Legitimate skills and knowledge: developing a curriculum when the Training Package doesn’t match your Industry Consultation

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overview

• Case study: Diploma of Youth Work
  — the ideal youth worker (industry)
  — the youth worker of the Training Package

• Code clash: Industry Consultation v Training Package

• Pedagogic Device: a thinking tool

• Course Design: outcomes focus and graduate capabilities

• Conclusions
Industry Consultation

Youth work is a practice that places young people and their interests first. Youth work is a relational practice, where the youth worker operates alongside the young person in their context. Youth work is an empowering practice that advocates for and facilitates a young person's independence, participation in society, connectedness and realisation of their rights.

—Australian Youth Affair Coalition, 2014
The Ideal Youth Worker

BEING

KNOWING

DOING
KNOWING

- Systems knowledge of industry
- Political and policy context of young people and youth work
- Dimensions of adolescence: social, cognitive, emotional, psychological
- Key themes: mental health, homelessness, juvenile justice, out-of-home care, ATSI, CALD, working with families, sexuality and health
- Situated base: strengths-based approach, unconditional positive regard, self-determination (humanist psychology)
DOING

Working with young people: engagement, empowerment, case work, advocacy, case management, behaviour management, counselling skills, group work, culture skills

Working with other workers: team work skills, networking, building partnerships

Working with other agencies: building partnerships, advocacy

Administrative and organisational skills: legal and ethical, time management, communication competencies, research and reporting
BEING: KEY CAPABILITIES

- Liking young people, able to build and maintain relationships with them
- Valuing the life stage
- Self-reflective practice
- Critical thinking & creative problem solving
- Self-management: ability to work independently, initiative
# Training Package

## Qualification Description

This qualification reflects the role of people with responsibility for the development and the outcomes of programs and services for young people managed through a range of agencies and designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people. This work may be undertaken through employment in community, government and welfare agencies.

*No licensing, legislative or certification requirements apply to this qualification at the time of publication.*

## Packaging Rules

**Total number of units = 21**

- 12 core units
- 4 elective units, of which:
  - at least 1 must be selected from Practice elective units
  - at least 1 must be selected from General elective units
  - up to 2 units may be selected from any endorsed Training Packages or accredited courses relevant to the work outcomes.

All elective units must contribute to a valid, industry-supported vocational outcome.

### Core units

- CHCCCS007 Develop and implement service programs
- CHCCOM003 Develop workplace communication strategies
- CHCCSM005 Develop, facilitate and review all aspects of case management
- CHCEDV002 Analyse impacts of sociological factors on clients in community work and services
- CHCDIV001 Work with diverse people
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCEFB002 Plan and conduct group activities
- CHCELG003 Manage legal and ethical compliance
- CHCHHS001 Work with people with mental health issues
- CHCFPR001 Develop and maintain networks and collaborative partnerships
- CHCFTR001 Identify and respond to children and young people at risk
- CHCITYH001 Engage respectfully with young people

## Practice electives

- CHCYTH002 Work effectively with young people in youth work context
- CHCYTH008 Support young people to take collective action
- CHCYTH009 Support youth programs
- CHCYTH012 Manage service response to young people in crisis
- HLTWHS001 Participate in work health and safety

## General electives

- CHCCBS004 Assess co-existing needs
- CHCCBS027 Visit client residences
- CHCCDE008 Support community action
- CHCCDE009 Develop and support community leadership
- CHCCDE012 Work within organisation and government structures to enable community development outcomes
- CHCCGO016 Respond to client needs
- CHCEDE004 Develop, implement and review sexual and reproductive health education programs
- CHCPOL002 Develop and implement policy
- CHCVOL003 Recruit, induct and support volunteers
- CHCYTH006 Work with young people to establish support networks
- CHCYTH007 Undertake youth work in specific communities
- BSLED005 Plan and implement a mentoring program
- BSRE01601 Analyse and present research information
Code Clash

**Knowledge Evidence**

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the unit role. This includes knowledge of:

- legal and ethical considerations for collaborative practice, including:
  - copyright and intellectual property
  - privacy, confidentiality and disclosure
  - principles of networking and collaboration
  - different types of networks and collaboration:
    - organisational
    - individual
    - virtual
    - formal/informal

**Performance Evidence**

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- developed strategies for networking and collaboration for at least 1 organisation
- worked collaboratively with external individuals or groups in at least 3 different service delivery situations

**Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including information relating to peak bodies, network groups and web based network services
- modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations
Kinds of curriculum

Abstract

everyday

complex

generic

theoretical

practical

professional/vocational

Real world/case studies

Adapted from Shay 2013
## Pedagogic process

<table>
<thead>
<tr>
<th></th>
<th>Industry knowledge and skills</th>
<th>How Industry knowledge is interpreted by gov’t</th>
<th>How knowledge and skills are taught in Colleges</th>
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<tr>
<td><strong>Key questions</strong></td>
<td><strong>What is best practice youth work? What is the ideal youth worker?</strong></td>
<td><strong>How are knowledge and skills constructed in the Training Package?</strong></td>
<td><strong>What is to be learned? How will we teach this?</strong></td>
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<tr>
<td><strong>Evidence</strong></td>
<td>Industry Consultation Youth Work job ads Journal articles Industry publications Codes of ethics “The Ideal Youth Worker”</td>
<td>Training Package (21 Units of Competency, 17 compulsory) Diploma Standard for RTOs</td>
<td><strong>Knowledge led curriculum</strong> &lt;br&gt;- Construction of subjects – grouping and sequencing  &lt;br&gt;- UOC in Diploma  &lt;br&gt;- Themes &amp; capabilities  &lt;br&gt;&lt;b&gt;Skills-based learner practice&lt;/b&gt;  &lt;br&gt;- Assessments  &lt;br&gt;- Lesson structure  &lt;br&gt;- Teachers &amp; teacher development  &lt;br&gt;- Work placement program  &lt;br&gt;&lt;b&gt;Integration of class-space and work-space&lt;/b&gt;  &lt;br&gt;- Graduate capabilities and employability skills</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Peak associations Government contracts</td>
<td>Industry skills councils Audit of TAS, Assessments and assessment judgment</td>
<td>Diploma: demonstration of competence Graduate Capabilities Graduate Outcomes Fulfil audit requirements (TAS, assessments and assessment judgments)</td>
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</tbody>
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Conclusions

• Understanding the knowledge building process

• What do we do with ‘Being’?
  – Limitations of current system
  – Development of capabilities

• Enabling students to become lifelong learners through access to powerful knowledge
References

Hodge, Steve (2014) Expertise and the representation of knowledge in Training Packages, Paper to Australian Research Association Conference PP 1-20