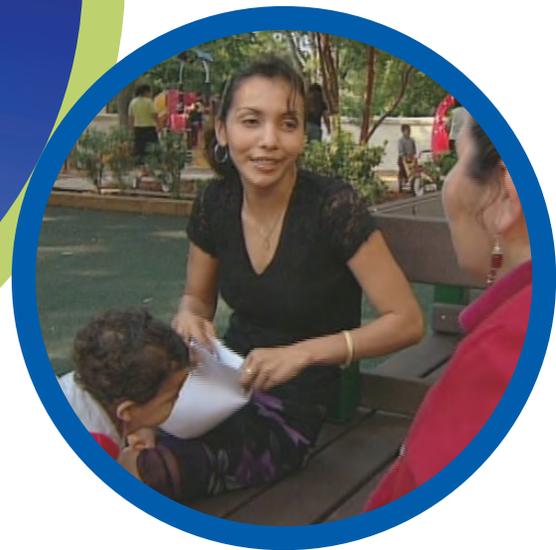


# Head Start and Early Head Start Relationship-Based Competencies

for Staff and Supervisors Who Work with Families





THE NATIONAL CENTER ON  
**Parent, Family, and  
Community Engagement**

This document was prepared under Grant #90HC0003 for the U.S. Department of Health and Human Services, Administration for Children and Families and the Office of Head Start by the National Center on Parent, Family, and Community Engagement



## Introduction

The “*Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families*” (RBCs) is a technical assistance resource that outlines the knowledge, skills, and actions for staff working with families in Head Start and Early Head Start (HS/EHS) programs. This document is a tool to assist programs with implementing the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework. These competencies represent both research-based and best practices in the early childhood, human services, and social work fields. This resource was developed with broad input from Head Start and Early Head Start programs, parents, and the National Center on Parent, Family, and Community Engagement.

Programs can use this document to help build capacity for staff and supervisors who work with families. Depending upon local agencies’ program options and organizational designs, these competencies are relevant for family services staff and supervisors, home visiting staff and supervisors, parent involvement specialists, family and community partnership managers, and others. Program managers are encouraged to look at this resource and think about how it might be useful to support professional development strategies. For example, this resource could be used to assist programs with:

- Understanding the current knowledge and skills of staff and supervisors;
- Developing staff orientation, professional development plans, and resource decisions for program training;
- Creating job (and internship) descriptions;
- Conducting joint trainings with community partners; and
- Developing partnerships with local community colleges and universities to support related academic opportunities for HS/EHS staff who work with families.

Program managers, supervisors, and staff can consider how this resource might be most useful and develop implementation plans accordingly. In 2012-2013, the Office of Head Start and the National Center on Parent, Family, and Community Engagement will disseminate additional resources to further assist programs with using the RBCs and developing staff relationship-based competencies.

Head Start is designed to work with both generations; the goal is progress for both children and families. Staff members who work with families play a critical role in this endeavor.

## Family Well-being and Children's School Readiness

All Head Start and Early Head Start staff members play a role in developing goal-directed relationships with families. When staff members throughout the HS/EHS organization develop relationships with families that are based on respect and trust, family engagement is more likely to thrive. Research has shown that stressors such as unexpected life events and fear of an unsafe community can make it harder for families to form relationships with early childhood providers. However, when parents have adequate resources, live in safe home environments that support learning and development, and provide active and intentional learning experiences, children have better outcomes. These conditions result in children who are more likely to perform better upon entry to kindergarten and show resilience throughout childhood and adolescence (Masten, Best, & Garmezzy, 1990).

Family well-being is a powerful predictor of positive child outcomes and directly impacts children's school readiness.

Family services staff and their supervisors play a critical role in supporting family well-being, positive parent-child relationships, and children's school readiness. When families who come to HS/EHS have struggles that require knowledge and experience that are beyond staff capability, it is important that consultation with qualified professionals is readily available (especially in the realm of mental health). In these situations, staff and supervisors can work together to determine when additional supports are needed and which services are the right services for families.

## Prioritizing Family Services in Head Start and Early Head Start

Each family arrives at HS/EHS with their own history and aspirations, both for themselves and their children. Staff members and families need time to get to know each other and to understand the interests, needs, and goals of families. Families are better able to engage with staff and work towards their goals when a program has organizational approaches and staffing patterns that result in manageable workloads.

Research from related fields shows that large caseloads compromise workers' ability to provide effective services to families. Large caseloads may also lead to high rates of staff burnout and turnover (Children's Bureau, 2006; Strolin, McCarthy, & Caringi, 2007; Zlotnik, DePanfilis, Daining, & Lane, 2005). In contrast, staff members who have manageable workloads have adequate time to engage with the families they serve. These staff stay in their positions longer and they are able to address challenges that arise in a timely manner. These benefits lead to more positive outcomes for both children and their families (Child Welfare Information Gateway, 2010).

## Professional Development Strategies

A well-educated and trained workforce positively influences the development of young children (Shonkoff & Phillips, 2000; Zaslow & Martinez-Beck, 2005). Professional development that is consistent and aligned with the *Relationship-Based Competencies* can increase positive outcomes for families. An ideal professional development approach includes intensive study, training, consultation, experiential learning, and mentoring. For example, intensive study might include formal education and credentialing programs. Experiential learning could be prior work experience, and consultation might include reflective supervision and/or conversation(s) with mental health consultants. Equally important to the professional development of staff and supervisors are policies and practices that support the health and well-being of staff (self-care). Family services staff and home visitors are often witness to the stories of trauma and hardship endured by children and families. For this reason, ongoing professional development strategies that include reflection and support are important. Regardless of the type of professional development activity, the goal is to support ongoing learning and integration of new knowledge, skills, and behaviors over time.

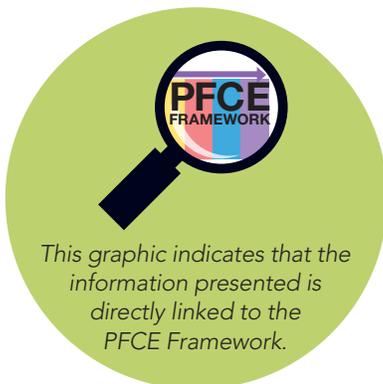
Supervisors of family services staff and home visitors do important work in HS/EHS programs. They enhance the organizational climate and culture and develop staff knowledge and skills. They help to retain staff and to improve family and child outcomes. One of the key skills outlined in the RBCs for supervisors is reflective supervision. Reflective supervision means supervision that is collaborative and supportive, and that occurs on a regular schedule. It is time between a supervisor and staff to engage in safe, trusting communication that supports individual professional development of staff and the continuing quality improvement of programs serving young children and their families.

Supportive and consistent reflective supervision is key to professional development for staff who work with families. Research shows that reflective supervision supports individuals in establishing and maintaining healthy relationships with families. Reflective supervision offers regular chances to reflect on the thoughts, feelings, and reactions that arise when working with young children and their families (Eggbeer, Mann, & Seibel, 2008; Fenichel, 1992; Parlakian, 2001; Shahmoon Shanok, 2007). Many of the families at HS/EHS have experienced severe hardship. Reflective supervision can help staff gain new insights and knowledge when dealing with complicated relationships and challenging family circumstances (U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, 2010).

## Relationship-Based Competencies (RBCs)

COMPETENCY	RESULT
<b>1: POSITIVE, GOAL-ORIENTED RELATIONSHIPS</b>	Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.
<b>2: SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS</b>	Respects and responds appropriately to the culture, language, values, and family structures of each family served.
<b>3: FAMILY WELL-BEING AND FAMILIES AS LEARNERS</b>	Supports families' safety, health, financial stability, life goals, and aspirations.
<b>4: PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS</b>	Enhances parent-child relationship and supports parents' role as the first and lifelong educators of their children.
<b>5: FAMILY CONNECTIONS TO PEERS AND COMMUNITY</b>	Facilitates networks and group activities that support families' strengths, interests, and needs.
<b>6: FAMILY ACCESS TO COMMUNITY RESOURCES</b>	Supports families in using community resources that enhance family well-being and children's learning and development.
<b>7: COORDINATED, INTEGRATED AND COMPREHENSIVE SERVICES</b>	Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
<b>8: DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT</b>	Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
<b>9: FOUNDATIONS FOR PROFESSIONAL GROWTH</b>	Participates actively in opportunities for continuous professional development.

The competencies are further defined throughout the document. The first two columns include knowledge, skills, and actions for each competency. The column on the left includes knowledge, skills, and actions for staff who work with families, and the column on the right includes knowledge, skills, and actions for supervisors. For each competency, knowledge refers to what staff know, skills refers to what staff have the ability to do, and actions include some key examples of related activities. In addition, the text box titled "Featured PFCE Elements and Outcomes" shows the connection between the RBCs and the elements and outcomes of the PFCE Framework.



The terms "parent" and "family" are used interchangeably throughout this document and represent all of the people that may play both a parenting role in a child's life and a partnering role with HS/EHS staff. This includes fathers, mothers, expectant parents, grandparents, kith and kin caregivers, LGBT (lesbian, gay, bi-sexual and transgender) parents, guardians, teen parents, and families with diverse structures that include multiple co-parenting relationships.

# Relationship-Based Competencies

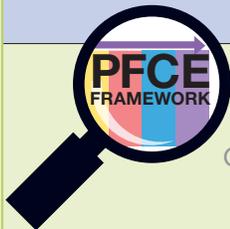
## For Staff and Supervisors who Work with Families

### 1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

*Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.*

	Staff who Work with Families	Supervisor
KNOWLEDGE	<ul style="list-style-type: none"> <li>• Develops knowledge of effective relationship-building practices.</li> <li>• Understands that parents/expectant parents and staff each bring equal value to the relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Has knowledge of effective relationship-building practices.</li> <li>• Is knowledgeable about reflective supervision and how to support staff's relationships with families.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• Helps families feel welcomed, safe, and respected by building trusting relationships over time.</li> <li>• Shows respect for different families' circumstances and creates opportunities for families to consider their aspirations for their children and themselves.</li> <li>• Uses appropriate communication techniques, such as verbal and nonverbal messages and reflective listening.</li> <li>• Demonstrates the ability to work with families on different kinds of goals (health, nutrition, parent/child interactions, mental health, family literacy, financial literacy, etc.).</li> <li>• Demonstrates the ability to jointly develop and follow up on goals that are meaningful for families and individualizes services for parents and expectant mothers and fathers.</li> <li>• Makes ethical decisions that maintain professional boundaries and family confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ongoing, collaborative, and respectful relationships with staff that contribute to their professional identity.</li> <li>• Is able to utilize active listening skills and demonstrates receptivity to feedback from staff.</li> <li>• Recognizes and builds on staff strengths and encourages staff to take responsibility for their own growth.</li> <li>• Demonstrates the ability to support and model ethical practice when interacting with staff and families.</li> </ul>
ACTIONS	<ul style="list-style-type: none"> <li>• Makes contact with both mothers and fathers, as applicable, to develop ongoing relationships.</li> <li>• In partnership with families, develops and supports plans that describe families' strengths, resources, and needed services.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaches staff in reflective listening as well as verbal and nonverbal messaging.</li> <li>• Helps staff develop strong, positive, and effective relationships with families. This includes families experiencing crises.</li> <li>• Helps staff develop meaningful goals that draw on families' aspirations for themselves and their children.</li> <li>• Orients new staff to the program philosophy, services, and organizational culture.</li> </ul>

#### Featured PFCE Framework Elements and Outcomes



#### PFCE ELEMENTS

- Program Leadership
- Continuous Program Improvement
- Professional Development**
- Program Environment**
- Family Partnerships**
- Teaching and Learning
- Community Partnerships

#### PFCE OUTCOMES

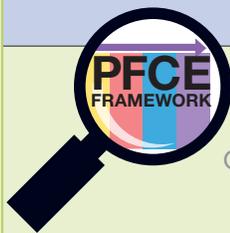
- Family Well-being**
- Parent-Child Relationships**
- Families as Lifelong Educators
- Families as Learners
- Families Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

## 2. SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS

*Respects and responds appropriately to the culture, language, values, and family structures of each family served.*

	Staff who Work with Families	Supervisor
KNOWLEDGE	<ul style="list-style-type: none"> <li>Identifies and reflects on personal values, experiences, ethics, and biases (e.g. gender, racial, ethnic, cultural, and/or class) in order to become self-aware and more effective in working with different groups of people.</li> <li>Understands the importance of taking care of oneself in order to be available and capable to attend to the needs of others.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and reflects on personal values, experiences, ethics, and biases (e.g. gender, racial, ethnic, cultural, and/or class) in order to become self-aware and more effective in working with different groups of people.</li> <li>Understands the importance of self-care and educates staff on the connection between self-care and the ability to build successful relationships with families and colleagues.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>Demonstrates respectful interest in learning about each family's values, beliefs, faith traditions, cultural influences, family structures, and circumstances.</li> <li>Applies this knowledge to relationship-building and ongoing interactions with each family.</li> <li>Reinforces the importance of home language and culture in a child's development during interactions with parents and expectant families.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to be objective, accessible, flexible, and to engender trust.</li> <li>Engages in culturally responsive relationships with program staff.</li> <li>Is able to provide individual and group opportunities for staff to engage in critical reflections on personal values, experiences, ethics, and biases when working within a supportive role with families.</li> </ul>
ACTIONS	<ul style="list-style-type: none"> <li>Conducts culturally and linguistically responsive outreach and recruitment to parents and expectant families.</li> <li>Provides intake and orientation materials to families that are culturally and linguistically appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Develops self-knowledge and models self-responsibility by recognizing the strengths and limitations of one's personal supervisory style.</li> <li>Ensures that staff speak with families in their preferred language and uses skilled interpreters when this is not possible.</li> <li>Works with program management to assure that language and culture are respected, materials provided to families are culturally and linguistically appropriate, and training to increase cultural responsiveness is provided to staff.</li> </ul>

### Featured PFCE Framework Elements and Outcomes



#### PFCE ELEMENTS

Program Leadership  
 Continuous Program Improvement  
**Professional Development**  
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 Teaching and Learning  
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#### PFCE OUTCOMES

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### 3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS

*Supports families' safety, health, financial stability, life goals, and aspirations.*

	<b>Staff who Work with Families</b>	<b>Supervisor</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Understands the proper steps to ensure family and child safety when safety is threatened.</li> <li>• Develops knowledge and awareness of the signs of depression, trauma, homelessness, domestic violence, and/or mental illness for parents and expectant families.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains knowledge of research-based interventions that support family well-being.</li> <li>• Supports ongoing supervisor and staff knowledge around community resources so they are able to connect families with the most appropriate supports.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Can increase families' awareness and ability to identify protective factors/strengths they have to overcome challenges.</li> <li>• Can increase families' awareness and ability to address the risks and stressors in their lives.</li> <li>• Is able to conduct educational opportunities for parents and expectant families on the importance of healthy relationships and support networks.</li> <li>• Knows how to identify, in partnership with the family, options and resources to address challenges and work toward aspirations and long-term family stability.</li> </ul>	<ul style="list-style-type: none"> <li>• Can train and communicate with staff about keeping supportive and appropriate boundaries when working with families in crisis.</li> <li>• Provides skillful, supportive supervision and is available to assist staff when they address concerns or situations outside of their current capability.</li> <li>• Demonstrates skills that prevent and resolve conflict amongst staff and/or staff and families.</li> <li>• Utilizes and teaches crisis management skills.</li> <li>• Uses research and family well-being data to drive reflective discussions with staff and discuss alternative courses of action.</li> </ul>
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>• Connects families with opportunities that support safety, financial literacy, health, and family wellness.</li> <li>• Links parents to training that contributes to self-sufficiency and to reaching goals around their education and/or career training.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures staff have enough time to plan and work one-on-one with families regularly in all program options (e.g. home-based, center-based, family child care, etc.).</li> <li>• Seeks to support balanced and manageable caseloads for staff that account for family circumstances and geographic location, the need for interpretation and translation, and reporting requirements.</li> </ul>

#### **Featured PFCE Framework Elements and Outcomes**



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- Professional Development**
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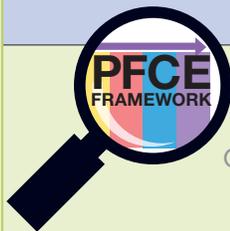
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## 4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS

*Enhances the parent-child relationship, and supports parents' role as the first and lifelong educators of their children.*

	Staff who Work with Families	Supervisor
KNOWLEDGE	<ul style="list-style-type: none"> <li>• Understands that families are vital to children's development and learning.</li> <li>• Recognizes positive interactions between families and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges that families are vital to children's learning and development, and educates staff on school readiness and the important role families play in achieving this.</li> <li>• Has knowledge of human development, especially the social-emotional development of children and adults, and ensures that staff receive information through consultation and supervision.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>• Actively engages families in interactions with their children when children are present.</li> <li>• Is able to focus on family and child strengths as an entry point into relationships and conversations about children.</li> <li>• Promotes prenatal attachment with expectant families.</li> <li>• Facilitates and/or coordinates evidenced-based parenting education opportunities for parents individually and in groups, individualizing for culture, gender, and age, as appropriate.</li> <li>• Supports parents (or links parents to supports) to address challenging child behaviors in positive, developmentally appropriate ways and accesses resources as necessary.</li> <li>• Works well with other program staff to support ongoing interactive literacy activities between parents and their children at home and in the community.</li> <li>• Supports families in developing skills and confidence to be effective leaders and advocates for their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with management teams to promote regular dialogue with families about child progress and program matters in ways that deepen trust and build relationships with families.</li> <li>• Assures that staff are aware of, and able to access, resources that will support families addressing challenging child behaviors.</li> <li>• Supports staff in building skills around promoting positive parent-child interactions.</li> <li>• Can assist with the provision of training on transitions for both staff and families.</li> </ul>
ACTIONS	<ul style="list-style-type: none"> <li>• Talks with families about their vital role in their children's development and learning.</li> <li>• Supports expectant families in making connections between their actions and the pre-natal effects.</li> <li>• Offers learning materials for children and parents that reflect families' cultures, encourages family members to visit, observe, and volunteer in the program.</li> <li>• Provides families with appropriate information, training, and connections to future early care and educational settings and kindergarten to help facilitate the transition process for parents and children.</li> <li>• Develops strong relationships with community child care, preschools, and public schools in order to enhance home-school partnerships and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Works with program management to ensure that families have access to information about their child and that the information is understandable and meaningful.</li> <li>• Works with program management on their development of school readiness goals with parent and community input.</li> <li>• Consults program leadership to assure that families have input on developing individual goals for their children, including young children with disabilities, as they participate in the Individual Family Service Plan (IFSP) and Individualized Educational Plan (IEP) processes.</li> <li>• Consults with management to establish and maintain procedures and supports for successful transitions of all enrolled children and families.</li> </ul>

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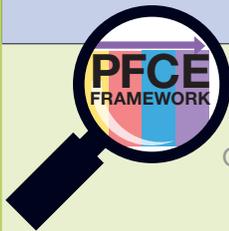
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**Families as Advocates and Leaders**

## 5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

*Facilitates networks and group activities that support families' strengths, interests, and needs.*

	<b>Staff who Work with Families</b>	<b>Supervisor</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Recognizes the importance of support networks, particularly for isolated families.</li> <li>• Understands how facilitation skills support group processes and interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Is knowledgeable and supports staff in gaining skills around group formation, processing, and facilitation.</li> <li>• Understands and promotes Head Start as a part of the broader community (geographically, within early childhood, etc.).</li> <li>• Is knowledgeable and ensures that staff are familiar with resources and opportunities available in the community for both staff and families.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Demonstrates group facilitation knowledge and skills.</li> <li>• Is able to support families in identifying, developing, and utilizing their informal and formal support networks (e.g. neighborhood groups, faith/spiritual communities, civic organizations).</li> <li>• Has the ability to identify common interests and needs of parents in order to plan appropriate activities and learning opportunities.</li> <li>• Is skilled at coordinating training and educational opportunities for parents (e.g. adult education, life skills, parenting courses, family literacy, employment training).</li> </ul>	<ul style="list-style-type: none"> <li>• Is skilled at promoting opportunities for staff to connect with their peers so they can learn from each other.</li> <li>• Is able to orient new staff to Head Start and Early Head Start program governance and the involvement of parents in this process.</li> </ul>
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>• Educates parents on Policy Council and other available committee or community opportunities that will promote parent leadership and advocacy.</li> <li>• Includes parents as active participants in groups and training so they can share skills, culture, and talents.</li> <li>• Supports parents as they engage in volunteering, collaborating with the community, and other ways of contributing to program activities and the larger community.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in the development of systems of communication which ensure staff are aware of community groups, learning, and volunteer opportunities for families.</li> </ul>

