

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs



Overview

This standard identifies the requirements when promoting ways of supporting families with literacy, numeracy and language needs. It includes working with families to enable them to access information and community support which are relevant to their literacy, numeracy and language needs. It requires you to reflect on both your own practice and that of your organisation

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

Performance criteria

Promote families' self-confidence with literacy, numeracy and language

You must be able to:

- P1 develop an open and trusting relationship with the families you work with
- P2 **communicate** with **families** using an open and welcoming approach that is likely to promote inclusion
- P3 communicate using different styles and methods which will allow families and other **key people** to share any concerns they may be experiencing
- P4 demonstrate a non-judgmental attitude that **values diversity** and recognises cultural and ethnic differences
- P5 ensure that you are non-judgmental when working with families who are seeking support for their **literacy, numeracy and language needs**
- P6 work in partnership with families to help them recognise and value the significant contributions they can make to their children's care, learning and development
- P7 work in partnership with families to show them ways in which they can support their child's literacy, numeracy and language
- P8 work with **others** to create an environment which actively promotes literacy, numeracy and language
- P9 use **play, activities and experiences** to encourage families to explore literacy, numeracy and language with their child
- P10 encourage families to express concerns about their own literacy, numeracy and language needs
- P11 encourage families to seek support for their own literacy, numeracy and language needs

Provide information for families to enable them to access support

You must be able to:

- P12 work with families in identifying sources of useful information to support their literacy, numeracy and language needs
- P13 provide detailed and accessible information on local facilities which support the families' literacy, numeracy and language needs
- P14 create a positive working relationship with providers of adult literacy, numeracy and ESOL support
- P15 work with others to identify any specialist expertise required by families to support their literacy, numeracy and language

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

- P16 engage with families in ways that give them the opportunity to discuss community support options
- P17 use a sensitive approach, seek the permission of families to share appropriate information with others
- P18 provide families with the reassurance that the information they share about their literacy, numeracy and language needs will remain confidential

Reflect on and evaluate own and organisational practice in supporting families with literacy, numeracy or language needs

You must be able to:

- P19 work with others to identify ways of improving the service given to families
- P20 work with others to reflect on your organisation's practice in supporting families with literacy, numeracy or language needs
- P21 work with others to evaluate the support your organisation provides for families with literacy, numeracy and language needs
- P22 work with others to involve families in the evaluation process
- P23 reflect on your own practice in supporting families with literacy, numeracy or language needs

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

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

You need to know and understand:

Your practice

- 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

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

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

Theory for practice

You need to know and understand:

- 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

You need to know and understand:

- 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

You need to know and understand:

- K28 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- 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

You need to know and understand:

- 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

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

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 the national and local strategies for improving adult literacy, numeracy and ESOL
- K40 how to set up strong and effective links with local providers
- K41 the benefits of a whole-team approach to identification and support of parents who may have some literacy, numeracy or language needs, whilst ensuring appropriate confidentiality
- K42 the stigma that parents may feel in having literacy, numeracy or language needs
- K43 the importance of ensuring that a non-judgmental or stereotypical approach is taken when working with families
- K44 effective communication with parents who may be hesitant or reluctant to discuss their personal needs for support in literacy, numeracy or ESOL
- K45 strategies for identification of parents who may require support in literacy, numeracy and ESOL
- K46 how to set up strong effective links with local providers
- K47 local providers, the range of support they provide, the suitability and accessibility of their provision for parents with whom they work
- K48 strategies for settings to signpost parents to local providers and learning opportunities
- K49 the key role that the setting and colleagues working within the setting can play in the identification and support of parents with various basic skill and language needs
- K50 the background and influences on parents in local areas and the acknowledgement that there is an inter-generational cycle of literacy, numeracy or language needs
- K51 the beneficial effects on children's learning of parents who can support them and who can offer confident literacy, numeracy and language support
- K52 the importance of reflecting on personal and organisational

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

- K53 effectiveness in supporting parents and how this might be taken
the importance of including parents themselves in evaluating
effectiveness of the support offered by the setting

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

Scope/range related to performance criteria

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.

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

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

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

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship

Language needs are those requiring English for Speakers of Other Languages (ESOL) support to enable them to function and progress at work and in society in general

Literacy needs are for adults regarding the ability to read, write and speak in English/ Welsh at a level necessary to function and progress at work and in

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

society in general

Numeracy needs are for adults regarding the ability to use mathematics at a level necessary to function and progress at work and in society in general

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

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind. **Unstructured play** refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

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

SCDCCLD0315

Promote ways to support families that have literacy, numeracy and language needs

Developed by Skills for Care & Development

Version number 1

Date approved March 2012

Indicative review date December 2014

Validity Current

Status Original

Originating organisation Skills for Care & Development

Original URN CCLD 315

Relevant occupations Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children

Suite Children's Care Learning and Development

Key words families, needs, learning
