CHCDIV003

# Manage and promote diversity

## Assessor Guide

## Assessment 1 of 3

## Short Answer Questions

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## Assessment Instructions
### Task overview

This assessment task requires you to answer fifteen (15) short-answer questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

## 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.

## Question 1

Explain the meaning of and the concept of diversity.

[Approximate word count: 110-130 words]

**Assessor Instructions:** Students will explain the meaning of diversity and the concept of diversity. The response will be in their own words. The student's responses will vary but reflect the sample answer's content.

A sample answer is provided below.

> Diversity refers to the presence of various characteristics, qualities, or elements within a group or workplace. This can include individual demographic differences such as race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, spiritual beliefs, political beliefs, or other ideologies. Diversity can be visible (physical characteristics) or invisible (an individual's marital status).
>
> Diversity encompasses acceptance and respect for the differences that make each individual unique, as well as an understanding that these differences can bring valuable perspectives and ideas to the workplace. The concept of diversity can also include inclusion and equity. All individuals feel valued and supported, and a fair distribution of resources, opportunities, and privileges. The decision-making process considers diversity by including fair representation of diverse views and groups.

## Question 2

Outline what cultural acceptance means.

[Approximate word count: 60-80 words]

**Assessor Instructions:** Students will outline the meaning of cultural acceptance. The response will be in the student's own words and will vary but reflect the sample answer's content.

A sample answer is provided below.

> Cultural acceptance is the willingness and ability to understand, appreciate, and respect others' differences. The concept of cultural acceptance means acknowledging and valuing the diversity and unique experiences of individuals and groups. It is a recognition that people from various demographics have different ways of viewing the world and that these perspectives are valid and valuable. Cultural acceptance goes beyond tolerance, which implies putting up with differences, to actively embracing and valuing them.

## Question 3

For each of the listed areas of diversity, identify one (1) characteristic of each area and describe one (1) situation where you might come across this diversity in your work in the early childhood sector as an educator or leader.

**Assessor Instructions:** Students will identify one (1) characteristic of each area and describe one (1) situation where you might come across this diversity in your work in the early childhood sector as an educator or leader. Responses will be in the student's own words and will vary but will reflect the sample answers.

A sample answer is provided below.

| Area of diversity | Characteristics [20-50 words per box] | Situation where this area of diversity might be experienced in the early childhood sector [20-40 words per box] |
|---|---|---|
| Culture, Race and Ethnicity | Culture, race and ethnic diversity include people who may share the same features such as hair and eye colour, the same cultural practices or language or might come from the same country of origin. | Families and children accessing Early Childhood Education and Care are from diverse backgrounds. For example, a family might have Chinese origin or immigrated to Australia or moved from a regional to a metropolitan area. |

| Disability | Disability can include physical, sensory, psychiatric, neurological, cognitive and intellectual. People with disabilities may require additional support to allow them to participate. | Children attending the service may have a parent with a physical disability, such as using a wheelchair. A child may present with a hearing disability or have a diagnosis of Autism. |
|---|---|---|
| Religious or spiritual beliefs | Belief in gods is one of the most common characteristics of religious or spiritual beliefs. Examples include the Muslim, Christian and Buddhist faiths. | Families may include this information on the enrolment paperwork. The service might experience this when engaging with a family regarding traditions and celebrations such as Ramadan, Christmas and Chinese New Year, or Greek Easter. |
| Gender, including transgender | Gender includes the sex of a person and the characteristics of women, men, girls and boys. There are socially constructed norms, behaviours, expressions and identities/roles. Gender includes female, male and transgender. Transgender describes people whose gender identity (sense of being male or female) or gender expression differs from their gender at birth. | The curriculum of the service will be to promote inclusion and minimise stereotyping. The activities offered would be available to all children regardless of gender or transgender. The service will promote gender equity and create a foundation for learning that is respectful and promotes positive gender norms. |
| Intersex | Intersex is a general term used for various conditions in which a person is born with sex characteristics that are not typically 'male' or 'female' due to genetic, hormonal, or physical factors. Intersex people have both male and female sex characteristics | The service will promote that intersex bodies are a normal part of human biological diversity. The service will have policies about inclusion, anti-discrimination and acceptance to provide a safe and protective environment for children with intersex bodies. |
| Generational | People born in different generations, such as baby boomers, Generation x, millennials (or generation y), generation Z, and generation alpha. Different generations have particular characteristics, including beliefs, experiences and ideas such as response to authority, openness to change, priorities in life, etc. | There will be a diversity of generations in the workforce, and each group may have different beliefs and work styles. Each group may have attitudes towards loyalty to the organisation and respect for the authority of the team leader or director. The team might struggle to communicate effectively through generation gaps. |
| Sexual orientation/ sexual identity | Sexual orientation/identity refers to a person's sexual preferences, such as people who identify as heterosexual or gay, lesbian, bisexual, transgender, queer, intersex, and asexual people collectively (LBGTQIA+). | The service will be inclusive and promote acceptance of the diversity of families that might use the centre, e.g., a family of children in the service where the parents are a same-sex couple. |

## Question 4

Identify one (1) way the following groups could experience discrimination and barriers to inclusivity within the workplace.

**Assessor Instructions:** Students must identify any one (1) way diverse groups could experience discrimination and barriers to inclusivity within the workplace. Responses will vary but will reflect the examples listed in the sample answer.

A sample answer is provided below.

| Diverse group | Discrimination and barriers [10-30 words per box] |
|---|---|
| Culture, Race and Ethnicity | Stereotyping behaviour or personal characteristics based on cultural beliefs or practices. |
| Disability | Failing to plan and accommodate access for people with special needs when organising learning activities or events. |
| Religious or spiritual beliefs | Having specific expectations or assumptions about the behaviour or practices of religions. |
| Gender, including transgender | Having a gender preference when assigning roles or positions in the workplace. Treated people differently based on gender. Denying a person employment or a role based on gender. |
| Intersex | Allowing teasing or bullying because their bodies are seen as 'weird' or 'different'. Calling an intersex person a 'freak'. |
| Generational | Removing a person from their role or duty based on age and generation. Failing to accommodate different generations, e.g., expecting everyone to use a computer efficiently. |
| Sexual orientation/sexual identity | Excluding or not recognising the partner in a same-sex relationship, referring to all parents as mum and dad. |

## Question 5

List five (5) benefits for workplaces from valuing diversity.

[Approximate word count: 30-50 words]

**Assessor Instructions:** Students must list any five (5) benefits to a workplace that values diversity. Responses will vary but will reflect the examples in the sample answer. Eight (8) benefits are listed, and the student will select any five (5).

Samples answers are provided below.

- supports a sense of belonging and ensures everyone feels valued
- it increases the chance of cross-cultural relationships
- it can increase staff morale and reduce staff turnover
- promotes increased problem-solving and innovation due to having different perspectives and ideas
- better strategies and protocols can be put in place for inclusive behaviour and practices
- fosters an inclusive environment where all staff are more comfortable and satisfied
- increases cultural awareness
- a wider pool to draw from for employees allows for a broader range of skills to be present in the workplace.

## Question 6

Define the concepts of cultural awareness, cultural safety and cultural competence and explain how they impact leadership and management practice.

[Approximate word count: 30-50 words]

**Assessor Instructions:** Students must complete the chart by defining cultural awareness, cultural safety and cultural competence and explaining how the concepts impact leadership and management practice.

