



Australian Government

CHCPRT041 Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to recognise and support the specific needs of Aboriginal and/or Torres Strait Islander children and young people in the youth justice system.

This unit applies to work in both a community and custodial youth justice service environment.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Child Protection

Unit Sector

Community Services

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Engage with Aboriginal and/or Torres Strait Islander children and young people and their families.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Communicate with Aboriginal and/or Torres Strait Islander children and young people and their families to develop trust and professional relationships.
- 1.2. Review issues affecting Aboriginal and/or Torres Strait Islander children and young people in the youth justice system to identify their particular needs.
- 1.3. Identify cultural and community characteristics and

- expectations that may assist with supporting Aboriginal and/or Torres Strait Islander children and young people.
- 1.4. Use multiple sources to obtain information about the cultural needs of Aboriginal and/or Torres Strait Islander children and young people.
 - 1.5. Support Aboriginal and/or Torres Strait Islander children and young people and their families to obtain further information.
2. Communicate and manage information about the Aboriginal and/or Torres Strait Islander children and young people.
 - 2.1. Obtaining and sharing information about Aboriginal and/or Torres Strait Islander children and young people with consideration and understanding of ethical practices and cultural protocols.
 - 2.2. Follow organisational policies, code of ethics and procedures for communication strategies to be used with diverse groups and individuals.
 - 2.3. Provide interpreter and translator services for families as required to assist communication.
 - 2.4. Identify issues requiring mandatory notification and report to supervisor and authority.
 - 2.5. Use information obtained about Aboriginal and/or Torres Strait Islander children and young people's cultural identity to inform case plans and activities.
 3. Support families and kinship networks to remain in contact with Aboriginal and/or Torres Strait Islander children and young people.
 - 3.1. Work with relevant stakeholders and kinship networks of Aboriginal and/or Torres Strait Islander children and young people to identify resources and practical assistance needed to maintain worker and family contact both in and out of custody settings.
 - 3.2. Determine potential barriers to communication for Aboriginal and/or Torres Strait Islander children and young people and their families and support the maintenance of communication.
 - 3.3. Recognise the importance of whole community in supporting and caring for Aboriginal and/or Torres Strait Islander children and young people.
 - 3.4. Encourage family and relevant stakeholders to participate in case planning.
 4. Represent the needs of Aboriginal and/or Torres Strait Islander children and young people to others in the organisation.
 - 4.1. Identify and convey the cultural needs of Aboriginal and/or Torres Strait Islander children and young people to other staff and agencies.
 - 4.2. Encourage families to convey specific needs of Aboriginal and/or Torres Strait Islander children and young people to relevant staff.
 - 4.3. Seek cultural expertise for suggestions on how to make the environment sensitive to cultural needs.

- 4.4. Observe and report risk factors for self-harm.
- 4.5. Source and provide information on other services that can support Aboriginal and/or Torres Strait Islander children and young people and their families.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>