

SCDCCLD0317

Engage with families in ways that encourage them to be involved with their children's learning and development



Overview

This standard identifies the requirements when you engage with families in ways that encourage them to be involved with their children's learning and development. It requires you to work with families in ways that will support their understanding of children's learning and development. It includes encouraging families to be involved in play and activities. It also includes involving families in the review process.

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Performance criteria

Liaise with families about their expectations for their child

You must be able to:

- P1 **communicate** with **families** using an open and welcoming approach that is likely to promote inclusion
- P2 **listen** carefully to families and acknowledge their feelings and experiences
- P3 listen to **children** to ensure their views are heard, taking account of their age, needs and abilities
- P4 recognise and **value the diversity** of family structures and the impact these may have on the family's expectations for their child
- P5 encourage families to recognise the unique qualities, skills and capabilities of their child
- P6 support families to enable them to access sources of knowledge and information about children's learning and development
- P7 work with **others** to promote a supportive environment in which families are able to discuss aspects of their child's learning and development

Encourage families to be involved with their child's learning and development

You must be able to:

- P8 work with families so that they value the importance of play in children's learning and development
- P9 work with families to demonstrate how play activities can extend children's skills and capabilities
- P10 work with families to enable them to participate in their child's play
- P11 identify opportunities for families to be involved with children's learning and development
- P12 identify any obstacles to families' involvement with children's learning and development
- P13 work in partnership with families to help them recognise and value the significant contributions they make to their children's learning and development

Review children's progress with families

You must be able to:

- P14 involve families in reviewing their child's progress.
- P15 involve children in reviewing their own progress, taking into account their age, individual needs and abilities
- P16 provide positive feedback to families about their child's progress

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- P17 use the information from reviews to contribute to forward planning for children
- P18 develop monitoring strategies and documentation, as required by the curriculum framework in your home country
- P19 reflect on your practice when involving families in their children's learning and development

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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

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- 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

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- K34 what to do if you have reported concerns but no action is taken to address them

You need to know and understand:

Handling information

- 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

You need to know and understand:

Specific to this NOS

- K38 the **transitions** that children and young people may go through
- K39 how families' expectations for children might vary according to the child's gender, religion, culture and ethnicity, background, needs and abilities
- K40 how you might demonstrate that you recognise and value diverse family structures
- K41 how families can access information on child development
- K42 the link between parental/family expectations for their children, their own childhood experiences and knowledge of child development
- K43 how you can positively reinforce parents' efforts and involvement

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Additional Information

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.

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

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

Listening may encompass other ways of attending to and receiving what individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies

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

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

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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

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