

Professional Development Guides for Implementing Parent, Family, and Community Engagement

Content Area:

Positive Goal-Oriented Relationships

Trusting and respectful relationships are the building blocks for effective Parent, Family, and Community Engagement. Use this guide to help your program staff learn strategies for developing and strengthening staff partnerships with families.



Guiding Questions

- What are Positive Goal-Oriented Relationships?
- How can I build Positive Goal-Oriented Relationships with families?
- How can I build Positive Goal-Oriented Relationships with staff and community partners?



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Icon Key:

Resources
Time
Document

Visit Website
Video

Overview

Welcome to the Professional Development Guides for Implementing Parent, Family, and Community Engagement (PFCE). These guides offer resources, group experiences, and activities, which we call “learning extensions,” that support the Head Start/Early Head Start community in implementing effective PFCE.

Use these resources and learning extensions to shape a systemic, integrated, and comprehensive approach to PFCE, and to make progress toward positive outcomes for families and children. You may need to modify or adapt the learning extensions based on your group’s knowledge and experience. We encourage you to share your adaptations and ideas for new activities with us.

Follow the guides from beginning to end as part of a professional development plan, or turn to the individual content areas that address your specific needs.

Content Areas

We have designed these professional development guides to cover the knowledge and skills needed to implement effective PFCE. Each content area responds to a different set of guiding questions. Review the guiding questions for this content area below:

Content Area	Guiding Questions
Positive Goal-Oriented Relationships	<ul style="list-style-type: none">• What are Positive Goal-Oriented Relationships?• How can I build Positive Goal-Oriented Relationships with families?• How can I build Positive Goal-Oriented Relationships with staff and community partners?

Each content area has three sections:

- The **Introduction** provides an overview of the content area.
- In **Learning Extensions**, you will find instructions for leading groups in professional development experiences using PFCE resources, including readings, presentations, videos, and activities. Tips for adapting the learning extensions for individuals are also provided.
- The **Resources** section lists all of the materials used in the content area, as well as additional ones to explore.

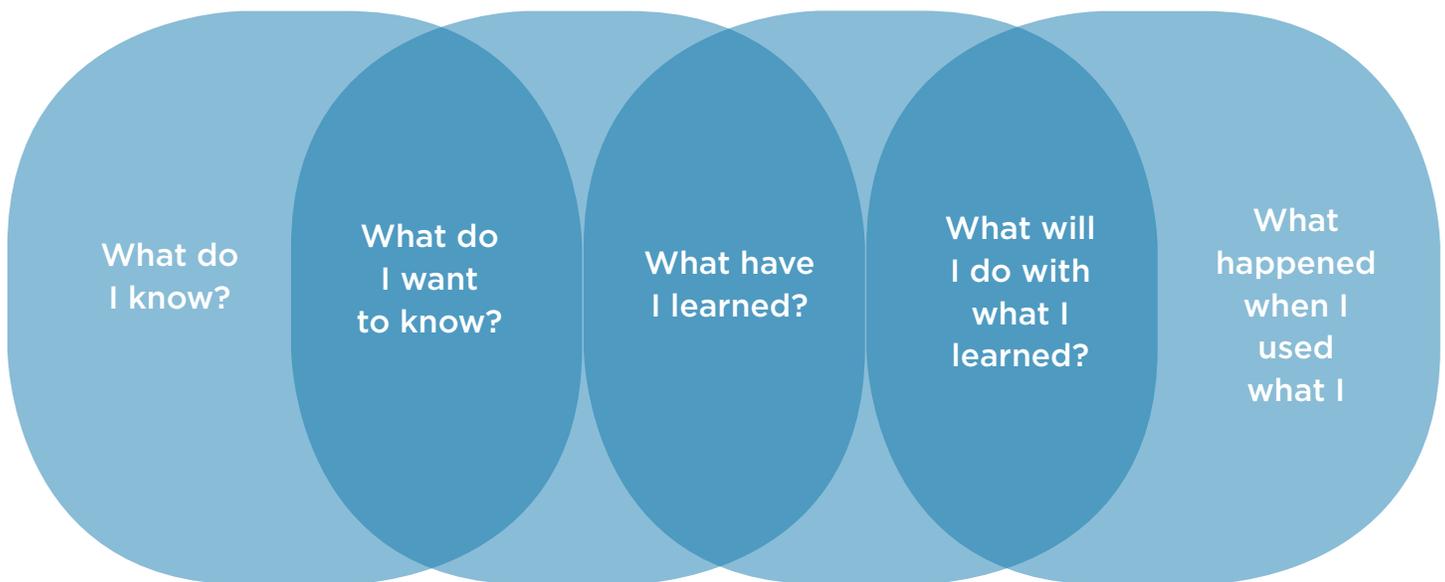
Overview, cont.

