**DRAFT**

CHCYTH013 Engage respectfully with young people

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# Modification History

|  |  |
| --- | --- |
| Release | Comments |
| Release 2 | Minor changes to the application, performance criteria and knowledge evidence. |
| Release 1 | Not applicable |

# Application

This unit describes the skills and knowledge required to communicate effectively with children and young people.This unit applies to workers who engage with young people and use 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

Cross sector

# Elements and Performance Criteria

|  |  |
| --- | --- |
| ELEMENTS | PERFORMANCE CRITERIA |
| Elements describe the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1 Communicate effectively with young people  **DRAFT** | 1.1 Listen to the young person to gain understanding of their experiences  1.2 Conduct communication exchanges that support the development of trust and rapport  1.3 Consider the young person’s situation from their perspective during interactions to  1.4 Use different communication techniques 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 a primary stakeholder |
|  |  |
| 2 Respond to youth cultures and subcultures and young person’s own development | 2.1 Tailor interactions and discussions to reflect the young person’s individual stage of development  2.2 Assess issues concerning the young person’s cultural and sub-cultural identity and modify approaches  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 and needs of the young person  3.3 Explain the responsibilities of both the worker and 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.  **DRAFT** | 4.1 Recognise and reflect on areas where own biases, background and opinions influence responses to young people  4.2 Interact with young people limiting the 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 to: | * engage and establish collaborative and professional relationships with young people. |

# 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

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# 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 3 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
* Youth-centred practices including youth led and youth driven interactions and the empowerment of young people
* own work role within the context of the youth sector
* social justice principles:

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* 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 subcultures, social, political, 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 current Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors.Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>