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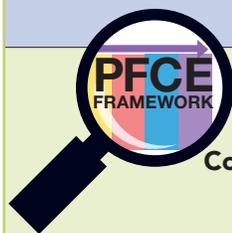
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## 6. FAMILY ACCESS TO COMMUNITY RESOURCES

*Supports families in using community resources that enhance family well-being and children's learning and development.*

	<b>Staff who Work with Families</b>	<b>Supervisor</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Has an extensive knowledge of social service and community resources for families (e.g. health, mental health, nutrition, financial literacy, education).</li> <li>• Understands how to match community and program resources to family interests and needs.</li> <li>• Knows when and how to connect families with specialized resources and assistance (e.g. mental health, domestic violence, substance abuse treatment, child welfare services) and when to ask for supervisory help to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains ongoing knowledge of community resources that enhance family well-being and families' role as their child's lifelong educators.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Knows how to provide ongoing information and support to families in using program services and community resources to achieve family goals and promote the well-being of their children.</li> <li>• Demonstrates the ability to support families as leaders in the program and as advocates for needed resources for their families.</li> <li>• Is able to build partnerships with schools and service providers to link families to needed services and support successful transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps staff seek out appropriate supervision when they do not know how to respond to the needs of families.</li> <li>• Demonstrates leadership and advocacy, particularly as it relates to ensuring that community resources are aligned and available to meet the needs of families.</li> <li>• Is able to use the community assessment data along with families' feedback to develop relevant relationships with community agencies and resources.</li> <li>• Has the ability to develop systems to ensure family services staff are aware of and connected to community partners (e.g. presentations, briefings, participation in community events, directories, list serves, and online resources).</li> </ul>
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>• Becomes family's liaison to program and community services as appropriate. This could include joint visits with professionals in health, mental health, child development, and child welfare as indicated to address specific issues or family needs.</li> <li>• Follows up on the effectiveness of family referrals to community resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds and maintains internal and external professional relationships with community, state, or national groups that will support staff work with families.</li> <li>• Provides opportunities for representatives of trusted community organizations to meet and present their offerings to families (e.g. libraries).</li> </ul>

### **Featured PFCE Framework Elements and Outcomes**



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Program Leadership  
**Continuous Program Improvement**  
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#### **PFCE OUTCOMES**

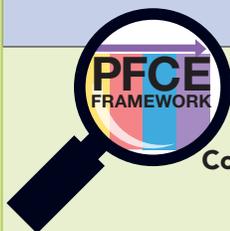
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## 7. COORDINATED, INTEGRATED AND COMPREHENSIVE SERVICES

*Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.*

	<b>Staff who Work with Families</b>	<b>Supervisor</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Develops a basic knowledge of health, mental health, child development, and disabilities to ensure service coordination amongst Head Start/Early Head Start staff.</li> </ul>	<ul style="list-style-type: none"> <li>Continually develops knowledge on health, mental health, disabilities, child development, and other essential topics that can be shared with staff during case consultations and supervision.</li> <li>Is knowledgeable about how to support family engagement strategies in a systemic and integrated manner (see Parent, Family, and Community Engagement Framework).</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Is able to work cooperatively with other staff (mental health, teaching, health, disabilities, etc.) to ensure families' individual values and practices are incorporated into program strategies for children and families.</li> <li>Can communicate with families and others about the importance of health, mental health, and child development services for children's ongoing learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>Has the ability to create a positive organizational culture and climate and engage in effective group processes and dynamics.</li> <li>Has the ability to safeguard practices that protect the privacy and confidentiality of families, enabling colleagues to share only pertinent information to enhance services to families.</li> <li>Is able to consult with program management to ensure coordination and systemic approaches to supporting families.</li> </ul>
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Ensures that pertinent knowledge about families is appropriately shared with colleagues and professionals in a way that assures confidentiality and increases service coordination.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in ensuring that coordination occurs at all levels in the agency.</li> <li>Participates in the development and maintenance of communication systems to support coordination.</li> </ul>

### *Featured PFCE Framework Elements and Outcomes*



#### **PFCE ELEMENTS**

Program Leadership  
**Continuous Program Improvement**  
**Professional Development**  
 Program Environment  
 Family Partnerships  
 Teaching and Learning  
 Community Partnerships

#### **PFCE OUTCOMES**

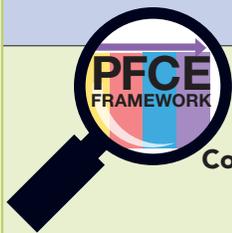
**Family Well-being**  
**Parent-Child Relationships**  
**Families as Lifelong Educators**  
 Families as Learners  
 Families Engagement in Transitions  
 Family Connections to Peers and Community  
 Families as Advocates and Leaders

## 8. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT

*Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.*

	<b>Staff who Work with Families</b>	<b>Supervisor</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Understands how the Head Start Program Performance Standards, the Head Start Act, and Office of Head Start family engagement and family services technical assistance resources relate to daily work.</li> <li>• Learns to use program data sources to inform work with parents and expectant families.*</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Standards, the Head Start Act, and Office of Head Start family engagement and family services technical assistance resources.</li> <li>• Demonstrates a working knowledge of the HS management systems and applies this knowledge to develop plans for parent, family, and community engagement.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Knows how to use family well-being data to inform decisions and methods for supporting families.</li> <li>• Integrates data collected from parents and expectant families into individualized services, decision-making, and daily practice (e.g. survey, observational, or conversational data that includes family ideas and experiences).</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures staff have a working knowledge of how to apply standards and laws to their work.</li> <li>• Utilizes ongoing monitoring to collect and analyze meaningful data around family services and family engagement to improve program services and systems.</li> <li>• Helps staff gain knowledge about current research-based practices and integrate those practices into their work as appropriate.</li> <li>• Ensures that data collected about families and program quality is meaningful and promotes camaraderie and success among family services staff.</li> <li>• Is able to communicate about data related to family engagement to management team in order to improve program systems.</li> </ul>
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>• Performs effective recordkeeping and internal and external reporting tasks to track individual family progress and program progress.</li> <li>• Prepares and distributes evaluations and feedback suggestion forms during workshops, meetings, and other activities for parents and families.</li> <li>• Uses data results to inform the design of workshops, meetings, and other activities for parents and expectant families.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews and analyzes program data sources in order to develop ideas for program improvement where applicable.*</li> <li>• Shares information from program data sources with stakeholders (e.g. family services staff, parents, Policy Council, community partners).</li> <li>• Consults with parents and program management on the effectiveness of policy councils and parent committees.</li> </ul>

### Featured PFCE Framework Elements and Outcomes



**PFCE ELEMENTS**

- Program Leadership
- Continuous Program Improvement**
- Professional Development**
- Program Environment
- Family Partnerships
- Teaching and Learning
- Community Partnerships

**PFCE OUTCOMES**

- Family Well-being
- Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Families Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

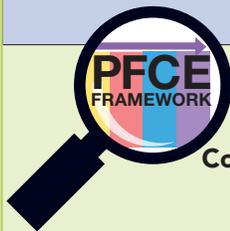
*\*Program data sources might include data from community assessment, program self-assessment, program goals, strategic planning, reporting systems, child and family files, parent surveys, measures, etc.*

## 9. FOUNDATIONS FOR PROFESSIONAL GROWTH

*Actively participates in opportunities for continuous professional development.*

	<b>Staff who Work with Families</b>	<b>Supervisor</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Understands what professionalism requires in a human services environment.</li> <li>• Understands the value of reflective supervision for personal and professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Commits to professional development by setting goals to improve knowledge and understanding of supervision practices.</li> <li>• Is knowledgeable about reflective supervision techniques.</li> <li>• Understands how to effectively manage staff development efforts.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to be self-reflective and integrate new knowledge into practice.</li> <li>• Maintains professional boundaries and confidentiality of family and child information.</li> <li>• Effectively utilizes supervisory feedback, educational opportunities, and technical assistance resources to improve individual skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates healthy and appropriate boundaries and works with staff to develop and articulate their own healthy boundaries.</li> <li>• Demonstrates use of reflective supervision techniques.</li> <li>• Utilizes written materials and ongoing interactions with staff (e.g., job descriptions, initial orientation, ongoing training, supervision, and evaluation) to clearly communicate expectations of staff.</li> </ul>
<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>• Actively engages in reflective supervision to gain new insights and knowledge about relationships with families.</li> <li>• Creates and works on individualized professional development plans in collaboration with supervisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Works on individualized professional development plans and links staff members' professional goals with related training or educational experiences.</li> <li>• Provides staff regular opportunities to share ideas and learn from each other.</li> <li>• Offers skillful reflective supervision of staff to jointly understand staff work.</li> <li>• Supports skills in assessing, referring, and supporting families while maintaining appropriate boundaries.</li> </ul>

### **Featured PFCE Framework Elements and Outcomes**



#### **PFCE ELEMENTS**

- Program Leadership**
- Continuous Program Improvement**
- Professional Development**
- Program Environment
- Family Partnerships
- Teaching and Learning
- Community Partnerships

#### **PFCE OUTCOMES**

- Family Well-being
- Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Families Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

## Related Head Start Program Performance Standards

- 45 CFR 1304.20 Child health and developmental services.
- 45 CFR 1304.21 Education and early childhood development.
- 45 CFR 1304.23 Child nutrition.
- 45 CFR 1304.24 Child mental health.
- 45 CFR 1304.40 Family Partnerships.
- 45 CFR 1304.41 Community Partnerships.
- 45 CFR 1308.21 Parent participation and transition of children into Head Start and from Head Start to public school.
- 45 CFR 1304.52(a)(1) (2)(iii) Organizational structure.
- 45 CFR 1304.52(d)(5) (6) Qualifications of content area experts.
- 45 CFR 1304.52(e) Home visitor qualifications.
- 45 CFR 1304.52(i)(1)(i-ii) Standards of conduct.
- 45 CFR 1304.52(j) Staff performance appraisals.
- 45 CFR 1304.52(k)(3) Staff and volunteer health.
- 45 CFR 1304.52(l)(1-3) Training and development.
- 45 CFR 1306.20(f) Program staffing patterns.
- 45 CFR 1306.23(a) (b) Training.
- [42 U.S.C. 9836] 641(d)(2)(D) Designation of Head Start agencies [designation when no entity is renewed].
- [42 U.S.C. 9840A] 645A(i) Early Head Start programs.
- [42 U.S.C. 9843a] 648A(c) Staff qualifications and development.

