

<b>UNIT CODE</b>	<b>CHCECE050</b>
<b>UNIT TITLE</b>	<b>Work in partnership with children's families</b>
<b>APPLICATION</b>	<p>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.</p> <p>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.</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>
<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. Establish and maintain relationships with families.	1.1 Support families through enrolment and orientation processes. 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.	<p>2.1 Exchange information with families about children's progress, relationships, interests and experiences following service procedures.</p> <p>2.2 Inform families promptly and sensitively of any incidents affecting their child.</p> <p>2.3 Communicate in ways that show understanding of each child and their family and community context.</p> <p>2.4 Implement strategies that facilitate shared decision-making with families according to service procedures.</p>
3. Support children's connection with community.	<p>3.1 Support children's understanding of their local and broader social and physical communities.</p> <p>3.2 Foster children's connection with their local community.</p> <p>3.3 Provide opportunities for children to access and engage with the local and broader communities.</p> <p>3.4 Engage families in children's connections with community.</p>
4. Provide information about government and community services and resources.	<p>4.1 Access and interpret current and accurate information about community services and resources and make available to families.</p> <p>4.2 Source current and relevant information regarding community services and resources according to service procedures.</p> <p>4.3 Provide appropriate referrals to government and community services and resources based on families' needs.</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>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 with 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 resources and services using digital media</li> <li>share information in digital formats with families.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending

<b>LINKS</b>	Companion Volume Implementation Guide
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<b>TITLE</b>	<b>Assessment Requirements for CHCECE050 Work in partnership with children's families.</b>
<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 with two different families (with at least two communications per family) to support education and care using all of the following skills: <ul style="list-style-type: none"> <li>○ active listening</li> <li>○ collaborative discussion and decision-making</li> <li>○ provision of clear verbal information</li> <li>○ questioning</li> <li>○ negotiation.</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>■ requirements of the following National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> <li>○ educational program and practice</li> <li>○ collaborative partnerships with families and community</li> </ul> </li> <li>■ the roles of the tiers of government in the provision and funding of children's education and care services</li> <li>■ strategies and procedures for: <ul style="list-style-type: none"> <li>○ involving family members in the service</li> <li>○ exchange of information with families about children</li> <li>○ provision of service and community information for families in appropriate formats and languages</li> <li>○ maintaining currency of information to be shared with families</li> </ul> </li> <li>■ theories and research that underpins the value of family/educator relationships in relation to outcomes for children</li> <li>■ range of child-rearing practices and parenting styles: <ul style="list-style-type: none"> <li>○ their origin</li> <li>○ own experience and its influence on beliefs</li> </ul> </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>■ communication techniques for: <ul style="list-style-type: none"> <li>○ active listening</li> <li>○ building rapport</li> <li>○ collaborative discussion and decision-making</li> <li>○ provision of clear verbal information</li> <li>○ questioning</li> <li>○ negotiation.</li> </ul> </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 in a simulated environment.</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>■ publicly available information about the service</li> <li>■ National Quality Framework: <ul style="list-style-type: none"> <li>○ Education and Care Services National Regulations</li> <li>○ National Quality Standard</li> <li>○ the relevant approved learning framework</li> </ul> </li> <li>■ service standards, policies and procedures for: <ul style="list-style-type: none"> <li>○ educational program and practice</li> <li>○ collaborative partnerships with families and community</li> </ul> </li> <li>■ children in a regulated education and care service in Australia</li> <li>■ families / carers of the above children.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide