Australian Government

Department of Education, Employment and Workplace Relations

CHCFOS402A Promote positive development of children and young people in out of home care

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCFOS402A Promote positive development of children and young people in out of home care

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required to provide and advocate for the development and special needs of children and young people in foster care, including the need to promote development of a positive identity and active participation in decision-making

Application of the Unit

Application	This unit applies to a range of foster care and out of home care environments relevant to the protective care context

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. Promote development of children and young people	1.1 Provide support for social, emotional, psychological and cognitive aspects of development of children and young people 1.2 Identify the importance of individual attention for each child or young person which is responsive to his/her needs and development 1.3 Provide emotional warmth, care and appropriate affection to children and young people 1.4 *Implement strategies to support children and young people's life skills development* whilst in care 1.5 *Promote the education achievements* of children and young people in foster care
2. Support children and young people to explore and develop identity	2.1 *Implement strategies to encourage children to take pride in their own cultural identity*, gender and abilities 2.2 Implement strategies for children and young people to participate in and learn about their cultural, religious and language heritage 2.3 Support the importance of sharing and safely storing memorabilia during placement 2.4 Provide opportunities for children and young people to explore their individual strengths, interests and abilities

ELEMENT	PERFORMANCE CRITERIA
3. Create opportunities for children and young people to express, feelings, needs and ideas	3.1 Listen attentively to children and young people to encourage them to express their needs and feelings 3.2 Recognise the different needs of children at different stages of development 3.3 Recognise and respond to the *expressions of separation anxiety for children and young people in foster care* 3.4 Support children and young people to be actively involved in decision-making that affects them
4. Manage behaviour	4.1 Identify own responses that can impact on appropriate behaviour management 4.2 Use *behaviour management strategies* that consider development and life experience of the child and young person 4.3 Implement behaviour management strategies that are flexible and respond to changing situations
5. Advocate for children and young people in foster care	5.1 Support the child and young person to access identified specialist services as required 5.2 Advocate for specialist needs of children in foster care and ensure their needs are conveyed to relevant personnel

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:

- The importance of education as a tool for social inclusiveness and success
- Foster care roles and responsibilities to self and others
- Principles of diversity and inclusivity in foster care
- Legal and duty of care requirements as a foster carer
- The impacts of fostering on individual needs of children and young people in care
- Impacts of foster care on children and young people's cultural, religious, and spititual identity
- Attachment theory and separation anxiety
- Basic child developmental stages and domains
- Processes and types of advocacy supports

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Communicate effectively with children, young people and others
- Identify and engage with specialist services/individuals as required to address individual needs of young people
- Holistic 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:

- Effective use of behaviour management strategies
- Model effective communications
- Work with diverse groups of children and young people

Community Services and Health Industry Skills Council

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate appropriate use of effective inclusiveness strategies
- Interact with children and young people in the provision of foster care
- Develop rapport and positive relationships with children and young people in care
- Implement experiences and care that is developmentally appropriate for the child and young person in care

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

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 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.

RANGE STATEMENT

Implement strategies to support children and young people's life skills development may include:	• Budgeting plans • Allocation of age appropriate responsibilities • Modelling • Demonstration and participation in household responsibilities • Modelling and encouraging appropriate social skills
Promote the education achievements may include:	• Reinforcing positive education achievements with verbal recognition • Providing tokens of recognition of a job well done • Displaying education work and outcomes in the home • Sharing the achievements with the family of origin
Implement strategies to encourage children to take pride in their own cultural identity, gender and abilities may include:	• Providing resource to support cultural identity • Participating and actively enquiring about culture • Researching the particular customs and discussing these with children • Encourage other children care to embrace diversity • Encourage the participation in cultural celebrations
Expressions of separation anxiety for children and young people in foster care may include:	• Aggressive outbursts • Withdrawal • Crying • Nightmares • Anxious • Anger • Depression • Running away
Behaviour management strategies may include:	• Use of verbal and non-verbal positive reinforcement • Differentiation of individual needs • Shared decision-making • Inclusive language, attitudes and activities • Provision of equal opportunities for participation

Unit Sector(s)

Not Applicable