

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.</p> <p>This unit applies to all educators who work in children's education and care services.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand 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.	1.1 Identify aspects of own family background or history which may influence current values, beliefs and attitudes. 1.2 Identify potential impact of own background on interactions and relationships with people from different backgrounds using critical reflection. 1.3 Identify and act on ways to improve self and social awareness of the impact of discrimination.
2. Demonstrate respect for inclusion and diversity	2.1 Use communication skills that role-model open, inclusive, ethical interactions with children, families and colleagues. 2.2 Identify, use and support opportunities that encourage and promote participation by all individuals and groups. 2.3 Use inclusive work practices that support cultural safety.

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 groups.</p> <p>3.3 Provide children with opportunities to learn about similarities and differences, and how we can learn to live together.</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.
Numeracy skills to:	<ul style="list-style-type: none">
Learning skills to:	<ul style="list-style-type: none">
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.
Teamwork skills to:	<ul style="list-style-type: none">
Planning and organising skills to:	<ul style="list-style-type: none">
Self-management skills to:	<ul style="list-style-type: none">
Technology skills to:	<ul style="list-style-type: none">

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UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE030 Support inclusion and diversity
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 critical reflection to explore impact of own values and biases and discuss the reflection process and outcome with a workplace or learning supervisor on two occasions ■ identify and describe aspects of diversity and inclusion in one service or community: <ul style="list-style-type: none"> ○ nature of diversity ○ how diversity and inclusion is supported ■ identify and use three different opportunities to support inclusion and diversity with children in daily practice.

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(s) and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ◦ relationships with children ◦ partnerships with families and community ■ 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 ■ 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 ◦ sex ◦ generational ◦ sexual orientation / sexual identity ■ 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 role-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 ■ 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 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: <ul style="list-style-type: none"> ◦ interactions between children in a service ◦ identify and use one opportunity to support inclusion and diversity in interpersonal communications with children in daily practice ■ observation must be supplemented by authenticated third party reports and other forms of evidence ■ interactions with babies, toddlers or children must be supervised by a qualified 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"> ■ service policies for inclusion ■ National Quality Framework for Early Childhood Education and Care <ul style="list-style-type: none"> ◦ National Quality Standard ◦ the relevant approved national learning framework ■ Early Childhood Australia Code of Ethics ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ◦ relationships with children ◦ partnerships with families and communities ■ children in an education and care service. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide