

UNIT CODE	CHCECE052
UNIT TITLE	Plan service and supports for children and families
APPLICATION	<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 leadership level. Work is undertaken collaboratively according to the philosophy and policy of the service.</p> <p>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.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<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 with parent/s.	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 in relation to additional interventions or crisis support using a process of critical reflection. 1.4 Treat and document information according to service procedures and legislative requirements. 1.5 Show and communicate respect for a parent'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 with parent/s.	<p>2.1 Provide accurate and comprehensive information about the service and service system to parent/s using appropriate language and other communication aids.</p> <p>2.2 Clearly explain parents' rights and responsibilities in relation to service policies.</p> <p>2.3 Sensitively communicate with parent/s about any issues relating to their child.</p> <p>2.4 Make appropriate referrals and provide required information regarding other services as required.</p>
3. Facilitate interventions.	<p>3.1 Implement intervention and/or crisis support procedures according to service policy and procedures.</p> <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 parents 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 parent/s through collaboration.</p>

FOUNDATION SKILLS	
<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>	
SKILLS	DESCRIPTION
Reading skills to:	■
Writing skills to:	■
Oral communication skills to:	■
Numeracy skills to:	■
Learning skills to:	■
Problem-solving skills to:	■

Initiative and enterprise skills to:	■
Teamwork skills to:	■
Planning and organising skills to:	■
Self-management skills to:	■
Technology skills to:	<ul style="list-style-type: none"> ■ research information about children's needs, make referrals to other organisations and document service and support plans using digital media.
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	

TITLE	Assessment Requirements for CHCECE052 Plan service and supports for children.
PERFORMANCE EVIDENCE	<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"> ■ plan services and supports for children and families experiencing complex challenges: <ul style="list-style-type: none"> ◦ use collaborative approaches to identify, document and reflect on the needs of three children and their families ◦ communicate information about services to three families in ways suited to their specific situation ◦ implement family intervention or crisis support procedures for one family ◦ review service provision with three families through feedback and negotiation.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ methods, tools and techniques for determining family needs ■ collaboration and consultation: <ul style="list-style-type: none"> ○ theories and research about why it is important ○ processes and tools for working with parent/s and other professionals and service providers ■ role and importance of parent perspectives on early childhood education and care – its importance and purpose ■ value of the family as the first educator ■ contemporary family structures ■ evolution of family ■ diversity of family ■ Principles of the Equal Opportunity Act 2010 or its successor ■ hard to reach populations <ul style="list-style-type: none"> ○ barriers to engagement ○ techniques for engaging ■ importance of equity and diversity in early childhood learning, development and teaching <ul style="list-style-type: none"> ○ contemporary practice models ○ processes for evaluation of current practice against access and equity principles ■ boundaries and limits of service provision and when referral to other services may be appropriate ■ referral networks for interventions and crisis support: <ul style="list-style-type: none"> ○ resources available in other services ○ relationships and collaborative partnerships between different services ○ referral procedures ■ use of interpreters in family consultation ■ cross cultural communication ■ cultural diversity of care practices and how these impact interactions with individual families ■ legal and ethical considerations when dealing with families: <ul style="list-style-type: none"> ○ child custody ○ child protection ○ confidentiality and privacy ○ family and service rights and responsibilities ■ key features of models of family intervention theory and practice: <ul style="list-style-type: none"> ○ current and emerging models ○ intervention strategies, their scope and limitations ○ processes for implementation ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ○ collaborative partnerships with families and community
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a workplace that provides services or support to children and families.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ information about children and family from multiple sources ■ service standards, policies and procedures for collaborative partnerships with families and community ■ families and children experiencing complex challenges in a children's education and care service <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	