

BERMAGUI PRESCHOOL



1.06 Inclusive Practice

Written By

Narelle Myers

Aim

All children and families will be treated equally regardless of their composition, ideals, customs and beliefs

Inclusive Practice Policy

The philosophy of Bermagui Preschool, The United Nations Convention on the Rights of the Child, The Early Childhood Australia Code of Ethics, and Federal and NSW Equal Opportunity legislation, principles of social justice and equity provide a framework for this policy. Bermagui Preschool supports the inclusion of all children eligible to attend Preschool to access, fully participate and learn in our Preschool program. Diversity is valued at Bermagui Preschool and strengthens our Preschool community. Children learn to accept, include and appreciate differences where access and participation are the norm. Inclusive environments foster natural support networks. There is an emphasis on collaborative and cooperative learning and ways of connecting children in natural ongoing and supportive relationships. Children flourish and grow in loving families. We believe it is in the best interest of children to know that their parent relationships are equal in the eyes of the community, including children and families from traditional, single, foster, blended, LGBTIQ and other structures

Our Inclusive Program

- Provides a supportive and positive environment in which staff work with families and other professionals to meet the needs of all children
- Ensures all children have equal access to educational goals and learning
- Assesses and documents children's learning and development using observations, photographs, individual learning plans and learning folders
- Recognises and celebrates achievements
- Focuses on strengths and interests
- Provides all children with the opportunity to develop greater independence
- Encourages the development of positive social interactions
- Supports life skills as children learn to get along with others, show respect and caring for others and be comfortable with differences between people and see beyond differences to similarities
- Fosters the development of resilience where children are encouraged to proactively respond to set-backs
- Support inclusion and promote equity of all children and families including those from traditional, single, foster, blended, LGBTIQ and other structures

All children are also supported by:

- Assessment and intervention by DECS Speech Pathology and/or Psychology services.
- The Department of Education and Children's Services (DECS) Preschool Support Program
- A Preschool Support Worker works collaboratively with the staff and family to support the child's teaching, learning and participation in the kindergarten program.
- Bilingual support for children with English as a second language who require support to fully access our kindergarten program.
- Inclusion and promotion of equity for all children and families including those from traditional, single, foster, blended, LGBTIQ and other structures.

Policy Goals

At Bermagui Preschool we embrace a collaborative approach in which we;

- Support the learning and wellbeing of children and families, embracing individual and cultural diversity
- Recognise that all children have the right to have their culture acknowledged and respected
- Actively support the inclusion of all children including those with additional needs.
- Provide an environment which is free from bias and prejudice in which children learn the principles of fairness and respect.
- Build networks and collaborate with the community to promote an understanding and appreciation of diversity.
- Actively encourage families to share their individual skills, life experiences and culture.
- Access and provide referral to inclusion support services to support children's well-being and full inclusion into our preschool program.
- Provide an educational program which aims to reflect principles of inclusion, equity and diversity in action.
- Support inclusion and promote equity of all children and families including those from traditional, single, foster, blended, LGBTIQ and other structures.

Strategies

The Nominated Supervisor will;

- Wherever possible recruit educators/staff from diverse cultural and linguistic backgrounds to reflect individual cultural diversity of the community.
- Ensure all educators/staff are fully oriented to Early Childhood Australia's Code of Ethics.
- Actively seek information from children, families and the community, about their cultural traditions, customs and beliefs, and use this information to enrich the curriculum at Bermagui Preschool.
- Work in partnership with families to provide an educational program that meets the child's needs and is consistent with the family's culture, beliefs and child care practices. Specific requests will be honoured where practical to demonstrate respect and ensure continuity of care.
- Obtain and use resources that educate and reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and our multicultural heritage.
- Be sensitive and attentive to all children, respect their backgrounds, unique qualities and abilities, ensure that the preschool environment reflects the lives of the children and families and the individual and cultural diversity of the broader community, and ensure children's individual needs are accommodated at the preschool.
- Advocate for appropriate support services for children with additional needs.

- Provide and access support for children with additional needs in collaboration with the child's family
- Adapting the environment, routines and/or educator/staffing arrangements in order to facilitate inclusion.
- Regularly reflect and review policy and practice and plan for continuous improvement.

