

Early Childhood Guidance for Continuity of Child Development and Learning Plans for the Great Start Readiness Program (GSRP) and Child Care

Purpose: To provide information and guidance to educators and caregivers for maintaining relationships and implementing remote learning.

A process for maintaining positive relationships with families and differentiating support in a strengths-based way to meet each child's needs:

1. Determine a preferred method and time for private communication with a family member;
2. Express that you are there for families and that they are not alone. Recognize any unique hardship and offer support. Communicate that *they are enough*;
3. Share the two main priorities for parents at this time: taking care of themselves and connecting with their children;
4. Ask about and carefully listen to each family's current experiences- their evolving strengths, challenges, and priorities;
5. Set a sensitive and meaningful family/child goal together related to self-care and/or making connections with children;
6. Assess resource accessibility (materials/adult-child interaction) related to the goal;
7. Determine appropriate support/scaffolding strategies- consider using:
 - a. [this resource](#) on how to support children and yourself during the COVID-19 Outbreak;
 - b. our Great Start Collaborative Oakland [website](#); and
 - c. [this guidance](#) from Defending the Early Years;
8. Share encouragement, gentle ideas, and a meaningful resource (consider these [tips](#)) for implementing parenting/child development strategies for home which fit flexibly into current family life (see [recommendations](#) for partnering with families to establish a remote learning home routine);
9. Maintain connections, exchange updates, provide intentional and responsive supports, discuss concerns, and celebrate any successes (consider having families use [COR@Home](#) to capture and share moments from home);
10. Reflect upon and document the process (noting any outcomes).



Considerations for Family Partnerships:

1. This process is dependent on the [health and well-being](#) of each individual- early childhood educator, child, and each family member.
2. Each individual is unique. Ensure that your [partnerships](#) and plans are [culturally responsive](#), considerate of [dual language learners](#) and support children with [special needs](#).
3. Avoid assumptions.
4. Consider how COVID-19 relates to child development, how to protect against infection and toxic stress, and how to support families going through the crisis and beyond ([see infographic](#) by the *Center on the Developing Child*).



5. Some families may worry that their child will fall behind academically now that they are no longer in school. During these times, the child's emotional well-being is much more important ([statement provided](#) by *Defending the Early Years*).



6. Self-awareness, humility, respect, and a willingness to learn are key to becoming a teacher who equitably and effectively supports all children and families. Supporting each child's unique strengths, requires personal and collective reflection to avoid biases—explicit or implicit—that may affect decision making related to children and families ([position statement](#) on *Advancing Equity in Early Childhood Education*, NAEYC, 2019).

Recommendations:

- [Recommendations for Families to Establish a Remote Learning Routine](#)
- [Recommendations for Teachers to Connect With Families](#)

