Contents

Section 1:
Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCECE026 Work in partnership with families to provide appropriate education and care for children* and other information relevant to it.

It contains the following information:

1.1   Elements of competency and performance criteria

1.2   Assessment requirements

1.3   Dimensions of competency

1.4   Foundation skills

1.5   Skill sets

1.6   Recognition of prior learning (RPL)

1.7   Glossary of terms

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE026 Work in partnership with families to provide appropriate education and care for children* to the unit of competency.

CHCECE026 Work in partnership with families to provide appropriate education and care for children	Where covered in the learner guide
Element 1: Provide families with opportunities to be involved in the service	Chapter 1: Providing families with opportunities to be involved in the service
1.1 Create a welcoming environment for all families using the service	1A Seeking information about families
1.2 Respond to families' questions, concerns and requests in a prompt and courteous way	1B Involving families in the service
1.3 Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture	1A Seeking information about families 1B Involving families in the service
1.4 Inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role	1B Involving families in the service
Element 2: Provide information to families about their child	Chapter 2: Providing information to families about their child
2.1 Share information with families about children's progress, relationships, interests and experiences both in and outside the service	2A Sharing information about children
2.2 Inform families promptly and sensitively of any incidents affecting their child	2C Responding to incidents
2.3 Demonstrate an understanding of each child and their family and community context	2A Sharing information about children
2.4 Implement strategies that facilitate shared decision-making with families	2B Making decisions with families 2C Responding to incidents
Element 3: Provide information to families about the service	Chapter 3: Providing information to families about the service
3.1 Make information about the operation of the service available to families	3A Sharing information about the service

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ❑ Details of the training organisation, including the contact person
- ❑ The unit/s of competency to be delivered in the program of study
- ❑ Pathways
- ❑ The learner or target group
- ❑ Delivery mode/s
- ❑ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ❑ Methods of assessment and evidence gathering
- ❑ Program duration and delivery schedule
- ❑ Session locations including workplace assessment information
- ❑ Delivery and assessment staff
- ❑ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCECE026 Work in partnership with families to provide appropriate education and care for children*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Providing families with opportunities to be involved in the service	
Suggested time allocation: 8 hours **Suggested resources**: ▪ Recommended reading ▪ Slide presentation software	**Slide nos**: 2–21
Recommended reading	**Terminology checklist**
Aspire learner guide *CHCECE026 Work in partnership with families to provide appropriate education and care for children* Chapter 1: Providing families with opportunities to be involved in the service	▪ Family-centred practice ▪ Whole of community parenting ▪ Collaborative relationships
Suggested training strategies	
▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *CHCECE026 Work in partnership with families to provide appropriate education and care for children*. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.	
▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.	
▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.	
▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency.	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE026 Work in partnership with families to provide appropriate education and care for children*.

Part	Element	Performance criteria
A	1, 2, 3, 4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3
B	1, 3, 4	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 4.2, 4.3

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE026 Work in partnership with families to provide appropriate education and care for children*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to complete the tasks outlined in Part A and Part B and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

Part A

Read the case study, then answer the questions that follow.

Case study

It is the beginning of a new enrolment year at a preschool service, and many children are starting care for the first time. An Indigenous Australian child, Rory, is being dropped off for the first time at the service. His mother, Fiona, is very concerned about leaving Rory, and stays for a long time, even though she needs to be at work. One of the educators, Tamara, is agitated about Fiona's presence, and feels that she should leave and say goodbye quickly so as not to disturb the day's activities. She also feels that Fiona's presence is unfair on the other children who also found it difficult to say goodbye to their parents.

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE026 Work in partnership with families to provide appropriate education and care for children.*

Methods of assessment				
Assessment method	**Practice task**	**Assessment activity**	**Final assessment**	**Alternative final assessment**
Question/answer	1, 2, 3, 4, 5, 6, 7, 9, 11	Activity 1: Part B 1, 2 Activity 2: Part A 1	Part B 2, 3 Part C 3, 4 Part D 1, 3	Part B 1
Observation/demonstration	1	Activity 3 Part A 2	Part A Part C 1	Part B 2, 3
Case study	8, 12	Activity 1: Part A 1, 2, 3 Activity 2: Part A 2, 3 Activity 4: 1, 2, 3, 4		Part A 1–9
Role-play	10			
Training log, diary or journal		Activity 2: Part A 2 Activity 2: Part B		
Portfolio, reports, work samples		Activity 3: Part A 1 Part B	Part B 1 Part C 1, 2 Part D 2	
Third-party reports		Activity 2: Part B		

3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.

- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.

- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.

- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.

- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.

- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.

- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.

- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Self-assessment record

Institution: Candidate's name: Unit of competency: *CHCECE026 Work in partnership with families to provide appropriate education and care for children* Trainer/assessor: Date:		

I can:
 • work collaboratively with at least three different families to support education and care, including:
  – communicating information about children's interests and development
  – developing care strategies together
  – engaging in discussion relevant to the child and family
	❑ Confident
	 ❑ Basic understanding
	 ❑ Not confident
		Comments

I can:
 • involve families in the service/program by:
  – encouraging participation in children's experiences
  – providing opportunities for families to give feedback on service/program
	❑ Confident
	 ❑ Basic understanding
	 ❑ Not confident	

I understand:
 • how to access:
  – the National Quality Framework
  – the National Quality Standards
  – the relevant approved learning framework.
	❑ Confident
	 ❑ Basic understanding
	 ❑ Not confident	

I understand: • how to navigate through framework and standards documents to find areas relevant to this unit of competency.	❑ Confident ❑ Basic understanding ❑ Not confident	
I understand: • strategies for involving family members in the service.	❑ Confident ❑ Basic understanding ❑ Not confident	