

INCLUSION and DIVERSITY POLICY

Legislative requirements:

- National Quality Standards 5.1, 5.2

Introduction

The centre provides an inclusive program and service based on children's rights and social justice principles. That is, the right to fair and equal treatment regardless of gender, class, ethnicity, sexuality, languages spoken, cultural background, or current circumstances.

We recognise differences as well as similarities in people and respect this, not just within the service but in promoting respect for all people within the wider community. The centre promotes positive attitudes towards diversity and values children and families:

- of Australia's Aboriginal and Torres Strait Islander heritage.
- from culturally and linguistically diverse backgrounds.
- who may be socially isolated or socially constructed as vulnerable.
- of all abilities, including children with additional needs.
- from diverse family structures, including gay / lesbian parents.
- from a range of socioeconomic backgrounds

Goals:

- To have a centre where children and staff have the opportunity to realise their full potential inclusive of gender, cultural background and ability.
- For children and families and educators to be treated with fairness and equity, to have the same opportunities for participation and decision making and to be accepted as valued members of the community

Strategies:

- Educators will endeavour to create a welcoming environment where individual children are valued and respected
- Educators will support children in constructing their knowledge of diversity by being positive role models
- Positive and respectful images of cultures will be promoted within the program

- Positive role models will be provided by inviting contributions from family, educators and community members with culturally and linguistically diverse backgrounds.
- Educators will work with children to promote equity, confirming that person's gender is not an obstacle for being or doing. Children will be presented with positive experiences of non-stereotypical gender roles
- Providing resources and equipment that reflect positive images of difference, disability and inclusion. Books, puzzles, music, craft materials, posters and play equipment will be chosen to avoid bias and reflect principles of diversity and equity.
- Educators will use an inclusive approach ensuring that all children, especially those with additional needs have the same opportunities to participate in all experiences and aspects of the program.
- Educators will be encouraged to attend in-service training on multicultural issues, inclusion and gender equity
- The centre will access Inclusion Support Agencies for advice, resources and assistance when necessary.

Goal:

- To have a centre which provides children with access to information and appreciation of Aboriginal and Torres Strait Islander cultures.
- **Strategies:**
- Educators will endeavour to develop their knowledge and understanding of Aboriginal and Torres Strait Islander culture and issue within the local and wider community
- Resource materials will be chosen which will encourage a positive appreciation of Aboriginal and Torres Strait Islander cultures.
- The program will reflect an attitude of respect for Aboriginal and Torres Strait Islander people.

Related Policies:

- Philosophy
- Programming

Sources:

- Dau, E (Ed) (2001). *The Anti-Bias Approach in Early Childhood (2nd Ed)*. NSW Longman.
- Diversity in Child Care Queensland www.sttar.org/ (Mar 2007).
- Early Childhood Australia (2006) Code of Ethics www.earlychildhood.org.au (Mar 07).
- Marrickville Council (2006) *Social Justice and Inclusive Practices Procedure*.
- UnitingCare Children's Services – Policies and Procedures *Social Justice, Inclusion and Diversity Policy*
- Early Years Learning Framework