



INCLUSION AND DIVERSITY POLICY

National Quality Framework Quality Area, Standards & Elements

This policy relates to:

Quality Area 1 – Educational Program and Practice

- 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
- 1.2 Educators and co-ordinators are focused, active and reflective in designing & delivering the program for each child.

Quality Area 5 – Relationships with children

- 5.1 Respectful & equitable relationships with families are developed and maintained.
- 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Quality Area 6 – Collaborative partnerships with families and communities

6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

Element 6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.

6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

6.3.3 Access to inclusion and support assistance is facilitated.

Quality area 7 - Leadership and Service Management

7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Aim

To develop positive opinions, ideas and beliefs that are sensitive and embrace diversity. Including varying cultures, disabilities, gender equity and all other minority groups. The Centre will program and discuss relevant issues to challenge biases to contribute towards an equitable and inclusive society.

When to use this Policy

1. Upon family orientation and enrolment
2. At Educators induction
3. Through all interactions with children, families and the community
4. With the development and implementation of the Centre's program and philosophy

Process Steps

Developed: - June 2010
Last Reviewed: - August 2017
Next Review: - August 2018



The Centre will follow the guidelines and best practice from the Anti-Discriminatory Act

Multicultural

- Australian Aboriginal and Torres Strait Islander cultures are valued and respected and opportunities to embed this into the programs are supported.
- Cultural diversity is embraced and valued within our centre, programs, and practices with consideration to the centres physical location, community, and the children and families in attendance.
- Community members are asked to visit our Centre regularly to give children an insight to a variety of cultures.
- The Centre is committed to Educators training in cultural awareness and to utilize these new skills to promote an understanding of other cultures with the children and their families.
- The Centre is also committed to training Educators in cultural awareness to have a better understanding of how to support families in their parenting role and their values and beliefs about childrearing are respected.
- The Centre welcomes cultural diversity through displaying posters, photos, artefacts and children's art/craft.
- The Centre will obtain resources to assist non-English speaking families and children, e.g. translator, learning key words, bi-lingual reading material, or home language and visual aids, and/or access to bicultural support program.

INCLUSION

- Inclusive practices are implemented throughout our program e.g. utilising equipment such as dramatic play: dolls, trucks, dress-ups, and Educators' use of language, discussions, interactions and role-modelling.
- All children and families will be treated equally regardless of race, culture, beliefs, religion, values, disabilities, sexuality or social economic status.
- The Centre is committed to Educators training in inclusive practices.

Children and families with Additional Needs

- To provide a service with wheelchair access in regards to entry, hallways, exit and bathrooms.
- To identify that a child has an additional need through orientation procedure, enrolment form and enrolment procedure where possible.
- To identify a child's specific needs in regards to the physical environment and in individual areas of development by collaborating with the family and getting to know the child.
- To discuss two-way communication procedures with all parents/guardians and Educators on how the Centre will be able to meet children's individual needs.
- To network with families to establish history of the child in relation to specialists, Early Intervention Services, funding, external resources and individual goals and or programs developed or implemented.



- To access and collaborate with pre-existing support services used by the child and family to provide a familiarity and continuity in goals and programs.
- To access, collaborate with, and refer further support services that are existing in the local community e.g. physiotherapy, speech pathologists, family support groups etc.
- To plan, implement and evaluate individual goals and the program in conjunction with Intervention Services, parents/guardians and Educators.
- To establish regular parent/guardians and Educators communication through daily verbal contact, daily communication books, meetings and develop short and long term goals for individual children.
- To regularly meet with parents/guardians, Early Intervention Services and Educators to discuss evaluate and plan for the individual child's progress, interests and needs.

Educator techniques

Multicultural

- Liaise with local Aboriginal agencies to identify resources and support to include within the program that will increase the awareness of Aboriginal and Torres Strait islander culture
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- Room Leaders will program a range of activities and experiences that reflect the backgrounds and interests of the children, and build a respect for diversity with the children in their care.
- Educators will use a variety of resources that represent a range of cultures.
- Educators will show respect for all children and families regardless of their cultural background.
- Educators will accept and implement family cultural beliefs and values e.g. throughout the enrolment procedure, food, interactions, dress, special events and behaviour guidance.
- Educators will be familiar and knowledgeable in a variety of cultures and will be willing to further their knowledge and skills as required.
- Educators will be supported to collaborate with families and local community agencies to ensure that they are informed and respectful of the cultures that are represented amongst the community.
- A sense of inclusion for all families will be embraced within the Centre.

Inclusion

- Room Leaders will program to ensure the program is inclusive and reflective of the needs, interests and backgrounds of children in our care.
- Educators will use appropriate words and phrases that are anti-bias e.g. well done Archie, Charlotte your dress is colourful today, Laura you have big muscles to carry that truck, rather than good boy, you look pretty, only boys have big muscles, only boys play with trucks.
- Educators will use many resources promoting an anti-bias and inclusive approach.
- All children are treated equally.
- Educators will acknowledge and evaluate their own personal prejudices. Educators will confront and work through their biases. Educators will achieve this through discussion, support and further training.
- Comfort and support are given to children who become a target of discrimination. The subject of discrimination is dealt with one on one or in a group as per individual case, in a child appropriate



way. This will ensure the Centre is confronting the bias and working towards a Centre of inclusion and acceptance.

- Educators will encourage children to show empathy with a diverse range of people.
- Areas to be explored may include family types, gender equity, race, culture, beliefs, values, disabilities, sexuality, economics status, this list is not exhausted. Other minority groups may be experienced within the Centre that may need to be explored.

Children with Additional Needs

- To maintain confidentiality.
- To assist with meeting a child's needs through routine times, planning, implementing and evaluating a child's goals and an individual program.
- To maintain open communication and regular meetings both with parents/guardians and Early Intervention Services.
- To be active in Educators training in regards to specific additional needs as well as additional needs across a broad spectrum.
- To be aware of local, regional, State and Federal support services that can be accessed to further support the child, family and Educators.
- To have a clear understanding of the ISS and KISS funding procedure and to assist in transferring existing funding over to the Centre or in applying to access this funding.
- To actively support, reassure, encourage and assist families.

Related Policies

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| • Behaviour Management and Positive Guidance | • Nutrition |
| • Child Development | • Family Grievances |
| • Clothing | • Programming |
| • Conflict | • Record Keeping |
| • Emergency | • Safety |
| • First Aid | • Sickness and Medication |
| • Grievance | • Safe Sleeping and Rest |
| • Health & Hygiene | • Educators Grievances |
| | • Supervision |

Sourced

Victorian Equal Opportunity and Human Rights Commission,
<http://www.humanrightscommission.vic.gov.au> - equal opportunity ACT

Developed: - June 2010
Last Reviewed: - August 2017
Next Review: - August 2018



Education and Care Services National Regulations 2011

<http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/nqf/edcareservices.pdf>

Education and Care Services National Law Act 2010

www.legislation.vic.gov.au/Domino/Web_Notes/.../10-069a.doc