MULTI-CULTURAL POLICY

Australia is an increasingly multi-cultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising and respecting similarities and differences in cultures. The cultural beliefs, linguistic and religious diversity represented within our Out of School Hours Care Service (OSHC) and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

*There were never in the world two opinions alike, any more than two hairs or two grains. Their most universal quality is diversity.*

Michel De Montaigne, 1533–1592

NATIONAL QUALITY STANDARD (NQS)

|  |  |  |
| --- | --- | --- |
| QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE | | |
| 1.1.1 | Approved learning framework | Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| 1.1.2 | Child-centred | Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| 1.1.3 | Program learning opportunities | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning. |
| 1.2.2 | Responsive teaching and scaffolding | Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback. |
| 1.2.3 | Child directed learning | Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. |

|  |  |  |
| --- | --- | --- |
| QUALITY AREA 3: PHYSICAL ENVIRONMENT | | |
| 3.2 | Use | The service environment is inclusive, promotes competence and supports exploration and play based learning. |
| 3.2.1 | Inclusive environment | Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |

|  |  |  |
| --- | --- | --- |
| QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN | | |
| 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child. |
| 5.1.1 | Positive educator to child interactions | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| 5.1.2 | Dignity and rights of the child | The dignity and rights of every child are maintained. |

|  |  |  |
| --- | --- | --- |
| QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES | | |
| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.1.1 | Engagement with the service | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| 6.1.3 | Families are supported | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children’s inclusion, learning and wellbeing. |
| 6.2.2 | Access and participation | Effective partnerships support children's access, inclusion and participation in the program. |
| 6.2.3 | Community engagement | The service builds relationships and engages with its community |

|  |  |
| --- | --- |
| EDUCATION AND CARE SERVICES NATIONAL REGULATIONS | |
| 155 | Interactions with children |
| 156 | Relationships in groups |
| 168 | Education and care service must have policies and procedures |
| 170 | Policies and procedures to be followed |

RELATED POLICIES

|  |  |
| --- | --- |
| Additional Needs Policy  Anti-Bias and Inclusion Policy  Celebrations Policy  Educational Programming Policy  English as an Additional Language or Dialect (EAL/D) Policy | Family Communication Policy  Interaction with Children, Family and Staff Policy  Orientation of Families Policy  Physical Environment Policy  Respect for Children Policy |

PURPOSE  
To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and different cultures. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem. Our cultural diversity in Australia is one of our greatest strengths and part of our national identity. Facilitating a sense of identity is a key outcome from *My Time, Our Place* Framework for School Age Care in Australia.

SCOPE  
This policy applies to children, families, staff, educators, the Approved Provider, Nominated Supervisor and management of the OSHC Service.

IMPLEMENTATION

Our OSHC Service values and celebrates multicultural diversity by building respectful partnerships with families and local communities. We promote and embrace cultural and linguistic differences and provide an inclusive and equitable environment for children to develop their sense of belonging and enhance their learning and well-being.  
  
THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

* equitable access to the Service is provided to children and families from all cultural and linguistic backgrounds
* all children and families are respected and treated equally and fairly at all times
* the OSHC Service communicates, engages and consults with our culturally diverse communities
* a sense of inclusion for all families is embraced within the Service
* specific programming and cultural awareness activities and experiences, identifying similarities and differences and learning about a variety of cultural celebrations
* inclusive teaching practices recognise and respect the cultural, linguistic and religious backgrounds of all children
* all staff follow protocols for teaching Aboriginal and Torres Strait Islander culture and language
* the OSHC Service builds and maintains cultural resources to appropriately reflect cultures within the service and community
* children, families, and staff respect and value others, including those who are different from themselves
* children, staff, and families’ cultural backgrounds are reflected in developing routines and programs consistent with best practice and that foster positive outcomes for all stakeholders
* positive community relations are promoted and methods of communication with families are translated into home languages as required
* the capacity of staff to meet the specific learning and wellbeing needs of children from culturally diverse backgrounds is met through professional learning opportunities for educators
* the unique cultural and social perspectives of each family is acknowledged and celebrated
* all children and families are welcomed and respected regardless of race, culture, colour of skin, socio-economic status, ability, family composition, belief systems or lifestyles
* positive attitudes are role-modelled towards differences in appearance, culture, and lifestyle
* all staff follow the principles of the Early Childhood Australia Code of Ethics.

