

Unit 1: Communication and Professional Relationships with Children, Young People and Adults

Unit code: F/601/3327

QCF Level 3: Specialist

Credit value: 2

Guided learning hours: 10

Unit aim

This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults

Unit introduction

Successful relationships have a positive effect on learning and behaviour. Being listened to and responded to by trusting adults encourages active engagement by children and young people and supports the development of curiosity, creativity and resilience, which are key characteristics of effective learning. Adults who demonstrate mutual respect, collaboration and negotiation are positive role models who have a significant impact on the behaviour of children and young people. Integral to building and maintaining positive relationships are effective communication skills. It is also essential for those working in support roles in schools to know the legislation and policies and procedures for confidentiality and sharing information. This unit provides the essential knowledge and understanding required for working in support roles in schools.

Learners will examine the principles of building positive relationships with children, young people and adults. This includes considering reasons why effective communication is important and the effect of social, professional and cultural contexts on communication. Communication difficulties are examined and learners find out how to adapt communication to meet individual needs including how to deal with disagreements with children, young people and adults are studied.

The legislation, policies and procedures relating to confidentiality are examined and why children, young people and adults need reassurance about confidentiality are studied. Learners will also consider situations where confidentiality must be breached.

This unit applies to all support staff roles in schools and is particularly suitable for those preparing for working in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles of developing positive relationships with children, young people and adults	1.1 Explain why effective communication is important in developing positive relationships with children, young people and adults 1.2 Explain the principles of relationship building with children, young people and adults 1.3 Explain how different social, professional and cultural contexts may affect relationships and the way people communicate
2 Understand how to communicate with children, young people and adults	2.1 Explain the skills needed to communicate with children and young people 2.2 Explain how to adapt communication with children and young people for: the age of the child or young person, the context of the communication and communication differences 2.3 Explain the main differences between communicating with adults and communicating with children and young people 2.4 Explain how to adapt communication to meet different communication needs of adults 2.5 Explain how to manage disagreements with children, young people and adults
3 Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information 3.2 Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this 3.3 Justify the kinds of situation when confidentiality protocols must be breached

Unit content

1 **Understand the principles of developing positive relationships with children, young people and adults**

How communication supports positive relationships: benefits eg shows respect for individual, values diversity, builds trust, demonstrates genuine interest, respects privacy, encourages autonomy, supports learning, enables effective teamwork, enables negotiation, reinforces self-esteem

Principles of relationship building: ways to build relationships eg recognise the uniqueness of everyone as an individual, honesty, dependability, integrity, confidentiality; importance of relationships for learning; know role and responsibilities, how own role relates to colleagues; respect the skills and expertise of others; contribution to effective teamwork; follow organisations expectations and procedures for good working relationships; communicate effectively eg keep colleagues informed, use agreed lines of communication, maintain confidentiality; know own role in relation to parents; differences between professional and personal relationships; contribute to Every Child Matters Outcomes

Effect of social, professional and cultural contexts on relationships and communication: eg power relationships, cultural expectations, social differences, prejudice, pre-conception, stereotyping

2 **Understand how to communicate with children, young people and adults**

Skills for communication: verbal skills eg form and tone of expression, questioning, confirming, reflecting; clarifying meaning, encouraging contributions from others, offer choices; non-verbal skills and behaviour eg eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity, orientation, facial expressions, gestures, active listening; importance of contact and cultural differences in interpretation of non-verbal communications; empathy eg responding to emotional state

Adapting communication: ways eg language appropriate, meaning/message, concentrate on one issue at a time, do not give mixed messages, match words to body language, open questions, active listening, encourage discussion and debate; contexts eg hearing difficulties, children with English as an additional Language (EAL), promote thinking and talking in first languages to support understanding, group EAL learners who share the same home language

Differences: context eg communication formal, informal, form of address; type of communication eg verbal, language, non-verbal, orientation, confidentiality

Adapting communication: use of clear speech and plain language; different needs eg EAL, hearing difficulty, visual impairment; adaptations eg translator/interpreter, quiet room, hearing loop, signing, Braille