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# Head Start and Early Head Start Relationship-Based Competencies

## Professional Development Assessment for STAFF Who Work with Families

### OVERVIEW

Looking for ways to support your development around the nine Head Start and Early Head Start Relationship-Based Competencies? We have created a professional development assessment to help staff in Head Start and Early Head Start (HS/EHS) who work with families. You may use this tool to build competency and capacity in preparation for pre-service training and mid-year and year-end check-ins. This assessment is aligned with the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework.



### 1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

*Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.*

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Develops knowledge of effective relationship-building practices.					
Understands that parents/expectant parents and staff each bring equal value to the relationship.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Skills</b>					
Helps families feel welcomed, safe, and respected by building trusting relationships over time.					
Shows respect for different families' circumstances and creates opportunities for families to consider their aspirations for their children and for themselves.					
Uses appropriate communication techniques, such as verbal and nonverbal messages and reflective listening.					
Demonstrates the ability to work with families on different kinds of goals (health, nutrition, parent/child interactions, mental health, family literacy, financial literacy, etc.).					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Demonstrates the ability to jointly develop and follow up on goals that are meaningful for families and individualizes services for parents and expectant mothers and fathers.					
Makes ethical decisions that maintain professional boundaries and family confidentiality.					
<b>Actions</b>					
Makes contact with both mothers and fathers, as applicable, to develop ongoing relationships.					
In partnership with families, develops and supports plans that describe families' strengths, resources, and needed services.					

# Head Start and Early Head Start Relationship-Based Competencies

## Professional Development Assessment for STAFF Who Work with Families

### 2. SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS

*Respects and responds appropriately to the culture, language, values, and family structures of each family served.*

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Identifies and reflects on personal values, experiences, ethics, and biases (e.g., gender, racial, ethnic, cultural, and/or class) in order to become self-aware and more effective in working with different groups of people.					
Understands the importance of taking care of oneself in order to be available and capable to attend to the needs of others.					
<b>Skills</b>					
Demonstrates respectful interest in learning about each family's values, beliefs, faith traditions, cultural influences, family structures, and circumstances.					
Applies this knowledge to relationship-building and ongoing interactions with each family.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Reinforces the importance of home language and culture in a child’s development during interactions with parents and expectant families.					
<b>Actions</b>					
Conducts culturally and linguistically responsive outreach and recruitment to parents and expectant families.					
Provides intake and orientation materials to families that are culturally and linguistically appropriate.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

#### 3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS

*Supports families' safety, health, financial stability, life goals, and aspirations.*

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Understands the proper steps to ensure family and child safety when safety is threatened.					
Develops knowledge and awareness of the signs of depression, trauma, homelessness, domestic violence, and/or mental illness for parents and expectant families.					
<b>Skills</b>					
Can increase families' awareness and ability to identify protective factors/strengths they have to overcome challenges.					
Can increase families' awareness and ability to address the risks and stressors in their lives.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Is able to conduct educational opportunities for parents and expectant families on the importance of healthy relationships and support networks.					
Knows how to identify, in partnership with the family, options and resources to address challenges and work toward aspirations and long-term family stability.					
<b>Actions</b>					
Connects families with opportunities that support safety, financial literacy, health, and family wellness.					
Links parents to training that contributes to self-sufficiency and to reaching goals around their education and/or career training.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

#### 4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS

*Enhances the parent-child relationship, and supports parents' role as the first and lifelong educators of their children.*

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Understands that families are vital to children's development and learning.					
Recognizes positive interactions between families and children.					
<b>Skills</b>					
Actively engages families in interactions with their children when children are present.					
Is able to focus on family and child strengths as an entry point into relationships and conversations about children.					
Promotes prenatal attachment with expectant families.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Facilitates and/or coordinates evidenced-based parenting education opportunities for parents individually and in groups, individualizing for culture, gender, and age, as appropriate.					
Supports parents (or links parents to supports) to address challenging child behaviors in positive, developmentally appropriate ways and accesses resources as necessary.					
Works well with other program staff to support ongoing interactive literacy activities between parents and their children at home and in the community.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Supports families in developing skills and confidence to be effective leaders and advocates for their children.					
<b>Actions</b>					
Talks with families about their vital role in their children’s development and learning.					
Supports expectant families in making connections between their actions and the pre-natal effects.					
Offers learning materials for children and parents that reflect families’ cultures, encourages family members to visit, observe, and volunteer in the program.					
Provides families with appropriate information, training, and connections to future early care and educational settings and kindergarten to help facilitate the transition process for parents and children.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Develops strong relationships with community child care, preschools, and public schools in order to enhance home-school partnerships and transitions.					

#### 5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

*Facilitates networks and group activities that support families' strengths, interests, and needs.*

Knowledge, Skills, and Actions for Staff	I have understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Recognizes the importance of support networks, particularly for isolated families.					
Understands how facilitation skills support group processes and interactions.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Skills</b>					
Demonstrates group facilitation knowledge and skills.					
Is able to support families in identifying, developing, and utilizing their informal and formal support networks (e.g., neighborhood groups, faith/spiritual communities, civic organizations).					
Has the ability to identify common interests and needs of parents in order to plan appropriate activities and learning opportunities.					
Is skilled at coordinating training and educational opportunities for parents (e.g., adult education, life skills, parenting courses, family literacy, employment training).					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Actions</b>					
Educates parents on Policy Council and other available committee or community opportunities that will promote parent leadership and advocacy.					
Includes parents as active participants in groups and training so they can share skills, culture, and talents.					
Supports parents as they engage in volunteering, collaborating with the community, and other ways of contributing to program activities and the larger community.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

#### 6. FAMILY ACCESS TO COMMUNITY RESOURCES

*Supports families in using community resources that enhance family well-being and children's learning and development.*

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Has an extensive knowledge of social service and community resources for families (e.g., health, mental health, nutrition, financial literacy, education).					
Understands how to match community and program resources to family interests and needs.					
Knows when and how to connect families with specialized resources and assistance (e.g., mental health, domestic violence, substance abuse treatment, child welfare services) and when to ask for supervisory help to do so.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Skills</b>					
Knows how to provide ongoing information and support to families in using program services and community resources to achieve family goals and promote the well-being of their children.					
Demonstrates the ability to support families as leaders in the program and as advocates for needed resources for their families.					
Is able to build partnerships with schools and service providers to link families to needed services and support successful transitions.					
<b>Actions</b>					
Becomes family's liaison to program and community services as appropriate. This could include joint visits with professionals in health, mental health, child development, and child welfare as indicated to address specific issues or family needs.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Follows up on the effectiveness of family referrals to community resources.					

#### 7. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES

*Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.*

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Develops a basic knowledge of health, mental health, child development, and disabilities to ensure service coordination amongst HS/EHS staff.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Skills</b>					
Is able to work cooperatively with other staff (mental health, teaching, health, disabilities, etc.) to ensure families' individual values and practices are incorporated into program strategies for children and families.					
Can communicate with families and others about the importance of health, mental health, and child development services for children's ongoing learning and development.					
<b>Actions</b>					
Ensures that pertinent knowledge about families is appropriately shared with colleagues and professionals in a way that assures confidentiality and increases service coordination.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

#### 8. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT

*Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.*

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Understands how the Head Start Program Performance Standards, the Head Start Act, and Office of Head Start family engagement and family services technical assistance resources relate to daily work.					
Learns to use program data sources to inform work with parents and expectant families.					
<b>Skills</b>					
Knows how to use family well-being data to inform decisions and methods for supporting families.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Integrates data collected from parents and expectant families into individualized services, decision-making, and daily practice (e.g., survey, observational, or conversational data that includes family ideas and experiences).					
<b>Actions</b>					
Performs effective recordkeeping and internal and external reporting tasks to track individual family progress and program progress.					
Prepares and distributes evaluations and feedback suggestion forms during workshops, meetings, and other activities for parents and families.					
Uses data results to inform the design of workshops, meetings, and other activities for parents and expectant families.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for STAFF Who Work with Families

#### 9. FOUNDATIONS FOR PROFESSIONAL GROWTH

*Actively participates in opportunities for professional development.*

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Understands what professionalism requires in a human services environment.					
Understands the value of reflective supervision for personal and professional growth.					
<b>Skills</b>					
Demonstrates the ability to be self-reflective and integrate new knowledge into practice.					
Maintains professional boundaries and confidentiality of family and child information.					
Effectively utilizes supervisory feedback, educational opportunities, and technical assistance resources to improve individual skills and knowledge.					

## Head Start and Early Head Start Relationship-Based Competencies Professional Development Assessment for STAFF Who Work with Families

Knowledge, Skills, and Actions for Staff	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Actions</b>					
Actively engages in reflective supervision to gain new insights and knowledge about relationships with families.					
Creates and works on individualized professional development plans in collaboration with supervisors.					

### RESOURCE

Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work With Families. ACF-IM-HS-12-05. HHS/ACF/OHS. 2012. Visit at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf>.



THE NATIONAL CENTER ON  
**Parent, Family, and  
Community Engagement**

*This document was prepared under Grant #90HC0004 for the U.S. Department of Health and Human Services, Administration for Children and Families, and the Office of Head Start by the National Center for Parent, Family, and Community Engagement.*

# Head Start and Early Head Start Relationship-Based Competencies

## Professional Development Assessment for SUPERVISORS Who Work with Families

### OVERVIEW

Looking for ways to support your development as a supervisor around the nine Head Start and Early Head Start Relationship-Based Competencies? We have created a professional development assessment to help supervisors in Head Start and Early Head Start (HS/EHS) who work with family services staff. You may use this tool to build competency and capacity over the course of the program year. This assessment is aligned with the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework.



