

Non-English Speaking Background

Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities, we can help prepare them to contribute positively to our multicultural society.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
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 their 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.
6.1.3	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.
6.2.3	Community and engagement	The service builds relationships and engages with its community

RELATED POLICIES

Programming Policy Multicultural Policy Family Communication Policy	Interaction with Children, Family and Staff Policy Respect for Children Policy
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PURPOSE

Diversity enriches life and culture. We aim to provide and promote a Service where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity, striving to engage in respectful interactions with children, Educators and families. This will be reflected in our relationships with children and their families and in the resources we provide for the children.

SCOPE

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

IMPLEMENTATION

The term “culturally and linguistically diverse” (CALD) is commonly used to describe people who have a cultural heritage different from that of the dominant Anglo Australian culture, replacing the previously used term of people from a “non-English speaking background” (NESB).

Management/ Nominated Supervisor will ensure:

- Enrolment and Orientation information can be translated into the family’s home language.
- If any family of a child enrolled at the Service is not fluent with the English language, policies and other Service information will be provided to that family in a language that is readily understood by the family.
- An interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, children and families.
 - Translating and Interpreting Service 131 450
 - Website: www.tisnational.gov.au
- General information, resources and support is obtained from the Department of Education and Training as required.
- Families have the opportunity to influence and shape the Service, to review Service policies, and to contribute to Service decisions with language not being a barrier or hindrance in the process.
- Information, including brochures and factsheets are available to families about Community Services and resources to support parenting and family wellbeing in their chosen language.
- The expertise of families is recognised, encouraging them to participate in decision making about their child’s learning and wellbeing that are respectful to the family’s cultural background.
- Families have opportunities and are supported to be involved in the program and in Service activities that are presented in a way that does not limit them to English speaking families.

Educators will:

- Provide a program and environment that is inclusive of all children and families, promoting to children the importance of showing acceptance of different and diverse cultural practice including home language.

- Explore different cultures within the Service and encourage children to learn about other cultures as well as their own.
- Consider the cultural and linguistic backgrounds of all the children in the program and learn common words to assist the child and family.
- Be aware of interpretations of body language that may vary across cultures.
- Pronounce and spell children’s name correctly.
- Find out which festivals are important to the children and family to include in the program.
- Use books, posters, and resources incorporating various languages in their classroom.
- Ensure that toys and resources represent a variety of cultures and are available as part of the every-day program.
- Be aware of taking a tokenistic approach when celebrating cultural diversity.
- Embed cultural diversity within the program.
- Support the maintenance of a child’s first language according to parent’s wishes.
- Actively seek information from parents to ensure experiences are implemented in a respectful manner.

Source

Australian Children’s Education & Care Quality Authority. (2014).

Early Childhood Australia Code of Ethics. (2016).

Giugni, M. (n.d.). Exploring multiculturalism, anti bias and social justice in children’s services:
<https://multiverse.com.au/images/downloads/exploring-multiculturalism.pdf>

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Standard. (2017).

Revised National Quality Standard. (2018).

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REVIEW

POLICY REVIEWED	February 2019	NEXT REVIEW DATE	February 2020
MODIFICATIONS	<ul style="list-style-type: none"> • Introductory statement and purpose modified. • Grammar, punctuation and spelling edited. • Points added (Highlighted). • Sources/references corrected, updated, and alphabetised. 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
February 2018	<ul style="list-style-type: none"> • Added 'related policies' list 	February 2019	
October 2017	<ul style="list-style-type: none"> • Updated references to comply with the revised National Quality Standard 	February 2018	
February 2017	<ul style="list-style-type: none"> • Minor terminology changes made, ensuring diversity is embedded with the service program 	February 2018	