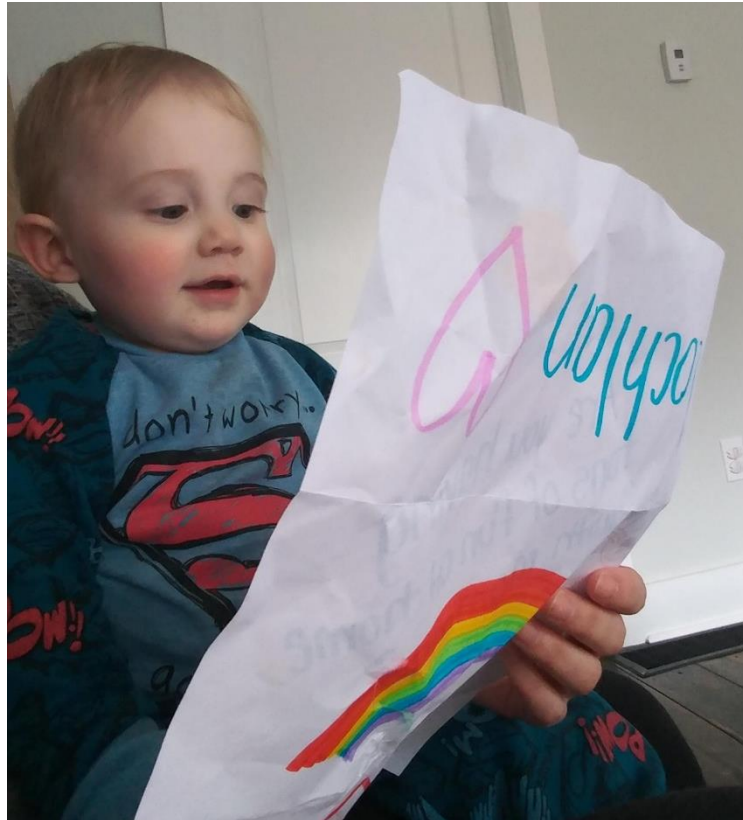
a variety of household stresses

concepts of cleanliness      social skills      exhausted      overwhelmed      Level of education  
lack of trust      social standing      anxieties      Poor experiences with authority  
body language- use of and perceptions of      beliefs and assumptions  
cultural differences      sexual orientation      poor communication skills  
english as a second language      Food, home, money insecurities  
expectations for child      attitudes towards perceived youth or elders  
expectations of child      Have other responsibilities – aging parents, etc.      Ideas of child rearing  
Time for, or values of collaboration or participation  
Below the surface there are many factors influencing Family life



**What do Families want and need from early years programs?**





# During the pandemic, and after how did you connect with Families and children?





The following power point is from Paula Richards, owner operator of 'Christopher Allan's Preschool'.

As you listen to her values for Families and Community relationships, consider why, how and the benefits of what she and her Staff do.



- How would Families view this centre?
- How do you know about the learning that is valued and expected for children within their family and community in the local cultural context at this centre?
- How are the Families involved with this centre?
- How do you think the community 'see' Christopher Allan Preschool?

# More simple ways to welcome Families...



Do Families know who we are?



It is also more than...

“ Fred had a good day today...”







Do families and children  
see themselves in the  
Centre or classroom?  
How?





Talking with a parent, and child, about a documentation that shows the child's thinking, and asks parents for their perspectives.

*Learning goal: Well Being  
'Children develop knowledgeable  
and confident self identities'*





‘...Family engagement means that families are invited to give their opinions about the program’s policies, participate and engage with other families in learning about how young children learn, and provide feedback about their child’s experiences at the program; they are invited to be a part of children’s learning communities, in partnership with educators and early childhood education programs. ‘

**How do you offer ways for families to use their skills, expertise, and experiences?**

**How do you partner with Families in your programs?**



A variety of ways to  
show Families what  
children are doing,  
interested in and  
learning, other than  
'daily program  
plans'





# Parent meetings :



Sharing observations and  
documentation with  
Families.

Reggio Emilia



Children sharing their portfolios with their Families.





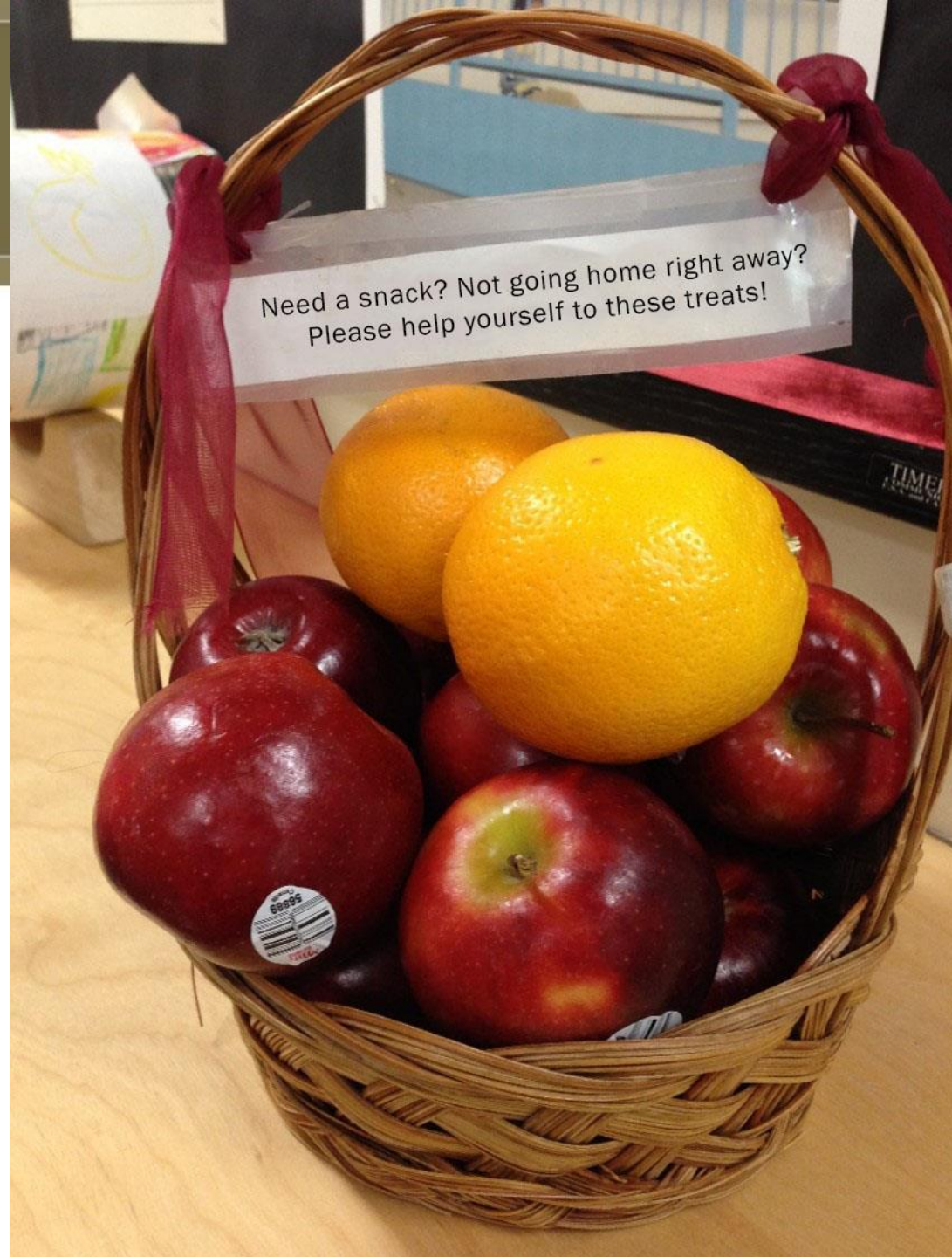
## Sending home:

- notes about the child's day
- a book bag – with the child's favourite book
- a bag with an activity to do at home
- by a bag/email/Facebook send information that may be useful to the Family, e.g. recipes, health information, etc.



Dartmouth Family Centre





# A summary of Family Centred Care



- All people are essentially good
- All people have strengths
- All people have different but equally important skills, abilities and knowledge
- All people need support and encouragement
- All families have hopes and dreams for their children

Adapted from 'From Parents to Partners: Building a Family Centered Early Childhood Program' By Janis Keyser

# A summary of Family Centred Care



- All families are resourceful, but all families do not have equal access to resources
- Families should be assisted in ways that help them maintain their dignity and hope
- Families should be equal partners in the relationship with child care providers

Adapted from 'From Parents to Partners: Building a Family Centered Early Childhood Program' By Janis Keyser





## Let's take a break...

- Stretch
- Hydrate
- Nutrition
- Reflect ...

