



CHCECE030, CHCECE054

Inclusion and Diversity

Assessment 1 of 3

Short Answer Questions

Assessor Guide



Assessment Instructions

Task overview

This assessment task is divided into 24 short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- [National Quality Framework](#)
- [National Quality Standards](#)
- [Relevant Approved Learning Framework](#)
- [ECA Code of Ethics](#)

Service Standards Policies and Procedures for:

Note: The policies linked below are from the Little.Ly intranet.

- [Collaborative Partnerships with families and communities](#)
- [Educational Program and Practice](#)
- [Relationship with Children](#)
- [Inclusion](#)
- [Children in a regulated education and care service in Australia](#)

Submission Requirements

To be eligible to be deemed competent in this assessment, you are required to complete and submit this assessment document. Word documents will not be accepted. Please save any Word documents as PDF files before submitting.

Most modern web browsers can open and display a PDF file. However, if you have an older operating system, you may need a PDF reader installed on your device, such as the Acrobat Reader, available from [Adobe](#).

Windows: Word 2013 and newer

Choose File > Export > Create PDF/XPS.

Windows: Word 2010

1. Click the File tab
2. Click Save As. To see the Save As dialogue box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the File Name box, enter a name for the file, if you haven't already
4. In the Save as type list, click PDF (*.pdf).
 - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
 - If the document requires high print quality, click Standard (publishing online and printing).
 - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click Options to set the page to be printed, to choose whether markup should be printed, and to select output options. Click OK when finished.
6. Click Save.

macOS: Office for Mac

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To save your file as a PDF in Office for Mac, follow these easy steps:

1. Click the File
2. Click Save As
3. Click File Format towards the bottom of the window
4. Select PDF from the list of available file formats
5. Give your file a name if it doesn't already have one, then click Export

For more detailed instructions, refer to [Microsoft Support](#).

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

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Question 1

The National Quality Standards (NQS) include a series of standards that reflect the inclusion and recognition of each child as unique. Name the Quality Areas as well as the relevant Standards and/or Elements of the National Quality Standards.

[Approximate word count: 100-150 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must identify the correct NQS standards and elements relating to inclusion and recognition of each child.

A sample answer is provided below.

Responses must include:

- *Quality Area 1: Educational program and Practice*
 - *Element 1.1.5 every child is supported to participate in the program.*
- *Quality Area 3: Physical Environment*
 - *Element 3.1.3: Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.*
 - *Standard 3.2: The environment is inclusive, promotes competence, independent exploration and learning through play.*
- *Quality Area 5: Relationships with children*
 - *Element 5.1.3 Each child is supported to feel secure, confident and included.*
 - *Element 5.2.3: The dignity and rights of every child are maintained at all times.*
- *Quality Area 6: Collaborative partnerships with families and communities*
 - *Element 6.3.1 Links with relevant community and support agencies are established and maintained.*

Source: <https://www.acecqa.gov.au/nqf/national-quality-standard> (Accessed 11/08/2019)

Question 2

Outline the Early Years Learning Framework (EYLF) principles and the Learning Outcomes that reflect a commitment to inclusion.

[Approximate word count: 70-100 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must outline the EYLF principles and learning outcomes that reflect a commitment to inclusion.

A sample answer is provided below.

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Responses must include:

- *Principle 3: High expectations and equity. This emphasises the importance of supporting each child to reach their full potential, 'regardless of diverse circumstances and ability', by making curriculum decisions that actively support inclusion.*
- *Principle 4: Respect for diversity. This requires educators to honour 'the histories, cultures, languages, traditions, child rearing practices, and families' lifestyle choices.*
- *Learning Outcome 2 in the EYLF also reflects the importance of inclusion.*
 - *OUTCOME 2: Children are connected with and contribute to their world.*

Source: <https://docs.education.gov.au/node/263> [Accessed 11/08/2019]

Question 3

Explain the legal obligation to provide children with additional needs access to children's services.

[Approximate word count: 50-70 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students need to explain the legal obligation to provide children with additional needs access to an education and care service.

A sample answer is provided below.

Responses must demonstrate that the Disability Discrimination Act 1992 makes it illegal to discriminate against a person's physical, mental or other disability. The response may also include the Disability Standards for Education 2005, formulated under the Disability Discrimination Act 1992, which provide a framework to ensure that children with a disability are able to access and participate in education on the same basis as other children.

Reference: Kearns, 2007 The Big Picture, 4th Ed, Pearson, Australia

Question 4

Name seven factors that must be considered when working with families from diverse cultures.

[Approximate word count: 20-50 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students

A sample answer is provided below.

Responses must include any seven of the following considerations:

- | | |
|---|---|
| 1 | ▪ <i>The child's and family's home language</i> |
|---|---|

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2	▪ <i>Food preferences</i>
3	▪ <i>Observations of special celebrations</i>
4	▪ <i>Child-rearing practices</i>
5	▪ <i>Beliefs about behaviour management</i>
6	▪ <i>Issues of privacy</i>
7	▪ <i>Gender roles</i>

Other possible answers

- *Sexual orientation/sexual identify*
- *Generational values such as respect for elders*
- *Social and religious values*
- *Educational values*
- *Perceptions and values in relation to child development, expectations of children's behaviour, and the role of education and care services.*

Reference: Kearns, 2007 The Big Picture, 4th Ed, Pearson, Australia

Question 5

The *Early Childhood Code of Ethics* (2016) contains eight core principles that are based on fundamental and prized values of the profession. List the eight core principles.

[Approximate word count: 100-120 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must identify the 8 core principles based on the fundamentals of the profession.

A sample answer is provided below.

Responses must include:

1. *Each child has unique interests and strengths and the capacity to contribute to their communities.*
2. *Children are citizens from birth with civil, cultural, linguistic, social and economic rights.*
3. *Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.*
4. *Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.*
5. *Democratic, fair and inclusive practices promote equity and a strong sense of belonging.*
6. *Respectful, responsive and reciprocal relationships are central to children's education and care.*

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7. *Play and leisure are essential for children's learning, development and wellbeing.*
8. *Research, inquiry and practice-based evidence inform quality education and care.*

Source: <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/code-of-ethics-core-principles/> [Accessed 11/08/2019]

Question 6

In your own words, define the concept of inclusion and diversity in an early childhood education setting.

[Approximate word count: 30-50 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain in their own words the concept of inclusion and diversity in the early education and care setting.

A sample answer is provided below.

Responses must refer to the active participation and meaningful involvement of all children in the same early learning education program and setting regardless of disability, additional needs or other possible discriminatory factors such as ethnicity, gender, religion, etc.

Question 7

- a) In your own words, explain how inclusive practices are used to provide a safe environment for people from diverse backgrounds and circumstances.

[Approximate word count: 30-50 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students are to explain in their own words how inclusive practices are used to provide a safe environment for people with diverse backgrounds and circumstances.

A sample answer is provided below.

Responses must include as a minimum, an explanation about how inclusive practice are used to provide safe environments for people from diverse backgrounds.

For example, being inclusive protects people from being harassed, feeling discriminated against or experiencing any kind of violence. Inclusive practices are important for organisations to take seriously and embed into their work conditions, customer service and education practice.

- b) In your own words, explain the concept of cultural safety and its importance in children's' education and care work.

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[Approximate word count: 40-60 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students to explain the concept of cultural safety and its importance of children's education and care work.

A sample answer is provided below.

Responses must demonstrate an environment that is safe for people where there is no attack, challenge or denial of their personal identify. It is about shared respect, knowledge and experience of learning, living and working together. It is important in order to create outcomes in relation to respectful relationships, equitable partnerships and quality engagement.

- c) List at least five inclusive practices that a service can embed to ensure safety for all people including people from different backgrounds such as gender, ability, sexual orientation and other forms of diversity

[Approximate word count: 40-60 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students are to explain 5 inclusive practices that a service can embed to ensure safety for all people including people from different backgrounds such as gender, ability, sexual orientation and other forms of diversity.

A sample answer is provided below.

Response must as a minimum, list at least five inclusive practices that a service can embed to ensure safety for all people including people from different backgrounds such as gender, ability, sexual orientation and other forms of diversity. For example:

- *Implement a Reconciliation Action Plan*
- *Develop policies and procedures that support diversity and inclusion*
- *Providing information to families, children and staff about inclusion and diversity*
- *Including expectations in their induction and orientation processes*
- *Celebrating events which support inclusion and diversity*

Question 8

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Student Name: Click or tap here to enter text.

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Outline the benefits of inclusion diversity and cultural safety in children’s education and care services on the following:

- a child with additional needs
- their family
- other children using the service
- the community.

[Approximate word count: 20-50 words in each section]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students are to outline the benefits of inclusion diversity and cultural safety in education and care services.

A sample answer is provided below.

