



Australian Government

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

Release: 1

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

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>

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

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- engage with at least one Aboriginal or Torres Strait Islander child or young person in the youth justice system and their family, including:
 - communicating appropriately to develop trust and a professional relationship
 - identifying their particular cultural needs
 - providing opportunities for the child or young person and their family to obtain further information
 - using information about child or young person's cultural identity to inform case plans and activities
 - seeking cultural expertise on how to make the environment sensitive to cultural needs
- support families and kinship networks to retain contact with an Aboriginal and/or Torres Strait Islander child or young person in the youth justice system, including:
 - identifying resources and practical assistance needed to maintain contact
 - identifying potential barriers to communication
 - engaging with the child or young people rather than focussing on casework
 - encouraging family participation in case planning.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation relevant to work jurisdiction, including mandatory reporting requirements
- contemporary issues affecting Aboriginal and/or Torres Strait Islander people in custody
- how to work with Aboriginal and/or Torres Strait Islander children and young people in custody
- physical, social, psychological, and emotional development of children and young people and the ways in which development can be affected
- principles of good practice in youth justice work with diverse people and groups
- code of ethics and organisational policies and procedures for liaison and communication with families of children and young people in custody
- sources of information and protocols to obtain cultural and community information
- risk analysis and reporting processes, including self-harm identification

- importance and differences of security awareness in custodial and community youth justice work
- rights and responsibilities of children and young people and their families and carers when interacting with the youth justice system
- principles and processes of effective communication with diverse groups of children and young people and colleagues
- importance of anti-discrimination and inclusivity principles applied to work practices.

Assessment Conditions

Skills must be demonstrated in the workplace, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

Assessment must ensure:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational standards, policies and procedures
- opportunities for engagement with Aboriginal and/or Torres Strait Islander children, young people and families.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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