

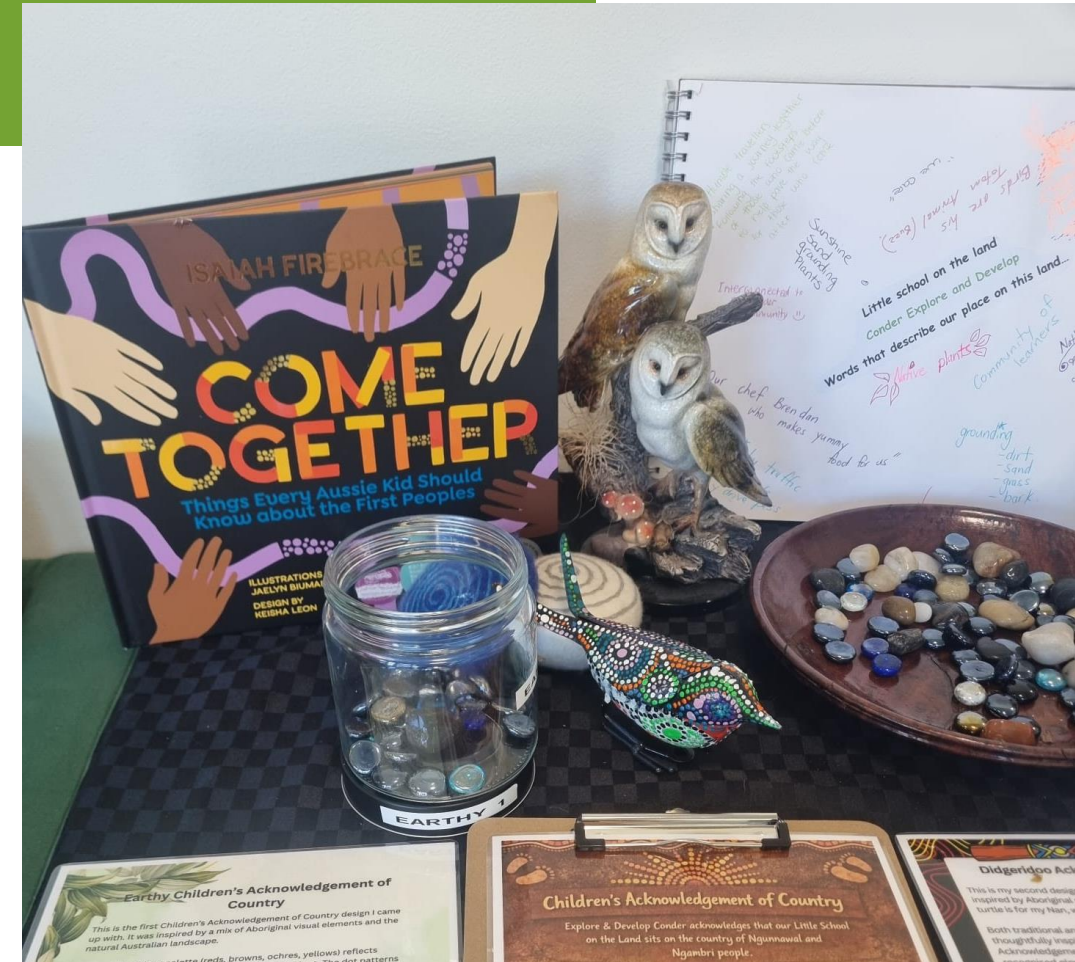
Building collaborative relationships with families (and community)

Su Garrett

Acknowledgement of Country

I'd like to acknowledge and pay respects to the Ngunnawal people as the Traditional Custodians of the land on which we meet today.

I recognise that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on their Land for many centuries, and I honour and respect that role.



About us



Explore & Develop is a collaborative group of **independently owned and operated** early childhood education and care services in NSW and ACT.



Explore & Develop Conder, rated Exceeding
Explore & Develop Annandale rated Excellent



The emotional labour of relationships

“Thus ideally, emotional labour
and wellbeing enter a reinforcing
cycle where they each support
and sustain the other over time.”

Dickerson et al 2026

Mattering matters

Mattering has two essential ingredients:

- feelings valued and
- adding value



Leadership

Leaders Prioritise Educators' Professional Growth

Leaders Position Themselves to Enable Educators' Practice

Leaders Hold the Vision for the Service Relationships Build a Cohesive Team





Case studies

- Community Day
 - Working with Allied Health
 - Where do parents go?
 - Banish
- 







- EACH Resources
- Pharmacy
- YWCA Donations drive
- Playgroup ACT
- Woollies Food Donation
- Fire Brigade
- Ing Ledlie – Author

A hand-drawn mind map on a piece of paper, with a central cloud containing the text "what do we do to support a crying child?". Several other clouds branch out from this center, each containing a different question or statement related to the topic. The clouds are drawn with simple, hand-drawn lines. The text is written in a casual, handwritten style.

Central Cloud:
 what do we do to support a crying child?

Top Left Cloud:
 How do we feel when a baby cry's

Top Right Cloud:
 What do we know about crying?

Bottom Left Cloud:
 Fight
 Freeze
 Fawn (submissive)

Bottom Right Cloud:
 Know the children and their triggers
 Know the child's temperament
 Meet their need before they "need" it
 Talk to the child
 Tell child what they're thinking

Other Clouds (Left Side):
 I feel useless
 Is there something wrong?
 I feel responsible
 I feel frustrated
 Upsetting
 Does it meet their needs?
 Depends on the cry?
 What is the cry for?
 Is it just noise?

Behaviour Support:

- * Seeing uptick in incidents, including injury
- * Responder - to frustration, - not sharing,
 - not having words to say stop/help
 - mostly retaliating physically

- office as support and withdrawal space
 - ↳ not always available (meetings)
 - ↳ hard to get children to leave
- sending home after critical events/incidents
 - ↳ not a sustainable action
 - ↳ should be able to send in the center

On the 21st October 2014, to follow up on the 'colour master' learning, the children were invited to create their own colour master puppet (see earlier post).

The finished puppets were added to the Counting display, in a way that ensured that the puppets were each visible. This experience was offered over the following days, to allow the children to choose when they could make one, to make another if they wanted to, and to ensure that children who attended on other weeks were able to have a go. This was based on family feedback that requested that the jar experience be offered on a day their child attended or was, which was followed through with by Educators. (see prior note)

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Where curiosity leads to learning

I enjoy doing...

- Drawing, painting and anything else artistic and hands on.
- Playing with my sister, Aliyah, and making new friends.
- Reading and writing, as well as stories on the iPad.

I need help with...

Feeling safe in the toilet. I am uncomfortable with going to the toilet with other people around, especially adults. I limit my toilet usage at school. I have been getting better at taking myself, but I am having accidents and use this as an opportunity to change into spare clothes, even with clothes in my bag.

