

E-4 Cultural Relevance / Anti-Bias

NQS

QA. 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
QA. 1.1.5	Every child is supported to participate in the program.
QA. 2.3	Each child is protected.
QA. 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
QA. 5.1	Respectful and equitable relationships are developed and maintained with each child.
QA. 5.1.1	Interactions with each child are warm and responsive and build trusting relationships.
QA. 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
QA. 5.1.3	Each child is supported to feel secure, confident and included.
QA. 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
QA. 5.2.3	The dignity and the rights of every child are maintained at all times.
QA. 6.1	Respectful and supportive relationships with families are developed and maintained.
QA. 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected.
QA. 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
QA. 6.3.4	The service builds relationships and engages with the local community.
QA. 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures

Policy Statement

We will recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program. All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Related Policies

- SYLVANIA HEIGHTS BASC Policy A-3: Philosophy
- SYLVANIA HEIGHTS BASC Policy C-4: Educator Professionalism
- SYLVANIA HEIGHTS BASC Policy C-5: Professional Development
- SYLVANIA HEIGHTS BASC Policy C-13: Interactions with Children
- SYLVANIA HEIGHTS BASC Policy D-23: Child Management / Behaviour Guidance
- SYLVANIA HEIGHTS BASC Policy D-25: Harassment, Bullying and Violence
- SYLVANIA HEIGHTS BASC Policy D-30: Supervision
- SYLVANIA HEIGHTS BASC Policy E-2: Written Programs
- SYLVANIA HEIGHTS BASC Policy E-3: Gender Equity and Inclusion

Procedure

Educators shall accept and value every parent/guardian and child regardless of race, cultural background religion, gender or ability or sexual preference of parents/guardians.

Educators will make themselves aware of the specific cultures represented in the families and general community of the Centre.

No discrimination will be made against any Parent / Guardian or child due to their culture, race or sexual preference.

Educators will not be judgmental towards the parents/guardians and respect any differences in childcare practices (with the exception of child protection concerns).

Educators will ensure parents/guardians have confidence in the Centre's quality of care for their child by seeking information regarding their cultural issues.

Educators will encourage feedback and input from parents/guardians in relation to the program, policies or other issues in the Centre, which are affected by the families' culture or race.

Parents/guardians will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.

All educators will undertake training and sharing of information regarding the various cultures and multicultural programming.

Educators will be encouraged to share knowledge of their own cultures with other educators, parents/guardians and children and to incorporate this into the program.

Educators will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.

All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community.

Where possible, parent/guardian information will be translated into other languages.

Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Educators shall research and gain ideas regarding appropriate activities to be incorporated in the program.

Educators should be aware of and ensure that festivals and celebrations of many cultures are included in the program.

Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.

All activities in the Centre will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Children (Education and Care Services National Law Application) Act 2010
- United Nations Convention on the Rights of the Child
- Anti-Discrimination Act 1977

Endorsed Date:	
Review Date:	

