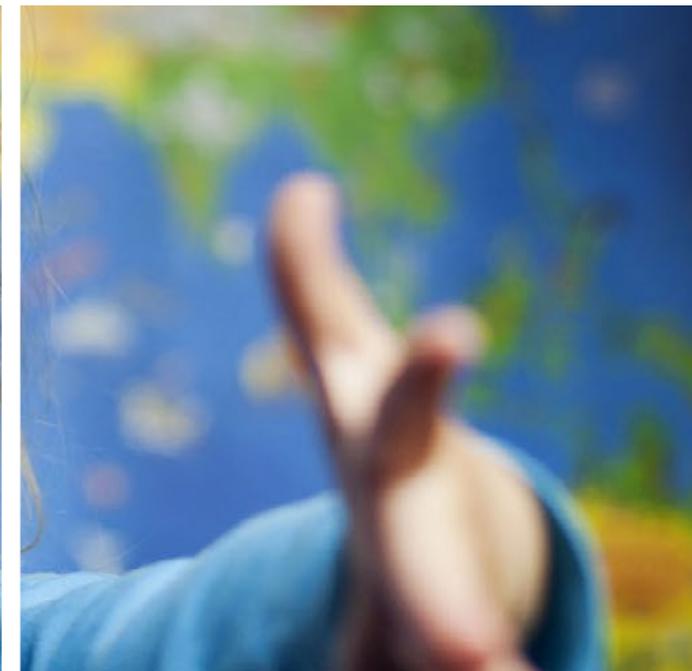
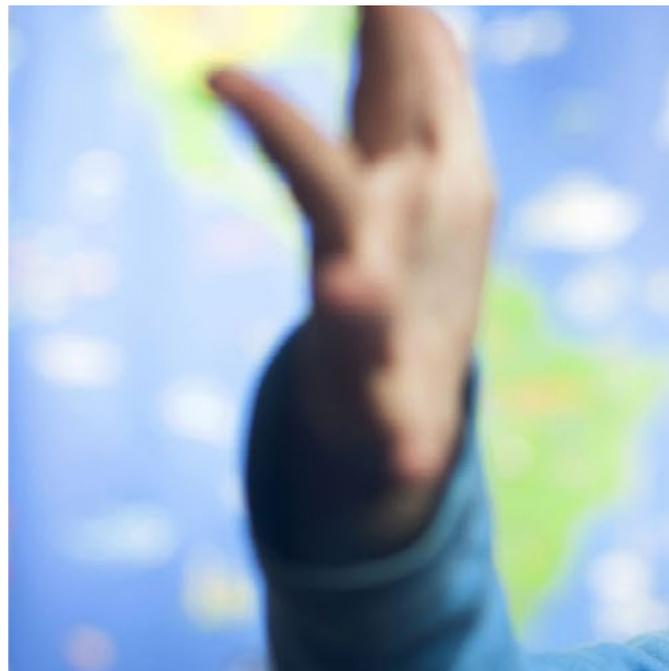


Learner Guide

CHCECE001 Develop cultural competence

Open Colleges stock code 31350A

CHC30113
Certificate III in
Early Childhood
Education and
Care



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Getting started

This Learner Guide is to be used alongside the textbooks for this course. The textbooks are:

- Raban, B 2010, *Assessment for learning. Documentation and planning for the EYLF*, Teaching Solutions, Albert Park.
- Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW.

Your textbooks will be sent to you by Open Colleges.

Essential information about using the textbook, reading additional material, viewing video links, participating in discussion forums and completing learning activities is contained in this Learner Guide. Instructions in this Learner Guide will direct you to the textbook and provide guidance as to what is required to successfully progress through this course.



Throughout this Learner Guide the following icons may appear:



Assessments may include online quizzes, written assessments, workplace assessment and portfolio tasks.



An activity that will help you to practise and develop your skills. These may include hyperlink activities and scenarios, research activities and case studies.



A reading to complete from your textbook or a case study within the text.



A cue to watch a video, view an image gallery or listen to a podcast.



Could be anything you might find useful for further learning, including hyperlinks and quick facts.

Glossary

There are comprehensive glossaries of common terms in the required textbooks.

Resource Kit

As you work through this Learner Guide, you may want to compile a resource kit (electronic and/or paper-based) that you can use to assist with your learning. This may include, for example, information that you print out or bookmark from websites and research, resources you download, newspaper articles about early childhood education and care practices, specific policies or procedures from your workplace (where relevant) and answers to completed activities. What you decide to put in your resource file is up to you. Over time, this will become a valuable workplace resource for your own professional development.

Assessments

Before attempting your assessments, we recommend you complete the activities in the Learner Guide. You should also complete the activities you are referred to in the chapters of the textbook. This will give you a good indication of whether you are ready to complete the assessments.

Remember, only the assessments need to be submitted to your assessor for marking.

The assessments for the unit(s) of competency examined in this Learner Guide include:

Assessment number	Method
31350/01	Online quiz
31350/02	Written assessment

Detailed information about the assessment(s) is available on OpenSpace. For more information about assessment procedures go to: [LINK 1](#).

How to use this Learner Guide

It takes practice and examples to gain a true understanding of the material required to become a successful early childhood child educator. Your textbook and the recommended websites referred to in this Learner Guide will help you throughout this course. The essential reading list collates many of the topics in this part of the course. It is strongly advised that you complete the entire Learner Guide and read the essential readings.

■ Learning objectives/outcomes for the unit

CHCECE001 Develop cultural competence

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.

At the completion of this unit, you will have the skills and knowledge to:

- reflect on own cultural identity and biases
- identify and develop cultural competence
- research Aboriginal and/or Torres Strait Islander communities
- support individual cultural identities
- create environments to support children's cross-cultural understanding and relationships
- support the implementation of inclusive learning experiences
- support children in developing confidence and strength in personal and cultural identity.

This section contains the following seven topics:

Topic 1: Reflect on own cultural identity and biases

Topic 2: Identify and develop cultural competence

Topic 3: Research Aboriginal and/or Torres Strait Islander communities

Topic 4: Support individual cultural identities

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

Topic 6: Support the implementation of inclusive learning experiences

Topic 7: Support children in developing confidence and strength in personal and cultural identity

Readings

The selected readings will help you understand core concepts of this Unit of Competency. It is strongly advised you review the readings prior to undertaking activities in the Learning Guide.

- Children's Services Central, 2014, *Children's services central news*, Autumn issue, [LINK 2](#).
- Department of Education, Employment and Workplace Relations (DEEWR) 2009, *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. Commonwealth of Australia, Canberra, [LINK 3](#).
- Department of Education, Employment and Workplace Relations (DEEWR) 2010, *Educators' Guide to the Early Years Learning Framework for Australia*. Commonwealth of Australia, Canberra, [LINK 4](#).
- Goodwin, J 2012, 'Indigenous culture: It's everybody's business', *Every Child*, Vol. 18, No. 1, Early Childhood Australia, [LINK 5](#).
- Hydon, C 2011, 'Cultural competence: An ethical perspective', *Every Child*, Vol. 17, No. 2, Early Childhood Australia, [LINK 6](#).
- Professional Support Coordinator n.d., *Cultural Connections Booklet*, Child Australia, [LINK 7](#).
- Radich, J 2012 'Cultural competence: Working towards Reconciliation', *Every Child*, Vol. 18, No. 2, Early Childhood Australia, [LINK 8](#).

Website Resources

Bookmark and explore these valuable web resources:

- Child Australia
childaustralia.org.au
- Early Childhood Australia
earlychildhoodaustralia.org.au
- FKA Children's Services
fka.com.au
- Harmony Day
harmony.gov.au
- Kidsmatter Aboriginal and Torres Strait Islander resource portal
kidsmatter.edu.au/atsi-resources/search
- Professional Support Coordinators Alliance
pscalliance.org.au
- Secretariat of National Aboriginal and Islander Child Care (SNAICC)
snaicc.org.au



Topic 1: Reflect on own cultural identity and biases

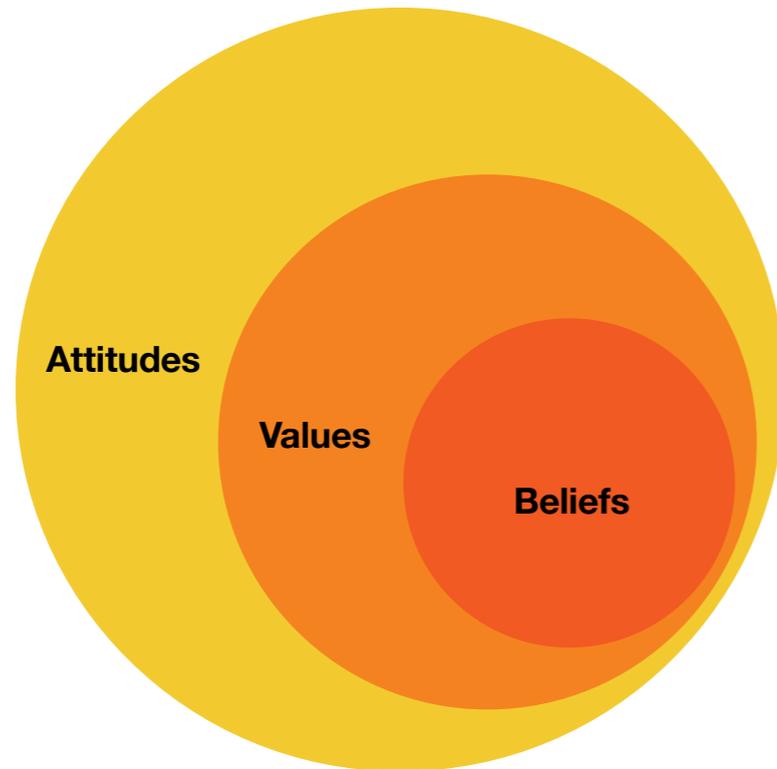
This topic will help you develop the skills and knowledge to enable you to:

- 1.1 Identify significant events in own family background or history which may influence current values, beliefs and attitude
- 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 cultures
- 1.4 Identify any knowledge, attitudes or skills to be developed to ensure cultural competency

Introduction

As you have progressed through life, you have most probably experienced a number of key life events that have influenced the way you see the world. These experiences shape our core beliefs, values and attitudes.

Beliefs, values and attitudes stem from each other. Our values come from our beliefs and our attitudes. These three concepts are the tools we use to make sense of the world around us. They are the filters we apply in our day-to-day interactions.



Beliefs

These are the assumptions or ideas individuals or groups have that they perceive to be absolutely true. Beliefs can be constructed with or without evidence and stem from life experiences, agreed social norms (such as religion and culture) and by what others say and do, for example family, community leaders and/or educators.

MEDIA Video 1

Watch this video about how we form belief systems and hear why Deepak Chopra believes these belief systems should be challenged:

Chopra, D 2012, *What is belief and how does it shape reality?*, The Chopra Well, [LINK 9](#).

Values

This is a system of principles that stems from the beliefs an individual or group considers important and which dictates their priorities and behaviours. Examples of values may include fairness, individuality, mutual respect, honesty, openness, independence, competitiveness, compassion and integrity.

READING Online reading 1

Take a look at the 'Australian Values Statement' on the Department of Immigration and Border Protection website:

Department of Immigration and Border Protection, 2013, 'Australian Values Statement – Provisional and Permanent', *Life in Australia*, Australian Government, [LINK 10](#).

This statement is an example of how values can be developed for whole communities including nations.

Attitudes

Attitudes are how we apply our beliefs and values. Basically, attitudes express how we feel about someone or something. By thinking about our beliefs and values, we can change our attitudes over time.

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

Significant life events

The beliefs, values and attitudes we have are shaped by the things we experience. It's through these experiences that we develop our views on what we consider important or attributes that we have, or wish to have an affinity with. For example, someone may develop a religious or spiritual outlook as a result of their experiences at a church or within a social group.

Since we all have different experiences, our beliefs, values and attitudes can also be quite diverse. Staying mindful of this difference is essential in your professional practice. To really be effective, you need to critically reflect on how your own life events have shaped your beliefs, values and attitudes.



MEDIA Video 2

Watch this video:

White, C, 2013, *Changing attitudes and shifting perceptions: Caroline White at Kings College London*, Tedx Talks, [LINK 11](#).

This video shows you how a long held attitude can change upon reflection. Allow approximately 15 minutes to watch the video.



ACTIVITY Learner reflection 1

What significant life events have you gone through that may have influenced your beliefs, values and attitudes?

Critically reflect on a life event that you feel comfortable sharing then explain how this may have shaped a belief, value or attitude you have.

On the OpenSpace forum, explain what the event was and then write a brief paragraph on the belief, value or attitude that you think it influenced.

1.2 Define aspects of the environment which influence own cultural identity

What is cultural identity?

Cultural identity is simply the way that a group in society defines themselves. This can take many forms including nationality, race, religious beliefs, age, ethnicity and gender amongst many others.

READING Textbook reading 1

Read the information under the heading 'Culture identity' in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 48-49.

This section of your textbook provides useful information on cultural identities within Australia, and highlights the importance of challenging ones bias.

READING Online reading 2

Read the information under the heading 'About racism' on the Racism. No way. website:

NSW Government, Education and Communities 2013, 'About racism', [LINK 12](#).

Take particular note of how culture is defined in this reading, and carefully read the information under each of the headings 'The importance of culture, language and identity', 'Culture and language', 'Australia's cultural and linguistic diversity' and 'Identity and community'.

MEDIA Video 3

Watch this video to see the variety of cultural groups that exist in Australia:

Fong, B 2013, *Race and culture: Cultural Identity [Part 1]*, [LINK 13](#).

To see how young people living in Australia, who have a different cultural upbringing, identify themselves watch Part 2 of this video series:

Fong, B 2014, *Race and culture: Thoughts on Cultural Identity in a multicultural Australia [Part 2]*, [LINK 14](#).

What influence does environment have on our cultural identity?

Environment greatly influences the attributes of a cultural group. The term 'environment' simply describes the setting, context or surroundings in which a cultural group exists. It could also describe the physical location of a cultural group or even things less tangible, such as their shared experiences.

An example of how environment influences cultural identity can be seen in the behaviours of children. When children are born in to an existing cultural group, they adopt the characteristics of that group, such as language, cuisine, dress and beliefs.



ACTIVITY

Learner reflection 2

Reflect on aspects in your own environment; this could be your friends, colleagues, family or even your location.

Select one of these aspects and identify what influence it has on your cultural identity.

1.3 Reflect on possible impacts your background may have on others and identify how to address this

In your life you have been exposed to a range of cultural practices that have influenced the way you see the world. Your background will affect the way you view and interact with others. By reflecting on your background, you can become aware of biases and prejudices that may impact on your relationship with others from different backgrounds. Once identified, you can then build strategies to handle these impacts.

