



## Policy and Procedures Inclusion, Cultural Competence & Equity

### Purpose

Acacia is committed to the involvement and contribution of its diverse community. We accept all children and families, educators, staff and families.

Acacia believes that all children have a right of equal access to quality education and care services, regardless of economic status, cultural background or disability.

### Scope

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending Acacia

### C- Compassion:

We will understand and show respect to all participants that attend and belong to Acacia., We will promote children's sense of belonging and connectedness

### H- Honor:

We have a responsibility to honor the first people of the land and all families who attend and visit our centre. We welcome children and families to share aspects of their culture and spiritual lives.

### I - Integrity:

We model behaviours that are reflective of inclusive practices. We encourage high expectations in all our interactions with children and our peers that promote agency and capability. We are respectful in our interactions.

### L- Learning:

We understand that children, families and educators come with prior knowledge that we aim to strive to work together to extend the knowledge and development in a variety of ways. We view each child as an individual and a capable learner. We understand learning take place in diverse ways and we can advocate this learning journey in our daily practices.

### D- Diversity:

We will support families/children's social, cultural and linguistic diversity in our curriculum decision-making processes. Children's experiences are recognised and valued. The aim is ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference. We strive to celebrate each families/child uniqueness and differences.

### Financial Viability and Affordability

Acacia is a charitable, not-for-profit, community-based organisation. We ensures that all centres are financially viable and acknowledging qualifications, skills and dedication of educator/staff.



## Gender

Acacia is committed to developing the full potential of all children irrespective of gender. We are committed to equity and avoid practices direct or indirectly contribute to gender inequity, prejudice and discrimination.

Educator encourage all children equally to participate in activities, to support individual needs, abilities and interests. We value all learning areas within our environment, and ensure that all children have the opportunity to explore these areas.

Indoor/outdoor areas are arranged so that all children can move freely and make choices. We modifies our learning experiences to meet the needs of each individual child.

## Children with Additional Needs

All children are welcome at Acacia.

Acacia also believes that including children with additional needs will benefit the other children at the centre by promoting an understanding and tolerance of children with additional needs. Educators at the centre actively promote understanding and tolerance in peer contact, child to child relationships and wider community relationships.

Educators will work in partnerships with families and professional services to identify areas where focused support or intervention is required to improve each child's learning and development.

Acacia will utilise professional services and support organisations to assist both children and educators to deliver a quality and individual educational and care program for each specific need of the child and family.

Acacia children's program aims to provide an inclusive educational environment in which all children have the opportunity to interact and learn together, to achieve, and develop to their fullest potential.

Acacia believes that children with additional needs will benefit from:

- Experiencing, as far as possible, similar activities or modifying children's learning experiences to feel included
- Reciprocal relationships with families
- Interacting with other children and their families
- Having reasonable expectations placed upon them
- Having extra resources made available to assist them in achieve their goals.
- Carefully planning by the center to best meet the individual child's needs
- Communicating with relevant agencies that support children

## Cultural Diversity and Equity

In Acacia's daily programs, a commitment by educators to respect children's diversity and to provide them with the best support, opportunities and experiences will ensure an enriched learning environment.

- Educator responds to inappropriate behavior by encouraging and reinforcing positive attitudes and behaviors.
- Educators critically reflect about opportunities and dilemmas that can arise from diversity and take action to redress unfairness.

Educators ensure that the interests, abilities and culture of every child and their family are understood, valued and respected.



- Educator monitor children's play and learning to prevent the development of inequity in children's relationships. They actively encourage all children to show empathy and self-confidence.
  - Educators recognise bi- and multi-lingual as an asset and support these children to maintain their first language.
  - Educators support children to develop a sense of place, identity and a connection to their own cultures.
  - Educators encourage children as active participants for sustainability, influencing the quality of life now, and for future generations.
  - Educators have access to professional development materials such as professional PDS, regular meets with professionals as well as webinars to enhance their knowledge in inclusive practices.
  - The centre's' management identifies areas where training is necessary and educators critically reflect on the daily practices.
  - Set up the learning environment where it is modified to children's developmental needs and abilities.

Acacia acknowledges and supports the wide range of family structures that exist in our society today, such as nuclear families, sole-parent families, extended families, same-sex parented families, and blended families, adoptive and foster families.

Educator will assist in the development of each child's self-worth through:

- Recognition of and valuing a child's individual family situation
- Being culturally sensitive to indigenous and non-indigenous families.
- discussion about different family structures
- provision of resources that show a range of family structures

#### **Examples of Practical Experience**

- The center's food program seeks to represent a number of cultural backgrounds.
- The diverse cultural experience of parents and staff is continually tapped into, so these can infuse the center's programs, be it in the form of art, books, dance, music, or cooking activities.
- We encourage families aware of festival or celebrations that are celebrated by the families that use our service.
- Ongoing communication dialog with families and children
- Each child has the opportunity to engage in all learning areas equally
- Para professionals who has valuable knowledge and expertise to share with us and each other
- Respect and value input from families and encourage them to be part in decision process for their child.

#### **Resources**

Centre works with other agencies (department of education) to provide inclusive support and resources.



Acacia recognises the cultural linguistic and social diversity in Australian society and the need to foster positive interactions and reflections of diversity throughout all areas of Acacia's services.

Acacia's committee, educators and staff are aware that Australia's indigenous people are the oldest settlers in the vast Australian continent, and also acknowledge that the Aboriginal distinctive cultures are a rich and important part of the nation's living heritage that needs to be maintained and passed on to the future generations.

