**Lobby Ice Breaker**
Use the chat box to answer this question:
- How does your state incorporate family engagement components within its early childhood core knowledge and competencies (CKCs)?

**Logistics**
- If possible, connect via hard-wired internet (instead of WiFi)
- Help connectivity by closing other programs
- Your phones will be on mute. To make a comment during the webinar, please use the chat box

---

**Spotlight on Innovative Professional Development Practice Webinar Series**

_Brought to you by NCECDTL_

---

**Introducing our Guest from the . . .**

**National Center On Parent, Family, and Community Engagement**

_Catherine Ayoub, NCPFCE_
Relationship-Based Competencies for Early Childhood Professionals Who Work With Children in Group Care

Overview

• Why is family engagement important?
• The 10 Relationship-Based Competencies (RBCs)
• How teachers and family child care providers can – and already do – support family engagement
• How can the RBCs be used in your work over time

What are the RBCs and why are they important?

• The abilities that early childhood professionals need to successfully engage families in positive, goal-directed relationships
• Based on research and practice across many fields, with input from Head Start, Early Head Start, child care programs, parents, and the NCPFCE
• Allow early childhood professionals to be better prepared to help families make positive steps toward their goals, including supporting their children's early development and learning
• Apply to many professional roles and different kinds of early childhood settings
Poll Question

- In your state child care system, who are the professionals that have the opportunity to connect with families each day?
  - Early Childhood Education Teachers
  - Child Care Assistance/Subsidy Staff
  - Family Child Care Providers
  - Child Care Resource & Referral Staff
  - Home Visitors
  - Other (Fill in the blank)
Unpacking the RBCs

COMPETENCY PROFESSIONAL PRACTICE

1. Positive, Goal-Oriented Relationships Engages in mutually respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being.

- Communicates the importance of building and maintaining positive parent-child relationships and encourages development of a healthy bond.
- Seeks to identify and address any concerns or barriers to effective communication with families.
- Encourages families to set goals and celebrate progress towards these goals.
- Facilitates open and honest communication with families about their child's well-being and development.
- Supports families in making decisions that are in the best interest of their child, while considering the child's cultural and linguistic preferences.
- Encourages families to participate in decisions related to their child's care and education.
- Seeks to understand and incorporate the family's cultural, linguistic, and socioeconomic background into the care plan.
- Works to build and maintain trust with families through consistent and respectful interactions.
- Encourages families to seek additional support and resources when needed.
Key Definitions

• **KNOWLEDGE** is what professionals need to know
• **SKILLS** are what professionals need to be able to do
• **PRACTICES** include key examples of what they actually do

RBC #1: POSITIVE GOAL-ORIENTED RELATIONSHIPS (similar across roles)

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>PROFESSIONAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Positive, Goal-Oriented Relationships</td>
<td>Engages in mutually respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being</td>
</tr>
</tbody>
</table>

- **Knowledge**: Develops knowledge of effective relationship-building practices with parents, families, children, and professionals
- **Skill**: Helps families feel safe and respected by building mutually trusting relationships over time
- **Practice**: Respects families by maintaining confidentiality and getting permission before sharing confidential information

Unpacking the RBCs

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>PROFESSIONAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Self-Aware and Culturally Responsive Relationships</td>
<td>Respects and responds to the culture, language, values, and family structures of each family served.</td>
</tr>
</tbody>
</table>
RBC #2: SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS
(different across roles)

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>PROFESSIONAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Self-Aware and Culturally Responsive Relationships</td>
<td>Respects and responds to the culture, language, values, and family structures of each family served.</td>
</tr>
</tbody>
</table>

ALL: Adapts materials to families’ cultures, beliefs, values, traditions and languages

Teacher: Makes sure that the learning environment includes music, images, and materials representing the child’s home language, culture, and living situation

Supervisor: Makes sure that program materials for families, posters / art in centers, and classrooms are culturally, socially, and linguistically appropriate

Program leadership: Welcomes families who are diverse in structure, culture, and perspectives

Discussion

• How might the professionals we identified earlier use these competencies to enhance their work with children and families?

• How can you see these competencies being applied in your work at the state level?

Unpacking the RBCs

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>PROFESSIONAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Family Connections to Peers and Community</td>
<td>Works with families to strengthen their networks and engagement in group activities that support families’ strengths, interests, and needs.</td>
</tr>
</tbody>
</table>
Applications at the Program Level

- CCR&Rs may offer family support groups
- Individual child care programs might include families on their board who can be engaged in a deeper way
- Families may come to the center to talk about their culture or family traditions with children
- Programs might have a family day or a meet & greet

Comparing RBCs Across Roles

Discussion

- What additional resources would be helpful in making this suite more applicable?
Final Thoughts or Questions

For more information, please contact us:
pfcewebinars@ecetta.info | 1-866-763-6481

Mark Your Calendars

Tuesday, April 24th, 2018
3:00 ET
Topic: Lessons Learned from the State LMS MyPeers Workgroup
Thank You!

Kathy Thornburg: Kathy.Thornburg@aemcorp.com
National Center on Early Childhood Development, Teaching and Learning (NCECDTL)

Please complete our Survey.
See the link in the chat box.