

CHCECE030

Support inclusion
and diversity



LEARNING ACTIVITY BOOKLET

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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>

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.

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.

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

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

Developing Self-Awareness	
	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).
	ii. This refers to writing down what you think and feel.
	iii. This involves taking time to focus your thoughts on a particular subject.
	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.
	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.

Aspects of Diversity	
	i. It includes the presence of multiple races and ethnicities in a common environment.
	ii. They revolve around the norms, behaviours and roles associated with a male or female that is constructed by society.
	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.
	iv. This diversity refers to the shared characteristics of a group of people born and living at the same period of time.
	v. This involves different cultures having different attitudes and beliefs about what constitutes sexual morality.

Aspects of Diversity	
	vi. This refers to the diversity in family structures and sizes.
	vii. This involves the wide spectrum of views between stigma and respect on physical and mental incapacity.
	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.

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.

Description	
	i. Educational program and practice
	ii. Physical environment
	iii. Relationships with children
	iv. Staffing arrangements
	v. Collaborative partnerships with families and communities
	vi. Children's health and safety
	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.

<input 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 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 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 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 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.

i.

ii.

iii.

End of Document