Working with Adult Learners

Learning a new approach, skill, or activity is a process. These guides use reflective practice to assist individual and group learning. Using this ongoing reflection approach, you will acknowledge your and your group's experiences, expertise, desires, and discoveries. We encourage you to support colleagues, coworkers, and supervisors to engage in reflective practice. Benefits of ongoing reflective practice include:

- Improved skills in engaging families and communities
- Strengthened relationships with others
- Greater awareness and understanding of how your experiences influence your implementation of PFCE

Reflective Practice Process



Media and Methods

The Professional Development Guides for Implementing PFCE utilize a variety of media and methods. These include real-life examples of PFCE in Head Start/Early Head Start programs, as well as readings and videos that highlight effective implementation of PFCE. As you explore the learning extensions, consider which formats and methods will work best with your group.

Note: You can find all the resources used in these guides on the Internet. Turn to page 34 for the full web addresses.

Getting Started

Incorporating these guides into your professional development plans will increase your potential for being successful in engaging parents, families, and the community. As you get started, use your responses to the questions below to help you determine which content areas and learning extensions to use. The content area guiding questions on page 1 may also help you select learning extensions to get started with.

- Are you responding to a specific need?
- Are you creating a professional development plan for PFCE?
- What methods and media best meet your group's needs?

Reflective Practice

Reflective practice is a powerful process used by individuals and groups to examine and enhance practice. It can be used during professional development planning, at the beginning and conclusion of professional development experiences, and as an ongoing part of professional practice. To get started, follow the three steps below. Be sure to return to these steps and add additional reflections over time.

Resource you will need:

Reflective Practice Tool (see page 4)

Step 1:

Consider what you want to reflect about.

- a. Reflect on your needs and the needs of your group. Use your reflections to help decide which content areas and learning extensions to use.
- b. After you choose a content area, review what it covers. (This is summarized in the Overview of each content area.) Conduct a short discussion with your group about which learning extensions you want to explore.

Tip: Provide each member of your group with a copy of the *Reflective Practice Tool* to complete. Ask members to share their individual reflections. Collect these reflections to create a combined group list.

Step 2:

Write responses to questions 1 and 2 on the Reflective Practice Tool.

Step 3:

As you complete the content area learning extensions, return to the Reflective Practice Tool and add reflections by responding to questions 3, 4, and 5.

Reflective Practice Tool

Use this tool to capture your reflections about your learning.