### 1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

*Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Has knowledge of effective relationship-building practices.					
Is knowledgeable about reflective supervision and how to support staff's relationships with families.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Skills</b>					
Demonstrates ongoing, collaborative, and respectful relationships with staff that contribute to their professional identity.					
Is able to utilize active listening skills and demonstrates receptivity to feedback from staff.					
Recognizes and builds on staff strengths and encourages staff to take responsibility for their own growth.					
Demonstrates the ability to support and model ethical practice when interacting with staff and families.					
<b>Actions</b>					
Coaches staff in reflective listening, as well as verbal and nonverbal messaging.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Helps staff develop strong, positive, and effective relationships with families. This includes families experiencing crises.					
Helps staff develop meaningful goals that draw on families' aspirations for themselves and their children.					
Orients new staff to the program philosophy, services, and organizational culture.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

#### 2. SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS

*Respects and responds appropriately to the culture, language, values, and family structures of each family served.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Identifies and reflects on personal values, experiences, ethics, and biases (e.g., gender, racial, ethnic, cultural, and/or class) in order to become self-aware and more effective in working with different groups of people.					
Understands the importance of self-care and educates staff on the connection between self-care and the ability to build successful relationships with families and colleagues.					
<b>Skills</b>					
Demonstrates the ability to be objective, accessible, flexible, and to engender trust.					
Engages in culturally responsive relationships with program staff.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Is able to provide individual and group opportunities for staff to engage in critical reflections on personal values, experiences, ethics, and biases when working within a supportive role with families.					
<b>Actions</b>					
Develops self-knowledge and models self-responsibility by recognizing the strengths and limitations of one's personal supervisory style.					
Ensures that staff speak with families in their preferred language and uses skilled interpreters when this is not possible.					
Works with program management to assure that language and culture are respected, materials provided to families are culturally and linguistically appropriate, and training to increase cultural responsiveness is provided for staff.					

# Head Start and Early Head Start Relationship-Based Competencies

## Professional Development Assessment for SUPERVISORS Who Work with Families

### 3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS

*Supports families' safety, health, financial stability, life goals, and aspirations.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Maintains knowledge of research-based interventions that support family well-being.					
Supports ongoing supervisor and staff knowledge around community resources so they are able to connect families with the most appropriate supports.					
<b>Skills</b>					
Can train and communicate with staff about keeping supportive and appropriate boundaries when working with families in crisis.					
Provides skillful, supportive supervision and is available to assist staff when they address concerns or situations outside of their current capability.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Demonstrates skills that prevent and resolve conflict amongst staff and/or staff and families.					
Utilizes and teaches crisis management skills.					
Uses research and family well-being data to drive reflective discussions with staff and discuss alternative courses of action.					
<b>Actions</b>					
Ensures staff have enough time to plan and work one-on-one with families regularly in all program options (e.g., home-based, center-based, family child care, etc.).					
Seeks to support balanced and manageable caseloads for staff that account for family circumstances and geographic location, the need for interpretation and translation, and reporting requirements.					

# Head Start and Early Head Start Relationship-Based Competencies

## Professional Development Assessment for SUPERVISORS Who Work with Families

### 4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS

*Enhances the parent-child relationship, and supports parents' role as the first and lifelong educators of their children.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Acknowledges that families are vital to children's learning and development, and educates staff on school readiness and the important role families play in achieving this.					
Has knowledge of human development, especially the social-emotional development of children and adults, and ensures that staff receive information through consultation and supervision.					
<b>Skills</b>					
Communicates with management teams to promote regular dialogue with families about child progress and program matters in ways that deepen trust and build relationships with families.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Assures that staff are aware of, and able to access, resources that will support families addressing challenging child behaviors.					
Supports staff in building skills around promoting positive parent-child interactions.					
Can assist with the provision of training on transitions for both staff and families.					
<b>Actions</b>					
Works with program management to ensure that families have access to information about their child and that the information is understandable and meaningful.					
Works with program management on their development of school readiness goals with parent and community input.					

**Head Start and Early Head Start Relationship-Based Competencies  
Professional Development Assessment for SUPERVISORS Who Work with Families**

<b>Knowledge, Skills, and Actions for Supervisors</b>	<b>I have solid understanding and skills and continue to grow in this area.</b>	<b>I am making progress in my understanding, skills, and growth in this area.</b>	<b>I need support to learn more and grow in this area.</b>	<b>I would like to focus on this area in my Professional Development Plan.</b>	<b>Notes</b>
<p>Consults program leadership to assure that families have input on developing individual goals for their children, including young children with disabilities, as they participate in the Individual Family Service Plan (IFSP) and Individualized Educational Plan (IEP) processes.</p>					
<p>Consults with management to establish and maintain procedures and supports for successful transitions of all enrolled children and families.</p>					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

#### 5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

*Facilitates networks and group activities that support families' strengths, interests, and needs.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Is knowledgeable and supports staff in gaining skills around group formation, processing, and facilitation.					
Understands and promotes HS/EHS as a part of the broader community (geographically, within early childhood, etc.).					
Is knowledgeable and ensures that staff are familiar with resources and opportunities available in the community for both staff and families.					
<b>Skills</b>					
Is skilled at promoting opportunities for staff to connect with their peers so they can learn from each other.					
Is able to orient new staff to HS/EHS program governance and the involvement of parents in this process.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Actions</b>					
Participates in the development of systems of communication which ensure staff are aware of community groups, learning, and volunteer opportunities for families.					

#### 6. FAMILY ACCESS TO COMMUNITY RESOURCES

*Supports families in using community resources that enhance family well-being and children's learning and development.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Maintains ongoing knowledge of community resources that enhance family well-being and families' role as their child's lifelong educators.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Skills</b>					
Helps staff seek out appropriate supervision when they do not know how to respond to the needs of families.					
Demonstrates leadership and advocacy, particularly as it relates to ensuring that community resources are aligned and available to meet the needs of families.					
Is able to use the community assessment data along with families' feedback to develop relevant relationships with community agencies and resources.					
Has the ability to develop systems to ensure family services staff are aware of and connected to community partners (e.g., presentations, briefings, participation in community events, directories, list serves, and online resources).					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Actions</b>					
Builds and maintains internal and external professional relationships with community, state, or national groups that will support staff work with families.					
Provides opportunities for representatives of trusted community organizations to meet and present their offerings to families (e.g., libraries).					

# Head Start and Early Head Start Relationship-Based Competencies

## Professional Development Assessment for SUPERVISORS Who Work with Families

### 7. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES

*Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Continually develops knowledge on health, mental health, disabilities, child development, and other essential topics that can be shared with staff during case consultations and supervision.					
Is knowledgeable about how to support family engagement strategies in a systemic and integrated manner (see PFCE Framework).					
<b>Skills</b>					
Has the ability to create a positive organizational culture and climate and engage in effective group processes and dynamics.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Has the ability to safeguard practices that protect the privacy and confidentiality of families, enabling colleagues to share only pertinent information to enhance services to families.					
Is able to consult with program management to ensure coordination and systemic approaches to supporting families.					
<b>Actions</b>					
Participates in ensuring that coordination occurs at all levels in the agency.					
Participates in the development and maintenance of communication systems to support coordination.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

#### 8. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT

*Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Performance Standards, the Head Start Act, and Office of Head Start family engagement and family services technical assistance resources.					
Demonstrates a working knowledge of the HS management systems and applies this knowledge to develop plans for parent, family, and community engagement.					
<b>Skills</b>					
Ensures staff have a working knowledge of how to apply standards and laws to their work.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Utilizes ongoing monitoring to collect and analyze meaningful data around family services and family engagement to improve program services and systems.					
Helps staff gain knowledge about current research-based practices and integrate those practices into their work as appropriate.					
Ensures that data collected about families and program quality is meaningful and promotes camaraderie and success among family services staff.					
Is able to communicate about data related to family engagement to management team in order to improve program systems.					
<b>Actions</b>					
Reviews and analyzes program data sources in order to develop ideas for program improvement where applicable.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Shares information from program data sources with stakeholders (e.g., family services staff, parents, Policy Council, community partners).					
Consults with parents and program management on the effectiveness of policy councils and parent committees.					

#### 9. FOUNDATIONS FOR PROFESSIONAL GROWTH

*Actively participates in opportunities for continuous professional development.*

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
<b>Knowledge</b>					
Commits to professional development by setting goals to improve knowledge and understanding of supervision practices.					

## Head Start and Early Head Start Relationship-Based Competencies

### Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Is knowledgeable about reflective supervision techniques.					
Understands how to effectively manage staff development efforts.					
<b>Skills</b>					
Demonstrates healthy and appropriate boundaries and works with staff to develop and articulate their own healthy boundaries.					
Demonstrates use of reflective supervision techniques.					
Utilizes written materials and ongoing interactions with staff (e.g., job descriptions, initial orientation, ongoing training, supervision, and evaluation) to clearly communicate expectations of staff.					
<b>Actions</b>					
Works on individualized professional development plans and links staff members' professional goals with related training or educational experiences.					

## Head Start and Early Head Start Relationship-Based Competencies Professional Development Assessment for SUPERVISORS Who Work with Families

Knowledge, Skills, and Actions for Supervisors	I have solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my Professional Development Plan.	Notes
Provides staff regular opportunities to share ideas and learn from each other.					
Offers skillful, reflective supervision of staff to jointly understand staff work.					
Supports skills in assessing, referring, and supporting families while maintaining appropriate boundaries.					

### RESOURCE

Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work With Families. ACF-IM-HS-12-05. HHS/ACF/OHS. 2012. Visit at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf>.



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THE NATIONAL CENTER ON  
Parent, Family, and  
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# BUILDING PARTNERSHIPS: Guide to Developing Relationships with Families

## POSITIVE GOAL-ORIENTED RELATIONSHIPS

Explore the role that Positive Goal-Oriented Relationships play in effective parent, family, and community engagement. This guide offers definitions, tools, and guides for reflective practice and supervision.



This resource is intended for the entire Head Start and Early Head Start community and professionals in the early childhood field. Individuals, groups of staff, and supervisors can use this tool as part of training and reflective practice and supervision. This resource is aligned with the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework and Head Start Performance Standards (HSPS).

### 1. Definitions

Learn about family engagement and positive goal-oriented relationships.

### 2. Tools

Explore tools to develop strength-based attitudes and relationship-based practices.

### 3. Reflective Strategies

Discover reflective practice and supervision strategies.

