

## **WODEN EARLY CHILDHOOD CENTRE**

### **INCLUSION, DIVERSITY and ANTI-BIAS POLICY**

#### **POLICY STATEMENT:**

Woden Early Childhood Centre supports the principles of social justice. All children and families of all abilities, from religious, cultural or linguistically diverse backgrounds are treated equitably and are valued and included in all aspects of the Centre and the community.

#### **RATIONALE:**

All children and families have a right to be treated with fairness and equity, have the same opportunities for participation and are accepted as valued members of the community.

**SCOPE:** This policy applies to all staff within the Centre.

#### **RELEVANT LEGISLATION:**

*ACT Centre Based Children's Services Conditions for Approvals in Principle and Licences 2000 5; 5.1, 5.2*

#### **QUALITY ASSURANCE SYSTEM:**

*Quality Improvement & Accreditation System – Quality Practices Guide, 2005 (QA 1; P3.3; P4.3)*

#### **LOCATION OF INFORMATION**

This information is also in the Staff Handbook CD policies.

#### **Source Documents -**

Dau, E (Ed) (2001). *The Anti-Bias Approach in Early Childhood (2nd Ed)*. NSW Longman  
Dept of Family, Community Services and Indigenous Affairs – *Child Care Service Handbook 2005-2006*

Diversity in Child Care Queensland [www.sttar.org/](http://www.sttar.org/) (July 2006)

#### **Key Resources:**

Early Intervention Australia (NSW Branch) [www.ecia-nsw.org.au](http://www.ecia-nsw.org.au) (July 2006)  
Dept of Community Services (2002) *NSW Curriculum Framework for Children's services: the Practice of Relationships*. Sydney. NSW DoCS Office of Childcare

#### **POLICY REVIEW**

This policy is reviewed on a biannual basis both by the centres staff and then by families. Once the Policy has been reviewed and changes are made it goes to the management committee for ratification. Please refer to the Policy development and review policy.

Woden Early Childhood Centre  
Adapted from Community Child Care Co-operative Model Policy

**Date endorsed by Committee: 24.3.09**

**Date to be reviewed: 24.3.10**

## **Introduction**

Woden Early Childhood Centre provides an inclusive program and values diversity. We recognise similarities as well as differences and respect this, not just within our Centre but in promoting respect for all people within the wider community.

The Centre promotes positive attitudes towards diversity including –

- Australia's Aboriginal and Torres Strait Islander heritage
- children and families from culturally and linguistically diverse backgrounds
- children and families who may be socially isolated or vulnerable
- children of all abilities, including children with additional need.

We are committed to processes that provide all children with the same opportunities and experiences to develop meaningful social relationships and life long skills.

The Centre will always endeavour to provide easy access to buildings and facilities and to provide appropriate education and care for all children requesting enrollment. However enrollment may not always be possible due to the Centre's licence capacity and vacancies, Australian Government priority of access guidelines, or because of other factors such as the availability of additional or support staff when a child has high support needs that can't be met within existing staffing.

## **Practices**

### **1) General**

#### *1.1 Children*

When working with children, staff will –

- i) respect the rights and dignity of each child
- ii) view all children as competent with many strengths and abilities and as initiators and active contributors to their own learning
- iii) build children's positive sense of self through identifying and responding to each child's strengths
- iv) respect and acknowledge all children within the Centre – this makes them visible to other children and adults
- v) develop respectful and trusting relationships with children, so they can begin to feel empowered and more open and respectful of others
- vi) provide a safe physical and emotional environment within the Centre
- vii) provide access to specialised equipment and resources and access to appropriate support services, as required

## **1.2 Families**

When working with families, staff will

- i) show sensitivity to and respect for the range of family structures, social values and child rearing practices evident within Centre families
- ii) acknowledge that they best know their child and use this information in the care of their child
- iii) empower families as decision-makers about their children's learning and wellbeing
- iv) work through a family-centered practice approach in partnership with families
- v) provide a program/s that responds to the individual strengths and needs of all children and respects the priorities and concerns of the child's family.

## **1.3 Others**

- i) Management support staff to extend their knowledge of inclusive and anti-bias practices through training opportunities, publications and discussions at staff and other meetings
- ii) Staff establish and maintain links with organisations that promote inclusion and/or provide specialised support or resources
- iii) All staff take responsibility for the care and learning of all children
- iv) Staff work together as a whole team, including any additional support staff, in meeting the interests and needs of all children
- v) Staff develop an Individualised Family Service Plan in collaboration with families and other professionals/agencies, for children with specific additional needs.

## **2) Inclusion**

Staff provide a program where children of all abilities participate jointly by –

- i) displaying positive behaviours and by making the Centre's environment welcoming to all children and families that develops a sense of belonging
- ii) building on existing program strengths and accessing specialised advice and appropriate training and additional resources where required.
- iii) planning for successful transition between areas of the Centre to support the child's wellbeing and continuity in learning and development
- iv) ensuring inclusive behaviours and practices occur in social contexts throughout each moment of the day
- v) supporting children to work together to communicate, to generate ideas and solve problems
- vi) discussing difference as a positive aspect of who we are, rather than one type of difference is superior to another

### **3) Diversity**

Staff demonstrate respect for and valuing of diversity by –

- i) supporting children in constructing their knowledge of diversity by being positive role models
- ii) providing, wherever possible, information in other relevant community languages, both those relevant to the Centre and/or within the wider community
- iii) seeking and utilising Interpreters, as needed
- iv) being sensitive to but encouraging families to share their values, beliefs and attitudes in contributing to policies and Centre practices
- v) supporting the use of a child's home language within the Centre
- vi) ensuring resources and equipment respectfully reflect Australia's indigenous heritage and multi-cultural society, as part of daily practice
- vii) discussing with families how special occasions can be celebrated in meaningful and respectful ways

### **4) Anti-Bias**

Staff promote child's sense of self, valuing of differences and act to prevent or address bias and prejudice by –

- i) encouraging the different perspectives of children and families and demonstrating that these perspectives are encouraged and valued
- ii) talking regularly about their own values, attitudes and beliefs and how these may be similar or different to each others and the families using the Centre
- iii) genuinely incorporating these perspectives in the Centre's philosophy, broad goals and policies
- iv) modeling attentive listening and show empathy towards others
- v) ensuring resources reflect positive perspectives relating to gender and diversity of culture and language and that any stereotypes are challenged
- vi) actively intervening to assist children in challenging bias, prejudice or stereotypes
- vii) responding to child's play to help them recognise unfair behaviours
- viii) role-modeling behaviour and language that describes emotions and feelings, equity and fairness