

INCLUSIVE PRACTICES Version 1.14

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.

To be inclusive means that:

- ✓ Each and every child has access to high quality education and care services.
- ✓ Each and every child is included and supported to participate.
- ✓ Each and every child's strengths and interests are acknowledged and supported.
- ✓ Collaboration and building partnerships with families and communities underpins Educator's work.
- ✓ The focus is on the whole environment and not just an individual child.
- ✓ Diversity is acknowledged and is viewed as a resource for learning and growth.
- ✓ All Educators identify inclusion barriers and learn about ways to overcome them. (Gowrie SA 2016)
- ✓ The Leadership team comprising of the Director, Family Practitioner and Governing Council Chairperson may review unique requests for flexible attendance arrangements on an individual basis taking in to account the impact on the Centre and length of time required.

We get to know each child and their family by:

- communicating and listening
- supporting families who have English as a second language
- 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 / families religious beliefs
- planning, displaying and using a range of posters, materials and other resources relating to celebrations and specific cultural events and diverse family structures.

CREATED: November 2007

REVIEWED: November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014, April 2015, April 2016, April 2017, April 2018, April 2019, January 2020

TO BE REVIEWED: January 2021

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)