Managing disagreements: behaviours eg keep calm, encourage individuals to articulate their point of view, find common ground, negotiate a compromise, win-win solutions, support children and young people to deal with disagreements, follow school policy and procedures for behaviour and reporting, restorative justice

3 Understand legislation, policies and procedures for confidentiality and sharing information, including data protection

Legislation, policies and procedures: range eg for home country, human rights eg Human Rights Act 1998, Human Rights Act 2004, for safeguarding children eg Children Act 1989, Children Act 2004, relating to freedom of information eg Data Protection Act, Every Child Matters, policies and procedures in own organisation

Reassuring about confidentiality: aspects eg information shared on need to know basis, human right for privacy, protecting information when using social networking sites, buying online, using a mobile phone, procedure in own organisation, whistle-blowing

Essential guidance for tutors

Delivery

This unit should be delivered through a combination of tutor input and active learning experiences. DVDs and case studies will give learners opportunities to link theory to practice. Role play enables learners to develop and practise their interpersonal and communication skills. Discussions, peer observations and peer assessment support assessment for learning and contribute to an understanding of the skills required for effective practice.

Learners should also be encouraged to demonstrate an awareness of the importance of communication skills in addressing issues of equality, diversity, and the rights and responsibilities of children and young people.

At this level the focus needs to be on understanding the significance of positive relationships in relation to the wellbeing and learning of children and young people and exploring how effective communication enables this. The Emphasis needs to be on understanding the behaviour and communication skills required to develop and maintain positive relationships with children, young people and adults and to provide positive role models.

Learners should be introduced to why effective communication is important for establishing and maintaining positive relationships with children, young people and adults. How positive relationships enhance self-esteem and encourage learning could be explored through relevant research. The impact of social, professional and cultural contexts on relationships and communication should also be explored.

It is essential that learners understand the communication skills needed to establish and maintain relationships. Learners need to explore ways to meet the communication needs of individuals by adapting communication for different ages and stages of development and for different contexts.

Learners should be introduced to the current national legislation for confidentiality and data protection which can be accessed from relevant government department websites. They should have the opportunity to look at a range of school policies and procedures for confidentiality and data protection and consider how these may impact on working practices. It is essential that learners know the situations when confidentiality must be breached to safeguard children and young people.

Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Assessment

This is a knowledge-based unit. Evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

For learning outcomes 1 and 2, learners could research and produce a guidance document to use for the induction of new support workers in school to help them understand the principles of developing positive relationships with children and, young people and adults and the skills they need to communicate effectively. Case studies may be used to support explanations.

The document needs to include why effective communication is important for developing relationships, the principles of relationship building, explanations of how social, professional and cultural contexts impact on relationships and communications, clarification of the skills required for effective communication, how to adapt communication to meet the needs of individuals and in different contexts and how to manage disagreements with children, young people and adults, explaining reasons for responses.

For learning outcome 3, learners could produce a reference document for all school staff giving details about confidentiality and data protection to include legislation relating to confidentiality and data protection, school procedures for confidentiality and data protection, reasons why it is important to reassure children, young people and adults about confidentiality and why confidentiality may need to be breached.

Essential resources

Learners will need access to legislation for the relevant home nation and examples of school policies and procedures for confidentiality and data protection.

Indicative resource materials

Textbooks

Bentham S – *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Burnham L – *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Dunhill A, Elliott B & Shaw A – *Effective Communication and Engagement with Children and Young People, their Families and Carers (Creating Integrated Services)* (Learning Matters, 2009) ISBN 9781844452651

Foley P & Leverett S – *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 9781847420589

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Riley P – *Attachment Theory and the Teacher-student Relationship* (Routledge, 2010) ISBN 9780415562621

Journals

Times Education Supplement (TES)

Websites

www.education.gov.uk/	Department for Education
www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities	Directgov
www.nationalstrategies.standards.dcsf.gov.uk/earlyyears	The National Strategies
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachers.tv	Teachers TV
www.teachernet.gov.uk	Teachernet