

SWiS (parenting support)



Training Plan

Session 1	Theme 1: An introduction to parenting work Theme 2: Engaging and communicating with parents
Session 2	Theme 3: Sharing information and understanding parenting
Session 3	Theme 4: Safeguarding and child development
Session 4	Theme 5: Integrated working
Session 5	Theme 6: Supporting parents involvement in their child's learning
Session 6	Theme 7: Supporting attendance and inclusion



Session plans

Dates: 6, 13, 20th October and 10 and 17th November

Afternoon sessions:

13.00 - 13.30 Lunch (optional)

13.30 - 14.30 Delivery session

14.30 – 14.45 Break

14.45 – 15.45 Delivery session

15.45 – 16.00 Plenary

16.00 – 17.00 Mentoring time (optional)



Agenda – session 1

Theme 1: An introduction to Parenting work

Theme 2: Engaging and communicating with parents

Theme 3: Sharing information and understanding parenting

Theme 4: Safeguarding and child development

Theme 5: Integrated working

Theme 6: Supporting parents involvement in their child's learning

Theme 7: Supporting school attendance and inclusion



Learning Outcomes

- Understand the role of a parenting worker
- Understand the underpinning value base for parenting work
- Understand the factors that underpin and impact on effective engagement with parents
- Know some of the key communication skills for working effectively with parents
- Understand the importance of promoting equality and diversity
- Know what the social model of disability means in relation to your work
- Understand inclusion and inclusive practices



Supporting Parents

“Most parents want to do their best by their children and are increasingly expressing a desire for support to be better parents, first and foremost from friends and family, but also from government. Many parents and carers, regardless of background, feel that there are times in their lives when they need advice and support. Parents are best placed to make choices for their children but all parents benefit from access to high quality information and advice to help them make the best possible decisions.”

(HM Treasury, 2005, Support for Parents: the Best Start for Children, p22)

Government policy:

- Every Child Matters & Every Parent Matters
- The Children’s Plan
- Your child, Your schools, Our future: building a 21st century schools system



Activity 1 - Understanding your role

- Individually note down on post-its the activities that you currently undertake to support parents?
- In groups of 3-4 discuss and group the activities
 - Think about the similarities and differences
- Feedback two common themes to rest of group



Three Key Roles

Parenting workers can work to improve:

Parenting support
and information

Parental engagement
with their child's learning

School attendance
and exclusion

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic well-being



The Value Base

United Nations Convention on the Rights of the Child:

- **Article 3 – Best interests of the child**

All actions concerning the child should take full account of his or her best interests. The State's duty is to provide adequate care when parents or others responsible fail to do so.

- **Article 5 – Parental guidance and the child's evolving capacities**

The state's duty is to respect the rights and responsibilities of parents and the wider family to provide guidance appropriate to the child's evolving capacities.



Activity 2 - Applying values to the role of a parenting worker

- In groups of three consider a key parent support function:
 - a. In relation to article 3 of the UNCRC or
 - b. In relation to article 5 of the UNCRC
- Note the key points on flipchart
- Discuss in small groups



Principles and Values

Respect

Impartiality

Accountability

Principles and values from CWDC induction standards

Empowerment and ownership

Consent and confidentiality



Parents Rights and Responsibilities

- Parents are responsible for raising their children in a loving, supportive, safe, healthy and financially secure environment.
- All parents also have the right to support from government in meeting their responsibilities if they want it.

Who has parental responsibility?

- A mother always has parental responsibility for her child.
- A father has this responsibility only if he is married to the mother or has acquired legal responsibility through one of three routes:
 - (After December 1st 2003), by jointly registering the birth
 - By a parental responsibility agreement with the mother
 - By a parental responsibility order, made by a court.