WHEN WORKING WITH CHILDREN AND FAMILIES, EDUCATORS WILL:

* create and maintain an inclusive environment that enhances children’s development, self-worth and dignity
* act in the best interests of all children at all times
* engage parents and families in planning cultural days, events or celebrations
* seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions and language
* encourage children to respect and value others, including those who are different from themselves.
* ensure children do not exclude others on the basis of differences such as race, sex, or ability
* work to ensure that the self-identity of each child is valued and respected
* encourage children to explore and accept diversity
* challenge bias and stereotypes
* address bias or comments about difference and treat as an opportunity to increase children’s understandings
* model inclusive practices
* use unbiased language: avoid racist, sexist, discriminatory, and/or stereotyped remarks or comments
* ensure own interactions are caring and responsive to all children in the OSHC service
* demonstrate respect for all children and families
* ensure displays, posters, children’s books, and other materials are monitored to ensure they are culturally inclusive
* use picture books for intercultural understanding [see link below for resources]
* be sensitive and respectful to specific cultural behaviour or dress, which may be different to their own
* ensure each child’s current knowledge, ideas, culture, abilities, and interests are consistently, actively and appropriately incorporated into all aspects of the program
* develop deep understanding in the culture and language of the OSHC Service families and in that of the broader community, without compromising their cultural identities.

RESOURCES

[Aboriginal Early Childhood Cultural Protocols](https://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/06/2020Cutural_Protocols_VAEAI-1.pdf)

https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/teaching-and-learning-resources-outside-school

Reconciliation Australia- [Reconciliation Action Plans](https://www.reconciliation.org.au/reconciliation-action-plans/) (RAP)

[Walking Together](https://www.vaeai.org.au/wp-content/uploads/delightful-downloads/2020/06/FinalProof2020.pdf)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Multicultural Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).

Australian Government Department of Education V2. 2022) *My Time, Our Place- Framework for School Age Care in Australia*

Australian Government. Department of Home Affairs. (2019) Harmony Day <https://www.harmony.gov.au/about>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010*.* (Amended 2018).

[Education and Care Services National Regulations](https://www.legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653?query=((Repealed%3DN+AND+PrintType%3D%22act.reprint%22+AND+PitValid%3D@pointInTime(20200831000000))+OR+(Repealed%3DN+AND+PrintType%3D%22reprint%22+AND+PitValid%3D@pointInTime(20200831000000))+OR+(Repealed%3DN+AND+(PrintType%3D%22epi.reprint%22+OR+PrintType%3D%22epi.electronic%22)+AND+PitValid%3D@pointInTime(20200831000000)))+AND+Content%3D(%22early%22+AND+%22childhood%22)&dQuery=Document+Types%3D%22%3Cspan+class%3D%27dq-highlight%27%3EActs%3C/span%3E,+%3Cspan+class%3D%27dq-highlight%27%3ERegulations%3C/span%3E,+%3Cspan+class%3D%27dq-highlight%27%3EEPIs%3C/span%3E%22,+Search+In%3D%22%3Cspan+class%3D%27dq-highlight%27%3EAll+Content%3C/span%3E%22,+All+Words%3D%22%3Cspan+class%3D%27dq-highlight%27%3Eearly+childhood%3C/span%3E%22,+Point+In+Time%3D%22%3Cspan+class%3D%27dq-highlight%27%3E31/08/2020%3C/span%3E%22). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (amended 2020).

Lady Gowrie https://www.gowriesa.org.au/

Reconciliation Australia, Narragunnawali: Reconciliation in Education, (2019). <https://www.narragunnawali.org.au/about>

Revised National Quality Standard. (2018).

REVIEW

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| POLICY REVIEWED BY | Nisha Ahrens | Director | | 15.8.23 |
| POLICY REVIEWED | August 2023 | NEXT REVIEW DATE | | August 2024 |
| VERSION NUMBER | V10.03.23 | | | |
| MODIFICATIONS | * policy maintenance * hyperlinks checked and repaired as required * minor formatting edits within text * continuous improvement/reflection section added * Childcare Centre Desktop Related resources section added * link to Western Australian Education and Care Services National Regulations added in ‘Sources’ | | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | | NEXT REVIEW DATE | |
| August 2023 | * policy reviewed as part of annual review cycle * links to resources checked * sources checked | |  | |
| August 2023 | * minor edits as highlighted * additional resource added- picture books * sources checked for currency | |  | |
| August 2023 | * Additional information added to points and implementation * Sources/references corrected | |  | |
| August 2023 | * Additional information added to points. * Sources checked for currency. * Sources/references corrected, updated, and alphabetised. | |  | |
| August 2023 | * Additional statements added to ‘Implementation’ section of the policy | |  | |