



Australian Government

CHCECE001 Develop cultural competence

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.

Application

This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children's services. This support includes contributing to children's understanding and acceptance of all cultures.

This unit applies to educators working in a range of education and care services.

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.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Reflect on own cultural identity and biases

1.1 Identify significant events in own family background or history which may influence current values, beliefs and attitudes

1.2 Define aspects of the environment which influence own cultural identity

1.3 Reflect on potential impact own background may have on interactions and relationships with people from other

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cultures

1.4 Identify any knowledge, attitudes or skills to be developed to ensure cultural competency

2. Identify and develop cultural competency

2.1 Identify the cultural identities of the children within the service, their families and the local community

2.2 Critically analyse relationships, curriculum and activities

2.3 Identify skills, attributes or knowledge that may need to be developed to ensure cultural competency

3. Research Aboriginal and/or Torres Strait Islander communities

3.1 Identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on, including at regional and state levels

3.2 Reflect on contemporary impacts of historical issues including those relating to Aboriginal and/or Torres Strait Islander people

4. Support individual cultural identities

4.1 Identify and consult with appropriate persons to obtain knowledge of local cultural groups

4.2 Support activities within the service to encourage and promote participation by all cultural groups

4.3 Process information in a culturally sensitive way including identification of how and with whom information can be shared

4.4 Provide opportunities for all families to share their context and cultural knowledge

4.5 Provide opportunities for children and families to enhance their experience of cultural diversity

4.6 Demonstrate respect for all home languages and expose

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

children to different language and dialects, and encourage appreciation of linguistic diversity

5. Create environments to support children's cross-cultural understanding and relationships

5.1 Plan and implement experiences that foster positive attitudes to inclusion

5.2 Explore with children the culture, heritage, backgrounds and traditions of each child within the context of their community

5.3 Promote establishment of constructive relationships with all children and families based on trusting relationships, respectful interactions, understandings of alternate world views and celebration of diversity

5.4 Use oral communication skills to role-model open, inclusive, ethical interactions with all children, families and colleagues

5.5 Observe children's interactions and participation to identify the need for additional cultural support and cross-cultural understanding

6. Support the implementation of inclusive learning experiences

6.1 Implement experiences that build on the diverse backgrounds of children and families within the service, broaden children's perspectives and encourage appreciation of diversity

6.2 Plan and implement experiences that focus on events, customs and beliefs that are relevant to the service's children and families

7. Support children in developing confidence and strength in personal and cultural identity

7.1 Support experiences and environments where secure, respectful and reciprocal relationships between children, families and other adults can be established

7.2 Communicate and interact with children to help them work towards a strong sense of identity, wellbeing and of being connected with and contributing to their world

7.3 Implement group activities to allow children to use collaborative processes to solve problems

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

7.4 Engage with peers, mentors or others to support individual children with specific cultural needs as appropriate

7.5 Follow community protocols when engaging with community members

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCECE001 Develop cultural competence

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Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- reflected on own cultural identity and biases
- investigated cultural diversity in at least one service and community
- supported children's and families' cross-cultural relationships through the following activities:
 - interacting in culturally appropriate ways with children, families and communities
 - consulting with appropriate persons to access local knowledge of Aboriginal and/or Torres Strait Islander culture
 - planning and implementing supportive environments for all children
 - supporting the implementation of experiences that encourage children to respect all cultures and to celebrate cultural differences
 - embedding examples of diversity and inclusion in daily practice
 - using effective oral communication techniques to liaise between differing cultural contexts and situations.

Knowledge Evidence

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.

This includes knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- cultural competence and diversity as outlined in the approved learning framework relevant to the workplace
- impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people
- organisational policies and initiatives designed to support participation
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including interactions with children and families

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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