

DOWNLOAD PDF BENEFITS AND CHALLENGES OF EXTENDED SCHOOLS AND CHILDRENS CENTRES

Chapter 1 : Day-care children benefit from risk in play | ScienceNordic

extended schools, children's centres and training providers. The major benefits of extended services were the gains children, young people and adults made in their self-confidence and the development of more positive.

Multicultural families face challenges similar to other families: What values do we want to pass on to our children? What traditions do we want to teach them? How can we give them the best education? What role will extended family play in our lives? Yet in multicultural families these familiar challenges are complicated by the blend of cultures and family traditions: Do we raise our children in the church or the synagogue? Do we send them to an English language school or a Spanish one? How do we maintain ties to family on another continent? Most multicultural families, however, will agree that facing these challenges is more than worth the trouble, considering the benefits of raising children who learn to value differences from an early age. Some might even argue that multicultural couples are usually quite well prepared to tackle thorny issues and these issues can even bring them closer together. How can this be? Perhaps one reason is that when both members of a couple come from the same culture, they were usually raised doing things differently – however there is often an expectation for some sort of common ground. If you marry someone from another country or background, you know that you will have differences, so you consciously work on them as a couple. By facing challenges with family unity in mind, you can figure out how to use them to grow even closer together. Below are 7 common challenges facing multicultural families and why I believe they can be advantages:

This challenge arises from the very beginning. But in the end, where a family decides to live can be what defines them and makes them unique. Making a conscious decision as a family can lead to greater bonding and a sense of shared purpose: We are the family that moved to Taipei to discover the world.

What Religion to Follow: Blending cultures often means having to purposefully choose which beliefs and values to pass on to your children. The resulting conflict can expose very sensitive emotions and cherished or painful memories. Yet talking openly about your beliefs can also lead to wonderful, heartfelt discussions that help you build a strong, vibrant family culture with shared or at least mutually supportive values.

What Holidays to Observe: This challenge is related to 2 but does not align completely. Non-religious families often observe holidays for the sake of tradition or fond childhood memories or simply the influence of outside culture. Do you just want to give your kids the spirit of the holiday, or is the religious aspect also important? Do you care about having a traditional celebration, or are you really just looking to have a fun day with your relatives?

What Language to Speak: Speaking a language can be an entryway into another culture and place, and learning a language from early childhood has many benefits for children. Yet raising multilingual children is hard work, and it can be especially difficult if a family is under pressure from relatives or society to only teach the majority language.

Relationship with Extended Family: Marrying into another family is one of the greatest rewards and challenges in any marriage. Extended families are often where cultural differences become more apparent. If your spouse married outside of his culture, chances are he has more experience with other ways of thinking and doing things. This may not be the case with his family, so chances for misunderstandings are higher. Yet the chances for loving, mutually enriching relationships are just as great. On a strictly cultural level, there is no better way to see another country than with your new family, and you will gain intimate access to another way of life that would be difficult to gain otherwise. Especially once you have children, looking after their welfare can be a great source of contention, since the stakes are so high. Philosophy and religion make for great discussions, but in the end you can agree to disagree. Abstract sentiments go out the window when they come up against the concrete, day to day decisions about how to protect your children.

What type of food is best? Can they play outside barefoot? Basic standards vary from person to person, but also culture to culture. As with the other challenges, frank discussion is best, with a heavy dose of mutual respect, remembering that in the end you share the same goal of raising healthy, happy kids. Multicultural families are much more likely to face prejudice from society, whether because of mixing cultures, languages, or especially races. It is

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important to remember that multicultural families “ like others “ were created out of love, and it is that love for each other that can ultimately help them triumph over any challenges they might face. Facing these challenges together can be turned into an advantage that will help cement the family unit. What challenges has your family faced? How have you turned these challenges into advantages? Leanna is a stay at home mother to a sweet, funny, rambunctious four year old boy and his adorable, smiley baby brother. You can connect with Leanna on Facebook , Twitter , and Pinterest. This post is part of the Growing from Motherhood Series in which moms discuss various life circumstances and how they have grown from them. To read more of the series [click here](#).

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Chapter 2 : Learning Centers, Part 1: Why They're Important | Scholastic

Part 1: The Development of Extended Schools and Children's Centres Part 2: Benefits and Challenges of Extended Schools and Children's Centres Part 3: How to set up and run Effective Extended School Service Provision Part 4: How to Establish and Operate Effective Multi-Agency Working and Community Engagement Part 5: Implementing Every Child.

