

Early Years

Resources to Support Partnership with Parents



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The Australian Childhood Foundation acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians and owners of this land and waters. We pay our respects to their Elders past and present and to the children who are their leaders of tomorrow. We acknowledge their history and living culture and the many thousands of years in which they have raised their children to be safe and strong.



2

Listening To Each Other

- Who are you?
- Where are you?
- How are you?



3

Session Goals

- Challenges in partnership with parents
- The diversity in partnership
- Trauma and partnership
- Resources that support partnership

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Challenges in partnership with parents

- Communication
 - differences in communication styles
 - language barriers
 - scheduling conflicts
- Different expectations
 - Parents expectations
 - curriculum and best practices in ECE
- Lack of engagement
 - Work commitments
 - Language barrier

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The diversity in partnership

- Understanding diversity
 - Cultures
 - Family structure
 - Understanding of education
 - language

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Trauma and Partnership

- Being trauma-informed
- Create a safe and supportive environment
 - Calm and consistent setting
 - Using positive language
 - Modeling positive communication skills
- Provide resources and support
 - Connecting families with community resources
 - Providing information on coping strategies and self-care

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What we already do

- Building professional relationship with boundaries
- Using open body language
- Maintain eye contact if appropriate
- Demonstrating mindful listening skills
- Displaying a friendly and courteous manner
- Providing a calm and welcoming atmosphere
- Information is kept confidential
- Being respectful
- Acknowledging the parent as knowing their child best

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Resources to support us in

- Talking with parents
 - About listening
 - About themselves
 - About parent-child relationship
 - About communication
 - About brain development
- About child's development
- About child's behaviour
- About parent's behaviour
- About self care
- About life

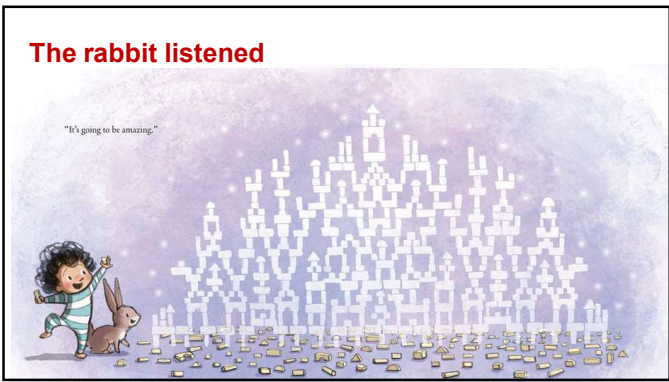
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Chinese Symbol for Listening

聽 Listen

耳 Ear

眼 Eye

心 Heart

一 One

王 King



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Deep listening



'To listen in reciprocal relationships with no judgment, just to try to understand'

(JUDY ATKINSON 2017, the Value of Deep Listening-The Aboriginal Gift to the Nation)

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Listening intentionally to the Music



1. 

2. 

3. 

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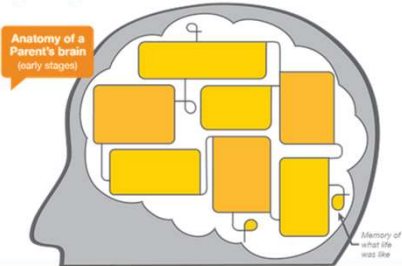
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Listening *with* parents



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How's it going?



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Pressing your Buttons



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Pause on the Positives

One of life's secrets:
Learn to pause
Emerge positive

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'Daddy Cool'



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Floral Frame

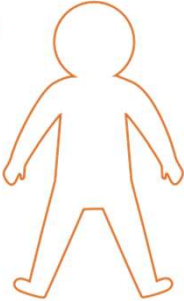


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Picture of Figure



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Reflection on Culture

Draw a visual representation of your own culture.

