



Australian Government

Department of Education, Employment and Workplace Relations

CHCCN520C Advocate for the rights and needs of children and young people

Release: 1

CHCCN520C Advocate for the rights and needs of children and young people

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to advocate for the child with family/community members, other services/workers and the general public

Application of the Unit

Application

This unit may apply to work with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Advocate for the child about a specific right or need | 1.1 Strongly represent the child's <i>rights</i> and <i>needs</i> to those involved
1.2 Seek the child's point of view and represent it clearly to those involved
1.3 Clarify the issue, focus on it and address it with relevant others
1.4 Negotiate options with the child and others involved
1.5 Collect comprehensive background information and evidence and present it clearly
1.6 Identify and discuss competing rights
1.7 Use assertive and persistent communication when required |
| 2. Promote the rights, interests and needs of children | 2.1 Widely promote the rights of children
2.2 Challenge people to act in ways that further children's rights/interests/needs as appropriate
2.3 Promptly investigate reports of breaches or suspected breaches of children's rights within the service |

ELEMENT3. Challenge *stereotypes***PERFORMANCE CRITERIA**

- 3.1 *Challenge stereotypes* about children when they are communicated
- 3.2 Challenge unrealistically high or low expectations about children's behaviour
- 3.3 Provide information to challenge stereotypes
- 3.4 Promote children's abilities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Statements of rights
- Advocacy approach and advocacy services including self advocacy approach
- Awareness of discriminatory actions
- An understanding of the vulnerability of children to exploitation
- Referral procedures
- Empowerment principles and strategies
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Advocate or promote the rights and needs of children

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply high level communication skills in:
 - listening
 - focusing
 - empathy
 - negotiating
 - probing
 - clarifying information
 - providing clear information

REQUIRED SKILLS AND KNOWLEDGE

- influencing
- assertiveness
- Demonstrate responsiveness and sensitivity to child's concerns, rights and responsibilities
- Demonstrate sensitivity to parent's concerns, rights and responsibilities
- Demonstrate application of skills in:
 - problem solving
 - seeking appropriate advice

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions
- Consistency in performance is best assessed for a range of age groups, a small range of advocacy issues and over a number of assessment situations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Advocacy on behalf of the child may be directed to:

- Other workers
- Parents
- Schools
- Management of services
- Family members
- Community members
- Government departments

Rights include:

- Right to be heard and believed
- Continuity of care
- A safe environment
- To be accepted
- Freedom from criminal acts
- Protection from abuse
- Protection of their property
- Freedom from discrimination

Needs include:

- Health
- Emotional and psychological well being
- Social participation and development
- Development of skills and abilities
- Development of personal and cultural identity
- Safety

RANGE STATEMENT

Concerns include:

- Troubles and issues expressed by the child such as unmet needs, worries, family problems, practical difficulties and social issues

Stereotypes include those in relation to:

- Disabilities
- Gender
- Culture and race
- Familial expectations
- Cultural expectations about children's place/abilities
- Family structure/composition
- Appearance

Challenging stereotypes may be via:

- Allaying concerns based on misunderstanding
- Providing information to parents and others about the range of expectations about children
- Interpreting children's behaviour in a different way

Unit Sector(s)

Not Applicable