

SCDCCLD0322

Empower families through the development of parenting skills



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.

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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 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

You must be able to:

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 recognise 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

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- 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
 - 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

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P37 provide accurate, up-to-date and accessible information to parents on community support agencies

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

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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

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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

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

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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

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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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