

## Building Relationships with Families

A child's social, emotional, cognitive, and academic development is strengthened when educators and families work together. When a child sees a positive relationship between educators and family, the child recognizes that the important people in his or her life are working together and have a trusting relationship. This allows the child to feel supported and nurtured. This collaboration provides a strong foundation for communication about the children's learning.

### Why is it important for you to build relationships with families?

- Families and educators each have unique knowledge about a child
- Families can share information with educators about how the child feels, thinks, and learns
- Educators can offer insight about how the child engages in groups, as well as on his or her own.



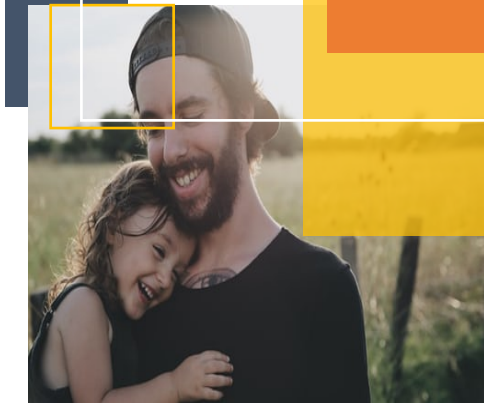
## Quick Tips: Concise guidance for Early Childhood Educators

Quick Tips provide early childhood educators, at all levels of practice, concise guidance on specific and relevant topics. Each Quick Tip is intentionally designed to inspire growth and learning, elicit reflection, and support best practices for all children and their families. Quick Tip content embraces inclusiveness across all topics and embeds inclusive practice throughout.



## Strategies to Build Connections with Families

- Communicate with families often, using multiple methods of communication
- Communicate the positive and the negative
- Foster two-way communication
- Create a constant flow of communication
- Engage with families in person at drop-off and pick-up
- Understand each family's expectations and views about their involvement
- Approach the relationship with respect



## Early Educator Support Office





## NC Foundations for Early Learning and Development

### Guiding Principles

- Many factors influence a child's development, including relationships with family members and other and experiences within the home, early learning setting, and community (GP #5)
- Each child develops within a culture (GP #6)
- Nurturing and responsive relationships are essential for healthy growth and development (GP #7)

### Resources:

#### Staying Connected Series:

<https://ceme.uncc.edu/early-educator-support-office-unc-charlotte/early-childhood-educators/staying-connected-series>

#### Mentor Minute, October 2018:

<https://ceme.uncc.edu/sites/ceme.uncc.edu/files/media/October%202018%20Mentor%20Minute-Final.pdf>

#### Increasing Family Engagement in Early Childhood Programs (Article):

[https://www.mbaea.org/media/documents/Young\\_Children\\_November\\_2012\\_Engag\\_1B69041BD256E.pdf](https://www.mbaea.org/media/documents/Young_Children_November_2012_Engag_1B69041BD256E.pdf)

#### Lessons Learned from Our Collaborations with Families:

<https://www.naeyc.org/resources/blog/lessons-learned-our-collaborations-families>

**“Young children experience their world as an environment of relationships, and these relationships affect virtually every aspect of their development”**

- Jack Shonkoff, National Scientific Council on the Developing Child, 2004

## Reflective Questions

- How can I keep families informed of their child's learning and activities?
- What strategies can I use to help families actively participate in their child's learning at home? In the classroom?
- What methods of effective communication can I use with every family (e.g. bulletin board, newsletter, Facebook, blog, emails, texts)?
- Do my communications and interactions express respect, value, and support?

## NC Professional Teaching Standards

- **Standard 1, Element A:** Teachers Lead in their Classrooms
- **Standard 2, Element A:** Teachers provide an environment Teachers Establish A Respectful Environment for a Diverse Population of Children
- **Standard 2, Element B:** Teachers embrace diversity in the school community and in the world
- **Standard 2, Element E:** Teachers treat students as individuals
- **Standard 3, Element D:** Teachers make instruction relevant to students
- **Standard 4, Element A:** Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
- **Standard 5, Element A:** Teachers analyze student learning