

## Introduction

### Summary

This unit is about establishing and developing good working relationships with parents and carers and getting them involved in the work of the play environment. The unit is appropriate for all play environments whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The unit is divided into three parts. The first part gives some examples and explanations of some words we use in the unit. The second part describes the two things you have to do. These are:

- PW29.1**    **Contribute to working relationships with parents and carers**
- PW29.2**    **Support the involvement of parents and carers in the play environment**

The third part describes the knowledge and understanding you must have.

### Target Group

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

### Linked Units

This unit links closely with units PW33, PW34, PW35 and PW36.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

**What We Mean By Some of the Words Used in this unit**

<b>Children and young people</b>	<i>All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.</i>
<b>Communicate/communication</b>	<i>Conveying knowledge, information, feelings, ideas, needs or wants to others.</i>
<b>Diversity</b>	<i>Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability.</i>
<b>Effectively</b>	<i>Producing a successful outcome for the persons involved</i>
<b>Individuality</b>	<i>The combination of qualities and characteristics that distinguish one person from others.</i>
<b>Play environment</b>	<i>Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.</i>

## PW29.1

## Contribute to working relationships with parents and carers

## The National Standard

**What you must do**

*To meet the national standard, you must:*

- 1 communicate with parents and carers in a way that helps them to feel welcome and valued
- 2 exchange **information** with parents and carers in ways that meet their needs
- 3 provide **information** to parents and carers when it is in the interests of the children and young people you work with
- 4 respond to disagreements or differences of opinion with parents and carers according to your procedures
- 5 keep information from and about parents and carers confidential
- 6 pass on information about or from parents and carers, when required by your organisation's policy
- 7 show that you value parents/carers' diversity and individuality
- 8 respond positively to complaints and suggestions according to your organisation's procedures

**What you must cover**

*This element covers the following types of:*

**a information**

- 1 about play and playwork
- 2 on the children's experiences
- 3 on opportunities available in the play environment
- 4 on agreed procedures and values
- 5 on ways in which parents and carers can be involved in the play environment

## PW29.2

## Support the involvement of parents and carers in the play environment

## The National Standard

**What you must do**

*To meet the national standard, you must:*

- 1 discuss with parents and carers the **possibilities** of being involved in the play environment
- 2 work with colleagues to help find **possibilities** to involve parents and carers
- 3 help parents and carers to understand the values and policies of the play environment
- 4 help parents and carers to actively take part in the range of **possibilities**, giving the information
- 5 help to review with parents and carers their involvement in the play environment

**What you must cover**

*This element cover the following types of:*

**a possibilities**

- 1 supporting play
- 2 helping with provision of food and drinks
- 3 helping with administration
- 4 helping with trips and outings

### What you must know and understand

*To be competent in this unit, you must know and understand the following*

- K1 how the Playwork Principles specifically relate to this unit
- K2 why good working relationships with parents and carers are important
- K3 some of the issues affecting parents and carers including social, cultural, and economic pressures
- K4 how to help parents and carers feel welcome and valued in the play environment
- K5 the information needs and expectations that parents and carers may have and how to meet these
- K6 why it is important to show respect for other adults' individuality and how to do so
- K7 the importance of clear communication with parents and carers
- K8 the importance of being sensitive to communication difficulties with parents and carers and strategies you can use to overcome these
- K9 the importance of showing that you listen to parents and carers and take their views and opinions seriously
- K10 how to balance the wishes of parents and carers with the agreed procedures and policies of the organisation and the rights of the child
- K11 how to assure parents and carers of children who experience barriers to access that the environment is inclusive and welcomes them
- K12 the importance of confidentiality and how to balance the need to respect confidential information about parents and carers with the welfare of the child
- K13 typical situations that may cause conflict with other adults and how to deal with these effectively
- K14 your organisation's complaints procedure
- K15 how to encourage parents and carers to become involved in the work of the play environment
- K16 the types of opportunities that you can create for parents and carers to become involved and the contributions they can make
- K17 legal requirements for parents and carers to become involved in activities in the play environment
- K18 your organisation's policies and procedures for involving parents in activities
- K19 the importance of parents and carers understanding and supporting the values

and policies of the play environment, including those for inclusion

K20 the types of guidance, information and support parents and carers may need to be involved in the play environment