



## Other person guardianship Step by Step assessment competencies

| Competencies                       |           | Description   |
|------------------------------------|-----------|---|
| <b>B Attitudes and connections</b> | <b>B1</b> | <b>Motivation</b><br>Motivation is realistic and appropriate  |
|                                    | <b>B2</b> | <b>Support networks</b><br>Network of support is in place   |
|                                    | <b>B3</b> | <b>Financial resources</b><br>Financial stability is demonstrated   |
|                                    | <b>B4</b> | <b>Cultural respect and understanding</b><br>Cultural differences are understood and valued   |
|                                    | <b>B5</b> | <b>Aboriginal cultural competence</b><br><i>(only used when assessing suitability as guardian for an Aboriginal child or young person)</i><br>Aboriginal cultural competence is demonstrated by active participation in networks within Aboriginal communities, understanding extended family and kinship relationships in an Aboriginal context and use of Aboriginal community organisations and key people providing relevant services |
|                                    | <b>B6</b> | <b>Attitudes to birth family</b><br>Attitude to birth families is non-judgemental and recognises the benefit to children having contact with their birth family   |
| <b>C Personal resilience</b>       | <b>C1</b> | <b>Attachment</b><br>Life history demonstrates ability to form secure attachments   |
|                                    | <b>C2</b> | <b>Trauma, grief and loss</b><br>Trauma has been constructively addressed and adversity has prompted reflection, learning and growth  |
|                                    | <b>C3</b> | <b>Dealing with stress</b><br>Stress is dealt with realistically and constructively   |
|                                    | <b>C4</b> | <b>Relationship with partner</b><br><i>(only if prospective guardians are a partner couple, or if the prospective guardian has an established relationship with a non-live in partner)</i><br>Relationship is supportive, characterised by warmth, constructive patterns of decision making and dealing with conflict   |
|                                    | <b>C5</b> | <b>Fertility</b><br><i>(if applicable)</i><br>Focus is on meeting the needs of the child who is the subject of the guardianship order, in the context of dealing with a wish to have own child  |



| Competencies                   |           | Description  |
|--------------------------------|-----------|--|
| <b>D Child focused nurture</b> | <b>D1</b> | <b>Provide nurturing care</b><br>Care characterised by warmth, nurture, empathy and playfulness is demonstrated  |
|                                | <b>D2</b> | <b>Understand developmental trauma</b><br>Understanding of the effects of developmental trauma is demonstrated   |
|                                | <b>D3</b> | <b>Promoting a child's positive self-image</b><br>Ability to promote the positive self-image of children is demonstrated                                 |
|                                | <b>D4</b> | <b>Promoting a child's identity</b><br>The connection between children and their birth family and culture is supported                                   |
|                                | <b>D5</b> | <b>Meeting day to day needs</b><br>Needs of children at different stages of development can be identified and met  |
|                                | <b>D6</b> | <b>Managing behaviour</b><br>Difficult and challenging behaviour of children can be responded to appropriately   |
|                                | <b>D7</b> | <b>Impact on own children (<i>if applicable</i>)</b><br>The impact of providing care on own children is identified and can be responded to appropriately |
| <b>E Working with others</b>   | <b>E1</b> | <b>Work with service providers</b><br>Complex interactions with service providers can be initiated and directed  |
|                                | <b>E2</b> | <b>Promoting educational engagement</b><br>Educational engagement of children can be promoted  |
|                                | <b>E3</b> | <b>Managing birth family contact</b><br>Safe contact between a child and their family can be initiated and maintained                                    |
|                                | <b>E4</b> | <b>Commitment to on-going development by learning from others</b><br>Willingness and ability to develop skills in caring is demonstrated                 |