

E-4 Cultural Relevance, Anti Bias and Diversity

National Quality Standards (NQS)

1.1	The educational program enhances each child's learning and development.
1.1.1	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	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
2.2	Each child is protected
4.1	Staffing engagements enhance children's learning and development
4.2	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards guide practice, interactions and relationships.
5.1	Respectful and equitable relationships are maintained with each child.
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	The dignity and rights of every child are maintained.
5.2	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Children are supported to collaborate, learn from and help each other
6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	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 enhance children's inclusion, learning and wellbeing.
6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	The service builds relationships and engages with its community.
7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service

Education and Care Services National Regulations

Reg. 73	Educational program
Reg. 75	Information about educational program to be kept available

Reg. 76	Information about educational program to be given to parents
Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 157	Access for parents
Reg. 168	Education and care service must have policies and procedures

My Time, Our Place

1	Children have a strong sense of identity
1.1	Children feel safe, secure and supported
1.2	Children develop their autonomy, inter-dependence, resilience and sense of agency
1.3	Children develop knowledgeable and confident self identities
1.4	Children learn to interact in relation to others with care, empathy and respect
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
3.1	Children become strong in their social and emotional wellbeing

Policy Statement

We aim to recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program. All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Related Policies

- Child Management / Behaviour Guidance Policy
- Daily Routines Policy
- Gender Equity and Inclusion Policy
- Interactions with Children Policy
- Professional Development Policy
- Programming Policy
- Staff Professionalism and Code of Conduct Policy
- Supervision Policy

Procedure

Staff shall accept and value every parent and child regardless of race, cultural background religion, sex or ability or sexual preference of parents.

Staff will make themselves aware of the specific cultures represented in the families and general community of the Centre. No discrimination will be made against any family or child due to their culture, race, or sexual preference. Staff will not be judgmental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).

Staff will ensure parents have confidence in the Centre's quality of care for their child by seeking information regarding their cultural issues. Staff will encourage feedback and input from parents in relation to the program, policies or other issues in the Centre, which are affected by the families' culture or race. Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program (see Programming Policy)

All staff will undertake training and sharing of information regarding the various cultures and multicultural programming. Staff are encouraged to share knowledge of their own cultures with other staff, parents and children and to incorporate this into the program.

Staff will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.

Contact should be made with the Inclusion and Professional Support Program (IPSP) team in the local area for support, assistance and ideas.

All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community.

Where practical, parent information will be translated into other languages.

Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Staff shall research and gain ideas regarding appropriate activities to be incorporated in the program. Staff will be aware of and ensure that festivals and celebrations of many cultures are included in the program.

Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.

All activities in the Centre will be checked to ensure that negative and discriminating images of particular cultures or lifestyles are avoided.

Sources

- Anti-Discrimination Act 1977
- Education and Care Services National Regulations 2011
- Framework for School-Age Care in Australia – My Time, Our Place

- National Quality Standard – Australian Children’s Education and Care Quality Authority
- Network of Community Activities – Inclusion Sample Policy

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Version Control			
Version	Changes Made	Initiated By	Director Sign-off
v.2.202209	- Updated NQS, Related Policies and Sources	Staff	
v.2.201906	- Updated links to NQS, National Regulations, My Time Our Place	Staff	