Sonja Balci Children are physical beings, and experience the world through their bodies," says Henrik Rosted Neegaard. Ward Day-care centres are cutting away the lowest branches on trees to prevent children from climbing them, play surfaces are being softened, and stones and roots removed from playgrounds. At the same time, injury statistics show that children in Norway have never been safer. Ninety-eight percent of injuries in Norwegian day-care centres require no more than basic treatment, and very few require further medical attention. Not all day-care centres provide opportunities for risk-taking and physical challenges in outdoor environments," says Neegaard. This is something he wants to address. The book is based on research findings and provides a scientific basis for arranging trips. Tree-climbing is healthy "A conscientious and professional kindergarten teacher will choose a terrain and environment that accommodates different types of outdoor activities, both risk-taking play in natural environments and relaxing outdoor play," says Neegaard. There should be something for every child, from whittling sticks to climbing hills," he says. Sonja Balci This is something he emphasizes in his classes on physical education in the early childhood education programme at HiOA. For example, he sees tree-climbing as one of the best things children can do, both for the experience itself and for physical and motor development. Must not overprotect children "Children are physical beings, and they experience the world through their bodies. Children who are not exposed to risk nor given opportunities to test their boundaries will be incapable of taking risks," says Neegaard. Ward "Another thing is that their movement environment can prove so boring that children will take far greater risks on, for example, playground equipment, than they are capable of. There may be uncertainty about what responsibility the day-care centres have. Calls for wider debate Stories on safety in day-care centres are often reported in the tabloid media. Facts Five tips to day-care centres Establish basic procedures that everyone is familiar with. Good division of responsibility and open dialogue about risk in play and safety. Choose varied and abundant natural environments that challenge and appeal to the children according to their capabilities. Provide the children with outdoor activities that offer both excitement and relaxation. Good dialogue with parents about risk in play and safety. I hope that such a debate could deal more with the balance between safety and the benefits of risk-taking. Country Norway Related content.

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Chapter 3 : Proven Practice: Including children with disabilities | Community Care

E-raamat: Extended Schools and Childrens Centres: A Practical Guide - Rita Cheminais. Featuring helpful checklists, models of good practice, templates and photocopyable resources that can be used in development work, this highly practical book will be an invaluable.

Jobs Live Inform Proven Practice: Inclusion of disabled children in mainstream activities can be beneficial for both groups of young people. Alamy Disabled children and their families commonly face social and environmental barriers to enjoying opportunities their non-disabled counterparts take for granted. Inclusion in relation to disabled children and young people is interpreted in many ways. Positive inclusion falls into two main categories: Provision for disabled children or young people that allows them to enjoy the same activities and opportunities as non-disabled children. There is clear evidence that poverty and disadvantage consistently compound the difficulties faced by disabled children and their families. Some ethnic minorities and asylum seekers face particular problems. Inclusive practice was more common in after-school clubs and play schemes than in activities and facilities provided by leisure and sports centres. There was scant information available on the extent to which youth services are inclusive, or the number of disabled young people who can access youth services. Out-of-school clubs and play schemes were more likely to be inclusive of disabled children than extra-curricular activities organised by schools. Genuine inclusivity requires mainstream services to offer variety in how they meet needs of all children and young people with disabilities. They must offer specialist provision. Care must be taken not to routinely associate membership of some ethnic minority groups with disadvantage or social exclusion. But evidence shows that disabled children from some minorities are likely to suffer disproportionately poor outcomes unless attention is paid to: Similarly, research with refugees and asylum seekers highlights not only the physical and environmental barriers to accessing inclusive services but also the need to address communication difficulties and lack of social and family networks. A lack of understanding of communication, cultural and linguistic issues on the part of service providers may compound these problems. Promoting inclusivity for this group requires interventions to develop their own resilience, in the form of: Children with complex needs Children with complex needs face the greatest barriers to inclusivity, because they and their families are reliant on many health and social care services and support. A different perspective argues not that some children have complex needs, but that some children need complex responses. Disabled children and families should decide what is best for them. This will improve take-up and satisfaction levels. To achieve Me2, play, leisure and childcare settings have to work towards a set of standards showing they are accessible to all children. The award team works with settings to identify where training, development and access improvements are needed. A panel of 24 disabled and non-disabled young people has been trained to support the project by auditing services to see how welcoming and accessible they are for all children and young people. All awarded services receive press coverage to publicise their success and their details are shared with local signposting services. Feedback has been positive. Parents, carers and young people are able to identify which providers offer inclusive childcare practice and can make informed choices. Services also feel more equipped to include all children and young people. This comment from one family illustrates the benefits: First, we know if we see the Me2 Kitemark that the centre is suitable for our son. Abstract This paper reports some of the findings of a qualitative study, On Holiday! The study showed that many disabled children and their families experienced high levels of social isolation and exclusion during out-of-school periods and during the school holidays in particular. This guidance aims to share this developing practice, identifying both the barriers and the solutions that services are exploring to ensure that disabled children have the same access to these opportunities as other children. More from Community Care.

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Chapter 4 : Together We Learn Better: Inclusive Schools Benefit All Children

Sustaining integrated care and education in Children's Centres. All Children's Centres in the 30% most deprived areas are expected to provide, or to link closely to settings offering, integrated early education and childcare for ten hours a day, five days a week, 48 weeks a year.

Together We Learn Better: This process must incorporate fundamental change in the way a school community supports and addresses the individual needs of each child. As such, effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish. Differentiated instruction increases student engagement. One of the most important principles of inclusive education is that no two learners are alike, and so inclusive schools place great importance on creating opportunities for students to learn and be assessed in a variety of ways. Teachers in inclusive schools therefore must consider a wide range of learning modalities visual, auditory, kinesthetic, etc. Certainly this enhances the way in which educators provide supports and accommodations for students with disabilities, but it also diversifies the educational experience of all students. Academic supports help each student access the full curriculum. In this age of accountability and high-stakes testing, it is important for educators to ensure that every student is addressing the appropriate standards and objectives across the curriculum. As such, inclusive schools provide academic supports flexible pacing and grouping, reading and literacy specialists, tutoring, etc. It is immediately clear how these supports help students with disabilities and English Language Learners, but inclusive schools can also better challenge and engage gifted and talented learners by building a more responsive learning environment. Behavioral supports help maintain a positive learning environment for everyone. Another important factor in effective inclusive education is the implementation of consistent behavioral supports throughout the learning environment. This consistency is essential for the success of students with emotional or behavioral disabilities in the general education environment, but school-wide behavioral supports also help to establish high expectations throughout the school community as a whole. Respect for diversity creates a welcoming environment for all. Inclusive education for students with disabilities can only be successful when those students feel that they are truly a part of the school community. This requires open and honest discussion about difference, and an institutional respect for people of all backgrounds and abilities. In inclusive schools, the establishment of such a climate benefits everyone by fostering an environment where students and their families are valued for who they are. In the past, special education often involved the segregation of students with disabilities for the purpose of specialized instruction. Not only does that model of special education in a separate setting deprive students with disabilities of interaction with their peers and full access to the curriculum, it can also involve duplicate systems and resources that are costly for schools to maintain. The Promise of Inclusive Education.

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Chapter 5 : Earlychildhood NEWS - Article Reading Center

Featuring helpful checklists, models of good practice, templates and photocopiable resources that can be used in development work, this highly practical book will be an invaluable resource for anyone involved with implementing Every Child Matters in extended schools and children's centres.

Abstract This paper provides a framework for estimating the economic benefits of early child development ECD programs, and applies it to preliminary data from the PIDI project in Bolivia. To these benefits we need to add benefits to the mother and other family members, to the neighborhood in which the children centers operate, and to society as a whole. A major objective of ECD programs is to prepare young children for enrollment in primary school. Many of the benefits of ECD therefore are realized "through" improved enrollment and schooling achievements of ECD graduates. We take advantage of this in our evaluation. Productivity in this regard is very broadly defined to include productivity in the market place as well as home-production. We will quantify the benefits of increased life-time productivity as a result of ECD enrollment. We will also discuss additional benefits from education, but quantification will prove to be difficult. Not all benefits of ECD programs are education related. There are direct benefits to the child e. We will try to catalog all benefits but, again, will not always be able to put a dollar value on them. Based on the benefits we can quantify, our preliminary results for Bolivia show that ECD programs that are 1 well-targeted, and 2 have a major impact on school enrollment and achievement, and are excellent investments from an economic point of view. We will also argue that if one adheres to some modest notion of social justice, ECD programs should be subsidized or be provided free-of-charge for those children who are born and grow up in the most deprived segments of society.

Introduction In recent years, an avalanche of literature has shown the importance of good nutrition, good health, a stimulating environment, and loving care in the early years of life, for the physical, mental and social development of a child. From better school performance to lower criminal behavior, the right combination of health care, adequate food, a pro-learning environment and good parenting, installs qualities, however defined, that result in more productive, more socially adapted, and in a general sense "better" children and adults, compared to when one of these factors is missing. The links between good nutrition and brain development, even in utero, are well known Martorell, Del Rosso and Marek document the importance of good health and nutrition for cognitive development. De-worming has had significant effects on school performance Bundy, School feeding programs have not only increased enrollment, but also achievement Pollitt et al. Pre-school programs have erased the disadvantages that young children experience when they grow up in marginalized neighborhoods, characterized by poverty, hunger and malnutrition, broken-up families, and crime Schweinhart, , Haveman and Wolfe, Young provides a useful summary of programs aimed at children in the early years of life that consist of a combination of nutrition, health care and cognitive development components. Myers provides one of the first comprehensive assessments of such programs for the developing world. Young gives a state-of-the-art review of the benefits that result from these interventions. It is not surprising that there is general consensus that ECD programs are particularly beneficial for disadvantaged children. Most of the components that contribute to the proper development of a child are usually present in relatively well-off households. It is also well-known that, generally speaking, ECD programs are expensive. Though cost estimates vary widely see Wilson, , the annual cost per child can easily exceed the cost for one year of primary education. The need to target costly interventions at resource-poor areas or poor households, underscores the importance of providing policy makers with information that will allow them to judge which interventions are most beneficial while still being affordable. After all, in a financially constrained environment, ECD interventions compete for resources with other programs and projects, such as primary education, irrigation works, or feeder roads. In this paper we will show how benefit-cost analysis can assist in providing that information, help select the "best" ECD program for the situation at hand from the myriad of program options available, and compare the economic benefits of

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ECD interventions with those from more standard investments. The key-word is "investment". First, we will argue that ECD programs are investments aimed at improving the future productivity of the child, just as education is thought to do. This will allow us to estimate the net present dollar value of the benefits of ECD programs, to the extent that these benefits are reflected in higher productivity levels of the ECD graduates. Subsequently we will bring in additional benefits of ECD. Though it is important to be aware of such benefits, it will not always be possible to put a monetary value on them for instance, how does one estimate the monetary value of "improved self-esteem of the mother"? In the next section we will give a couple of examples of benefit-cost analysis of programs that address the needs of very young children. This will show the practical use of such analysis in real life situations, rather than in a laboratory setting. It will also show that, although the theory of benefit-cost analysis is well-established, the application involves many judgment calls that depend on the scope of the analysis as well as on the particular conditions under which the programs are being implemented. The examples will be used to motivate the approach we will take in this paper. This approach is a direct application of the economics of education literature, particularly regarding "the rates of return to education". This literature is introduced in section 3. In that section we will also list ECD benefits that are not education related. In section 5 we will answer the question of "who should pay? As we will see, a large part of the benefits of ECD programs goes directly to the child in the form of increased future earnings. On first sight, that would suggest that these children themselves or rather their parents should pay for these interventions. However, ECD programs have externalities, benefits that accrue to society as a whole, which would argue for government financing, or at least subsidizing. We will add to this an argument in favor of government financing of ECD programs for poor disadvantaged children: Providing ECD programs is a powerful way to break the intergenerational cycle of poverty. It provides supplemental food, nutrition and health services, as well as breastfeeding counseling to nutritionally at-risk, low-income, pregnant and postpartum women and their infants and children up to five years of age. The WIC program has been evaluated extensively. It has been shown to decrease the incidence of very low birth weight by 44 percent and to lower the incidence of late fetal deaths by up to one-third US Government Accounting Office, ; Rush et al. Clearly, in a technical health-improving sense, WIC has been effective. The evaluations also show that WIC has been cost-effective in the sense that "for every dollar spent Benefits are only measured as reductions in the costs of another program Medicaid. Additional benefits such as the effect of higher birth weight on future school performance are not taken into account. Still, this evaluation has had important policy implications. By showing that the WIC program could significantly reduce the costs of Medicaid, the program received strong and sustained political support. Another important aspect of this evaluation is that it depends completely on the existence of another program. In other words, the evaluation is very situation-specific. This is generally the case for benefit-costs analysis. Consequently, most studies are unique. The results do not carry over easily to other countries or regions, or target groups. The study followed children who were randomly divided into a program group and a control group. Information was collected annually from ages 3 to 11, at ages, at age 19, and at age It includes IQ-scores, school performance, employment and earnings, home ownership, criminal behavior, dependency on welfare programs, and other aspects of well-being and social behavior. Among many other results, the findings of the study include the following Schweinhart et al. Based on these results, the authors calculate that: How did they come up with this number? Estimating the cost investment of the program is relatively straightforward. Calculating the monetary value of the benefits, however, is much more complicated and involves many judgment calls that depend on the objective and scope of the study, and on the specific circumstances under which the program has been implemented. The authors make an effort to estimate the monetary value of the program benefits, as shown in Table 1. Child Care Benefits In addition to pre-school education, the program provides direct benefits in the form of childcare to the enrolled children. The monetary value of these childcare services which are benefits that accrue to the parents is estimated as equal to the equivalent costs of professional childcare services at the time the children were enrolled in the program. Employment Related Compensation Program benefits were measured as the difference in earnings