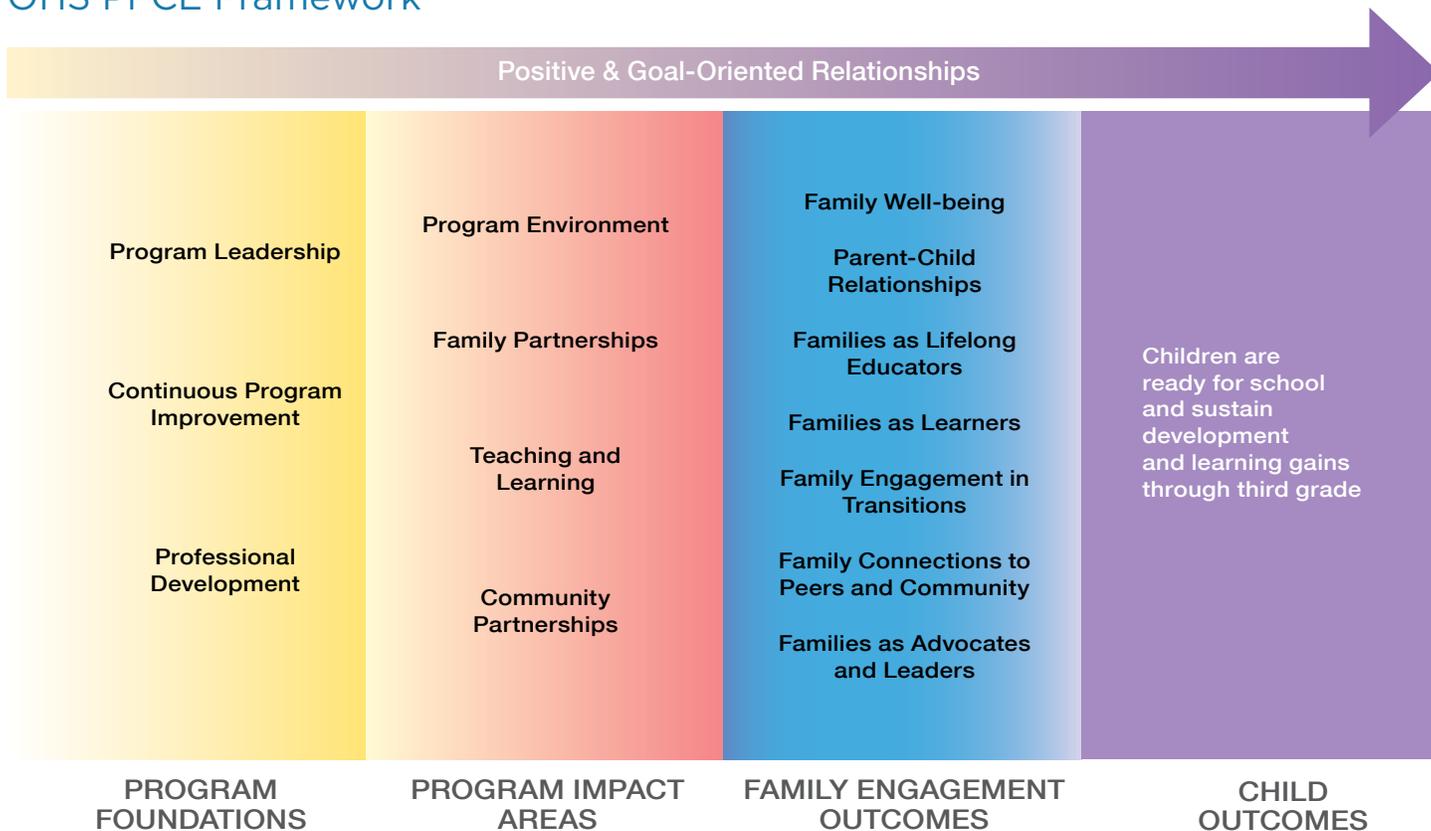
Guiding Question	Your Reflections
<p>What do I know?</p> <p>What experiences have I had with this topic?</p> <p>What do these experiences mean and how might they impact my work?</p>	
<p>What do I want to know?</p> <p>What do I want to explore and learn about?</p>	
<p>What have I learned?</p> <p>What new ideas or perspectives have been confirmed or discovered?</p>	
<p>What will I do with what I learned?</p> <p>What idea, strategy, or activity will I try?</p>	
<p>What happened when I used what I learned?</p> <p>What happened when I tried a new idea, strategy, or activity?</p> <p>What discoveries did I make?</p>	

Positive Goal-Oriented Relationships: Introduction

Effective Parent, Family, and Community Engagement (PFCE) helps children and families thrive. For Head Start and Early Head Start programs to make progress toward family outcomes, they must build strong and effective partnerships with the families they serve. Such partnerships emerge from positive, ongoing, and goal-oriented relationships. Program staff develop Positive Goal-Oriented Relationships by using relationship-based strategies that show respect for families and build on their strengths.

The Office of Head Start (OHS) PFCE Framework uses an arrow to depict “Positive Goal-Oriented Relationships.” The arrow moves across all of the Program Foundations, Program Impact Areas, and Family Engagement and Child Outcomes. It highlights the essential role of relationships, as well as the importance of relationship-based practices and strategies across all Head Start and Early Head Start systems and services. This guide explores ways to build and enhance Positive Goal-Oriented Relationships in your work with families.

OHS PFCE Framework



The OHS PFCE Framework is a research-based approach to program change that shows how Head Start/Early Head Start programs can work together as a whole—across systems and service areas—to promote family engagement and children’s learning and development.

Positive Goal-Oriented Relationships

Discover the meaning of relationship-based practice, and learn strategies for building Positive Goal-Oriented Relationships across all areas of the OHS PFCE Framework.

Guiding Question

What are Positive Goal-Oriented Relationships?

🕒 30–45 minutes

📁 Resources you will need:

- 📄 *Building Partnerships: Guide to Developing Relationships with Families: Definitions* (pages 2–5)
- 📄 *Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families* (page 5)
- 📄 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the “Definitions” section on pages 2–5 of the document *Building Partnerships*.
- Print copies of pages 2–5 of *Building Partnerships* and page 5 of *Head Start and Early Head Start Relationship-Based Competencies* as handouts for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: You may complete this learning extension in a group or by yourself. If you are working alone, consider what opportunities there are to talk to others about the readings and share your reflections.

