

CHCECEXXX Cultivate cultural diversity

Unit code	CHCECEXXX
Unit title	Cultivate cultural diversity
Application	<p>This unit describes the skills and knowledge required to strategically develop, support and sustain a culturally diverse early childhood context. This unit applies to educators working directly with children from birth to 6 years old and their families.</p> <p>This unit applies to early childhood educators in, or seeking, leadership roles in long day care, family day care, in home care and out of school hours care settings.</p>
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Elements	Performance criteria
1. Support children's understanding of inclusion and diversity	<p>1.1 Create opportunities that incorporate and celebrate the diverse backgrounds of children and families in the service</p> <p>1.2 Identify and consult with local community members, according to community protocols, to access and share community knowledge in the service</p> <p>1.3 Provide children with opportunities to learn about the diversity of their local, national and global community.</p>

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<p>2. Collaborate with local community groups</p>	<p>2.1 Establish the social and cultural make-up of the local community</p> <p>2.2. Analyse attendance patterns to identify community groups underrepresented in the service</p> <p>2.3 Identify, develop and evaluate strategies for increasing service use by underrepresented community groups.</p>
<p>3. Develop strategies to increase service use</p>	<p>3.1 Research and identify potential barriers to service use and the characteristics and preferences of potential users.</p> <p>3.3 Research funding programs and service eligibility criteria and determine their impact on service use.</p> <p>3.4 Obtain and apply policies regarding priority access to the service for specific community groups</p> <p>3.5 Critically evaluate service practices and policies against access and equity principles and recommend changes and improvements.</p> <p>3.6 Consider the impact of intersectionality in service access and use</p>
<p>4. Implement cultural diversity strategies</p>	<p>4.1 Implement cultural diversity strategies in collaboration with relevant community groups</p> <p>4.2 Communicate service information according to the language and other needs of specific community groups</p> <p>4.3 Provide the local community with clear information about eligibility criteria for service use</p> <p>4.4 Establish processes that enable community members to provide feedback about their experiences accessing the service</p> <p>4.5 Communicate policies and procedures for enrolments and waiting lists</p> <p>4.6 Support non-eligible families to access other services according to their needs.</p>

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	4.7 Establish hiring guidelines that support the attraction, hiring and retention of a diverse workforce
Foundation skills	
Range of conditions	
Assessment requirements	
Performance evidence	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none">• on two occasions, reflect on the impact of intersectionality on the service access and use of underrepresented groups• on three occasions, create opportunities to integrate or celebrate social or cultural diversity in the daily operations of the service• Develop, implement and evaluate strategies to enhance service use in one local underrepresented community group.
Knowledge evidence	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none">• National Quality Standards, regulations and laws regarding diversity in early childhood education and care including:<ul style="list-style-type: none">○ enrolment of children from socially, culturally and linguistically diverse backgrounds• Strategies for attracting, hiring and retaining staff from socially, culturally and linguistically diverse backgrounds

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	<ul style="list-style-type: none">• Early Childhood Australia Code of Ethics• Intersectionalities of the following characteristics and how they may impact service access and use:<ul style="list-style-type: none">○ cultural and racial○ faith and spiritual○ disability○ age○ health○ gender○ sex○ sexuality○ family types○ socioeconomic○ remoteness• current social and political context of early childhood education and care and underrepresented families• United Nations Convention on the Rights of the Child:<ul style="list-style-type: none">○ its purpose○ the articles relevant to children's education and care• principles of the Equal Opportunity Act 2010 or its successor• hard to reach populations:<ul style="list-style-type: none">○ barriers to engagement○ techniques for engaging• types of barriers to service access and how strategies for overcoming them:<ul style="list-style-type: none">○ service barriers○ family barriers○ relational and interpersonal barriers• importance of equity and diversity in early childhood learning, development and teaching:
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	<ul style="list-style-type: none"> ○ contemporary practice models ○ frameworks for evaluation of current practice against access and equity principles ● how to develop, adapt and communicate service information to meet the needs of different audiences and community groups, including consideration of: <ul style="list-style-type: none"> ○ type of media used ○ use of language and imagery ○ distribution mechanisms ● eligibility criteria that impact access: <ul style="list-style-type: none"> ○ funding program guidelines ○ service guidelines ○ circumstances which may make a child eligible for priority access to the service ○ circumstances that might make a child ineligible to use the service ● other services available within the local community and the eligibility criteria of these
<p>Assessment conditions</p>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"> ● suitable ● workplace or simulated conditions that ● scenarios ... <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors</p>
<p>Unit mapping information</p>	<p>CHCECEXXX Support cultural diversity supersedes and is not/equivalent to CHCECE030 Support inclusion and</p>

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	diversity and CHCECE051 Promote equity in access to the service.
Links	