| Concept | Characteristics [30-50 words per box] | Impact on leadership and management practice [30-60 words per box] |
|---|---|---|
| Cultural awareness | Cultural awareness is being conscious and respectful of the similarities and differences of culture and cultural practices, values, attitudes and beliefs between different groups of people and being aware of your own cultural background and how it may influence relationships with others. | It is important for leaders and managers to understand the cultural backgrounds of the families and children in the service and to create an inclusive and respectful environment for all. Management would ensure that staff are provided with cultural sensitivity training. |
| Cultural safety | A culturally safe and secure environment is one where people feel safe and draw strength in their identity, culture and community. A culturally safe workplace recognises, respects and nurtures the unique cultural identity of each person and safely meets their needs, expectations and rights. | Leaders and managers can ensure cultural safety by developing and implementing a culturally relevant and responsive curriculum and inclusive policies to meet the needs of all families and children. |
| Cultural competence | Cultural competence is a person's ability to engage effectively in intercultural settings at a personal and professional level. It requires being aware of one's own cultural values and worldview. A culturally competent person can interact respectfully, be reflective and make reasoned choices. This includes the capacity to imagine and collaborate across cultural boundaries. | Managers and leaders will actively work to create an inclusive and equitable environment for all, recognising and valuing the diversity of cultures within the organisation. They will be aware of cultural biases and stereotypes and actively work to eliminate them. Management will ensure the representation of the community's diverse cultural backgrounds in the leadership team. |

## Question 7

Read the scenario and answer the question.

> *You have been appointed as the Centre Director for Little.ly Early Learning Centre. You are beginning to get to know the team, as you have been there for four weeks now. You have a large team with 30 team members in eight different classrooms.*
>
> *You have noticed the team spirit is low and the teams do not work as a whole centre.*
>
> *Kim comes to you and reports that staff are being treated unfairly due to their gender and cultural background. Cassie has been allocated all the cleaning and was told that 'she should be used to that'. Kim said she is feeling unsafe because of this behaviour because of her gender and also coming from a culturally diverse background.*
>
> *She explains that this has been going on for a long time, and there are often racial slurs and snide remarks about people's age, gender and cultural background.*

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Explain your leadership and management approach for this service based on your knowledge of cultural safety, cultural competence and cultural awareness. Provide five (5) examples of actions you would take.

[Approximate word count: 110-130]

Assessor Instructions: Students must apply their knowledge of cultural safety, cultural competence and cultural awareness and explain the leadership and management approach they would take for this service. The student will provide any five (5) examples of actions they would take. Responses will be in the student's own words and will vary but will reflect the examples listed in the sample answer.

Samples answers are provided below.

As the new Centre Director, I would:

- consider the cultural safety of Cassie, Kim and the other staff member being treated unfairly. Approach them to check how they are feeling, offer support and invite their input into required actions that can be taken
- review the Diversity policies and procedures to ensure that they are effective in enhancing cultural awareness
- hold a group reflection where we consider our own values and beliefs and encourage all staff to reflect on their own and set goals to improve practices
- offer Cultural Sensitivity refresher training to all staff
- build a working group to talk about and lead the team to build an environment that is culturally safe and promotes cultural competence.

## Question 8

Outline three (3) ways that can be used to ensure effective and equitable activities are provided to diverse clients.

[Approximate word count: 100-120 words]

Assessor Instructions: Students must outline any three (3) ways that can be used to ensure effective and equitable activities are provided to diverse clients. Responses will vary but will reflect the content in the sample answer. Six (6) possible answers are provided, and the student will identify any three (3).

A sample answer is provided below.

Conducting a cultural assessment by assessing clients' cultural needs and preferences and using this information to inform service delivery.

Providing culturally responsive services by delivering tailored services to meet clients' unique cultural needs and preferences. This can include using culturally relevant materials, adapting teaching methods, and providing necessary interpreters or language support.

Recruiting and hiring a diverse workforce by actively recruiting and hiring individuals from diverse backgrounds to ensure the workforce is representative of the community it serves. This can help to create a more inclusive and culturally responsive environment.

Encouraging active engagement and feedback by actively seeking out and engaging with diverse clients and providing opportunities for them to participate in decision-making processes and give feedback.

Monitoring and evaluating progress by regularly monitoring and evaluating the progress of inclusivity efforts and using data to inform ongoing improvement efforts.

## Question 9

Explain the principles and practices of inclusivity and list there [3] the types of planning and work practice that could be put in place to support diversity.

