

Children's Workforce
(Early Years
Educator) Level 3

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UNIT 16

WORKING IN PARTNERSHIP WITH
COLLEAGUES, PROFESSIONALS AND KEY
INDIVIDUALS IN EARLY YEARS SETTINGS



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1.1 Identify reasons for working in partnership



1.2 Explain the benefits of working in partnership

- What are the benefits of working in partnership in EYFS?
- Working in partnership with parents and/or carers is central to the Early Years Foundation Stage (EYFS). Consulting them about children's early experiences **helps practitioners plan for effective learning at the setting, and helps them support parents in continuing their children's learning development at home.**
- It **supports the individual development of children, ensures continuity of care and supports the sustainability**
- You can share concerns and good points with parents, carers, colleagues

Parent Partnership good examples

- Invite parents to school to participate in activities
- Have parent coffee mornings
- Share reading books with parents to read at home with children
- Invite parents to sports day events
- Parent appointment system to see teacher
- Informal event parents can attend

1.3 Explain the key legislation, policies, procedures and guidelines relating to working in partnership

- Working in Partnership with Parents Policy and Procedure
- “Providers must enable a regular two-way flow of information with parents and/or carers”
- Statutory Framework for the **EYFS 2017 (3.68)**
- Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities as they grow up.”
- Page 5 of the Statutory Framework for the **EYFS 2017**
- Successful relationships become partnerships when there is two-way communication, and parents and practitioners really listen to each other and value each other’s views. This supports in achieving the best outcomes for each child. Working together in partnership can have long-lasting and beneficial effects on children’s learning and well-being

Example of school policy

- **To have a strong partnership and good communication with parents/carers informing them about what is happening in school, we:**
 - **ensure that all written communication is “user friendly”, useful and informative.**
 - **publish regular informative whole school newsletters**
 - **maintain and develop our school website, ensuring that it is updated on a daily basis**
 - **have an open door policy for parents to visit the school**
 - **hold parent consultations meetings each term**
 - **hold an Open Day for prospective and established parents annually**

Group Task

- Group 1 – Disadvantages of non parent partnership
- Group 2 - Advantages of good partnership
- Group 3 – How would the parent feel?

1.4 Analyse the impact of legislation, policies and procedures on working in partnership

Group Work

Group 1 – Disadvantages of non parent partnership

- 1.Limited support for child development.
- 2.Lack of consistency in care and communication.
- 3.Reduced effectiveness in addressing individual needs.
- 4.Potential for misunderstandings and conflicts

Group 2 - Advantages of good partnership

- 1. **Enhanced Student Achievement:** Studies consistently show that parental involvement in education leads to improved academic outcomes, including higher test scores, better grades, and increased attendance.
- 2. **Improved Behavior and Social Skills:** Parents play a vital role in shaping their children's behavior and social development. By working together, educators and parents can promote positive behaviors, address any concerns, and foster a supportive learning environment.
- 3. **Stronger Home-School Connection:** Partnerships create a bridge between the home and school, allowing for a more holistic understanding of the child's needs and experiences. This shared understanding can lead to more effective support for the child's learning and development.
- 4. **Increased Parental Engagement:** When parents feel welcomed and valued as partners in their child's education, they are more likely to be actively involved in the learning process. This engagement can take many forms, from volunteering in the classroom to providing reinforcement at home.
- 5. **Enhanced School Climate:** Partnerships between parents and educators can foster a more positive and supportive school climate. When parents feel connected to the school community, they are more likely to have a positive perception of the school and its efforts.

Group 3 – How would the parent feel ?

- • parents feels not be listened and to trusted within their own role supporting their child
- • As parents, we may feel excluded and not supported.
- the school can loose parents trust maybe
- • According to Charles Desforges in 2003, some parents are afraid to raise their children because they are afraid of being embarrassed by schools and teachers. Parents who hover over their children while they are in college have a negative impact on them, interfering with their learning and development.
- • Involvement of parents in their child's school is beneficial because it allows them to extend classroom instruction outside of the classroom, provide children with a more positive school experience, and help them perform better. Parents must support their children's learning at home as well as in preschool settings.

1.4 Analyse the impact of legislation, policies and procedures on working in partnership

- Non communication with parents and teachers would mean no information about the child's progress
- Progress will be hindered
- No communication will mean no learning outcome reported for the child
- Absence of communication will include difficulty in emotional and social development- low confidence
- If child is shy, the child can share feelings with peers and parents and share to teacher
- Both sides up to date with child's learning
- Improved communication is critical for child's success
- Parents and professionals can work together to resolve issues
- Improve practice and outcomes for children ensuring needs are met

Partnership

- https://www.youtube.com/watch?v=7_6HtJ15ZNk



1.5 Evaluate the benefits of working in partnership on the development and well-being of children

- **Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home. Parents are their children's lifelong promoters of development and learning.**
- **Supporting parents and sharing with them how children learn will enable them to play an active role in their children's learning. This contribution can make a valuable and lasting difference to children's lives and in turn outcomes.**
- **Children learn about the world and their place within it through their conversations, play activities, and routines with parents and families. By working together, both parents and practitioners can enhance children's learning and development.**

2.1 Identify the roles and responsibilities of different people when working in partnership

- Work in an inclusive way - all children actively participate in all areas of the setting.
- **Teacher – child**; Offer a child-centred support.
- **Parent, teacher, and colleagues** - Effective communication - enables information sharing quickly and easily.
- **Senco, teacher, parent** -Early interventions prevent issues from escalating

