

Transforming the Parenting Workforce in England: Reaching Vulnerable Families

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The Academy's vision

Mission

To transform the quality and size of the parenting workforce across England so that parents can get the help they need to raise their children well.

Vision

Our vision is of all parents who need it being able to access quality support from trained practitioners capable of helping them to raise their children to be happy, healthy, safe, ready to learn and make a positive contribution and achieve economic well-being.



How did we reach this point?

Supporting Families 1998

Parenting Orders: Crime and Disorder Act

Creation of National Family and Parenting Institute

Children Act 2004 underpinning Every Child Matters
“Be Healthy; Stay Safe; Enjoy and Achieve; Make a
positive contribution; Achieve economic well-being “

The Children’s Plan 2008

“The time is right to set out a new relationship with parents”

Every Parent Matters 2007

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- Services for parents around the parent-child relationship
- 150 local authority areas have a local Parenting Strategy and local Parenting Commissioner
- Every Govt. region has Parenting lead
- Family Information Service every area
- Parent Know-How planned for 2009: web; text; phone; print.

Expansion of Services

- **3000 Children's Centres** - one in every local area for parents of children 0- 5
- **26,000 Extended Schools** offer a route to services for parents of 6-18
- **Parenting Experts:** 1 or 2 in every area
- **Parent Support Advisers** pilot attached to 1,200 schools
- 18 areas **Parenting Early Intervention Pathfinders** - parents of 8-13 at risk



Vulnerable; Hard to Reach

- **Family Intervention Projects** balance support and enforcement in 53 areas
- **Family Pathfinders** target low achieving families and encourage co-operation between agencies; whole family assessment; dedicated key workers
- Common Assessment Framework
- Think Family: **No Wrong Door** : Social Exclusion Task Force.....**why?**

Dr Stephen Scott (with LSE) 2002

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- Cost to the public purse of a child with conduct disorder - £70,000
- With conduct problems - £25,000
- Cost of a child with no specific disorder - £7,000
- (These costs do not include food, clothing, travel, entertainment or other incidental expenses!)

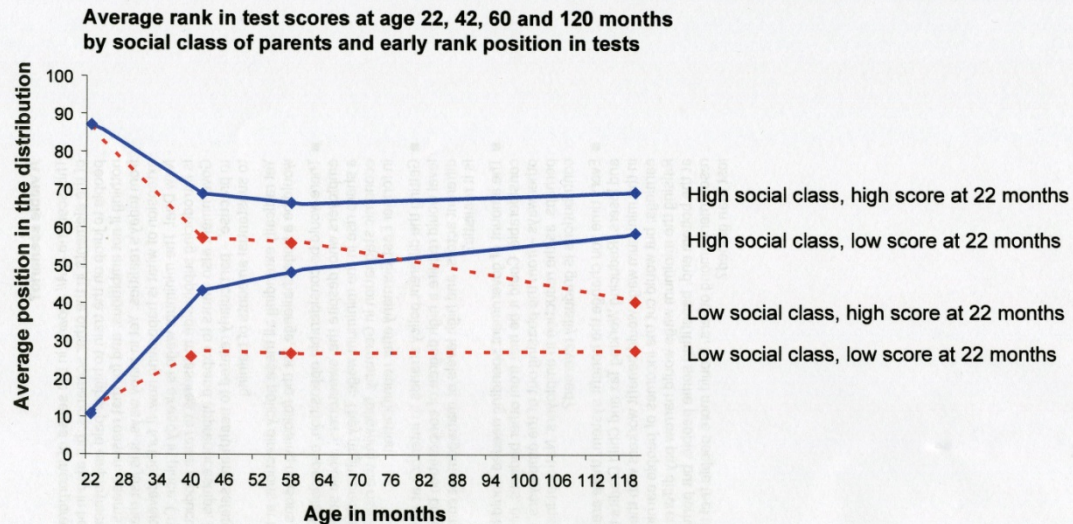
2003 Prof Charles Desforges with Alberto Abouchaar DfES Report 433



- “At-home good parenting has a significant positive effect on children’s achievement and adjustment even after all other factors affecting attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups”.”
- The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment:: a Literature Review”



THAT NURTURE MATTERS IS POWERFULLY ILLUSTRATED BY CHILDREN'S EARLY YEARS DEVELOPMENT BY SOCIAL CLASS AND IQ



Source: *Inequality in the early cognitive development of British children in the 1970 cohort* by Leon Feinstein, *Economica*, February 2003

Self-Esteem

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- “The most important influence on a person’s level of self-esteem are their parents; once parents have had their say, little else in life is able to modify the opinion of self thus formed.” *“The costs and causes of low self-esteem” Prof Nicolas Emler; University of Surrey. Joseph Rowntree Foundation 2001*



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Erini Flouri, Ann Buchanan; Oxford; based on NDCS study “Hard to Reach?”

- Once fathers are “involved” they remain so
- Children are less likely to be in trouble with the police
- It plays a protective role against psychological problems in adolescents where parents have separated; this effect is stronger for daughters
- Father involvement at age 7 predicts higher educational attainment by age 20 – girls and boys
- Good father-child relations are associated with an absence of emotional and behavioural difficulties in adolescence and greater academic motivation

David Quinton “Supporting Parents: Messages from Research” 2004

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- “How we work with parents is as important as what we do” *Quinton*
- “They think you don’t know anything; that you’re stupid”
- “Support means you are in charge; the parent is still in charge, and you are just asking for help or support and whatever happens, you are the one in charge”
- (Ghate and Hazel 2001 “Parenting in Poor Environments”)



What's the need?

The Academy's Scoping Gaps report,
Nov 2007

‘Although it is not possible to quantify either the size of the workforce or its skill mix and gaps, it is fair to conclude that there are considerable gaps in the training of practitioners and gaps in the provision of a range of qualification-based training options’



Transforming quality and size

- All parenting practitioners to have a required level of evidence based skills
- More practitioners to be trained in group-based evidence-based programmes
- More programmes to have evidence base
- Workshop series including work with fathers

National Occupational Standards

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National Occupational Standards (NOS) are nationally agreed statements of competence* which describe what an effective and competent worker does and needs to know to deliver quality in their job

Can apply to organisations too

NOS Work with Parents 2005

**competence is defined as 'the ability to perform to the standard required in employment across a range of circumstances and to meet changing needs' (QCA)*



Generic Training

- Level 3 (pre-university) City and Guilds
- Covers generic knowledge and skills
- Resources ready on-line 2009
- Careful recruitment, supervision and support
- Training for trainers
- Includes adult training skills
- Need to select programmes carefully

Evidence based



- Commissioning Toolkit lists programmes
- with their evidence base
- Public money to be committed on the
- basis of evidence
- Academy training only where commitment to
- delivery
- The Academy Regional Team is working
- closely with Regional/local Parenting Leads
- Helping to develop the evidence base

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Qualifications and Curriculum Framework (QCA)

- Lists the knowledge and skills needed across the entire children's workforce.
- Enables workers to add to existing knowledge and skills
- Academy "Top-up" training for social workers, health visitors and youth justice workers
- Training for referral for everyone not trained for work with parent-child relationship.



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