

INCLUSIVE PRACTICES POLICY

NQS 3.1.1, 3.2.1, 6.1.2, 6.2.2 February 2018

The Children's Centre philosophy and program is accepting and supportive of all children. Inclusiveness values the interests and experiences of individuals and enables them to be included in all activities. Inclusiveness relates to all individuals regardless of their social, cultural or linguistic background, ability, gender, sexual orientation, socio-economic circumstances and location. Our Centre is responsive to the needs of all users and their diversity will be acknowledged and respected.

Each child is respected as an individual and educators will consult with families regarding the education and development of their child/ren. All children are valued and are acknowledged as people of worth. Every child will have opportunities to engage in experiences that promote non-sexism and anti-bias philosophies. We aim to develop each child's critical thinking about bias and to identify unfair and untrue stereotypes. Educators will make children aware that unkind comments (such as teasing, and name calling) are hurtful. Educators will encourage families and the wider community to contribute their knowledge, cultural customs, religious beliefs, language and skills to the program and this information will be shared amongst educators and children.

"Inclusion of children means being part of and participating in their environment. Inclusion means being with, learning with, playing with, communicating with and socialising with peers. Inclusion means belonging" (Inclusion SA brochure, 2005).

We do this by getting to know each child and their family by:

- Communicating and listening
- Supporting families who have English as a second language
- Encouraging
- Demonstrating respect and modelling empathy
- Responding to their needs and supporting their child's development
- Developing specific programs for children with identified special rights
- Encouraging families to contribute aspects of their own culture to our program
- Celebrating a range of cultural experiences
- Respecting a child's/family's religious beliefs
- Planning, displaying and using a range of posters, materials and other resources relating to celebrations and specific cultural events.

CREATED: January 2018

REVIEWED:

TO BE REVIEWED: September 2019

SOURCED: Children's Services (Child Care) Regulations 1998
Dept. Family and Community Services and Indigenous Affairs:
Child Care Services Handbook
Multicultural SA www.multicultural.sa.gov.au
Languages and Multicultural Resource Children's Centre www.lmrc.sa.edu.au

National Quality Standard Professional Learning Program Newsletter No. 42 -
Understanding Cultural Competence (2012)
Code of Ethics – Early Childhood Australia
Inclusion SA, 2005
National Quality Standard Professional Learning Program Newsletter No. 50 -
Perspectives on Quality (2013)