

<b>UNIT CODE</b>	CHCECE057
<b>UNIT TITLE</b>	Use collaborative practices to uphold child protection principles
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to apply child protection principles in an education and care setting. It also covers standard protocols to maintain a safe environment for children and work using a collaborative practice model.</p> <p>This unit applies to educators who work according to established policies and procedures in regulated children's education and care services in Australia.</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. Implement principles of child protection in children's education and care.	1.1. Perform work requirements according to regulatory requirements relating to child protection. 1.2. Demonstrate understanding of the child protection system, roles and responsibilities of key agencies. 1.3. Recognise the impacts of child abuse and neglect on the wellbeing of children.
2. Apply agreed protocols and guidelines for collaborative practice.	2.1. Prioritise experiences of child when supporting needs, rights and interests of the child. 2.2. Conduct all work within agreed guidelines of collaborative practice. 2.3. Apply effective safe work principles and self-management strategies whilst carrying out duties.
3. Work collaboratively to support children and families.	3.1. Provide support to children and families according to individual needs. 3.2. Identify risk factors for children and families and support them to address these risks. 3.3. Develop effective working relationships to liaise and consult with agencies supporting children and families from diverse backgrounds. 3.4. Provide referrals to support families.

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>comprehend content of documents relating to child protection</li> </ul>

	<ul style="list-style-type: none"> <li>interpret service child protection policies and procedures.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>record information according to organisational policies and procedures</li> <li>produce accurate, informative reports.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>facilitate collaborative discussions with children and their families.</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>record information using digital media according to service policies and procedures.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	Assessment Requirements for CHCECE057 Use collaborative practices to uphold child protection principles
<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>work collaboratively with at least two families, including: <ul style="list-style-type: none"> <li>applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies</li> <li>adhering to child protection principles and work practices while performing work role</li> <li>applying self-management strategies and safe work principles</li> <li>communicating and responding appropriately to children and families</li> <li>supporting families to ensure that the child or young person is safe.</li> </ul> </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>legal, social and political context of child protection in children's education and care</li> <li>the roles of key state/territory child protection regulatory authorities</li> <li>interagency frameworks and agreed protocols</li> <li>educator duty of care responsibilities</li> <li>United Nations Convention on the Rights of the Child: <ul style="list-style-type: none"> <li>its purpose</li> <li>the articles relevant to child protection</li> </ul> </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> <li>family and service rights and responsibilities</li> </ul> </li> <li>effects of child abuse and neglect and its impact on the wellbeing of the child</li> </ul>
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	<ul style="list-style-type: none"> <li>• key steps in the process of investigation and assessment in child protection: <ul style="list-style-type: none"> <li>◦ notification</li> <li>◦ investigation</li> <li>◦ assessment</li> <li>◦ decision</li> </ul> </li> <li>• established guidelines and key features of collaborative practice in child protection</li> <li>• worker safety and self-management principles</li> <li>• areas of diversity in society, their characteristics and how individuals may be affected in living their daily lives: <ul style="list-style-type: none"> <li>◦ culture</li> <li>◦ race</li> <li>◦ ethnicity</li> <li>◦ language</li> <li>◦ disability</li> <li>◦ gender</li> <li>◦ intergenerational disadvantage</li> <li>◦ family types</li> <li>◦ sexual orientation</li> <li>◦ gender identity</li> </ul> </li> <li>• socioeconomic circumstances and their impact on families</li> <li>• service standards, policies and procedures for child protection.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> <li>• interactions with children must be supervised by an approved early childhood educator.</li> </ul> <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 technology for sourcing information</li> <li>• service standards, policies and procedures for child protection</li> <li>• United Nations Convention on the Rights of the Child</li> <li>• children in a regulated education and care service in Australia.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide

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