

<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, promote opportunities for collaboration and share information families to support effective education and care for children.</p> <p>This unit applies to educators working at a senior operational or leadership level. 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/New Zealand 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 relationships with families.	<p>1.1 Support families through enrolment and orientation processes.</p> <p>1.2 Create a welcoming environment for all families using communication techniques that build rapport and respect.</p> <p>1.3 Respond to families' questions, concerns and requests in a prompt and supportive way.</p> <p>1.4 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture.</p> <p>1.5 Make current and accurate information about the operation of the service available to families.</p> <p>1.6 Communicate and promote opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role.</p>

2. Provide information to families about their child.	<p>2.1 Share 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. Provide information about community services and resources.	<p>3.1 Access and interpret current and accurate information about community services and resources and make available to families.</p> <p>3.2 Source current and relevant information regarding community services and resources according to service procedures.</p> <p>3.3 Assist families to locate and contact and/or access community services and resources based on their needs.</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"> <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>	No equivalent unit.
<b>LINKS</b>	

<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(s) and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> <li>◦ collaborative partnerships with families and community</li> </ul> </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>■ 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 any of the above skills by individuals who are not staff members, those skills may be demonstrated in a simulated environment, but must involve real children and their families.</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 for Early Childhood Education and Care <ul style="list-style-type: none"> <li>○ Education and Care Services National Regulations</li> <li>○ National Quality Standard</li> <li>○ the relevant approved national learning framework</li> </ul> </li> <li>■ service standards, policies and procedures for: <ul style="list-style-type: none"> <li>○ collaborative partnerships with families and community</li> </ul> </li> <li>■ children in a regulated education and care service</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>	