



Collaborative Teaming – Positive communication with children and families

Summary

What is Positive Communication, anyway?

- Interactions between early learning and childcare staff (educators, directors, cooks etc.) and children and their families that ensure they feel acknowledged and welcome.

What's the Point?

- Families feel welcomed and part of the care environment
- Builds a secure partnership with children and their families
- Nurtures more responsive relationships between team members and families
- Shows respect to children and their families as members of the childcare community
- Educators receive an opportunity to model positive ways of communicating to children

How Do I Do This?

- Discuss with team members and set expectations around staff practice of welcoming and acknowledging children and their families
- When all staff (educators, directors, cooks etc. enter a playroom, they greet children before carrying out the purpose of their visit.
- As families and children enter and leave the playroom/program, they are noticed and acknowledged by the staff present in the room.
- Educators present themselves as warm and approachable to families and children
 - By getting down to children's eye level when speaking to a child
 - Use of warm tone
 - Pleasant facial expression
 - Using eye contact when talking

How Will the Children Participate in This Practice?

- Children can greet their peers entering and acknowledge those leaving the playroom
- Children can greet families entering and acknowledging those leaving the playroom
- Children begin to feel confident approaching all daycare staff

Checklist

Task	Complete?
Educator presents the importance of positive communication to team members in a meeting.	
Educator and team members discuss the importance of supporting families to feel safe and comfortable in the space (i.e., greeting children and family by name).	
Educator and team members set an expectation in the meeting to greet and acknowledge children and their families throughout the day.	
Team members (educators, directors, cook etc.) greet children when they enter a room and demonstrate willingness to engage in meaningful interactions.	
All team members respond to children's attempts to seek connection throughout the day with warmth and positive interaction e.g., hi-five, wave	
Educators notice and acknowledge children as they enter or leave a play area or the room	
Educators use positive nonverbals to encourage children and parents to initiate contact. i.e., pleasant facial expression, using eye contact, warm tone of voice, remaining at eye level when with children etc.	
Educators share important messages from families (i.e., educator communication book with team members to support their interaction. i.e., Kevin's mother mentioned that he has been having a hard time sleeping. Next day the opening staff can ask; "how his sleep was last night?".	

The image of the family that you hold influences your participation with families and communicates to children how their family is valued in early childhood communities.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 50

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