Directions:

1. Share the definition of “Positive Goal-Oriented Relationship” with your group:
 - A Positive Goal-Oriented Relationship is a mutually respectful and intentional partnership with a family, focused on promoting family and child outcomes.
2. Ask the members of your group to consider a time when they experienced a Positive Goal-Oriented Relationship with a family. Ask them to consider the following questions as they reflect on their experiences:
 - What happened in this relationship?
 - What was it like for the family?
 - What was it like for you?
 - How did this relationship contribute to achieving family and child outcomes?
 - What strategies did you use to build and sustain this relationship?
3. Divide the larger group into smaller ones of two or three people. Review the following directions with them before starting:
 - Review the first competency of the *Head Start and Early Head Start Relationship-Based Competencies: Positive Goal-Oriented Relationships*.
 - Share when you experienced a Positive Goal-Oriented Relationship with a particular family.
 - Identify two or three skills or strategies you used to build and sustain that relationship. Be prepared to share these skills or strategies and how you used them with the whole group.
4. Allow time for members of the small groups to discuss and share their ideas.
5. Ask the members of each small group to share with the whole group what they discussed.

Reflective Practice Opportunities:

- ➦ Using the *Reflective Practice Tool*, review the last three questions, and write your reflections in the space provided.
- ➦ During a reflective supervision or coaching session, discuss the reflections you recorded on your *Reflective Practice Tool*. What do these reflections mean for your work with families?
- ➦ Review the first competency from the *Head Start and Early Head Start Relationship-Based Competencies: Positive Goal-Oriented Relationships*. Reflect on your knowledge, skills, and actions. What skills would you like to enhance? Determine what you will need (professional development, coaching, etc.) to develop these skills.

Reflections During the Final Home Visit

Hear firsthand from a parent about her experiences with her home visitor. Explore the role of relationships and relationship-based strategies in making progress toward family and child outcomes.

Guiding Question

What are Positive Goal-Oriented Relationships?

🕒 20–30 minutes

📁 Resources you will need:

- 📄 *Building Partnerships: Guide to Developing Relationships with Families: Definitions* (pages 2–5)
- 📺 *Reflections During the Final Home Visit*
- 📄 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the video *Reflections During the Final Home Visit*.
- Review the “Definitions” section on pages 2–5 of the document *Building Partnerships*.
- Print copies of pages 2–5 of *Building Partnerships* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: You may complete this learning extension in a group or by yourself. If you are working alone, consider what opportunities there may be to talk to others about the video using the discussion questions.

Directions:

1. Review with your group the “Definitions” section on pages 2-5 of *Building Partnerships*.
2. Introduce the video to the group. As they watch it, ask them to look for strategies that contribute to building a Positive Goal-Oriented Relationship between the mother and home visitor.
3. After viewing the video, lead a discussion using two or three of the following questions as a guide:
 - What specific strategies did you notice the home visitor using to engage this family?
 - How did the strategies build a Positive Goal-Oriented Relationship with this family?
 - Which outcome areas may be affected by this relationship?
 - Did you observe any missed opportunities?
 - What might you do differently?
 - How did the relationship between the home visitor and the mother contribute to this family's progress toward family and child outcomes?
4. Watch for opportunities to connect your group's observations and reflections to the concepts of relationship-based strategies and Positive Goal-Oriented Relationships. Be sure to highlight observations that illustrate the role of relationships in progress toward positive outcomes for families and children.

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Review the first competency from the *Head Start and Early Head Start Relationship-Based Competencies: Positive Goal-Oriented Relationships*. Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to increase your knowledge and strengthen your skills and actions? Choose one area of knowledge or one skill to focus on strengthening in your practice. Identify two or three ways you can work on this knowledge or skill. Share your plan with a colleague. Consider using the *Head Start and Early Head Start Relationship-Based Competencies: Self-Assessment Tool for Staff* or the *Self-Assessment Tool for Supervisors* to track your progress.

Integrating Strategies for Program Progress

Work with stories from Head Start and Early Head Start programs to identify specific strategies used to support the implementation of the PFCE Framework and how Positive Goal-Oriented Relationships contribute to success.

Guiding Question

What are Positive Goal-Oriented Relationships?

🕒 45–60 minutes

📁 Resources you will need:

- 📄 *Integrating Strategies for Program Progress (ISPP) Part II*
- 📄 *Building Partnerships: Guide to Developing Relationships with Families: Tools* (pages 6–17)
- 📄 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the document *ISPP, Part II* and pages 6–17 of *Building Partnerships*.
- Print copies of *ISPP, Part II* and pages 6–17 of *Building Partnerships* as handouts for your group. Share them with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: This learning extension uses *ISPP, Part II*. If your group isn't familiar with *ISPP, Part I*, you may want to begin with a quick review of that document. Also consider having your group work together on learning extension D in *Professional Development Guide #1*.

