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| **Level 2- Unit 2 - Communication and professional relationships**  **with children, young people and adults** | | | | |
| **Communication skill** | **Benefits- what does it achieve?** | **What affects**  **Communication?** | **Skills/**  **Techniques to help** | **Communicating with adults** |
| **Active listening** | Boosts confidence and self-esteem.  Allows repetition of key facts.  Demonstrates interest. | **Age** | Use developmentally appropriate language.  Use correct form of address (name or title).  Be on same eye level. | **Active listening and positive comments are still appropriate, although responses do not need to be exaggerated.** |
| **Open ended questions** | Encourages sustained conversation.  Confirms understanding of key points.  Allows modelling of vocabulary or grammar.  Develops language skills. | **Context of communication** | Use body language, facial expression & tone to reflect context.  Encourage use of appropriate vocabulary through modelling and repetition. | **Communication with adults in school is usually on a professional basis; courtesy and respect should be shown, with use of the preferred form of address.** |
| **Visual props** | Promotes expansion of vocabulary.  Reinforces meaning.  Engages interest. | **Language** | Use visual props or sign language.  Frequent repetition of key words or phrases.  Use simple, unambiguous language.  Allow sufficient time for responses.  Learn key words (e.g.: greetings) in home language. | **Adults usually have a longer attention span than children, so communication can be more prolonged.**  **More complex vocabulary and grammar can often be used** |
| **Non-verbal communication** | Helps to convey meaning.  Provides further opportunities for self-expression and communication.  Encourages participation | **Sensory impairment** | Make effective use of specialist equipment.  Use visual/tactile props or sign language.  Speak clearly  Ensure area is well lit and minimise distractions.  Ensure face is visible when speaking. | **It may be appropriate to communicate with adults in a range of ways; letter, telephone, email, etc., as well as face-to-face.** |
| **Positive responses** | Encourages consideration for others.  Demonstrates respect for others’ views.  Develops listening skills. | **Speech, language or communication impairment** | Use appropriate non-verbal communication.  Be patient.  Allow sufficient time for responses.  Give full attention.  Offer regular praise and encouragement. |  |
| **Turn taking** | Demonstrates interest.  Creates supportive atmosphere. Eye contact  Helps to establish rapport | **Cognitive abilities** | Keep information clear and to the point.  Avoid complex instructions.  Regularly check understanding.  Use visual props or demonstrations as appropriate. | **More complex vocabulary and grammar can often be used** |
|  |  | **Emotional state** | Recognise and respect reluctance to communicate.  Use positive body language and facial expression.  Use open questions to encourage communication. |  |
|  |  | **Cultural differences** | Use correct title/form of address.  Respect etiquette (e.g. eye contact, personal space). | **Communication with adults in school is usually on a professional basis; courtesy and respect should be shown, with use of the preferred form of address.** |

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| **Unit 2 1.1 describe how to establish respectful, professional relationships with children and young people.**  **Unit 2 1.2 describe with examples how to behave appropriately for a child or young person’s stage of development.**  **2.2 describe the importance of adult relationships as role models for children and young people.**  **Unit 4 1.4 describe how own behaviour could:**  **a) promote effective interactions with children and young people**  **b) impact negatively on interactions with children and young people**  **Unit 2 3.4 describe how to adapt communication to meet different communication needs.** |
| **You are supporting a new child to the school with numeracy what are the main communication skills you would use and for what justification?**  **How was the support to the child made more successful by the communication skills you used? What kind of appropriate behaviour was appropriate for the child and how would you have modified this for an older/younger or learning disabled child or young person? What sorts of behaviour could promote effective relationships and outcomes and what kind of behaviour would bring out negative responses from the children?** |
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| **One of your pupils is deaf and she is not very fluent in English and you are not very fluent in British Sign Language. What would be the most successful methods of communication? What kind of strategies would you use and to adapt to make the communication between you effective.** |
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| **Unit 2 3.2 describe the main differences between communicating with adults and communicating with children and young people.**  **Unit 2 3.3 identify examples of communication difficulties that may exist.** | | |
| **Children** | **Adults** | **Young people** |
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| **Think back to an incident when you had a disagreement with a child/young person. What happened and how did you deal with the situation? Take into account their age and development.**  **What is important about being a good role model to children and young people? What does it give them?** |
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| Unit 5 2.4 provide children and young people with reasons for actions when appropriate  Unit 5 3.2 encourage children and young people to understand other people’s individuality, diversity and differences  Unit 5 3.3 help children and young people to understand and respect other people’s feelings and points of view  Unit 5 3.4 support children and young people to develop group agreements about the way they interact with others  Unit 5 3.5 demonstrate ways of encouraging and supporting children and young people to deal with  conflict for themselves  Unit 2 1.3 describe how to deal with disagreements between children and young people. |
| **Sahid and Gemma are 4. They are playing in the outdoor area just outside the classroom. Sahid is riding the new shiny red bike. Gemma is shouting that she wants a go and is holding onto the back of the saddle. Sahid is shouting that it is, ‘Not your turn!’** |
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| **Unit 2** 2.1 describe how to establish respectful, professional relationships with adults. |
| **You have got to contact a parent about an incident at school. What is the best form of communication and how would you manage the communication? What skills and communication styles would you exhibit and why would these be effective?** |
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| **You are in the staff room with a colleague who is upset about something. What skills would you use and for what reasons?** |
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| **You are on a training course and have been put in a group of people who you have not met before in order to complete a team building task. How do establish rapport and a professional relationship with the other team members?** |
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| 3.5 describe how to deal with disagreements between  b) the practitioner and other adults. |
| **You are on playground duty with another teaching assistant (TA) and a volunteer helper you notice that a child has fallen over and the other TA goes to help the child. The volunteer helper suddenly turns on the TA demanding to know what she is doing and what her qualifications are in First Aid. When the TA tries to explain that she doesn’t have any qualifications, the volunteer helper butts in that she has no right to touch the child.** |
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**PLTS-**

RL 5 - evaluate experiences and learning to inform future progress

TW 3 - adapt behaviour to suit different roles and situations, including leadership roles

TW 4 - show fairness and consideration to others

SM 7 - manage their emotions, and build and maintain relationships

EP 1 - discuss issues of concern, seeking resolution where needed

EP 2 - present a persuasive case for action

EP 3 - propose practical ways forward, breaking these down into manageable steps

EP 4 - identify improvements that would benefit others as well as themselves

EP 5 - try to influence others, negotiating and balancing diverse views to reach workable solutions

EP 6 - act as an advocate for views and beliefs that may differ from their own