[Approximate word count: 100-120 words]

**Assessor Instructions:** Students must explain the principles and practices of inclusivity and list any three [3] types of planning and work practice that could be put in place to support diversity. Responses will vary but will reflect the content in the sample answer.

A sample answer is provided below.

The principles of inclusivity include the following:

- Recognising and valuing diversity
- Creating an inclusive culture
- Encouraging active engagement of individuals and groups from diverse backgrounds and providing opportunities for them to participate in decision-making processes
- Addressing bias and discrimination

The practices of inclusivity include:

- Recruiting and hiring a diverse workforce
- Providing training and development opportunities
- Reviewing and updating policies and procedures
- Monitoring and evaluating progress

Planning and work practices to support inclusivity:

- Have a documented Diversity plan with KPIs e.g., recruitment targets
- Have a staff development plan that ensures staff regularly receive training on diversity and inclusivity
- Have an Inclusion committee to plan diversity activities including having a fair representation of staff who are diverse or are from diverse backgrounds.

## Question 10

Why is it important for leadership and management to role model diversity in the workplace? List five [5] reasons.

[Approximate word count: 40-60 words]

**Assessor Instructions:** Students must explain why it is important for leadership and management to role model diversity in the workplace by listing any five [5] reasons. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

A sample answer is provided below.

## Question 11

Complete the table by describing the impact of diversity practices and experiences on the personal behaviour, interpersonal relationships, perception and social expectations of yourself and others.

**Assessor Instructions:** Students must describe the impact of diversity practices and experiences on their behaviour, interpersonal relationships, perception and social expectations of themselves and others. Responses will be in the student's own words and will vary depending on the student's own background and experiences. The sample answer is for demonstration purposes only and is from a person with a different cultural background. The assessor will determine that the student has genuinely reflected on their own experience against each listed category.

A sample answer is provided below.

| Category | Impact and experiences (90-120 words per box) |
|---|---|
| Personal behaviour | My behaviour was influenced by my family and close family friends who generally came from the same ethnic background. I had a strong sense of belonging to an inter-generational family. The type of behaviours I was surrounded with was specific to my parents' ethnicity and upbringing, such as always taking our shoes off before we went into the house and having large family functions. I find it hard to imagine people without a large and noisy family or not celebrating with all the cousins and aunties present. |
| Interpersonal relationships | Due to the range of cultures I was raised around (my parents coming from different countries and my family friends also having quite a multicultural upbringing), I gravitated towards similar cultures and backgrounds regarding friendships. It was easier to relate to people of the same background. I also experienced some bullying at school as I was different so staying closer to people like me was safe. As I became older and more confident, I wanted to explore people from other backgrounds as the conversations were more interesting as we shared different thoughts, cultures and traditions. |
| Perception | Growing up, I experienced my fair share of racism. I was made to feel different having my physical characteristics pointed out (such as the colour of my skin or the shape of my eyes). It made me perceive myself as inferior and different to others and caused me to develop a complex about the person I was. This gave me greater empathy for minority groups as I knew what it felt like not to be included. I prefer to be in a workplace full of mixed races and cultures. I find such as workplace more inclusive, and I feel safe working to change social expectations by challenging dominant stereotypes and cultural norms. |
| Social expectation of self | I grew up expecting others to see me as different, but I always wanted to fit in. This was based on my experience of being treated as different and inferior. Socially, I was drawn to a group with similar backgrounds and behaviours. It was more of a collective identity based on ethnicity rather |

| | than individuality. I had a strong cultural identity and stayed close to the culture I knew. I was not willing to challenge stereotypes or discrimination but to avoid confrontation. |
|---|---|
| Social expectation of others | When I was younger, I was expected to listen to a certain type of music, dress a specific way and eat certain foods. I was not able to feel comfortable being around Australians as they made me feel inferior and ridiculed or teased me due to me not following the social expectation of enjoying things like football, surfing, and beer. This perception changed when I was older as I became more aware of many different cultures, and the need to fit in was less important than achieving my own goals. |

## Question 12

Each Australian state has a different anti-discrimination law. Identify the anti-discrimination law for each of the following states.