Agenda – session 1, part 2

Theme 1: An introduction to Parenting work

Theme 2: Engaging and communicating with parents

Theme 3: Supporting parents and safeguarding

Theme 4: Child development and understanding parenting

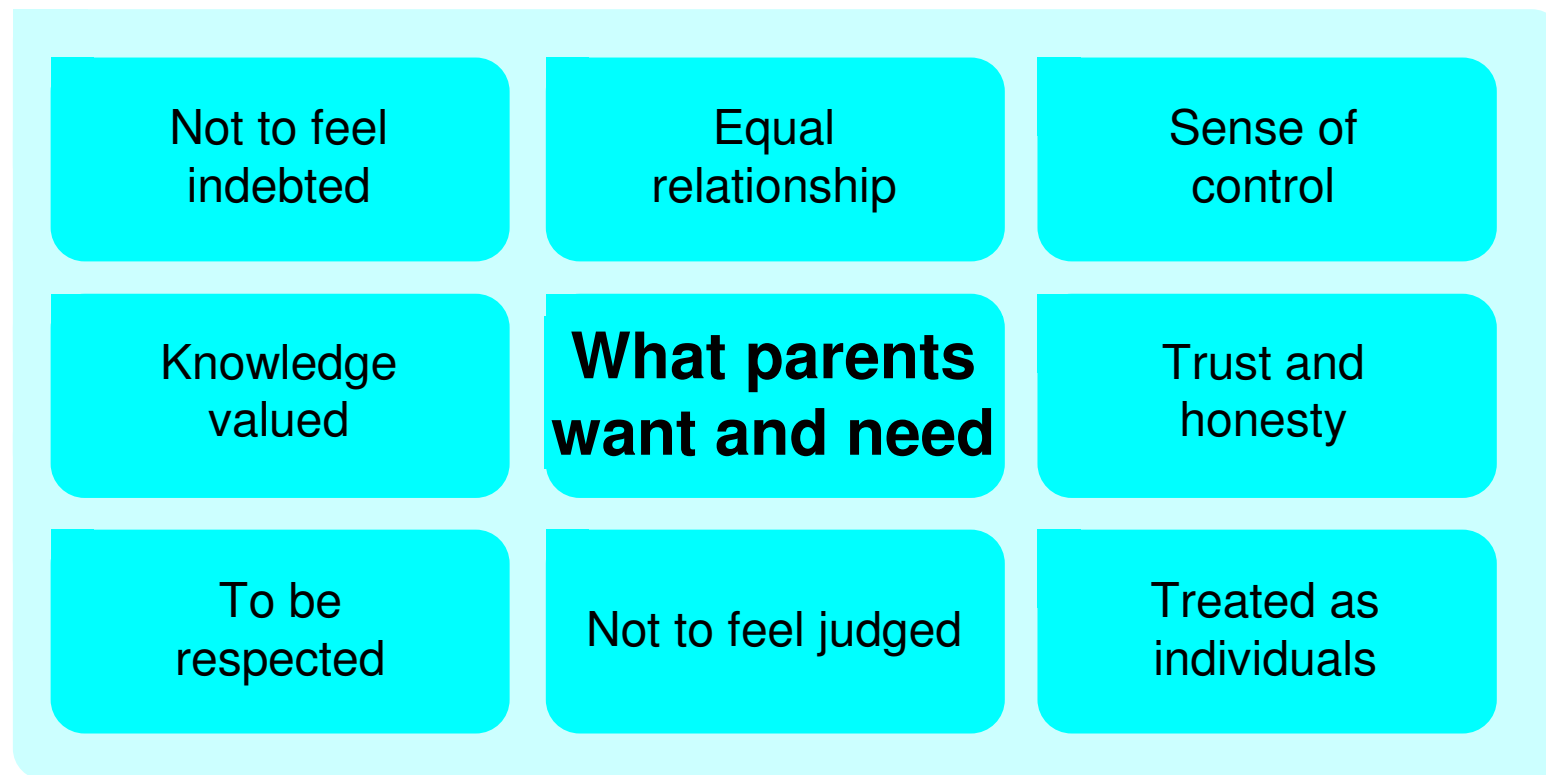
Theme 5: Integrated working

Theme 6: Supporting parents involvement in their child's learning



Factors that Underpin Effective Engagement

“Recognising parents’ expertise in their own lives, and emphasising partnership by doing things with families rather than to them, is crucial.”