Child with additional needs	can be extremely rewarding for the child as it allows the child to fully participate in the education service alongside their own level peers and helps them to develop resilience in coping with daily life in a group setting.
Family	it allows the family to fully participate in a community service alongside other families.
Other Children	learning to get along with others and to respond appropriately with individual differences is a social skill that all young children must develop. Compassion, cooperation and empathy are vital skills for successful social development.
Community	inclusion benefits the broader community by making diversity visible. It may help to challenge stereotypes and break down social barriers.

Reference: Kearns, 2007 Frameworks for Learning and Development, 4th Ed, Pearson, Australia.

Question 9

Discuss how aspects of identity and culture affect an individual’s perspectives about inclusion and diversity in society.

[Approximate word count: 120-160 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students to explain how identity and culture can affect an individual’s perspective about inclusion and diversity.

A sample answer is provided below.

Responses must demonstrate that aspects of identity and culture can affect an individual’s perspectives about diversity and inclusion. For example: our identity and cultural difference can impact how we perceive what we see in society and how we participate with others. People from different cultural backgrounds have different norms or standards for what they consider normal thought patterns and behaviours. Cultural norms affect views on child rearing, the role of body language in communication, the food people eat, and they ways people approach work and study, among other things. People from different cultures can have different perceptions, or points of view, on what they see, hear and learn. These areas of difference can affect

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inclusion and diversity in numerous ways. For example: negative effects can include miscommunication and creation of barriers and conflict. However positive effects can include increasing knowledge, understanding and value about different cultures.

Question 10

a) List three different service policies that support inclusion and diversity in an early learning environment.

[Approximate word count: 10-30 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must list 3 different service policies that support inclusion and diversity.

A sample answer is provided below.

1	▪ <i>Inclusion policy</i>
2	▪ <i>Equity, human rights and anti-discrimination policies</i>
3	▪ <i>Child protection policy</i>

Additional Answers may include:

- *Priority of access policy*
- *Privacy, confidentiality and digital information policies*
- *Family feedback policy.*

b) List six different initiatives that support inclusion and diversity in an early learning environment

[Approximate word count: 120-150 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must list 6 different initiatives that support inclusion and diversity.

A sample answer is provided below. Responses must demonstrate any six of the following points:

1	▪ <i>Ensure that information about the service, programs and policies is communicated in a way that recognises that English may not be the first language of families using or wishing to use the service.</i>
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2	<ul style="list-style-type: none"> Consider literacy issues in providing information. Families may need assistance with reading and interpreting documents and completing forms.
3	<ul style="list-style-type: none"> Work with employees to explore their own cultures, values and beliefs, cultural bias and negative generalisations.
4	<ul style="list-style-type: none"> Ensure that employees understand the concept of cultural competence and how it applies to children's education and care services.
5	<ul style="list-style-type: none"> Create a welcoming environment that reflects the cultural diversity of the community.
6	<ul style="list-style-type: none"> Identify strategies to ensure that children and families from diverse backgrounds are treated with respect.

- Ensure that diversity is experienced through learning activities that explore the culture and reflect the local community's needs.

Question 11

Outline four different techniques that you could use as an educator to role-model and support open, respectful, inclusive and ethical interactions with children.

(Approximate word count: 100-150 words)

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must outline 4 different techniques that educators can role model to support open, respectful, inclusive and ethical interactions with children.

A sample answer is provided below.

1	<ul style="list-style-type: none"> Show knowledge and respect for different cultures, values and beliefs. For example, gathering information on a child's culture and then acknowledging and celebrating the existence of diverse values, beliefs and festivities, etc.
2	<ul style="list-style-type: none"> Recognise similarities and differences. For example, by educators demonstrating respect and acceptance of the strengths and unique characteristics of each child by aiding children to make comparisons and to notice and accept similarities and differences; and responding to challenging situations concerning bias in a positive manner.

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3	<ul style="list-style-type: none"> ▪ <i>Demonstrate positive attitudes to difference. For example, creating an environment that reflects a multicultural perspective by including pictures and artefacts from different cultures.</i>
4	<ul style="list-style-type: none"> ▪ <i>Use cross-cultural communication skills, such as learning key words from other languages to communicate with children and families.</i>

Question 12

Which two factors must be considered and addressed when supporting individuals from marginalised groups such as Aboriginal and/or Torres Strait Islander Peoples? List these two factors providing four examples of each factor.

[Approximate word count: 1-5 words each section]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students

A sample answer is provided below.

