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| --- | --- | --- | --- | --- |
| Who was spoken with | What type of interaction was it? | Duration of interaction | Who initiated the interaction? | When |
| Note the parents name | Note was it pleasantry, negative, celebratory etc | How long it lasted | Parent or staff initiated. | Beginning or end of the session. |
| Shows who you actually talk to | Shows the type of interaction that family/parent has | Shows how much time is given. Sometimes we might feel we see a parent lots, but it is for short bursts of a pleasantry type interaction | Shows who you are potentially approachable to. | Shows when it might be best to talk with which parent. |

Possible monitoring of parental engagement during transition points.

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| Who was spoken with | What type of interaction was it? | Duration of interaction | Who initiated the interaction? | When |
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Analysis of monitoring

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| Questions to ask yourself | Answer to the question | What could be put in place to develop this area of practice |
| Which parents haven’t we engaged with? Why might this be? |  |  |
| Are there any parents who are given much more time than others? Why might this be? |  |  |
| Are there any families who only receive negative interactions? |  |  |
| Are there any families that are interacted with, but these don’t focus on how young children learn? |  |  |
| Who initiates more interactions – staff or families? Why might that be? |  |  |
| Do all staff interact with families? Why might this be the case? |  |  |
| What else have you noticed? |  |  |