

Every Interaction with our disadvantaged pupils and their families has the power to bring about positive change

Addressing Educational Disadvantage - Marc Rowland 2021

Working in Partnership with Families Addressing disadvantage in the Early Years

‘What parents do with their children is more important than who parents are’

Effective Provision of Pre-school Education Project

Carol Rowe and Kathryn Irvine - Early Years Education Partners



Essex County Council

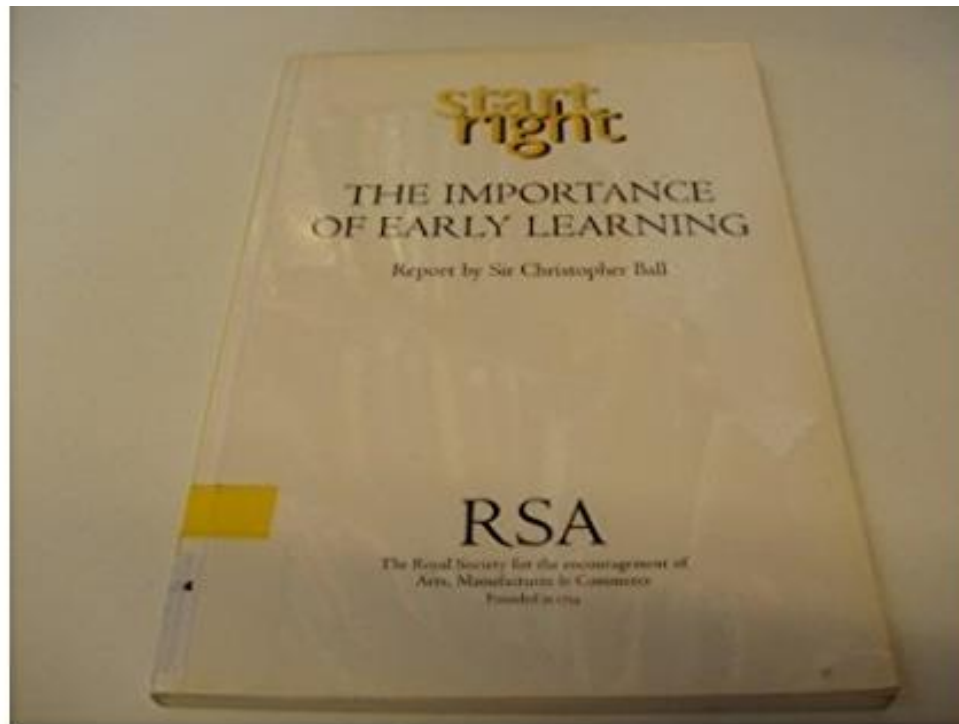
Aims



- To explore the role parents have in their children's learning and how to support this
- To understand our role in supporting parental engagement
- To have an awareness of different parenting styles
- To support parents to feel connected to their child's place of learning

'We need to begin with the firm belief that all parents are interested in the development and progress of their own children. Parents want to be effective advocates on their children's behalf.'

The Start/Right Report (Ball 1994)



Getting to Know Each Other

- **Learning about the parents/family/home life, do the family have any unique skills or hobbies they could share with your setting**
- **Learning about the child**
- **Understanding Cultural Capital and potential barriers**
- **Key Person Approach – fostering relationships**
- **Giving of yourself – website/KP info – Islands of intimacy**
- **On-entry and ongoing assessment and check ins with parents**
- **Ask if there's anything that tends to upset their child at home, and what works best to calm them when they're upset.**
- **Work with parents to find self-regulation skills that suit each individual child and family.**
- **Developing a genuine partnership with parents involves power sharing and requires staff to work in an enabling and respectful way.**

Parents want someone who...

