Overview

This standard identifies the requirements when working with families that will enable them to support their children’s development, care and wellbeing. This includes working in partnership with parents to help them develop self-confidence in their parenting role. It also includes working with parents in ways that help them relate positively to their child. It requires you to be able to support parents in play activities with their children. It requires you to be able to inform parents about how to access information and community support which are relevant to the needs of the family.
Performance criteria

You must be able to:

**Promote parents' self-confidence in the parenting role**

P1 develop an open and trusting relationship with the parents you work with

P2 work with others to promote an environment in which parents are able to discuss aspects of their parenting role openly and in confidence

P3 communicate using different styles and methods which encourage parents to share any concerns they may be have

P4 respond to parents in ways which show that you value and respect them

P5 recognise different emotional, social and environmental pressures which families may experience

P6 recognise the different roles that parents undertake in order to meet the needs of their family

P7 demonstrate a non-judgemental attitude that values diversity, the ethnicity and culture of the families you work with

P8 work in partnership with parents to help them recognise and value the significant contributions they make to their children’s development, care and wellbeing

P9 work with parents to identify the behaviours within the family with which they want support

P10 work with others to advise parents on practical parenting skills which will contribute to their children’s development, care and wellbeing

P11 involve parents in the assessment of their children’s needs

**Encourage parents to relate positively to their children**

P12 provide information to parents that help them understand key development milestones for children

P13 encourage parents to have realistic expectations of their children’s behaviour and development

P14 encourage parents to recognise and value their child’s unique qualities, skills and capabilities

P15 work with parents to develop an understanding of the use of praise to recognised children’s achievements

P16 work in partnership with parents to advise them on appropriate strategies for promoting positive behaviour

P17 work with parents to develop an understanding of the use of positive
SCDCCLD0322
Empower families through the development of parenting skills

reinforcement as a means of supporting positive behaviour
P18 work with parents to identify agreed limits and boundaries for their children's behaviour
P19 work with parents to consider the importance of routines for children's behaviour
P20 encourage parents to involve and consult with their child, according to their age, ability and level of development
P21 work with parents to consider the importance of keeping promises made to children
P22 work with parents to consider how their behaviours impact upon the behaviours of the child
P23 demonstrate a non-judgmental attitude when parents express negative feelings about their child
P24 acknowledge and reinforce positive aspects of parents’ relationships and interactions with their child
P25 work with the parents and others to evaluate any changes in behaviours as a result of engaging with the provision

Support parents in play activities with their children
You must be able to:

P26 discuss with parents the value and importance of play for children's development, care and wellbeing
P27 work with parents to enable them to participate in their child's play
P28 support parents to identify opportunities and make time for participating in play with their child
P29 use different techniques to show parents how exploratory play assists children's development and wellbeing
P30 use different techniques to show parents how physical play assists children's development and wellbeing
P31 create an environment with a wide range of play activities, where parents can observe and engage in good play experiences
P32 support parents to identify resources and opportunities for play during everyday activities
P33 work with families so that they can recognise the importance of non-stereotypical play
P34 work with parents to help them recognise how playing with their child can build positive relationships

Support parents in accessing information and community support
You must be able to:

P35 provide parents with sources of useful information and support for parenting
P36 provide accurate, up-to-date and accessible information on local facilities for parents and children
P37 provide accurate, up-to-date and accessible information to parents on community support agencies
Empower families through the development of parenting skills

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights
K2 your role in promoting children and young people’s rights, choices, wellbeing and active participation
K3 your duty to report any acts or omissions that could infringe the rights of children and young people
K4 how to deal with and challenge discrimination
K5 the rights that key people, children and young people have to make complaints and be supported to do so

Your practice

You need to know and understand:

K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
K7 how your own background, experiences and beliefs may have an impact on your practice
K8 your own roles, responsibilities and accountabilities with their limits and boundaries
K9 the roles, responsibilities and accountabilities of others with whom you work
K10 how to access and work to procedures and agreed ways of working
K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
K12 the prime importance of the interests and well-being of children and young people
K13 children and young people’s cultural and language context
K14 how to build trust and rapport in a relationship
K15 how your power and influence as a worker can impact on relationships
K16 how to work in ways that promote active participation and maintain children and young people’s dignity, respect, personal beliefs and preferences
K17 how to work in partnership with children, young people, key people and others
K18 how to manage ethical conflicts and dilemmas in your work
K19 how to challenge poor practice
SCDCCLD0322
Empower families through the development of parenting skills

You need to know and understand:

K20 how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21 the nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support
K22 factors that promote positive health and wellbeing of children and young people
K23 theories underpinning our understanding of child development and learning, and factors that affect it
K24 theories about attachment and impact on children and young people

Communication

K25 the importance of effective communication in the work setting
K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

K28 principles of reflective practice and why it is important

Health and Safety

K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
K30 practices for the prevention and control of infection

Safeguarding

K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
K32 indicators of potential or actual harm or abuse
K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
K34 what to do if you have reported concerns but no action is taken to address them
Empower families through the development of parenting skills

Handling information

You need to know and understand:

K35 legal requirements, policies and procedures for the security and confidentiality of information
K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
K37 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

K38 the transitions that children and young people may go through
K39 how to establish and develop open and trusting relationships with parents
K40 the importance of involving parents in the assessment of their children's needs and how you might do this
K41 why it is important to provide an environment in which parents are able to discuss their difficulties, and how to create this
K42 how parents might build up skills to deal with their own feelings, such as assertiveness, talking through problems, negotiation, developing support networks
K43 the link between parental/family expectations for their children, their own childhood experiences and knowledge of child development
K44 how to demonstrate a non-judgmental attitude when parents express negative and difficult feelings
K45 the link between children's play, learning and development, the importance of allowing children to play and how his information is best shared and negotiated with parents
K46 how you help parents to recognise and value their child's individual characteristics and capabilities and why it is important to acknowledge the positive aspects of parents' relationships with their children
K47 why it is important to encourage parents to consider a wide range of non-stereotypical opportunities and experiences and strategies for doing this
K48 knowledge of local facilities to support parents and children
K49 where parents might obtain information about parenting and child development
K50 what agencies are available locally to support individual parents
K51 how increased confidence in the parenting role has positive benefits to the parents' own personal development and aspirations
Empower families through the development of parenting skills

Additional Information

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms ‘child’ or ‘children’ in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Children are those with whom you are working, except where otherwise stated.

To communicate may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication.

Culture refers to and includes all factors that contributes to the person’s life and experiences, such as social class, language, religious beliefs and practices, family and community traditions.

Ethnicity refers to a person’s identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility.

Local facilities would include play facilities, learning facilities, leisure facilities.
Empower families through the development of parenting skills

**Others** are your colleagues and other professionals whose work contributes to the child or young person’s well-being and who enable you to carry out your role.

**Parents** are those who have the legally acknowledged responsibilities for the continuous care, well-being and decision-making relating to the children or young people in question.

**Practical parenting skills** refers to and includes all factors that contribute to the family’s ability to use effective techniques for the development, care and well-being of children.

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences.
Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves
SCDCCLD0322
Empower families through the development of parenting skills

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