

# Multicultural

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 represented within the Service and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
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.
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**QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES**

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 SERVICES NATIONAL REGULATIONS**

155	Interactions with children
156	Relationships in groups

**RELATED POLICIES**

Additional Needs Policy Anti-Bias and Inclusion Policy Celebrations Policy Family Communication Policy Interaction with Children, Family and Staff Policy Non-English-Speaking Background Policy	Orientation of New Families Policy Parental Interaction and Involvement Policy Physical Environment Policy Programming Policy Respect for Children Policy
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## PURPOSE

To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and different 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.

## SCOPE

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

## IMPLEMENTATION

Management/Nominated Supervisor/Responsible Person will ensure:

- That all children and families are treated equally and fairly and with respect at all times.
- The Service seeks to create and maintain links with local cultural communities.
- A sense of inclusion for all families is embraced within the Service.
- There is specific programming and cultural awareness activities and experiences, identifying similarities and differences and learning about a variety of cultural celebrations.
- The service builds and maintains cultural resources to appropriately reflect cultures within the Service 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 allow positive outcomes for all stakeholders.
- Communication for families can be translated into their home language as required.
- Educators attend professional learning opportunities to develop a better understanding of cultural diversity.
- To acknowledge the unique cultural and social perspectives of each family
- That all children and families have equal access to the Service, and 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.
- Adherence 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, 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 service.
- 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.
- 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 Service families and in that of the broader community, without compromising their cultural identities.

## Source

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

Education and Care Services National Regulations. (2011).

Guide to the National Quality Standard. (2017).

Kearns, K. (2017). *The Business of Childcare* (4<sup>th</sup> Ed.).

Revised National Quality Standard. (2018).

Scarlet, R. R. (Ed.). (2016). *The anti-bias approach in early childhood* (3<sup>rd</sup> ed.). Australia: Multiverse.

## REVIEW

POLICY REVIEWED	March 2019	NEXT REVIEW DATE	March 2020
MODIFICATIONS	<ul style="list-style-type: none"> <li>• Additional information added to points.</li> <li>• Duplicated information deleted.</li> <li>• Irrelevant information deleted.</li> <li>• Sources checked for currency.</li> <li>• Sources/references corrected, updated, and alphabetised.</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
March 2018	<ul style="list-style-type: none"> <li>• Additional statements added to 'Implementation' section of the policy</li> </ul>	March 2019	
October 2017	<ul style="list-style-type: none"> <li>• Updated the National Quality Standards references to comply with revised standards</li> </ul>	March 2018	
March 2017	<ul style="list-style-type: none"> <li>• Minor changes made to ensure compliance with regulations and National Quality Standards.</li> </ul>	March 2018	