CHCEDS312A	**Work with diversity in the education environment**

Description

This unit describes the knowledge and skills required for individuals without supervisory responsibilities to work effectively with diversity.

It includes recognising and valuing individual differences and working effectively with diverse clients and colleagues.

Employability Skills

This unit contains Employability Skills.

Application

In practice, working with diversity is demonstrated in the context of other work activities, such as working effectively in the organisation, upholding the values of the organisation, contributing to the work team and delivering services.

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

ELEMENT	PERFORMANCE CRITERIA
1. Recognise and value individual differences	1.1 Explore *diversity* to identify attributes that may be of benefit tot he school and its community
	1.2 Assist *colleagues* to acknowledge and use their diverse attributes to contribute to work teams, educational outcomes and delivery of services
	1.3 Use work practices that are inclusive and benefit educational outcomes, community relationships and the work environment
	1.4 Identify and respond to student diversity in accordance with *legislation, policy and guidelines*
2. Work effectively with diverse students and colleagues	2.1 Develop and use a range of *communication styles* to respect and reflect the diversity of the school
	2.2 Comply with the requirements of legislation, policies and guidelines relating to workplace diversity is demonstrated through personal conduct in the workplace
	2.3 Seek and act upon feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Benefits of diversity of the school community and in the workplace
- Principles and practices of cultural awareness and cross-cultural communication
- How to locate legislation, policies and guidelines related to diversity
- Requirements of anti-discrimination legislation
- Direct and indirect discrimination, such as dress codes that exclude certain groups (e.g. requiring male staff to be clean shaven would indirectly discriminate against Sikhs)
- Own cultural assumptions and their effect on work practices and behaviour
- Legislative definitions of diversity
- Principles and practices of cultural awareness and cross-cultural communication
- Equal employment opportunity, equity and diversity principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use a range of communication styles to suit different audiences and purposes
- Communicate effectively with people from diverse backgrounds
- Respond to diversity, including gender and disability
- Access and read formal documents such as legislation and polices related to educational work environments
- Access legislation and codes of conduct electronically or in hard copy
- Seek feedback and act upon it
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

Diversity may include:

- Age
- Cultural background
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Gender
- Interests
- Interpersonal approach
- Language
- Learning styles
- Life experience
- Marital status
- Personality
- Physical capability
- Political orientation
- Race
- Religious belief
- Sexual orientation
- Sexual identity
- Socioeconomic background
- Thinking styles
- Work experience
- Working styles

REQUIRED SKILLS AND KNOWLEDGE

Colleagues may include:	• Peers • Teachers • Trainees • School support staff • Work experience personnel • Supervisors and school management • External stakeholders including parents, students community groups etc.
Legislation, policy and guidelines may include:	• Codes of conduct/ethics • Community guidelines, policy and practices that may exist within specific cultural or ethnic communities • Disability Discrimination Act 1992 • Education Standards 2005 • Human Rights and Equal Opportunity Commission Act 1984 • Privacy Act 1988 • Public sector management acts • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 • State/territory legislation addressing diversity issues • The organisation's plans strategies and policies relating to diversity • Workplace diversity guidelines • Workplace Relations Act 1996
Communication styles may include:	• Pace of delivery varied to audience needs • Clear articulation • Checking that the message is understood • Use of eye contact or no eye contact, dependant on the situation • Non-verbal communication techniques e.g. gestures, facial expressions, signing, positioning • Written communication in a language other than English • Speaking in a language other than English • Use of telephone translation services • Use of Braille materials • Use of pictures/diagrams