



CHCECE030, CHCECE054

# Inclusion and Diversity

## Assessment 2 of 3

Critical Reflection

Assessor Guide



## Assessment Instructions

### Task overview

This assessment task requires you to complete a Critical Reflection document attached to this assessment. 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

#### Assessor Guide

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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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text.



## Assessor Instructions

### Purpose of the Task

The purpose of this critical reflection report is for students to demonstrate their knowledge of:

- The process and purpose of critical reflection
- The impact of personal values and biases that may present as barriers to inclusive practices
- Personal perspectives on Aboriginal and/or Torres Strait Islander Peoples cultures and the experiences that have informed them
- Examining own thoughts and experiences from different perspectives and considering whether this might in fact change approach/perspectives
- Areas where further learning/knowledge is required
- Discussing the reflection process and outcomes for reflection with two different workplace/learning supervisors on two separate occasions
- Ability to cite credible sources of information.

### Guidance to Assessors About this Task

Did the student reflect on their inclusion and perspectives about diversity using the critical reflection template? This must include the following:

- Reflect on their personal values and biases relating to their own family background, or history that may affect their current values and beliefs. Specifically, their values and beliefs around main areas of diversity in society, such as culture, race, ethnicity, disability, sex, generational, and sexual orientation/sexual identity. For example: being more comfortable working with families from the same cultural background/religion
- Discuss the impact of their personal values and biases. Specifically, those that may present as barriers to communication, relationships, and inclusive work practices. For example, describing how favourable biases make them feel more comfortable at work, but negative bias can hinder their ability to perform their work; feeling nervous about working with families from different cultures, due to not understanding their views on raising children and feeling uncomfortable as a result.
- Describe their perspectives on Aboriginal and/or Torres Strait Islander cultures and the experiences that have informed them. Including, taking into consideration the impact of colonisation, historical events, and issues relating to the inter-generational effects of forced separation, trauma, and disadvantage. For example: discussing how research into the Aboriginal and/or Torres Strait Islander culture and history has made them realise the tragic impact colonisation has had on their culture(s); reflecting on past issues and current concerns facing the Aboriginal and/or Torres Strait Islander people and expressing understanding as to why they are a marginalised group, and require support in relation to protective factors, and physical and mental health.
- Discuss whether their own thoughts and experiences, as well as information they've researched, has changed their perspective. For example: describing how their perspective on Aboriginal and/or Torres Strait Islander cultures has changed, and they are motivated to think more inclusively about how they can respect the culture in the workplace, and embed it into their practices; explaining their increased awareness of marginalised groups in society that require additional support, and being keen to explore how diversity could be further embedded into their workplace
- Reflect on areas where they believe further learning/knowledge is required. In relation to self-improvement, social awareness, and the impact of bias. For example, expressing their interest in learning more about Aboriginal and/or Torres Strait Islander culture and discussing how it could be included in their work practices; discussing their desire to learn more about child rearing practices across different cultures, and how increasing understanding of this would benefit them in working towards embracing different cultures; discussing their desire to learn more about inclusive practices for children with disability.
- List resources, they used to assist in their reflections, including their justification on their source's credibility; for example, the Bringing Them Home Report [1997], the Australian report on the national inquiry into the separation of

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*Aboriginal and Torres Strait Islander children from their families. This is a credible source of information because it was developed by the Human Rights and Equal Opportunity Commission (now called the Australian Human Rights Commission). It can be viewed online, and a video can be watched on the subject.*

Complete the Critical Reflection Template below. Make sure to answer all sections in the document.

CRITICAL REFLECTION TEMPLATE	
Name: <i>Students Name</i>	
Date: <i>Date they completed this document</i>	
<b>Task 1: Personal values and biases</b>	
Outline your reflections about your own family background or history which may affect and impact your current values, behaviours and beliefs. When reflecting think about areas of diversity in society, including:	
<ul style="list-style-type: none"><li>▪ culture</li><li>▪ race, ethnicity</li><li>▪ disability</li><li>▪ gender and gender identification</li><li>▪ intergenerational disadvantage</li><li>▪ family types</li><li>▪ sexual orientation/sexual identify</li><li>▪ socioeconomic circumstances.</li></ul>	
Approximate Word Count: 80-120 words	
<i>Responses must include as a minimum, an outline of how the student has been influenced and shaped by their experiences, beliefs, values, education, family and friends. For example:</i>	
<i>I have found that I am much more natural and comfortable when working with families from the same culture and religion as myself.</i>	
<i>In relation to disability, my cousin has a disability and therefore, I find that I am comfortable assisting children with disability. I also have some idea of what life might be like for the child and the family.</i>	
<i>In relation to generational diversity, I feel comfortable working with people my own age, but I sometimes get intimidated by older people as they have more knowledge and experience than myself.</i>	
<b>Task 2: Reflect upon the impact of personal values and biases that may present as <u>barriers</u> to communication, relationships and inclusive work practices:</b>	
Think about areas of negative bias and how these may hinder your ability to communicate, build relationships and complete tasks in the workplace.	
Approximate Word Count: 40-60 words	

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## CRITICAL REFLECTION TEMPLATE

*Responses must include as a minimum, a reflection about the impact of personal values and biases that may present as barriers to communication, relationships and inclusive work practices. For example:*

*When I work with families from different cultures, I often feel nervous. Sometimes don't understand their views on child raising and this makes me feel uncomfortable.*

*I am also scared that I do not want to offend families or insult them by doing the wrong thing trying to be inclusive.*

### **Task 3: Reflect on your perspectives on Aboriginal and/or Torres Strait Islander Peoples cultures and the experiences that have informed them:**

When reflecting on this question also think about the impact of colonisation, historical events and issues about the inter-generational effects of forced separation, trauma and disadvantage.

Approximate Word Count: 70-100 words

*Responses must include as a minimum, a reflection about the student's perspectives on Aboriginal and/or Torres Strait Islander Peoples cultures and the experiences that have informed them.*

*When reflecting on this question, the student also thinks about the impact of colonisation, historical events and issues about the inter-generational effects of forced separation, trauma and disadvantage. For example:*

*Completing this research has really opened my eyes to the tragic things that happened to these people and culture due to the impact of colonisation.*

*I now have a better understanding of the past issues and current concerns facing the Aboriginal and Torres Strait Islanders, and why they are a marginalised group and require support in relation to protective factors and physical and mental health.*

### **Task 4: Reflect on how examining your own thoughts and experiences as well as investigating local Aboriginal and/or Torres Strait Islander Peoples culture has changed your approach/perspectives?**

Think about whether your perspectives have changed considering the reflection process.

Approximate Word Count: 50-80 words

*Responses must include as a minimum, a reflection about how examining their own thoughts and experiences as well as investigating information has changed their approach/perspectives? For example:*

*Yes, especially in relation to the Aboriginal and/or Torres Strait Islander Peoples cultures. It has really motivated me to think more inclusively about ways to respect the culture in the centre and embed it into our practices.*

*I now have a greater awareness of marginalised groups in society that require additional support. I'm keen to explore how diversity can be further embedded into our centre.*

### **Task 5: Reflect on your current knowledge, and provide at least three areas of improvement where further learning/knowledge is required:**

Think about ways to improve self, social awareness and the impact of bias.

Approximate Word Count: 60-90 words

*Responses must include as a minimum, at least three areas where further learning/knowledge is required. The student is to think about ways to improve self, social awareness, and the impact of bias. For example:*

- I would like to learn more about the culture of the local Aboriginal and Torres Strait Islanders and how to include this in my teaching practice.*

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## CRITICAL REFLECTION TEMPLATE

- *I would like to learn more about child rearing practices in different cultures. Increasing my understanding of these practices would benefit me, as I need to work towards embracing different cultures.*
- *I want to learn more about inclusive practices for children with disability.*

### Task 6: List of additional resources you used to assist your reflection and why you consider these to be credible sources of information.

Think about the resources you used during your reflection and why you consider them to be credible. Review the resource list provided at the beginning of the assessment.

Approximate Word Count: 40-70 words

*Responses must include as a minimum, a list of additional resources used to assist their reflection and why they consider these to be credible sources of information. For example:*

*'Bringing Them Home Report' (1997) – this is the Australian report on the national inquiry into the separation of Aboriginal and/or Torres Strait Islander Peoples children from their families. This is a credible government source of information that can be viewed online. There is also a video that can be watched online.*

*Resources may include*

- *National Law and Regulations*
- *Approved learning frameworks*
- *ECA Code of Ethics*
- *UN Convention on the Rights of a Child*
- *Service policies and procedures*

Task 6a: Review the ECA Code of Ethics document and reflect on how you will implement this document to assist working with children and families of people from Aboriginal and Torres Strait Islander backgrounds.

Approximate Word Count: 80-120 words

*Responses must include at a minimum a reflection on how they interpret the ECA Code of Ethics and how it will assist them with working with children and families from Aboriginal and Torres Strait Islander backgrounds.*

*The code of ethics helps assist educators instil ethical responsibilities in early childhood. The code is broken down into integral parts in relation to children I will, families, colleagues and community.*

*When working with children from Aboriginal and Torres Strait Islander backgrounds it explains how all children are the same, each child has the right to be recognised as an individual and how they are global citizens. It explains how families and culture are crucial in raising a child and partnerships is important and how each family is unique. It explains how inclusion is an integral part of the code.*

### Task 7: Based on your reflections, think about your behaviour in relation to inclusion, bias and discrimination.

Write down one behaviour you demonstrate which positively impacts inclusion, bias and discrimination and one behaviour which you could change to improve your impact on inclusion, bias and discrimination.

Approximate Word Count: 10-30 words each section

*Responses must include as a minimum, at least one behaviour that positively impacts the areas in the table, and for each area provide an example of a behaviour that could be changed to improve. For example:*

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## CRITICAL REFLECTION TEMPLATE

	Behaviour which positively impacts this area	Behaviour which could be changed to improve impact on this area
Inclusion	<i>Extra time spent with child with additional needs to support him to engage in the program</i>	<i>Lack of confidence with a family with two mothers and spend more time with them when they drop their child off.</i>
Bias	<i>Using children's names rather than gender.</i>	<i>Spending time with the boys outside kicking the balls, but don't invite girls.</i>
Discrimination	<i>Reading dreamtime stories and doing an acknowledgement to country every day.</i>	<i>Avoiding parents from non-English speaking backgrounds</i>

**Task 8: Overall reflection: reflect on this project and include an overall reflection and any changes you plan to make based on this reflection.**

This section is to be used to add any final thoughts, notes/conclusion on this reflection process.

Approximate Word Count: 40-60 words

*Responses must include as a minimum, an overall reflection of what they have learned and any changes they plan to make. For example:*

*This process has given me a lot to think about, and I now have some good ideas about areas in which I must be more open-minded and less judgemental. My workplace supervisor has suggested an excellent opportunity to attend a professional development session to work with families from diverse cultural backgrounds.*

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**Assessment checklist:**

Students must have completed all tasks within this assessment before submitting. This includes:

	Complete the Critical Reflection Document that includes 8 tasks	<input type="checkbox"/>
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**Congratulations you have reached the end of Assessment 2!**



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