



Australian Government

Department of Education, Employment and Workplace Relations

CHCYJ402A Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Release: 1

CHCYJ402A Support Aboriginal and/or Torres Strait Islander young people in youth justice system

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to recognise and support the specific needs of Aboriginal and/or Torres Strait Islander young people in the youth justice system

Application of the Unit

Application

This unit applies to work in both a community and custodial youth justice service environment
Application of this unit should be contextualised to reflect specific workplace requirements and practices

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. Engage with Aboriginal and/or Torres Strait Islander young people and their families

- 1.1 Communicate appropriately with Aboriginal and/or Torres Strait Islander young people and their families to develop trust and professional relationships
- 1.2 Apply knowledge of the *issues affecting Aboriginal and/or Torres Strait Islander young people in the youth justice system* to identify particular needs
- 1.4 Discuss with the young person and family *specific cultural and community characteristics* and/or expectations that may assist with supporting the young person
- 1.3 Use a variety of sources to obtain information about the cultural needs of the young person
- 1.4 Provide opportunities for the young person and their family to obtain further information

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 2. Communicate and manage information about the young person | 2.1 Demonstrate consideration and understanding of ethical practices and cultural protocols for obtaining and sharing information about the young person
2.2 Follow relevant organisation policies and procedures for <i>communication strategies</i> to be used with diverse groups and individuals
2.3 Provide interpreter and/or translator services for families where this will assist communication
2.5 Identify <i>issues requiring mandatory notification</i> and report to supervisor and/or an appropriate authority
2.6 Use information obtained about the young person's cultural identity to inform case plans and activities |
| 3. Support families and kinship networks to remain in contact with young people | 3.1 Consult with the family and kinship networks of young people to identify <i>practical assistance</i> needed to maintain contact with young person
3.2 Access <i>resources</i> to support family contact with young person in custody
3.3 Determine any <i>potential barriers to communication</i> for young people and their families and support the maintenance of communication
3.4 Recognise the importance of whole of community in supporting and caring for Aboriginal and/or Torres Strait Islander young people
3.5 Encourage family participation in case planning |
| 4. Represent the needs of Aboriginal and/or Torres Strait Islander young people to others in the organisation | 4.1 Identify and convey the cultural needs of the young person to other staff and agencies
4.2 Encourage families to convey any specific needs of the young person 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 any risk factors for self-harm
4.5 Source and provide information on other services that can support the family and young person |

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:

- Youth justice system and relevant legislation as applies to work jurisdiction
- Effects on young Aboriginal and/or Torres Strait Islander people in the youth justice system
- Contemporary issues of Aboriginal and/or Torres Strait Islander people in custody
- Principles of good practice in the youth justice work with diverse client groups
- Codes of ethics, legislation and organisation policy and procedures for liaison and communication of families of young people in custody
- Sources of information and protocols to obtain specific cultural and community information
- Types of approaches and models within the youth justices system
- Factors which may influence or contribute to offending behaviour
- Physical, social, psychological and emotional development of young people and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- Standards of practice pertaining to specific job role and workplace
- Risk analysis processes in the youth justice setting
- Importance and differences of security awareness in custodial and community youth justice work
- Rights and responsibilities of young people and their families/carers in youth justice system
- Rights and responsibilities of own work performance in youth justices system
- Tensions that may arise between rights and responsibilities and how to resolve these tensions
- Principles and processes of effective communication with diverse groups of young people and colleagues
- Processes for young people and their families/carers to be able to lodge complaints
- Agency systems for recording and reporting a range of information about young people,

REQUIRED SKILLS AND KNOWLEDGE

the youth justice system and related work functions

- Importance of anti-discrimination and inclusivity principles applied to work practices
- Diverse values and beliefs which individuals may hold and how to respond accordingly
- Culture, gender, beliefs can affect attitudes and behaviour and how these may be perceived by others

continued ...

Essential knowledge (contd):

- Importance of challenging own perceptions and attitudes in relation to work performance and decision-making
- Own work role and from whom assistance and advice should be sought
- Impact of broader social and economic environment on young people

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply an understanding of the legislation requirements of the job
- Apply work practices that respect the rights of the young person and cultural protocols
- Reflect upon own practices and seek feedback from supervisors and colleagues on own work performance
- Sensitively and respectfully communicate with Aboriginal and/or Torres Strait Islander people
- Implement culturally respectful practices
- Locate and apply relevant policies and procedures of the youth justice workplace
- Incorporate theoretical understandings of adolescent development and offending behaviour into work practice

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:

- Raise awareness in others of the cultural needs and rights of young people
- Communicate effectively with young people in a range of situations
- Risk analysis of immediate work environment and young person's status
- Promote anti-discriminatory practices
- Observe and report matters to relevant personnel as required with the job role
- Implement security procedures for safety of young person, self and others in the work environment as required by the youth justice organisation
- Liaise with family and community members to ensure relationship maintenance whilst

REQUIRED SKILLS AND KNOWLEDGE

the young person is in custodial environment

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

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.

Communication strategies may include:

- Use of interpreters
- Use of translators
- Accessing communication protocols
- Liaison with Elders
- Verbal/non-verbal
- Printed and photo language
- Audio or video conferencing
- Respectful use of body language and proximity
- Identification and respect for roles of gender, age and community status in communication

RANGE STATEMENT

Issues affecting young Aboriginal and/or Torres Strait Islander people in the youth justice system may include:

- Risk of self-harm
- Cultural oppression
- Isolation from community, family, spiritual and well being supports
- Over representation in custody
- Recidivist offending
- Geographical and economic barriers for family visitation and contact
- Alcohol and other drug issues
- Social and emotional well being
- Health risks
- Increased presentations of young offenders with complex issues

Specific cultural and community characteristics may include:

- Respect and participation in 'sorry business'
- Community expectations and understandings of culturally appropriate restorative justice processes
- Social and emotional well being of individual and young person
- Historical impacts of stolen generation and institutionalisation - 'black deaths in custody'
- Trust/ respect issues and fear of institutional racism
- Concept and impact of 'shame' in Aboriginal and/or Torres Strait Islander culture and communities
- Issues of grief and loss

Sources of information may include:

- Community elders
- Kinship networks
- Birth parents
- Others in the community as appropriate
- Serviced providers with which the young person has a history
- Teachers
- Siblings

RANGE STATEMENT

Cultural protocols may include those relating to:

- Access and sharing information
- Attendance at community ceremonies and events
- Communication timeframes
- Reintegration into the community and family

Issues requiring mandatory notification may include:

- Abuse and neglect
- Notifiable diseases
- Risk of self-harm

Practical assistance may include:

- Financial
- Transportation and accommodation for visits
- Telecommunication supports
- Assistance with social and emotional well being
- Legal representation
- Interpreter
- Providing and explaining information

Access resources may include:

- Aboriginal and/or Torres Strait Islander legal aid
- Housing services
- Advocacy services
- Interpreter services
- Community justice services
- Aboriginal and/or Torres Strait Islander health service
- Other justice services internal to the organisation

Potential barriers to communication may include:

- Perceived and real power imbalances
- Language differences
- Literacy levels
- Discriminatory processes and actions

RANGE STATEMENT

Issues affecting Aboriginal and/or Torres Strait Islander young people:

- Deprivation and isolation from family and community contact
- Over representation in custody
- Self-harm issues
- Cultural 'shock' in custodial setting
- Advocacy issues within the justice system
- Socioeconomics
- Education and language barriers

Risks may include:

- Physical security
- Personal safety
- Safety of young person or others
- Property
- Breaches of orders
- Self-harm

Unit Sector(s)

Not Applicable