- Really likes my child and knows them well
- Listens, and doesn't just tell us what to do
- Understands if we are a bit late arriving
- Cares about me as well as my child
- Gives me time to talk
- Smiles and has a sense of humour
- Helps my child learn
- Keeps me informed

Effective Practice: Parents as partners 2007



How parents can support their children's learning

Engaging with learning at home

- Reading with their child at home
- Doing home learning activities with their children
- Supporting children with things they find hard
- Helping find out answers to questions their children have
- Having conversations with their children
- Being positive about where their child spends their day.

Engaging with school or setting

- Coming into the setting
- Joining the setting on a trip
- Parents evenings
- Chatting with the staff at drop off
- Coming to fund raising events
- Introduce parents to each other at social events

How practitioners can support parents

- Set expectations from outset – safeguarding, fees, late pick-ups, emergency contacts, etc
- Home visits
- Two-year progress check
- Regular parent meetings
- Tea and tissues
- Signposting
- Parent group
- Social events
- Fundraising
- Social Media
- Tell parents who their child is friendly with to support 'play dates'

Welcoming environment

'If you are in a setting, go outside and then walk into the building as a parent/visitor would, imagining you are new to the site. If you are not there visualise this. Notice what the layout, signage, decoration, level of information (text and visual) indicates to you. How welcome do you feel, how do you know where to go, who could you approach, what does their body language indicate to you about your presence, how is your culture represented, how is your child and your aspirations for them shared with you in this space and how do you get in?

Now repeat the exercise and consider things from a child's perspective...

... Our knowledge of children and families continuous transitions should help us to think about the learning environments that we create'



Barriers and pressures for parents

- **Time constraints**
- **Perception of gender roles**
- **Parental self esteem**
- **Own experience of education**
- **Attitudes towards the education system**
- **Language levels**
- **Literacy levels**
- **Cultural barriers**
- **Family context/make up**
- **Parental anxiety**
- **Who could they speak to if they have a concern about their child**



Children are made readers
on the laps of their parents.

-Emilie Buchwald

Bedtime Stories



Attachment, Personal, Social & Emotional Development, Managing Feelings

- Language & Cognition
- Self-regulation
- Attachment
- Behaviour
- Self-esteem



Hopes and fears

- Understanding individuals dispositions, hopes and fears is essential to developing secure relationships with parents and carers. It requires an appreciation of the backgrounds and experiences of families.
- Families may be struggling to achieve a sense of belonging
- A different language may be spoken, some may have no English at all
- Different views may be held regarding discipline & education
- Some families may feel hesitant in approaching or engaging
- Social inequalities may be felt
- Parental anxiety, post-natal and expectations such as home link books

Parents as partners

Boosting self-regulation

When it comes to parents and behaviour in the early years, Sue Cowley's message is *'that probably the most important thing of all for your child to learn is how to self-regulate.'*

*A really useful way to encourage the development of self-regulation is to **narrate** the 'why' behind the behaviour you have asked for.*

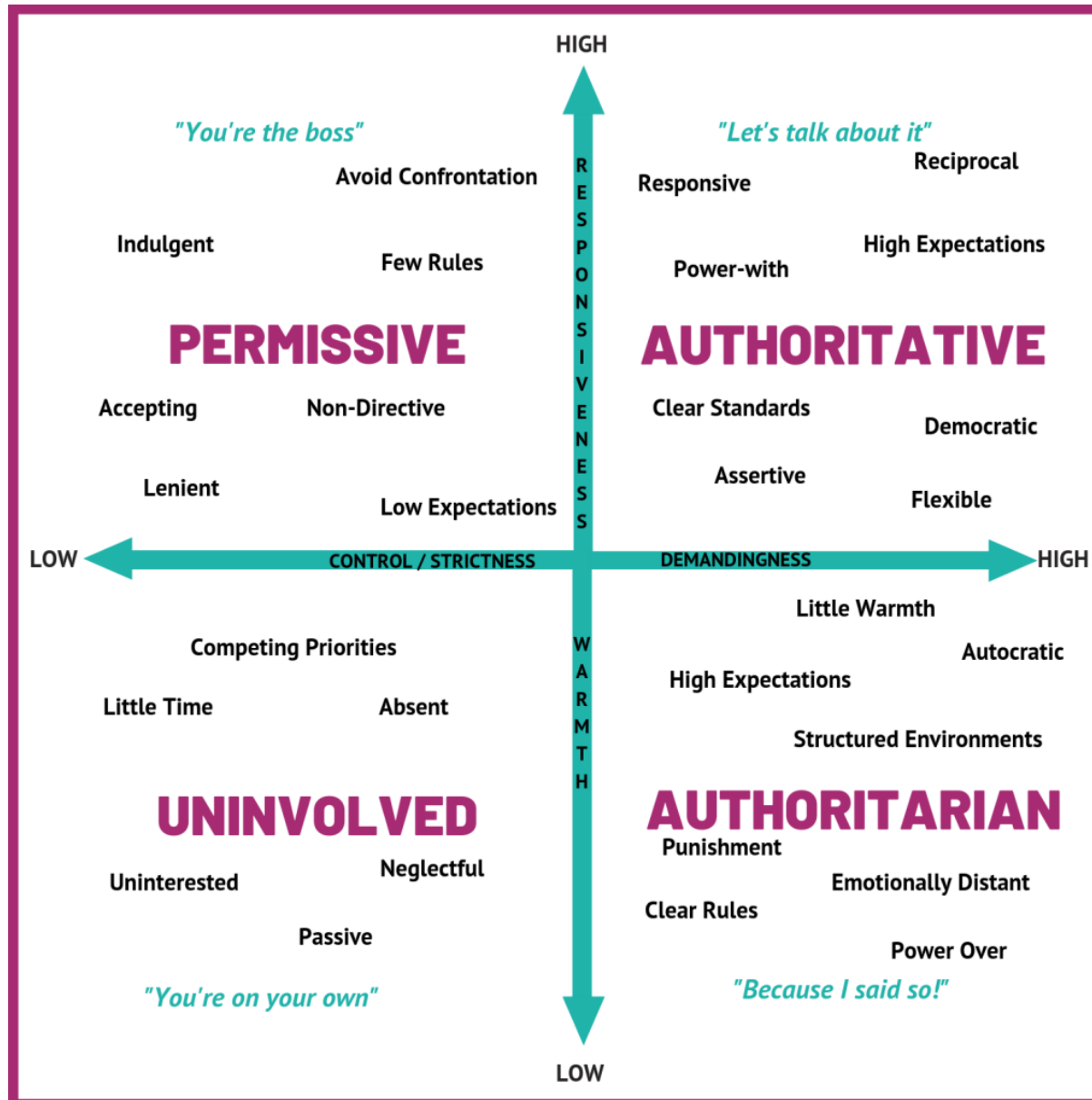
This helps your child understand why you want them to do this particular thing. Always try to add a 'because' to your statements about how you need your child to behave.'



Serve and return interactions



Parenting styles



Top Tips

- Home visit
- Ask parents what they need or want
- Don't pigeonhole parents
- Ensure all parents are offered a safe and secure environment to discuss their needs – have meetings off site
- At first glance does the visual environment, for example reception area, look attractive and welcoming to all parents
- Always warmly acknowledge parents and children



Information for parents and carers

3.74. Providers **must** make the following information available to parents and/or carers:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home
- how the setting supports children with special educational needs and disabilities
- food and drinks provided for children
- details of the provider's policies and procedures (all providers except childminders (see paragraph 3.3) must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency

What to Expect In the Early Years



[https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-
expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf)

A guide to typical age-related self-regulation

18-24 months	Can concentrate on an activity they have chosen but may not take any direction from an adult. Can do some simple turn-taking in activities alongside an adult, e.g. rolling a ball
2-3 years	Is beginning to listen but is easily distracted. Listens when talk is addressed directly to him/her. Likelihood of tantrums when unable to get their own way. Has little understanding of dangers. Has little understanding of sharing toys or an adult's attention.
3-4 years	Is starting to modulate emotions and impulses sufficiently to play with others. Is able to understand others' emotions. Can play co-operatively with others. Knows behavioural rules, e.g. to walk indoors or to wait for their turn in a game or other activity. Knows how to 'use' emotions to meet their needs or to 'negotiate', e.g. crying to get a parent to change his/her mind. Needs to look in order to listen and attend.
4-5 years	Is starting to be able to control some emotions. Is able to wait before making choices to see whether there may be a better choice, e.g. not just taking the first thing offered. Understands that some behaviour is inappropriate. Able to concentrate and maintain attention on goals, e.g. finishing a jigsaw puzzle. Is able to listen whilst simultaneously engaged in another activity.

How much sleep do children need

How much sleep?

The following information is taken from the NHS choices website (www.nhs.uk/Livewell/Childrenssleep).

T!P

3 months	daytime:	4 to 5 hours
	night time:	10 to 11 hours
6 months	daytime:	3 hours
	night time:	11 hours
9 months	daytime:	2 hours, 30 minutes
	night time:	11 hours
12 months	daytime:	2 hours, 30 minutes
	night time:	11 hours, 30 minutes
2 years	daytime:	1 hour 30 minutes
	night time:	11 hours
3 years	daytime:	0 to 45 minutes
	night time:	11 hours, 30 minutes to 12 hours
4 years	night time:	11 hours 30 minutes
5 years	night time:	11 hours

*I have learned
that people will
forget what you
said, people will
forget what you
did, but people
will never forget
how you made
them feel.*

Maya Angelou
1928-2014



Photo by Michael Collopy

Helpful links

- <https://www.nurseryworld.co.uk/features/article/home-learning-a-parent-s-guide-to-self-regulation>
- [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf)
- <https://www.tlc-essex.info/>
- Reducing Educational Disadvantage: A Strategic Approach in the Early Years – Penny Tassoni 2016
- Addressing Educational Disadvantage in Schools and Colleges: The Essex Way 2021 – Edited by Marc Rowland 2021
- Developing School Readiness: Creating Lifelong Learners – Kathryn Peckham 2017
- 100 Ideas for Primary Teachers: Engaging Parents – Janet Goodall and Kathryn Weston 2018

Helpful links

- Inclusion Partner team:
 - [South Cluster List](#)
 - [North East Cluster List](#)
 - [Mid Cluster List](#)
 - [West Cluster List](#)
- Early Help Drop-ins offer peer support, signposting for anonymised cases and help to answer general questions. They are led by the Leads for Partnership Delivery.
- The purpose is to support each other, discuss early help provision for children and families in Essex, signpost to support and answer general queries. Sessions are held as follows:
 - North - Tuesdays 12-1pm lee.bailey@essex.gov.uk
 - South - Wednesdays 12:30 - 13:30pm harriet.pickering@essex.gov.uk
 - West – Thursdays 12-1pm - fiona.bailey@essex.gov.uk
 - Mid – Wednesday 12-1pm - Paul.Mitchell@essex.gov.uk
- These drop-in sessions do not replace work undertaken by the Children & Families Hub as outlined in Effective Support for Children and Families in Essex essex.gov.uk/report-a-concern-about-a-c

Thank you for joining us

For additional support and queries,
please contact your EYEP Team:

Mid EYAdvisers.Mid@Essex.gov.uk

North-East eyanortheast@essex.gov.uk

South EYadviser.South@essex.gov.uk

West: EYFS.West@essex.gov.uk



Session 2

- Session 2 will cover knowledge and strategies to develop support for the Home Learning Environment:
- [Click here to access on Monday 22nd November 1 - 2:30pm](#)
- [Click here to access on Tuesday 23rd November 6 - 7:30pm](#)
- [Click here to access on Thursday 25th November 10 - 11:30am](#)