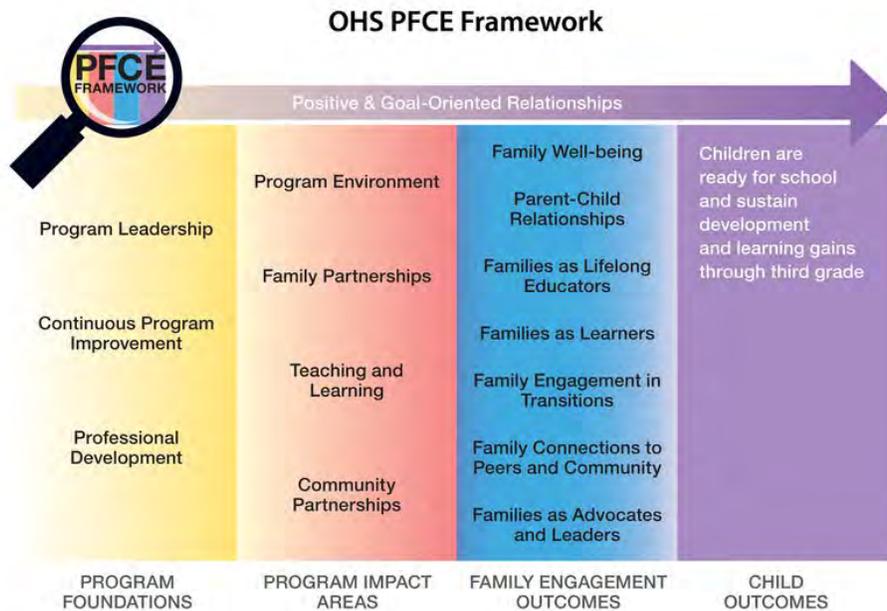
### 4. Additional Resources

Find more resources on family engagement and related topics.

# 1. DEFINITIONS

## Family Engagement and Positive Goal-Oriented Relationships

The Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress. It is a research-based approach to program change designed to help Head Start and Early Head Start programs achieve outcomes that lead to positive and enduring change for children and families. When parent and family engagement activities are systemic and integrated across PFCE Framework Program Foundations and Program Impact Areas, better family outcomes are achieved. This leads to children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



### What are Positive Goal-Oriented Relationships?

The goal of parent and family engagement is to build strong and effective partnerships with families that can help children and families thrive. These partnerships are grounded in positive, ongoing, and goal-oriented relationships with families. **Positive Goal-Oriented Relationships** are based on mutual respect and trust and are developed over time, through a series of interactions between staff and families. Successful relationships focus on families’ strengths and a shared commitment to the child’s well-being and success. As relationships between staff and families are strengthened, mutually respectful partnerships are built. Strong partnerships with families contribute to positive and lasting change for families and children.

## Why Do Positive Goal-Oriented Relationships Matter?

Positive Goal-Oriented Relationships support progress for children and families. These relationships contribute to positive parent-child relationships, a key predictor for success in children's early learning and healthy development. Through positive interactions with their most important caregivers, children develop skills for success in school and life. They learn how to manage their emotions and behaviors, solve problems, adjust to new situations, resolve conflicts, and prepare for healthy relationships with adults and peers.

Healthy relationships between parents and children develop through a series of interactions over time. Healthy relationships are primarily built on warm, positive interactions. There may also be brief disconnections or misunderstandings in relationships. For example, there will be times when parents and children are not perfectly in sync. A toddler may be laughing and playing with a parent and be surprised when her scream of delight is met with her mother's raised voice, telling her to be quieter. An older infant is enjoying his breakfast of rice cereal and is confronted by an unhappy face when he smashes the cereal into his grandmother's work clothes. These temporary disconnections are natural and necessary, and they build a child's capacity for resilience and conflict resolution. As long as interactions are primarily positive, children can learn important skills from the process of re-connecting.

Disconnections and challenges can occur in our relationships with families and colleagues as well. A father arrives to find his daughter happily splashing in rain puddles and is upset with the caregiver. He is in a hurry and doesn't have time to change her clothes. A mother is frustrated that her child is not making more progress and blames the caregivers. Imperfect interactions help us learn how to tolerate discomfort and how to resolve challenges. These are important skills for building strong partnerships.

Positive relationships between parents and providers are important as families make progress toward other goals, such as improved health and safety, increased financial stability, and enhanced leadership skills. Strong partnerships can provide a safe place where families may explore their hopes, share their challenges, and let us know how we can help. Staff, community partners, and peers can be resources as families decide what is important to them and how to make it happen. Parents help us learn how to enhance their children's learning and healthy development. When we focus on families' strengths and view parents as partners, we can work more effectively to support parent-child relationships and other outcomes for families and children.

Everything we do is intended to give families the emotional and concrete supports they want and need to reach better outcomes. When a family makes progress, parents have more capacity to give to their children. For example, a family may be struggling financially and constantly worried about where their next meal will come from. The parent may be overwhelmed or embarrassed, unsure of how to ask for help. If the parent trusts the program or a staff member, the parent might share their distress and worry. The program can work with the parent to find and access food and nutrition resources in their community. As the family stabilizes, the parent might work with staff to identify how to improve the situation in the long

term. The parent may decide to go back to school to increase his or her earning potential or might join a group to talk with other families about educational goals. The parent might work with the program and peers to find and access educational resources. As families take steps to reach their goals, they can engage in relationships with their children that prepare children for success in school and in life.

### **Recognizing What Families, Staff, and Children Contribute**

Building a relationship is a dynamic and ongoing process that depends on contributions from families, program staff, and children. Families have a set of beliefs, attitudes, and perspectives that affect relationships with staff. Likewise, we as providers have a set of beliefs, attitudes, and perspectives, both personal and professional, which affect our relationships with families. Children also bring unique contributions to relationships. They live and learn in a unique environment and are influenced by their parents, families, and other adults and peers in their lives. Children bring their behavior, temperament, emotion, and developmental stage to their interactions with family members and staff.

### **Understanding and Appreciating Differences**

Successful partnerships are created when families and staff value the perspective and contributions of one another and care about a shared goal and positive outcome. Programs can partner with parents to understand the child's and family's strengths, goals, interests, and challenges. In each interaction we can learn more about each other and about ourselves as professionals. When we understand and appreciate the perspective of the family, we are more likely to create successful partnerships. We let go of our own agenda and create a shared agenda with the family. We often refer to this as "meeting families where they are."

### **Meeting Families Where They Are: Cultural Perspectives**

Understanding cultural beliefs and priorities is key to building relationships with families and is part of meeting families where they are. Each family comes to Head Start and Early Head Start with unique cultures that give meaning and direction to their lives. Culture is complex and is influenced by family traditions, country of origin, ethnic identity, cultural group, community norms, experiences, and home language. Cultural beliefs of individual family members and the entire family affect caregiving behaviors and inform decisions made about the child and the family. Culture affects our views on about key issues such as education, family roles, child-rearing practices, what constitutes school readiness, and how children should behave. Reflecting on the family's perspectives and learning more about them can help us think about how their cultural beliefs and values influence their choices and goals. In addition, we need to fully understand our own perspective and how our own experiences, biases, and cultures affect our perspective.

The ways that cultural beliefs affect relationship-building can be obvious or subtle. Regardless, cultural perspectives inform the choices families and professionals make. Some examples of the decisions and child-rearing practices that can be influenced by culture are:

- **Communication.** *How do the parents want their child to address a teacher, grandparent, doctor, or neighbor? Is saying 'hello' important when meeting someone new? Is eye contact a sign of respect or disrespect?*
- **Role of Professionals.** *Is it acceptable to disagree with their child's teacher? Are there areas of development and behavior that are seen as solely the responsibility of the professionals? Of the family?*
- **Caregiving (Sleeping, Eating, Toileting).** *Will a child sleep alone or with her parents? Will she be breast-fed or bottle-fed when she is an infant? Will she be expected to use a spoon to eat her food or will she be encouraged to eat with her hands? When will she be expected to start using the toilet?*
- **Discipline.** *How will he be disciplined if he is in danger? What if he bites a friend? What if he throws a temper tantrum at the park? Are there specific discipline strategies that parents think are more or less effective?*
- **Language.** *Is there a home language that is important to the family? Do they want her to only speak English at school and speak the home language with family? Are there important cultural traditions that rely on an understanding of a home language?*
- **Learning.** *Does the family see themselves as important teachers or is learning something that only teachers are responsible for? What kind of activities does the family like to do at home? Is there a certain age when the family expects him to be reading? Where does a child learn?*

Culture is real and important, but understanding it is not necessarily simple or easy. It takes patience, commitment, and a willingness to feel uncomfortable at times. It also takes courage and humility to look at our assumptions and biases and see how they affect our attitudes towards families. Our goals, insights, and experiences guide the choices we make as we build our relationships. Leadership and staff can make this a priority by dedicating professional development activities, including reflective practice and reflective supervision, to understanding how culture and language affects partnerships with families. Everyone benefits when we learn from families and bring new ideas and skills to our work.

Respectful partnerships are created when families and staff care about a shared and positive outcomes, and value the perspective and contributions of one another.

## 2. TOOLS

### Strength-Based Attitudes and Relationship-Based Practices

We all know how important families are in the lives of their children. When we have strong relationships with families, we are helping to promote positive learning outcomes and healthy child development. Having strong relationships with families also makes it easier to have conversations involving uncomfortable feelings or challenging topics. In this section, we will explore tools (attitudes and practices) that we know work well when building relationships with families.

#### Strength-Based Attitudes for Building Positive, Goal-Oriented Relationships

An attitude is a way of thinking or feeling about someone or something that is often reflected in a person's behavior. Our attitudes create a frame of mind that shapes how we behave in our personal and professional life. Attitudes are shaped by experiences, beliefs, and assumptions. When we begin our interactions with positive attitudes, we tend to see families in a more positive light, giving us a strong foundation to build our partnership. In contrast, when we approach our interactions with negative attitudes, we are more likely to see fault, make negative judgments, and expect a negative outcome. Adopting a positive attitude does not mean avoiding challenges and only talking about positive observations and ideas. Instead, it is adopting a frame of mind that begins with a family's strengths. We begin with strength-based attitudes to express our belief that all families can make progress and that we are ready to strive for better outcomes together.



