TAAENV402A Foster and promote an inclusive learning culture

Unit Descriptor
This unit specifies the competency required to foster and promote an environment which supports inclusive work practices and learning culture.

Application of the Unit
This unit addresses the responsibilities of all persons in a training and/or assessment organisation to promote a positive and inclusive learning culture which actively acknowledges, respects and builds on individual differences, and integrates principles which underpin inclusivity into all training and/or assessment practices.

- In this unit the principles of inclusivity are applied to working with both colleagues and clients.
- This is one of four units in the TAA04 Training and Assessment Training Package which, collectively, support the outcomes of other units in the Training Package. Other supporting units are TAAENV401A Work effectively in vocational education and training, TAAENV403A Ensure a healthy and safe learning environment and TAADES401A Use Training Packages to meet client needs. These units can be grouped together, used separately and/or grouped with other units for teaching/learning and assessment purposes.
- The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training/assessment services in a training and/or assessment organisation (refer to the definition provided in the Range Statement).

Unit Sector
Learning Environment

ELEMENT PERFORMANCE CRITERIA

1. Practise inclusivity

   1.1 Individual differences and clients with particular needs are acknowledged, respected and valued

   1.2 Personal perceptions and attitudes about difference are examined and revised to improve communication and professionalism

   1.3 Principles underpinning inclusivity are integrated into all work practices

   1.4 The training and/or assessment organisation's access and equity policy is used to guide work practices

   1.5 Individuals' rights and confidentiality are respected
2. Promote and respond to diversity

2.1 The ground rules for participation and behaviour with colleagues and clients are established through a cooperative, agreed process

2.2 Individuals are encouraged to express themselves and to contribute to the work and learning environment

2.3 Individuals are provided with opportunities to indicate specific needs to support their participation in learning and work

2.4 Relevant research, guidelines and resources are accessed to support inclusivity

2.5 Verbal and body language is sensitive to different cultures and backgrounds and differences in physical and intellectual abilities

3. Develop and implement work strategies to support inclusivity

3.1 Documented resources to support and guide inclusive practices are identified and used to inform work strategies

3.2 Support persons are identified and included in the work and learning process where appropriate and agreed to

3.3 Relevant professional support services are identified and accessed, as appropriate

3.4 Any physical environment support needs are acknowledged and incorporated into work practices, where practicable and approved by appropriate personnel

3.5 OHS issues associated with inclusivity are identified and addressed

3.6 Inclusiveness is modelled in work performance

4. Promote a culture of learning

4.1 Support and advice is provided to colleagues and clients to encourage new and ongoing participation in learning opportunities

4.2 The benefits of learning are explored with colleagues and clients

4.3 Learning and competency achievement is recognised and rewarded in the work and/or learning environment

4.4 Opportunities to develop own and others generic skills are identified

4.5 Multiple pathways to achieve own and others future learning goals are discussed

5. Monitor and improve work practices

5.1 Effective work practices to enhance inclusivity and a learning culture are identified

5.2 Conscious actions are taken to modify and improve work practices

5.3 Strategies and policies to support inclusivity are regularly reviewed as part of continuous improvement processes

5.4 Proposed changes to relevant strategies and policies are documented and reported to higher management
<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>providing and explaining information and advice in relation to inclusivity to colleagues and clients promoting learning recommending structural changes to support inclusivity</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>analysing and researching guidelines and resources monitoring and analysing work strategies</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>developing and implementing work strategies reviewing strategies gathering feedback from colleagues and clients</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>working effectively with colleagues and clients working effectively with other trainer/facilitators and support personnel</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>calculating timeframes and costs</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>addressing inclusivity issues and potential conflicts addressing issues arising from colleagues and client feedback addressing issues arising from practitioners and support personnel feedback</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>using a range of electronic equipment to disseminate information to colleagues and clients using technology, information and software to support participation in a learning and work environment</td>
<td>1</td>
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RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Individual differences may include:

- learning difficulties
- literacy and numeracy needs
- language other than English (LOTE)
- cultural background, images and perceptions
- socio-economic background
- age, gender, sexuality
- religious practices
- intellectual impairment or disability
- medical conditions such as arthritis, epilepsy, diabetes and asthma
- physical impairment or disability involving hearing vision, voice or mobility
- psychological or psychiatric impairment

Clients with particular needs may include:

- Aboriginal and Torres Strait Islander people
- women where under-represented
- rural and remote learners
- people with disabilities, either permanent or temporary
- people from non-English speaking backgrounds
- youth at risk
- survivors of torture and trauma
- refugees and asylum seekers
Principles may include:
- supporting equal opportunity for participation
- fostering and advocating independence
- ensuring cooperative approaches to learning
- using client-centred approaches to learning
- supporting, encouraging and valuing individual contributions
- motivating learners
- creating opportunities for participation and success
- making reasonable adjustments to procedures, activities and assessment for equity
- acknowledging current strengths and skills as a basis for further learning

Access and equity means:
- ensuring that vocational education and training is responsive to the diverse needs of all clients. These requirements are outlined in the AQTF Standards for Registered Training Organisations

Ground rules may include:
- guidelines of behaviour and acceptance
- common understandings between learners about group interaction, respect and acceptance
- expectations of working relationships
- safety of learners and others
- comfort of learners and others
- agreed consequences for breaching ground rules