2.2 Explain the limitations (**boundaries**) of own role and responsibilities in relation to working in partnership

- To remain professional at all times – not to be biased or prejudice
- Keep personal information confidential – not disclosing information to any others
- Not to share own personal number with parents- as this maintains professionalism, and all information should go through correct school procedure
- Not to befriend parents
- Ensure as a professional you comply with policies and procedures

Use these points and explain them in your assignment (add more description to them)

- 2.3 Analyse the importance of partnership working to:
- meet the needs of children
- comply with legislation
- deliver better outcomes for children

2.3

- Strong and respectful partnerships with parents greatly contributes to children's wellbeing and attainment in the early years. This is especially clear in times of transition, such as when children first join your setting. Starting in the early years can be many children's first experience of an outside educational setting and can be challenging. The more you are able to learn about children in your care from parents before they enter, the better you can support them to settle in. Learning what makes them feel safe enables positive attachment to form and helps children to feel comfortable to learn. It is vital to clearly communicate with parents so that they can prepare children for the setting and further enable positive relationships.

2.3

Sharing assessment and progress frequently will also allow you to work together to support children through any difficulties they may face. You can help empower parents by sharing research on the impact of their role to encourage their involvement in the learning process. This is especially important if children are disadvantaged, and it is useful to reflect on children's needs and their home situations to understand any extra support

they may need.

Partnership is also a fundamental requirement of the EYFS 2017, which states

“Providers must enable a regular two-way flow of information with parents and/or carers”
Statutory Framework for the EYFS 2017 (3.68)

Partnerships with parents are invaluable in working effectively in the early years and help to support the other key features of effective practice in Development Matters, such as high-quality care and pedagogy must be maintained.



3.1 Work in partnership with colleagues and other professionals

- In early years it is important that colleagues and professionals work together to share any information and concerns about a child. Communication is important at all times, communication can vary from verbal to written communication.
- Colleagues would include staff at school, internal professionals as well as external professionals.



3.2 Follow legislation, policies and codes of practice in relation to confidentiality when working with colleagues and other professionals

- It is important to remember confidentiality must be maintained at all times, and share information with relevant professionals on a need to know basis only. Always comply with General Data Protection Regulations GDPR,
- Data Protection Act 1998
- and confidentiality policy.

3.3 Evaluate the effectiveness of the partnership working in enabling progress and meeting the needs of the children involved

- Partnership is very important as working in partnership allows early childhood professionals to draw on one another's knowledge to solve problems and plan effective approaches to responding to children.
- Partnership, done well, can lead to changes in the way we work, avoidance of duplication additional funding and bigger reputation. Success is predicated on weaving collaboration and partnership together through a social contract which is fair, equitable and based on common goals. A commitment to continuity and enduring trust by fulfilling promises is the legacy to aim for and one which is likely to see positive outcomes for the children and families and for the organisation.

Group Task

- Can you list different activities you can put in place to promote parent partnership?

4.1 Explain the significant contributions that parents and/or carers can have on a child's development

- Family learning is designed to give parents and other family members the skills and confidence they need to support their children's learning at home through play and everyday activities. This can also help parents to make choices about their own learning.
- Fathers, like mothers, play a very important role in young children's lives. Children do better educationally, psychologically and socially when fathers are actively involved. A positive male influence isn't just limited to biological father, but includes father figures such as foster fathers, stepfathers, grandfathers, uncles and older male siblings.
- Family learning normally takes the form of activities or short workshops where family members learn together and where there are planned learning outcomes for both children and adults.
- The benefits of family learning are wide-ranging and include:
 - improved educational outcomes for children
 - effective ways of engaging parents in their children's learning
 - improved communication between parents and practitioners
 - a first step back into learning for parents
 - improved relationships between parents and children

4.2 Identify strategies for encouraging parents and/or carers to play an active role in children's development

- Encourage parents to attend training sessions
- Invite parents for open days and parents events
- Ask parents to volunteer in school outings
- Coffee mornings
- Reading sessions

5.1 Work with parents and/or carers to help them recognise the significant contributions they are able to make to the child's health, well-being, learning and development

- Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.
- It is essential for parents to support the learning that happens in preschool settings at home as well. Parents who are in tune with what is happening in their child's preschool classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child's development and supporting further learning.
- Not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school. Having a parent communication app such as HiMama can help with ensuring parents are kept up to date with the learning outcomes and milestones being reached in their children's classroom.



5.2 Encourage parents and/or carers to take an active role in the child's play, learning and development

- **Invite parents to learn more about you, your staff and how your childcare center operates.**
- Making families more comfortable with your center and the educators who work there will go a long way in making them feel at ease and more likely to be involved. Ensure teachers are always greeting and interacting with parents, whether in person or through a daycare management app.
- **Ask parents if they'd be interested in participating in your classroom.**
- Do they have a special talent that they would like to share with the class? Would they be interested in volunteering to help in an art project or read a story?
- **Ask parents if there are any topics they would like to see incorporated into your curriculum.**
- Once they are aware that they can have a say in what is taught in the classroom, parents may want to help shape what their child learns throughout the day.
- **Create a daily report or journal for each child.**
- Use these daily reports to outline their individual progress and offer a way for parents and educators to communicate and give feedback.

5.3 Evaluate the impact of partnership working in making a positive contribution to the child's health, well-being, play, learning and development

- **Parents and carers make a crucial difference to children's outcomes.** It is vital that early years practitioners recognise parents' commitment to their children's early development and education and give priority to working with parents. Research tells us that regardless of the quality of settings, the most important predictor of children's future outcomes is the quality of the home learning environment, so involving parents in their children's learning is the most significant factor in enabling children to do well despite disadvantage. The benefits are greatest when practitioners and families work in respectful partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home.

Any Questions?



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