



**Australian Government**

# **CHCECE028 Collaborate with families to plan service and supports**

**Release: 1**

## CHCECE028 Collaborate with families to plan service and supports

### Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to performance criteria</p> <p>New evidence requirements for assessment including volume and frequency requirements</p> <p>Removed pre-requisite</p> <p>Significant changes to knowledge evidence</p>

### Application

This unit describes the skills and knowledge required to collaborate with families to plan and review the provision of care, education and additional supports as required.

The unit applies to educators who work with children in a variety of education and care services.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*

1. Explore the needs of the child and family with parent/s

1.1 Work collaboratively with parent/s to identify needs of the child and family

1.2 Gather sufficient information about needs from a range of sources to enable decisions to be made

1.3 Determine needs in relation to additional interventions or crisis support

1.4 Treat and document information according to organisation's guidelines and legislative requirements

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance Criteria specify the level of performance needed to demonstrate achievement of the Element.*

	<p>1.5 Demonstrate respect for a parent's decision not to share information about their family, as relevant</p> <p>1.6 Demonstrate respect for the family and their child rearing practices in all communications</p>
<p>2. Provide information about the service and discuss issues with parent/s</p>	<p>2.1 Provide comprehensive information about the service and service system to parent/s using appropriate language and visual aids</p> <p>2.2 Clearly explain parents' rights and responsibilities in relation to service policies</p> <p>2.3 Sensitively communicate with parent/s about any issues relating to their child</p> <p>2.4 Make appropriate referrals to other services when children or families could benefit from additional support</p> <p>2.5 Develop, implement and review written strategies to ensure that information and service processes are accessible to family members</p> <p>2.6 Ensure the process of service delivery aims to increase active and positive participation of families in the community.</p>
<p>3. Facilitate interventions</p>	<p>3.1 Implement intervention and/or crisis support procedures as required</p> <p>3.2 Monitor intervention and support services in consultation with family and adjust approaches to ensure ongoing satisfaction and positive outcomes</p>
<p>4. Review service provision with family members</p>	<p>4.1 Actively seek feedback from parents and act upon it appropriately</p> <p>4.2 Regularly review agreement for service with the family</p> <p>4.3 Challenge a family member's failure to follow service guidelines as required</p> <p>4.4 Explore and negotiate issues and concerns identified by parent/s</p>

## Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

*Foundation skills essential to this unit are explicit in the performance criteria*

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>