



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services**

Release: 1

## **CHCIC302A Support Aboriginal and/or Torres Strait Islander families to participate in children's services**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the skills and knowledge required to support participation of Aboriginal and/or Torres Strait Islander children and families in children's services

This support includes contributing to other children's understanding and acceptance of Aboriginal and/or Torres Strait Islander culture and history and removal of potential barriers to their participation in children's services

### **Application of the Unit**

#### **Application**

This unit is intended for children services workers to encourage and promote understanding and acceptance of inclusion of Aboriginal and/or Torres Strait Islander people in environments where they may or may not work directly with Aboriginal and/or Torres Strait Islander children and families

### **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. Identify influence of own cultural identity on interactions with Aboriginal and/or Torres Strait Islander people and communities

- 1.1 Identify *significant events* in own family history which may influence own current beliefs and values
- 1.2 Identify *aspects of the environment* which influence own *cultural identity*
- 1.3 Examine aspects of family history and personal cultural identity for impact on personal values and potential impact on interactions with Aboriginal and/or Torres Strait Islander children and families

2. Apply understanding of impacts of colonisation on Aboriginal and/or Torres Strait Islander people and communities

- 2.1 Identify and analyse *Aboriginal and/or Torres Strait Islander historical issues* of current workplace at local, regional and state levels
- 2.2 Identify contemporary impacts of historical issues on Aboriginal and/or Torres Strait Islander people
- 2.3 Research the *diversity* of Aboriginal and/or Torres Strait Islander populations in community and children's services organisation

## ELEMENT

## PERFORMANCE CRITERIA

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|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Support the cultural identity of Aboriginal and/or Torres Strait Islander children and families | 3.1 Identify and consult with appropriate persons to obtain knowledge of local Aboriginal and/or Torres Strait Islander groups<br>3.2 Obtain knowledge about the cultural identity of any Aboriginal and/or Torres Strait Islander children and families currently involved in or receiving services from the children's services organisation<br>3.3 Process <i>information</i> in a culturally sensitive way including identification of how and with whom information can be shared<br>3.4 Provide opportunities for Aboriginal and/or Torres Strait Islander children and families to share context and cultural knowledge<br>3.5 Provide opportunities for children and families to enhance their experience of <i>cultural diversity</i><br>3.6 Demonstrate respect for Aboriginal and/or Torres Strait Islander <i>languages</i> in the workplace context                             |
| 4. Create environments to support children's cross-cultural understanding and relationships        | 4.1 Plan and implement experiences that foster positive attitudes to inclusiveness and cultural diversity<br>4.2 Encourage all children to be aware of and to respect Aboriginal and/or Torres Strait Islander culture and history<br>4.3 Promote establishment of constructive relationships with Aboriginal and/or Torres Strait Islander children and their families based on mutual respect, trust and celebration of diversity<br>4.4 Role model open, inclusive, equitable and ethical communication and interactions with all children and families<br>4.5 Promote the need to support involvement of Aboriginal and/or Torres Strait Islander families and communities in all aspects of children's participation in the organisation<br>4.6 Observe children's interactions and participation to identify the need for additional cultural support and cross-cultural understanding |

## ELEMENT

## PERFORMANCE CRITERIA

5. Support the implementation of experiences that are inclusive and recognise and celebrate difference

5.1 Gather information about children and their families to guide implementation of learning experiences to meet children's cultural needs and cross-cultural understanding

5.2 Review experiences and *resources* to ensure they accurately represent different cultures and are not discriminatory

5.3 In consultation with supervisor, plan and implement experiences that build on diverse backgrounds of students and their families

5.4 In consultation with supervisor, plan and implement experiences that focus on events, customs, belief that are relevant to Aboriginal and/or Torres Strait Islander communities

6. Support children in developing personal identity, self-esteem and positive self image

6.1 Support experiences and environments where relationships between children, workers and other adults can be established

6.2 Communicate and interact with children to build their confidence, self-esteem, self image and self efficacy

6.3 Implement group activities in consultation with the supervisor to allow children to use collaborative processes to solve problems

