

Answers

Chapter 5 Parents, Families and Carers

Recall activities

1

Term	Definition
Nuclear family	Where one parent is responsible for raising the child or children on their own.
Extended family	Formed when two parents with children from previous relationships come together and create a new family unit.
Single-parent family	Consists of two parents (usually a mother and a father) and their biological or adopted children, living together in the same household.
Blended family	A temporary family arrangement where children who cannot live with their birth parents are placed under the care of foster parents or guardians.
Foster family	Includes not only parents and children but also grandparents, aunts, uncles, and cousins, often living in the same household or in close proximity.

- 2
- Authoritative** parents set clear rules and expectations for their children while also being responsive and nurturing. They provide guidance and support, encouraging independence and self-discipline.
 - Permissive** parents are very lenient and have few demands or restrictions on their children. They are often indulgent and avoid using discipline.
 - Helicopter** parents are overly involved and overly protective. They like to 'hover' over their children.
 - Authoritarian** parents are strict and controlling, with high demands and little responsiveness to their children's needs. They expect obedience without question.
 - Uninvolved** parents are emotionally distant in their children's lives. They provide minimal guidance, attention and support.
 - Instinctive** parents are hard-wired to be able to be parents and to understand how to be parents. They rely on instinct and intuition.

Short-answer exam-style practice questions

- 1 C – Health visitor [1]
- 2 Any **two** from the following:
- ▶ texts [1]
 - ▶ noticeboards [1]
 - ▶ websites [1]
 - ▶ letters [1]
 - ▶ meetings [1]
 - ▶ social media [1]
 - ▶ newsletters [1]

Education and Early Years T Level Exam Practice Workbook

- ▶ home communication diaries/journals [1]
- ▶ secure family forums and apps [1]
- ▶ using parent/carer questionnaires [1]
- ▶ regular telephone or email contact [1]
- ▶ open days/evenings [1]
- ▶ home visits [1]

Accept other appropriate responses.

3 Descriptions of any **two** from the following:

- ▶ listening to children read [1]
- ▶ helping on trips [1]
- ▶ helping with events – fundraising [1]
- ▶ talking about their jobs or hobbies to children [1]
- ▶ grandparent days [1]
- ▶ open door events [1]
- ▶ parent–teacher conferences [1]
- ▶ workshops where parents and caregivers can interact with teachers and staff, learn about the curriculum, and discuss their child’s progress. [1]

Accept other appropriate responses.

Long-answer exam-style practice questions

1 a Responses could include one of the following:

- ▶ **Respect and understanding:** Being sensitive to different backgrounds ensures that all families feel respected and understood. This respect fosters a positive relationship between educators and families, creating a welcoming environment for all. [2]
- ▶ **Tailored support:** Understanding the diverse backgrounds of students and their families allows educators to provide tailored support that meets each family's unique needs. This can lead to better educational outcomes and wellbeing for the child. [2]
- ▶ **Building trust:** Sensitivity and mindfulness help build trust between educators and families. When families feel their backgrounds and circumstances are understood, they are more likely to engage with the school community and collaborate on their child's education. [2]

b Include **two** barriers from below:

- ▶ **Time constraints:** as single mother, Sofia likely has multiple responsibilities to juggle, including work, household chores, and caring for Jacob. She may find it challenging to allocate time for school-related activities during her busy schedule. [2]
- ▶ **Language barrier:** Sofia might not be fluent in the predominant language used at the pre-school, making it challenging for her to communicate effectively with teachers and other parents. [2]
- ▶ **Previous negative experience:** Sofia might have negative experiences with schools or teachers in the past, leading to hesitance in building a new partnership. [2]
- ▶ **Financial constraints:** Financial limitations could hinder Sofia’s ability to participate in school events or meetings. [2]
- ▶ **Personal circumstances or stressors:** Sofia may be dealing with personal challenges or stressors that affect her ability to actively participate in school activities. [2]
- ▶ **Limited resources:** The setting may have limited space available where Sofia feels comfortable to speak openly to staff and therefore may avoid coming into the setting. [2]
- ▶ **Mistrust from Sofia:** If there has not been a professional relationship/bond already been established with the staff she may find it difficult to approach staff and share any relevant information. [2]
- ▶ **Special educational needs and/or disabilities (SEND):** Sofia may have special educational needs herself as not all conditions and specific learning needs are visible. [2]