Things you take for granted

We all have different backgrounds, meaning all of us have constructed our own unique way of seeing things. Our individual experiences have given us basic assumptions that we may or may not be conscious of. What we may consider to be basic assumptions about how the world works may not be the case for people with a different cultural identity.



MEDIA Video 4

Watch this video to see how people from different countries view the same things:

Silvers, D 2009, *Weird, or just different*, TedIndia, [LINK 15](#).

Challenging our own biases

We may also make assumptions about people from cultures that are not our own. It is these preconceived assumptions that we need to stay conscious of, and challenge, to foster cultural competence.



MEDIA Video 5

Watch this short informative video:

Price-Wise, P 2009, *Cultural Competence: Managing your prejudices*, The Florida Center for Cultural Competence Inc (FCCC), [LINK 16](#).



ACTIVITY Learner reflection 3

Examine your own values, attitudes and workplace practices by reflecting on the following questions:

- How do you feel about same sex families?
- Do you make judgements based on people's appearances?
- How well do you interact with people who have English as a second language?
- If working in an early childhood setting, do you provide the same level of care to all children?
- Do you overlook people because of an impairment or disability?

Identify two areas where you feel you need to improve.

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

Defining cultural competence

Cultural competency is about having awareness, respect and understanding of the diversity around you. It is best viewed as an ongoing process and an ideal to work towards or strive to, rather than simply complying with legislation or meeting minimum standards.

Cultural competence aims to foster interactions between different cultures, this means it is about the relationships we make, our attitudes, and how we honour and celebrate diversity. When we are being culturally competent we appreciate and live with difference, and we are aware of what we gain from acknowledging differences.

The National Centre for Cultural Competence (NCCC) has identified five key components of cultural competence, as seen in the following text box.

1. A valuing of cultural diversity

This stage involves integrating respect for diversity into programs, policies and services and also recognising that members of certain cultural groups may have cultural as well as individual needs.

2. Conducting a cultural self-assessment

Organisations develop an awareness of their own cultures and communities, assumptions, and biases and identify actions to reduce such barriers.

3. Managing the dynamics of difference

At this stage the dynamics of cultural difference are proactively managed, improving the interactions between different cultures.

4. Acquiring and institutionalising cultural knowledge

As all organisations inevitably encounter cultural diversity, a need exists to integrate an understanding of different cultures into service delivery and practices.

5. Adapting to diversity and cultural contexts

At this stage cultural knowledge is embedded throughout the hierarchy of the organisation and policy, practices, service delivery and behaviours are adapted to fit the cultural diversity of the community engaged.

Source: National Centre for Cultural Competence 2006

Cultural competence in early childhood settings

‘Respect for diversity’ and ‘cultural competence’ are key aspects of the *National Quality Standards* (NQS) and the *Early Years Learning Framework* (EYLF). Both include outcomes and principles that embrace the concept of cultural competence. For example:

- EYLF Outcome 1: Children have a strong sense of identity.
- EYLF Outcome 2: Children are connected with and contribute to their world.
- NQS Element 1.1.2: Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
- NQS Standard 6.2: Families are supported in their parenting role and their values and beliefs about childrearing are respected.

More specifically the EYLF states that:

‘Cultural competence is much more than awareness of cultural differences. It is the ability to understand, communicate with, and effectively interact with people across cultures. Cultural competence encompasses:

- being aware of one’s own world view
- developing positive attitudes towards cultural differences
- gaining knowledge of different cultural practices and world views
- developing skills for communication and interaction across cultures.’ (EYLF p.16)

With this in mind, it is important to remember that cultural competence is about far more than just being knowledgeable about the cultural practices of a particular group. You need to also reflect on your practices, views and beliefs and look at the role you play when interacting with others.



READING Online reading 3

Read Section 6 and 7 of the Educator’s Guide to the EYLF:

Department of Education, Employment and Workplace Relations (DEEWR) 2010, *Educators’ Guide to the Early Years Learning Framework for Australia*. Commonwealth of Australia, Canberra, [LINK 17](#).

These sections focus on cultural competence and will provide you with important insight into cultural competence in an early childhood setting.

Ensure you read about the elements which underpin successful cultural competence on page 25.



READING Textbook reading 2

Read the information under the heading ‘Cultural competence’ in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, p. 50.

Carry out Activity 3.4 in your textbook. This activity will help you identify attitudes, skills and knowledge you feel that you need to develop towards cultural competency.

**READING****Online reading 4**

Read the following e-Newsletter:

Connor, J 2011, 'Understanding cultural competence' *NQS PLP e-Newsletter*, No. 7, Early Childhood Australia, [LINK 18](#).

This e-newsletter contains important information on implementing cultural competency within an early childhood setting.

**MEDIA****Video 6**

Watch the following video:

Commonwealth of Australia 2012, 'Talking about practice: Cultural competence', *Talking about Practice series*, Early Childhood Australia, [LINK 19](#).

This video has three parts. Allow approximately 45 minutes to watch each part.

**ACTIVITY****Learner reflection 4**

To enact cultural competency you need to be aware of your own values, beliefs and attitudes as well as those of others.

Reflect on the following questions:

- What are my values, beliefs and practices, for example, about child rearing, dress, food, interactions between adults and children and so on?
- What are the values, beliefs and practices of the families I work with?
- How are these values, beliefs and practices similar to or different to my own?
- In what ways could I adapt my interactions and practices to be more inclusive of the values, beliefs and practices of families?



Topic 2: Identify and develop cultural competency

This topic will help you develop the skills and knowledge to enable you to:

- 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

Introduction

Australia has a rich cultural history, 47% of the Australian population either has a parent born overseas or were born overseas themselves. Additionally, archeological evidence suggests that there has been an Aboriginal presence in Australia for at least 50,000 years in over 400 distinct cultural groups. This means to be effective in your practice, you need to develop the skills to interact with a range of people from a variety of backgrounds.

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

Your ability as an educator, to identify and understand the cultural identities of children within the service, their families and the local community is necessary for addressing and meeting the needs of individual children.

Taking the time to identify and know about each child's cultural identity will also help you to promote an equitable environment by building trusting and responsive relationships with children and their families, and to demonstrate acceptance of diverse family structures and perspectives.



READING

Textbook reading 3

Read the information under the heading 'The cultural identities of the service community' in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, p. 51.

Make sure you read the 'At Work' section and carry out Activity 3.5.



ACTIVITY

Learner reflection 5

Use available local council resources to research the demographics of your local council area, the local area of your workplace or the local area of your professional experience placement.

Research spoken languages, the percentage of the population under five, the unemployment rate, and computer ownership.

- What are the strengths of the families within this community?
- What are some of the issues that affect families within this community?



ACTIVITY

Learner reflection 6

Reflect on the cultural background of children within your service. If you are not yet working in an early childhood setting, it may be a child or children of family members and friends.

Research how you could better communicate with a family from a background that differs from your own.

Outline the situation and some approaches you could use to better communicate with family on the OpenSpace forum.

2.2 Critically analyse relationships, curriculum and activities

Relationships, curriculum and activities should recognise and incorporate the diverse cultures, languages, beliefs and values of children, their families and the community. By critically analysing and reflecting on these components of a service, educators can create an environment where children and their families are treated equitably.

Reflective practice is one of the Principles in the EYLF and advocates that educators examine what is happening in their settings and reflect on what they might change.

It is a good idea to use the following overarching questions from the EYLF to guide reflection:

- What are my understandings of each child?
- What theories, philosophies and understandings shape and assist my work?
- Who is advantaged when I work in this way? Who is disadvantaged?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
- What aspects of my work are not helped by theories and guidance that I usually draw on to make sense of what I do?
- Are there theories or knowledge that could help me to understand better what

I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?



READING Textbook reading 4

Read the information under the heading 'Evaluating the service environment' in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 51-53.

Carry out Activity 3.6 in your textbook. If you are not yet working in an early childhood setting, or cannot access policies from a local education and care service you might like to complete this activity using one of the following policies:

- Kids' Uni, 'Additional needs policy', UniCentre, University of Wollongong, [LINK 20](#)
- One World For Children Pty Ltd n.d., 'Anti-bias program policy', [LINK 21](#)

Alternatively undertake internet research to find a policy of your choice.

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

At an individual level the practice of cultural competence underpins all interactions with others, it requires more than practicing tolerance, it is about:

- been aware of personal biases and prejudices
- been open and respectful to difference
- respecting the uniqueness of others
- reflecting on current skills and becoming knowledgeable about diverse, cultural, linguistic, and ability difference
- appreciating the variety of children's cultural backgrounds and abilities and respond respectfully
- considering the learning opportunities for children and staff of understanding cultural difference.



ACTIVITY Learner reflection 7

Identify your skills, attributes or knowledge that may need to be developed to ensure cultural competence by completing the following self-assessment checklist:

Central Vancouver Island Multicultural Society n.d., *Cultural Competence self-assessment checklist*, [LINK 22](#).

This self-assessment tool is not a test; it has been designed to help you think about your skills, knowledge and awareness of yourself in interactions with others.

It will also assist you to recognise what you can do to become more effective working and living in a diverse environment.



ADDITIONAL RESOURCES 1

Access the Centre for Culture, Ethnicity and Health website to learn more about cultural competence:

ceh.org.au

Browse the information available on the cultural competence section of the website, including the tip sheets.

The tip sheets are intended for health service providers, however are relevant to the early childhood education and care sector.



Topic 3: Research Aboriginal and Torres Strait Islander Communities

This topic will help you develop the skills and knowledge to enable you to:

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

Introduction

There are some distinct issues for Aboriginal and Torres Strait Islanders that you will need to think critically about in order to better support children from this cultural background.

3.1 Identify historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on

Who are Aboriginal and Torres Strait Islanders?

Historically, establishing Aboriginal identity relied on the use skin tone or ancestry; however, since the 1980s, this has changed to the use of a three-part definition as recognised under common law. The definition requires that all three parts be established for Aboriginality to be recognised:

Descent: The individual can prove that a parent is of Aboriginal or Torres Strait Islander descent.

Self-Identification: The individual identifies as an Aboriginal or Torres Strait Islander.

Community Recognition: The individual is accepted as such by the Aboriginal or Torres Strait Islander community.

While there have been some issues concerning the use of this definition, it still stands as the legally recognised tool to establish Aboriginality.

Source: naccho.org.au/aboriginal-health/definitions/



READING Textbook reading 5

Read the information under the heading 'Learning about Aboriginal and/or Torres Strait Islander communities' in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 53-54.

History of Aboriginal and Torres Strait Islander people

Indigenous cultures have inhabited all areas of Australia continuously for over 50,000 years (australia.gov.au). There are hundreds of languages spoken and each area has its own cultural and spiritual identity.

Additionally, Aboriginal and Torres Strait Islanders are also considered to be ethnically and culturally distinct. Indeed, there are a number of similarities between Torres Strait Islanders and people from the Pacific Islands and Papua New Guinea.



READING Textbook reading 6

Read the information under the heading 'Aboriginal and Torres Strait Islander history' in Chapter 4 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 70-73.



ACTIVITY Learner reflection 8

Examine the *Indigenous Language Map* on the Australian Broadcasting Corporation (ABC) website: [LINK 23](#).

Select one of the areas and research the history of the people from that area. Identify any significant historical issues for these people and share this information on the OpenSpace forum.

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

Then and now

Over the last 200 years of European settlement, the indigenous cultures of Australia have faced immense challenges. Originally, Australia was deemed *Terra Nullius* under English law meaning that the land belonged to no-one. This definition was used as justification for the settlement and ownership of the Australian continent. As European settlement spread, Aboriginal populations started to decline, especially with the introduction of new diseases such as smallpox and tuberculosis.

Over the last century, a number of government policies aimed at the integration of indigenous cultures have been enacted. One was the forced removal of children. The *Aboriginal Protection Act 1869* was the earliest piece of legislation that gave Victorian police and Aboriginal Protection Officers the powers to remove 'half caste' children from their parents. By 1950, all Australian states had enacted such legislation.

The policy of assimilation was another. Consider the following statement from Paul Hasluck M.P. in the House of Representatives on the meaning of assimilation:

'The policy of assimilation means in the view of all Australian governments that all aborigines and part-aborigines are expected eventually to attain the same manner of living as other Australians and to live as members of a single Australian community enjoying the same rights and privileges, accepting the same responsibilities, observing the same customs and influenced by the same beliefs, hopes and loyalties as other Australians.' (Australia Department of Treasuries, 1961 p.6)

This policy assumed that the white Anglo-Saxon culture at the time was superior. Aboriginal people were expected to adopt the beliefs, customs and practices of the predominant culture at the expense of their own.

More recently, there have been attempts to foster closer co-operation of Aboriginal people in order to build mutually beneficial policies for inclusion. An example can be seen at the link below.



READING Textbook reading 7

Read the information under the heading 'Aboriginal and Torres Strait Islander history' in Chapter 4 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 70-73.

**ACTIVITY****Learner reflection 9**

Consider the following issues in the history of Aboriginal and Torres Strait Islander over the last 200 years:

- Terra Nullius
- Assimilation
- The Stolen Generation
- Citizenship
- Self-determination
- Mabo case
- Wik case
- Reconciliation
- The Apology
- Constitutional recognition

Select four of these historical issues and note down how each issue may have an impact on Aboriginal people today.

To complete this activity you might find it helpful to re-read the information under the heading 'Aboriginal and Torres Strait Islander history' in Chapter 4 of your textbook.

**READING****Online reading 5**

Read the following article from the Reconciliation Australia website:

Mabbott, J 2013, *Reconciliation action plan: A personal reflection*, Reconciliation Australia, [LINK 24](#).

This article gives you a snapshot view of what reconciliation looks like and how companies and organisations are working together to support the Aboriginal community.



Topic 4: Support individual cultural identities

This topic will help you develop the skills and knowledge to enable you to:

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

Introduction

By gaining an understanding of the cultural groups in your community, you can learn approaches that help support children from diverse cultures.

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

Cultural diversity in Australia

Australia is one of the most culturally diverse countries in the world. According to the Australian Bureau of Statistics, 47% of Australians were either born overseas or have a parent born overseas (ABS 2011). A further 3% of the Australian population identifies themselves as Aboriginal and Torres Strait Islander (ABS 2011). These figures demonstrate the vast cultural mix in the Australian community. They also highlight how crucial it is to develop strategies that ensure children from all cultural backgrounds have the same opportunities to learn.

Source: Australian Bureau of Statistics 2011, *Estimates of Aboriginal and Torres Strait Islander Australians*, abs.gov.au/websitedbs/D3310114.nsf/home/home?opendocument#from-banner=GT

Cultural identity and child development

A raft of research from many cultures shows that children's development is dependent on the relationships with the important adults in their lives.

