



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS312A Work with diversity in the education environment

Release: 1

CHCEDS312A Work with diversity in the education environment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for individuals without supervisory responsibilities to work effectively with diversity

It includes recognising and valuing individual differences and working effectively with diverse clients and colleagues

Application of the Unit

Application

In practice, working with diversity is demonstrated in the context of other work activities, such as working effectively in the organisation, upholding the values of the organisation, contributing to the work team and delivering services

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Recognise and value individual differences

PERFORMANCE CRITERIA

- 1.1 Explore *diversity* to identify attributes that may be of benefit to the school and its community
- 1.2 Assist *colleagues* to acknowledge and use their diverse attributes to contribute to work teams, educational outcomes and delivery of services
- 1.3 Use work practices that are inclusive and benefit educational outcomes, community relationships and the work environment
- 1.4 Identify and respond to student diversity in accordance with *legislation, policy and guidelines*

2. Work effectively with diverse students and colleagues

- 2.1 Develop and use a range of *communication styles* to respect and reflect the diversity of the school
- 2.2 Comply with the requirements of legislation, policies and guidelines relating to workplace diversity is demonstrated through personal conduct in the workplace
- 2.3 Seek and act upon feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Benefits of diversity of the school community and in the workplace
- Principles and practices of cultural awareness and cross-cultural communication
- How to locate legislation, policies and guidelines related to diversity
- Requirements of anti-discrimination legislation
- Direct and indirect discrimination, such as dress codes that exclude certain groups (e.g. requiring male staff to be clean shaven would indirectly discriminate against Sikhs)
- Own cultural assumptions and their effect on work practices and behaviour
- Legislative definitions of diversity
- Principles and practices of cultural awareness and cross-cultural communication
- Equal employment opportunity, equity and diversity principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use a range of communication styles to suit different audiences and purposes
- Communicate effectively with people from diverse backgrounds
- Respond to diversity, including gender and disability
- Access and read formal documents such as legislation and policies related to educational work environments
- Access legislation and codes of conduct electronically or in hard copy
- Seek feedback and act upon it
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - educational materials
 - legislation, regulations, policies and guidelines
 - definitions and benefits of workplace diversity
 - organisation's values and codes of conduct
 - organisation's procedures and protocols
 - current information on diversity issues

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Diversity may include:

- Age
- Cultural background
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Gender
- Interests
- Interpersonal approach
- Language
- Learning styles
- Life experience
- Marital status
- Personality
- Physical capability
- Political orientation
- Race
- Religious belief
- Sexual orientation
- Sexual identity
- Socioeconomic background
- Thinking styles
- Work experience
- Working styles

RANGE STATEMENT

Colleagues may include:

- Peers
- Teachers
- Trainees
- School support staff
- Work experience personnel
- Supervisors and school management
- External stakeholders including parents, students community groups etc.

Legislation, policy and guidelines may include:

- Codes of conduct/ethics
- Community guidelines, policy and practices that may exist within specific cultural or ethnic communities
- Disability Discrimination Act 1992
- Education Standards 2005
- Human Rights and Equal Opportunity Commission Act 1984
- Privacy Act 1988
- Public sector management acts
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- State/territory legislation addressing diversity issues
- The organisation's plans strategies and policies relating to diversity
- Workplace diversity guidelines
- Workplace Relations Act 1996

RANGE STATEMENT

Communication styles may include:

- Pace of delivery varied to audience needs
- Clear articulation
- Checking that the message is understood
- Use of eye contact or no eye contact, dependant on the situation
- Non-verbal communication techniques e.g. gestures, facial expressions, signing, positioning
- Written communication in a language other than English
- Speaking in a language other than English
- Use of telephone translation services
- Use of Braille materials
- Use of pictures/diagrams

Unit Sector(s)

Not Applicable