



Inclusion Policy

Review Date: 18/05/2018

Introduction

Evans Head Preschool Association Inc. acknowledges that institutional and social norms imply that one's lifestyle choice, ability set, religion or ethnic group is superior or preferred to others.

This implication directly, or indirectly, can lead to discrimination and marginalization of those who lay outside the most powerful groups.

Definitions

Diversity encompasses a wide variety of individuals and family types including:

- Ethnic or cultural background;
- Varying abilities;
- Religion;
- Sexual orientation;
- Gender identity
- Sole or dual parents
- Grandparents or other guardians as primary caregivers.

Belonging. Children within our community may have their sense of belonging and/or identity connected to any number of diverse groups (above).

It is the right of every child to feel love and pride for their family. All children need to see their family honoured by seeing it reflected in a positive light in the centre's program and resources, not just those of the majority.

Inclusion is not just treating everyone the same, it is providing the necessary supports to enable every individual FULL access, participation and visibility within the program and our community.

Inclusion from a child's perspective means ...

- I always feel welcomed.
- People understand that I am different but also the same as others.
- People acknowledge that at times my identity presents a challenge to others who are different to me but you make me feel a part of the group.
- I have advocates to support my identity and stand up for and with me.
- Who I am is reflected across all aspects of the environment and curriculum.
- You talk about who I am in a way that respects me and my family, not just to me but the whole group.
- You teach me about other forms of identity.
- You challenge me to be fair and accepting of others.
- I have an equal voice in the group.
- You celebrate who I am as much as you celebrate others.
- Me and my family are allowed to "be who we are" without feeling threatened and ashamed.

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Celebration: As a community, we choose to celebrate rather than tolerate difference and diversity. We celebrate the richness that diversity brings to our community and what we can learn from one another (without judgement or comparison of differences which may sometimes be associated with "tolerance").

Roles and Responsibilities

The Approved Provider will:

- Ensure that policies reflect current research and promote a positive, welcoming climate within the service for all employees and families as well as those considering future involvement.
- Carry out all decision making in a professional manner, being mindful of any personal bias or conflicts of interest so that they act in the best interests of all children.
- Communicate and act so as to be welcoming, respectful and supportive of all families and employees.
- Display symbols which signify safety and refuge to marginalised people e.g. the Aboriginal flags and colours, the Rainbow flag, the Pink Triangle, etc.
- Ensure that educators receive cultural competency training as part of their professional development.

The Nominated Supervisor will:

- Inform the Management Committee of current research, language, etc. to assist their understanding of social justice and equity issues in a confidential manner, where necessary.
- Actively seek out funding to make staffing provisions, secure resources or capital works to practice inclusive programming for children with additional needs to fully participate in the curriculum with their peers.
- Ensure that inclusion is covered in the orientation process with new staff, students and volunteers.
- Promote a safe, supportive environment in our services for all by:
 - Enacting the Staff and Parent Codes of Conduct;
 - Ensuring that educators receive cultural competency training as part of their professional development plan.
 - Inform written (including policies, forms, etc) and verbal interactions with current and prospective families in ways that respect all abilities, cultural and religious backgrounds, different family structures, sexual and/or gender identities.
- Advocate for groups or individuals who require support to access services or to fully participate in life and the community.

The Educational Leader will:

- Be well read in social justice issues and establish connections within the community in order to seek advice on matters of cultural protocol, ability, religious beliefs, etc., so as to lead respectful and well informed curriculum design.
- Use their experience and skills to observe, model, mentor and supervise educators in:
 - Critical reflection;
 - Culturally competent programming and interactions with children and families;
 - A holistic assessment, planning, documentation and evaluation process;
 - Maintaining a learning environment which reflects our inclusive practice through choice of resources and regarding the prominence of displays of materials and symbols of significance to diverse groups within our community.
- Cover inclusion within the orientation process of new staff, students and volunteers.
- Support educators to meet the challenges to provide for children's diverse needs within the mainstream program.

Statutory Legislation & Considerations

Anti-Discrimination Act 1977 (NSW)

Sources

www.semanslattery.com
ECA Code of Ethics

Related Policies

- Staff Code of Conduct
- Parent/Guardian Code of Conduct
- Draft Equal Opportunity Employment
- Reconciliation Action Plan

Related Guidelines, Standards & Frameworks

- National Quality Standards

Standard 1.1
Elements 1.1.1, 1.1.2, 1.1.5

Quality Area 5: Relationships with Children
Standard 5.1
Element 5.1.3

Standard 5.2
Element 5.2.1, 5.2.3

Quality Area 6: Collaborative Partnerships with Families & Communities
Standard 6.2
Element 6.2.1
Standard 6.3
Element 6.3.3

Educators will:

Embed resources and learning experiences within the program which reflect and celebrate all walks of life in its rich diversity (including abilities, family structures, culture, religion, gender or sexual orientation and lifestyle choices) in an equitable manner.

Being mindful of tokenism and "othering" when designing and delivering learning experiences and resources.

Seek out professional learning, ask questions, be open to the observations/mentoring of colleagues and engage in critical reflection of any personal bias and/or outdated pedagogy. Display a willingness to learn new ways of relating to others, programming and documentation.

Encourage critical thought processes in children which challenge engrained socially constructed concepts of normality leading to the marginalisation of minority groups.

Actively affirm the identify of children and the families who fall into minority groups and respond to children's questions and enquiries about diversity of people and families from an anti-bias perspective, fostering values such as empathy, respect, acceptance and encouragement.

Work as a team to provide for diverse abilities within the program from a strength's perspective.

Adopted by the Management Committee

Signed by: Naomi Simpson, President

Date: 18/05/2016

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