

Tda 3.1

communication and
professional
relationships with
children, young
people ...



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relationships with children, young people & adults 1 Explain why effective communication is important in developing positive relationships with children, young people and adults. 1. 1 It is important to adapt communication to include all children. In my class the children are always greeted with a smile, good morning and how are you today. Some of the children have news to tell you. I get down to their level and have eye contact and listen to what they have to say. I always show interest in what they are saying as it boosts their confidence and shows that you care.

When talking to the children I use the level that the child I'm talking to can understand as some of them you have to use short sentences as they can't handle too much information. When talking to adults I always speak clearly and use positive body language like smiling. I'm always friendly to all member of staff or anyone I come into contact with. The school has an open door policy so parents/carers are always popping in and I know a lot of them. So I'm always respectful and friendly and often hold conversations with them. We also have to make phone calls home so I am polite and friendly and sometimes have to be sympathetic.

Explain the principles of relationship building with children, young people and adults. 1. 2 We help children to learn the value of positive relationships in many ways. We promote and reward positive behaviour, encourage turn taking, we ensure we are good role models; we encourage sharing and build self esteem of the use of praise and reward. We also encourage the children to be kind to each other. As adults we must respect other peoples view even if we don't agree as everyone is entitled to their opinion. Always show your

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interested in what people are saying, show concern if needed and be a listening ear.

It is important to develop positive relationships because we are all part of a team. And by doing this the children will learn from us. Explain how different social, professional and cultural contexts may affect relationships and the way people communicate. 1. 3 Social - this can affect children's learning as children react differently in different learning environments. Some children work better doing one to one work or some work better in groups. As some children get very distracted easily. When I'm doing one to one work I explain what we are going to do or show how to do it. I ask questions and answer questions.

Sometimes we have actions like phonics. When I work with groups I work as I have answer above but some children are different levels. So I have to teach differently to the individual. The whole class the children take it in turns to speak or do something on the white board. As a Teaching Assistant I always remains very professional to whom I come into contact with. Professional - formal - email, staff meeting, phone calls to outside agencies, departmental and parents evening. Informal - open door policy, letter home, Courtland's School web site, coffee morning, notice boards And phone calls home when a child is ill.

The communication is different in school i. e. how you Respond to people, your body language and also how you dress. Jenifer Turner DSTL3 TDA 3. 1 Communication and professional relationships with children, young people and adults. 1. 3 con'td cultural - Their religion, gestures, and clothes as

some religions they have to cover up the whole body except their eyes. As some cultures don't use their right hand and eat with their left. The language barrier as English might not be their first language and need a translator.

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

1 Explain the skills needed to communicate with children and young people.

In my class we have a visual time table which lets the children know what they will be doing though the day. That we go through it in the morning and after lunchtime to reinforce. Some children have help me signs as they find it hard to ask for help. So they come to us with the sign and will know they need help. We also use sign language like thumbs up for good work, have you been good, facial expression like smiling or sad face let children know that they may not be making the right choices.

The children in my class find it very difficult either to sit still or do work or both so they have charts that have faces on green happy, yellow need to try harder and red sad. The children in my class need close contact due to their ages or they need more help than other children because of their special needs. I always give eye contact when working with the children and show that I'm interested in what they are saying. I bend down to their level or sit on a chair and speak to them at the level they can understand. I'm always approachable and friendly and willing to listen or if they just need a hug. . 2

Explain how to adapt communication with children and young people for: The age of the child or young person - simple language that the child or young person can understand. They might have low attention levels. They might need more reassurance like close contact i. e. sitting on your lap. The young person may need extra time for speaking due to stammer. The context of the

communication - When in class I am very focused and when work is set. I tell the children what we are going to do or show them and that is what is done hopefully. But when I do play ground duty I'm sort of like a play friend.

Communication differences - sign language for those who can't communicate or who find it difficult. The visual time table lets them know what happening helps reinforce. 2. 3 Explain the main differences between communicating with adults and communicating with children and young adults. The different communication with adults is show interest in the conversation with eye contact and good body language and facial gestures like smiling. The conversations you have with adults are more complex. The different communication with children and young people are simple language, eye contact, and show interest in what they are saying.

Be clear when talking making sure they understand, good body language and facial expressions like smiling. Jennifer Turner DSTL3 TDA 3. 1 2

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

4 Explain how to adapt communication to meet different communication needs of adults. You would adapt adult communication by using sign language if they can't talk or have problems with speech. You would write things on paper if someone was hard of hearing or lip read. You could send letters, emails and phone calls. . 5 Explain how to manage disagreements with children young people and adults. Children and young adults -When children have fallen out or something has happened I ask both children what has happened, and normally someone owns up. I get them to say sorry when they are ready. If a child has hurt a child or not being safe they have to right

out the class rules and miss some play time. They also get a red on their
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behaviour chart. Some of the children because they have hurt children or not been safe go to the Head Masters room till they are ready to come back to class.

Adults- There was a lady that used to work at the school that used to like to gossip and want you to take sides and she flatly said no I don't want to get involved. But after that she didn't like me very much and would say horrible things to me on a regular basis. I got fed up with the bullying and asked her if we could speak some were private and I asked her what I had done. She said I had not done anything it turns out she was jealous of me. But if I couldn't have sorted it out me would have told my teacher and if she couldn't help then I would go to the Deputy Head Teacher.

We all have different views and we don't always agree. But we have to agree to disagree. At Courtland's School we are like a family so we know people really well. So if there are problems we are considerate and a shoulder to cry on, or space as some people don't want to talk about it. 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.

The Data Protection Act 1998 is in relation to recording, reporting and sharing information. The main purpose of confidentiality is to protect individual's rights of privacy. The Every child matters means we should be working much closer with agencies such health visitors, schools and welfare services. At Courtland's School all confidential files are kept in a filing

cabinet, which are securely locked at all times. The main computer which is in reception also has confidential files on it which is pass worded. All information goes through the Head Master so it would be up to him who saw the files.

There is never information given over the phone and discussions about pupils take place in the staff room, Head Masters office or the class room. The information that I know is on a need to know basis. But because I have been working at Courtland's School for 4 years and worked in all classes I tend to know a lot about the children i. e. medication. We only share information with the appropriate people with the say so of the Head Master.

Jennifer Turner DSTL3 TDA 3. 1 3. Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this. The importance of confidentiality is paramount we always tell parents/carers that information we have will not be shared with anyone without their permission. We always make it clear that it is confidential what has been discussed. I'm aware of confidential information and i don't talk to anyone or discuss this unless i feel there is neglect, or a child could be harmed. Also if you discussed something that was confidential and someone over heard half the conversation they could put 2 and 3 together.

It is also more than my jobs worth to talk about these things to people that are not involved. 3. 3 When would you breach confidentiality protocols? I would never promise a child that I would not tell anyone else. I would make it clear at the being. If I have any worries about a child I tell my teacher with my concerns. The kind of things you would breach protocol are if you think a

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child is being neglected, sexual abused; break down in family unit, mum or dad dies or medication. All work covered in this section is my own knowledge, or I've asked the teacher and I've looked my old NVQ 2.