6.4 Engage with Aboriginal and/or Torres Strait Islander peers, mentors or other staff to support individual children where appropriate

6.5 Follow community *protocols* when engaging with *community members*

## 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:

- Impact of colonisation on Aboriginal and/or Torres Strait Islander people
- Equity and diversity principles
- Difference between cultural groups
- Organisation policies and initiatives designed to support participation for Aboriginal and/or Torres Strait Islander children and families
- Anti-discrimination and stereotyping
- Information sources for local Aboriginal and/or Torres Strait Islander people, where appropriate
- Local protocols for interacting with Aboriginal and/or Torres Strait Islander community, where appropriate

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Interact in culturally appropriate ways with Aboriginal and/or Torres Strait Islander people
- Use a range of inclusive strategies that encourage engagement of Aboriginal and/or Torres Strait Islander people and celebrate diversity
- Use a range of strategies, in consultation with the supervisor, that encourage all children to develop cross-cultural understanding and respect and that support and build self-esteem of Aboriginal and Torres Strait Islander children and their families

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 the identified work role

These include the ability to:

- Use observation skills to be able to identify any additional approaches that may be

## REQUIRED SKILLS AND KNOWLEDGE

provided to support participation

- Communicate effectively to liaise between differing cultural contexts
- Use a range of communication styles to suit differing audiences and purposes

## 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
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

*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

## EVIDENCE GUIDE

*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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Access to:
  - organisation's policies, procedures and definition of workplace diversity
  - current Aboriginal and/or Torres Strait Islander children's profile and information, where appropriate
  - current information on organisation's diversity
  - current information on the diversity of immediate community

*Method of assessment:*

- Assessment may include observation, questioning and evidence gathered from a workplace environment

## 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

*Significant events may include:*

- Schooling experience
- Divorce
- Family composition
- Migration
- Health
- Financial factors
- Housing arrangements
- Death of a family member
- Attendance, high mobility between child care centres and long absences in between

*Aspects of the environment may include:*

- Weather
- Political circumstances
- Government policy
- Religious freedom
- Education opportunity
- Freedom of speech
- Dominant/minority groups
- Equal rights
- Media
- Songs
- Ceremony

*Cultural identity refers to the relationship with:*

- Place
- People
- Environment
- Belief system
- History
- Tradition
- Society

*Aboriginal and/or Torres Strait Islander historical issues may include:*

- Stolen generation
- Invasion and colonisation
- Healthcare
- Education
- White Australia Policy

## **RANGE STATEMENT**

*Diversity may include:*

- Population
- Language
- Law
- Ceremonies
- Literacy
- Employment
- Living conditions
- Lifestyles
- Customs
- Beliefs

*Information may include:*

- Languages spoken
- Attendance records
- Health status
- Learning performance
- Family situations
- Name of traditional custodians of the land
- Names of elders and local families

*Cultural diversity refers to:*

- The range of knowledge, skills and experiences brought to a situation by all members of a group
- The range of perspectives, responses and ideas possible within a diverse group

*Languages may include:*

- Aboriginal languages and dialects
- Torres Strait Islander languages and dialects
- Torres Strait Creoles, Yumpla tok
- Aboriginal English
- Kriol and other Australian creoles

*Approaches to student support outside of the childcare environment may include:*

- Aboriginal Community Controlled Health Organisations
- Cultural groups
- Sporting groups
- Parent support groups

## RANGE STATEMENT

*Community resources may include:*

- Elders
- Tradition
- Oral histories
- Artefacts
- Music and dance
- Paintings and artwork
- Land and 'country'
- Places
- Structures
- Community members
- Organisations

*Culturally appropriate refers to:*

- Local context
- Social norms of the cultural group
- In the context of 'Country'
- Kinship structures
- Verbal and on verbal communications protocols
- Gender specific issues
- Language
- Use of information
- Beliefs systems

*Protocols may include:*

- Talking to the right people
- Land ownership
- Family/kinship/clan/group

*Community members may include:*

- Elders
- Family and relatives
- Organisations
- Others in the community

## Unit Sector(s)

Not Applicable