

## CHCECEXXX Support cultural diversity

<b>Unit code</b>	<b>CHCECEXXX</b>
<b>Unit title</b>	Support cultural diversity
<b>Application</b>	<p>This unit describes the skills and knowledge required to recognise, support and integrate social and cultural differences in self and others in early childhood setting. These differences include but are not limited to: race, ethnicity, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation and socioeconomic background.</p> <p>This unit applies to early childhood educators in long day care, family day care, in home care and out of school hours care settings.</p>
<b>Pre-requisite unit</b>	Nil
<b>Competency field</b>	Early Childhood Education and Care
<b>Unit sector</b>	Children's Education and Care
<b>Elements</b>	<b>Performance criteria</b>
1. Reflect on own values and biases	1.1. Identify aspects of own life experiences or history which may influence own current values, beliefs and attitudes about early childhood

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	1.2. Reflect on the potential impact of own life experiences, values and beliefs on interactions and relationships with people from different social and cultural backgrounds
2. Demonstrate respect for diversity	<p>2.1. Identify the value of a diverse early childhood education and care workforce</p> <p>2.2. Consider the role of intersectionality in the lived experiences of children, families and the community</p> <p>2.3. Use communication strategies with children, families and colleagues that model openness, curiosity and humility toward difference</p>
3. Support children's understanding of diversity	<p>3.1. Engage children in collaborative discussions about difference, respect and inclusion</p> <p>3.2. Observe children's interactions and identify opportunities to enhance respectful and inclusive interaction</p> <p>3.3. Create play and learning opportunities that feature characters of a wide range of ages, genders, sexualities, abilities, cultures and ethnicities</p>
<b>Foundation skills</b>	
<b>Range of conditions</b>	
<b>Assessment requirements</b>	
<b>Performance evidence</b>	<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"> <li>on two occasions, reflect on the impact of own values, beliefs and biases on your practice with children and families from social and cultural groups different to your own</li> </ul>

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	<ul style="list-style-type: none"><li>• on three occasions, create opportunities to integrate or celebrate social or cultural diversity in daily practice, including in routine and play experiences</li></ul>
<b>Knowledge evidence</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"><li>• Early Years Learning Framework principles regarding:<ul style="list-style-type: none"><li>○ respect for diversity</li><li>○ equity, inclusion and high expectations</li></ul></li><li>• the concepts of diversity, inclusion and equity:<ul style="list-style-type: none"><li>○ definition of terms and their application in early childhood education and care settings</li><li>○ their role and importance in early childhood education and care work</li></ul></li><li>• aspects of own identity and culture that may affect one's perspectives about diversity</li><li>• awareness of own beliefs and behaviours regarding diversity, inclusion and equity including:<ul style="list-style-type: none"><li>○ conscious</li><li>○ unconscious</li></ul></li><li>• types of social and cultural diversity and how they may impact service access and use:<ul style="list-style-type: none"><li>○ cultural and racial</li><li>○ faith and spiritual</li><li>○ disability</li><li>○ age</li><li>○ health</li><li>○ gender</li><li>○ sex</li><li>○ sexuality</li><li>○ family types</li></ul></li></ul>

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	<ul style="list-style-type: none"> <li>○ socioeconomic</li> <li>○ remoteness</li> <li>● service policies and procedures that support diversity:             <ul style="list-style-type: none"> <li>○ engagement with local communities</li> <li>○ celebration of cultural perspectives and traditions</li> </ul> </li> <li>● techniques used by educators to model and support respectful and inclusive interactions between children:             <ul style="list-style-type: none"> <li>○ showing awareness of, and respect for, individual cultures, values and beliefs</li> <li>○ acknowledging both similarities and differences among all children</li> <li>○ demonstrating positive attitudes toward people different to self</li> <li>○ Inclusive and non-discriminatory language</li> </ul> </li> </ul>
<p><b>Assessment conditions</b></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"> <li>● suitable ....</li> <li>● workplace or simulated conditions that</li> <li>● scenarios ...</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors</p>
<p><b>Unit mapping information</b></p>	<p>CHCECEXXX Support cultural diversity supersedes and is not/equivalent to CHCECE030 Support inclusion and diversity</p>

## CHCECEXXX Support cultural diversity

<b>Links</b>	
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