

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.

There were never in the world two opinions alike, any more than two hairs or two grains. Their most universal quality is diversity.

Michel De Montaigne, 1533–1592

Purpose

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. Our cultural diversity in Australia is one of our greatest strengths and part of our national identity. Identity enhances children's sense of belonging and respect for diversity. (EYLF, 2010)

Implementation

Our Centre values and celebrates multicultural diversity by building respectful partnerships with families and local communities. We promote and embrace cultural and linguistic differences and provide an inclusive and equitable environment for children to develop their sense of belonging and enhance their learning and well-being.

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.

Management/Nominated Supervisors/Responsible Person will ensure:

- Equitable access to the Centre is provided to children and families from all cultural and linguistic backgrounds
- All children and families are respected and treated equally and fairly at all times
- The Centre communicates, engages and consults with our culturally diverse communities
- A sense of inclusion for all families is embraced within the Centre
- Specific programming develops intercultural understanding and awareness, identifying similarities and differences, and learning about a variety of cultural celebrations
- Inclusive teaching practices recognise and respect the cultural, linguistic and religious backgrounds of all children
- All staff follow protocols for teaching Aboriginal and Torres Strait Islander culture and language
- The Centre builds and maintains cultural resources to appropriately reflect cultures within the centre and community
- Children, families, and staff respect and value others, including those who are different from themselves
- Children, staff, and families' cultural backgrounds are reflected in developing routines and programs consistent with best practice and that foster positive outcomes for all stakeholders



- Positive community relations are promoted and methods of communication with families are translated into home languages as required
- The capacity of staff to meet the specific learning and wellbeing needs of children from culturally diverse backgrounds is met through professional learning opportunities for educators
- All staff develop cultural competence to improve their knowledge and understanding of Aboriginal and Torres Strait Islander people
- The unique cultural and social perspectives of each family is acknowledged and celebrated
- All children and families are welcomed and respected regardless of race, culture, colour of skin, socio-economic status, ability, family composition, belief systems or lifestyles
- Positive attitudes are role-modelled towards differences in appearance, culture, and lifestyle
- All staff follow the principles of the Early Childhood Australia Code of Ethics.

When Working with Children, Educators will:

- Create and maintain an inclusive environment that enhances children’s development, self-worth and dignity
- Act in the best interests of all children at all times
- Engage parents and families in planning cultural days, events or celebrations
- Seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions and language
- 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
- Work to ensure that the self-identity of each child is valued and respected
- Encourage children to explore and accept diversity
- Challenge bias and stereotypes
- Address bias or comments about differences and treat as an opportunity to increase children’s understandings
- Model inclusive practices
- Use unbiased language: avoid racist, sexist, discriminatory, and/or stereotyped remarks or comments
- Ensure own interactions are caring and responsive to all children in the centre
- Demonstrate respect for all children and families
- Ensure displays, posters, children’s books, and other materials are monitored to ensure they are culturally inclusive
- Use picture books to explore intercultural understanding
- Be sensitive to specific cultural behaviour or dress, which may be different to their own
- Ensure each child’s current knowledge, ideas, culture, abilities, and interests are consistently, actively and appropriately incorporated into all aspects of the program
- Develop deep understanding in the culture and language of the Centre families and in that of the broader community, without compromising their cultural identity.

Source: Australian Children’s Education & Care Quality Authority. (2014). Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. Australian Government. Department of Home Affairs. (2019) Harmony Day <https://www.harmony.gov.au/about> Early Childhood Australia Code of Ethics. (2016). Education and Care Services National Law Act 2010. (Amended 2018). [Education and Care Services National Regulations](#). (2011). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017). Guide to the National Quality Framework. (2017). (amended 2020). Kearns, K. (2017). *The Business of Childcare* (4th Ed.). Reconciliation Australia, Narragunnawali: Reconciliation in Education, (2019). <https://www.narragunnawali.org.au/about> Revised National Quality Standard. (2018).Scarlet, R. R. (Ed.). (2016). *The anti-bias approach in early childhood* (3rd ed.). Australia: Multiverse.

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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	