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and fringe benefits between program participants and the control group. Adult Secondary Education Pre-school participants had a lower rate of enrollment in adult high school classes than non-participants. The value of this benefit was set equal to the costs of these remedial adult education courses. Education The education benefits of the program were estimated as increased efficiency of the education process due to higher achievements of the program group either measured as an increase in educational output - increased graduation - or as a reduction in the cost of schooling - reduced dropout. Included in these estimates are the costs of special school programs, such as classes for compensatory education, which were lower for pre-school graduates. Public Welfare Assistance Program participants were, as adults, less dependent on the social welfare system. The associated cost savings were added to the monetary benefits of the program. Delinquency and Crime The study showed that pre-school participants had lower criminal behavior. The monetary value of this benefit was calculated as the sum of the reduction in the costs to the victims, the costs of the criminal justice system, and the costs of private security measures. Adapted from Schweinhart et al. That does not make them irrelevant. To the contrary, they are major contributors to the overall value of the program. But as a practical matter, the analysis has to be done *ex ante*, and certainly well before the first beneficiaries of the ECD program are at the end of their lives. Moreover, even in the "best case" scenario of the current example, the authors had to restrict their analysis to those benefits that were actually measured in the various rounds of surveys. This example again points to the fact that benefit-costs analysis are country specific. As was the case in the WIC example, the monetary value of the benefits of this pre-school program depends heavily on the presence of other programs and policies. These programs can be considered substitutes for ECD programs e. If these programs were abolished, the benefits of pre-school education in these examples would appear to be diminished. For most benefit analysis it will be necessary to decide first which "good outcomes" of the program should be included in the evaluation, and secondly, how to "monetize" these benefits. The specific circumstances of the program need to be taken into account every time. In the next section we will argue that one way to "sort" the benefits in those that can be quantified even in the absence of longitudinal data , and those for which we need to rely on more qualitative assessments, is to borrow from the literature on the economics of education. The starting point is the position that education is an investment in human capital. This investment results in higher productivity of the educated person, which is reflected in higher earnings. The present value of these higher earnings constitute the monetary value of the education benefits. In the next section we will take a closer look at this approach and see how it can be adopted to estimate the benefits of ECD programs. Benefits from Early Child Development Programs 3.

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Chapter 6 : The Benefits of Early Child Development Program: An Economic Analysis

The challenges of collaborative multi-agency working The challenges that are identified with multi-agency working arise largely as a result of the complexities involved when practitioners engage in collaborative ventures. The following main challenges are reflected in recent research into multi-agency working in schools and children's centres.

Various legislative acts providing services to children also mandate parent participation e. In addition, numerous professional organizations, including the National Association for the Education of Young Children and Association for Childhood Education International, recognize that parent involvement is an important measure of program quality. There are many views of parent involvement. For instance, some teachers regard parent involvement as a source of classroom help or attendance at school events Gestwicki, These first connections may be respectful and supportive or distant and antagonistic. Ideally, the initial experiences in the school environment for both children and their families should be caring and nurturing Swick, However, social and economic changes make it increasingly difficult for parents to provide the support that children need. Parents often lack traditional support networks e. In the face of such social change, schools and child care programs become increasingly important as sources of support for the family as well as for the child. Teachers are a powerful and positive influence in this regard. Ideally, these influences should provide a stable environment in which children can experience the kind of continuity that promotes healthy development. Teachers who build supportive relationships with parents can influence these three components. They can help parents understand and sanction developmentally appropriate curricula, adopt appropriate guidance strategies in the home, develop long-term patterns of collaboration with schools, establish supportive networks with other parents, and utilize community social services. These include child competence, parent effectiveness, and program enrichment. Other parents need encouragement and help in becoming involved. A direct relationship exists between the support a parent receives and the support a parent gives the child. Supporting parents in their efforts to nurture children, in turn, can lead to increased child competence. Parents who participate tend to feel both vested in what happens at school and more effective in their roles as parents. One rationale for including parents in Head Start programs is that the experiences and training parents receive make it more likely that they will become more involved in other human service institutions and thus act as mechanisms for social change. In addition, parents have opportunities to learn appropriate methods to nurture development through participation. However, by watching and listening to teachers in high-quality programs, parents observe that young children learn best through active engagement in selfinitiated activities Bredekamp, Through involvement with teachers, parents also can learn positive guidance techniques and appropriate strategies to promote learning at home. Program Enrichment Parent involvement enriches early childhood programs in many ways. Parents can supplement the resources of teachers by providing one-on-one attention to individual children and by working on long-term projects. They can share their expertise on themes and topics and donate supplies and materials. Parents can organize fundraisers, supply extra help to make field trips possible, and serve as part of a decision-making team. In addition to augmenting the program, involved parents often become advocates for teachers. How to Support Families and Encourage Involvement When early childhood professionals encourage parents to nurture their children, the likelihood that the children will experience success and grow up to be healthy individuals increases. Supporting families in child rearing begins by forming partnerships based upon mutual respect, shared understanding, and cooperative decision making. Get to Know the Parents Many steps can be taken to build supportive partnerships. It also conveys the message that children and their families are valued Gestwicki, Just as knowing individual children makes it possible to create personalized learning experiences, understanding individual families makes it easier to respond appropriately to their needs. Regardless of family configuration, background, or challenges, every family has strengths. Knowing families will enable teachers to capitalize on family strengths. Parents who feel a teacher genuinely cares for their child, and wants their child to succeed as much

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as they do, are likely to view working together favorably and to share information willingly. Exchange of observations, insights, and ideas helps everyone to respond appropriately to the child. Communicate With Parents Communication takes two forms. One-way communication conveys information to parents through means such as handbooks, newsletters, or notes sent home. One-way communication is vital to keep parents informed but provides little in the way of family support. Two-way communication, on the other hand, allows sharing of information, concerns, and feelings. Two-way communication can take place during home visits, phone calls, classroom visits, conferences, or brief conversations during drop-off or pick-up times. Be as positive as possible when talking with parents. Even when there are concerns or problems to discuss, begin and end discussions on a positive note. Emphasize working with parents for the benefit of the child. Focus on what can be done together to help a child who may be having difficulty. This may require special efforts to keep in touch with parents, such as an evening phone call, home visits, parent-teacher dialogue journals, arrangement of transportation and child care, or events scheduled on Saturdays. Encourage Involvement and Provide Options An atmosphere which is welcoming and inviting promotes family involvement. Provide multiple opportunities for parental involvement. Her framework includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Some may prefer to help at home, for example by making classroom materials, or by reading books and doing activities sent home with their own children. While some parents respond to general announcements or requests for volunteers, others may need personal invitations. Repeated efforts of various kinds to involve reticent parents are often necessary. Many parents desire to see that whatever they are asked to do directly benefits their own child. Whatever their contributions are, make sure parents know they are important and essential to program effectiveness. Parents who feel valued are likely to stay involved. Be Aware of Community Resources Children and their families often need support and services beyond those which early childhood professionals can provide. Teachers can help families learn about and use resources and services available within the community. Pamphlets and referral information can be collected for reference by program staff and made available to families. Teachers can also share information with community resource personnel working with families to ensure high levels of continuity. Conclusion Families face many challenges. Support given to parents goes a long way in mediating the stresses many families experience and in facilitating their abilities to nurture their children.

Chapter 7 : Using Learning Centers in Child Care - eXtension

Children are also less likely to get the one-on-one care that you take for granted with a stay-at-home mom or nanny. Babies, in particular, need a lot of love and attention to thrive and do well. Babies, in particular, need a lot of love and attention to thrive and do well.

Chapter 8 : 7 Challenges Faced by Multicultural Families - Moments A Day

Benefits and challenges for children with disabilities in integrated educational settings. An integrated educational setting can provide children with disabilities the opportunity to live in a real society with their peers without disabilities (Hu and Roberts Hu, Bi-ying, and Sherron Killingsworth Roberts).