



Australian Government

CHCECE028 Collaborate with families to plan service and supports

Release: 1

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Modification History

Release	Comments
Release 1	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. Significant changes to performance criteria New evidence requirements for assessment including volume and frequency requirements Removed pre-requisite Significant changes to knowledge evidence

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**

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

1.5 Demonstrate respect for a parent's decision not to share information about their family, as relevant

1.6 Demonstrate respect for the family and their child rearing practices in all communications

2. Provide information about the service and discuss issues with parent/s

2.1 Provide comprehensive information about the service and service system to parent/s using appropriate language and visual aids

2.2 Clearly explain parents' rights and responsibilities in relation to service policies

2.3 Sensitively communicate with parent/s about any issues relating to their child

2.4 Make appropriate referrals to other services when children or families could benefit from additional support

2.5 Develop, implement and review written strategies to ensure that information and service processes are accessible to family members

2.6 Ensure the process of service delivery aims to increase active and positive participation of families in the community.

3. Facilitate interventions

3.1 Implement intervention and/or crisis support procedures as required

3.2 Monitor intervention and support services in consultation with family and adjust approaches to ensure ongoing satisfaction and positive outcomes

4. Review service provision with family members

4.1 Actively seek feedback from parents and act upon it appropriately

4.2 Regularly review agreement for service with the family

4.3 Challenge a family member's failure to follow service guidelines as required

4.4 Explore and negotiate issues and concerns identified by parent/s

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-bd22cc4f1e53>

Assessment Requirements for CHCECE028 Collaborate with families to plan service and supports

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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 evidence that the candidate has:

- identified and documented the needs of 3 children and their family using a collaborative approach
- provided information about the service to 3 sets of parent/s
- implemented families intervention or crisis support procedures for 1 family
- collaboratively planned and reviewed service provision with 3 families through feedback and negotiation

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- parent's perspectives about early childhood education and care - its importance, its purposes, reactions to using the service
- boundaries and limits of the service
- cross cultural communication
- use of interpreters
- referral networks, including:
 - resources available in other services

- types of early childhood education and care services
- cultural diversity of care practices
- custody arrangements policies
- organisation standards, policies and procedures
- consultation processes and tools and/or templates for planning with parent/s
- models of family intervention theory and practice
- family intervention strategies, scope and processes
- methods, tools and techniques for determining family needs

Assessment Conditions

Skills must be demonstrated in a workplace that provides services or support to children and families.

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.

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

Links

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