Hills Grammar

Inclusion and Diversity

Statement

The ECEC will ensure that educators and children are treated equitably and with respect, regardless of their background, culture, language, beliefs, gender, age, level of ability, family structure or lifestyle. All children and educators have the right to feel safe, secure and respected and as such, the ECEC will promote inclusive practices and ensure the successful participation of everyone.

Rationale

The ECEC aims to provide an environment, which is free from bias and prejudice in which children learn fairness and respect for the uniqueness of each person. The ECEC will ensure that all families, children and staff feel a sense of belonging to the ECEC and wider School community and implement strategies to support inclusion and diversity.

Strategies

The Nominated Supervisor will:

- Oversee the enrolment process is fair and equitable by following and implementing the Priority of Access.
- Oversee the orientation process meets the individual needs of families and children.
- Encourage collaborative, family centered practice within the ECEC.
- Work with individual families to determine the needs of their child and facilitate the inclusion of both the child and the family into the ECEC.
- Oversee that the ECEC environment supports, reflects and promotes equitable and inclusive behaviours and practices.
- Oversee that educators are positive role models and provide support to educators as required.
- Access support and information from KU Inclusion Support on a needs basis.
- Support children, families and educators to feel a sense of belonging where diverse identities, backgrounds, family structures, experiences, skills and interests are respected, valued and that they are given opportunities to be expressed.
- Ensure children and educators are not discriminated against on the basis of background, ethnicity, culture, language, beliefs, gender, age, level of ability, family structure or lifestyle.
- Update and support the knowledge, skills, practices and attitudes of educators to encourage and ensure inclusion and diversity.
- Where required, use language services with assist families with communication.
- Access resources, support and professional development to facilitate inclusion of children with differing needs.
- Identify children who may be disadvantaged, have additional needs or be at risk of discrimination and be aware of the support or resources required to ensure that these children are included in the ECEC programs.
- Respond to the needs and concerns of the parents / guardians and provide support and guidance where appropriate.

Educators will:

- Meet any specialised medical and nutritional needs of children on a day to day basis.
- Acknowledge and respect the rights of all children to participate in a quality education and care program.
- Ensure that the curriculum is reflective of and responsive to the values and cultural beliefs of families and those within the ECEC, School and wider community.
- Ensure the curriculum is reflective of Hills Grammar's Ethos, the ECEC Philosophy the ECA Code of Ethics and embraces fairness, equity, diversity and inclusion.
- Critically reflect on practice to ensure that the curriculum and interactions embrace an approach in which children and families feel valued and respected and that their contributions are welcomed.
- Ensure all children have opportunity to access the programs within the ECEC and recognise that families are unique and that children learn in different ways.
- Enable all children to develop respect for physical, racial, religious, and cultural differences.
- Enable all children to develop autonomy, independence, competency, confidence and pride.
- Provide all children with accurate, developmentally appropriate information about their own, and other people's ability and culture.
- Encourage children to develop friendships with each other based on mutual trust and respect.
- Provide a physical environment and curriculum, which reflects its commitment to a cross-cultural and non-discriminatory perspective.
- Ensure that the curriculum reflects children's life experiences and interests.
- Discuss any concerns regarding individual children with the Nominated Supervisor.

Families will:

- Communicate to the ECEC to ensure awareness of their child's specific needs.
- Raise any issues or concerns regarding their child's participation in the ECEC.
- Be involved and fully informed about any individualised intervention or support proposed or provided for their child.
- Respond to requests from the Nominated Supervisor for written permission to arrange for an assessment or collect reports on their child.

Statutory Legislation and Considerations

Education and Care Services National Law Act 2010

Education and Care Services National Regulations

Guide to the National Quality Standard ACECQA

Sources

Community Early Learning Australia www.cela.org.au

Australian Children's Education and Care Quality Authority (ACECQA) www.acecqa.gov.au

Australian Childcare Alliance www.childcarealliance.org.au

KU Children's Services Inclusion Support www.ku.com.au/inclusion-support

ECA Code of Ethics - Early Childhood Australia

Review

This policy is reviewed by management, employees and families as required or when legislative requirements change.

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