

# The 3 P's of Afterschool

Professionalism, Parent and Family Engagement,  
and Positive Attitude



CONNECTICUT  
AFTER  
SCHOOL  
NETWORK

# What's ahead...

In this session we will cover the 3 P's of Afterschool

- Professionalism
- Parent and Family Engagement
- Positive Attitude

Handouts for the session will be:

- Connecticut After School Network Quality Self-Assessment Tool (CT-QSAT)
- Slides
- Related Articles/Resources



# Who Do You Call?

Listen to the scenario and answer the following questions:

- Do you seek out a professional?
- What types of behaviors do you expect from this professional?
- What if they didn't meet your expectations?
- How would that make you feel?

Imagine someone choosing where their child goes afterschool, what experience do you want them to have?

# P = Professionalism

There is a direct relationship between how staff carry themselves and the level of quality of a program

In this section we will look at:

- What does being an afterschool professional mean?
- What is the CT-QSAT
- What is your role as a direct service staff?
- Risk management and professional ethics

# WHAT DOES BEING AN AFTER SCHOOL PROFESSIONAL MEAN?

- Having a working knowledge of children's ages and stages
  - Curriculum must be adjusted per age group
    - K - 2nd grade
      - 3 - 5th grade
      - 6th - 8th grade
      - High school level
    - Is what you are trying to accomplish age appropriate?
    - Can the children understand how to do what you are asking?
    - Is it at the right level (not too hard/not too easy)?

# WHAT DOES BEING AN AFTER SCHOOL PROFESSIONAL MEAN?

- Training and Experience with Youth
  - What do you like to do that you can share with the children?
    - What are your hobbies, what did you do when you were younger?
  - What can you learn from the children?
  - Are you using research based activities with the children?
  - What outcomes do you expect when you do an activity with the children?

# WHAT DOES BEING AN AFTER SCHOOL PROFESSIONAL MEAN?

- You have PASSION for what you do
  - Why do you work with children?
  - Do you want to make a difference in their lives?
  - Is it in your heart that this is what you want to do?
- Do you show the children that you enjoy spending time with them?
- What are some ways you express your passion for what you do?

# WHAT DOES BEING AN AFTER SCHOOL PROFESSIONAL MEAN?

- Awareness of Standards
  - There are multiple resources available to you:
    - Connecticut After School Network Quality Self-Assessment Tool (CT-QSAT)
    - Take a few minutes in a small group and review the "Relationships" section
  - What stands out for you?
  - National AfterSchool Association (NAA) Core Knowledge and Competencies
  
- Standards allow all program staff to be on the same page as they work with children



# YOUR ROLE AS AN AFTER SCHOOL PROFESSIONAL

- Some important points to remember:
- Parents trust you with their child
  - Parents want their children to learn, grow, and develop friendships in after school programs
- Your role is to provide a SAFE and caring environment
  - Children thrive and learn in these types of environments
  - It is your job to provide them with enrichment opportunities

# RISK MANAGEMENT AND PROFESSIONALISM

- What is your level of risk and what behaviors put you at risk?
  - Gossip - talking about a parent/ co worker
  - Ramifications - possible dangers
  
- Legal or employment



# P = PARENT AND FAMILY ENGAGEMENT

- Parents often turn to after school programs for a multitude of reasons:
  - Need for after school care while they work
  - They want their child to have social opportunities
  - To give their child an opportunity for physical activities
  
- In this section we will look at:
  - What are the benefits to children when parents are involved after school?
  - Look at how we interact with parents in our programs
  - How we can set the stage for parents to be involved after school

# THE BENEFITS OF PARENT INVOLVEMENT

- When parents are involved children have perform better academically
  - Research shows that children have higher test scores and better attendance
- When parents are involved the program benefits
  - Parents feel that their children are in a "safe" place
  - When staff has positive relationships with parents they feel empowered like their opinion matters

# CHILDREN AND FAMILIES BENEFIT FROM CONNECTIONS

- When parents are involved the family benefits
  - Parents that are involved with their children's activities have more connectivity within the family
  - Parents that are involved reach out to other families
- Parents will come if opportunities are presented
  - After school programs need to intentionally create opportunities for parents to be involved

# GRAFFITI WALL - INVOLVING FAMILIES

- How do we interact with parents?
- How can we improve our relationship?
- How do our personal opinions effect that relationship?
- A way to engage families could be...



# SETTING THE STAGE

- What types of events will engage families?
- Are there any collaborative partners you could work with? (Family Resource Centers, others?)
- Is it easy for a parent to participate? (Child Care issues, dinner, work?)

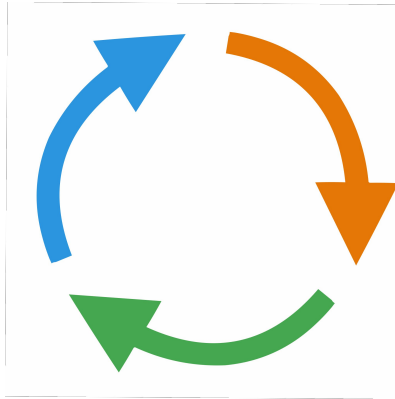
# CREATE A FAMILY ENGAGEMENT ACTIVITY

- Based on the "Family and Community Partnerships" handout from the CT-QSAT, develop an activity that will engage families
- Parent workshop, family night, advisory role, be creative
- Chart your idea and select a spokesperson for your group



# THE RELATIONSHIP BUILDING CYCLE

- Relationships with families is cyclical
- When families feel valued they are more likely to be involved
- Positive relationships with families are paramount to the success of your program



# P = POSITIVE ATTITUDE

- It is often said that attitude is everything, bringing a positive attitude to work sets the stage for the experiences that children have in our program
- Take a minute and think about what type of attitude you bring to work

# WHAT WE DON'T SAY...

- What biases do we bring to work with us?
- What are some assumptions that we make about children or their parents?
- How does this affect the culture of the program?
- Does this impact your attitude?

# COMMUNICATION AND RELATIONSHIPS

- How do you communicate your feelings to others?
  - The most important part of working with other people is communication
  
- Do you...
  - Tell others how you feel in a professional way?
  - Are you reflective "I feel...when you..."
  - Are you modeling a positive attitude for the children to follow?

# TIME TO ACT THE PART: POSITIVE COMMUNICATION ROLE PLAYING

- Get with a partner and practice talking about how you feel when
  - A staff member sits on the sidelines during a gym game and does not participate
  - A child is being disrespectful to you
  - You had a bad day and need some time away



# THE BOTTOM LINE

- Practice the 3 P's of After School
  - Professionalism
  - Parent involvement
  - Positive Attitude
- Parents trust you with their child
- Your role is to provide a SAFE and caring environment
- Children and families thrive when they are involved in your program and you have a positive attitude with them

# Questions

