



Australian Government

CHCECE026 Work in partnership with families to provide appropriate education and care for children

Release: 3

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Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: “Skills must be assessed in the workplace.” No change. Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to work in partnership with families to provide appropriate education and care for the child.

This unit applies to educators working 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

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

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1. Provide families with opportunities to be involved in the service

- 1.1 Create a welcoming environment for all families using the service
- 1.2 Respond to families' questions, concerns and requests in a prompt and courteous way
- 1.3 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture
- 1.4 Inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role

2. Provide information to families about their child

- 2.1 Share information with families about children's progress, relationships, interests and experiences both in and outside the service
- 2.2 Inform families promptly and sensitively of any incidents affecting their child
- 2.3 Demonstrate an understanding of each child and their family and community context
- 2.4 Implement strategies that facilitate shared decision-making with families

3. Provide information to families about the service

- 3.1 Make information about the operation of the service available to families
- 3.2 Provide information about the service in the main languages used in the community

4. Provide information about community services and resources

- 4.1 Make information available to families about community services and resources
- 4.2 Ensure that there is processes in place to maintain current contact details of community services and resources
- 4.3 Assist families to locate and contact and/or access community services and resources as required

Foundation Skills

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

- *Oral communication* – in order to facilitate collaborative discussions with parents and caregivers.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

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-bd22cc4f1e53>

Assessment Requirements for CHCECE026 Work in partnership with families to provide appropriate education and care for children

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- worked collaboratively with at least three different families to support education and care, including:
 - communicating information about children’s interests and development
 - developing care strategies together
 - engaging in discussion relevant to the child and family
- involved families in the service/program by:

- encouraging participation in children's experiences
- providing opportunities for families to give feedback on service/program

Knowledge Evidence

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 work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- strategies for involving family members in the service
- organisation standards, policies and procedures
- relevant theories that underpin the value of family/educator relationships.

Assessment Conditions

Skills must be assessed in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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