

POLICY: 3.3 DIVERSITY AND INCLUSION POLICY

Procedure: 3.5 Diversity and Inclusion

Inclusion recognises the right of every child to participate meaningfully in all aspects of community life. Active and meaningful participation is not the same as just enrolling in or attending the Service. Inclusion happens when children are viewed as capable and valued contributors as opposed to having deficits that need to be fixed. Inclusion is about human diversity, where each child is viewed as being unique. True inclusive practice values diversity as a resource that informs practice. Inclusion is everybody's responsibility, though sometimes our fears, lack of confidence, attitudes and beliefs can be the most significant barriers to achieving this. Good reflective practice, staff and educator commitment and working as a team within the Service is the starting point for successful inclusion.

Culture is one of the fundamental building blocks of identity. Having a strong cultural identity ensures a child has a healthy sense of who they are and where they belong. Developing a strong sense of identity underpins the principles, practices and learning outcomes of the National Quality Framework. To be culturally competent requires that staff and Educators have developed multiple ways of knowing, seeing and living, that they celebrate the benefits of diversity and have an ability to honour differences. These practices should be evident in their everyday practice with families and community.

3.5.1 Linking to Policy

This procedural guidance should be read in conjunction with the service **3.5 Diversity and Inclusion Policy** and will assist the Approved Provider, Management, Staff (Nominated Supervisors, Coordinators and Administrative Staff members) educators, educator assistants and parents to implement the policy. The procedure covers:

[3.5.2 Respect for Diversity](#)

[3.5.3 Celebrate Diversity Through the Program](#)

[3.5.4 Some Critical Factors](#)

[3.5.5 Inclusion Strategies](#)

3.5.2 Respect for Diversity

Background information on families will be collected at the time of a child's enrolment to allow staff and Educators to gain an insight into the child's and family's beliefs and values and to meet a variety of needs more effectively.

Educators will:

- develop their cultural competency through training, research and access to books and other learning resources;

- treat all children and their family members equally and fairly and with respect by listening and responding to their cultural, emotional and physical needs;
- actively encourage all children to show empathy and self-confidence, irrespective of gender and other differences;
- support children's understanding of stereotyping and gender bias by encouraging children to critically evaluate text and images in books, films, advertisements and other media in a supportive and informed environment;
- encouraged families to share their background to extend each child's cultural competency;
- advocate and support the maintenance of the family's home language in conjunction with their wishes by learning the language and embedding opportunity to share this with others;
- be sensitive to specific cultural behaviour, which may be different from their own beliefs as long as this doesn't contravene any policy, law or regulation;
- respect the right to religious beliefs, and where required consult with the family to enable you to meet their needs within the program and daily routine in a realistic manner;
- discuss gender or other bias in children's play and in their relationship with one another with children and their family;
- create and maintain links with local culturally-diverse communities and actively seek their participation in the program;
- plan and provide children with experiences that will expand their cultural awareness as a regular part of the curriculum;
- support children's first language by acknowledging and encouraging the child and recognising this as one of the most important aspects of the child and their family's cultural identity.

The Service will

- ensure information regarding the Service is being made available in another language other than English on request;
- translation assistance will be offered to families who do not use English as their first language and require assistance.

3.5.3 Celebrate diversity throughout the program

Educators will

- work with the Service staff and families to develop knowledge and an understanding of each child's and their family's unique culture through open conversations and sharing experience;
- implement and embed within their educational program opportunities for children to learn about and develop an appreciation for the first peoples of Australia, the Aboriginal and Torres Strait Islander people;
- develop a curriculum (program) which will include aspects such as:
 - o Greet children in another language.

