



## 1.02 Cultural Diversity Policy

### POLICY STATEMENT

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 signified within the service and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

### AIM

To develop affirmative attitudes, concepts and beliefs towards the acceptance of diverse 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. This policy applies to children, families, staff, and management of the service.

### STANDARDS AND PROCEDURES

Management/Nominated Supervisor/Responsible Person will ensure:

- That all children and families are treated equally and fairly and with respect at all times.
- A sense of inclusion for all families will be embraced within the service.
- There is specific programming and cultural awareness activities and experiences, identifying similarities and differences and learning about cultural celebrations.
- Encourage children, families and staff to respect and value others, including those who are different from themselves.
- Children, staff and family's cultural backgrounds are reflected in developing routines and programs consistent with best practice and positive outcomes for all stakeholders.
- Educators attend professional learning opportunities to develop a better understanding of cultural diversity.
- That all children and families have equal access to the service, and are welcomed and respected regardless of race, culture, colour of skin, socioeconomic status, ability, family composition, belief systems or lifestyles
- Adhere to the Code of Ethics.

Educators will:

- Ensure children do not exclude others based on differences such as race, sex or ability
- Ensure that the self-identity of each child is valued and respected
- Provide an inclusive environment and model inclusive practices
- Use unbiased language – avoid racist, sexist, discrimination, stereotyped remarks
- Ensure displays, posters, books and other materials are monitored to ensure they are inclusive of all people
- Be sensitive to specific cultural behaviour or dress, which may be different to their own beliefs
- Ensure each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program

### Multi-Cultural Procedure

There are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities.

Respecting diversity means within the curriculum, respecting and reflecting the practices, values and beliefs of families. Educators honor the histories, cultures, languages, traditions and lifestyle choices of families. They value children's different abilities and respect differences in families' home lives. (Early Years Learning Framework)

When early childhood educators respect the diversity of families and communities, and the aspirations they hold for children, they can foster children's motivation to learn and reinforce their sense of themselves as competent learners. They will do this by:

1. Gathering background information during children's orientation, giving insight to the child and family's beliefs, values and traditions.
2. Use information resources (internet, books etc) to research cultures and traditions.
3. Make connections with local cultural groups/organisations
4. Invite families to volunteer their time to extend multicultural learning of children and educators
5. Advocate and support the maintenance of the family's home language in conjunction with their wishes

### EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

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- 155 - Interactions with children
- 156 - Relationships in groups

### SOURCE LIST

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This section contains websites, industry bodies, or Legislation that have been used to assist in sourcing the information for this policy. It also acts as a guide to sourcing further reading on each relevant policy.

- [Education and Care Services National Regulation](#)
- [National Quality Standard](#)
- [Early Childhood Australia](#)
- [Revised National Quality Standard](#)
- [ACECQA Website](#)
- [Raising Children Website](#)

### RELATED POLICIES

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- 2.19 Physical Environment Policy
- 5.01 Anti-Bias and Inclusion Policy
- 5.04 Interactions with Children Policy
- 6.02 Family Communication Policy
- 6.05 Orientation of Families Policy

### POLICY REVIEW

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The review schedule has been developed using a risk assessment methodology with consideration given to sector, industry, and legislative changes.

Date reviewed	Policy changed		Modifications	Next Review Date
July 2018	Yes	No	None	July 2019