



Inclusion and Diversity Policy

Quality Area 1: Educational program & practice

Quality Area 5: Relationships with children

Policy Statement

All children have the right to be treated equitably. At Tathra Preschool we support the learning and well-being of children and their families, embracing individual and cultural diversity in a nurturing environment.

The ECA's 'Statement on the inclusion of every child in early childhood education and care' states:

"Inclusion supports children's rights. Every child should be valued as an individual and as a contributing member of their family, community and society. Consistent with the United Nations (UN) Convention on the Rights of the Child, inclusive practice in early childhood education and care ensures that every child has access to education 'irrespective of ... race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status'".

Policy Goals

At Tathra Preschool we embrace a collaborative approach in which we:

- Support the learning and wellbeing of all children and families, embracing individual and cultural diversity.
- Recognise that all children have the right to have their culture acknowledged and respected.
- Actively support the inclusion of all children including those with additional needs.
- Provide an environment which is free from bias and prejudice in which children learn the principles of fairness and respect.

- Build networks and collaborate with the community to promote an understanding and appreciation of diversity.
- Actively encourage families to share their individual skills, life experiences and culture.
- Access and provide referral to inclusion support services to support children's well-being and full inclusion into our preschool program.
- Provide an educational program which aims to reflect principles of inclusion, equity and diversity in action.
- Provide a culturally safe place to protect children's connections to culture and community as a means of fostering a strong sense of personal identity and belonging in line with obligations under both the Declaration and the United Nations Convention on the Rights of the Child.

Strategies: How will it be done?

The Nominated Supervisor will:

- Wherever possible recruit educators/staff from diverse cultural and linguistic backgrounds to reflect individual cultural diversity of the community.
- Ensure all educators/staff are fully oriented to the Tathra Preschool's Code of Conduct and Early Childhood Australia's Code of Ethics.
- Actively seek information from children, families and the community, about their cultural traditions, customs and beliefs, and use this information to enrich the curriculum at Tathra Preschool.
- Work in partnership with families to provide an educational program that meets the child's needs and is consistent with the family's culture, beliefs and childcare practices. Specific requests will be honored where practical to demonstrate respect and ensure continuity of care.

- Obtain and use resources that educate and reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and our multicultural heritage.
- Be sensitive and attentive to all children, respect their backgrounds, unique qualities and abilities, ensure that the preschool environment reflects the lives of the children and families and the individual and cultural diversity of the broader community, and ensure children's individual needs are accommodated at the preschool.
- Advocate for appropriate support services for children with additional needs.
- Provide and access support for children with additional needs in collaboration with the child's family.
- Adapt the environment, routines and/or educator/staffing arrangements in order to facilitate inclusion.
- Regularly reflect and review policy and practice and plan for continuous improvement.

Teachers and Educators will:

- Plan and implement teaching strategies and learning experiences that support a sense of belonging, connectedness with the world, dispel prejudices and stereotyping and promote harmonious relationships.
- Promote respectful, empathetic, and supportive interactions amongst all the children and non-judgmental relationships amongst families.
- Discuss and resolve incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviours.
- Consult with parents/guardians in the development of holistic programs that are responsive to children's lives, interests and learning styles and reflect children's family, culture and community.
- Create opportunities for children to learn about and celebrate the diversity that exists in the preschool and in the broader community.
- Encourage all families, children and other educators/staff to share their experiences, skills, cultures and beliefs.
- Actively seek knowledge about our local community, embrace opportunities to invite community members to Tathra Preschool to share their life stories, creativity, experiences, skills and culture.

- Access and use a range of non-tokenistic multi-cultural and multilingual and multi-ability resources that reflect honour and celebrate the diversity of children and families in Tathra Preschool and the broader community.
- Attend ongoing professional development which embraces reflective practice and increases cultural competence and challenges bias and prejudice.
- Engage in the design and continual improvement of learning environments which are relevant, accessible, and inclusive.
- Talk to parents/guardians about any additional needs and/or concerns and support links to other support services within the community such as Inclusion Support Agencies, Community Health Services.
- Work with families, inclusion support agencies and other specialists to develop individual support plans for children with additional needs.

Monitor, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the preschool will review this Policy every 3 years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the preschool will ensure that families of children enrolled at the preschool are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the preschool; a family's ability to utilise the preschool; the fees charged or the way in which fees are collected.

**Relevant
Legislation**

Children (Education and Care Services National Law Application) Act 2010.
Section 3 (3) (a), (c) & (d)

Education and Care Services National Regulations: 73, 74, 75, 76, 155, 168(2)(j)
Quality Area 7: Leadership and Service Management. Links to Standard: 7.3

Federal and NSW Equal Opportunity Legislation. United Nations Convention on
the Rights of the Child

National Quality Standard for Early Childhood Education and Care and School
Age Care -

Element 1.1.2; Element 1.2.1; Element 1.2.2; Element 4.2.1; Element 5.1.2;
Element 6.1.2; Element 6.2.1; Element 6.3.1; Element 6.3.3

**Guidelines,
Standards and
Frameworks**

Early Years Learning Framework for Australia - Principles: High Expectations and
Equity; Respect for Diversity - Practice: Holistic approaches; Responsiveness to
children; Cultural competence; Learning environments - Outcomes: 1, 2, 3

ECA's Code of Ethics [http://www.earlychildhoodaustralia.org.au/wp-
content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf)

**Sources and
References**

ECA's Statement on Inclusion of every child in early childhood education and
care. [http://www.earlychildhoodaustralia.org.au/wp-
content/uploads/2014/01/Statement-of-Inclusion-2016.pdf](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/01/Statement-of-Inclusion-2016.pdf)

Cultural safety for Aboriginal and Torres Strait Islander children and young
people: A background paper to inform work on child safe organisations.
[https://humanrights.gov.au/our-work/childrens-rights/child-safe-organisations-
and-cultural-safety](https://humanrights.gov.au/our-work/childrens-rights/child-safe-organisations-and-cultural-safety)

Updated

April 2024

Review Date

2027 or when procedure,
practice or legislation changes.