Teachers and Educators will;

- Plan and implement teaching strategies and learning experiences that support a sense of belonging, connectedness with the world, dispel prejudices and stereotyping and promote harmonious relationships
- Promote respectful, empathetic and supportive interactions amongst all the children and non-judgmental relationships amongst families
- Discuss and resolve incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviours
- Consult with parents/guardians in the development of holistic programs that are responsive to children's lives, interests and learning styles and reflect children's family, culture and community
- Create opportunities for children to learn about and celebrate the diversity that exists in the preschool and in the broader community.
- Encourage all families, children and other educators/staff to share their experiences, skills, cultures and beliefs
- Actively seek knowledge about our local community, invite community members to Bermagui Preschool to share their life stories, creativity, experiences, skills and culture
- Access and use a range of non-tokenistic multi-cultural and multilingual and multi-ability resources that reflect honour and celebrate the diversity of children and families in Bermagui Preschool and the broader community
- Attend ongoing professional development which embraces reflective practice and increases cultural competence and challenges bias and prejudice
- Engage in the design and continual improvement of learning environments which are relevant, accessible, and inclusive
- Talk to parents/guardians about any additional needs and/or concerns and support links to other support services within the community such as Inclusion Support Agencies; Community Health Services
- Work with families, inclusion support agencies and other specialists to develop individual support plans for children with additional needs.
- Support inclusion and promote equity of all children and families including those from traditional, single, foster, blended, LGBTIQ and other structures.

The education and care setting will:

- Ensure the safe and documented arrival and departure of children at the education and care setting
- Support children in settling into the service each day and experience quality education and care through continuity of educators, positive interactions within the community of the service

Abbreviation & Acronyms

LGBTIQ: Lesbian, Gay, Bisexual, Transgender, Intersex and Queer/ Questioning

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010. Section 3 (3) (a), (c) & (d)

Education and Care Services National Regulations: 73, 74, 75, 76, 155, 168(2)(j)

Federal and NSW Equal Opportunity Legislation

United Nations Convention on the Rights of the Child

National Quality Standard for Early Childhood Education and Care and School Age Care - Element 1.1.1; Element 1.1.2; Element 1.2.3; Element 4.2; Element 5.1; Element 5.2 Element 6.1; Element 6.2; Element 6.2.3

Early Years Learning Framework for Australia - Principles: High Expectations and Equity; Respect for Diversity - Practice: Holistic approaches; Responsiveness to children; Cultural competence; Learning environments - Outcomes: 1, 2, 3 If a child has not been collected by 6.15pm the Police and Early Childhood Directorate will be informed.

Resources & References

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations 2011

Australian Human Rights Commission - Federal Discrimination Law - Retrieved 2 March 2012, from www.hreoc.gov.au/legal/FDL/index.html

CS Central NSW PSC - Smyth, M - Discrimination & Children's Services - Retrieved 2 March 2012, from www.cscentral.org.au/publications/childrens-services-central-publications.html

CS Central NSW PSC - Giugni, M - Exploring Multiculturalism, Anti-Bias and Social Justice in Children's Services - Retrieved 2 March 2012, from www.cscentral.org.au/publications/childrens-services-central-publications.html

DEEWR Child Care Service Handbook 2011 - 2012; Section 3.9 Inclusion and Professional Support Program; 6.3 Priority of access - Retrieved 2 March 2012, from [www.deewr.gov.au/Earlychildhood/Programs/ChildCareforServices/Operation/Documents/CCS Handbook.pdf](http://www.deewr.gov.au/Earlychildhood/Programs/ChildCareforServices/Operation/Documents/CCS%20Handbook.pdf)

Early Childhood Australia (ECA). (2005). The Code of Ethics. - Retrieved 2 March 2012, from

<http://www.earlychildhoodaustralia.org.au/codeofethics/earlychildhoodaustraliascodeofethics.html>

Gibbs(2013,p27) Every Child Vol,19 No3 2013

Professional Support Coordinator WA - Defining values in early childhood - Retrieved 2 March 2012, from <http://www.pscwa.org.au/getdoc/39cfbfd1-8878-4e3f-adbb-be305e89829c/DefiningValues.aspx>

Richardson, C - Respecting diversity: Articulating early childhood practice - Early Childhood Australia, Research in Practice Series, Volume 18, No 1 2011

UNICEF (n.d.). Fact sheet: A summary of the rights under the Convention on the Rights of the Child. Retrieved 2 March 2012, from

[http://www.unicef.org/crc/files/Rights overview.pdf](http://www.unicef.org/crc/files/Rights%20overview.pdf)

The National Quality Standard (2010).

Being, Belonging and Becoming: The Early Years Framework for Australia (2009).
QLife (Nationally oriented counselling and referral service for LGBTIQ families) Ph: 1800 184 527
Rainbow Families NSW (Educators Guide for supporting LGBTIQ families).
www.rainbowfamilies.com.au

Relevant Documentation

- 1.07 Students, Volunteers, Visitors and Work Experience Policy
- 2.06 Confidentiality Policy
- 2.10 Staff Code of Conduct Policy
- 3.01 Enrolment and Orientation Procedure
- 5.11 Interactions with Children Policy
- 1.09 Complaints and Feedback Policy

Date Adopted:

September 2019

Review Date:

September 2022