

ARMIDALE & DISTRICT FAMILY DAY CARE

Inclusion Policy

<p>Related documentation</p> <p>Policy/policies:</p> <p>Regulation/s/ Standards:</p> <p>Related procedures:</p> <p>References:</p>	<p>Code of Conduct Interactions with children (Promoting children’s resilience and wellbeing) Educational Program and Practice Recruitment of Educators Social media</p> <p>Regulation 73 (2) (a), (b) and (c), 155 (c) and (e) NQS Quality Areas 1, 3, 5 & 6</p> <p>Placement</p> <ul style="list-style-type: none"> • <i>Belonging, Being and Becoming: The Early Years Learning Frameworks for Australia.</i> • Community Child Care Cooperative NSW Statement of Apology and Commitment to Aboriginal and Torres Strait Islander People. • NQS PLP Newsletters # 7 "Understanding Cultural Competence" and # 38 "Curriculum decision making for inclusive practices" • SNAICC www.snaicc.org.au • Gowrie NSW Inclusion Agency www.inclusionagency NSWact.org.au • K.U Children’s Services Inclusion Support www.ku.com.au/inclusion-support
Date effective	March 2019
Date for review	March 2021
Purpose	<ul style="list-style-type: none"> • To provide Educators and Coordinators with a set of guidelines to assist them to a) implement inclusive practices that show respect for the diversity of all service partners and b) to reduce bias and reflect the diverse, multicultural and multilingual nature of Australian society. • To create an environment that supports and respects the diverse strengths, abilities, interests and cultural practices of children and families.

	<ul style="list-style-type: none"> • To offer children and families an inclusive programme; based upon the principle of social justice. • To ensure the unique identities of all children, their families and Educators are recognised and respected.
Responsibility/applies	All service partners

Key information:

We have a responsibility to provide opportunities and experiences that will help children develop the attitudes, knowledge and skills needed to live in an increasingly complex and diverse world.

Armidale & District Family Day Care supports inclusive practices which recognise, celebrate and value each individual's culture, religion, gender, ability and family structure.

Discrimination and behaviour that labels, stereotypes or demeans others is against the law and will not be tolerated by Armidale & District Family Day Care (AFDC).

Through Inclusive Practices we aim to help children to:

- Feel proud of their family, their culture and their individual attributes
- Develop to their fullest potential
- Embrace and value diversity
- Have a positive sense of identity and belonging within the community
- Break down negative stereotypes
- Contribute to a more just, cohesive society.

Aboriginal and Torres Strait Islander Australians

Armidale & District Family Day Care recognises the importance of Aboriginal and Torres Strait Island culture in the cultural heritage of all Australians. Locally, we acknowledge the Anaiwan and Gumbayngirr people and elders, past and present, the traditional owners of this land.

We acknowledge the need to actively challenge insensitive and biased attitudes, practices and behaviour.

We aim to:

- Contribute to reconciliation and improved learning outcomes for indigenous children through consultation with families and the community.
- Introduce all educators and children to the history of Australia's First Peoples through recognition of significant events and dates and the use of contemporary and inclusive resources presented in non- tokenistic ways.
- Work toward Reconciliation Action Plan (RAP) goals developed with the support and guidance of Narragunnwali (www.reconciliation.org.au/narragunnawali - Reconciliation in schools and early learning).

- Promote and support Aboriginal perspectives within our service and in Educators' curriculums.

Armidale & District Family Day Care will:

- support the professional development needs of its team in inclusive practices and behaviours.
- utilise all appropriate available support agencies and resources that promote diversity and equitable behaviours and practices.
- respect and treat people equally, regardless of gender, age, socio-economic status, race, language, beliefs, ability and family structure or lifestyle;
- recognise and value the differences and similarities that exist in children, families, educators, management and the wider community.
- promote a culture of understanding and respect towards cultural diversity for all children.

Interactions with Families

Armidale & District Family Day Care Educators, Coordinators and Staff will:

- Recognise the importance of the family by respecting family beliefs, practices and values in relation to care provided for the child.
- Acknowledge that communication with families and an understanding of family beliefs and culture is essential in providing care for the child.
- Seek to learn about each family and each child's specific needs.
- Communicate with each family about their child's care on a regular basis and encourage family feedback.
- Encourage families to share the culture of their home and community, helping Educators and Coordinators with ideas on how this can be reflected in the Educator's program and at play session.
- Consider family beliefs, family practices, family structure and values in relation to the child's care.
- Provide documents that are translated into community languages to facilitate communication.

Interactions with Children

Educators and Coordinators will:

- Become familiar with each child's communication system or language and share key words with other children in care.
- Interact with children in a way that acknowledges their individuality and personality.
- Use language that doesn't reflect bias when discussing gender e.g. ask for two strong **children** to help with a task, instead of two strong boys
- Avoid using negative language or displaying negative attitudes in relation to any minority group, member of the community or child in care.
- Respond to children's inappropriate or stereotypical comments by explaining why their comments are inappropriate.
- Ensure children's culture is embedded into the program.
- Encourage participation by children and families with additional needs.

- Provide programmes that value personal worth and support children in developing cultural identity and taking pride in their heritage.

The Educational Program

- Books, posters and dramatic play materials should reflect people of different cultures, religions and abilities as well as different family structures and people of both genders participating in traditional and non-traditional roles.
- Play materials should be modified to include children of varying abilities e.g. the use of a felt board to relate stories or the use of textured surfaces within the play environment to signify areas for the sight impaired child.
- Paint, crayons, textures and paper of varying skin tones should be provided so that children are able to represent themselves in their creative work.
- Materials and experiences should be provided in a way that encourages the participation of both genders.
- Culture and diversity should be incorporated holistically into the program, weaving and integrating difference to embed ideas of tolerance.
- Educators will encourage children to broaden their understanding of different groups of people in their local community and the global community.

Resources

- Coordinators will consult with community groups and agencies to assist Educators to develop relevant programs and access resources.
- Coordinators will seek translations of Service documents for Educators and families to facilitate communication.
- Coordinators will work with Educators to develop ideas to support this Inclusion policy.
- AFDC will encourage Educators to discuss issues which are relevant to ongoing inclusive practice and diversity.
- Each family's knowledge of their child or children will be valued and their input will be sought to support inclusive planning and practice.