



**Australian Government**

# **CHCECE050 Work in partnership with children's families**

**Release: 1**

# CHCECE050 Work in partnership with children's families

## Modification History

Release 1. CHCECE050 Work in partnership with children's families supersedes and is not equivalent to CHCECE026 Work in partnership with families to provide appropriate education and care for children.

## Application

This unit describes the performance outcomes, skills and knowledge required to establish relationships with families, connect with the local and broader community and promote opportunities for collaboration and sharing of information with families to support effective education and care for children.

This unit applies to educators working at a senior operational or leadership level in regulated children's education and care services in Australia. Work is undertaken collaboratively according to the philosophy of the service and involves providing guidance to others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Early Childhood Education and Care

## Unit Sector

Children's Education and Care

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

### PERFORMANCE CRITERIA

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Establish and maintain relationships with families.
  - 1.1. Support families through enrolment and orientation processes according to service policies and procedures.
  - 1.2. Create a welcoming environment for all families using communication techniques that build rapport and respect.
  - 1.3. Respond to families' questions, concerns and requests in a prompt and supportive way.
  - 1.4. Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture.
  - 1.5. Make current and accurate information about the operation of the service available to families.
  - 1.6. Communicate and promote opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role.
  - 1.7. Maintain ongoing positive relationships with families.
2. Collaborate with families to share information about the child.
  - 2.1. Exchange information with families about children's progress, relationships, interests and experiences according to service policies and procedures.
  - 2.2. Inform families promptly and sensitively of any incidents affecting their child.
  - 2.3. Communicate in ways that show understanding of each child and their family and community context.
  - 2.4. Implement strategies that facilitate shared decision-making with families according to service policies and procedures.
3. Support children's connection with community.
  - 3.1. Support children's understanding of their local and broader social and physical communities.
  - 3.2. Foster children's connection with their local community.
  - 3.3. Provide opportunities for children to access and engage with the local and broader communities.
  - 3.4. Engage families in children's connections with community.
4. Provide information about government and community services and resources.
  - 4.1. Access and interpret current and accurate information about community services and resources and make available to families.
  - 4.2. Source current and relevant information regarding community services and resources according to service policies and procedures.
  - 4.3. Provide appropriate referrals to government and community services and resources based on families' needs.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION                                                                                                                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading skills to:                   | <ul style="list-style-type: none"><li>• interpret information about community services and resources.</li></ul>                                                                                                              |
| Oral communication skills to:        | <ul style="list-style-type: none"><li>• ask open and closed questions and actively listen to seek information and confirm understanding</li><li>• interact and engage with children and families to build rapport.</li></ul> |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"><li>• determine methods of relaying information in a culturally appropriate manner.</li></ul>                                                                                              |
| Technology skills to:                | <ul style="list-style-type: none"><li>• research information about community services and resources using digital media</li><li>• share information in digital formats with families.</li></ul>                              |

## Unit Mapping Information

Release 1. CHCECE050 Work in partnership with children's families supersedes and is not equivalent to CHCECE026 Work in partnership with families to provide appropriate education and care for children.

## 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 CHCECE050 Work in partnership with children's families

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## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- work with two different families, with at least two communications per family, to support education and care using all of the following:
  - active listening
  - collaborative discussion and decision-making
  - provision of clear verbal information
  - questioning
  - negotiation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the following National Quality Standard and related regulations and laws applicable to this unit including:
  - collaborative partnerships with families and communities
  - educational program and practice
- the roles of the tiers of government in the provision and funding of children's education and care services
- strategies and procedures for:
  - involving family members in the service
  - exchange of information with families about children
  - provision of service and community information for families in appropriate formats and languages
  - maintaining currency of information to be shared with families
- theories and research that underpin the value of family-educator relationships in relation to outcomes for children
- range of child-rearing practices and parenting styles:
  - their origin
  - own experience and its influence on beliefs

- value of the family as the first educator
- contemporary family structures
  - evolution of family
  - diversity within family
- communication techniques for:
  - active listening
  - building rapport
  - collaborative discussion and decision-making
  - provision of clear verbal information
  - questioning
  - negotiation.

## Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- interactions with children must be supervised by an approved early childhood educator.

Where there is documented evidence that the service does not permit performance of one or more of the above skills by individuals who are not staff members, those skills may be demonstrated through simulated activities and scenarios.

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

Assessment must ensure access to:

- publicly available information about the service
- information technology for research about community services and resources and sharing of information
- National Quality Framework:
  - Education and Care Services National Regulations
  - National Quality Standard
  - the relevant approved learning framework
- service standards, policies and procedures for:
  - collaborative partnerships with families and communities
  - educational program and practice
- children in a regulated education and care service in Australia
- families or carers of the above children.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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