

CHCECE030

Support inclusion
and diversity



**LEARNING
ACTIVITY
BOOKLET
(Trainer Copy)**

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Version Control & Document History

Date	Summary of Modifications	Version
9 June 2021	Version 1.0 released for publishing	1.0
6 September 2023	Version 1.1 released for publishing <ul style="list-style-type: none">▪ Fixed mapping discrepancies▪ Updated the Learner Guide references▪ Updated the marking guide of Activity 3.2	1.1
1 March 2024	Version 1.2 endorsed for use Fixed some wording issues	1.2

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Overview

CHCECE030 - Support inclusion and diversity (Release 1)

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.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCECE030>

Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

Formative Activities

I. Reflect on Values and Biases

Activity 1.1

Matching Type

Listed below are different aspects of identity.

- a. Personal Identity
- b. Ethnic and National Identity
- c. Spiritual or Religious Identity
- d. Sexual and Gender Identity
- e. Professional Identity

Match each to their descriptions below by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCECE030 KE5.0 (p)

Learner guide reference: CHCECE030 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.3

e	i. This refers to a person set of principles and standards they possess in relation to their current occupation or education (for students).
d	ii. This defines your sexual orientation, as well as the gender group you want to belong to.
a	iii. This pertains to the identity you perceive in yourself (e.g. your personality and habits).
b	iv. This is the identity in which you belong to a specific ethnic group and a nation, fostering patriotic values, beliefs and attitudes.
c	v. This means you possess a set of religious beliefs that constitute your spiritual faith.

Activity 1.2

Identify the three characteristics of meaningful reflection.

Mapping: CHCECE030 KE10.3 (p)

Learner guide reference: CHCECE030 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.3

Marking guide

The learner must identify the three characteristics of meaningful reflection.

For a satisfactory performance, their response must be the following:

- Metacognitive
- Applicable
- Shared

i.

ii.

iii.

Activity 1.3

Matching Type

Identify the term being described in each statement below.

Developing Self-Awareness
Journaling
Meditation
Speaking with People
People You Trust
Counselling

Mapping: CHCECE030 PC1.3 (p)

Learner guide reference: CHCECE030 Learner Guide, Chapter 1, Subchapter 1.3, Section 1.3.1

Developing Self-Awareness	
Speaking with People	i. This gives you an unbiased opinion on your thoughts and actions that you might not be able to identify by yourself. This usually entails views that are unfavourable to you (constructive criticism).
Journaling	ii. This refers to writing down what you think and feel.
Meditation	iii. This involves taking time to focus your thoughts on a particular subject.
Counselling	iv. This is when you can consult behavioural therapists and related services as they can give out unbiased opinion and perspective on your traits and attitudes.
People You Trust	v. They may be your family members or friends who know you deep down. They are able to identify both your good and bad traits.

II. Demonstrate Respect for Inclusion and Diversity

Activity 2.1

Matching Type

Listed below are the aspects of diversity.

- a. Culture
- b. Race and Ethnicity
- c. Disability
- d. Age and Generations
- e. Family Types
- f. Socioeconomic Circumstances
- g. Gender and Gender Identification
- h. Sexual Orientation and Sexual Identity

Match each to their descriptions below by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCECE030 KE7.1 (p), KE7.2 (p), KE7.3 (p), KE7.4 (p), KE7.5 (p), KE7.6 (p), KE7.7 (p), KE7.8 (p)

Learner guide reference: CHCECE030 Learner Guide, Chapter 1, Subchapter 2.1, Section 2.1.1

Aspects of Diversity	
b	i. It includes the presence of multiple races and ethnicities in a common environment.
g	ii. They revolve around the norms, behaviours and roles associated with a male or female that is constructed by society.
a	iii. Cultural diversity refers to the existence of various cultural groups in one setting, involving accepted social norms and behaviours (e.g. language, customs) shared by a specific societal setting.
d	iv. This diversity refers to the shared characteristics of a group of people born and living at the same period of time.
h	v. This involves different cultures having different attitudes and beliefs about what constitutes sexual morality.

Aspects of Diversity	
e	vi. This refers to the diversity in family structures and sizes.
c	vii. This involves the wide spectrum of views between stigma and respect on physical and mental incapacity.
f	viii. They refer to the diversity of family status, depending on factors such as family income level, educational attainment and profession or occupation.

Activity 2.2

Identify the three aspects of inclusion.

Mapping: CHCECE030 PC2.1 (p), KE4.1 (p)

Learner guide reference: CHCECE030 Learner Guide, Chapter 1, Subchapter 2.1, Section 2.1.2

Marking guide

The learner must be able to identify the three aspects of inclusion.

For a satisfactory performance, although the wording may slightly vary, their response must be the following:

- Access
- Participation
- Outcomes

i.

ii.

iii.

Activity 2.3

Matching Type

Listed below are the seven quality areas of the National Quality Standards.

- a. Quality Area 1
- b. Quality Area 2
- c. Quality Area 3
- d. Quality Area 4
- e. Quality Area 5
- f. Quality Area 6
- g. Quality Area 7

Match each to the description of the standards that each quality area encompasses below by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCECE030 KE1.0 (p), KE1.1 (p), KE1.2 (p), KE1.3 (p)

Learner guide reference: CHCECE030 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.3

Description	
a	i. Educational program and practice
c	ii. Physical environment
e	iii. Relationships with children
d	iv. Staffing arrangements
f	v. Collaborative partnerships with families and communities
b	vi. Children's health and safety
g	vii. Governance and leadership

III. Support Children's Understanding of Inclusion and Diversity

Activity 3.1

True or False

Review the statements below about identifying and using opportunities that build on the diverse backgrounds of children and families in the service. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE030 PC3.1 (p)

Learner guide reference:

- *CHCECE030 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.1*
- *CHCECE030 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.2*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. To be able to build upon the background of the children and their families, you need to talk and consult them.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Irrelevant information that can be shared by the family regarding their background includes cultural and traditional practices, beliefs, and languages.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Policies of early childhood education and care will usually include statements and objectives that can provide opportunities to help children create awareness and understanding of inclusion and diversity.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Educators must review the organisational documentation relevant to service policies and initiatives that would help build on diverse backgrounds of children.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. An example of an opportunity to build on the diverse background of children whose first language is not English is to avoid helping them learn the English language.

Activity 3.2

List three reasons why culturally inclusive programs are important in early childhood education and care services.

Mapping: CHCECE030 PC3.3 (p)

Learner guide reference: CHCECE030 Learner Guide, Chapter 3, Subchapter 3.3

Marking guide

The learner must list three reasons why culturally inclusive programs are important in early childhood education and care services.

Responses may vary. For a satisfactory performance, their response must be statements on the significance of culturally inclusive programs when providing early childhood education and care services.

Model answers are provided below.

i.

All children have the right to develop and retain their cultural identity.

ii.

Aboriginal and Torres Strait Islander children, people, and community, as well as people from other cultures, have a unique contribution to make to Australian society and to the early years learning centre;

iii.

The identity and self-esteem of all children must be supported by the services offered to them.

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