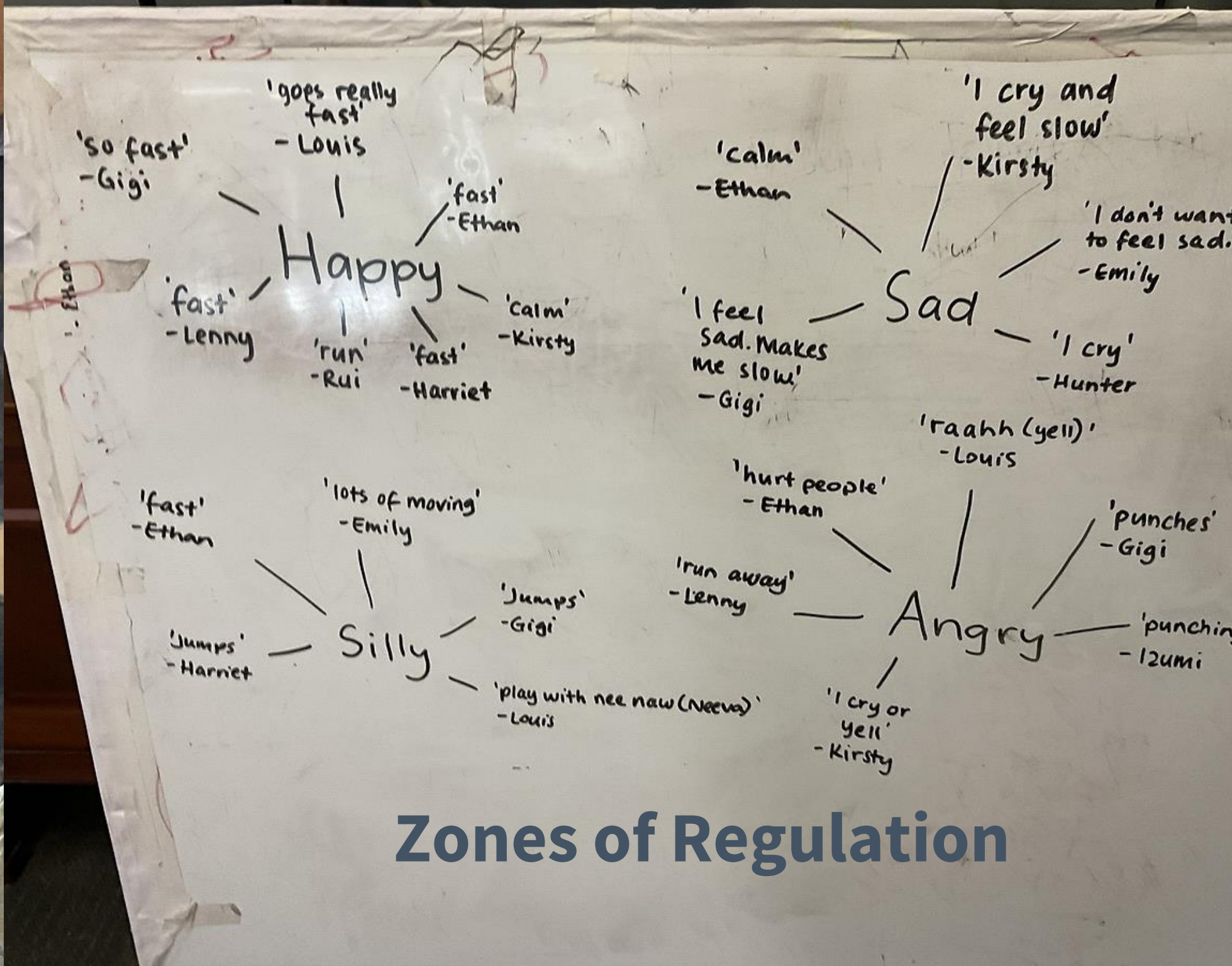
My favourite things are...

- a
- b
- c

When I am upset/angry, I need..

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore ea fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

If you find out something new about me, note it here!



Zones of Regulation

Our Zones

Blue

slow brain



Green

calm brain



Loving

Yellow

fast brain



Crying
Excited
Nervous
Lots of energy
Rushing
Annoyed

Red

brain switch



Angry
Grumpy
Too silly /
Too much energy
Pushing
Anxious
Interrupting
Overwhelmed

Getting to the green zone:



Move something heavy

Read a book

Wall push ups



Calming tools

Have a drink

Starfish breathing



Stretch

Have a snuggle

Draw



Yoga

Volcano breathing



Write

Our Zones

Blue
- slow brain

Sad
Sick
Tired
Bored

Green
- calm brain

Happy
Loving
I'm okay
Ready to work
Calm

Yellow
- fast brain

Fun silly
Crying
Excited
Nervous
Lots of energy
Confused
Silly
Rushing

Red
- brain switches off

Angry
Grumpy
Too silly
Too much energy
Pushing
Yelling
Anxious
Hitting
Interrupting
Overwhelmed





A child is sitting on a wooden floor, playing with a yellow hourglass and a string of colorful beads. The child is wearing a grey t-shirt with a heart patch. The hourglass is yellow with a clear glass body, and the beads are in shades of red, orange, yellow, blue, and purple. The child's hands are visible, holding the beads. The background is a wooden floor.

