

UNIT CODE	CHCECE030
UNIT TITLE	Support inclusion and diversity
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to reflect on and understand the impact of own values and biases, demonstrate respect for inclusion and diversity and support children's understanding of inclusive principles and behaviours.</p> <p>This unit applies to all educators who work according to established policies and procedures in regulated children's education and care services in Australia.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Reflect on values and biases.	<p>1.1 Identify aspects of own life experiences or history which may influence current values, beliefs and attitudes.</p> <p>1.2 Identify potential impact of own life experiences on interactions and relationships with people from different backgrounds using a process of reflection.</p> <p>1.3 Identify and act on ways to develop self-awareness and how own behaviours may contribute to inclusive practice.</p>
2. Demonstrate respect for inclusion and diversity.	<p>2.1 Identify and describe aspects of diversity and inclusion.</p> <p>2.2 Use communication skills that model open, inclusive, ethical interactions with children, families and colleagues.</p> <p>2.3 Use and support opportunities that encourage and promote participation by all individuals and groups.</p> <p>2.4 Use inclusive work practices that support cultural, gender, ability and other forms of safety.</p>

3. Support children's understanding of inclusion and diversity.	<p>3.1 Identify and use opportunities that build on the diverse backgrounds of children and families in the service.</p> <p>3.2 Identify and consult with community members and follow community protocols to obtain or share knowledge of local cultural, ethnic, gender and other diverse groups.</p> <p>3.3 Provide children with opportunities to learn about similarities and differences in the world around them.</p> <p>3.4 Engage children in collaborative discussions about respectful and equal relations.</p> <p>3.5 Observe children's interactions and participation and identify and communicate any needs for additional support to improve inclusive relationships.</p> <p>3.6 Engage with peers, mentors or others to support individual children with specific needs.</p>
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FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> ■ Interpret unfamiliar information of varying complexity.
Writing skills to:	<ul style="list-style-type: none"> ■ Complete observation records.
Oral communication skills to:	<ul style="list-style-type: none"> ■ Share information with appropriate personnel.
Problem-solving skills to:	<ul style="list-style-type: none"> ■ Respond to challenging situations in a positive manner.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■ Identify and use appropriate opportunities to support inclusion and diversity. ■ Facilitate understanding of cross-cultural issues and beliefs.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE030 Support inclusion and diversity
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PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none">■ use a process of reflection to explore impact of own values and biases in relation to practises with families and children, and discuss the reflection process with a workplace or learning supervisor on two occasions■ identify and use three different opportunities to support inclusion and diversity with children in daily practice, including routine and play experiences.
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ requirements of the National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ◦ relationships with children ◦ partnerships with families and community ◦ educational program and practice ■ relevant approved learning frameworks ■ Early Childhood Australia Code of Ethics ■ the concepts of inclusion diversity and cultural safety: <ul style="list-style-type: none"> ◦ definition of terms and their application in a children's education and care context ◦ their role and importance in children's education and care work ■ aspects of identity and culture that may affect an individual's perspectives about inclusion and diversity ■ awareness of the impact of own behaviours in regard to: <ul style="list-style-type: none"> ◦ inclusion ◦ bias ◦ discrimination ■ areas of diversity in society, their characteristics and how individuals may be affected in living their daily lives: <ul style="list-style-type: none"> ◦ culture ◦ race, ethnicity ◦ disability ◦ gender and gender identification ◦ intergenerational disadvantage ◦ family types ◦ sexual orientation and sexual identity ◦ socioeconomic circumstances ■ service policies and initiatives that support inclusion and diversity: <ul style="list-style-type: none"> ◦ engagement with local communities ◦ sharing of cultural knowledge ◦ experiencing diversity through activities and interactions ◦ building on diverse backgrounds of children ■ techniques used by educators to model and support open, respectful, inclusive and ethical interactions in children: <ul style="list-style-type: none"> ◦ showing awareness of and respect for individual culture, values and beliefs ◦ acknowledging both similarities and differences ◦ demonstrating positive attitudes to differences ◦ using cross-cultural communication skills ■ reflective practice: <ul style="list-style-type: none"> ◦ what is reflection ◦ why and how educators use reflection ◦ what is meaningful reflection ■ potential needs of marginalised groups or individuals requiring support: <ul style="list-style-type: none"> ◦ protective factors ◦ physical, mental and emotional health and care needs.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated children's education and care service in Australia:</p> <ul style="list-style-type: none"> ■ the following aspects of the performance evidence must be directly observed by the assessor on one occasion: <ul style="list-style-type: none"> ◦ supporting inclusion and diversity with children in daily practice ■ remaining performance evidence may be collected through authenticated third-party reports ■ observation and third-party reports must be supplemented by other forms of evidence ■ interactions with children must be supervised by an approved early childhood educator. <p>Skills related to reflection and research may be demonstrated outside of the service.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ National Quality Framework: <ul style="list-style-type: none"> ◦ National Quality Standard ◦ the relevant approved learning framework ■ Early Childhood Australia Code of Ethics ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ◦ staffing arrangements ◦ relationships with children ◦ partnerships with families and communities ◦ inclusion ■ children in a regulated education and care service in Australia. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide