

Be You for VET: CHC30121 Certificate III in Early Childhood and Care

Mapping Top Picks 2

CHCECE030 Support inclusion and diversity

Mapping Be You to qualifications

These Top Picks units contain Elements, Performance Criteria and/or Knowledge Evidence to support and facilitate the mental health and wellbeing of children. The following tables identify Be You resources, such as Professional Learning modules and tools, that have the potential to enrich teaching and learning in these units.

Mapping	Top Picks 2: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Webinars, Fact Sheets, Tools
<p>Element 1: Reflect on values and biases</p> <p>1.1 Identify aspects of own life experiences or history which may influence current values, beliefs and attitudes.</p> <p>1.2 Identify potential impact of own life experiences on interactions and relationships with people from different backgrounds using a process of reflection.</p> <p>1.3 Identify and act on ways to develop self-awareness and how own behaviours may contribute to inclusive practice.</p>	<p>DOMAIN: <u>EARLY SUPPORT</u></p> <p>PROVIDE 1 Role of educators in supporting children and young people with mental health challenges</p> <p>PROVIDE 2 Appropriately use internal support systems to provide early support within professional responsibilities and boundaries</p> <p>PROVIDE 3 Understand how to work with colleagues and families to support children and young people</p> <p>PROVIDE 4 Provide appropriate daily support to children and young people in your care</p> <p>PROVIDE 5 Explain the importance of, and exceptions to, confidentiality requirements</p> <p>DOMAIN: <u>MENTALLY HEALTHY COMMUNITIES</u></p> <p>Continues next page</p>	<p>Webinars:</p> <p><u>Diversity matters for mental health</u></p> <p>Fact Sheets:</p> <p><u>Cultural diversity and mental health</u></p> <p><u>Supporting cultural diversity</u></p> <p><u>Nutrition and mental health</u></p> <p><u>Physical activity and mental health</u></p>

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Mapping	Top Picks 2: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Webinars, Fact Sheets, Tools
<p>Element 1 continued</p>	<p>INCLUDE 1 Define the concepts of inclusion and diversity with specific reference to their impact on the mental health and wellbeing of children and young people</p> <p>INCLUDE 3 Understand how to use inclusive practices, including learning materials and experiences, and the importance of a learning environment that reflect the values of diversity and inclusion</p> <p>INCLUDE 4 Appropriately consider how diversity can be celebrated within their community</p>	
<p>Element 2: Demonstrate respect for inclusion and diversity</p> <p>2.1 Identify and describe aspects of diversity and inclusion.</p> <p>2.2. Use communication skills that model open, inclusive, ethical interactions with children, families and colleagues.</p> <p>2.3 Use and support opportunities that encourage and promote participation by all individuals and groups.</p> <p>2.4 Use inclusive work practices that support cultural, gender, ability and other forms of safety.</p>	<p>PROVIDE and INCLUDE (as above)</p>	
<p>Element 3: Support children’s understanding of inclusion and diversity</p> <p>3.1 Identify and use opportunities that build on the diverse backgrounds of children and families in the service.</p> <p>3.2 Identify and consult with community members and follow community protocols to obtain or share knowledge of local cultural, ethnic, gender and other diverse groups.</p> <p>3.3 Provide children with opportunities to learn about similarities and differences in the world around them.</p> <p>3.4 Engage children in collaborative discussions about respectful and equal relations.</p>	<p>PROVIDE and INCLUDE (as above)</p>	

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<p>3.5 Observe children’s interactions and participation and identify and communicate any needs for additional support to improve inclusive relationships.</p> <p>3.6 Engage with peers, mentors or others to support individual children with specific needs.</p>	<p>PROVIDE and INCLUDE (as above)</p>	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> • aspects of identity and culture that may affect an individual’s perspectives about inclusion and diversity • awareness of the impact of own behaviours in regard to inclusion, bias, discrimination • areas of diversity in society, their characteristics and how individuals may be affected in living their daily lives: <ul style="list-style-type: none"> ○ culture ○ race, ethnicity ○ disability ○ gender and gender identification ○ intergenerational disadvantage ○ family types ○ sexual orientation and sexual identity ○ socioeconomic circumstances • service policies and initiatives that support inclusion and diversity: <ul style="list-style-type: none"> ○ engagement with local communities ○ sharing of cultural knowledge ○ experiencing diversity through activities and interactions ○ building on diverse backgrounds of children • techniques used by educators to model and support open, respectful, inclusive and ethical interactions in children: <ul style="list-style-type: none"> ○ showing awareness of and respect for individual culture, values and beliefs ○ acknowledging both similarities and differences ○ demonstrating positive attitudes to differences ○ using cross-cultural communication skills ○ potential needs of marginalised groups or individuals requiring support: protective factors, physical, mental and emotional health and care needs 	<p>INCLUDE (as above)</p>	