Often it can be confusing for a child to transition from the cultural identity they experience in the home environment to the service one. The differences here may be obvious, such as language or religious practices or less obvious, such as behaviours and attitudes. As such, you need to be sensitive to the day-to-day cultural differences that some children may be experiencing. Consider the following:

'There are a number of stages that a person who has migrated is likely to go through as they adjust to living in their new country. These are:

- An initial period marked by high expectations and a positive outlook, sometimes referred to as the "honeymoon" phase. This phase may last from a month to a year.
- A period of dissatisfaction, the "frustration" phase in which there is a realisation that previously held expectations are not being met and that previously used problem-solving strategies are not effective. This phase may be marked by anger, frustration and withdrawal. The phase usually lasts between two and five years, and is a vulnerable phase "where the role of the professional in assisting a person to adjust is important".
- A "coping" phase in which the person has worked out how things operate and what are the norms in the new society, even if they are not entirely comfortable with them. In this stage there are less frustrations and trust starts being established in the new society.
- An "adjustment" phase where the individual begins functioning effectively and comfortably in the environment and feels a sense of belonging and understanding of the host culture.'

Source: Communities Queensland 2010, *Working with people from culturally and linguistically diverse backgrounds*. Citing Babacan & Gopalakrishnan, Lynch & Hanson.

You can see here that it can take a number of years for new migrants to feel completely at home here in Australia. Children may be susceptible to the distress that their family is going through with this life change. You have a role in helping navigate this change for children and their families.

Of course, new migrants are only one group in your community that you need to consider in your professional practice. However, as you can see, effective early childhood education and care needs to accommodate the needs of families with diverse cultural identities.



READING

Online reading 6

To further understand some of the challenges that may affect children and families from culturally diverse backgrounds read the following information:

Kidsmatter n.d., *Why culture matters for children's development and wellbeing*, Australian Government Department of Health and Ageing, [LINK 25](#).



ACTIVITY

Learner reflection 10

Identify two cultural groups in your local community.

Conduct an interview with a representative from each cultural group and answer the following questions:

- What is the cultural group you have identified?
- What are some early childhood education and care values common to the group?
- What are some key early childhood education and care issues that this group faces?
- What practical steps could educators undertake to better engage with children from this cultural group?



ADDITIONAL RESOURCES 2

To continue your learning in this topic you might like to take a look at the following resources about engaging with, and making connections with Aboriginal communities:

- Inclusion and Professional Support Program n.d., *Engaging with Aboriginal Communities Where do we start?*, Australian Government Department of Education, Employment and Workplace Relations, [LINK 26](#).
- Inclusion and Professional Support Program n.d., *Making connections with Aboriginal communities*, Australian Government Department of Education, Employment and Workplace Relations, [LINK 27](#).

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

Engaging CALD

Children from Cultural and Linguistically Diverse (CALD) backgrounds may face many challenges, including language and communication, resettlement issues, cross-cultural parenting and possible exposure to racist attitudes. As an educator working with children from culturally and linguistically diverse backgrounds, you need to devise strategies that engage these children. These strategies may include providing activities and opportunities that engage other cultures, providing resources that show an array of cultural identities and engaging parents and families to discuss cultural practices.

 **MEDIA**
Video 7

Watch this video:

Brookes Publishing 2011, *Life: Engaging with CALD to see some possible ways to engage CALD children*, [LINK 28](#).

Identify some ways that you could encourage and promote participation by all cultural groups within your service.

 **READING**
Online reading 7

Examine the useful tips in the following article, these tips can be used to help settle children from culturally and linguistically diverse backgrounds into child care:

Care For Kids Internet Services Pty Ltd, 2008, 'Encouraging cultural and linguistic diversity in your service', *Child Care News*, [LINK 29](#).

 **READING**
Online reading 8

Read the following article to learn more about what you can provide in the learning environment to promote a respect for diversity and to promote participation:

Santora, L, 2004, *How can you create a learning environment that respects diversity?*, Anti-Defamation League, [LINK 30](#).



ADDITIONAL RESOURCES 3

Look at the following resource to see what types of services and resources are available in the community to help you work with children and families from a CALD background:

Grammenos, P n.d., *NSW Multicultural Resource Guide*, Children's Services Central, [LINK 31](#).

If you do not live or work in NSW, conduct internet research to find out what types of services and resources are available in your state or territory.

Develop your cultural and linguistic skills

Like any other skill, you can always build on your ability to communicate with children and families from different cultural backgrounds. There are a few simple things you can do to foster the inclusion of diverse cultural identities.

The activity that follows uses the *Cultural and Linguistic Competency Self-Assessment Checklist* developed by Georgetown University in the United States. The checklist will give you some ideas around cultural diversity and allow you to reflect on how your current professional practice could further encourage children from diverse backgrounds.



**ACTIVITY****Learner reflection 11**

Print off and complete the following checklist:

Goode, T n.d., *Promoting cultural and linguistic competency self-assessment checklist*, Georgetown University, [LINK 32](#).

Reflecting on your current or previous role as an early childhood educator, work through the list of statements and answer either **a**, **b** or **c**.

Once you've completed the list of statements, select four that you answered either **b** or **c**.

For each of these four statements, outline a strategy on the OpenSpace forum that you could use to better engage both children and families from culturally diverse backgrounds.

Alternatively, if you are not yet working in an early childhood setting you might like to reflect on your professional experience placement.

**READING****Online reading 9**

Read through the following resource booklet:

Clark, P, 2011, '*Learning English as an additional language in the early years (birth to six years)*', Department Education and Early Childhood Development, [LINK 33](#).

This resource booklet is designed to help educators support children in the maintenance of their first language and in learning English as an additional language.

The practical ideas provided in the booklet can be used to promote cultural awareness for all children. You might like to bookmark this resource booklet on your computer or print a copy to add to your Resource Kit for later use.

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

Information gathered about children and their families should always be handled in a culturally sensitive manner, i.e. treated with respect and ensuring that you are aware of how and who it can be shared with.

To guide your practice follow the privacy and confidentiality policies and procedures in place at the service. These policies and procedures will take into account law, service agreements and licensing requirements that early childhood services are obligated by to comply with.

You may also find policies related to equity and diversity helpful in achieving best practice when partnering with families and the community.

Statements included in the Early Childhood Australia's *Code of Ethics* can also guide your practice and decision making processes in relation to respecting the right of a family to privacy.



ACTIVITY Learner reflection 12

Identify the policies and procedures in place at your service, or an education and care service in your local community, that are used to ensure information from others is processed in a culturally sensitive way.

Review the policy or policies to determine:

- a. How diversity issues are addressed.
- b. How a family's right to privacy is upheld within the service.
- c. How and with whom information about a child and their family can be shared.

If you cannot access policies or procedures from a local education and care service to complete this activity, use the internet to find a new parent or staff handbook which contains a service's policies and procedures.

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

Families have a great deal to offer and there are many ways in which they can be involved within a service. Each service will have its own way to encourage and to provide opportunities for family involvement. For example, some families may be able to assume a role on the service's management committee; others may contribute by offering resources, equipment or their time by taking part in the service's program by reading stories, preparing or cooking food with children that they typically eat at home, or by providing music and songs in their language.

At different times, the level and type of involvement will depend on the family's personal commitments and interests. It is important educators accept and value each family's level of involvement and continue to provide opportunities for all families to contribute their ideas, thoughts and cultural knowledge.

READING Textbook reading 8

Read the information under the heading 'Involve all cultural groups' in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 57-58.

This section of your textbook provides practical information on how to ensure you include all cultural groups within the service.

READING Online reading 10

Read this extract from *Putting Children First* about embracing diversity in families:

Morrison, T 2010, 'Embracing diversity in families', *Putting Children First*, Issue 35, National Childcare Accreditation Council (NCAC), [LINK 34](#).

As you read the article think about how you could make a child's family feel welcome in the service environment.

READING Online reading 11

Read this article about working together with families:

KidsMatter n.d., *Building partnerships between families and early childhood staff*, Australian Government Department of Health and Ageing, [LINK 35](#).

This article provides useful information on the benefits of positive partnerships between young children, families and early childhood staff.

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

There are many ways you can help children to connect with their heritage, and to understand and appreciate the cultural diversity of others. For example including resources reflecting a range of cultural groups into the program and curriculum such as books, music and dance can make services more welcoming for children and their families and give inclusive, consistent messages straight away to those visiting and attending the service.



READING Online reading 12

If you haven't already, read the *Cultural Connections Booklet*:

Professional Support Coordinator n.d., *Cultural Connections Booklet*, Child Australia, [LINK 36](#).

Ensure that you read the information under the heading, 'We have no children from those backgrounds here', on page 12, to identify ways opportunities can be provided to enhance children's understanding of diversity when it is felt that there is no cultural diversity within a service.



READING Online reading 13

In this information sheet you will find practical ideas that might assist you in supporting culturally diverse families:

Kidsmatter n.d., *Cultural diversity*. Suggestions for families and educators, Australian Government Department of Health and Ageing, [LINK 37](#).



READING Online reading 14

Read the following fact sheet to better understand how, as an educator, you can implement a number of experiences and undertake strategies to appropriately reflect Aboriginal Australia in an early childhood setting:

Maguire, G & Associates, 2012, *Including Aboriginal Australia in your Service*, Early Childhood Australia, [LINK 38](#).

4.6 Demonstrate respect for all home languages and encourage appreciation of linguistic diversity

An important commitment to equity is supporting children to value, maintain and strengthen their home language as they learn to use English.

READING Textbook reading 9

Read the information under the heading 'Encourage appreciation of linguistic diversity' in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, p. 58.

Carry out Activity 3.9 in your textbook.

READING Online reading 15

Read the following tip sheet to get a better understanding of what you can do as an educator to support bilingual children and learners:

Resourcing Parents 2011, *Bilingual children and families in early childhood services*, Families NSW, [LINK 39](#).

You might like to bookmark this tip sheet on your computer or print to add to your Resource Kit.

READING Online reading 16

Read the following Ethnic Child Care, Family and Community Services Co-operative Ltd (ECCFCSC) brochure:

Jones Diaz, C 2009, *When children are learning more than one language*, ECCFCSC, [LINK 40](#).

After reading this brochure, review the *Diversity in Action* newsletters available on the [ECCFCSC website](#). The information in these newsletters will help you to build your understanding of programs, projects, support and training available to the early childhood sector.





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

This topic will help you develop the skills and knowledge to enable you to:

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

Introduction

Inclusivity moves beyond just recognising the cultural diversity of children in your care. Inclusivity instead focuses on actively ensuring that no children, irrespective of their backgrounds, are excluded from learning.

5.1 Plan and implement experiences that foster positive attitudes to inclusion

Inclusivity

To ensure all children in your care have the same opportunity to learn, you must develop strategies and approaches that foster participation. In short, all children must feel that they can contribute and that their views are valued.

Consider the following excerpt from the EYLF:

'Inclusion: involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.' (EYLF, 2009 p.45)

Essentially, all children in your care should feel that they can contribute to their education through sharing about their culture, heritage, background and traditions within the context of their community.



ACTIVITY Learner reflection 13

Carry out internet research to find experiences and activities that could be implemented with children to foster positive attitudes to inclusion.

Put the experiences and activities in your Resource Kit.

If working in an early childhood setting you might like to implement some of your ideas with the children at the service, or if you have started your work placement you might like to discuss with your supervisor ways that you can implement these ideas during the placement.



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

Educators can help children develop knowledgeable and confident self-identities by providing rich and diverse resources that reflect their social worlds, however to do so, you must first understand and know about the child's social world and cultural identity.

This information can be gleaned from secondary sources, such as parents and families however can also be explored with children. Exploring with children the culture, heritage, backgrounds of each child within the service can promote healthy discussion amongst the group, and encourage children to ask questions as they learn about the groups they belong to. The exploration can be used to address any common stereotyping of particular groups and help children to build a sense of belonging and connectedness to their environment and community.



READING Textbook reading 10

Read the information under the heading 'Demonstrate cross-cultural understanding' in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 59-61.

Carry out Activity 3.10.



ACTIVITY Learner reflection 14

Identify ways that you can support children to explore groups in which they belong without reinforcing stereotypes.

Share your thoughts on the OpenSpace forum.

5.3 Build relationships with all children and families based on trusting relationships, respectful interactions, and understandings of individual difference

Planning for inclusivity

It is only by actively planning inclusivity approaches with your colleagues that equal participation will occur. There are a number of things to consider when planning for inclusivity. Firstly, look at the learning activities, resources and spaces that you use. Do they foster equal collaboration for all children irrespective of their cultural background, disability or language literacy? For example, are all areas assessable? Do learning resources show people from a variety of cultures and backgrounds? Do all learning activities allow for the inclusion of all children?

Next, look at the policies and procedures utilised in your workplace. Do they encourage the contribution of families and parents to further inclusion? Are there procedures that may unintentional exclude a particular group? Do forms and documents accommodate different languages? Do daily activities allow for the participation in religious or spiritual practices?

Finally, inclusivity is an ongoing process, not a state. You will need to be constantly analysing environments, policies and procedures, and then be prepared to adapt these as appropriate.



READING

Online reading 17

Read this article about diversity in early childhood settings:

Wardle, F n.d., 'Diversity in early childhood programs', *Earlychildhood NEWS*, [LINK 41](#).



ACTIVITY

Learner reflection 15

Read the following sample policy:

PSC National Alliance n.d., 'Diversity and inclusion', *Policies in practice*, [LINK 42](#).

This policy outlines specific strategies for implementing inclusivity in your professional practice.

After reading the sample policy complete the following tasks:

- Write down three specific activities or experiences that foster positive attitudes to inclusivity that you could implement.
- Write down three possible strategies you could use to explore the culture, heritage background and traditions of children in your care.
- Find three resources you could easily make that would foster inclusivity.
- Outline, with examples, the steps you would take to establish a relationship with family or parents of children with diverse cultural backgrounds.
- Create a list of possible questions that you could use to learn more about the background of children in your care.

Keep your completed tasks in your Resource Kit for later use.

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

Modelling inclusivity

At all times in your professional practice, you need to stay mindful of the oral communication you use with the children, families and colleagues around you. This is crucial as the language you use will be observed and possibly emulated.

In the following checklist are a number of things to be conscious of in your oral communication with children, families and colleagues.

To model inclusivity:

- ✓ Ensure your language is gender and ethnically neutral.
- ✓ Check that your language is respectful to all cultural backgrounds.
- ✓ Use age and culturally appropriate language and descriptions.
- ✓ Check that your tone of voice is appropriate.
- ✓ Be aware of your body language.
- ✓ Be prepared to adapt your communication style.