Here is the collection we have created so far of ways we can get to the green zone

Drink of water

Calming tool

Snuggle with a teacher

Drawing

Writing

Moving something heavy

Starfish breathing

Stretching

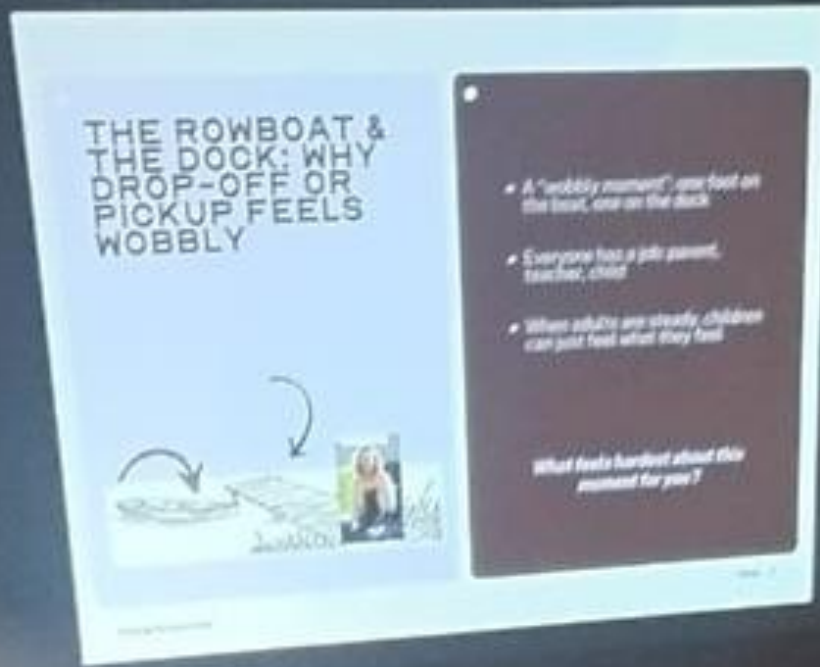
Yoga

Read a book

Wall push ups

Volcano breathing



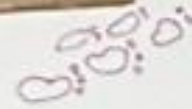


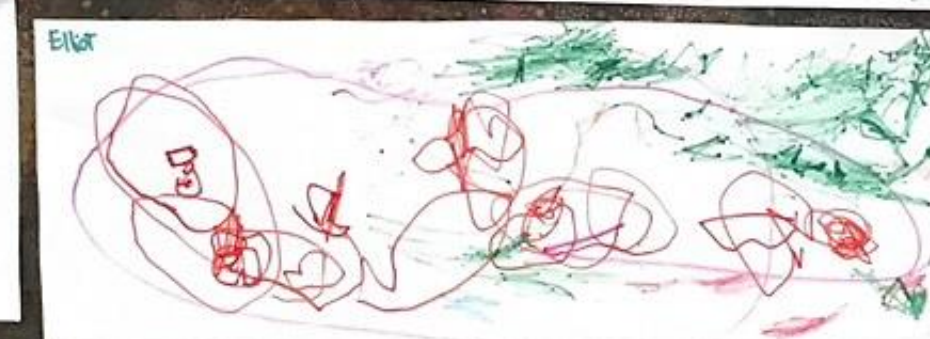
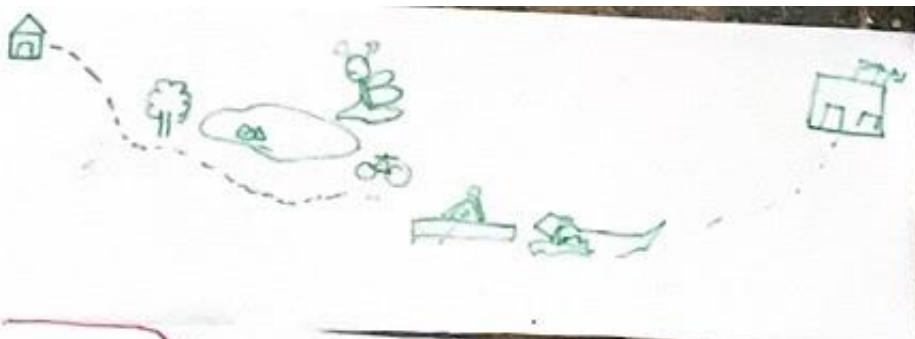
Circle of security

- Training for educators
- Family information sessions
- Scripts for “Good goodbyes”
- Reflection with the team and creation of a practice statement

Where do families go?