## Relationship-Based Practices for Family Engagement

1. Observe and Describe the Child’s Behavior to Open Communication with the Family	
Description	Actions
<p>The child is the common focus for families and programs. When staff ask for parents’ observations of a child’s behavior and share their own, they create opportunities for discussion. Simple, clear descriptions of a child’s behavior, without interpretations or judgments, give families and staff the chance to make meaning of that behavior together. This creates a starting point for discussion that can help identify common ground and differences.</p> <p>This strategy invites families to guide the conversation about their child. Often families react and respond to the program’s ideas or agenda. This practice gives families the space to volunteer and share what they see, know, and want for their child.</p>	<ul style="list-style-type: none"> <li>• Share positive, genuine, and specific information about the child with the family.</li> <li>• Recognize the child’s strengths and share them with the family.</li> <li>• Use simple, clear, and objective descriptions of the child’s behavior.</li> <li>• Ask for a parent’s observations and listen to what they think these mean about their child.</li> <li>• Begin challenging conversations by asking parents about what they see, behaviors that concern them, and what they think these may mean. It's important to know what kind of meaning parents make of their child’s behavior. Then, share a description of what you see and give parents a chance to join with their ideas.</li> <li>• Wait before asking a lot of questions. Instead, start with a description of the child’s behavior or a specific situation from the day. Leave time for the parent to share their ideas rather than be guided by a specific question based on your own agenda. Instead of sharing your own interpretation, listen to how the parent makes meaning of the behavior.</li> </ul>
Examples	
<p>“You and your child are always ready when the bus arrives. We really appreciate that.”</p> <p>“I saw that he looked at you and grabbed onto your shirt as I came into the house.”</p> <p>“I’ve been watching him explore with paint and getting used to the different brushes. He also tells stories about his paintings. You told me you want him to paint more realistic paintings. I wonder if he’ll begin to do that once his painting skills catch up to his ideas. He is really sticking with it, and he loves it! I think we both want to help him work toward the same goal.”</p> <p>“I notice that she often pats other children when they are crying.”</p> <p>“I notice that every time you begin a conversation with me, he begins to tug at your arm.”</p>	



**Examples**

“I wanted to talk with you about your child’s progress in learning to get along with the other kids. I’ve seen a lot of changes. I wondered what you’ve been thinking about this.”

“I noticed you have been working hard to make arrangements to see your family. It’s important to you to spend time with your family during the holidays.”

“She is working so hard to learn to do things by herself. This morning she wanted to put her coat on all by herself. She got very frustrated and started to cry. I wanted her to be successful and I needed to go outside to help supervise the other children. She was very determined. I want to learn from you about what you do at home if you see her struggling so that we can help her with this together. What do you do?”

“Last month you mentioned that you were going to learn more about the community center in your neighborhood. I’m curious if you found any programs that your family is interested in.”

“I wanted to follow up with you on our conversation about toilet training last week. Can you tell me how you think it’s going for him?”

**Your Reflections**

*Reflect on a time when you used this practice with a family. What did you say or do?*

*Reflect on a time when this practice would have helped you build a relationship with a family. What would you have said or done?*



<b>3. Support Competence</b>	
<b>Description</b>	<b>Actions</b>
<p>This practice focuses us on recognizing and celebrating the family’s successes, progress, and efforts in accomplishing their goals for their child and themselves. We share in their success, encourage them to recognize their competence, and join with them as they aspire to new goals.</p> <p>Sometimes because of our training, we think we know best and want to show or teach families how to do things better. We need to be careful not to interfere with their sense of competence by suggesting that we know more about their family than they do. We have expertise to share but we want to choose the right time to share our ideas and suggestions. Follow their lead. Ask if they want feedback or suggestions before jumping in with advice.</p> <p>This strategy reminds us to embrace the strengths of the cultures and home languages of families. We can tailor social and educational opportunities to build on each family’s individual strengths and interests. Invite parents to share their language with children, staff, and families by teaching a song or sharing a story.</p>	<ul style="list-style-type: none"> <li>• Recognize and acknowledge family strengths.</li> <li>• Celebrate each step taken towards a goal as progress.</li> <li>• Help families identify and access personal and community resources.</li> <li>• Attribute child’s progress to the parents’ efforts whenever possible.</li> <li>• Build on parents’ understanding with new ways to look at the child’s behavior.</li> <li>• Wait until you establish a relationship with a family, or until they ask, to share your expertise and knowledge.</li> <li>• Ask them for ideas about how your program can help them achieve their goals for their family.</li> </ul>

**Examples**

“You are doing a great job navigating the bus system to get Teegan to school. Would you be willing to share with other parents how you have been able to do that?”

“I noticed that while we were talking, José and Leila worked together to separate the crayons and markers into piles by color. Look, they separated them into four piles - blue, yellow, green, and red. I remember when they started at the program it was important to you that they be successful in math and science. You must have been working on sorting things with them at home.”

“I noticed David gave a make believe cupcake to another little boy today who was sad because he had fallen and scraped his knee. It reminded me of when you brought me flowers when I had been out sick. You both are so thoughtful of others.”

“Last time we met you said you wanted to get your General Educational Development (GED) and we came up with some ideas for making that happen. Your husband mentioned that you seemed excited about these ideas. Is there anything I can do to support you in your progress?”

**Your Reflections**

*Reflect on a time when you used this practice with a family. What did you say or do?*

*Reflect on a time when this practice would have helped you build a relationship with a family. What would you have said or done?*



<b>4. Focus on the Family-Child Relationship</b>	
<b>Description</b>	<b>Actions</b>
<p>Strong parent-child relationships link with positive learning and social outcomes for children. Staff efforts to strengthen these relationships can help.</p> <p>Parents need to know that their relationship with their child is valued and supported by program staff. Sometimes they worry that their child may feel closer to program staff than to them, or they may feel that program staff judge their relationship with the child. When you share observations of positive parent-child interactions, you provide reassurance that the relationship between them and their child is the most important.</p> <p>When you tie families' efforts to make progress in their lives to the positive effect it has on their children, it reminds them how working toward their goals benefits the entire family.</p>	<ul style="list-style-type: none"> <li>• Share observations of parent-child interactions that demonstrate something positive about the relationship.</li> <li>• Share what you learned about the child from your observations of family-child interactions.</li> <li>• Welcome families to visit and volunteer in the classroom.</li> <li>• Talk with parents about the things you see them do and say that are responsive to their children's individual temperaments and that positively impact their development.</li> <li>• Acknowledge how a parent's goals positively affect the child's well-being, as all family goals ultimately do.</li> <li>• Discuss information in conferences that reinforces how much the family means to the child (e.g., pictures the child draws that include family members, acting as one of the family members in dramatic play, etc.).</li> </ul>
<b>Examples</b>	
<p>"I noticed when I arrived that Sam ran over to you and hugged your leg. I can see he is really connected to you."</p> <p>"I understand you are concerned that when you pick him up at the end of the day, he often seems upset or angry. I wonder if it is his way of saying how much he missed you all day. He manages his emotions all day and then gets to let go when he sees you. Maybe it's his way of saying how glad he is that you're back. "</p> <p>"Since you have been reading stories at bedtime together, he is spending more time with the books I bring on our home visits. Today he chose the book about dinosaurs. Would you like to borrow that book to read at bedtime this week?"</p> <p>"I think Jayda knows that this is important to you. She sees you going back to school, and it makes school that much more exciting for <i>her</i> because she wants to be like her mom."</p>	



**Examples**

“It is so important to you that your child succeeds. All of these small successes with potty training don’t seem enough when you are still facing wet laundry at the end of a long day. I want your child to succeed too, and we can work together to make sure it happens!”

”Last time we talked you were very concerned that she is not learning the alphabet as quickly as the other children in her classroom. I wonder if you have thought more about that.”

“I can see that you’re upset that the bus was late this morning. You’ve told us that it is important to you that he gets to school on time and that you can get to your class at the college on time.”

“I understand why you are upset about him getting bitten today. We’re sorry he was hurt and want to reassure you that no skin was broken. We cleaned the area and put on a bandage. We gave him lots of hugs. We know his safety is the most important thing to you.”

“You certainly want what’s best for Jayda. What about you? Are there things you would like to do?”

**Your Reflections**

*Reflect on a time when you used this practice with a family. What did you say or do?*

*Reflect on time when this practice would have helped you build a relationship with a family. What would you have said or done?*



6. Reflect on Your Own Perspective	
Description	Actions
<p>Both the family’s perspectives and the staff’s perspectives shape the conversation between families and staff. Our own perspectives include many elements—what we have been trained to do, what our agency wants from us, our feelings about working with children and families, and, most importantly, the personal beliefs and values gained from our own cultural upbringing. All of these elements, both conscious and unconscious, affect our relationships.</p> <p>It’s important to consider our own views when working with families. Although we often are told to put aside our feelings in our work, the reality is that we bring our own beliefs and values into everything we do. Rather than put them aside, we can increase our awareness so we are more effective in our relationships with families. When we reflect on our interactions with families, we can make decisions about what we say and do to promote positive family and child outcomes. Each decision we make with families makes a difference in the success of our partnerships and in the positive impact we can have.</p>	<ul style="list-style-type: none"> <li>• Be aware of your own biases, judgments, and negative assumptions.</li> <li>• Identify how these biases, judgments, and assumptions may affect your interactions with families.</li> <li>• Choose to approach families by holding aside these biases, judgments, and assumptions. Adopt one of the strength-based attitudes to guide you.</li> <li>• Identify common perspectives and work together to understand differences.</li> <li>• Ask for help from co-workers and supervisors if you need help doing things differently.</li> <li>• Make time to reflect on your perspective and how it is affecting your work and your attitudes towards families.</li> <li>• Before sharing your views with a family, ask the family to share their perspective first. Share your own when it can help you both come to a common understanding.</li> </ul>

**Examples**

“His family doesn’t want to work with us to improve his letter recognition. They always say it’s our job to teach him and they don’t have time to do extra at home. If they just worked with us, he would improve more quickly. They want him to read by the time he is 4 and that’s just unrealistic, especially when they won’t reinforce the skills at home. I’m sure in our next meeting they’ll blame me that he is not further along with his letters. I want to partner with them and I’m angry they won’t work with us. Can you help me think about how to approach this?”

“I’m so frustrated with this family. They tell me all the time they are going to follow through on the referrals I give them and then they always have excuses – the kids were sick, ran out of time, I left a message and they never called me back. I feel like it’s a waste of time to be working with them and I’m spinning my wheels. They say they need the resources but then they don’t do their part. I don’t understand what they want from me.”

“David had a really hard drop-off again this morning. If his mom would just get here earlier and read with them like I suggested, the transition wouldn’t be so hard. She is always running late, and it just makes it harder for him and for us. I don’t know what to do.”

**Your Reflections**

*Reflect on a time when you used this practice with a family. What did you say or do?*

*Reflect on time when this practice would have helped you build a relationship with a family. What would you have said or done?*



# Parent, Family, and Community Engagement

## POSITIVE GOAL-ORIENTED RELATIONSHIPS



### Strength-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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## 3. REFLECTIVE STRATEGIES

### Sustaining Effective Practice

One key to building relationships is taking the time to reflect on our work with families. When we look at what's working and what's not, we can make changes that strengthen our relationships with families. Individual and shared reflective practice helps us work more effectively with families and contribute to better outcomes for children and families.

#### Reflective Practice

Taking the time to reflect—to stop and think about what has happened, what is happening, and what should happen next—is essential to creating and maintaining Positive Goal-Oriented Relationships.

Reflection on our work with families allows professionals to:

- Understand how our own experiences and beliefs influence our work
- Sharpen our observation and communication skills with children and families
- Improve our skills in building mutually respectful partnerships with families
- Enhance our ability to communicate and build relationships with peers and community partners

#### Self-Reflection

Reflection is an important part of our own continuous improvement process to understand why and how we make the choices we do. Taking the time to look at yourself and your work gives you the opportunity to acknowledge strengths and challenges, and to improve your skills. In this section, we will explore reflective practice strategies to support our work to build relationships with families.

- **Observe and remember what happens with children, families, and staff.**  
Record children's progress, staff-parent contacts, and information shared between staff. This is an opportunity for staff to understand what does and does not work. Remembering and reflecting on our observations is useful for improving what we do. Recording our reflections in a confidential notebook can be a valuable learning activity.
- **Think about how your own experiences affect you and your work.**  
This may be the most difficult part of self-reflection. We often take actions with children and families because they are familiar and comfortable for us. It can be difficult to question what we already know and think is right. Through self-reflection, we allow ourselves to understand our personal reaction (how a professional situation makes us feel) and our professional action (how we choose to respond professionally in action and words) as two separate things. Because caring for children and families is so important, and at times very emotional, we need to be aware of how our personal perspectives



influence our work. This strategy is aligned with the relationship-based practice of *“reflect on your own perspective.”*

- **Think about the perspectives of others.**

Take the time to wonder about how others’ individual experiences may influence how they behave or respond in certain circumstances. However, keep in mind that sometimes wondering about others can be similar to making assumptions about them. We tend to rely on what we have learned and experienced in past circumstances. Taking this in to account, it is important to allow enough space in your reflections and interactions to acknowledge that you don’t know what may be motivating someone to think or act in a certain way. When there are opportunities to respectfully communicate about these circumstances with others, it can open us up to a greater understanding of others and ultimately, of ourselves. Reflecting on others’ perspectives helps us make better sense of where they are coming from and therefore what strategies might be most effective for engaging them. This strategy is aligned with the relationship-based practice of *“reflect on the family’s perspective.”*

- **Identify stressors.**

Working with children and families is a highly demanding profession. When working with families facing poverty, community violence, social spending cuts, and a shortage of jobs and affordable housing, there may be an even higher level of stress and an increased risk of professional “burnout.” A unique aspect of Head Start and Early Head Start is that many professionals are also parents in the communities they serve. Staff may feel the stress both from both their own experiences in the community and as a professional working with others in that community. Being able to name the individual stressors and talk about them with other professionals can help. Programs can create opportunities for staff to get the support they need and help them feel valued for the work they do every day. Staff may want to reflect individually in a journal or meet with colleagues and supervisors. Leadership can prioritize regular times for individual, paired, or group reflection. Promoting self-care among staff can have a positive effect on their skill and productivity.

## Reflective Supervision

Just as Head Start and Early Head Start staff strive to engage parents and families in healthy, trusting, and respectful relationships, it is important that staff have the same kind of relationships with colleagues and supervisors. Supervision is not only about staff accountability. It also involves the commitment to nurture and guide staff so that they have the tools to engage children and families successfully. Effective relationships between supervisors and staff contribute to the ability to reflect upon and cope with the stresses and demands of their work. It is an important aspect of building a safe and healthy climate for Head Start and Early Head Start staff, families, and children. Structured supervision maintains staff productivity and reinforces the goal of caregiving within the program.

Supervision is more than a program requirement. Like the relationship between a Head Start and Early Head Start professional and a family, the supervisory relationship can offer the same qualities of mutual care and respect, as well as opportunities for safety, trust, and positive change. Supervision is an opportunity for leadership to use the strategies of reflection to foster growth, reinforce strengths, and encourage resilience. In addition to giving staff the encouragement and guidance they need, it also keeps leadership in touch with the real issues that the program faces.

Structured supervision communicates that there will be times when staff may not know what to do, but that there is someone—and a time and place— dedicated to helping them express their feelings, problem solve, and strategize. If supervision is a place where staff feel judged or evaluated, then the opportunity for reflection and discussion is lost, and meaningful growth is compromised. Confidentiality is essential. It's important for supervisors to help staff feel safe enough to take risks within the relationship. An effective strategy for establishing safety is using messages like those we use with our families. For example, messages such as *"You have strengths," "Reflect on what you need,"* and *"Take care of yourself"* can build resilience among staff and let them know that they are valued partners in the program.

As the supervisory relationship develops over time, supervisors and staff can share the responsibility for the quality and content of the relationship. How does the relationship feel? How is the time used? What topics require more attention? Shared responsibility begins with scheduling regular time for supervision. Preserving this time to build teamwork and brainstorm about how to develop the work is a true gift and should be valued.

### **Supervisor Strategies: Modeling Positive Goal-Oriented Relationships**

When we provide supervision, we also have the opportunity to model effective strategies to build relationships with families. It is a parallel process. How we behave with staff models how we want staff to interact with families. The strength-based attitudes and relationship-based practices for working with families can be adapted to build relationships with our staff.

#### **Strength-based Attitudes:**

- Staff deserve the same support and respect we are asking them to give families.
- Staff are our partners with a critical role in achieving outcomes.
- Staff have expertise about their own fields of practice.
- Staff's contributions are valuable and important.

#### **Relationship-based Practices:**

##### **1. Reflect on staff's perspective**

Have an ongoing dialogue with your staff that allows them to have input about the structure, content, process, timing, and tone of supervision. This offers an opportunity for staff to reflect on what type of supervisory relationship they would like to have and how



to negotiate goals and needs together. Ask staff to consider with you how you can work together to respond to complex situations. This can provide staff with an opportunity to consider different viewpoints within a system and reinforce teamwork.

## **2. Support staff's competence**

Accentuate the positives among staff members and in the work that they do. Staff need to be reassured about their knowledge and expertise. A non-“top down” approach to supervision helps staff feel that they are a valuable member of a team. Staff may feel encouraged to reflect on their own professional competencies and goals, recognize their contributions, and feel safe to explore their challenges.

## **3. Focus on the family-staff relationship**

As you provide guidance to staff, you can work with them to learn new skills for working with families. Use strategies that focus the conversation on taking apart what's working and what's not, and how they can use that information to determine next steps with the family.

## **4. Value the staff's passion**

Try to listen to what the staff is experiencing without judging. This may include how different situations affect their mood, concentration, motivation, ability to connect with others, and the demands on you). What are their emotional reactions to what they experience? By creating a safe and professional space where staff can talk about their real emotions, you help each other to better understand the roots of problems and strategize about how to address them.

## **5. Make time for your own reflection**

As a supervisor, you often put your staff's needs before your own. Reflection allows us to consider our reactions, responses, and options. Make time to reflect on your own experiences, goals, and challenges. Reflection on a past situation can help us prepare for similar events in the future. This is emotional work, and self-care is essential for you and staff. When you become available to staff in more emotional ways, you will need to take time for yourself to rejuvenate, reflect, and focus on your own professional development. Explore what helps you feel refreshed and inspired to learn and grow. What role can your supervisor play in your growth? How can your supervisor give you the best chance at success?

One of the joys of working with families of young children is that it is an opportunity for everyone's growth: the child, the parent, and the Head Start and Early Head Start staff and supervisors. Reflective supervision is a primary way in which programs can attend to the growth of staff. The shared experience of supervisor and staff assures that no one is alone in doing this very important work. Just as staff feel that their work is meaningful when families grow, so too do supervisors find satisfaction in knowing that staff are expanding their skills and finding meaning in their work.

# Parent, Family, and Community Engagement

## POSITIVE GOAL-ORIENTED RELATIONSHIPS



### Reflective Practice

A key to building positive, goal-oriented relationships is taking the time to reflect on our work with families. When we look at what's working and what's not, we can make changes that strengthen our relationships with families. Self-reflection is also an important part of our own professional growth.

#### Strategies for Effective Self-Reflection

- ◆ Observe and remember what happens with children, families, and staff.
- ◆ Think about how your own experiences affect you and your work.
- ◆ Think about the perspective of others.
- ◆ Identify stressors.

### Reflective Supervision

It is also essential for staff to have healthy, trusting, and respectful relationships with colleagues and supervisors. Reflective supervision helps to nurture and guide staff so that they have the tools to engage children and families successfully.

#### Strengths-based Attitudes for Supervision

- ◆ Staff deserve the support and respect we are asking them to give families.
- ◆ Staff are our partners with a critical role in achieving outcomes.
- ◆ Staff have expertise about their own fields of practice.
- ◆ Staff contributions are valuable and important.

#### Strategies for Effective Reflective Supervision

- ◆ Reflect on the staff's perspective.
- ◆ Support the staff's competence.
- ◆ Focus on the family-staff relationship.
- ◆ Value the staff's passion.
- ◆ Make time for your own reflection.



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## 4. ADDITIONAL RESOURCES

### Additional OHS NCPFCE Resources on Positive Goal-Oriented Relationships

Best Practices in Family and Community Engagement Video Series

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html>

National Center on Parent, Family, and Community Engagement

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family>

Parent, Family, and Community Engagement Framework

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/framework/interactive.html>

PFCE Simulation—Boosting School Readiness through Effective Family Engagement

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/pfce\\_simulation](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/pfce_simulation)

Relationship-Based Competencies

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf>

Relationship-Based Practice

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/relationship/practice.html>

Understanding Family Engagement Outcomes: Research to Practice Series

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/rtp-series.html>

### Related OHS Resources

Cultural Backgrounders (Bhutanese Refugee Families, Refugees from Burma, and Refugee Families from Iraq)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/refugee-families.html>

Family Connections Materials: A Comprehensive Approach in Dealing with Parental Depression and Related Adversities

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center/mental-health/adult-mental-health/FamilyConnection.html>

News You Can Use: A Circle of Support for Infants and Toddlers - Reflective Practices and Strategies in Early Head Start

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/comp/program-design/NewsYouCanUse.htm>

OHS Professional Development: Foundations for Staff Development

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/pd/fsd/staff.html>

Raising Young Children in a New Country: Supporting Early Learning and Healthy Development

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/raising-young-children-in-a-new-country-bryc5.pdf>

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children  
Ages Birth to Five

[http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC\\_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start\\_English.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf)