Factor 1	Risk
Factor 2	Protective

Examples	Factor 1- Risk	Factor 2- Protective
1	Homelessness	Mental health services
2	Poverty	Stable Housing
3	Family Violence	Community support
4	Mental, physical and emotional illness	Strong connection to family and culture

Question 13

Outline your understanding of the historical Australian policy of assimilation in relation to Aboriginal and/or Torres Strait Islander Peoples.

[Approximate word count: 40-80 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain their understanding of historical Australian policy of assimilation.

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A sample answer is provided below.

Responses must demonstrate that in the late 19th and early 20th centuries, the government adopted assimilation policy. 'The government's solution proposed that 'full-blood' Indigenous people should be allowed to 'die out' through a process of natural elimination, while 'half-castes' were encouraged to assimilate into the white community. The intent of this policy was the destruction of Aboriginal society'.

Source: <https://australianstogether.org.au/discover/australian-history/a-white-australia/> [Accessed 11/08/2019]

Question 14

Explain your historical understanding of the Stolen Generations in relation to Aboriginal and/or Torres Strait Islander Peoples.

[Approximate word count: 50-70 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain their historical understanding of the stolen generation.

A sample answer is provided below.

Responses must demonstrate that the Stolen Generations were children of mixed race and where forcibly removed from their families and placed in group homes or in domestic service. Many members of the Stolen Generation reported that they were forbidden to speak in their own languages, were told that their parents did not want them, experienced neglect, as well as physical, emotional and sexual abuse.

Question 15

In your own words describe the historical impact of early British settlement on Aboriginal and/or Torres Strait Islander peoples.

[Approximate word count: 40-80 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain the historical impact of British settlement.

A sample answer is provided below.

The student's response should be written in their own words and include the following key points:

- *Aboriginal and/or Torres Strait Islander Peoples have suffered abuse, massacres, racism and the forced removal of children from the family unit.*
- *They have been stripped of their traditional land rights and have been denied basic human rights. Aboriginal and/or Torres Strait Islander Peoples continue to be disadvantaged in all areas of life.*

Reference: Kearns, 2007 The Big Picture, 4th Ed, Pearson, Australia

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Question 16

Explain why the process of critical reflection in relation to diversity is important as an educator.

[Approximate word count: 100-150 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain why critical reflection in relation to diversity is important.

A sample answer is provided below.

The student's response should be written in their own words and include the following key points:

- *A critical reflection that allows an educator to regularly identify and explore their own thoughts, feelings and experiences to determine how they fit with ideas, concepts and theories. For example, aspects of own family background which may impact current beliefs and attitudes.*
- *Thoughts and experiences must be evaluated from different perspectives and then consideration is given as to whether the educator may change their approach or perspectives, etc.*
- *Critical reflection is important as it allows an educator to make changes and improvements to their practice, knowledge and interactions.*
- *Critical reflection gives scope for consultation with other colleagues, in house and with external networks.*
- *The outcomes of critical reflection include those of enriching children's learning and improving the educator's knowledge, skills, social and self-awareness, etc.*

Question 17

Outline the process of critical reflection and how meaningful information about diversity can be gathered.

[Approximate word count: 25-50 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must outline the process of critical reflection and how meaningful information about diversity can be gathered.

A sample answer is provided below.

Responses must demonstrate that critical reflection is an ongoing process of observation, listening, thinking deeply about the meaning of what you have observed and heard, and using that information to inform your practice. A satisfactory response about how information about diversity can be collected is as follows:

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- Investigation of a topic or issue, e.g. inclusion
- Talking to other professionals
- Reflection
- Question/analyse
- Observation
- What is happening why and how?
- Who is disadvantaged? What could be improved?
- How do I feel about this?
- Act/Do.

Source: <https://aussiechildcarenetwork.com.au/articles/childcare-programming/reflective-practices-in-childcare> [Accessed 13/08/2019]

Question 18

- a) Imagine that you are facilitating a learning experience to a kindergarten group that acknowledges local Aboriginal and/or Torres Strait culture, for example traditional handicrafts or painting. Explain how you would facilitate this learning experience to demonstrate respect for the culture and how you would encourage children to participate.

[Approximate word count: 120-180 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain how they will facilitate a learning experience to demonstrate respect for culture and how they will encourage children to participate.

A sample answer is provided below.

