



Australian Government

Department of Education, Employment and Workplace Relations

CHCFOS401A Provide foster care as part of a team

Release: 1

CHCFOS401A Provide foster care as part of a team

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to work and communicate collaboratively with personal networks, agency staff, birth families, education staff and other key people involved in the case plan for the child or young person in foster care

Application of the Unit

Application

This unit applies to the provision of foster care in the protective care environment

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

1. Network effectively with others

PERFORMANCE CRITERIA

- 1.1 Identify and access *appropriate sources of personal and emotional support* to assist own focus to remain on the needs of a child or young person in foster care
- 1.2 Identify *potential impact of foster caring* on own existing networks
- 1.3 Contribute to *positive outcomes* for child or young person within a foster care planning team
- 1.4 Access *appropriate support services to meet the needs of child or young person in care*

2. Establish and maintain a positive relationship with birth families

- 2.1 Implement *strategies to promote ongoing contact between a child or young person in foster care, their family and other significant relationships*
- 2.2 Manage communication and conflict effectively and keep opportunities open for positive relationship between the child or young person in foster care and their family and/or community
- 2.3 Provide *strategies to secure important possessions* and information for the child whilst in care

ELEMENT**PERFORMANCE CRITERIA**

3. Communicate appropriately with key stakeholders

- 3.1 Communicate information clearly to all stakeholders
- 3.2 Seek clarification from others to ensure understanding of information conveyed
- 3.3 Use assertion skills when appropriate
- 3.4 Identify and respond to conflict using effective communication strategies
- 3.5 Maintain *privacy of child* in a range of settings
- 3.6 Apply confidentiality requirements to foster care placements
- 3.7 Identify and respond to appropriate lines of accountability

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:

- Foster care roles and responsibilities to self and others
- Potential support systems for self and children in care
- Legal and duty of care requirements as a foster carer
- The impacts of fostering on existing support structures
- Impacts of foster care on children and young people and families
- Basic child developmental stages and domains

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate effectively with children, young people and others
- Identify and engage with support services/individual and systems
- Care for children in foster care environment

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:

- Negotiate to resolve conflict situations
- Model effective communications
- Demonstrate appropriate use of effective support strategies
- Interact with others in the provision of foster care
- Develop rapport and positive relationships with children and young people in care

REQUIRED SKILLS AND KNOWLEDGE

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 most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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

EVIDENCE GUIDE

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 relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Appropriate sources of personal and emotional support may include:

- Extended family
- Friends
- Social clubs
- Other foster carers
- Participation in interest groups
- Other agency staff

RANGE STATEMENT

Potential impact of foster caring may include:

- Time constraints to participate and engage with existing networks
- Inability for existing networks to understand foster care purpose, role and requirements
- Intolerance for the change on foster carer circumstances
- Change in relationship dynamics and immediate interests

Positive outcomes may include:

- Safety and security of child
- Stability of placement
- Effective support strategies
- Positive relationships established in the care environment
- Access developmental experiences

Appropriate support services to meet the needs of the child or young person in care may include:

- Community activities and groups
- Age appropriate recreational opportunities
- Education supports/tutoring
- Counselling
- Peer networks
- Support groups

Strategies to promote ongoing contact between a child or young person in foster care may include:

- Regular phone contact
- Visits (supervised or unsupervised depending on requirements)
- Letter writing, emailing, other corresponding
- Celebration of special events in family
- Cultural respect for communication needs

Strategies to secure important possessions may include:

- Locked cupboards
- Specified and agreed storage areas in the home or elsewhere
- Ensuring other occupants of the foster care environment understand the importance of respect and privacy of individual items

RANGE STATEMENT

Privacy of the child refers to:

- Maintaining confidentiality except where information disclosed infers potential or real risk of harm to the child and or others
- Privacy also relates to individual personal privacy of space e.g. bedrooms, bathroom, purposeful time away from other people

Unit Sector(s)

Not Applicable