Errata

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Title: CHCPRT003 Work collaboratively to maintain an environment safe for children and young people *Trainer's and assessor's guide*

Affected edition: Version 1.1 June 2014

Page numbers: 54-56

Attachments
NEW pp. 54-56: CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

Please use the attached pages to replace erroneous pages in the above resource.

Aspire Learning Resources

Part B

Answers will vary. Example responses are provided.

1. The ISF provides eligible services with support to include children with additional needs. They:

    - respond to requests for inclusion support from education and care services

    - identify practices that facilitate inclusion of children with additional needs in education and care services

    - assist services to develop service support plans

    - assist services to access Inclusion Support Subsidy and Flexible Support Funding

    - assist services to link with relevant community groups, services and organisations

    - support services to identify their professional development needs and opportunities

    - support services to engage in ongoing reflective practices and continuous improvement

    - support services to access bicultural support and specialist equipment.

    ISF are accessible to Australian Government education and care services that receive Child Care Benefit. These services may include long day care, outside school hours care, vacation care, family day care, occasional care and in-home care. Also, Australian Government childcare and early learning services funded through Budget Based Funded Program, including flexible/innovative services, mobile child care services, Multifunctional Aboriginal Children's Services, Indigenous Play Groups, Indigenous outside school hours care, enrichment programmes, crèches, innovative child care and early learning services.

Unit of competency coverage			
Performance evidence	Knowledge evidence	Element	Performance criteria
		3	3.3, 3.4

Assessor comments:

2. For example, ISFs provide a library of resources for educators at: www.ipsplibrary.net.au. They deliver inclusion and professional development and support activities. They share information and materials between providers. They support good practice and help providers to find appropriate programs and services and they help the service access funding. Vulnerable children are classed as a priority group.

Unit of competency coverage			
Performance evidence	Knowledge evidence	Element	Performance criteria
PE4, PE5	KE7	3	3.2, 3.3, 3.4

Assessor comments:

3. To refer a family to these services, I would call the office number and talk to an ISF about a referral.

Unit of competency coverage			
Performance evidence	Knowledge evidence	Element	Performance criteria
PE4, PE5	KE7	3	3.5

Assessor comments:

4. For example, the ISF helps to develop and review a support plan by discussing the plan with educators to ensure they understand, commence application processes for funding and maintain contact until the funding is secured. They would also provide support and ideas including professional development or links to other services that can provide these. This would involve assessing service procedures and protocols to ensure they are adequate and appropriate and reflecting on how educators can work together more effectively to achieve the SSP.

Unit of competency coverage			
Performance evidence	Knowledge evidence	Element	Performance criteria
PE4, PE5		3	3.2, 3.3, 3.4

5. When contacting a support service, an educator needs skills including:

    ▪ knowing the appropriate agency or department that provides the service required

    ▪ understanding the type of services they provide so you know which is appropriate

    ▪ knowing the protocols and guidelines for contact and/or referral

    ▪ making an appointment if appropriate

    ▪ knowing the contact person to speak with

    ▪ introducing themselves and providing the name of their service and contact details

    ▪ being fully aware of the situation they are reporting or seeking support for

    ▪ completing any forms that are required

    ▪ using a range of interpersonal and written skills:

        – be professional at all times

        – always listen to what the other person is saying

        – value other people's viewpoints

        – speak clearly and succinctly

    ▪ respecting privacy and confidentiality

    ▪ taking notes so you have a record of the consultation or contact.

Unit of competency coverage			
Performance evidence	**Knowledge evidence**	**Element**	**Performance criteria**
		3	3.3