



Australian Government

Department of Education, Employment and Workplace Relations

CHCRF301E Work effectively with families to care for the child

Release: 1

CHCRF301E Work effectively with families to care for the child

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to establish a positive relationship with the family of a child going into care and negotiate in relation to care practices to facilitate the child's transition into care

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Establish a positive relationship with *family members*

- 1.1 Complete introductions and outline worker's own role clearly
- 1.2 Show the facilities to family members
- 1.3 Ensure verbal and non-verbal communication styles are used appropriately
- 1.4 Create welcoming atmosphere for family members and provide opportunities for them to participate in the children's experiences

2. Exchange information with family members about the child's physical and emotional care needs

- 2.1 Ensure information sharing about child's participation in program occurs *frequently* in accordance with the *organisation's guidelines*
- 2.2 *Make yourself available* for parents to provide information
- 2.3 *Communicate information* in a culturally appropriate way
- 2.4 Respond to messages promptly

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 3. <i>Respond to a family member's concern</i> about their child | 3.1 Listen to questions and concerns and respond according to organisation's procedures
3.2 Direct family member to appropriate person or place when <i>further support</i> or action is required
3.3 Ensure communication is appropriate to age, cultural and linguistic background of individual/ group |
| 4. Reach agreement with family members about care practices | 4.1 Reach agreement on specific requests by negotiation and modification of care practices
4.2 Explain importance of program aspects to parents in relation to their child's needs/development
4.3 Clearly explain and discuss limitations
4.4 Negotiate alternatives/compromises as necessary
4.5 Clearly communicate final decision to all involved |
| 5. Facilitate child's transition into care | 5.1 Encourage parents to <i>familiarise</i> themselves and their children with the service and workers
5.2 Encourage parents to develop clear and reasonably consistent process of farewell and pick up
5.3 Provide clear information and reassurance to assist parents to develop confidence in the service
5.4 Acknowledge parents' feelings about child care and support in all conversations |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Diversity of family types and cultures
- Interpreter services, and communication through interpreters
- Organisation standards, policies and procedures
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a relationship with family which enables the needs of the child to be communicated or met

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply basic communications skills such as active listening and questioning
- Apply interpersonal skills
- Demonstrate a genuine interest in the children, and their families
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Family members may include:

- Brothers and sisters
- Extended family members
- Fathers
- Foster children
- Grandparents
- Kin
- Mothers

RANGE STATEMENT

Organisation's guidelines about exchanging information with family members may include:

- Recording of any family members to whom information is not to be provided
- Who is permitted to pass on information

Frequently may be:

- According to the pattern of the child's participation in the service
- Daily
- Weekly

Depending on:

- Frequency of attendance
- Issues of the day
- Length of time the child and family have been using the service
- The child's age

Make yourself available to parents will differ according to the structure of the service. Workers may be available via:

- Care review meetings or conversations
- Communicating in a style that is appropriate to the parent's expectations
- Conversations when parent/s arrive to collect the child
- Conversations while parent participates with or alongside worker in an activity
- Telephone
- Welcoming children with their parent/s

Communicate information may be via:

- An interpreter
- Notes on whiteboard, bulletin board
- Verbal conversations
- Worker who has second language/language of parent
- Written notes

Respond to a family member's concern may include:

- Communication guidelines to respond to regularly received /serious questions or comments
- Directing person to appropriate person in the service

RANGE STATEMENT

Further support may be available through:

- Literature
- Local networks
- Referral to professionals/other services
- Telephone support services

Familiarise may relate to:

- Equipment
- Other children
- Physical environment
- Timing of program events

Unit Sector(s)

Not Applicable