Factors that impact on engagement

Engagement

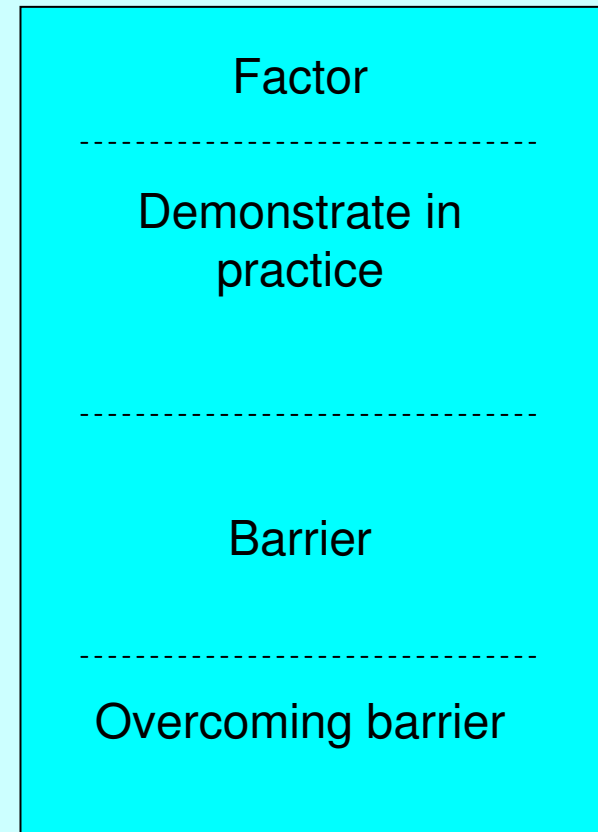
Literacy level
Language
Education level
Culture
Religion
Health
Gender

Economic factors
Experience
Family stress
Family structure
Time & environment
Beliefs & attitudes
Social factors

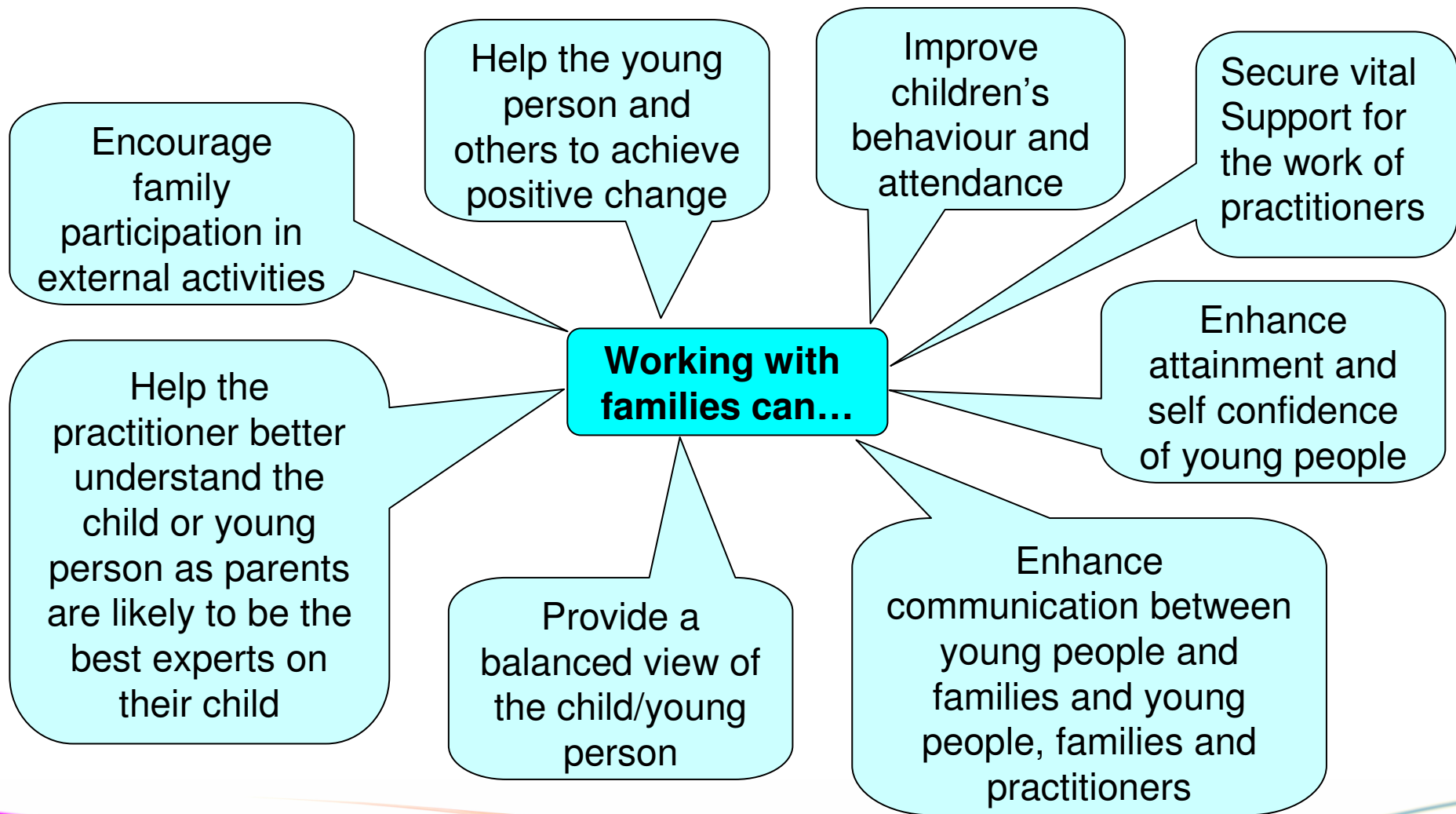


Activity 3 - Effective Engagement in Practice

1. Split into four groups
2. Choose a factor that underpins effective engagement – write at top of flipchart
3. Pass flipchart onto next group. Come up with an example of how to demonstrate the factor in practice
4. Pass flipchart on again. Think about a barrier to implementing the factor in practice and record it in section 3
5. Pass the flipchart on again. Record an action that can help overcome the barrier listed
6. Review and discuss



Building Relationships and Communicating Effectively with Parents




Partnership Working with Parents

Partnership means:

- recognising that parenting worker and parent need to contribute their experience and knowledge to achieve best outcomes
- sharing complementary skills and information
- not taking the 'expert' role

Partnership enables:

- more successful communication
 - trust and respect for each other's contributions
 - parenting workers to understand factors that underpin effective engagement
 - increased continuity for children (ie between school and home)
 - more positive outcomes
 - parents to become more confident
 - parents' existing abilities to be recognised and built on
- 

Engagement in Challenging Circumstances

When working with families in challenging circumstances, workers should always:

- consider if there is something they can do differently to make the situation less challenging for all involved
- stay calm and have calm/ordered behaviour
- avoid contributing to any challenges with their own behaviour
- know and work within their own personal and professional boundaries
- get priorities right
- attempt to see the situation from the other person's point of view
- maintain control of communication style and physical presence
- maintain a 'no blame' position
- acknowledge that there is not always an answer.



Activity 4 - Engagement in challenging circumstances

1. Split into groups based on whether you work for first, middle or high schools.
2. Read through your scenario.
3. In groups answer these questions:
 - What do you think are the main challenges for this family?
 - What could you do to engage with the parent?
 - What support would you offer?



Closing an Engagement Appropriately

Suggestions to help manage closing an engagement:

- Bring up endings as early as appropriate
- Reframe endings as an opportunity for the parent to take full control and put new skills and learning into practice
- If appropriate, suggest a limit for the number of sessions
- Slowly increase time between sessions
- Avoid making the relationship the central feature of helping
- Help the parent to see that it's their own actions that led to success and celebrate that success
- Play down the importance of ending – play up the sense of accomplishment
- Let the parent know they can come back



Activity 5 - Equality, diversity and inclusion

In three groups consider the terms 'equality', 'diversity' and 'inclusion'.

Think about and discuss your understanding of the terms.

Come up with a definition.

Think of an example which illustrates their definition



Equality, diversity and inclusion

Equality

Equality is the framework that enables opportunity, access, participation and contribution that is fair and inclusive.

Diversity

Diversity is the acknowledgement and respect of differences within and between groups of people.

Inclusion

Focus upon ensuring that everyone has opportunity to be engaged and involved in mainstream community life – whether it be education, employment or community involvement.

Putting values concerned with equity, participation, respect for diversity, community, rights, compassion and sustainability into action.

Valuing all equally and enabling participation.

Definitions taken from www.raise-networks.org.uk
& DCSF



Inclusion

The DCSF have defined an inclusive education service as:

- Inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include pupils
- The interests of pupils must be safeguarded
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential



Models of disability

The **social model of disability** views discrimination and prejudice as being rooted in the barriers of attitude, environment and organisation of society. The focus of work is therefore on who the child is, not on their disability. Attention is put on his/her likes and dislikes and on supporting him/her to live as full and active a life as possible.

The **medical model of disability** views disabled children and young people as being in some way deficient. IN the medical model attention is focussed on 'impairments' that the child has and tries to 'fix' them.



Activity 6 - Models of disability

Consider and discuss the statements below:

1. When working with disabled children and their families, practitioners should always focus on the strengths and wishes of the child and family rather than sorting out the disability.
2. Parents should be given as much information as possible about their child's condition as soon as it is available.
3. As a practitioner you need to work with the child and family to alleviate as many of the difficulties arising from the disability as quickly as possible.
4. Parents of disabled children should be encouraged to promote their child's independence in every way they can.



Learning Outcomes - recap

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