Responses must demonstrate that educators must follow protocols for teaching Aboriginal and/or Torres Strait Islander Peoples culture. Protocols related to permissions for sharing information, awareness around languages being re-learned and intellectual property rights such as cultural expression, stories, songs, poetry, instrumental music, dances, plays, rituals, painting, handicrafts, needlework and textiles, etc. Language and interactions must always demonstrate respect for Aboriginal and/or Torres Strait Islander Peoples culture and not damage or harm the culture in any way. Children are listened to and their language is expanded upon during the learning experience, thus building their vocabulary and background knowledge. Teaching is direct, and time is provided for exploration and discovery. Children are assisted in helping them work together and to resolve differences. Children are encouraged to respect the learning experience and each other. Children are provided with many opportunities for conversation and reflection with other children and teachers, etc.

- b) Review the ECA Code of Ethics and identify 3 sections of the code that you think best relates to helping work with Aboriginal and Torres Strait Islander children and their families.

[Approximate word count: 120-180 words]

Assessor instructions:

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Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must identify 3 sections of the ECA Code of Ethics that they feel best relates to helping work with children and families

A sample answer is provided below.

1.	In relation to children, I will: 4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
2.	In relation to families, I will: 1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
3.	In relation to families, I will: 4. Develop partnerships with families and engage in shared decision making where appropriate.

Question 19

What does social justice for Aboriginal and/or Torres Strait Islander People focus on?

[Approximate word count: 5-15 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain what social justice for Aboriginal and Torres Strait islander people focus on.

A sample answer is provided below.

Responses must demonstrate rights to education, health, housing and traditional land rights.

Question 20

Consider the five different circumstances listed below and respond to each question.

- a) Alinta is a 5-year-old Aboriginal girl. Name five health and wellbeing concerns for Aboriginal Children like Alinta.

[Approximate word count: 15-30 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must identify 5 health and wellbeing concerns.

A sample answer is provided below.

1	▪ <i>Life expectancy</i>
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2	<ul style="list-style-type: none"> ▪ <i>Violence</i>
3	<ul style="list-style-type: none"> ▪ <i>Substance abuse</i>
4	<ul style="list-style-type: none"> ▪ <i>Poor living conditions</i>
5	<ul style="list-style-type: none"> ▪ <i>Economic poverty</i>

- *Lower educational achievement.*

Source: <https://www.dss.gov.au/about-the-department/publications-articles/research-publications/occasional-paper-series/number-15-the-growing-up-of-aboriginal-and-torres-strait-islander-children-a-literature-review?HTML> (Accessed 15/09/2019)

b) Ethan is a 4-year-old boy with mild hearing loss. Name three ways mild hearing loss affects a child on a day-to-day basis.

[Approximate word count: 30-50 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain 3 ways mild hearing loss can affect a child.

A sample answer is provided below.

1	<ul style="list-style-type: none"> ▪ <i>Hearing in the presence of background noise</i>
2	<ul style="list-style-type: none"> ▪ <i>Hearing certain word distinctions, e.g. consonant sounds, which include sounds that denote tense, plurality, possessives, etc.</i>
3	<ul style="list-style-type: none"> ▪ <i>Child's ability to listen when they are tired or fatigued towards the end of the day</i>

- *If intervention is not in place, the child can exhibit poorer academic achievement and self-esteem*
- *If intervention is not in place possible isolation from same age peers.*

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c) Casey is 20 years old and she has just started full-time work. Name four issues that Casey might encounter throughout her career as a young female worker.

[Approximate word count: 5-20 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must identify potential issues the young female worker may face.

A sample answer is provided below.

1	▪ <i>Possible discrimination</i>
2	▪ <i>Gender stereotyping</i>
3	▪ <i>Sexual harassment</i>
4	▪ <i>Equal pay</i>

▪ <i>Career advancement</i>
▪ <i>Non-inclusive workplace.</i>

d) Mary is 67 and working full time. Name two issues that Mary might be faced with in the workplace due to her mature age.

[Approximate word count: 15-30 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain 2 issues that a 67 year old woman may face in the workplace.

A sample answer is provided below.

1	▪ <i>Age-based discrimination and unconscious bias</i>
2	▪ <i>Working with people from multiple generations who bring different work styles and ethics to their jobs e.g. baby boomers, generation X and millennials</i>

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- *Handling generational diversity in the workplace*
- *Communication styles.*

e) Rick and Toby are a same-sex couple with two children. Name one challenge they might face as same-sex parents in society.

[Approximate word count: 15-30 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain potential issues a same sex couple may face.

A sample answer is provided below.

1	▪ <i>Societal prejudice, e.g. social attitudes not aligned with legal rights</i>
2	▪ <i>Possibility of children being affected by responses from peers about the family unit.</i>

Question 21

a) Describe in your own words what a Reconciliation Action Plan [RAP] is and how it might be used in an early childhood service.

