

Australia is an increasingly multi-cultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising and respecting similarities and differences in cultures. The cultural beliefs signified within the centre and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

Brunswick Crèche will develop affirmative attitudes, concepts and beliefs towards the acceptance of diversity and capricious cultures. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem.

When planning programs measures must be undertaken to ensure that the programs developed reflect a multicultural perspective:

- The children's program needs to promote cultural awareness and to help them value cultural diversity. It therefore should be built on the following basic assumptions:
- It should foster the development of every child's self-esteem in family, ethnic and linguistic heritage.
- It should maintain and encourage a child's ability to utilize his/her first language while providing an environment whereby the dominant language can be acquired.
- It needs to enhance cultural tolerance and the status of all cultures.
- It needs to extend to the children's cultural experiences.
- It needs to narrow the gap between home and pre-school.

Guidelines and Strategies

The Centre will endeavour to:

- Actively value and encourage multi-lingual skills in children where appropriate, For example:
 - Use books in languages other than English
 - Use song tapes in languages other than English
 - Educator who speak a language other than English to teach songs in that language
 - Use visual aids in languages other than English
 - Welcoming signs around the Centre different languages.
- That child-rearing practices reflect cultural context
- That all children and families are treated equally and fairly and with respect at all times.
- The Centre creates and maintains links with local cultural diverse communities
- A sense of inclusion for all families will be embraced within the Centre.
- There is specific programming and cultural awareness activities and experiences, identifying similarities and differences and learning about cultural celebrations
- The centre builds and maintains cultural resources
- Encourage children, families and staff to respect and value others, including those who are different from themselves.
- Expose children to cultural traditions, which differ from those of the dominant culture – in particular those traditions, represented by the children and educator of the Centre. For example:
 - Purchase and use of relevant props – E.g.: dolls, dress-ups, musical instrument
 - Encouragement to families of children to bring in props on loan
 - Folk dancing and songs
- In-Service for educator about various cultural traditions they would like to learn more about
- Resource books for educator use
- Invitations to community members and parents to share particular aspects of their traditions with the children.
- Children, staff and families cultural backgrounds are reflected in developing routines and program consistent with best practice and positive outcomes for all stakeholders
- Communication for families can be translated into their home language wherever possible



- Encourage educators to attend professional learning opportunities in order to develop a better understanding of cultural diversity.
- Acknowledge the unique cultural and social perspectives of each family
- Ensure that all children and families have equal access to the centre, and are welcomed and respected regardless of race, culture, colour of skin, socioeconomic status, ability, family composition, belief systems or lifestyles
- Encourage positive attitudes towards differences in appearance, culture and lifestyle
- Provide English as a second language support for children whose first language is not English. For example:
 - Development of inclusive communicative games and/or activities that assist non-English speakers enhance their English language skills
- Provide information for parents in languages other than English where necessary and possible.
- Encourage educational and information reflects that further the aims of this policy. For example: Organise parent information nights that promote an awareness of multicultural issues.
- Ensure where possible the use of resource that do not reflect racism or cultural stereotypes.
- The employment of educator at the Centre should ideally reflect the nature of the wider community, therefore within the framework of English should be considered positively when recruiting educator.
- Positive attitudes towards differences in appearance, culture and lifestyle
- Adhere to the Code of Ethics

Educators will:

- Encourage children to respect and value others, including those who are different from themselves
- Ensure children do not exclude others on the basis of differences such as race, sex or ability
- Ensure that the self-identity of each child is valued and respected
- Encourage children to explore and accept diversity
- Challenge bias and stereotypes
- Provide an inclusive environment
- Address bias or comments about difference
- Model inclusive practices
- Ensure privacy and confidentiality is maintained
- Use unbiased language – avoid racist, sexist, discrimination, stereotyped remarks
- Ensure own interactions are responsive to all children in the centre
- Demonstrate respect for all children and families
- Ensure all displays, posters, children’s books and other materials are monitored to ensure they are inclusive of all people
- Be sensitive to specific cultural behaviour or dress, which may be different to their own beliefs
- Ensure each child’s current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program
- Develop strong foundations in the culture and language of the centre families and in that of the boarder community, without compromising their cultural identities

Multicultural Procedure

There are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities.

Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children’s different capacities and abilities and respect differences in families’ home lives. (Early Years Learning Framework)



When early childhood educators respect the diversity of families and communities, and the aspirations they hold for children, they are able to foster children’s motivation to learn and reinforce their sense of themselves as competent learners. They will do this by:

1. Gathering background information during children’s enrolment and orientation, giving insight into the child and family’s beliefs, values and traditions.
2. Using information resources (internet, books etc) to research cultures and traditions.
3. Making connections with local cultural groups/organisations
4. Building centre resources, (including books, activities and experiences, wall displays etc) as a means to intentionally teach the children about various cultures.
5. Pronouncing and spelling children’s names correctly
6. Finding out which festivals are important to children and families
7. Using resources from the children and families
8. Inviting families to volunteer their time to extend multicultural learning of children and Educators
9. Advocating and supporting the maintenance of the family’s home language in conjunction with their wishes

Source: Equity Issues, Multicultural Resource Centre (FKA), and Lady Gowrie, www.aaca.com, Education and Care Services, National Regulations 2011, National Quality Standard, Early Years Learning Framework, The Anti Bias approach in Early Childhood, Second Edition, Elizabeth Dau 2001, Early Childhood Australia

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National Quality Standard – NQS		
Quality Area 1: Educational Program and Practices		
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.
1.1.2	Child-centred	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning
1.2.2	Responsive teaching and scaffolding	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world
Quality Area 3: Physical Environment		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play based learning
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.
Quality Area 5: Relationships with children		
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.
Quality Area 6: Collaborative partnership with families and communities		
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.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family 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.
6.2.3	Community engagement	The service builds relationships and engages with its community
Education and Care Service National Regulations		
73	Educational program	
157	Access for parents	
155	Interactions with children	
156	Relationships in groups	
Early Years Learning Framework		
Learning Outcome 1 - Children have a Strong Sense of Identity		
1.4	Children learn to interact in relation to others with care, empathy and respect	
Learning Outcome 2 - Children are Connected with and Contribute to their World		
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation	
2.2	Children respond to diversity with respect	
2.3	Children become aware of fairness	
Learning Outcome 4 - Children are Confident and Involved Learners		
4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing	
4.4	Children resource their own learning through connecting with people, place, technologies and natural and processed materials	

