



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM411B Engage fathers into family based programs

Release: 1

CHCFAM411B Engage fathers into family based programs

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required by relationship practitioners to engage productively with fathers through existing services and in the course of their practice and to work inclusively and appropriately engage with fathers

Application of the Unit

Application

This unit of competency applies to practitioners working in the relationship education sector

Skills required include the design, development, promotion and delivery of father inclusive programs and father inclusive practice by the practitioner

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of the following related units of competency:

- CHCFAM407B Work effectively in relationship work
- CHCGROUP403D Plan and conduct group activities

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. Work with fathers to increase their engagement in their children's lives

1.1 Identify potential *roles and impact of fathers* in their children/s lives

1.2 Demonstrate understanding and value of the different ways fathers can perceive their roles in their children's lives

1.3 Clarify fathers' aspirations for the well being of their child/children and the *experience, knowledge and skills* they can contribute to this well being

1.4 Work with fathers to develop their *capacity to positively engage with their child/children*

ELEMENT**PERFORMANCE CRITERIA**

2. Develop and use father inclusive practice, policies, processes, and programs

- 2.1 Analyse *elements of own practice* to identify communication styles which are father inclusive and those which are not father inclusive
- 2.2 Foster father inclusive practice in own practice
- 2.3 Identify and promote opportunities for improving father inclusive aspects of the organisation, its policies, processes and programs
- 2.4 Deliver *programs* where the structure, content, format and language are appropriate to fathers as participants
- 2.5 Deliver programs in a way which is at all times respectful and values the role and importance of fathers and mothers in their children's lives

3. Promote programs to fathers

- 3.1 Identify the target group for program including the target group of men
- 3.2 Identify *key characteristics* of target group and the impact they may have on engagement of target groups including promotion of program, accessibility to program and appropriateness of venue, format and timings
- 3.3 Design and develop *appropriate father inclusive programs* for target group
- 3.4 Use *appropriate methods to promote programs* to target group

ELEMENT**PERFORMANCE CRITERIA**

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| 4. Engage with fathers using father inclusive practice | 4.1 Approach fathers as partners in change with respect for their experience, gifts and capacities as fathers |
| | 4.2 Assess fathers' access to high quality family services to ensure equity and fairness regardless of income, employment status, special educational needs or cultural or linguistic background |
| | 4.3 Utilise a strengths-based approach to female and male staff capacities for working with fathers |
| | 4.4 Work effectively as part of a mixed gender workforce |
| | 4.5 Assist fathers to overcome any personal, community and/or societal barriers that may prevent them from becoming positive fathers |
| | 4.6 Work in partnership with fathers to develop their knowledge, skills and abilities and to help fathers choose a positive role with their children while recognising and respecting the role of mothers |
| | 4.7 Contribute to the effective monitoring and evaluation of father involvement |
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| 5. Evaluate programs and reflect on own practice from a father inclusive perspective | 5.1 Seek feedback from colleagues and clients including fathers, regarding the program and own practice in relation to father inclusive appropriateness |
| | 5.2 Identify aspects of the program and own practice where father inclusive practice could be strengthened |
| | 5.3 Incorporate improved father inclusive practice into the design, development and delivery of future program and own practice |

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 fathers and stepfathers drawn from experience with a wide range of people including fathers and stepfathers from different socioeconomic backgrounds. Knowledge of the similarities and differences in the experiences that a range of people face
- Good working knowledge of relevant topics and issues for fathers, stepfathers, parents, children and families
- Knowledge of the agencies and services that are appropriate to fathers and stepfathers
- Knowledge of the importance of fathers and stepfathers in children's lives
- Knowledge of child development, including physical, emotional, psychological and cognitive development needs and the impact of fathers and mothers and family life on child development
- General understanding of a range of theoretical frameworks regarding men's roles, the inherent assumptions, strengths and weaknesses of these frameworks
- Knowledge of differences in communication styles, masculine and feminine world views and ways of being, gender stereo-types and impacts of these
- Knowledge of the difficulties for children in living with step parents and in step families

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Critically reflect own practice in relation to father inclusive practices
- Critically examine the organisation's structures and processes to identify areas where a more father inclusive approach can be adopted
- Promote father inclusive practise to colleagues within own agency and in other agencies

In addition, the candidate must be able to effectively do the task outlined in elements and

REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Model effective, respectful and inclusive communication skills including:
 - appropriate verbal and non-verbal communication
 - listening
 - empathic responding
 - paraphrasing
 - summarising
 - questioning
 - models of conflict resolution
 - assertiveness
 - tact and sensitivity when working with men
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
 - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
 - the interplay and dynamics of each of the above
 - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

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 in the application of working effectively with fathers and engaging them into specific programs and existing programs
- Evidence of competency in this unit will need to be

EVIDENCE GUIDE

assessed over a period of time in order to gather evidence of performance

- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with fathers through the use of father inclusive practice and through the delivery of father inclusive programs

- 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:
 - a relevant workplace or an appropriately simulated environment where assessment may take place

EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment through application of father inclusive practice whilst delivering father inclusive programs
 - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
 - observation of processes and procedures, oral and/or written questions 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
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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

Roles and impact of fathers may include but is not limited to:

- Fathering and the roles of fathers are as unique and varied as there are fathers
- Fathers can bring with them a range of fathering roles both conceptually and in practice
- Recognition of a number of theoretical frameworks regarding roles for men and their potential impact on roles as fathers
- Recognition of the impact on identity that fatherhood can have on men
- Recognition of the roles fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function
- Fathers may be:
 - birth fathers
 - step fathers
 - foster fathers
 - non-biological fathers
 - uncles
 - grandfathers
 - carers
- Fathering includes the establishment of a relationship between the father and child
- Where fathers/a father figure play/s an active role in their children's lives this can have positive outcomes on the development of literacy, numeracy and social skills, self-esteem and the development of resilience in both boys and girls

RANGE STATEMENT

Experience, knowledge and skills fathers bring to their fathering may include:

- The ability and will to commit to the physical and ongoing support that a father provides and the involvement with the child/children throughout their lives
- The capacity to make day to day decisions for the child/children that meet the children's needs
- The ability to care about and attend to the important transitions in a child's life and work to provide the optimal conditions to maximise their growth
- The ability to change and adapt as children grow older and the fathers mature in their relationship with their children
- The ability to create resources for material well being and the resolution of problems that allow opportunities for the development of emotional well being
- The ability to form lasting and healthy attachments with their children which can grow and change over time
- The capacity to relate with children by sharing meaningfully with them, both verbally and non-verbally

Capacity to positively engage with their child/children may include:

- Building on existing experience, knowledge and skills
- Enhancing understanding of developmental needs of children including social, emotional, cognitive, physical and psychological
- Identifying ways fathers can actively contribute to the developmental needs of child/children
- Valuing the establishment and maintenance of positive relationships with child/children
- Identification of factors which can negatively impact on the establishment and maintenance of positive relationships with child/children including self limiting concepts that may hold men back from achieving their full potential as fathers

RANGE STATEMENT

Elements of own practice which are father inclusive may include:

- A genuine and expressed belief in the importance of the role of father's in their children's lives while still valuing the importance of the mother in their child/children's lives
- Recognition of the responsibility both mothers and fathers to adopt a child focused approach
- A genuine and expressed belief in the experience, skills and knowledge father's bring to fathering
- Language and communication styles acceptable to men
- Ability to readily establish credibility as a reliable source of information regarding their child and their child's needs and welfare

Programs may include:

- Programs specifically targeting fathers, stepfathers and male carers for example programs designed to provide tips and hints on fathering, toddler taming, preparing for fatherhood, fatherhood post-separation, father evenings at pre-schools
- Activity based programs for example, father and child surf clinics, music competitions, father photo competitions, play groups for fathers and children, information sessions on tax and fathers
- Programs which leverage off established community organisations/events, for example, sausage sizzles at local sporting clubs with a guest speaker on 'fathering' or children and that sport
- Programs for parents and families and/or stepfamilies
- Programs for specific client groups for example, for prisoners and/or their partners
- Programs designed to work individually with clients who are fathers

Key characteristics which may impact on engagement may include:

- Culture, age, employment, values, confidence, re-partnering, access to structural supports for example child care, transport

RANGE STATEMENT

Appropriate father inclusive programs may include:

- Programs with an emphasis on providing tips, tools, strategies and information not on providing help, support or counselling
- Programs which operate from a strengths-based perspective which recognises and values a client's ability to deal with their lives and issues within their lives and relationships and values the skills, knowledge, attributes and experiences fathers bring to these fathering
- Programs that negotiate issues of work or other time commitments including child care responsibilities and are run at times that fit with these other commitments

Appropriate methods to promote programs may include:

- Using referral networks
- Development of father appropriate publicity or advertising material
- Working with key members of community or other organisations

Unit Sector(s)

Not Applicable