Education and Early Years T Level Exam Practice Workbook

c Include **three** from the following:

- ▶ **Flexible communication channels:** Offer multiple communication channels that accommodate Sofia's schedule and preferences. This could include options such as email, phone calls, text messages, or even virtual meetings. By providing flexibility, Sofia can choose the method that works best for her and feels more comfortable engaging with the school. [2]
- ▶ **Provide supportive resources:** Recognise and address any financial barriers by offering scholarships or financial assistance programmes for school activities. [2]
- ▶ **Build trust and understanding:** Take the time to build a trusting relationship with Sofia by demonstrating empathy and understanding towards her circumstances. Offer opportunities for one-on-one discussions where Sofia can express her concerns, goals and preferences regarding Jacob's education. [2]
- ▶ **The key person:** A key person is a member of staff who could help to build a positive partnership with Sofia and the setting. Having an individual person to always talk to will help Sofia build confidence in engaging with the setting and have trust in their care. [2]
- ▶ **Organise open days/evenings:** Open days are a positive relaxed way of engaging with parents and encourage them to come into the setting and gain knowledge of what they do. Information and guidance can be passed on here and Sofia may be able to meet other parents/carers at such events. [2]
- ▶ **Offer open-door policy:** Many settings offer an open-door policy – meaning they allow parents to feel that they can drop in at any time without an appointment. This may support Sofia and other parents/carers better and their varied lifestyles. [2]

Accept other appropriate responses.

2 Response could include assessment of the following points:

Answer	Guidance
<p>Why collaboration between early years practitioners and parents/carers is essential:</p> <ul style="list-style-type: none"> ▶ Fosters a strong partnership that benefits the child's overall development. ▶ Practitioners can gain valuable insights into the child's individual needs, interests and home life. ▶ The information helps tailor their teaching and care to meet the child's specific requirements, ensuring a nurturing and supportive environment at home and in the setting. ▶ Regular communication promotes consistent approaches in managing behaviour, promoting positive routines which ultimately enhances the child's learning and wellbeing. <p>The advantages of involving parents in the learning process:</p> <ul style="list-style-type: none"> ▶ It strengthens the child's sense of belonging as they see the parents and staff working together. ▶ Families can provide valuable cultural insights, experiences and traditions that can be incorporated into the learning environment, promoting diversity and wider understanding of the world. ▶ If parents are actively involved, they are better informed about their child's progress. ▶ Fosters a positive home-school connection. 	<p>10–12 marks (Band 4): Accurate assessment of the positive impact of developing a positive relationship with parents. Detailed reasoned judgements given on how practitioners can involve parents. Discussion is comprehensive and relevant to the scenario. The response demonstrates extensive depth of understanding of the importance of collaboration.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant on building positive relationships with parents/carers. Most links have been made and are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p>

Education and Early Years T Level Exam Practice Workbook

<p>How early years practitioners can work with parents:</p> <ul style="list-style-type: none">▶ Sharing updates about the child’s development and progress through verbal communication, written records, and parent–teacher meetings.▶ Inviting parents to participate in special events, workshops, and parent–child activities encourages their active involvement. This also offers opportunities for parents to interact with other families and the local community.▶ Practitioners can provide resources and suggestions for parents to engage in learning and play activities at home, extending the child’s learning beyond the setting.	<p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Some links made to best practice in involving parents. Brief understanding demonstrated of the need for working in partnership. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements of the question have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario and best practice. Vague links have been made to relevant and supportive strategies. The response shows superficial depth of understanding and omissions have been made of the need for collaboration.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none">▶ The response is clearly expressed and well structured.▶ Wide range of technical vocabulary used appropriately to fit the response.▶ Rules of grammar are used effectively.
--	--

Accept other appropriate responses.