Specific needs may include:
- physical environment adjustments
- adjustments to learning and assessment activities
- OHS issues to be addressed
- language requirements
- literacy and numeracy issues
- more time/additional support to learners
- need for a broad general education

Verbal and body language may refer to:
- language that recognises and values individual differences
- language that supports inclusivity
- language that is non-discriminatory
- language that does not devalue, denote or derogate
- language that does not suggest fear, mistrust or lack of understanding
- language that does not label or suggest assumptions about capabilities
Documented resources may include:

- national, state/territory and training and/or assessment organisation policies on access and equity
- state-based guidelines and support materials on access, equity, disability and inclusive practice
- journals
- information technology resources such as the web, hardware and software
- texts and references

Support persons may include:

- family members
- government officers in specialist support services
- case workers and personal carers
- advocates for a person or group
- peer support
- interpreters
- community representatives
- note takers
- library personnel
- technical support
- human resources personnel
- administrative personnel
- career counsellors
- student services officers
- equity liaison officers

Physical environment support needs may include:

- modifications to layout of premises
- equipment modifications
- use of adaptive technologies
- changes to work schedules
- modifications to job design

OHS issues may include:

- issues relating to the learner
- issues relating to the OHS impact on others

Generic skills may include:

- Key Competencies including:
  - communicating ideas and information
  - collecting, analysing and organising information
  - planning and organising activities
  - working in a team
  - using mathematical ideas and techniques
  - solving problems
  - using technology
  - self-management
  - how to learn
  - initiative and enterprise
  - innovation
  - team work
  - language, literacy, numeracy and communication skills
EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they have acquired and integrated knowledge of how to develop and maintain an environment which facilitates an inclusive learning culture.

Evidence must also establish that candidates can take responsibility for: practising and integrating inclusivity principles into work practices; responding to diversity; and developing, implementing and monitoring work strategies that support and improve an inclusive work and learning environment.

Required knowledge includes:

- the principles underpinning inclusivity and how to integrate them into work practices
- the diversity of clients, client needs, client backgrounds and differing expectations for vocational education and training services
- ethical and inclusive behaviours expected of professional relationships with clients and colleagues
- sources of information to support inclusive practices
- availability and types of supports for clients with specific needs
- relevant policies, legal requirements, codes of practice and national standards including national Commonwealth and state/territory legislation on:
  - disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination
  - duty of care responsibilities
  - access and equity policies
  - organisational work systems, practices
- OHS relating to the work role/work context, and OHS considerations when fostering and promoting an inclusive learning culture including:
  - internal policies and procedures to meet OHS requirements
  - hazards commonly found in the work environment
- duty of care of the training and/or assessment organisation and trainer for the learner and others who may be affected by actions of others within or attending the training and/or assessment organisation
Required skills and attributes include:

- language and communication skills that:
  - reflect inclusive language
  - address cross cultural communication, indirect communication, participation of others (family/community/elders), appropriate time and communication protocols
  - involve consultation and liaison with clients, other colleagues, counsellors, experts and specialists on learning and/or assessment concerns/issues
  - reflect good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction and plain English
  - encourage expression by all individuals
  - involve a variety of mediums
  - recognising and being sensitive to individual difference and diversity, for example:
    - being sensitive to and valuing culture
    - acting without bias/discrimination
    - responding to individuals with particular needs
    - recognising the importance of religion
  - research skills to identify and increase knowledge of individual differences and how these impact on individuals
  - problem solving skills to:
    - identify specific needs
    - respond appropriately to cultural diversity
  - decision making skills to:
    - promote a culture of learning
    - monitor and improve work practices
    - identify appropriate adaptive technologies
    - modify learning and assessment activities
    - advise, act or recommend adjustments to physical space and/or equipment

Products that could be used as evidence include:

- completed and implemented work strategies designed to support inclusivity
- third party reports that have incorporated activities/strategies to support inclusivity
- examples of work practices that have incorporated strategies to support inclusivity
- examples of reasonable adjustments to learning and assessment activities
- examples and recommendations involving structural changes

Processes that could be used as evidence include:

- how guidance was sought from colleagues and clients to identify where additional support is needed
- how and what changes were identified, considered appropriate and implemented in the workplace, and why
- how and when communication took place with learners, colleagues and clients and why
- analysis/report of the workplace culture
Resource implications for assessment include:

• access to relevant policies, legislation, guidelines and resources to support inclusivity
• access to clients/colleagues
• access to workplace environment

The collection of quality evidence requires that:

• assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
• a range of appropriate assessment methods and evidence gathering techniques is used to determine competency
• evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
• the evidence collected must relate to a number of performances assessed at different points in time and in a Learning and Assessment Pathway these must be separated by further learning and practice
• assessment meets the rules of evidence
• a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

• reports/documents outlining processes and procedures used to identify specific needs of colleagues and clients
• evidence of accessing documented resources and support personnel to guide inclusive practices
• evidence of identifying and responding to diversity and individual needs
• evidence of encouraging individuals to contribute to the work and learning environment
• evidence of implementing work strategies that promote learning

Integrated assessment means that:

• this unit can be assessed alone or as part of an integrated assessment activity involving units in the TAA04 Training and Assessment Training Package.