[Approximate word count: 80-120 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain what a RAP is and how it can be used.

A sample answer is provided below.

As a minimum, responses must describe what a Reconciliation Action Plan [RAP] is and how it might be used in an early childhood service. For example:

The Reconciliation Action Plan [RAP] program provides a framework for organisations to support the national reconciliation movement.

Sourced: Reconciliation Action Plans | Reconciliation Australia 15/12/2019.

A Reconciliation Action Plan [RAP] can be used in an early childhood service to support our QIP or practices to be more inclusive.

Schools and early learning services can develop a RAP through Narragunnawali: Reconciliation in Education.

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Narragunnawali supports all schools and early learning services in Australia to foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Sourced: Reconciliation Action Plans | Reconciliation Australia 15/12/2019

b) Describe in your own words the value and purpose of a Reconciliation Action Plan (RAP).

[Approximate word count: 60-80 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain the value and purpose of a RAP.

A sample answer is provided below.

The response must include a minimum, a description in the student's own words as to the value and purpose of a RAP.

The RAP framework enables organisations to contribute to reconciliation by:

- *Building and encouraging relationships between Aboriginal and Torres Strait Islander peoples, communities, organisations, and the broader Australian community*
- *Fostering and embedding respect for the world's longest surviving cultures and communities.*
- *Develop opportunities within your organisation or services to improve socio-economic outcomes for Aboriginal and Torres Strait Islander peoples and communities.*

Sourced: Reconciliation Action Plans | Reconciliation Australia 15/12/2019.

Question 22

List three organisations or peak bodies that are led by Aboriginal and Torres Strait Islander People and can support your growth as an educator.

[Approximate word count: 10-20 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students

A sample answer is provided below. As a minimum, responses must list three organisations or peak bodies that are led by Aboriginal and Torres Strait Islander People and can support the student's growth as an educator. For example:

1	▪ <i>Reconciliation Australia</i>
2	▪ <i>NACCHO National Aboriginal Community Controlled Health Organisation</i>

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3	<ul style="list-style-type: none">• <i>HABA Indigenous Allied Health Australia</i>

Question 23

Research the Guide to the National Quality Framework and outline in your own words how Australia's Aboriginal and Torres Strait Islander Peoples cultures are valued.

[Approximate word count: 100-150 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must read the guide to the NQF and explain how Australia's aboriginal and torres strait islander peoples cultures are valued.

A sample answer is provided below.

Responses must as a minimum, an outline of the following information in their own words. For example:

The NQF is underpinned by a commitment to 'Closing the Gap' and acknowledges Australia is a nation of great diversity and ancient land that has been cared for by Indigenous Australians for many thousands of years. Education and care services have a shared responsibility to contribute to building a better society and sustainable environment and to support children, families, colleagues and the local community to understand, respect and value diversity. Through all aspects of their practice, educators challenge stereotyping and bias. They find sensitive and respectful ways to negotiate tensions that may arise, for instance, because of differing values, beliefs and expectations within the local context of the service, and between the local context and the broader contexts of Australian society. Educators take every opportunity to extend children's understanding of their local context and their wider world.

Sourced: <https://www.acecqa.gov.au/sites/default/files/2020-09/Guide-to-the-NQF-September-2020.pdf> 15/12/2019.

Question 24

For the below areas of diversity in our society, identify one example of how this diversity is characterised and one example of how these individuals might experience this diversity.

[Approximate word count: 1-30 words in each section]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- Students must explain how diversity in society and explain characterised and an example of this experience.

A sample answer is provided below.

Responses must as a minimum, one example of how each diversity is characterised and one example of how these individuals might experience this diversity

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	Example of how This Diversity is Characterised	One Example of how These Individuals Might Experience Diversity
Family Type	<i>Single-parent family</i>	<i>Difficulty finding care for child when parent isn't available, for example, during an interview or if they are unwell.</i>
Socioeconomic Circumstances	<i>Low-income</i>	<i>Difficulty paying for childcare and other important family needs</i>
Intergenerational Disadvantage	<i>Aboriginal and/or Torres Strait Islander Peoples experiencing disadvantage from intergenerational circumstance</i>	<i>Lack of knowledge of resources or support systems to help the individual because their parents also experienced this disadvantage.</i>

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Assessment checklist:

Students must have completed all [questions/activities] within this assessment before submitting. This includes:

	24 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment !

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