Working with Parents, Carers and Families in the Early Years: The essential guide
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Working with Parents, Carers and Families in the Early Years: The essential guide by Teresa Wilson (Paperback, 2015) Delivery UK delivery is within 5 to 7 working days. International delivery varies by country, please see the Wordery store help page for details. Read full description.

1. Introducing families
2. Introducing legislative and policy frameworks
3. The importance of reflection
4. Supporting transitions and home and setting visits
5. Partnership work with different ages
6. Parent friendly environments
7. Making connections between home and setting
8. Identifying, reflecting on and reducing barriers to partnership work
9. Concluding points: skills and strategies for working in partnership

Parents have a crucial role in supporting children’s learning, development and well-being. The act of forming effective partnerships with families and carers is a key feature of the Early Years Foundation Stage. Achieving this takes time, reflective practice, skill and a solid understanding of the barriers that can impede forming effective working relationships with parent. Parents have a crucial role in supporting children’s learning, development and well-being. The act of forming effective partnerships with families and carers is a key feature of the Early Years Foundation Stage. Achieving this takes time, reflective practice, skill and a solid understanding of the barriers that can impede forming effective working relationships with parent.

Four recommendations on working with parents to support their child’s learning:

2. Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support can be beneficial for supporting reading. Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).
3. School communications may be particularly important for engaging some parents/carers who could play an important role but may have less contact with school.
4. Offer more sustained and intensive support where needed. Early Years Curriculum Guidelines.

Later in this document, in the section “Exploring what children learn in which Table 8 shows the major links between the early learning areas and the KLA’s. As children explore their understandings and capabilities, they are constructing their dispositions. Dispositions may be described as relatively enduring habits of mind and action, and tendencies to respond to situations in characteristic ways. Experiences, and become familiar with the classroom learning environment. Parents and carers to meet, get to know each other and build networks.