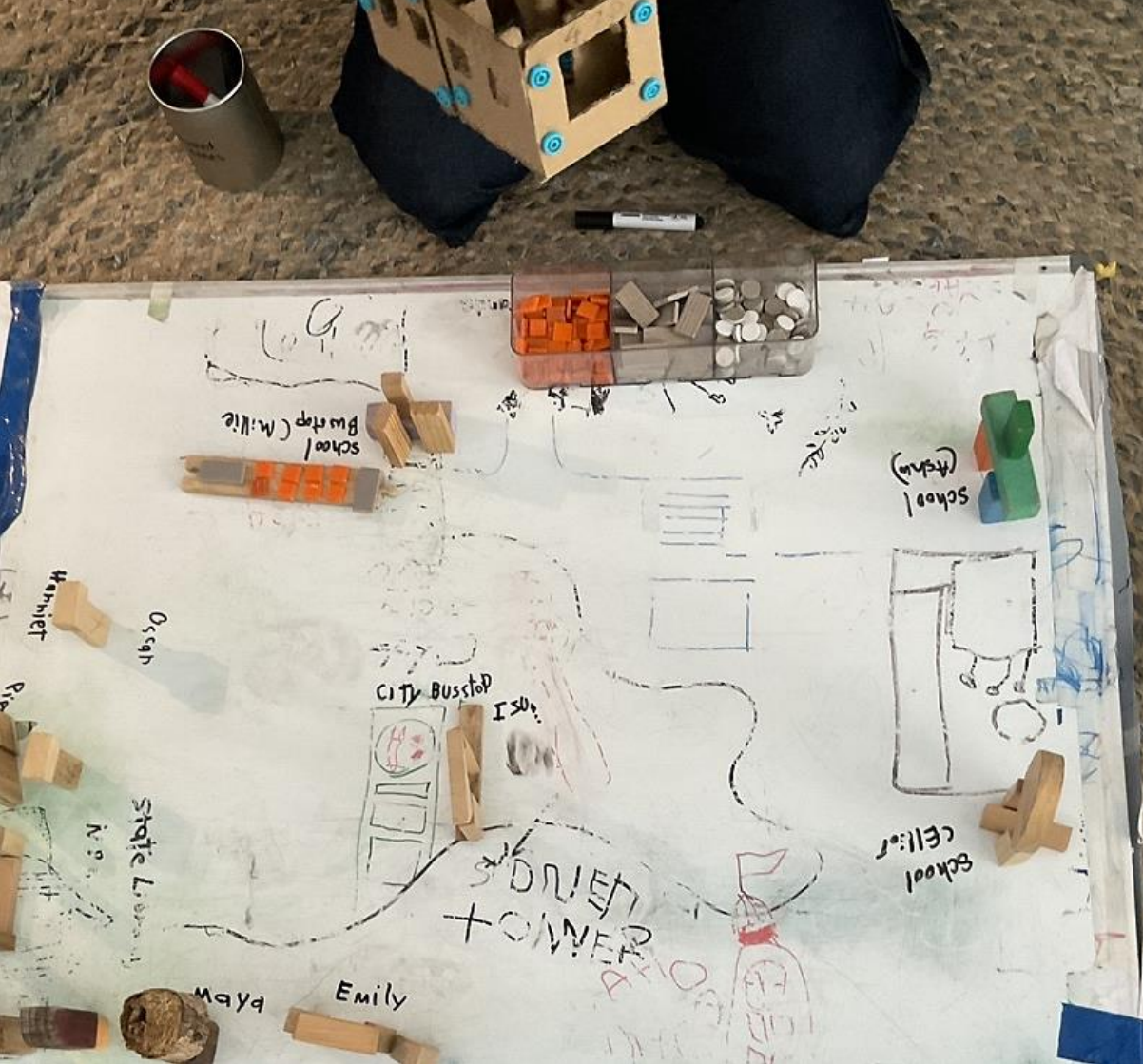
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“The city map provides the Binit with a platform for pretend play. Having the drawing map as a basis, even though it was quite faint from all the play and building with the board. The children still chose to build the landmarks in the same spot as in the drawing and often reminded each other of the building's location. Magnetic tile was chosen as a material again, something the Binit are familiar with.”



