



Social Justice and Inclusion

Relevant Legislation

Children (Education and Care Services National Law Application) ACT 2010
Education and Care Services National Regulation 2011
National Quality Standard for Early Childhood Education and Care: Element: 2.2.2, 7.1.2

DIVERSITY AND EQUITY

Aim / Rationale

Staff should display positive behaviours and act as role models. Information and resources should be provided in community languages where possible and should respectfully reflect the diverse and multicultural society as part of daily practice.

Goals

Staff should discuss their own values, attitudes and beliefs and how these may be similar or different to others in the Pre-School. Staff should encourage the different perspectives of children and families and endeavour to foster in children a positive understanding of differing values, cultures and lifestyles.

Staff should actively intervene to counteract bias and prejudice and respond to children's play to assist them to recognise unfair behaviour and negative comments.

Staff should explore with the children issues of racial and cultural diversity, gender diversity, developmental diversity and disability, stereotypes and other forms of prejudice as opportunities occur, allowing children to discuss ideas and learn from their experiences.

Staff should encourage children to respect others by modelling attentive listening to peers and showing empathy towards others.

ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN

Aim / Rationale

As educators, we contribute to improved learning outcomes for Indigenous children directly when our educational programs reflect children's cultural ways of being and knowing and when we make particular efforts to build strong relationships with their families, so that children grow strong in culture and engage with learning.

Goals

While cultural competence encompasses a wide spectrum of difference beyond race and ethnicity, we have a special responsibility to contribute to Australia's reconciliation and equity agenda in relation to Aboriginal and Torres Strait Islander children and families.

It is important to move beyond tokenism. A few books and posters cannot have the same lasting effect as coming to know and appreciate Aboriginal history and culture through local knowledge over time.

All children have the right to know Aboriginal and Torres Strait Islander history. Aboriginal and Torres Strait Islander people have the right for the true history of Australia to be told.

The inclusion of Indigenous perspectives in the early childhood program is in response to the Pre-Schools commitment to equity, inclusion, social justice and reconciliation and reflects the deep commitment to diversity that is also acknowledged as one of the guiding principles of the EYLF. All children are familiar and comfortable with these rituals.

Strategies: What will we do?

- ✧ Dreaming stories in picture books to share Indigenous values, responsibilities and spiritual beliefs with children from a range of cultural backgrounds (Connor, 2007) Children from very different cultural communities can relate to the stories, unpack the meanings and make connections to their own family and cultural beliefs.
- ✧ Invite a local Aboriginal Elder to spend a day talking about the surrounding area – it's history, foods, stories and language – how Aboriginal people cared for the land.
- ✧ Build an understanding about culture – educators need to talk about 'culture' with colleagues and to ask questions such as:
 - ✧ How might our views of culture affect our relationships with children and families?
 - ✧ Do our interactions with families show that we respect and value them as they are?
 - ✧ Does our environment reflect a genuine knowledge about the cultures of the children in our care?
 - ✧ Are our representations of cultures in books, images and artefacts contemporary and inclusive, or

do they fall into stereotypes?

- ✧ How can we share stories and understandings about Australia's First People and about others who have journeyed to this place?
- ✧ The Pre-School has developed a Reconciliation Action Plan which has been submitted to and approved by the Narrangunnawali Reconciliation in Schools and Early Learning Group. The outcomes in the Reconciliation Action Plan are to be implemented at the Pre-School as is to be reviewed every 12 months in November and updated.

ADDITIONAL NEEDS

Aim / Rationale

Inclusion involves thinking about each individual child and matching and extending the abilities, strengths and interests of all of the children in the group. Children of all abilities are encouraged and assisted to participate fully in the Pre-School program and routine daily experiences.

Management and Pre-School staff will endeavour to ensure the environment and all materials are jointly accessible to all children.

Goals

Staff should model positive behaviours and create an environment that develops a sense of belonging for all children and families.

Staff should discuss difference with children as a positive aspect of who each individual is, rather than focusing on a particular difference. Children should be supported to work together to talk about issues, generate ideas and solve problems. Inclusive behaviours and practices should occur in a social context throughout the day.

All staff should be familiar with community resources and appropriate professionals to seek advice and to refer parents if early intervention is recognised as valuable to a child's wellbeing. When a child is acknowledged as having a disability or requiring additional support, staff will work with other professionals to support the child's continuity in learning and development while attending the Pre-School.

Policy Reviewed

Modifications

Next Review Date

October 2013

Reviewed

October 2015

November 2016

Reviewed

2020 or when procedure, practice or legislation changes