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

You must be able to:

Liaise with families about their expectations for their child
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
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
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
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- P16 provide positive feedback to families about their child’s progress
- 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 leaning 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

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