Try to include some aspects of:

- your beliefs, values and philosophies and ambitions
- your symbols, languages
- your customs, traditions, dress, food, home, lifestyle, behaviours, health practices

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Talking with parents

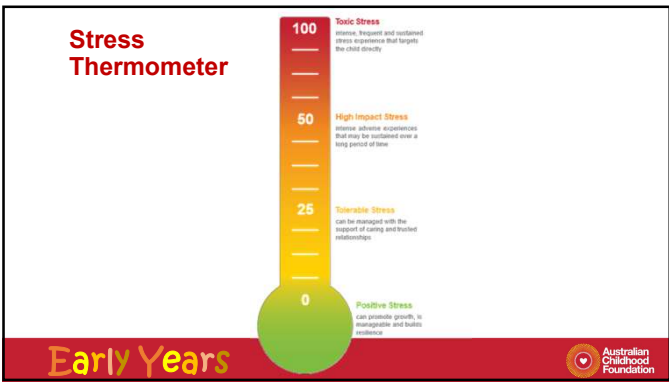
About themselves



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Dad T-Shirt



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Talking with parents

About parent-child relationship



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Connecting brains

A child's brain develops through relationships with others. The quality of these relationships shape children's brain development.

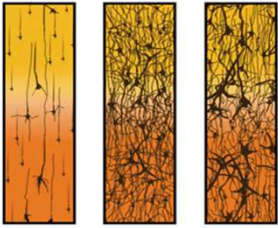


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Neuronal Connections



Newborn 2 Years Adult

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My children

If you had three wishes for your children 20 years from now, what would they be?

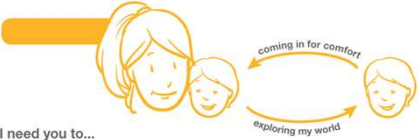


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Being there for children

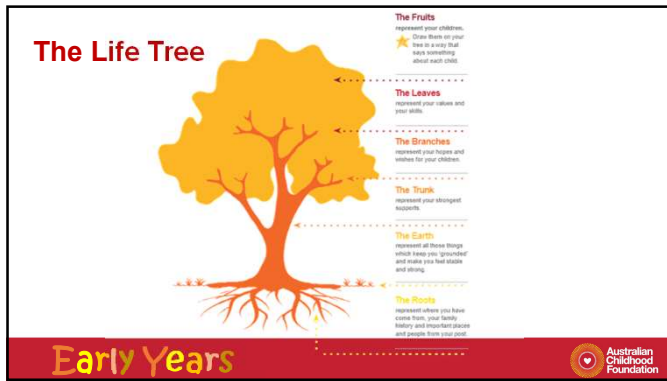


I need you to...

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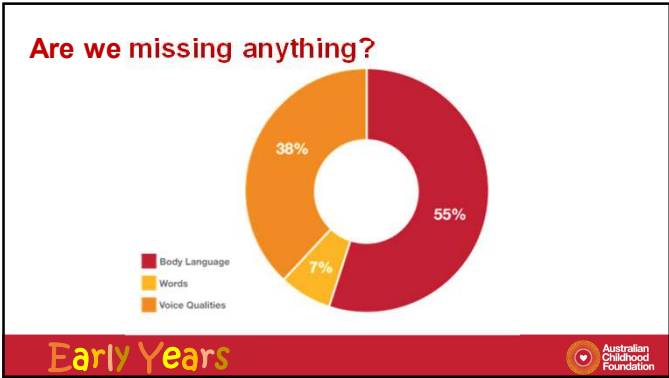
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Have I told you lately that I love you?

	My Preferences	My partner's preferences	Wondering about our baby
Kind Words			
Quality time			
Gifts			
Doing helpful things			
Loving touch			

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Playtime Fun Grows Healthy Brains

With hundreds of repetitions of playtime fun with people who love him, baby becomes better able to manage big feelings and to relate to other people

Parent smiles at baby while playing "This little piggy" with his toes

Parent's eyes light up with pleasure

Baby looks at parents happy face

"Feel good" hormones are released in the baby's brain

Baby feels good and more connections grow in his brain

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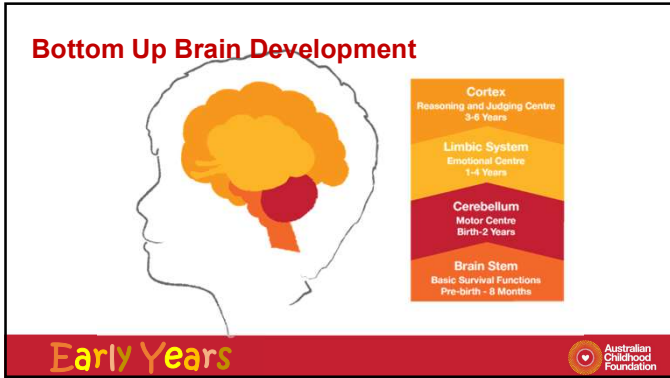
Talking with parents

About brain development

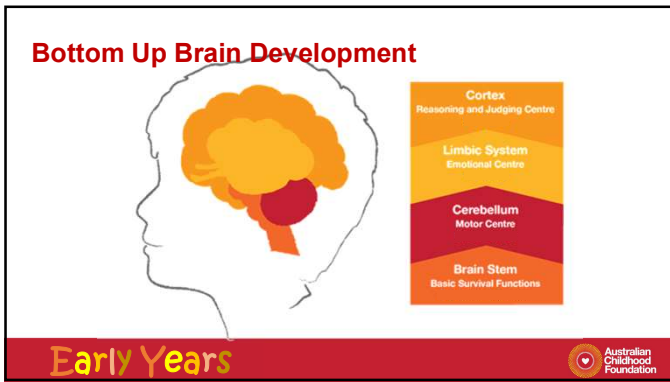
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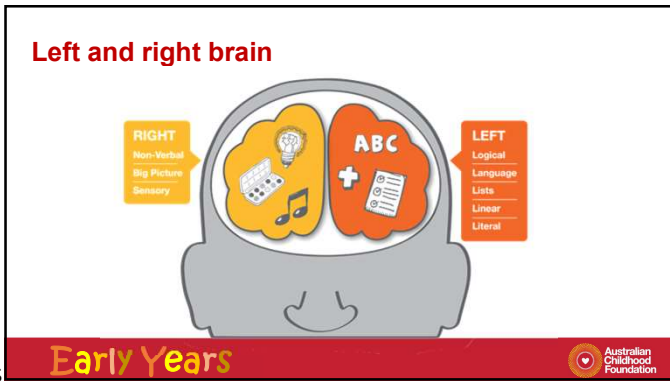
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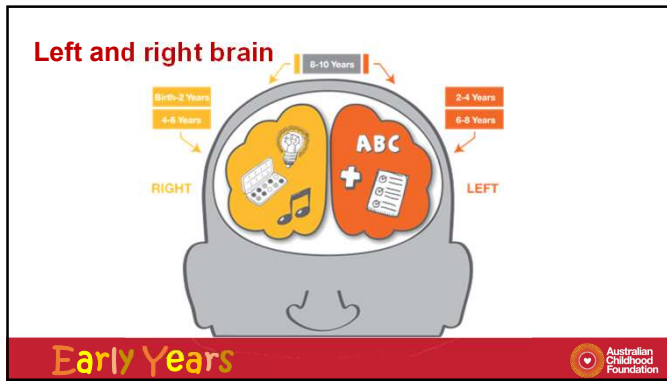
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Children's Emotional Development Birth - 10 Years

Birth - 18 Months

18 months - 3 years

3-6 years

6-10 years

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Family Case Scenario

Shalini and Jack Murphy have four children:
 Darren, their sensitive 10 year old son, attends the local primary school;
 Kieran, their sociable 6 year old son, is in his early years at school;
 Three year old Kevina their only daughter, is known as the comedienne of the family
 and has started an early years program this year; and their placid baby boy, 8 month old mason.

The family has recently moved to the country from their home of the last 10 years in the inner
 suburbs of a capital city, to a rural area where they now live on a small farm property.

While the family was living in the city, Jack went out to work for 5 days each week. Since the
 move to the country, he works from home.

Shalini has not returned to the workforce since Mason's birth.

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Family Case Scenario

Consider the children in the scenario and what the change of circumstances
 may mean for each one, take into account each child's;

- Stage of development
- Personality / Temperament
- Gender
- Position in the family

Consider possible impacts on the child's:

- Feelings
- Sense of security
- Friendships
- Behaviours



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Personality

★ Complete the scales for each of your children.

1

10

Very intense

Very easy-going

1

10

Very active

Prefers to sit and watch

1

10

Easily frustrated

Very patient

1

10

Can't cope with change at all

Adjusts easily to change

1

10

Takes a long time to feel comfortable with new people

Loves meeting new people

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Talking with parents

About child's behaviour

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Children's behaviour



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Children's behaviour

Situation	Behaviour	Understanding (emotion, reason, intention)
		
		

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Behaviour Iceberg/Anthill



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Behaviour Iceberg/Anthill



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Behaviour
buster cards



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Feelings and Needs cards

Needs

rest/sleep	safety	shelter	touch
play	creativity	hope	belonging
empathy	love	nurturing	respect
security	trust	comfort	support

Feelings

calm	happy	proud	playful
curious	enthusiastic	angry	mad
sad	frightened	lonely	scared
bored	excited	fulfilled	relaxed

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Building a shared language

Rather than asking:

“What are you doing?”

and

“How can I stop it?”

Wonder:

“What are you feeling?/trying to tell me?”

And

“What do you need from me?”

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Helping children to manage big feelings

- 1 Listen to the child's feelings with your whole body**
 - stop what you're doing
 - get down to your child's level
 - look at child (their focus is on the expression on your face)
 - speak using a calm voice (their focus is on the tone of your voice)
- 2 Put your child's feelings into words**

Eg "It looks like you're pretty angry/scared about that."

"You sound pretty cross."
- 3 Help him to notice what's happening in his body**

Eg "How does that feel in your tummy/head?"

"Your arms look stiff and tight."
- 4 Empathise with him**

"It's tough when ..."

"I can understand that you might feel annoyed when ..."

"If my friend did that, I'd feel angry too."
- 5 Help him to solve his own problem**

"What could you do about that?"

"What could you do next time that happens?"

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Talking with parents

About parents' behaviour

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The mindful brain

Deactivation

Medial Pre-Frontal Cortex
The centre of mindfulness/self-awareness

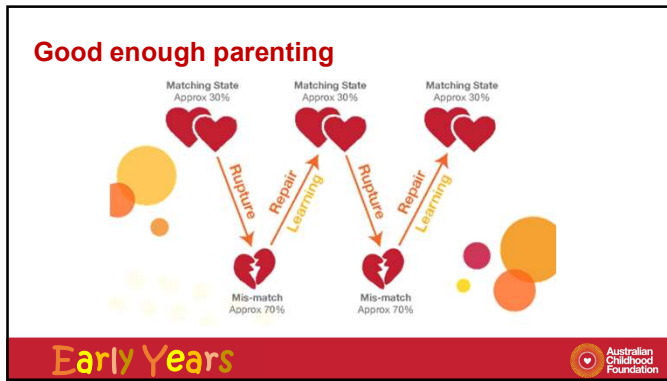
Mindfulness deactivates the Amygdala
(the 'smoke-detector' of the brain) helping us to calm.

Mindfulness also develops the Medial Pre-Frontal Cortex, helping us to develop reflection and empathy for others.

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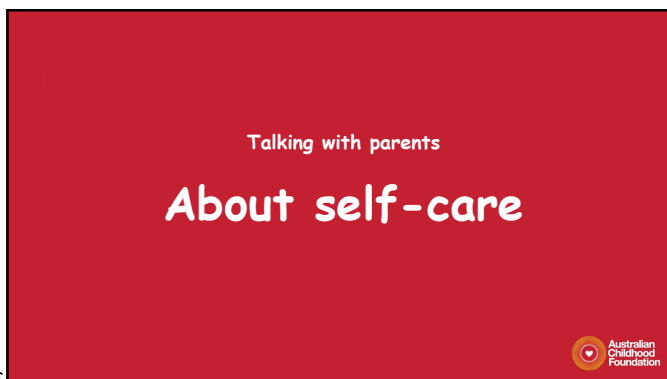
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Stop...pause...play



Stop

- Stop what you are doing.
- Make sure your feet are placed firmly on the ground.

Pause

- Focus on your breath.
- Breathe in slowly, right down into your belly, then exhale completely.
- Take 5 more slow breaths, being aware of each breath in and each breath out.
- Smile and enjoy standing like this for a moment. Feel your body relax.
- Reflect. Ask yourself "What do I need?" and "What does my child need?"

Play

Respond to your child with new understanding.

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Breathing Relaxation Exercises



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10 Breaths



When something wonderful touches you, savour the experience by offering it 10 full breaths. By paying close attention to special moments, we come to see that opportunities for happiness present themselves many times each day.

Give your 10 breaths to anything that seems wonderful to you

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Mindfulness Bottle



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Self-Care Prescription

Prescription (by self-care activity)	How often (times/week)	Daily	Weekly	Frequently	Monthly	Yearly
Call or visit a friend or family						
Practice something / muscle relaxation						
Write, play sport or exercise						
Have a bath						
Read a book or magazine						
Have one-to-one time with your partner						
Watch a movie						
Listen or dance to music						
Write, paint or play an instrument						
Cook your favourite meal						
Go out for dinner						
Do some gardening						
See a counsellor						
Go away for a weekend						
Go on holiday						

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Mindful walking



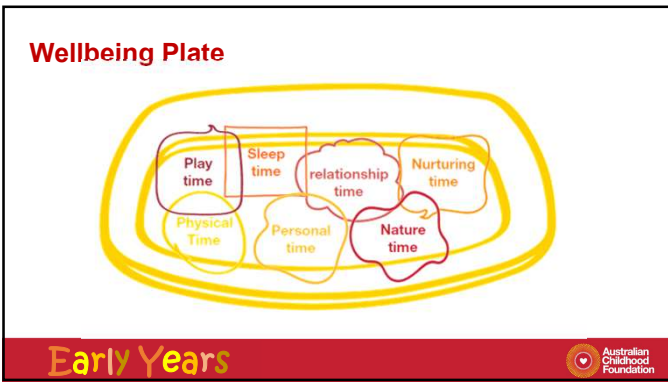
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Repairing Relationships

- 1 Restore Calm and Safety
- 2 See it from your child's point of view
- 3 Repairing Relationships
- 4 Future Plans

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Time In Time Out



A toddler runs out on the road when his mother is not looking and is narrowly missed by a car that has to slam on its brakes, frightening the child who starts to scream.....

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The Story Continues



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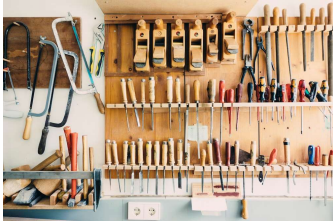
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In Summary



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This a toolkit



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Self-reflection and owning the resources



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Tailoring the resources

How will you adapt
the content of this resource into
your work with parents?

Are there
any special considerations
you need to take into account?

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Other Trainings

- Introduction to Relational Trauma
- Trauma Informed Practice
- Trauma Informed Mentoring
- Healing Relational Trauma through Play
- Bringing Up Great Kids (BUGK)

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**ACF Parenting &
Early Years**

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