



**Australian Government**

# **CHCYTH013 Engage respectfully with young people**

**Release: 1**

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## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to communicate effectively with children and young people in work roles with a specific focus on young people.

This unit applies to workers who engage with young people and use verbal and non-verbal communication techniques in roles where the young person is the primary client.

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

Youth Services

## Unit Sector

Community Services

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

1. Communicate effectively with young people.

### PERFORMANCE CRITERIA

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

- 1.1. Listen to the young person to gain understanding of their experiences.
- 1.2. Foster communication exchanges that support the development of trust and rapport.
- 1.3. Process information about the young person's situation from their perspective.
- 1.4. Use communication strategies to engage young person.
- 1.5. Adapt style of communication and language to

- accommodate cultural values and practices.
- 1.6. Maintain young person's confidentiality as the primary stakeholder.
2. Respond to youth cultures and subcultures and young person's own development.
    - 2.1. Adapt all actions and discussions to reflect young person's individual stage of development.
    - 2.2. Evaluate issues in relation to young person's sub-cultural identity and modify approaches according to individual needs.
    - 2.3. Select activities and resources to support young person's strengths, offer choice and value diversity.
    - 2.4. Interact with young people in ways that are relevant to their culture and background.
  3. Work with the young person as the focus.
    - 3.1. Apply youth-centred practices when working with young people.
    - 3.2. Respect the rights, needs and responsibilities of the young person.
    - 3.3. Explain worker responsibilities to the young person.
    - 3.4. Establish and maintain professional boundaries in relationships with young people.
    - 3.5. Identify and manage power inequities in the professional relationship.
    - 3.6. Apply principles of ethical decision making when working with young people.
    - 3.7. Support young person's capacity to make their own decisions.
  4. Critically reflect on own practice and values.
    - 4.1. Recognise and reflect on areas where own biases, background and opinions influence responses to young people.
    - 4.2. Use techniques to interact with young people that limit impact of own biases.
    - 4.3. Seek opportunities to address concerns and areas for development of own practice.
    - 4.4. Seek and respond to feedback from young people and their support networks.

## Foundation Skills

*Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.*

### SKILLS

### DESCRIPTION

Oral communication skills • engage and establish collaborative and professional relationships with young people.  
to:

## **Unit Mapping Information**

Supersedes and is equivalent to CHCYTH001 Engage respectfully with young people.

## **Links**

Companion Volume implementation guides are found in VETNet -

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