Unit 2: Develop Professional Relationships with Children, Young People and Adults

Unit code: H/601/4065
QCF Level 3: Specialist
Credit value: 2
Guided learning hours: 10

Unit aim
This unit covers the competence required to develop professional relationships with children, young people and adults.

Unit introduction
Successful relationships are fundamental for effective working with children, young people and adults. 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 can have a significant impact on the behaviour of children and young people. Positive relationships are key to effective teamwork in schools. Integral to building and maintaining positive relationships are effective communication skills. In this unit learners develop professional relationships with children, young people and adults which are essential for support workers in school.

Learners demonstrate their ability to develop professional relationships with children and young people, responding supportively and realistically and supporting their choices.

Learners will communicate with children and young people to meet their individual needs, using different forms of communication and strategies to promote understanding and trust. They will demonstrate competence in developing professional relationships with adults.

Learners will show they are effective role models and able to support children and young people to develop positive relationships by encouraging and supporting them to understand and respect one another and deal with conflict.

Learners will comply with the school’s policies and procedures for confidentiality, sharing information and data protection.
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:

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<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
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<tr>
<td>1 Be able to develop professional relationships with children and young people</td>
<td>1.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people</td>
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<td>1.2 Demonstrate supportive and realistic responses to children and young people’s questions, ideas, suggestions and concerns</td>
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<td>1.3 Demonstrate how to support children and young people in making choices for themselves</td>
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<td>1.4 Give attention to individual children and young people in a way that is fair to them and the group as a whole</td>
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<td>2 Be able to communicate with children and young people</td>
<td>2.1 Demonstrate how to adapt communication with children and young people for: the age and stage of development of the child or young person and the context of the communication and communication differences</td>
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<td>2.2 Demonstrate strategies and techniques to promote understanding and trust in communication with children and young people</td>
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<td>3 Be able to develop professional relationships with adults</td>
<td>3.1 Demonstrate how to establish rapport and professional relationships with adults</td>
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<td>3.2 Demonstrate how to adapt communication with adults for: cultural and social differences, the context of the communication and communication differences</td>
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<td>3.3 Demonstrate strategies and techniques to promote understanding and trust in communication with adults</td>
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<td>3.4 Use skills and techniques to resolve misunderstandings and conflicts constructively</td>
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<td>3.5 Explain when and how to refer other adults to further sources of information, advice or support</td>
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<td><strong>4</strong> Be able to support children and young people in developing relationships</td>
<td>4.1 Demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others</td>
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<td>4.2 Provide an effective role model in own relationships with children, young people and adults</td>
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<td>4.3 Use appropriate strategies for encouraging and supporting children and young people to understand and respect other people’s: individuality, diversity and differences and feelings and points of view</td>
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<td>4.4 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves</td>
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<td>4.5 Provide encouragement and support for other adults in the setting to have positive relationships with children and young people</td>
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<td><strong>5</strong> Be able to comply with policies and procedures for confidentiality, sharing information and data protection</td>
<td>5.1 Apply the setting’s policies and procedures for: sharing information, confidentiality and data protection</td>
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<td>5.2 Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned</td>
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Unit content

1  **Be able to develop professional relationships with children and young people**

   *Establish rapport and respectful, trusting relationships*: ways eg recognise the uniqueness of each child, value diversity, honesty, respect, dependability, integrity, confidentiality, empathy, genuine interest; communicate effectively eg active listening

   *Supportive and realistic responses*: responses eg: appropriate to age/stage of development of child/young person, value all contributions, answer questions honestly, consistent responses, sensitive responses to concerns

   *Making choices*: offer realistic choices eg give children/young people sense of control, encourage participation in decision making, discuss targets for work or behaviour, encourage involvement in school councils

   *Give attention fairly*: ways eg balance the needs of individuals with those of the group, children and young people have different needs, sit close to children/young people who need more reassurance

2  **Be able to communicate with children and young people**

   *Forms of communication*: range eg spoken language, body language, active listening, communication through play, sign language

   *Adapting communication*: ways eg use appropriate language, meaning/message, brief, specific, concentrate on one issue at a time, do not give mixed messages, match words to body language, use open questions, active listening, encourage discussion and debate

   *Adapt communication for context*: contexts eg in learning situation, in play/leisure situations, formal language, informal language, tone

   *Adapt communication for communication differences*: importance of contact and cultural differences in interpretation of non-verbal communications; hearing difficulties eg sign language, use visual prompts, check understanding, ensure seating allows pupil to see teacher’s face, use of hearing aids; children/young people with English as an additional Language (EAL) eg use culturally relevant resources, promote thinking and talking in first languages to support understanding, group EAL pupils who share the same home language; use of Braille for children/young people with visual impairment; awareness of emotional state affecting communication; advice from SENCO

   *Strategies and techniques to promote understanding and trust*: ways eg active listening, avoid assumptions, use questions to clarify and check understanding, summarise and confirm key points, carry out promises/action, demonstrate empathy
3 **Be able to develop professional relationships with adults**

*Establish rapport and professional relationships:* approaches eg recognise the uniqueness of each person as an individual, value diversity, honesty, dependability, integrity, empathy, respect for experience and expertise of others; contribute to effective teamwork eg offer to help, follow organisation’s 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

*Adapt communication for cultural and social differences:* appreciate cultural differences in interpretation of verbal and non-verbal communications eg eye contact, orientation, gestures, use of language, interpreters

*Adapting communication:* situations eg in the classroom, informal eg the staffroom, forms of address, non-verbal communication eg orientation, gestures, formal types of communication eg emails, newsletters; 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

*Strategies and techniques:* eg active listening, avoid assumptions, respect opinions of others, negotiate, value diversity, use preferred forms of address

*Skills and techniques to resolve misunderstandings and conflicts constructively:* behaviours eg keep calm, encourage individuals to articulate their point of view, find common ground, negotiate a compromise, win-win solutions, awareness of disagreements that may arise because of poor communication eg between setting and adult

*Refer adults:* seek advice from SENCO or member of the senior management team; maintain professional relationship

4 **Be able to support children and young people in developing relationships**

*Value and importance of positive relationships:* establish relationships eg encourage children and young people to work in pairs, groups, encourage listening to others in class, encourage valuing others contributions and ideas, sharing

*Effective role modelling:* demonstrate consistent positive relationships with all children, young people and adults in the school

*Strategies for encouraging respect others:* value and respect eg all cultures, ages and personalities, encourage children/young people to speak confidently; role model empathic behaviour; challenge discrimination

*Dealing with conflict:* support eg in disagreements, keep calm if intervention necessary, follow school policy and procedures for behaviour and reporting, encourage individuals to articulate their point of view, restorative justice

*Encouraging others in positive relationships:* ways eg respect and value individuals, behave professionally, positive role models
5 Be able to comply with policies and procedures for confidentiality, sharing information and data protection

*Information, confidentiality and data protection*: sharing eg reporting concerns, lines of reporting, information, confidentiality; policies and procedures for e-safety, cyber bullying, confidentiality; procedures for reporting and recording, information storing

*Report and record information*: follow polices and procedures of school eg lines of reporting eg informal reporting, formal reporting, accurate, objective, non-judgemental, use of appropriate language
Essential guidance for tutors

Delivery

This unit covers the competence required to develop professional relationships with children, young people and adults. It is recommended that learners have completed the Unit 1: Communication and Professional Relationships with Children, Young People and Adults, which includes the required underpinning knowledge, before completing the assessment for this unit.

Learners will need opportunities to build their confidence in developing relationships with children and young people. Activities such as analysis of DVD/videos, visits to schools to observe practice followed by discussions and debates will contribute to learner understanding of the skills required for effective practice.

Role play with peer observations and peer assessment support assessment for learning and provide opportunity for learners to practise the skills and strategies required in different situations with children, young people and adults. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Learners could design a format for assembling the evidence required for this unit.

Assessment

All assessment criteria other than 3.5 must be assessed in the workplace.

Suggested assessment activities

Learners must be assessed directly on workplace performance for all assessment criteria (other than 3.5) to demonstrate their competence in developing professional relationships with children, young people and adults. Learners will need to provide evidence of:

- establishing rapport and respectful, trusting relationships with children and young people
- giving supportive and realistic responses to children and young people’s questions, ideas, suggestions and concerns
- supporting children and young people in making choices for themselves
- giving attention to individual children and young people in a way that is fair to them and the group as a whole
- using different forms of communication to meet the needs of children and young people
- adapting communication with children and young people for: a) the age and stage of development of the child or young person, b) the context of the communication and c) communication differences
- using strategies and techniques to promote understanding and trust in communication with children and young people
- establishing rapport and professional relationships with adults
- adapting communication with adults for: a) cultural and social differences, b) the context of the communication and c) communication differences
• using strategies and techniques to promote understanding and trust in communication with adults
• using skills and techniques to resolve misunderstandings and conflicts constructively
• helping children and young people to understand the value and importance of positive relationships with others
• providing an effective role model in own relationships with children, young people and adults
• using appropriate strategies for encouraging and supporting children and young people to understand and respect other people’s: a) individuality, diversity and differences and b) feelings and points of view
• ways of encouraging and supporting children and young people to deal with conflict for themselves
• providing encouragement and support for other adults in the setting to have positive relationships with children and young people
• applying the setting’s policies and procedures for: a) sharing information, b) confidentiality and c) data protection
• reporting and recording information formally and informally in the appropriate way for the audience concerned.

For assessment criterion 3.5 a brief explanation of when and how to refer other adults to further sources of information, advice or support will need to be provided, this may be a brief account.

All the assessment criteria for this unit may be supported by a diary or logbook which may include professional discussions and evidence of activities.

**Essential resources**

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

**Indicative resource materials**

**Textbooks**


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


**Journals**

*Early Childhood Education*

*Early Years Educator*

*Junior Education*

*Times Education Supplement*

**Websites**

www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities Directgov

www.education.gov.uk/ Department for Education

www.nationalstrategies.standards.dcsf.gov.uk/earlyyears The National Strategies

www.tda.gov.uk The Training and Development Agency for Schools

www.teachernet.gov.uk/management/ims/datamanagement/data_protection Teachernet

www.teachers.tv Teachers TV