3.5 Diversity and Inclusion Procedure

- Rote count in another language.
- Display pictures, photographs, images, maps, artworks, letters, postcards, etc. from people in other times and places.
- Value and celebrate differences by promoting respect and valuing similarities and differences in people's feelings, needs, ideas and opinions.
- Explore a range of culturally diverse activities and relevant resources to explore aspects of culture and similarities and differences among people.
- Broaden current art and craft experiences to include aspects of other cultures and heritages.
- source opportunities to put diversity into practice, by:
 - modelling and reinforcing children's efforts to listen and accept points of view, ideas or opinions that may be different from their own.
 - Reach out to families; ask them about their special festivals and celebrations and invite them to share and talk about the importance of artefacts, tools, places, stories, languages, dances and accounts from their own culture/s.
- display a translated version of welcome signs, sign-in sheets and daily information to make families feel welcome.
- consider the following are part of their program and practice development:
 - What are your messages for inclusion that speak directly to culturally and linguistically diverse families?
 - Who is welcome here? And how is this represented?
 - What evidence is there of an Acknowledgement to Country and Australia's first peoples?
 - What cannot be seen? Think about your own bias.
 - What words of welcome are there?
 - What language is used?
 - How does your residence show connections to local communities beyond the gate?

3.5.4 Some cultural factors

Educators will

- engage with families to build an understanding of how the programs consider cultural factors, and the advantages for their children in participating.
- research the cultural cues for each group, these being the most important for the cultural group you are exploring e.g. some cultures do not shake hands with a particular hand due to their beliefs or make eye contact – knowing these cultural norms will assist the educator in building strong relationships.
- be conscious that functions such as painting vary greatly from one culture to another. Some art is made for special occasions, whether to assist in a healing process, to celebrate marriage, or simply to tell a story, and some are gender specific.
- give consideration to the similarities and differences that may be observed in cooking, music, books, magazines, and newspapers.

- not assume that all children know what to do with playdough or an easel. Model how things work when you introduce new activities.
- approach having children from different cultural backgrounds with a sense of curiosity and adventure.

3.5.5 Inclusive strategies

Timing: Providing extra learning time, e.g. 'chunk' learning tasks into small, manageable steps	Adjustments to allow children extra time to focus on learning opportunities throughout the day
Scheduling: Programming, e.g. provide hands-on activities	Adjustments to planning and opportunities to demonstrate how learning experiences are programmed.
Setting: Learning environments, e.g. minimise visual distraction	Adjustments to the location where children learn and demonstrate what they know and can do.
Presentation: Delivery of learning, e.g. modify instructional language	Adjustments to how learning experiences are presented to children.
Response: Different ways to demonstrate learning, e.g. use technology for child to demonstrate their learning	Adjustments to how children are able to respond to learning experiences demonstrating what they know and can do.
Documenting inclusive strategies	<p>When planning for children with disability and documenting strategies, consider:</p> <ul style="list-style-type: none"> - inclusive strategies in combination with each of the five learning and development areas - the program, include. indoors, outdoors, group experiences and routines and transitions - monitoring and documenting children's learning - how information will be shared throughout the year with parents and other professionals - regularly reviewing and refining adjustments as children's learning develops.

Review

	Date	Details
Revision 00	07/2015	Original Policy Issued
Revision 01	12/2016	Reviewed
Revision 02	08/2017	Reviewed
Revision 03	10/2020	Reviewed and separated from Policy

Related Documents

Policy

Diversity and Inclusion Policy

Procedures

3.4 Excursion

Forms

Child Enrolment Form

Unaccompanied Child/Parent Agreement

Excursion/Transportation Risk Management Plan

Regular Excursion/ Transportation Permission

Non Regular Excursions/Transportation Permission

References

Refer to Diversity and Inclusion Policy

Inclusion Support Program – Educator Resource to Support Inclusion retrieved 14/11/19:

<https://www.inclusionsupportqld.org.au/educator-resources-to-support-inclusion>

Queensland Kindergarten Guidelines – children with disabilities – Planning adjustments
retrieved 14/11/19:

https://www.qcaa.qld.edu.au/downloads/p_10/qklg_pd_child_disab_plan_adjustments.pdf