



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCIC511A Implement and promote inclusive policies and practices in children's services**

Release: 1

## **CHCIC511A Implement and promote inclusive policies and practices in children's services**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required for workers to implement and promote inclusive policies and practices in children's services work

### **Application of the Unit**

#### **Application**

This unit may apply to working with children in a range of community service contexts

### **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

### PERFORMANCE CRITERIA

1. Support the development of inclusive policies

1.1 Conduct discussion on contemporary literature in regard to inclusive policies and practices

1.2 Review service philosophy, policies and procedures to incorporate inclusive policies and practices

2. Demonstrate inclusive practices

2.1 Ensure *language used* does not convey bias

2.2 Discuss potential negative impacts of comments that are unfair or biased

2.3 Ensure own interactions respond to all children in the service

2.4 Explore options for children to participate in their community

2.5 Where appropriate, if children appear to have *experienced exclusion*, sensitively seek to obtain information about the nature of those experiences

2.6 Provide positive experiences to support children who may have experienced exclusion

## ELEMENT

## PERFORMANCE CRITERIA

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|--|--|
| 3. Support the development of inclusive practices in the service | 3.1 Plan and implement programs that reflect inclusive principles and value <i>diversity</i><br>3.2 Develop and implement anti-bias philosophy, policies and procedures<br>3.3 Construct the <i>environment to convey images of diversity</i> among children and families<br>3.4 Use information about the range of different abilities, cultural values, beliefs and child rearing practices to guide child care practices<br>3.5 <i>Provide information to others</i> about inclusive principles<br>3.6 Regularly identify, evaluate and develop inclusive practices<br>3.7 Identify any current practices which allow bias and develop strategies to address bias |
| 4. Support the development of inclusive resources                | 4.1 Review current resources and modify or discard if inconsistent with inclusive principles<br>4.2 Ensure characters portrayed in selected material are realistic and non stereotypical<br>4.3 Ensure selected resource materials do not distort or omit key areas of information about people  |
| 5. Promote respect for diversity among children                  | 5.1 Talk about differences as a positive resource<br>5.2 Challenge or restate communications that promote superiority or prejudice to encourage the child's learning about diversity<br>5.3 <i>Provide opportunities for children to develop understanding of different experiences and perspectives</i>   |

## 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:

- Cultural practices, beliefs and expectations and impact on child care delivery
- Emerging issues and inclusive practices related to cultural diversity and worker cultural competence
- Demonstrated understanding of diverse family and social structures and experiences that impact on practices required to ensure inclusiveness in the workplace:
- Organisation standards, policies and procedures
- Services providing support to families from diverse cultural backgrounds including:
  - services for migrant and refugee status
  - relevant Aboriginal and/or Torres Strait Islander programs and services

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate acceptance and respect for children and families irrespective of their socioeconomic status, culture, gender, colour of skin, race, ability, family type, belief system or lifestyle
- Demonstrate challenge of own biases/stereotyped expectations of children and families and reflection on practice and specific ways of interacting with a child who has a different experience, etc

In addition, the candidate must be able 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 the ability to:

- Apply interpersonal skills with a range of groups
- Develop appropriate educational activities
- Use effective language, literacy and numeracy skills as required for the work role,

## REQUIRED SKILLS AND KNOWLEDGE

including those required to develop, implement, review and promote programs, resources and activities to support inclusion

## 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, 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
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

### *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

### *Related units:*

This unit is to be assessed in conjunction with related unit:

- CHCPR510A Design, implement and evaluate programs and care routines for children

## 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.

*Language used avoids any reference that is:*

- Racist
- Sexist
- Discriminatory
- Stereotyping
- Cause for distress or offence in particular cultural contexts

*Provide information to others may include:*

- Workers
- Parents
- Families
- Children
- Communities

*Experienced exclusion may include but are not limited to:*

- Exclusion from education
- Peer exclusion
- Community exclusion
- Migration or refugee experiences
- Racism



## **RANGE STATEMENT**

*Diversity among children may include:*

- Cultural and ethnic
- Linguistic
- Gender
- Socioeconomic
- Family lifestyle
- Abilities, disabilities and health status
- Personality
- Appearance
- Interests
- Experiences of torture and trauma
- Experiences of dislocation and re settlement

*Environment to convey images of diversity may include:*

- Resources from different cultures
- Physical adaptations to the environment e.g. ramps
- Working consistently in a culturally safe manner
- Opportunities to explore, experiences and promote diversity of ability, culture, spirit and experience

*Opportunities for children to develop understanding of different experiences and perspectives may include:*

- Puppets
- Stories
- Role playing, simulations
- Discussion

## **Unit Sector(s)**

Not Applicable