**Assessor Instructions:** Students must identify the anti-discrimination law for each of the following states. Responses will list the correct title and date of the laws for each state. The response will match the content in the sample answer.

A sample answer is provided below.

| State | Discrimination laws (3-7 words per box) |
|---|---|
| Victoria | Equal Opportunity Act 1995 |
| New South Wales | Anti-Discrimination Act 1977 |
| Northern Territory | Anti-Discrimination Act 1992 |
| Tasmania | Anti-Discrimination Act 1998 |
| South Australia | Equal Opportunity Act 1984 |
| Australian Capital Territory | Discrimination Act 1991 |
| Queensland | Anti-Discrimination Act 1991 |
| Western Australia | The Equal Opportunity Act 1984 |

## Question 13

As a manager, there are several considerations when ensuring diversity practices are ethical and legal. Consider the areas of discrimination (direct and indirect) or diversity below and identify the legal frameworks at the international, national, state/territory and local level. Identify one (1) legal and ethical consideration you would need to make as a manager in each area.

Assessor Instructions: Students must outline for each area of discrimination (direct and indirect) or diversity the legal frameworks at the international, national, state/territory and local level. The responses will include lists of legislations, including dates and jurisdiction(Federal, State/Territory), authorities, e.g., Fair Work Commission, and local frameworks such as Codes of Conduct at the service level. The student will identify any one (1) legal and ethical consideration for a manager in each area. The student will provide examples of direct and indirect discrimination for age, disability, race and sex. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

A sample answer is provided below.

| Discrimination/diversity | Legal frameworks [14-40 words per box] | Legal and ethical consideration [40-70 words per box] | |
|---|---|---|---|
| Age (direct and indirect discrimination) | Services must meet the following legal requirements:<br><br>Age Discrimination Act 2004 (Comm)<br><br>Anti-Discrimination Acts (States and Territories)<br><br>Service policies and procedures | Direct:<br><br>Being aware of values and beliefs when making decisions such as hiring and firing and ensuring that decisions are made without prejudice or discrimination against age. | Indirect:<br><br>Requiring all workers to adopt new digital technology without providing training to older workers. |
| Disability discrimination (direct and indirect) | Disability Discrimination Act 1992 (Comm)<br><br>Anti-Discrimination Acts (States and Territories)<br><br>Service policies and procedures | Direct:<br><br>Ensuring equal access to the organisation and positions. For example, putting in ramps where required or providing flexible working arrangements. | Indirect:<br><br>Not providing reasonable adjustment to workers, such as preparing information in alternative formats or booking staff meeting in a venue with no disability access. |
| Racial discrimination (direct and indirect) | Racial Discrimination Act 1975 (Comm)<br><br>Equal Opportunity Commission<br><br>Anti-Discrimination Acts (States)<br><br>Service policies and procedures | Direct:<br><br>All persons are fairly treated. Ensuring people have equal opportunity for job roles and promotions. Ensuring that systems are in place to invite people from different racial backgrounds. | Indirect:<br><br>Requiring hair to be neat and tidy or requiring employees not to wear head coverings at work may place an undue burden on some ethnic groups |
| Sex discrimination (direct and indirect) | Sex Discrimination Act 1984 (Comm)<br><br>Gender Equity Act 2012 (Comm)<br><br>Anti-Discrimination Acts (States and Territories)<br><br>Service policies and procedures | Direct:<br><br>Ensuring all persons, regardless of gender, receive equal pay and opportunities.<br><br>Not favouring men for management positions over | Indirect:<br><br>Offering staff development when working mothers cannot attend due to childcare responsibilities. |

