



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT422B Undertake child protection work within an Aboriginal and - or Torres Strait Islander framework

Release: 1

CHCPROT422B Undertake child protection work within an Aboriginal and - or Torres Strait Islander framework

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPROT422A Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	CHCPROT422B Undertake child protection work within an Aboriginal and/or Torres Strait Islander framework	Unit updated in V4. ISC upgrade changes to remove reference to OHS legislation and replace with reference to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to deliver services within the context of Aboriginal or Torres Strait Islander child protection services

Application of the Unit

Application

This unit is basic to the delivery of any aspect of child protection services to members of Aboriginal or Torres Strait Islander communities
The unit applies to workers working in Aboriginal and Torres Strait Islander people child protection services

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

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Apply understanding of cultural issues and complexities of working with Aboriginal and Torres Strait Islander families and communities within a child protection context</p> | <p>1.1 Identify historical, <i>social, political, economic and environmental factors which impact on Aboriginal and Torres Strait Islander people</i> in contemporary society.</p> <p>1.2 Identify intergenerational effects on past and current parenting, and relationships for families</p> <p>1.3 Identify <i>barriers</i> and the risk factors that impact on child safety provision to Aboriginal and Torres Strait Islander children and young people</p> |
| <p>2. Demonstrate an awareness of relevant sections of legislation which focus on Aboriginal and Torres Strait Islander children and young people</p> | <p>2.1 Apply the Aboriginal and Torres Strait Islander Child Placement Principle</p> <p>2.2 Identify the role of Aboriginal and Torres Strait Islander recognised entities within relevant legislation</p> <p>2.3 Identify culturally appropriate support and advocacy for Aboriginal and Torres Strait Islander children and their families</p> |

ELEMENT

PERFORMANCE CRITERIA

- | | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Work in a culturally safe manner | 3.1 Demonstrate a commitment to achieving access and equity in services for Aboriginal and/or Torres Strait Islander people
3.2 Ensure services delivered support Aboriginal and/or Torres Strait Islander people and communities to be self-determined and empowered
3.3 Deliver services safely as limited by own level of competence and responsibility and in line with <i>organisation policies, regulatory requirements</i> and community protocols
3.4 Identify and report <i>cultural factors that produce stress</i> and have a potential to impact own work practices to organisation as appropriate to support service delivery and personal well being |
| 4. Reflect an understanding of the role of recognised agencies | 4.1 Demonstrate an understanding of the role of the recognised entity
4.2 Identify the roles of recognised entity in influencing child protection decision-making processes and use these appropriately within the context of own work role
4.3 Identify strategies for sourcing cultural linkages and information relevant to the provision of out of home care for Aboriginal and/or Torres Strait Islander children and young people
4.4 Establish and maintain networks with agencies associated with child protection services to support Aboriginal and Torres Strait Islander well being
4.5 Maintain confidentiality of client information |

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:

- Aboriginal and/or Torres Strait Islander history, including:
 - history, social structures, beliefs and values of traditional and contemporary Aboriginal and/or Torres Strait Islander communities in Australia
 - effects of colonisation as experienced by Aboriginal and/or Torres Strait Islander people
 - historical dilemmas faced by Aboriginal and/or Torres Strait Islander people (acknowledge or deny Aboriginality)
 - impacts of government policies and legislation and their impact on Aboriginal and/or Torres Strait Islander communities, families and individuals.
- Social, cultural and environmental determinants and strategies to address Aboriginal and/or Torres Strait Islander well being, including:
 - traditional Aboriginal and/or Torres Strait Islander cultural practices and lifestyle and their impact on Aboriginal and/or Torres Strait Islander health
 - importance of land, tradition and cultural practice to Aboriginal and/or Torres Strait Islander health
 - impact of socioeconomic factors on child protection
 - social and political factors that perpetuate disadvantage
 - importance of personal achievement, education and supportive family / social networks
 - strategies Aboriginal and/or Torres Strait Islander families may employ to maintain strong culture and supportive social networks and maximise educational, employment and social opportunities for their children
 - impact of environmental factors on health
- Barriers to improving environmental determinants.
- Knowledge of key decision-making areas relevant to recognised agencies and the legislative background for these areas including the current situation in relation to Aboriginal and Torres Strait Islander people and Child Protection and the CMC

Essential skills:

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:

- Communicate effectively and sensitively to establish a relationship of trust with clients
- Initiate appropriate actions in response to assessment and in accordance with organisation procedures and protocols for child protection
- Make appropriate referrals, providing accurate and relevant details to clients and referral agencies
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Recognise and articulate the best interest of the child and family

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should consider the complexity of the environment in which workers are expected to participate

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
 - Resource requirements for assessment include access to:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes

- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects 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

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.

Cultural respect:

- This unit of competency supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples
- It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity and governance
- Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

Community control:

- Community participation and control in decision-making is essential to all aspects of work, and the role of the child protection worker is to support the child, family and the community in this process

Supervision:

- Supervision must be conducted in accordance with prevailing State/territory and organisation legislative and regulatory requirements
- References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals
- A person at this level should only be required to make decisions about clients within the organisation's guidelines and policies

Legislative requirements:

- Federal, state or territory legislation may impact on workers' practices and responsibilities
- Implementation of the units of competency should reflect the legislative framework in which a worker operates
- However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables
- Aboriginal and/or Torres Strait Islander workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs
- As a result, they may need to possess more competencies than described by 'usual circumstances'
- Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework, for example the Child Protection Act

The history of Aboriginal and Torres Strait Islander people includes:

- Post-colonial legacy of social and economic disadvantage
- Survival and maintenance of culture, kinship and connection with the land
- Evolution and scope of the role of the Aboriginal/Torres Strait Islander Child Protection Worker up to the contemporary context

Cultural factors that produce stress may include:

- Community and/or own expectations that may involve, for example:
 - extended work hours,
 - functions outside work role,
 - unrealistic accountability/responsibility for resolving community problems.
- Multiple accountability to employer, community, family and child

Social, political, economic and environmental factors which impact on Aboriginal and Torres Strait Islander people include:

- Health outcomes
- Colonisation and invasion
- Land rights and native title
- Dispossession
- Acts of government including assimilation policies
- Stolen generations
- Racism
- Employment
- Poverty
- Police-community relations
- Housing
- Education
- Substance misuse
- Acculturation and
- Political leverage

Agencies associated with child protection services may include:

- Community controlled health providers
- Women's/men's centres
- Government services
- Welfare agencies
- Emergency services
- Police
- Education and training organisations
- Non-government and private enterprise
- Community government councils
- Elected community organisations
- Homeland/outstation service providers

Aboriginal and Torres Strait Islander bodies, strategies, policies and resources may include:

- Aboriginal and Torres Strait Islander child placement principle.
- Prevention and early-intervention programs relating to indigenous children
- Family reunification

Barriers to access and equity in relation to Aboriginal and/or Torres Strait Islander health may include:

- Racism, including community and institutionalised racism
- Discrimination
- Socioeconomic status
- Access to essential services and infrastructure
- Lack of coordination of government at all levels
- Inadequate resources/funding
- Lack of community control and ownership
- Lack of political leverage
- Language barriers
- Disease focus of mainstream health care delivery
- Differences in concept of ill health
- Geographic access to Primary Health Care and specialist health services
- Cultural barriers, such as poison cousin and kinship barriers

Recognised agencies may include:

- Aboriginal and Torres Strait Islander child protection services

Organisation policies and regulatory requirements may include:

- Protocols document
- Practice manual
- Privacy and confidentiality guidelines
- Work health and safety (WHS) guidelines

Unit Sector(s)

Not Applicable