

## POLICY – DIVERSITY AND INCLUSION

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### 1. National Quality Standards

Quality Area 1: Educational Program and Practice		
Area	Concept	Descriptor
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Quality Area 3: Physical Environment		
Area	Concept	Descriptor
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

<b>Quality Area 5: Relationships with children</b>		
<b>Area</b>	<b>Concept</b>	<b>Descriptor</b>
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

<b>Quality Area 6: Collaborative Partnerships with Families and Communities</b>		
<b>Area</b>	<b>Concept</b>	<b>Descriptor</b>
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

## **2. Purpose**

- 2.1 Each child comes to Baringa Childcare Centre (Baringa) with a different set of experiences, knowledge and interests. Baringa seeks to build on the child's home experiences, and acknowledge the range of cultural backgrounds of families. We have a genuine regard for all children and their language, culture and achievements. Their family is valued and their culturally diverse backgrounds are accepted and reflected in our programs.

The construction of identity and attitudes is achieved by influencing the child's self-concept and attitude towards others through the daily routine, developmental program educators' interactions (towards each other, children and parents) and integration for those who have additional needs.

## **3. Scope**

- 3.1 This policy applies to children, families, staff, management and visitors of the Service.

#### 4. Implementation

- 4.1 Educators will actively seek information from children, families and the community, about their:
- social backgrounds;
  - cultures and beliefs;
  - sense of respect and fairness
- 4.2 Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and Childcare practices. Specific requests will be honoured where practical, to demonstrate respect and ensure continuity of care of the child.
- 4.3 Educators will obtain and use resources that reflect the diversity of children, families and the community.
- 4.4 Educators will be sensitive and attentive to all children, respect their backgrounds and abilities, and ensure that their individual needs are accommodated at the centre. Children with additional needs will be provided with support so they can be included as equals within the service. This may require the assistance of social, ethnic or additional needs services which the Centre will access in collaboration with the child's family.
- 4.5 Children will never be stereotyped, singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviours.
- 4.6 Educators will model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- 4.7 Educators will create opportunities as an integral part of their daily programs for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
- encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
  - inviting community members to the Centre to share their stories, songs, experiences, skills, cultures and beliefs;
  - accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.
- 4.8 All educators are encouraged to attend in-service training on multicultural programming for Centres.
- 4.9 All activities in the Centre will be checked to ensure that they are multiculturally balanced.

#### Programming

- 4.10 A diverse and inclusive environment may be created through programming with consideration to the following:
1. The Visual/Aesthetic Environment
    - We have resources (books, toys etc.) that reflect social values, diverse gender roles, racial and cultural backgrounds, additional needs and abilities, range of occupations and a range of ages.
    - Posters that depict a variety of children and families, their lifestyles and languages.
    - Dramatic play, e.g. diversity of gender play, (female police officers, male nurses).
    - Accessibility and exploration of the tools used by people with additional needs, i.e. wheelchairs, crutches, canes and hearing aids.
  2. Language:
    - To hear and see various languages.
    - To experience sign language and braille.
    - Puzzles, posters, songs, finger-rhymes etc.
  3. Music:
    - Various cultural styles
    - Singing, background music, lullabies

- Movement and dancing.
4. Art Materials:
    - Textas, pencils and crayons.
    - Artwork (paintings, drawings, sculpture) by artists of diverse backgrounds depicting women and men from various ethnic backgrounds.
    - Mirrors for children to explore their own physical features.
  5. Encouraging children to be:
    - Assertive and gentle.
    - Caring and physically strong.
    - Active and contemplative.
    - Creative and logical.
  6. Encouraging children to develop and express a full range of emotions and behaviours:
    - Invite parents & other family members into the Centre and participate in the programs.
    - Combine block corner and the home corner over a period of time.
    - Encourage girls in dramatic play to be ugly trolls and boys to be “Little Mr. Muffett” etc.
- 4.11 Baringa will support educators to enhance their skills and knowledge in relation to guiding children’s behaviour.

### Support Services

- 4.12 Baringa will access a pool of bicultural support workers to assist communication with families from culturally and linguistically diverse backgrounds and/or telephone translation services when required and provide brochures/information on aspects of the service in languages that are spoken in the local community. Additional support, assistance and resources for children with additional needs including children from culturally and linguistically diverse backgrounds, children with high ongoing support needs (including disabilities) and Aboriginal and Torres Strait Islander children.
- 4.13 Where required, parent information will be translated into other languages through the help of the National Interpreting Service on 13 14 50. This is a 24-hour service.

### 5. Feedback

- 5.1 Families and staff may provide feedback about this document by emailing [admin@baringa.org.au](mailto:admin@baringa.org.au).

### 6. Approval and Review Details

Approval and Review	Details
Approval Authority	Baringa Board
Administrator	Centre Director
Next Review Date	November 2019

History	Details
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