All the children with additional needs, or from a different cultural background, is valued for her/his own uniqueness; differences are respected, ideas and behaviours which are biased are challenged.

### **Strategies**

In order to achieve our goal, below are strategies that staff need to consider when carry out their daily tasks

#### **Families**

- All families contribute their knowledge of their own culture to enhance the centre overall program.
- Have the right to be informed about and involved in making decisions concerning their child's program and its implementation.
- are actively encouraged and supported to participate in their child's program and the centre's management committee.
- are fully informed and understand before signing any documents related to the child and family.
- Every partnership will be unique, just as families are unique with different values and priorities. We work in partnership will all families within the communities to build a link between home and centre.
- Show respect in educator and family relationships, adopting an open, nonjudgmental and honest approach that is responsive to a family's situation.
- Are encouraged to participate in developing the centre policy, education philosophy, program expectations, and child rearing practices to assist staff foster the well-rounded development of each child.
- Educators/Staff regularly share child's learning and development with families and reassuring them of the confidentiality of these documentation.
- Host regular meetings (student Support Meeting) with families and para professionals to gain understanding of expectations and set goals.
- Develop individual communication strategies that suits educators and professionals in communicating the progress of children's development.
- Actively facilitate the family's access to available services, community groups, and resources appropriate to their needs.
- Demonstrate respect for and understanding of the views of other professionals and families when communicating and interacting across cultures.

#### **Child/ren**

- Recognise that every child learns from birth, but some children requires different opportunities, space and specific sport in order to learn effectively and thrive.
- to acknowledge united nations convention of the rights of a the child



- each child deserve an environment and experience that promote growth in all areas of his or her development
- respect and acknowledge every child's knowledge and ideas in the daily routine and program
- Ensure that children express their views and contribute to decisions that affect them including children who are not able to communicate with words.
- value children's strength and differences and communicate high expectation to them

Acacia children's educational program and resources:

- Acknowledge that children bring specific knowledge, skills, values, attitudes and language from past experiences within their diverse cultural background.
- Supports the child's self-esteem and pride in their family, community, and linguistic heritage.
- Provides developmentally appropriate experiences across different curriculum areas to reflect the diversity of cultures in the local community and the wider Australian society.
- Be culturally sensitive towards Aboriginal and Torres Strait Islander perspectives and promotes an understanding of their unique position in Australian society as the first Australians.
- Enables all children to develop a sense of empowerment, autonomy, agency, identity, belonging, and well-being.
- Incorporates children's interests and learning styles, which foster the link between the home and centre environment.
- Guide children in developing skills that are necessary for children in developing in all core areas through an educational approach to learning that uses Science, Technology Engineering, the Arts, and Mathematics as an excess point for guiding children inquiry dialog and critical thinking.
- Provides opportunities for all adults and children to develop a sense of equity and appreciate differences and similarities among people.
- Provides appropriate opportunities for families to be involved in the curriculum process including the:
  - sharing of their culture with others
  - sharing of their expectations of the service
  - provision of feedback and evaluation
  - dialog with families about their child's development and child rearing practices
- Utilises and appreciate the linguistic and cultural skills of staff and families.

## Educators

### Educators/Staff

- Inform collaboration between professionals and families, and support strategic referrals to appropriate services.
- Make a positive transition to school, kindergarten teachers will provide additional information and requirement to support child with orientation process using TLDS(Transition Learning and Development Statement), Early Abilities Based Learning Education Support(Early ABLES),
- Promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait inlander ways of knowing and being.
- Possess sensitivity and awareness of different cultural values and practices related to child rearing and an understanding of the attitudes to, and expectations of all families.
- Critically reflect on the program to support cross cultural and anti-bias perspective in all daily activities and programs.



- Ensure all children have equitable access to resources and opportunities to demonstrate their learning.
- Recognise multilingualism as an asset and support children to maintain their first language, learn English as an additional language and learn languages other than English.
- Educators are actively involved in:
  - The development and acquisition of appropriate resources;
  - Outreach and network with support agencies and professional/keyworkers involved in cross cultural and developmental issues.
  - Ongoing training in cultural awareness, and the needs of families and children with additional needs.
  - Identify and implement type of level of support or intervention that is required to demonstrate and improve children's learning and development.
- Educators are aware of:
  - Value the culturally specific knowledge about children and their identity, wellbeing, learning and development that is embedded in our communities.
  - The traumatic experience encountered by some families before moving to Australia.

#### Acacia's centres

- ensure that appropriate support, advice and resources are provided to staff in order to meet the needs of all families.
- provide opportunities for ongoing professional development that focuses on current theory and practice in cross-cultural anti-bias programs.
- Employ staff from diverse background

#### References

Clark P

*Supporting children learning English as a second language in the early years (birth to six years)*, Victorian Curriculum and Assessment Authority, 2009

Australian Children's Education & Care Quality Authority,

- *Belonging, Being & Becoming - The Early Years Learning Framework for Australia* Commonwealth of Australia 2009
- *Child Care Service Handbook 2012-2013*

Department of education and training

- *Victorian Early Years Learning and Development Framework, 2016*

#### BREACH OF THIS POLICY

Any educator or staff found to have violated this policy may be subject to disciplinary action

Version 3	Endorsed By: CoM	Approved Date: 2007	Reviewed: July 2018
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It is the responsibility for all staff to read understand this policy within 14 days of publication. All staff are to date and sign below once you have read and understood the content of this policy.

Date:	Print Name	Signature