



Australian Government

CHCYTH013 Engage respectfully with young people

Release: 1

CHCYTH013 Engage respectfully with young people

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>

Assessment Requirements for CHCYTH013 Engage respectfully with young people

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:

- apply youth-centred practices when working with young people on at three occasions, including:
 - using communication strategies to engage with young people
 - applying principles of ethical decision making to ethical tensions when the young person is the primary stakeholder
- establishing and maintaining a collaborative and professional relationship with at least one group of young people.

Knowledge Evidence

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

- ways to identify how young people are portrayed within society and how it impacts their actions, decisions and responses
- contexts of youth work
- how young people are perceived and how it impacts their actions, decisions and responses
- aspects of human behaviour and development related to young people, and their personal and social development and relationships
- current human development and behaviour theories
- current issues facing young people and existing services to address their needs and rights
- different world views and the interrelationship of society
- cultural security incorporating different world views and the young person
- cultural security to support diversity in all forms and for all individuals
- the impact of cultural changes
- own work role within the context of the youth sector
- social justice principles:
 - access
 - equity
 - rights
 - participation
- principles of ethical decision making

- statutory frameworks in which the work role functions
- the impact of judgement making skills in working with young people
- youth-centred practices with focus on the young person as the primary stakeholder
- youth cultures, and social, political and economic and professional frameworks
- organisational policies and procedures for:
 - information sharing
 - privacy and confidentiality
- techniques for critical reflection on cultural values.

Assessment Conditions

Skills must be demonstrated in the workplace, or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational policies and procedures
- opportunities for engagement with young people.

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

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