

<b>UNIT CODE</b>	CHCECE052
<b>UNIT TITLE</b>	Plan service and supports for children and families
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to explore the needs of children and families experiencing complex challenges and to plan and review services and supports in collaboration with families and with other service providers as required.</p> <p>This unit applies to educators working at a senior leadership level in children's education and care services in Australia. Work is undertaken collaboratively according to the philosophy of the service.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Early Childhood Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Explore the needs of the child and family.	1.1. Work collaboratively with families 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 for additional interventions or crisis support through collaboration and shared decision making with families. 1.4. Treat and document information according to service procedures and legislative requirements. 1.5. Show and communicate respect for a family's decision not to share information about their family. 1.6. Demonstrate respect for the family and their child rearing practices in all communications.
2. Provide information about the service and discuss issues.	2.1. Provide accurate and comprehensive information about the service and service system to family members using appropriate language and other communication aids. 2.2. Clearly explain family's rights and responsibilities in relation to service policies. 2.3. Sensitively communicate with family members about any issues relating to their child. 2.4. Make appropriate referrals and provide required information regarding other services.
3. Facilitate interventions.	3.1. Implement intervention and/or crisis support according to service policy and procedures.

	<p>3.2. Monitor intervention and support services in consultation with family and adjust and document approaches to support ongoing satisfaction and positive outcomes.</p> <p>3.3. Identify and collaborate with other relevant services and professionals that may assist the family.</p>
4. Review service provision with family members.	<p>4.1. Identify and use opportunities to seek feedback from family members and act upon it appropriately.</p> <p>4.2. Review agreement for service with the family using communication methods suited to the situation.</p> <p>4.3. Support family members to follow service guidelines according to policy and procedures.</p> <p>4.4. Explore and negotiate issues and concerns identified by family members through collaboration.</p>

## 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>research and interpret information about services and supports available to families.</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>
Technology skills to:	<ul style="list-style-type: none"> <li>make referrals to other organisations and document service and support plans using digital media.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Supersedes and is equivalent to CHCECE028 Collaborate with families to plan service and supports.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	Assessment Requirements for CHCECE052 Plan service and supports for children and families
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>plan services and supports for three children and their families experiencing complex challenges: <ul style="list-style-type: none"> <li>use collaborative approaches to identify, document and reflect on the needs</li> <li>communicate information about services in ways suited to their specific situation</li> <li>review service provision through feedback and negotiation</li> </ul> </li> <li>implement family intervention or crisis support procedures for one family.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>methods, tools and techniques for determining family needs</li> <li>collaboration and consultation: <ul style="list-style-type: none"> <li>theories and research about why it is important</li> <li>processes and tools for working with family members and other professionals and service providers</li> </ul> </li> <li>role and importance of family perspectives on early childhood education and care – its importance and purpose</li> <li>value of the family as the first educator</li> <li>contemporary family structures</li> <li>evolution of family</li> <li>diversity of family</li> <li>principles of relevant human rights and anti-discrimination legislation and regulation: <ul style="list-style-type: none"> <li>federal</li> <li>state/territory</li> <li>international</li> </ul> </li> <li>hard to reach populations: <ul style="list-style-type: none"> <li>barriers to engagement</li> <li>techniques for engaging</li> </ul> </li> <li>importance of equity and diversity in early childhood learning, development and teaching: <ul style="list-style-type: none"> <li>contemporary practice models</li> <li>processes for evaluation of current practice against access and equity principles</li> </ul> </li> <li>boundaries and limits of service provision and when referral to other services may be appropriate</li> <li>referral networks for interventions and crisis support: <ul style="list-style-type: none"> <li>resources available in other services</li> <li>relationships and collaborative partnerships between different services</li> <li>referral procedures</li> </ul> </li> <li>use of interpreters in family consultation</li> <li>cross cultural communication</li> <li>culturally diverse care practices and how these impact interactions with individual families</li> <li>legal and ethical considerations when dealing with families: <ul style="list-style-type: none"> <li>child custody</li> <li>child protection</li> <li>confidentiality and privacy</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>◦ family and service rights and responsibilities</li> <li>• key features of models of family intervention theory and practice:               <ul style="list-style-type: none"> <li>◦ current and emerging models</li> <li>◦ intervention strategies, their scope and limitations</li> <li>◦ processes for implementation</li> </ul> </li> <li>• service standards, policies and procedures for collaborative partnerships with families and community.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a workplace that provides services or support to children and families.</p> <p>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.</p> <p>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.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• information about children and family from multiple sources</li> <li>• information technology for research and documentation</li> <li>• service standards, policies and procedures for collaborative partnerships with families and community</li> <li>• families experiencing complex challenges.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide