



**Australian Government**

# **CHCECE030 Support inclusion and diversity**

**Release: 1**

# CHCECE030 Support inclusion and diversity

## Modification History

Release 1. CHCECE030 Support inclusion and diversity supersedes and is not equivalent to CHCECE001 Develop cultural competence.

## Application

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.

This unit applies to all educators who work according to established policies and procedures in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Early Childhood Education and Care

## Unit Sector

Children's Education and Care

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

### PERFORMANCE CRITERIA

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Reflect on values and biases.
  - 1.1. Identify aspects of own life experiences or history which may influence current values, beliefs and attitudes.
  - 1.2. Identify potential impact of own life experiences on interactions and relationships with people from different backgrounds using a process of reflection.
  - 1.3. Identify and act on ways to develop self-awareness and understanding of how own behaviours may contribute to inclusive practice.
2. Demonstrate respect for inclusion and diversity.
  - 2.1. Identify the impact of different aspects of diversity and inclusion in the workplace.
  - 2.2. Use communication techniques that model open, inclusive, ethical interactions with children, families and colleagues.
  - 2.3. Use and support opportunities that encourage and promote participation by all individuals and groups.
  - 2.4. Use inclusive work practices that support cultural, gender, ability and other forms of safety.
3. Support children's understanding of inclusion and diversity.
  - 3.1. Identify and use opportunities that build on the diverse backgrounds of children and families in the service.
  - 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.
  - 3.3. Provide children with opportunities to learn about similarities and differences in the world around them.
  - 3.4. Engage children in collaborative discussions about respectful and equal relations.
  - 3.5. Observe children's interactions and participation and identify and communicate any needs for additional support to improve inclusive relationships.
  - 3.6. Engage with peers, mentors or others to support individual children with specific needs.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret unfamiliar information of varying complexity.

Writing skills to:

- complete observation records.

- Oral communication skills to:
- share information with appropriate personnel.
- Problem-solving skills to:
- respond to challenging situations in a positive manner.
- Initiative and enterprise skills to:
- identify and use appropriate opportunities to support inclusion and diversity
  - facilitate understanding of cross-cultural issues and beliefs.

## Unit Mapping Information

Release 1. CHCECE030 Support inclusion and diversity supersedes and is not equivalent to CHCECE001 Develop cultural competence.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>