



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM421B Work with parents of very young children

Release: 1

CHCFAM421B Work with parents of very young children

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work with new fathers and/or new mothers and new carers to develop their confidence and competence as fathers, mothers and carers and as effective parenting teams

Application of the Unit

Application

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

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. Work with fathers and/or mothers and/or carers of very young children and babies

1.1 Demonstrate understanding of *issues* affecting fathers, mothers/carers and families of very young children including first time fathers and mothers/carers from a range of *family structures and backgrounds*

1.2 Assist fathers, mothers or carers to explore relevant parenting issues regarding very young children including issues for first time parents/carers

1.3 Assist fathers, mothers or carers to explore relevant issues regarding very young children which may have an impact on their partner or other members of their family

1.4 Assist fathers, mothers and/or carers to explore *strategies to address or minimise the impact of relevant issues* on themselves and/or other members of their family

1.5 Assist fathers, mothers and/or carers to develop an understanding of and appreciation for the *unique roles of fathering and mothering*, parenting, parenting skills and the important role played by fathers, mothers/carers and parents in the life of their child/children

1.6 Assist fathers and mothers and/or carers to develop confidence and competence in their roles as fathers and mothers/carers

ELEMENT**PERFORMANCE CRITERIA**

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| 2. Assist parents of very young children and babies to develop team parenting skills | <p>2.1 <i>Work with parent/s and carers</i> to identify their beliefs, values and perceptions about children, their roles as parents/carers and the place of children in their lives</p> <p>2.2 <i>Work with parent/s</i> to identify their <i>own strengths and areas for development</i> as parents</p> <p>2.3 <i>Work with parent/s</i> to identify their <i>strengths and areas for development as a parenting team</i></p> <p>2.4 <i>Work with parents</i> to develop strategies and tools to build on their own and each other's strengths in order to build their capacity to work as a parenting team</p> <p>2.5 <i>Work with separated and/or single parents</i> to assist them to work collaboratively in raising their child/children</p> |
| 3. Develop parenting skills in parents of very young children and babies | <p>3.1 Establish rapport with parents of very young children</p> <p>3.2 Assist parents to identify relevant areas for development of their parenting confidence and competence</p> <p>3.3 Use appropriate tools and strategies to assist parents to develop parenting confidence and competence</p> <p>3.4 Assist parents to review current skill development and identify further appropriate opportunities for development</p> |
| 4. Work within bounds of professional practice | <p>4.1 Identify service and professional boundaries of practice and operate within those boundaries</p> <p>4.2 Identify internal and external resources to whom clients may be referred for assistance</p> <p>4.3 Appropriately refer clients to other services</p> |

ELEMENT

5. Work with parents to assist them to parent across cultures

PERFORMANCE CRITERIA

5.1 Demonstrate consideration and understanding of *cultural, religious, community* and *familial obligations* and their possible impact on family relationships, in all work undertaken

5.2 Consistently adapt work to meet the specific cultural and linguistic needs of clients

5.3 Work in partnership with parents to achieve a balance between the development of a strong ethnic identity and the incorporation of positive aspects of Australian society into parenting styles

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:

- Models and theories for working with parents
- Issues affecting fathers, mothers, caregivers and families of very young children, including first time parents
- Good understanding of child development and corresponding needs of babies and very young children including key social, physical, psychological, cognitive and emotional development
- General health and well being of babies including sleep, nutrition, stimulation, settling
- Basic understanding of current theories of roles of fathers, mothers and caregivers including infant attachment theory and what this looks like and the impact of good attachment on child development
- Awareness of the impact of culture on parenting and parenting styles, including an appreciation of potential issues of working cross culturally with parents
- Paternal and maternal post-natal depression, affects and ways of addressing these
- Group skills and group dynamics
- Dynamics of intimate relationships
- Models of conflict resolution and mediation
- The nature of domestic and family violence and child abuse including key indicators and effects.
- The key indicators, nature and impact on infants and children of personal issues such as alcoholism, gambling, mental health and other issues that could potentially impact on the health and development of marriages, families and relationships
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work
- Appropriate sources or referrals and ways in which these can be accessed

REQUIRED SKILLS AND KNOWLEDGE

- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Self and how experience, biases, values and beliefs may impact on ability to work effectively with various client groups
- Limitations and boundaries of practitioner role within the context of their responsibilities within and agency/organisation
- Understanding of a wide range of client groups and cultural diversity including same sex couples
- Organisation policy and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Coach and mentor fathers, mothers and caregivers of very young children and babies in their respective roles
- Provide an effective role model for fathers, mothers and caregivers of very young children and babies
- Work in partnership with other services including infant welfare centres, pre-schools, kindergartens, primary schools, hospitals, maternity wards
- Demonstrate respect toward parents and caregivers of very young children and babies
- Establish and maintain boundaries of practice with program participants
- Work with diverse families and family structures
- Be aware and responsive to diverse groups of people who may challenge educator's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics
- Recognise and promote good attachments between infants and fathers and mothers
- Work with mental health issues including post-natal depression
- Validate and normalise where appropriate and sensitively challenge where required experiences and reactions of parents and carers of babies and very young children

continued ...

Essential skills (contd):

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

REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Communicate effectively, including having empathy for, and developing a good rapport with, fathers, mothers and caregivers of very young children and babies, including first time parents
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open, assertive and appropriate manner
- Respond appropriately to strong emotions in self and others
- 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
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Engage with and facilitate the relational/emotional system in couples in order to bring about positive change
- Assess family functioning

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 mothers, fathers and carers of babies and very young children

EVIDENCE GUIDE

- Evidence of competency in this unit will need to be 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, mothers and carers of babies and very young children

- 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 working with mothers, fathers and/or carers of very young children
 - 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

Issues which may impact on fathers, mothers and caregivers of very young children and babies, including first time parents may include:

- Lifestyle changes
- Financial stresses
- Housing
- Social isolation
- Levels of support
- Extended family
- Religious considerations
- Cultural aspects of parenting and parenting across cultures
- Family of origin and impact of this on own parenting styles
- Relationship changes
- Sleep deprivation
- Economic factors (effect on standard of living)
- Shift in power within the relationship, role changes, different division of labour
- Potential for role uncertainty and role conflict within the family
- Move from partners to parents
- Breast feeding, support for breast-feeding,
- Attachment between mother and baby and importance of this
- Attachment between father and baby and importance of this
- Relationships between siblings and baby
- Maintaining relationship between father and mother after the birth
- Intimacy
- Value placed on the role of father, mother, caregiver
- Levels of confidence in role of father, mother, caregiver
- Emergence of values/family 'ways of doing things' which were previously irrelevant
- Cultural differences in approach to father, mother and parent roles

continued ...

Issues which may impact on fathers, mothers and caregivers of very young children and babies, including first time parents may include:

- Influences of extended family including grandparents
- Circumcision
- Shift in mother's attention from partner to infant
- Young parents
- Congenital abnormality or chronic illness

RANGE STATEMENT

(contd)

- Developmental delays
- Mental health
- Post-natal depression for mothers and fathers

Family structures and backgrounds may include but are not limited to:

- Step families
- Adoptive families
- Foster families
- Chosen families
- Same-sex parents
- Extended families
- Sibling families

Strategies to address or minimise the impact of relevant issues on fathers, mothers and caregivers may include

- Developing a greater understanding of 'how it is' for the other partner, members of the family
- Developing a greater respect for, and appreciation of, the value of the roles played by the other partner, members of the family
- Time management skills
- Honest, assertive and respectful communication
- Active listening
- The importance of compromise
- Maximising equitable opportunities to sleep, rest or have quality 'down time' for all parties
- Maximising equitable opportunities to meet personal needs of all parties
- Building confidence and competence in parenting skills
- Recognising the importance of the relationship between the partners and ensuring time to maintain this relationship

RANGE STATEMENT

Unique roles of fathering and mothering may include:

- The importance of early and effective attachment between fathers, mothers, other siblings and infants
- Where fathers/ a father figure plays 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
- The importance of strong father and mother roles in child/children's lives
- The potential impact on child/children of post natal depression in mothers and fathers
- The ability and will to commit to the physical and ongoing support that a father/mother 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/mothers 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
- Recognition of the impact on identity that fatherhood has on men and motherhood has on women

continued ...

Unique roles of fathering and mothering may include (contd):

- Recognition of the roles fathers and mothers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function
- Fathers/mothers may be:
 - birth fathers/birth mothers
 - step fathers/mothers

RANGE STATEMENT

- foster fathers/mothers
- non-biological fathers/mothers
- uncles/aunts
- grandfathers/grandmothers
- carers
- Concepts of generative fatherhood may include
 - men want to be good fathers
 - assistance given to men to become better fathers needs to focus on removing the barriers to fatherhood
 - assistance given to men to become better fathers needs to focus on positive affirmation of the father's commitment to their children and participation in their lives
 - critical life transitions for example, separation, are viewed as opportunities to strengthen fatherhood
 - fathering styles may be influenced by how men were fathered and by their family of origin

Work with parents and carers must include:

- Understanding of the engagement and communication processes involved in helping
- The skills and qualities to put these into operation.
- Anticipated outcomes of work with parents and carers
- The communication processes involved
- The nature of the relationship with parents

RANGE STATEMENT

Work with parents may include:

- Consideration of current, relevant theories of families and parenting:
 - attachment
 - developmental - maturational (Gesell), psychosocial (Erickson)
 - family systems theory
 - ecological approach
 - psychoanalytic theory (Freud)
 - behavioural genetics
 - ethology and modern evolutionary theory
 - role socialisation/cultural theory
 - parenting styles
- Consideration of current, relevant models for working with families and parents:
 - family partnership model
 - building strengths
 - solutions
 - social learning theory
 - educational
 - behaviour management

Strengths and areas for development as a father, mother, caregiver may include:

- Empathy
- Love
- Good at listening
- Good at anticipating the needs of others
- Willingness to consider the needs of others
- Ability to recognise own needs and ensure self care requirements are met
- Good imagination
- Patient
- Can operate with very little sleep
- Consistent in approach to things
- Good at setting clear boundaries
- Good at time and commitment management
- Good multi-tasking skills

RANGE STATEMENT

Strengths and areas for development as a parenting team may include:

- Recognition of different values, beliefs, customs and parenting styles which may impact on children and raising children
- Respect for differences
- Ability to identify and articulate the 'non-negotiables' of own values and beliefs
- Establishment of a united approach to parenting issues
- Establishment of clear boundaries for children and consistent approaches between parents and over time
- Examination of impact extended family and friends may have on parenting and family issues
- Effective communication
- Negotiate and compromise where possible and appropriate
- Respect and care for each other and other members of the family
- Establishment of healthy routines for sleep, diet and exercise

Cultural, religious, community and familial obligations may include:

- Gender entitlements or roles
- Immediate family
- Extended family
- Step family
- Financial, social, emotional or support obligations
- Celebrations
- Economic support
- Religious participation
- Domestic support
- Co-habitation and/or co-location
- Specified work and support
- Maintenance of language and cultural practices
- Carer responsibilities

Unit Sector(s)

Not Applicable