



Australian Government

Department of Education, Employment and Workplace Relations

CHCRF622C Plan child care provision with families

Release: 1

CHCRF622C Plan child care provision with families

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to plan and review the provision of care with families

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

Pre-requisite

This unit must be assessed after achievement of related pre-requisite unit:

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

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. Explore the needs of the child and family with parent/s | <p>1.1 Invite parent/s to share relevant information about needs of child and family</p> <p>1.2 Gather <i>information</i> about needs from a range of sources as relevant</p> <p>1.3 Treat information received with confidentiality</p> <p>1.4 Document information according to organisation's guidelines and legislative requirements</p> <p>1.5 Gather sufficiently detailed information to enable decisions to be made</p> <p>1.6 Demonstrate respect for a parent's decision not to share information about their family, as relevant</p> |
|--|---|

ELEMENT**PERFORMANCE CRITERIA**

2. *Provide information about the service and discuss issues with parent/s*
- 2.1 Provide comprehensive information about the service in an appropriate way
 - 2.2 Utilise *strategies to ensure effective communication*
 - 2.3 Communicate accurate information about limits on what the service can provide
 - 2.4 Keep waiting lists up to date so clear information can be provided to parents about availability of the service
 - 2.5 Outline to parent/s how the service will provide care and meet the child's needs
 - 2.6 Explain the service philosophy and the history/rationale for policies as relevant
 - 2.7 Clearly outline parents' rights and responsibilities in relation to service policies
 - 2.8 Explain *procedures parents need to follow*
 - 2.9 Explore and clarify with parents expectations about the service
 - 2.10 Respond to concerns for child or parent about utilising the service
 - 2.11 Make appropriate referrals to other service types when parent expectations and service provision are not compatible
3. Develop parents' confidence in the service
- 3.1 Demonstrate respect for the family and their child rearing practices in all communications
 - 3.2 Develop, implement and review *strategies to ensure the service is open to family members*

ELEMENT

4. Review service provision with family members

PERFORMANCE CRITERIA

- 4.1 Actively seek *feedback from parents*
- 4.2 Receive feedback in a respectful way and act upon it appropriately
- 4.3 Regularly review agreement for service with the family
- 4.4 Challenge a family member's failure to follow service *guidelines* as required
- 4.5 Explore and negotiate issues and concerns identified by parent/s

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's perspective's about child care service - its importance, its purposes, reactions to using child care
- Boundaries and limits of the service
- Cross cultural communication
- Use of interpreters
- Resources available in other services and types of children's services
- Cultural diversity of care practices
- Custody arrangements policies
- Principle of confidentiality and issues in implementing confidentiality
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Collaboratively plan and review service provision 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 non-judgemental attitude to parents with different views about children and child care to the worker's own views
- Apply communication skills such as:
 - communication skills such as assertiveness, listening

REQUIRED SKILLS AND KNOWLEDGE

- problem solving
- empathy to parent's concerns and problems

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

EVIDENCE GUIDE

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

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.

RANGE STATEMENT

Information may be gathered about:

- Members of the family
- Custodial arrangements for the child
- Hours of care requested
- How soon care is required
- Language/s used by the child and in the home
- Additional needs of the child e.g. Language support, health needs
- Special care requirements of the child
- Financial constraints
- Eligibility for fee relief
- Special access criteria that apply
- Preferences for care provision e.g. Location, staffing
- Cultural background
- Health status
- Immunisation status
- Needs and routines of the child

Information about the needs for service may be gathered from:

- Parents
- Other family members
- Health professionals
- Schools and other community organisations
- Community members acting as advocates for the child or family

Information may be gathered via:

- Enrolment interviews
- Parent interview/phone conversations

Strategies to ensure effective communication may include:

- Use of interpreters
- Parent accompanied by advocate
- Pictures and non-verbal communication
- Alternative communication systems

RANGE STATEMENT

Provide information about the service may include:

- Program model
- Philosophy and purpose
- Policies and procedures
- Fees
- Rebates
- Assistance schemes
- Service guidelines
- Legislative/regulatory requirements

Formats for information provided may include:

- In language used by the parents
- Plain English

Issues to be communicated about availability of the service include:

- Vacancies
- Waiting lists
- Process for application
- Priority of access

Strategies to ensure the service is open to family members may include:

- Visits
- Opportunity to meet staff
- Participation in program
- Unhurried arrival and farewell times

Feedback from parents may be sought about:

- The child's experience in the service
- The parent's experience in using the service
- Suggestions for improvements

Guidelines of the service that family members should follow may include:

- Schedule for fee payments
- Procedure for collecting ill child

RANGE STATEMENT

Procedures parents need to follow may include:

- Signing
- Notifying absences
- Fee payments procedures
- Service procedures regarding nappy use/disposal

Unit Sector(s)

Not Applicable