Australian Government

Department of Education, Employment and Workplace Relations

CHCRF511A Work in partnership with families to provide appropriate care for children

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCRF511A Work in partnership with families to provide appropriate care for children

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work in partnership with families to care for the child

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. Consult *family members* about the child, and the child's needs	1.1 Gather *information about the child's needs, routines and preferences* on an ongoing basis 1.2 Briefly gather information about key *family events* that may influence the child's behaviour 1.3 Maintain confidentiality of information 1.4 Exchange information about child's interests 1.5 Gather information about family's specific child care practices 1.6 Actively seek parent requests in relation to their child's care 1.7 Use *appropriate communication strategies*
2. Reach agreement with family members about care practices	2.1 Reach agreement on specific requests by negotiation and modification of care practices 2.2 Explain importance of program aspects to parents in relation to their child's needs/development 2.3 Clearly explain and discuss *limitations* 2.4 Negotiate alternatives/compromises as necessary 2.5 Clearly communicate final decision to all involved

ELEMENT	PERFORMANCE CRITERIA
3. Provide *opportunities for family members to participate* in the service/ program	3.1 Create *a welcoming atmosphere for all family members* 3.2 Provide opportunities for family members to participate in the children's experiences 3.3 Create opportunities for parents/family members to provide feedback and ideas about the program 3.4 Encourage parents to be involved in decision-making processes of the service 3.5 Accept varying levels of involvement in communications with parents 3.6 Facilitate parent and carer support networks 3.7 Promote the importance of parenting and caring
4. Provide information to parents/carers about incidents and develop care strategies together	4.1 Clearly and calmly communicate information about specific incidents 4.2 Allow time to listen to reaction of parent/s and/or carer/s to news of incident 4.3 Facilitate discussion about possible impact of incidents 4.4 Make suggestions about suitable responses as appropriate 4.5 Develop and implement strategies for response by family and service
5. Respond to a family member's concerns about a child	5.1 Listen respectfully to questions and concerns 5.2 Discuss situation causing concern with family member to reach clear understanding of situation 5.3 Develop and implement strategies for response by family and service 5.4 Determine and fulfil appropriate follow up

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:

- Parent/carer reactions to separation from child and use of child care
- Strategies for involving family members in the service
- The value of participation by parent/carer in children's services - for the child, parent/ carer and service
- Organisation standards, policies and procedures

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Consult and plan activities collaboratively with families

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:

- Demonstrate collaborative style of relating to parents and carers
- Demonstrate respect for parent's strengths, competence and knowledge of their child
- Demonstrate non-judgemental attitude to different perspectives
- Apply communication skills such as:
  - empathy
  - active listening
  - checking understanding

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:

- Mothers
- Fathers
- Grandparents
- Siblings
- Kin
- Extended family members
- Foster children
- Partners of parents
- Guardian and foster parents

RANGE STATEMENT

Information about the child's needs, routines and preferences may include:	• Food and drink preferences • Sleeping and rest patterns • Health status • Toys and activities preferred • Level of social interaction/solitude preferred • Level of abilities • Additional support needs • Developmental stage information • Cultural requirements • Expectations of the parent/s regarding the child • Forbidden foods • Particular food and drink needs of the child
Information may be gathered through:	• Enrolment forms • Enrolment interviews • Conversations • Referral agents
Family events that may have an impact on a child's behaviour include:	• Major changes to health/housing/work • Addition of a family member e.g. sibling, step parent, carer • Crises and family problems • Conflict and violence • Losses and grief • Parental absence • Family celebrations • Moving home • Other celebrations
Appropriate communication strategies may include:	• Use of interpreters • Degree of privacy • Degree of formality • Relaying messages as required

Community Services and Health Industry Skills Council

RANGE STATEMENT

Requests for specific actions may include:	• Requests to take child to doctor/ dentist/ kindergarten • Relaying messages as required
Limitations in relation to care practices that may be discussed with parents may be due to:	• Resources at the venue • Time available • Peak/slower time of day involved • Physical layout • Own health, stamina • Number of children in care
Parent's feelings about child care may include:	• Anxiety • Guilt
Opportunities for family members to participate include:	• Suggestion boxes • Evaluations and surveys • Membership of management/parent/carer committee • Activities and meals involving children, staff and family members • Excursions • Parent representative in policy decisions
A welcoming atmosphere for all family members may be created by:	• Photos, paintings and posters of families and familiar places and images • Décor • Familiar procedures • Newsletters • Location of service • Comfortable space to sit and talk • Facilities to make a drink • Notice board/space for displaying family news/celebrations • An office or area available for confidential discussions

RANGE STATEMENT

Parent support networks may be facilitated by:	• Allowing time, space for parents/carers to communicate with each other
	• Hosting meetings of parents/carers
	• Providing information or referral to facilitate contact with a network

Unit Sector(s)

Not Applicable