



## FACT SHEET

# Positive Communication with Children & Families

Knowing how to communicate in a positive way is a form of social intelligence that enables us to socialise, collaborate and form lasting relationships with other people. Positive communication skills support children to succeed in a learning environment.

### Types of communication;



Verbal



Body language



Eye contact



Written



Facial expression



Active listening

### Why is positive communication important?

- To enable quality learning outcomes for children through intentional teaching;
- To enhance a child's health and wellbeing;
- To support secure, respectful and reciprocal relationships with children and families;
- To enhance collaborative partnerships with families;
- To ensure children's inclusion, access and participation.

### Poor communication can have a negative effect.

#### Examples of poor conversations are:

- Shouting or raised voices;
- Speaking with a negative tone (pitch);
- Inappropriate words or negative or private content (gossip) discussed;
- The use of an irritated voice and language;
- Negative instruction;
- Being uncommunicative.

### Positive conversations enable children and adults to build resilience and confidence by using a strength-based and respectful approach.

#### Examples of positive conversations are:

- ✓ Speak to others the way you would like to be spoken to;
- ✓ Speaking in a calm/regulated voice;
- ✓ Using a reflective listening approach;
- ✓ Being honest and transparent;
- ✓ Showing empathy;
- ✓ Encouraging collaboration with families through regular discussion.



## Techniques that support positive communication.

**Active listening:** Allow people to express their needs by observing and listening. Positive body language e.g. encouraging head nodding, whilst actively listening can help.

**Empathy and understanding:** Respond with empathy to acknowledge the emotion that the person is expressing. e.g. "It seems like you're feeling....because...." or "It sounds like you're feeling....do you want to tell me about that?"

**Self regulate (be mindful):** If you are feeling stressed during the conversation, take some deep breaths and pause before responding, to ensure a continual calm/regulated tone.

**Referring:** It's ok to ask for support if needed. If you don't know how to respond be honest, say " I don't know the answer, I will find out and get back to you" or refer to a manager/director for additional support.

**Gratitude:** Thank the person for communicating with you.

### Remember.....

**Communication is two-way. It is not only about imparting information to children and families but is also about encouraging children and families to share with you.**

**Families and children have as much to tell educators as educators have to tell families.**

**The key to effective communication is in the relationship you have with the children and families and that relationship begins with children and families feeling welcomed and comfortable in the service.**

## Links to the National Quality Standards

Communication is relevant to Quality Area 6 of the National Quality Standard (NQS). Additionally, communication has direct connections to Quality Area 1, Quality Area 2, Quality area 4, and Quality area 5 notably:

**Standard 1.1** the educational programme enhances each child's learning and development.

**Element 1.1.2** each child's current knowledge strengths ideas culture abilities and interests are the foundation of the program program.

**Element 1.2.2** educators respond to children's ideas and play and extend children's learning through open ended questions interactions and feedback.

**Standard 1.3** educators and coordinators take a planned and reflective approach to implementing the program for each child

**Element 1.3.3** families are informed about the program and a child's progress.

**Standard 4.2** management educators and staff are collaborative respectful and ethical but until amber finds it.

**Element 4.2.1** management educators and staff work with mutual respect and collaboratively and challenge and learn from each other recognising each other's strengths and skills.

**Standard 5.1** respectful and equitable relationships are maintained with each child.

**Element 5.1.2** responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure competent and included.

**Element 5.2.1** each child is supported to build and maintain sensitive and responsive relationships.

**Element 5.2.2** each child is supported to regulate their own behaviour respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

**Standard 6.1** respectful relationships with families are developed and maintained and families are supported that in their parenting role.

**Element 6.1.1** families are supported from enrolment to be involved in the service and contribute to service decisions.

**Element 6.1.2**

**Element 6.1.3**

**Standard 6.2** collaborative partnerships enhance children's inclusion learning and well being.

**Element 6.2.1** continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

**Element 6.2.2** effective partnerships support children's access inclusion and participation in the programme.

**Element 6.2.3** the service build relationship and engages with its community.