



Definition

Communication is the purposeful process of sharing information using a variety of methods and strategies and includes verbal, written and non-verbal exchanges.

Collaboration involves open two-way communication. Collaboration is the process of developing supportive and respectful partnerships/relationships to share information and expertise in order to solve a problem or enhance a solution. It goes beyond singular knowledge and vision.

Why is this component important?

Effective relationships are built on trust and open **communication**. Through communication teachers, parents and members of the community are able to form a partnership, or **collaborate**, sharing information and resources in order to solve a problem or enhance a solution, or in other words, *to help children reach their full potential in all domains.*

Collaboration allows parties who share different aspects of a child's development to explore these differences and search for resources and solutions that go beyond singular knowledge and vision.

What might it look like?

Communication in Early Childhood Education looks like the regular two-way flow of information, interests and support. **Communication** is respectful and sensitive of families with diverse cultures and preferred language. Teachers take into consideration the uniqueness of each family and strive to meet their needs and schedules by providing an array of **communication** methods. **Communication** can be formal or informal. Some methods include scheduled parent-teacher conferences, team meetings, home visits, orientations, parent workshops, daily conversations or journals, electronic communication and use of technology, telephone calls and text messages, personal notes, bulletin boards, daily or weekly newsletter, circulating material, classroom displays and suggestion boxes.

The goal of effective **communication** is to share information which will allow teachers, parents and outside community resources to **collaborate** as a team. They work together to develop opportunities and plans that will best meet the unique needs of the child by selecting materials, activities, and environments to provide optimal learning.

What might it look like?

Collaboration in Early Childhood Education looks like a successful partnership between teachers, schools, children, diverse families, and community agencies/resources, working towards improved outcomes for **all** children and their families. Efforts will be focused on coordination of resources that best support the learning, needs and interests of children and families.

Collaboration in Early Childhood Education helps to ensure a **holistic approach** to the development of a child.

Educators will become familiar with and develop relationships with support services including those that service culturally diverse families and children of all abilities. They will share this information with the families they service and work to coordinate necessary resources through various means of **communication**. They will advocate for their students and take part in planning programs and activities that will lead children to develop of their full potential.

“Development and learning occur in and are influenced by multiple social and cultural contexts.” (Principle 8 -NAEYC – 12 Principles of Child Development and Learning)

In what courses would this capability be developed?

Emphasis on the process of **communication** and **collaboration** are predominant in **EDU 131 - Child, Family and Community**, where students are required to plan and develop a variety of formal and informal opportunities that allow for the exchange of information between teachers, schools, children, culturally and linguistically diverse families and community resources, - **communication**. In this course students also attain skills needed to recognize and develop supportive partnerships between teachers, schools, children, culturally and linguistically diverse families and community resources, - **collaborate**. However, **communication** and **collaboration** are also evident in many other EDU courses that require students to share information and require them to work with others.

North Carolina Formative Assessment tools?

All of the NC Pre-K Formative Assessments require that teacher ‘**collaborate**’ with parents, peers, and other members of the community in order to share information (**communicate**) and provide opportunities to make plans that will foster the success of children and allow them to develop to their full potential.

Resources

Division for Early Childhood (DEC). (2005). Position Statement: Responsiveness to family cultures, values, and languages. Missoula, MT: Author. http://www.dec-spced.org/uploads/docs/about_dec/position_concept_papers/PositionPaper_Resp_FamCul.pdf

Finley's Parent-Teacher

Conference http://www.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp

Hedeen, T., Moses, P., & Peter, M. (2011). Encouraging meaningful parent/educator collaboration: A recent review of literature. Eugene, OR: Center for Appropriate Dispute Resolution in Special Education (CADRE) <http://www.directionservice.org/cadre/pdf/EncouragingMeaningfulCollaborationJULY2011.pdf>

Thompson Family Circles: All About Relationships

http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticesHereAndThere.htm#top

Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. Council for Exceptional Children, 70(2), 167-184. <http://www.cec.spced.org/Content/NavigationMenu/AboutCEC/International/>

Cheatham, G. A., & Santos, R. M. (2011). Collaborating with families from diverse cultural and linguistic backgrounds: Considering time and communication orientations. Young Children, 66(5), 76-82. Derman-Sparks, L., & Olsen Ed

Fialka, J. M., Feldman, A. K., & Mikus, K. C. (2012). Parents and professionals: Partnering for children with disabilities. Thousand Oaks, CA: Corwin.

Hanson, M. J., & Lynch, E. W. (2004). Understanding families: Approaches to diversity, disability, and risk. Baltimore, MD: Brookes.

[All Criteria Document - National Association for the Education of...
http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf](http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf)

Collaborations in Early Child Care and Education:

http://www.researchconnections.org/files/childcare/pdf/MeetingSummary_CollaborationinECE.pdf

Partnerships with professionals - Department of Education and Early...

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracpartner.pdf>

http://ncchildcare.nc.gov/pdf_forms/NC_Approved_Early_Childhood_Formative_Assessments.pdf

http://ncchildcare.nc.gov/pdf_forms/definition_and_criteria_for_formative_assessments.pdf

EXAMPLE OF COMMUNICATION AND COLLABORATION IN AN ACTIVITY

EDU 131 – Child, Family and Community:

Assignment: Preparing for Parent-Teacher Conferences- This assignment has 2 parts.

The purpose of the Parent-Teacher Conference is to develop a two way dialogue (**communicate** and **collaborate**) with families to share and discuss information in order to work together to support the learning and growth of the child in school and at home.

When preparing for a Parent-Teacher Conference, it is important to remember to take into consideration the cultural, linguistic and ability diversity of each child and family, as well as special needs for childcare, varied work schedules and other possible issues.

Part 1. Conference Invitation: Review the article found on Parent Conference Considerations.

<https://www.teachervision.com/teacher-parent-conferences/teaching-methods/3854.html> -

Prepare a visually appealing written invitation to a parent-teacher conference for families of pre-k students, that includes information about the goals and purpose of the conference, place, timing, scheduling options and special accommodation. **Refer to link/article provided above and review rubric below.**

EDU 131 – Invitation to Parent Teacher Conference

Category	Excellent	Above Average	Average	Below Standards	Minimal/ No Credit
Invitation communicates all necessary information	All information chosen on the invitation is appropriate and includes the who, what, where, why, when and also includes information about 3 or more other key issues.	All information chosen on the invitation is appropriate and includes the who, what, where, why, when and also includes information about two other key issues.	Information addresses the who, what, where, why, when and addresses one other key issue.	Missing one of the who, what, where, why, when points and does not address other key issues.	Invitation does not include sufficient information.
Invitation shows sensitivity to diversity of families	Invitation shows an excellent sensitivity to the diverse needs of families with 3 or more supporting accommodations.	Invitation shows sensitivity to the diverse needs of families with 2 supporting accommodations	Invitation shows sensitivity to the diverse needs of families with 1 supporting accommodations	Very little sensitivity shown regarding the diverse needs of families.	No sensitivity or accommodations.
Invitation is visually organized and appealing	Invitation is very organized and appealing and students uses color and at least 2 graphics.	Invitation is very organized and appealing and students uses color and 1 graphic.	Invitation is organized and appealing and students uses color or 1 graphic.	Invitation is somewhat organized and appealing but no color or graphic is used.	Invitation is not organized or appealing.
Grammar and Usage	Author makes no errors in grammar or spelling.	Author makes 1 errors in grammar or spelling but does not distract the reader from the content.	Author makes 1 errors in grammar or spelling that distracts the reader from the content.	Author makes 2 errors in grammar or spelling that distracts the reader from the content.	Author makes more than 2 errors in grammar or spelling that distracts the reader from the content.

Part 2: Preparing for the Conference: Review the video on Parent-Teacher Conferences.

http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp a)

Discuss ways that you could prepare the meeting environment to help families feel welcomed and relaxed. b) Prepare open-ended questions for the family that would help you gain insight about the child’s interests, talents, development and challenges outside of school as well as the family’s hopes and dreams for the child. c) Discuss ways that you could share information about the child’s interests and development and that would collaboratively support the child’s learning. **Refer to link/video provided above and review rubric below.**

EDU 131- Preparation for Parent Teacher Conference

Category	Excellent	Above Average	Average	Below Standards	Minimal/ No Credit
Preparation of the Environment	Student provides 5 or more suggestions on ways to prepare environment to make families feel welcomed and relaxed.	Student provides 4 suggestions on ways to prepare environment to make families feel welcomed and relaxed.	Student provides 3 suggestions on ways to prepare environment to make families feel welcomed and relaxed.	Student only provides 2 suggestions on ways to prepare environment to make families feel welcomed and relaxed.	Student provides 1 suggestion or does not provide any suggestions.
Questions for Families	Student prepared 5 or more open-ended questions for family that help gain insight about the child and family’s goals.	Student prepared 4 open-ended questions for family that help gain insight about the child and family’s goals.	Student prepared 3 open-ended questions for family that help gain insight about the child and family’s goals.	Student prepared 2 open-ended questions for family that help gain insight about the child or family’s goals.	Student prepared 1 question or does not prepare any open-ended questions.
Methods of Sharing Information/ collaborating	Student suggests 5 or more methods for sharing and collaborating with families.	Student suggests 4 methods for sharing and collaborating with families.	Student suggests 3 methods for sharing and collaborating with families.	Student suggests 2 method for sharing and collaborating with families.	Student suggest 1 method or does not suggest any methods for sharing and collaborating.
Grammar and Usage	Author makes no errors in grammar or spelling.	Author makes 1-2 errors in grammar or spelling but does not distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3 errors in grammar or spelling that distract the reader from the content.	Author makes more than 3 errors in grammar or spelling.