IGA 
Victoria Park



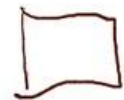


UTS Building




Clock

Banish





 Hyde Park
(Millicent)

Martin Place



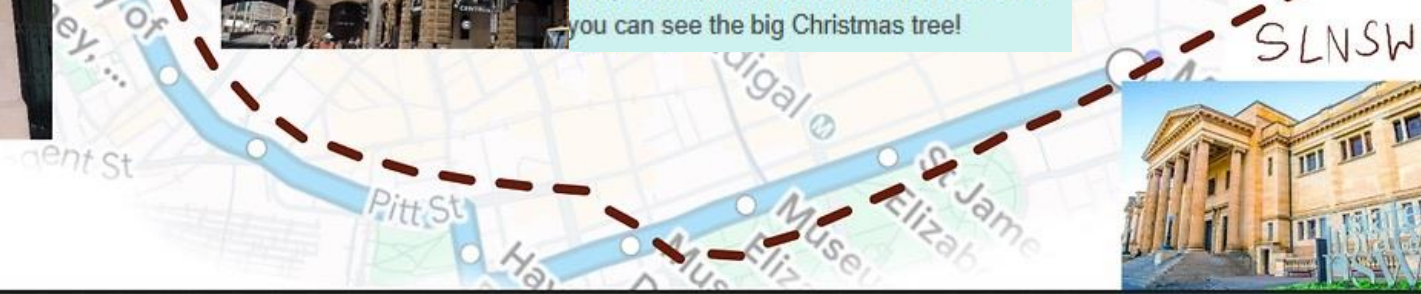


I was lucky I got to ride in today! But when I catch the bus I get off at Martin Place at the same stop you're getting off. If you look east up Martin Place you can see Sydney Hospital. Look west down Martin Place and you can see the big Christmas tree!



os from my ride this morning!
ane, past the big tree, along the
and past the new fish markets.

I was lucky I got to ride in today! But when I catch the bus I get off at Martin Place at the same stop you're getting off. If you look east up Martin Place you can see Sydney Hospital. Look west down Martin Place and you can see the big Christmas tree!



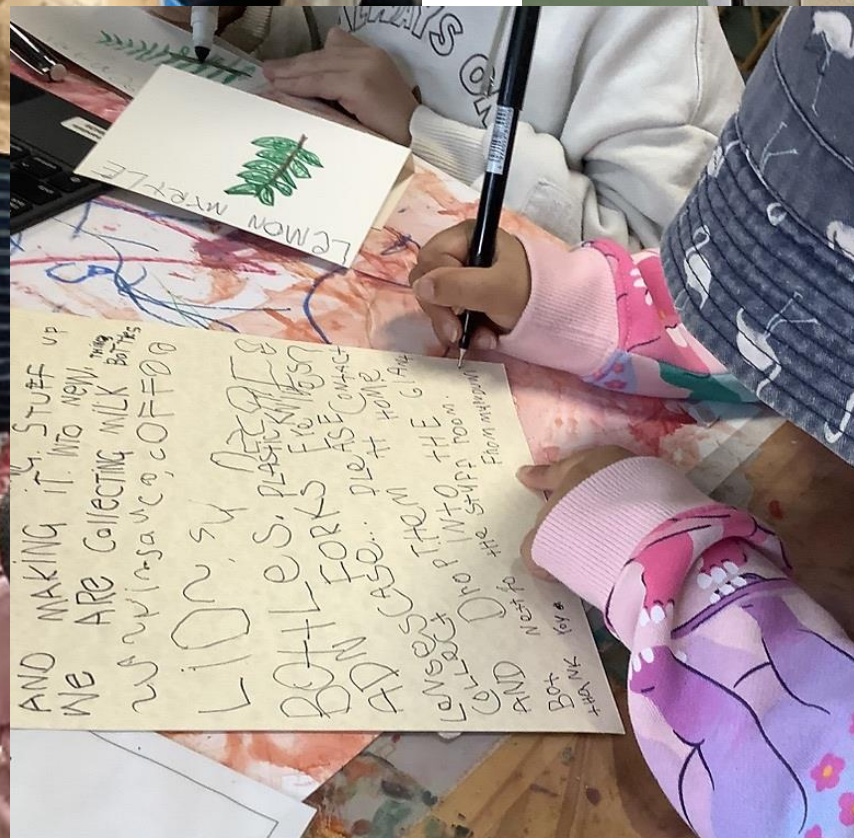
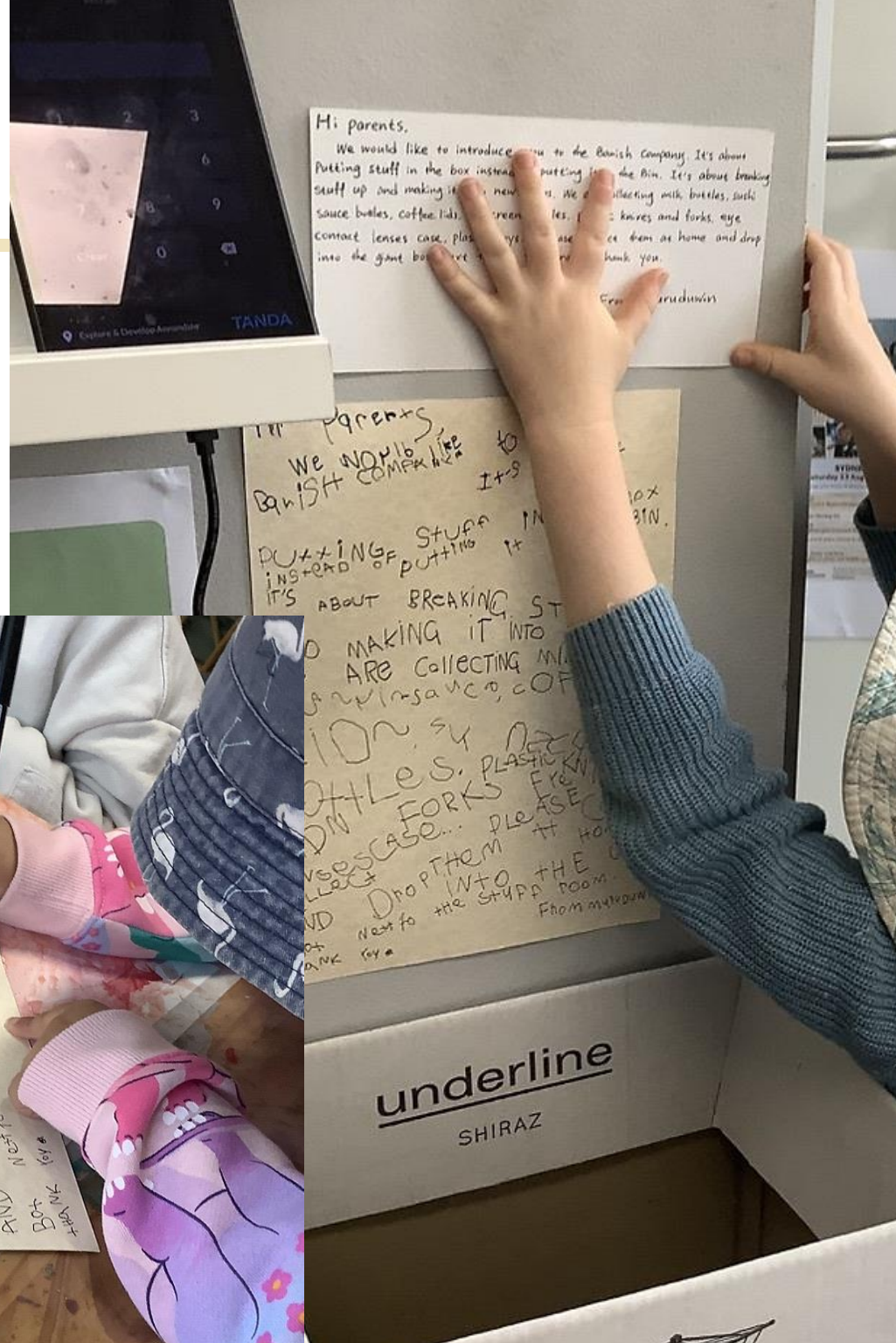




BRAD is the Banish Recycling and Diversion program. We take hard-to-recycle household items and recycle them with trusted Australian micro-recyclers. Items like bottle top lids, beauty products, blister packs and so much more!









348 bottle tops saved from landfill

- Sorted and counted:



pumps = 6

coffee cups = 44

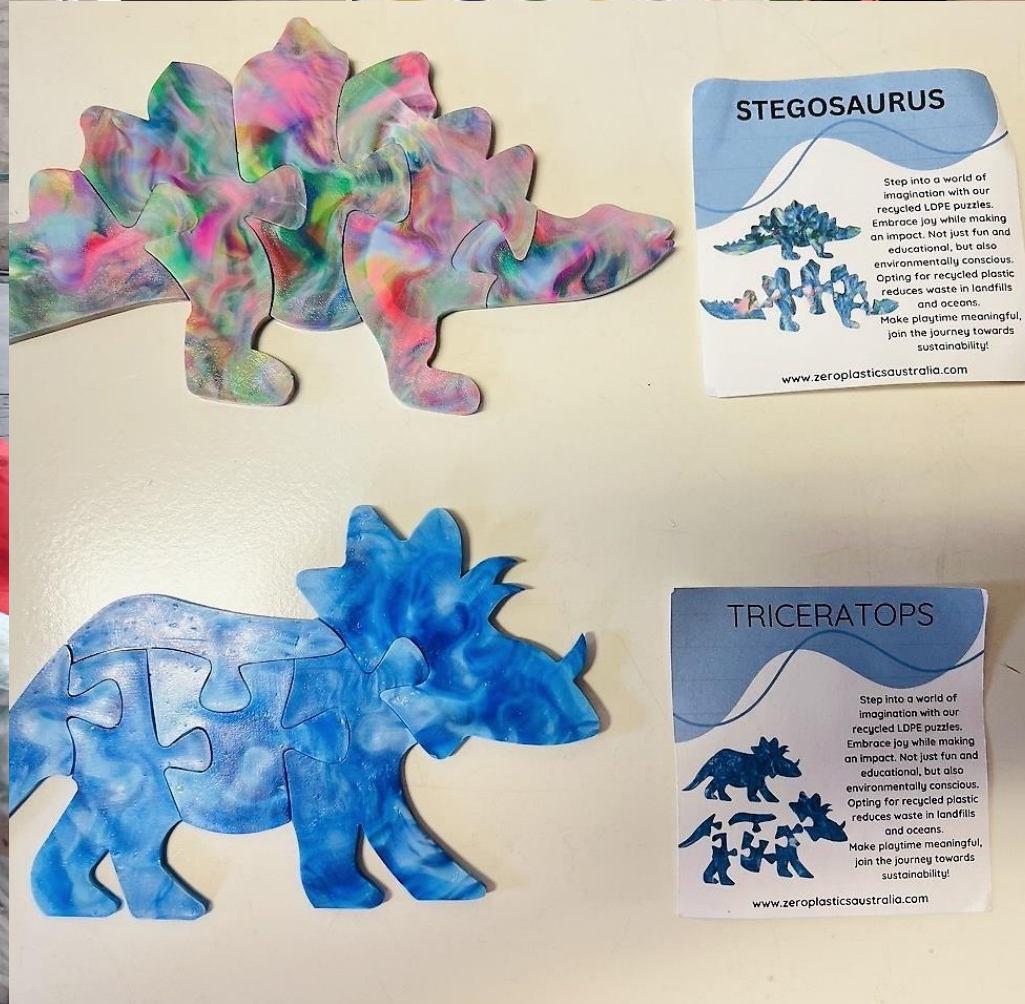
coffee cup lids = 70

soy sauce fish = 45

blister packs = 56









“Joy was experienced “By having fulfilling relationships and knowing my efforts to build secure attachments have been achieved””.

Little & Karaolis 2023



Ask a question, stay in touch

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