

INCLUSIVE PRACTICES Version 1.17

The Children's Centre philosophy and program accepts and supports 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. 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. In consultation with the Keithcot Farm Primary School, the Community Development Coordinator, and local First Nations families, we will develop a Reconciliation Action Plan.

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 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 / family's 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
- supporting families whose children have medical conditions or special rights

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January 2022, January 2023

TO BE REVIEWED: January 2024

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)