Supporting Parenting

Family is central to a child’s mental health and wellbeing; their growth and development. Parenting can be both rewarding and challenging. Early childhood educators are in a key position to support families as they parent by listening, reflecting, offering other perspectives (resources, colleagues, different opinions) and suggesting relevant experts.

Positive, responsive parenting within a warm, secure relationship has a positive influence on a child’s mental health and wellbeing, academic, social and behavioural capacity; and achievement in later life.

Component 3 of the KMEC framework has a strong connection to the Early Years Learning Framework (EYLF) (DEEWR, 2009), particularly with Partnerships (Principle), Cultural competence (Practice) and Children are connected with and contribute to their world (Outcome 2).

Each of these elements of the EYLF discusses the importance of educators actively encouraging respect and collaboration with families.

The more we connect and support families, the better our understanding of the child and the better we can inspire learning and influence a child’s positive sense of self and wellbeing.

KidsMatter Australian Early Childhood Mental Health Initiative has been developed in collaboration with beyondblue: the national depression initiative, the Australian Psychological Society and Early Childhood Australia, with funding from the Australian Government Department of Health and Ageing and beyondblue: the national depression initiative.

References


‘Partnerships are based on the foundations of understanding each other’s expectations and attitudes, and build on the strength of each other’s knowledge. In genuine partnerships, families and early childhood educators:

- value each other’s knowledge of each child
- value each other’s contributions to and roles in each child’s life
- trust each other
- communicate freely and respectfully with each other
- share insights and perspectives about each child
- engage in shared decision making.’

(Principle 2 of the EYLF, p. 12)