ACTIVITY Learner reflection 16

Noting the checklist in this section, outline a scenario where you have had to model inclusive communication. Was your communication effective? Why/Why not? What would you do differently?



MEDIA Video 8

To hear some important tips for communicating successfully with people from different cultures watch the following video:

Speak First 2009, *Cultural Diversity – Tips for communicating with cultural differences*, [LINK 43](#).

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

Guiding children to respect diversity

From time to time, you may see unacceptable behaviour in children. You have a role with your peers and colleagues to address this behaviour. It is crucial to explain why a particular interaction is unacceptable in both a developmentally appropriate, and non-judgmental way.



ACTIVITY

Learner reflection 17

If you had a child in your care that had made a discriminatory or bias remark, what would be your approach in responding in a way that helps the child?

Use pages 27-28 of the EYLF to guide your response and the approach you would take in this situation.



READING

Online reading 18

Read this article to see how you can highlight diversity in a positive way:

Kupetz, B n.d., 'Do You See What I See? Appreciating Diversity in Early Childhood Settings, *Earlychildhood NEWS*, [LINK 44](#).

Compare the techniques explored in this article with the approach you decided on when completing the activity in this section.



Topic 6: Support the implementation of inclusive learning experiences

This topic will help you develop the skills and knowledge to enable you to:

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

Introduction

Providing experiences that allow children to see the richness of cultures around them fosters mutual respect and understanding. These experiences can be in the form of formal events or in the practice of customs.

6.1 Plan and implement inclusive experiences

Implementing cultural diversity

There are many ways to provide children with experiences that foster understanding of cultural diversity. Consider the use of the following:

- positive images showing children from many backgrounds
- stories and fables
- puppets and dolls
- games
- foods and cuisine
- music and artwork
- musical instruments
- dress ups.

Incorporating these experiences into the environment will allow children to see the similarities and differences with their own background and therefore gain an appreciation of diversity.



READING

Online reading 19

Take the time to read through the following resource sheet to ensure you are aware of the correct use of traditional clothing in an early childhood setting:

FKA Children's Service, 2013, '*Use of tradition clothing in early childhood programs*', [LINK 45](#).

It is important to understand how to best include traditional clothing into the program so, if used, it is done so in a respectful way.



ACTIVITY

Learner reflection 18

Consider the environment in your service, or an early childhood setting you are familiar with. What are some resources you could include that would foster diversity?

Write a short list of resources and share on the OpenSpace forum, for each resource listed state why you would make it available to children.

When on the forum look at other suggestions made by fellow students, you might like to note down some of the resources they have listed to build on your own list for future use.

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

In planning experiences that focus on events, customs and beliefs, be mindful that singling out or focusing on a particular culture can reinforce stereotypes rather than help break them down. A superficial collection of materials and experiences that are introduced for a brief period of time may only serve to highlight differences and send confusing messages to children in care.

If you choose to create an events calendar for the significant cultural celebrations coming up to foster diversity, consult with parents and families as widely as possible to ensure you capture the spirit of the event and don't unintentionally offend.

READING Textbook reading 11

Read the information under the heading 'Implement Inclusive practices' in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 61-63.

This section of your textbook provides practical information on how to build experiences within the service which are inclusive of the cultures within the community.

Carry out Activity 3.11 after reading this section of your textbook.

READING Online reading 20

Read this National Childcare Accreditation Council (NCAC) article about how to appropriately include cultural celebrations and activities into the service program:

Kennedy, A Dr 2010, 'Genuine celebrations: Including cultural experiences in the program', *Putting Children First*, NCAC, [LINK 46](#).

READING Online reading 21

Read the following e-Newsletter:

Stonehouse, A, 2012, 'Cultural competence - Stories about work in progress', *NQS PLP e-Newsletter*, No. 42, Early Childhood Australia, [LINK 47](#).

In this e-Newsletter you will find practical examples of educators striving for cultural competence in different areas of their practice.



Topic 7: Support children in developing confidence and strength in personal and cultural identity

This topic will help you develop the skills and knowledge to enable you to:

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

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

Introduction

Children in your care establish their identity through their relationships with other children and the adult influences in their lives. In order to ensure this experience is a positive one, you'll need to create appropriate learning experiences and environments.

7.1 Building a sense of belonging

The role of relationships

The relationships that children form in their earliest years significantly impact on the construction of their identity. The EYLF states that:

‘Babies’ first attachments within their families and within other trusting relationships provide them with a secure base for exploration and learning. Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and to interact positively with them.’ (EYLF, 2009 p.12)

You have a vital role in creating experiences and environments that are secure and respectful in order to ensure children have the opportunity to build their identities through quality relationships based on reciprocity.



READING Textbook reading 12

Read the information under the heading ‘Support the development of personal and cultural identities’ in Chapter 3 of your textbook:

Walker, L & Miller, S 2014, *The early childhood educator for Certificate III*, McGraw-Hill Education (Australia), North Ryde, NSW, pp. 63-65.

This section of your textbook encourages you as an educator to reflect upon and support children development of their cultural identify.



READING Online reading 22

In this article you will find some simple strategies to implement that can help children feel they belong:

Richardson, C 2011, *Developing a space for belonging*, Vol. 17, No. 2, Every Child, Early Childhood Australia, [LINK 48](#).

7.2 Help children build a strong sense of identity

The role of the educator is to ensure that children have as much opportunity to develop to their full potential as possible. This means that they are not restricted in their development because of their individual differences, for example, because they have a particular skin colour, they are a boy a girl, or have a disability, speak a different language or dialect or have parents who choose a particular family structure.

Talk openly and positively about difference

Children soon pick up messages about how difference is valued by others around them. Sometimes your own embarrassment about difference gives children confusing or negative images about difference. For example, a child who sees someone sitting in a wheelchair for the first time is likely to stare at the person. If the educator reacts and cautions or scolds the child, the child may think that there is something shameful about being in a wheel chair and begin to build a prejudice.

It is important to respond openly and positively to children showing an interest in difference.



READING Online reading 23

If you did not read this article earlier on in the guide, take the time now to read it, in it you will find examples of how to respond openly and positively to children showing an interest in difference:

Kupetz, B n.d., 'Do You See What I See? Appreciating Diversity in Early Childhood Settings, *Earlychildhood NEWS*, [LINK 49](#).

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

Group experiences and activities

Collaboration will provide opportunities for children to define their own identities. This is particularly true with problem-solving activities that children work together on to determine an outcome. Fostering the development of collaboration will empower children in their interactions with peers. Educators need to facilitate this process with age-appropriate tools and activities. Always seek to give children the space to work on a problem together. Offer support and encouragement to use other resources, but give direction only sparingly.



ACTIVITY Learner reflection 19

Read through the case study below and then answer the questions that follow:

Caroline is a single mother with two children Logan (2 ½ years) and Evelyn (18 months). Caroline works full time, at the moment she leaves Logan and Evelyn at your service 3 days each week.

Caroline's Chilean mother looks after them on the other 2 days. Logan has a slight developmental delay; however, he is responding well to one-on-one literacy coaching.

Answer the following:

- What could be some ways that Logan and Evelyn could indicate that they feel secure and respected?
- What could you do for Logan and Evelyn to help promote feelings of security and respect?
- What strategies could you use to help Caroline foster the development of a strong sense of identity and wellbeing in both Logan and Evelyn?
- What would you do to encourage Evelyn and Logan to contribute to and connect with their world?
- What group activities could you use to help Logan gain confidence with his literacy skills?