Directions:

1. Explain that together you will be hearing stories about people and situations in Head Start and Early Head Start settings. These stories explore how to use Strengths-based Attitudes and Relationship-based Practices as strategies to engage families and community through Positive Goal-Oriented Relationships.
 - The first story is about Anna, a newly hired family services worker. She has creative ideas about how her program can approach Family Partnership Agreements.
 - The second story is about Alecia, her two young daughters, and Joseph, the family's home visitor.
2. If your group is large, form small groups of three to five people. If you have a smaller group, work together as a whole.
3. Assign a story to each group or ask the group members to choose a story.
4. Follow the outline of "Exercise Instructions" on pages 9–13 from *ISPP, Part II*. Guide the group(s) through the questions and discussion.
5. Debrief by having a whole-group conversation about ways that the Strengths-based Attitudes and Relationship-based Practices connect to the strategies that the participants identify.

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Complete any of the follow-up activities from pages 12–13 of *ISPP, Part II*. Incorporate identified strategies into current or future program plans.



Expectations of Staff and Families

Clarify and discuss the expectations that staff and families have of each other. Discover how the practice of “perspective taking” can help build Positive Goal-Oriented Relationships.

Guiding Question

How can I build Positive Goal-Oriented Relationships with families?

 30-60 minutes

Resources you will need:

Flip-chart paper and markers

 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Prepare two flip charts with the following headings, one per page:
 - “What do you expect of families?”
 - “What do families expect of you?”
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Directions:

1. Divide the whole group into smaller groups of three to six people. Ask each group to identify a note taker and a reporter.
2. Ask groups to discuss the first question, “What do you expect of families?”
 - Have them review their responses and identify their two most important expectations.
 - Remind them they will be asked to share these expectations with the whole group.
3. Ask groups to discuss the second question, “What do families expect of you?”
 - Have them identify the two most important expectations that families have for program staff.
 - Remind them they will be asked to share these expectations with the whole group.
4. Ask the small groups to share the expectations they discussed with the larger group. Record their responses on the flip charts you have prepared. Encourage the small-group members to clarify or expand, using the following questions:
 - What would it look like to have families meet our expectations?
 - What would it look like to meet the expectations of families?
 - How will you know if families’ expectations are being met?
5. Facilitate a whole-group discussion by asking the participants to compare the two flip charts and reflect on the common themes they see.
6. Wrap up the discussion by asking group members to reflect on the following questions:
 - What was affirming or surprising about this discussion?
 - How will this exercise influence your work with families in the future?
7. Finally, review the following key points with the group:
 - We share two important values with families: concern for their children and a desire for their children to succeed.
 - Our expectations are part of our perspective and influence how we view families’ behaviors.
 - When families do not meet our expectations of them, we often make assumptions about why.
 - These assumptions can affect our relationships with families and how we respond to them.
 - When expectations are not met, challenges can arise in our relationships with families.
 - By exploring our expectations, we can better understand our perspective (e.g., values, biases, and hot buttons). We can use this understanding to help us determine what strategies to use with families when challenges arise

Directions, cont.:

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Encourage your group members to consider how they might use “perspective taking” in their ongoing work with families, other staff, and community partners.
- ➔ Consider adding “reflecting on staff and family expectations and perspectives” to your process for reviewing cases.
- ➔ Review the second competency from the *Head Start and Early Head Start Relationship-Based Competencies*: Self-Aware and Culturally Responsive Relationships. Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to increase your knowledge and strengthen your skills and actions? What can you do next to strengthen your self-awareness and cultural responsiveness?

Strengths-based Attitudes and Relationship-based Practices

Explore how to use the strategies of Strengths-based Attitudes and Relationship-based Practices to build Positive Goal-Oriented Relationships. Identify which Strengths-based Attitudes and Relationship-based Practices you have experienced and which ones you want to strengthen in your work with families.

Guiding Question

How can I build Positive Goal-Oriented Relationships with families?

 30–45 minutes

Resources you will need:

-  *Building Partnerships: Guide to Developing Relationships with Families* Tools (pages 6–17)
-  *Attitudes and Practices Summary* (see Appendix B)
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review pages 6–17 of the document *Building Partnerships*.
- Print copies of pages 6–17 of *Building Partnerships* as a handout for your group. Share before the session, or include time for reading during the session.
- Print copies of the document *Attitudes and Practices Summary* and the *Reflective Practice Tool* as handouts for your group.

Tip: You may complete this learning extension in a group or by yourself. If you are working alone, consider what opportunities there may be to talk to others about the readings and share your reflections.

