

Errata

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Title: CHCECE001 Develop cultural competence - Trainer and assessor's guide (TAG)

Affected edition: Version 1.1 March 2014; Version 1.2 August 2016; Version 1.3 June 2017

Page number: 64, 68 and 76

Attachments
NEW p. 64, 68 and 76: CHCECE001 Develop cultural competence (TAG)

Please use the attached page to replace erroneous page in the above resource.

Aspire Learning Resources

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2. For example, if the resource was a children's storybook called *Indian tales* – you could read this with the children during group times discussing Indian culture and dress.

Practice task 13

An experience may be talking about the new child's culture at group time. If the child feels comfortable, they can assist with teaching others some words in their home language.

Practice task 14

1. The learner may respond in the following ways.
 - a) Start a conversation with the maintenance person by asking them what they are doing because the children seem very interested. Once the maintenance person begins talking, children may become more at ease. Further discussions at group times about cultural dress and identification around the world may also be implemented.
 - b) Intervene and begin discussing with the children in home corner about the dolls they are playing with and the different skin colours they have, explaining about skin differences and countries these are originated from. I would ask the children what other differences we see among our friends such as eye and hair colours, explaining that we all have differences that make us individual, but we are all people and have the same fun, friends and play opportunities as everyone else.
2. The learner may say, 'No, we do not have any Aboriginal people in our service, but it's important for the children, staff and families to all be made aware of an important part of Australian culture'. They may then ask the parent to provide their thoughts and views on this.

Practice task 15

1. The following are example responses.
 - a) Puzzles that feature multicultural people and multicultural dolls who wear different uniforms. Children often talk about the different skin colours of the people and the jobs they are undertaking; for example, why a lady is a builder and a man is a cleaner. This helps to broaden children's knowledge, encouraging discussions and learning opportunities while incorporating diversity into the program.
 - b) We **encourage** all children of both genders to participate in all types of play, including dress-ups, construction, home corner and block play.
2. The service philosophy, policies and procedures require that all experiences on offer to children are planned to ensure diversity is represented at all times, including genders, cultures and children with additional needs. The curriculum must be based on making inclusive practices and experiences readily available to all children and

Practice task 19

1. I would introduce Akma in the same way I introduce any child to the service, explaining to children that she is going to be playing with us within the program and, as it is her first day, we all need to help her with routines and show her we undertake specific play experiences. I **may** also explain her background to ensure she feels comfortable and so children can ask any questions they have at this time. This process would help ensure Akma feels welcome and supported within the new setting.
2. An example of community members or organisations that may provide support is:

Watharong Aboriginal Cooperative – Aboriginal Services, 62 Morgan St, Geelong North VIC 3215. Ph (03) 5277 0044
3. Answers will vary depending on the service accessed, but may include avoiding a lot of eye contact when making contact and introducing yourself and why you would like to access the information.

Assessment activity 3

The assessment candidate must provide a one-page summary of their findings about a historical issue relating to Aboriginal and/or Torres Strait Islander people and the land their service is on.

The following are some example responses.

The traditional lander owners of the City of Port Phillip in Victoria are Yalukit Willam clan, which is part of the Boon Wurrung people.

The Boon Wurrung people are made up of several other clans. Together they make up one of the five tribes that are part of the Kulin nation in Victoria. They spoke a number of different languages, many of which have now been lost.

Historical events such as colonisation and the assimilation policy (stolen generation) have had a significant effect on Aboriginal and Torres Strait Islander people. This has led to the following:

- Grief or loss associated with the events due to a loss of culture and identity.
- Difficulty in developing trusting relationships with educational and community and health services.
- Loss of language and history.

References include:

- https://heritage.portphillip.vic.gov.au/Aboriginal_Heritage
- <http://aboriginalhistoryofyarra.com.au/>
- <http://aiatsis.gov.au/>

Unit of competency coverage			
Performance evidence	Knowledge evidence	Element	Performance criteria
PE4	KE4	3	3.1, 3.2

Assessor comments:

Assessment activity 4

Answers will vary. Example responses are provided.

1. The assessment candidate needs to access a local cultural group; for example:
 - Watharong Aboriginal Cooperative