To help you in answering the questions return to the EYLF, [LINK 50](#), and review the information outlined on pages 20–29.

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

Engaging with peers, mentors and the community

Support on how to engage children from culturally diverse or indigenous backgrounds can come from a number of places. By working with your peers and supervisors, you can devise approaches on how best to engage all children in your care.

To learn more about specific cultural needs it may be appropriate to:

- approach local community organisations, government CALD services and other external agencies such as Kidsmatter or local community groups to gain an understanding of the issues facing these communities.
- research the types of social norms and customs that these communities consider to be important, including the appropriate use of formal language, gestures, eye contact and personal space.
- Identifying how the extended family can be engaged. This is particularly true for Aboriginal and Torres Strait Islander communities where multigenerational households are the norm.



ACTIVITY Learner reflection 20

Undertake internet research to locate contact details of local community organisations, government CALD services and other external agencies that can be used to provide support to individual children with specific cultural needs.

If working in an early childhood setting discuss your list with your supervisor, and check who and when they would be contacted.

Identify with your supervisor any protocols that must be followed when engaging with community members.

Alternatively, if not working in an early childhood education and care service, discuss your list with an educator in the service where you are undertaking your work placement.

Keep your contact list in your Resource Kit for future reference.

7.5 Follow community protocols when engaging with community members

Protocols are about a code of conduct and good manners when engaging community members. Prior to engaging community members you will need to know about protocols, and how they apply to the different communities. For example, some cultures do not like to shake hands, in some cultures smiling can mean confusion or embarrassment, in some turning the head side to side as if to say no, actually means yes, and for some pointing with an index finger or been late to a meeting could be considered rude. These are all protocols that need to be learned and followed. If uncertain, ask before you meet with an individual to avoid uncomfortable situations and reduce the risk of offending.



ACTIVITY

Learner reflection 21

Develop a list of practical protocols to help you engage respectfully with Indigenous communities and other cultural groups in your area.

Use the internet to help create your list.

Keep in mind that there may be differences between communities so treat your list as a way to make a good start when engaging community members, rather than a comprehensive guide as to what to do and what not to do.



ASSESSMENT

Congratulations, you should now be ready to complete the assessment for this unit of competency. The assessment forms part of your assessment of competence.

You may also need to provide various workplace documents or third-party reports. Your trainer will provide you with guidance in this area.

■ Links

LINK 1: <http://www.opencolleges.edu.au/policies#Studentassessment>

LINK 2: http://www.cscentral.org.au/Resources/Central_Newsletter/central-newsletter-autumn-2014.pdf

LINK 3: http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

LINK 4: http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf

LINK 5: http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EC1201_Indigenous_culture_its_everybodys_business.pdf

LINK 6: <http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-17-2-2011/cultural-competence-ethical-perspective-free-article/>

LINK 7: <https://childaustralia.org.au/Documents/IPSP-Section/Resource-Centre-Docs/cultural-book-complete-WEB.aspx>

LINK 8: http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/08/EC_1202_article-Cultural-competence.pdf

LINK 9: <http://www.youtube.com/watch?v=sPtZaZOW1po>

LINK 10: <http://www.immi.gov.au/living-in-australia/values/statement/long/>

LINK 11: <http://www.youtube.com/watch?v=RU9nAO2dj0w>

LINK 12: <http://www.racismnoway.com.au/about-racism/understanding/culture-language-identity.html>

LINK 13: <http://www.youtube.com/watch?v=NKwd4vdQ9Gw>

LINK 14: <http://www.youtube.com/watch?v=q970di8bnRg>

LINK 15: http://www.ted.com/talks/derek_sivers_weird_or_just_different.html

LINK 16: http://www.youtube.com/watch?v=E1MI_h0Hlcw

LINK 17: http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf

LINK 18: http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No7.pdf

LINK 19: <http://www.earlychildhoodaustralia.org.au/nqsplp/e-learning-videos/talking-about-practice/cultural-competency/>

LINK 20: <http://unicentre.uow.edu.au/content/groups/public/@web/@unic/@mrkt/documents/doc/uow146218.pdf>

LINK 21: http://www.owfc.com.au/Childcarewindow.asp?_=Anti-Bias Program

LINK 22: <http://static.diversityteam.org/files/414/cultural-competence-self-assessment-checklist.pdf?1342126927>

LINK 23: <http://www.abc.net.au/indigenous/map/>

LINK 24: <http://www.reconciliation.org.au/news/reconciliation-action-plans-a-personal-reflection/>

LINK 25: https://www.kidsmatter.edu.au/sites/default/files/public/KM_C1_Cultural Diversity_Culture Matters for Development.pdf

LINK 26: <http://www.cscentral.org.au/Resources/engaging-with-aboriginal-communities.pdf>

LINK 27: <http://www.cscentral.org.au/Resources/making-connections-with-aboriginal-communities.pdf>

LINK 28: <http://www.youtube.com/watch?v=XWg-ZrV3wPk>

LINK 29: <http://www.careforkids.com.au/childcarenews/june08/story6.html>

LINK 30: <http://www.adl.org/assets/pdf/education-outreach/How-Can-You-Create-a-Learning-Environment-That-Respects-Diversity.pdf>

LINK 31: <http://www.eccfcsc.org/bspresources/NSW Multicultural Resource Guide.pdf>

LINK 32: <http://nccc.georgetown.edu/documents/Checklist%20PHC.pdf>

LINK 33: <http://www.vcaa.vic.edu.au/documents/earlyyears/eyaddlangresource.pdf>

LINK 34: http://ncac.acecqa.gov.au/educator-resources/pcf-articles/Embracing_diversity_in_families_Sept10.pdf

LINK 35: <https://www.kidsmatter.edu.au/families/role-families/partnerships/building-partnerships-between-families-and-early-childhood-staff>

LINK 36: <https://childaustralia.org.au/Documents/IPSP-Section/Resource-Centre-Docs/cultural-book-complete-WEB.aspx>

LINK 37: [https://www.kidsmatter.edu.au/sites/default/files/public/KM_C1_Cultural Diversity_Suggestions for Families and Educators.pdf](https://www.kidsmatter.edu.au/sites/default/files/public/KM_C1_Cultural_Diversity_Suggestions_for_Families_and_Educators.pdf)

LINK 38: http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/including_aboriginal_australia.pdf

LINK 39: <http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-5.pdf>

LINK 40: <http://eccfcsc.org/wp-content/uploads/english-importance-of-bilingualism.pdf>

LINK 41: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=548

LINK 42: [http://server05.calyx.net.au:8080/psca-ds/bitstream/handle/123456789/112/policies in practice - diversity and inclusion.pdf?sequence=1](http://server05.calyx.net.au:8080/psca-ds/bitstream/handle/123456789/112/policies_in_practice_-_diversity_and_inclusion.pdf?sequence=1)

LINK 43: <http://www.youtube.com/watch?v=ZDvLk7e2Irc>

LINK 44: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=147

LINK 45: [http://www.fka.com.au/sites/default/files/u3/Traditional clothing.pdf](http://www.fka.com.au/sites/default/files/u3/Traditional_clothing.pdf)

LINK 46: http://ncac.acecqa.gov.au/educator-resources/pcf-articles/genuine_celebrations_cultural_experiences_mar10_.pdf

LINK 47: http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/09/NQS_PLP_E-Newsletter_No42.pdf

LINK 48: http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EC1102_developing_a_space_for_belonging.pdf

LINK 49: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=147

LINK 50: http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf