Facilitators Guide

Session 2.4
Partnership with parents

This session explores the important role the key person plays in supporting the child's attachment to their primary caregivers who are usually their parents.

Video - Partnership with parents

The role of the key person and the developing relationships with both child and parents is often referred to as a triangular model – this shows the links between all three and the importance of developing reciprocal relationships which not only support and enhance a child's sense of wellbeing but support the primary attachment between child and parent.

During this session we will use the term 'being held in mind'.

What do we mean by 'being held in mind'? :
If a child has plenty of positive experiences of attachment early on they gradually learn to carry with them a feeling of being nurtured and cared about even when they're separate from their parent or primary attachment. They have a sense

of ' being held in mind' that their special person thinks about them and cares about them wherever they may be. This gives the child a powerful sense of security which allows them to leave their safe base and go out confidently into the world.

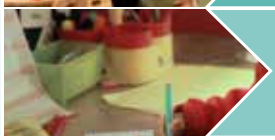
Task 1

Play & learning - video clip 1

Play & learning - video clip 2

Play & learning - video clip 3

Play & learning - video clip 4



Play & learning - video clip 5

In the following five video clips you will see practitioners and parents interacting. Whilst watching ask practitioners to note:

- The quality of the relationships between parent and practitioner
- Evidence of 'holding in mind'
- How practitioners maintain and support the child's primary attachments

Partnership with parents - video clip 1

- This is a fairly new relationship between practitioners and mum. They're both getting to know each other and the practitioner takes time to chat to mum about her day and what she's been doing rather than just about Isaac. It's good for Isaac to see this relaxed interaction between his mum and his key person, this will help him settle in and increase his feeling of security. The practitioner is supporting his primary attachment.

Partnership with parents - video clip 2

- This is a firm, established relationship where we can see the triangular model of parent, child and practitioner working really well. Ava is happy, confident and relaxed being helped by both mum and Clare at the same time. Mum and Clare chat and are relaxed with each other

Partnership with parents - video clip 3

- Ida is new to nursery, it's only her second day. Whilst cuddling Ida, Maria is talking to Ida's Dad on the telephone. He is concerned to know how Ida is settling. Maria chats to dad and Ida can hear this. After she has finished the call she tells Ida " That was your daddy on the phone". Maria is building the relationship with Ida's dad and with Ida and helping Ida 'feel held in mind' in by dad.

Partnership with parents - video clip 4

- Kerry pretends to talk to Dylan's dad on the phone using a wooden block that Dylan has given to her. She keeps the conversation going about Dylan and then encourages him to talk to mum and dad on the 'phone'. By doing so she is reinforcing Dylan's sense of 'being held in mind' by his primary attachments, his parents. This helps Dylan feel happy and secure to be away from them and enjoy exploring and playing.

Partnership with parents - video clip 5

- Carol is talking to Arabella about the picture she is carefully drawing. The picture is of Arabella and her daddy when they went swimming. Carol asks questions about the swimming visit and what daddy and Arabella did. She shows She's interested in what Arabella and her Dad did. This was clearly a fun trip and Arabella enjoys talking about it and her dad. This is reinforcing Arabella's sense of 'being held in mind' by her dad and helps her feel secure and relaxed away from home.

Reflection

- In what ways can we help to reinforce a child's sense of 'being held in mind'?

Possible thoughts might be: photos of parents and family sticky backed in special book, wall, floor, wooden blocks. Talk about things they've done, things they're going to do, talk about things parent tells us...

- What information do you think a parent would like to know about their child? Are there differences in what parents want to know?

  Possible thoughts might be: Emotions, friends and interactions, health, tiredness, interests, activities, developmental steps, EYFS, bowel movements, appetite and food, social skills, toilet training, advice, can they write their name…

- Are some parents easier to build relationships with than others? Why might this be?

  Possible thoughts might be: We may have more in common with some parents eg. our values and beliefs, some have more time available to chat, some may not feel confident in our environment, some relate better to you, different expectations of child, setting, your role…

Action to be taken

- Are there any actions/changes that could be made - as an individual or within your setting that would help support primary attachments and partnerships with parents?