Directions:

1. Share the definition of “attitude” with your group:
 - *An attitude is a frame of mind that we take toward someone.*
2. Ask your group members what comes to mind when they hear this definition. Ask the group to give examples of instances when an attitude had an impact on an interaction with someone.
3. Use the following questions to guide a group discussion:
 - How might our attitudes affect our behavior?
 - How might our attitudes affect our interactions with others?
 - What are examples of positive and negative attitudes that can affect our interactions with others?
4. Summarize the discussion by highlighting how the examples the participants share demonstrate that our attitudes affect our behaviors toward others. Positive attitudes help us to take a strengths-based approach in our interactions with others.
5. Review *Attitudes and Practices Summary* with your group. Ask group members to:
 - Consider a time when they experienced one of these attitudes or practices. Encourage them to share their thoughts.
 - Review the Relationship-based Practices and identify one that they have used or one that they would like to use.
 - Find a partner and discuss.
6. Wrap up by asking group members to share what they discovered in their conversations and what they are still wondering.

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Use the reflection questions provided in *Building Partnerships* to guide discussions during staff meetings, individual journaling, or peer-to-peer conversations.
- ➔ Review the first competency from the *Head Start and Early Head Start Relationship-Based Competencies: Positive Goal-Oriented Relationships*. Reflect on the skills identified for this competency. What are your strengths? What can you do next to strengthen your skills? Identify which Relationship-based Practices you could use to support the skills you have identified.

Finley's Parent-Teacher Conference

Observe how one teacher uses relationship-based strategies to build a Positive Goal-Oriented Relationship with a family.

Guiding Question

How can I build Positive Goal-Oriented Relationships with families?

 20–30 minutes

Resources you will need:

-  *Finley's Parent-Teacher Conference*
-  *Building Partnerships: Guide to Developing Relationships with Families: Tools* (pages 6–17)
-  *Attitudes and Practices Summary* (see Appendix B)
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the video *Finley's Parent-Teacher Conference*.
- Print copies of pages 6–17 of *Building Partnerships* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the documents *Attitudes and Practices Summary* and *Reflective Practice Tool* as handouts for your group.

Tip: You may complete this learning extension as part of a group or by yourself. If you are working alone, consider what opportunities there may be to talk to others about the video, using the discussion questions.

Directions:

1. Explain to the group that they will be watching a video of a parent-teacher conference. Note that the program depicted in the video may be different from their program but that they should focus on the teacher. Ask the group to observe how the teacher uses Strengths-based Attitudes and Relationship-based Practices to build a Positive Goal-Oriented Relationship with the family.
2. Review the Attitudes and Practices Summary. Encourage group members to use this summary to help them identify the strategies the teacher uses to connect with the family in the video.
3. Watch the video.
4. After viewing the video, lead a discussion using the following questions:
 - Which of the Strengths-based Attitudes and Relationship-based Practices did you notice the teacher using to engage this family?
 - What did the teacher do or say that demonstrated her use of the Strengths-based Attitudes and Relationship-based Practices?
 - Did you observe any missed opportunities to use the attitudes and practices?
 - What might you do differently?
 - How did the relationship between the teacher and family contribute to progress toward positive family and child outcomes?
5. Watch for opportunities to connect your group's observations and reflections to how to build Positive Goal-Oriented Relationships.
6. Highlight observations about the relationships between staff member and parent and between parent and child. Explore with your group how these relationships contribute to progress toward family and child outcomes.

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Review the fourth competency from the *Head Start and Early Head Start Relationship-Based Competencies: Parent-Child Relationships and Families as Lifelong Educators*. Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to strengthen your skills? Identify which Strengths-based Attitudes and Relationship-based Practices you will use as you work on strengthening these skills.

PFCE Simulation #1: Engaging Families from the Start

What you say and do matters! Use this simulation to practice relationship-based strategies to help develop Positive Goal-Oriented Relationships with families.

Guiding Question

How can I build Positive Goal-Oriented Relationships with families?

🕒 45–60 minutes

📁 Resources you will need:

📄 *PFCE Simulation #1: Engaging Families from the Start*

📄 *PFCE Simulation #1: Course Summary*

📄 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Download *PFCE Simulation #1* to your computer. This will allow you to use the simulation without being connected to the Internet.
- Read the instructions provided with *PFCE Simulation #1* and explore how the simulation works.
- Review the *PFCE Simulation #1: Course Summary*.
- Print copies of the *Course Summary* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: Visit the “Having Trouble Using the Simulation” section toward the bottom of the Getting Started page at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/pfce_simulation/instructions.html to download *PFCE Simulation #1* to your computer.

Tip: This simulation can be used with individual practice. Refer to the instructions for the [online simulation](#) for additional ways to use the simulation in your individual practice.

Directions, cont.:

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Use *PFCE Simulation #1* by yourself and then print out the transcript to discuss with a peer. Share your experience, insights, and questions with each other.

Positive Goal-Oriented Relationships: Reflecting on Our Work with Families

Explore how we can use self-reflection to work more effectively with families and contribute to better outcomes for children and families.

Guiding Question

How can I build Positive Goal-Oriented Relationships with families?

 30–45 minutes

Resources you will need:

-  *Building Partnerships: Guide to Developing Relationships with Families: Reflective Strategies* (pages 19–20)
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the “Reflective Strategies” section on pages 19–20 of *Building Partnerships*.
- Print copies of pages 19–20 of *Building Partnerships* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: You may complete this learning extension in a group or by yourself. If you are working alone, consider what opportunities there may be to talk to others about the readings and share reflections.

Strengths-based Attitudes for Staff and Community Partners

Explore how to use Strengths-based Attitudes as strategies for building relationships with staff and community partners. Identify which Strengths-based Attitudes you have experienced and which ones you want to strengthen in your work with other staff and community partners.

Guiding Question

How can I build Positive Goal-Oriented Relationships with staff and community partners?

 30-45 minutes

Resources you will need:

-  *Building Partnerships: Guide to Developing Relationships with Families: Reflective Supervision* (pages 20-22)
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the “Reflective Supervision” section on pages 20-22 of *Building Partnerships*.
- Print copies of pages 20-22 of *Building Partnerships* as a handout for your group. Share with group members to review ahead of time, or provide time during the session for them to review.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Relationship-based Practices for Working with Staff and Community Partners

Explore how to use Relationship-based Practices as strategies to build relationships among staff and community partners. Identify which practices you use and which ones you want to use to strengthen your work with other staff and community partners.

Guiding Question

How can I build Positive Goal-Oriented Relationships with staff and community partners?

 30–45 minutes

Resources you will need:

-  *Building Partnerships: Guide to Developing Relationships with Families:*
Reflective Supervision (pages 20–22)
Flip-chart paper and markers
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the “Reflective Supervision” section on pages 20–22 of *Building Partnerships*.
- Print copies of pages 20–22 from *Building Partnerships* as a handout for your group. Share with group members to review ahead of time, or provide time during the session for them to review.
- Prepare flip-chart paper by writing one of the following Relationship-based Practices at the top of each page and posting all of them around the room:
 - Reflect on staff’s perspective
 - Support staff’s competence
 - Focus on the family-staff relationship
 - Value the staff’s passion
 - Make time for your own reflection
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Strengths-based Attitudes and Relationship-based Practices in Reflective Supervision

Do you supervise staff? Or work with staff teams who talk about and support each other's work? Observe how relationship-based strategies can be used during reflective supervision. Explore how the Strengths-based Attitudes and Relationship-based Practices (adapted for staff) can be applied during reflective supervision with staff.

Guiding Question

How can I build Positive Goal-Oriented Relationships with staff and community partners?

 20–30 minutes

Resources you will need:

-  *Reflective Supervision: Setting a Foundation for Reflective Practice in Your Program* (Minutes 47:20–52:39)
-  *Building Partnerships: Guide to Developing Relationships with Families: Reflective Supervision* (pages 20–23)
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Listen in advance to minutes 47:20–52:39 from the audio recording *Reflective Supervision: Setting a Foundation for Reflective Practice in Your Program*.
- Print copies of pages 20–23 from *Building Partnerships* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: This learning extension can be done individually or in a group. If done alone, consider what opportunities there may be to talk to others about the video using the guiding questions.

Learning in Partnership: Reflective Practice in Action

See how one program uses reflective practice with both staff and families to build Positive Goal-Oriented Relationships, which contribute to goal setting and genuine partnerships.

Guiding Question

How can I build Positive Goal-Oriented Relationships with staff and community partners?

 20–30 minutes

Resources you will need:

-  *Learning in Partnership: Using Data and Reflective Practice in Programs*
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the video *Learning in Partnership: Using Data and Reflective Practice in Programs*.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: You may complete this learning extension in a group or by yourself. If you are working alone, consider what opportunities there may be to talk to others about the video using the guiding questions.

Positive Goal-Oriented Relationships: Resources

Resources used in this content area:

-  Building Partnerships: Guide to Developing Relationships with Families
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>
-  Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf>
-  Head Start and Early Head Start Relationship-Based Competencies: Self-Assessment Tools for Staff
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rbc-professional-growth-assessment-staff.pdf>
-  Self-Assessment Tool for Supervisors
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rbc-professional-growth-assessment-supervisors.pdf>
-  Reflections During the Final Home Visit
http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/FinalVisit_SA.asp
-  OHS PFCE Framework
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf>
-  Integrating Strategies for Program Progress (ISPP) Part II
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/integrating-strategies-for-program-progress-ispp-part02.pdf>
-  Finley's Parent-Teacher Conference
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp
-  PFCE Simulation #1: Engaging Families from the Start
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/pfce_simulation
-  PFCE Simulation #1: Course Summary
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation/assets/HEADSTART/html/headstart-summary.pdf
-  Reflective Supervision: Setting a Foundation for Reflective Practice in Your Program
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/pd/ReflectiveSuperv.htm>
-  Learning in Partnership: Using Data and Reflective Practice in Programs
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/learning-in-partnership.html>

Positive Goal-Oriented Relationships: Resources

Additional resources to explore:

-  Integrating Strategies for Program Progress (ISPP) Part I
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ispp-1-fillable-english.pdf>
-  Understanding Family Engagement Outcomes: Research to Practice Series
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/rtp-series.html>
-  OHS PFCE Framework Family Outcomes: References Summary
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/PFCEFrameworkFa.html>
-  Planning in Head Start, Topic 5: Program Planning and Parent, Family, and Community Engagement
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/docs/planning-topic-5.pdf>
-  Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/pdm/responsiveness/revisiting.htm>
-  Parallel Processes: Common Features of Effective Parenting, Human Services, Management, and Government
http://ww2.rch.org.au/emplibary/ccch/TM_ECIAConf06_Parallel_process.pdf

Appendix A: Reflective Practice Tool

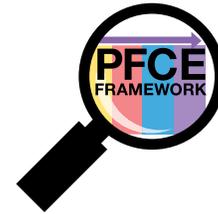
Use this tool to capture your reflections about your learning.

Guiding Question	Your Reflections
<p>What do I know?</p> <p>What experiences have I had with this topic?</p> <p>What do these experiences mean and how might they impact my work?</p>	
<p>What do I want to know?</p> <p>What do I want to explore and learn about?</p>	
<p>What have I learned?</p> <p>What new ideas or perspectives have been confirmed or discovered?</p>	
<p>What will I do with what I learned?</p> <p>What idea, strategy, or activity will I try?</p>	
<p>What happened when I used what I learned?</p> <p>What happened when I tried a new idea, strategy, or activity?</p> <p>What discoveries did I make?</p>	

Appendix B: Attitudes and Practices Summary

Parent, Family, and Community Engagement

POSITIVE GOAL-ORIENTED RELATIONSHIPS

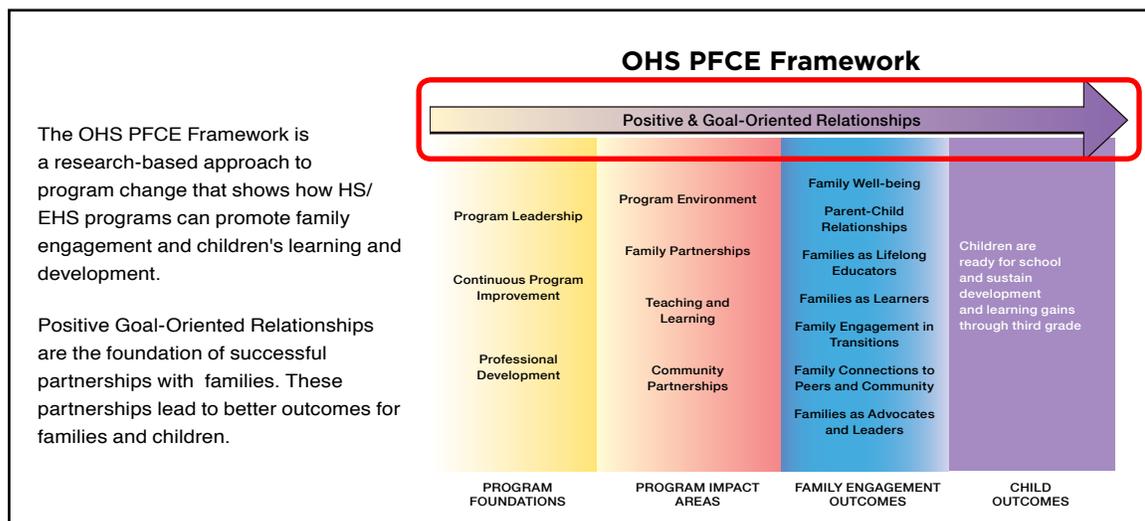


Strengths-based Attitudes for building Positive Goal-Oriented Relationships

- Families are the first and most important teachers of their children.
- Families are our partners with a critical role in their family's development.
- Families have expertise about their child and their family.
- Families' contributions are important and valuable.

Relationship-based Practices for Family Engagement

- Observe and describe the child's behavior to open communication with the family
- Reflect on the family's perspective
- Support competence
- Focus on the family-child relationship
- Value a family's passion
- Reflect on your own perspective





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**Parent, Family, and
Community Engagement**