| | | women. Ensuring flexible working arrangements are respected and not discriminated against, as many women need part-time work to meet their family obligations. | |
|---|---|---|---|
| Equal employment opportunity (EEO) | Gender Equity Act 2012 (Comm)<br><br>Equal Opportunity Act 1995 (Vic)<br><br>Equal Opportunity Act 1984 (SA)<br><br>Service policies and procedures | Ensuring people are not missing out on role opportunities based on discrimination, including training opportunities.<br><br>Be aware of systems and processes to ensure decisions are made fairly and equitably. Such as, the role of manager may be advertised as full time and women may be disadvantaged due to family obligations. | |
| Human Rights | The Universal Declaration of Human Rights<br><br>Australian Human Rights Commission Act 1986 (Comm)<br><br>Human Rights Act 2004 (ACT)<br><br>Human Rights Bill 2018 (Qld)<br><br>Equal Opportunity Act 1984 (SA)<br><br>Human Rights Commission<br><br>Service policies and procedures<br><br>Service code of conduct | Promoting, respecting and protecting all people's human rights and welfare Act. Putting in place policies and procedures to ensure human rights are respected.<br><br>Services will have decent workplace standards and protect human rights. Services must also address and remedy breaches of human rights. | |
| Rights and responsibilities of workers, employers and clients | The Fairwork Act 2009 (Comm)<br><br>Gender Equity Act 2012 (Comm)<br><br>Equal Opportunity Act 1984 (WA)<br><br>Anti-Discrimination Act 1991 (ACT)<br><br>Fairwork Commission and Ombudsman<br><br>National Quality Standards – Standard 7<br><br>ECA Code of Ethics<br><br>Service policies and procedures<br><br>Service code of conduct | Creating a workplace free from discrimination and harassment requires effective anti-discrimination and anti-harassment procedures to be in place. All staff have the right to be treated fairly, safe at work, and free from harassment and discrimination. All staff are also responsible for meeting these obligations when dealing with others.<br><br>Clients also have the right and responsibility to treat and be treated fairly and without discrimination. | |

## Question 14

Explain indirect and direct discrimination and provide one (1) example for each type of discrimination.

**Assessor Instructions:** Students must define indirect and direct discrimination and provide one (1) example for each type. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

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A sample answer is provided below.

| Discrimination type | Definition [50-70 words per box] |
|---|---|
| Indirect discrimination | Indirect discrimination occurs when an employer's policies or work practices are the same for everyone but place a particular employee or group at a disadvantage. For example, dismissing an employee due to their inability to attend meetings or training courses on weekends or evenings because of their religious beliefs, customs or family obligations. |
| Direct discrimination | Direct discrimination is when a person is treated differently and less favourable than someone else based on values, beliefs or physical characteristics. Such as, a staff member told her Centre Manager that her same-sex partner was having a baby. Following the conversation, Centre Manager reduced the staff member's shift times to avoid contact with parents during pick-up and drop-off times. |

## Question 15

List five (5) strategies for supporting effective cross-cultural communication and outline how each of these can be integrated into work practices.

**Assessor Instructions:** Students must list any five (5) strategies for supporting effective cross-cultural communication and for each strategy document how to integrate it into work prcatices. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

A sample answer is provided below.

| Strategies  [5-15 words per box] | How the strategy can be integrated [15-30 words per box] |
|---|---|
| Avoid cultural stereotypes, biases (conscious and unconscious) and assumptions | Have in place HR processes such as staff career progression and recruitment strategies that manage stereotyping and biases in recruitment decisions. |
| Adopt suitable methods for communicating to meet people's needs | Providing information in alternative formats, translated into common languages, use of interpreters and providing information before meetings to allow time for diverse people to understanding information. |
| Use effective interpersonal communication techniques in interactions with diverse people | Training staff on effective communication skills such as speaking slowly and clearly, using active listening and asking clarifying questions to seek clarification |
| Avoid using slang words, unexplained acronyms or jargon | Have an agreed communication strategy in place to set out guidelines for appropriate communication for diverse audiences. |
| Use effective negotiation and mediation skills to navigate differences in beliefs, language, culture and attitudes. | Have policies in place for management of diversity and provide training to all staff in use of effective negotiation and mediation of differences. |

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## Assessment checklist:

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

| 1 | Fifteen (15) short answer questions | ☐ |
|---|---|---|

✓ **Congratulations, you have reached the end of Assessment 1!**