



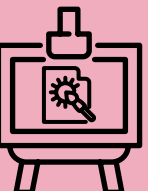





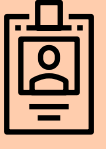











# Building Relationships at Work

As highlighted in our *Practice Guideline on Communication and Collaboration*, building relationships is fundamental to practice. Who you form relationships with and who you communicate and collaborate with may look different as each practice setting is unique.

Some examples:

Setting:	Builds relationships with:	Example:
 Child care centre	 Colleagues, families and resource consultants	The RECE (Registered Early Childhood Educator) responds to the families' needs. They get to know the families to ensure the children's needs and interests are supported, while working in collaboration with their colleagues.
 Resource consultant	 Families, RECEs and community partners	Resource consultants may not have daily in-person interactions with families but will regularly engage in written, telephone and virtual communication.
 Kindergarten	 Families, educator partner, early learning team, principal and administrative staff	This setting requires the RECE to communicate and collaborate with others in the learning community who have their own ethical and professional standards.
 EarlyON Centre	 Families as well as children's and family service providers	An RECE in this setting will regularly communicate with new families and caregivers, and interact with them for the duration of their centre's program.
 Aboriginal Head Start Program	 Families and community partners such as Elders, early interventionists and health promotion providers	Relationships with community partners focus on ensuring that programs and services provided to the children and families are culturally relevant.
 Faculty member in an ECE program	 Other faculty, students and community partners	If they're a practicum coordinator, they'll collaborate with professionals to set up placements for students in child care, kindergarten, before or after school programs or EarlyON centres.  A faculty member may also collaborate with other faculty, students and community partners on research projects.
 Child care subsidy case worker	 Families and caregivers who are assessed for program eligibility	The RECE may communicate and collaborate with families marginalized by institutions and must consider this when forming relationships and assessing each family.
 Licensed home care provider	 Families and home child care visitors	The home child care provider may have limited direct communication and collaboration with other RECEs.
 Centre supervisor	 Families, staff, community partners and licensing agencies	They focus on building trusting relationships with the adults in their practice setting to facilitate ongoing collaboration and open communication.
 Program manager in a multiservice agency	 Staff, management team, community partners and funding agencies	The RECE will use many communication strategies to liaise and build trusting collaborative relationships to support program objectives, quality and professional learning.