Reducing Bias and Inclusion Policy

The Peter Toms Early Learning Centre endeavours to respect and demonstrate awareness of and appreciation for each individual’s uniqueness of background. Such factors include, but are not limited to, age, culture, ethnicity, traditions, practices, beliefs, values, religion, sexuality, additional needs and/or socio-economic status.

Background

Australia is a multicultural society and this is celebrated at The Peter Toms Early Learning Centre.

Culture is a complex concept with a range of factors such as gender, ethnicity, language, religion, age, social and education status to name but a few.

The purpose of an anti bias and multicultural approach is to attach positive feelings to our programs and experiences so that each child and adult will feel included and valued. The atmosphere at The Peter Toms Early Learning Centre promotes a sense of security, trust, friendship, happiness and wellbeing. Our team demonstrates friendly and respectful interactions with others irrespective of culture or linguistic background.

Strategies

The Peter Toms Early Learning Centre will:

- promote and value cultural diversity and equity for all children, families and staff from diverse cultural and linguistic backgrounds and we will seek to understand each family’s uniqueness;
- recognise that children and adults from all cultures have similar needs and that each person is unique and valuable;
- develop a positive self concept for each child and adult in the group by exploring the cultural backgrounds of each family and child;
- endeavour to provide a foundation that instills in each child a sense of self identity, dignity and tolerance for all people;
- increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership and in agreement with their family, staff, and with other children at The Peter Toms Early Learning Centre;
- explore family compositions, customs and lifestyles of children and families in many cultures;
- provide support for fostered or adopted children to develop a sense of heritage and belonging;
- avoid common stereotypes and recognise individual differences within a cultural or ethnic group;
- assist wherever possible families who are new to Australia with a transition to a new and different culture.
continually build upon culturally diverse resources and rely on agencies such as FKA Multicultural Resource Centre to ensure our ongoing commitment to our learning in order to enhance the programs we provide.

Staff

Staff – the most critical element in cross cultural education.

Staff will:

- broaden their own cultural and ethnic group awareness and help children to understand themselves in relationship to their family, community and other cultures;
- be actively involved in the development of appropriate resources, support and implement an anti bias, cross cultural program throughout our environment which is reflective of all families/children and the diversity present in Australian society.
- be actively involved with children, showing respect, sharing ideas, experiences and ask questions.
- access and make available resources and information supporting the delivery of anti bias concepts in the program.
- reflect on the centre’s philosophy and ensure that practices and attitude concur with the philosophy.
- work with families to encourage positive attitudes to diversity and an ant-bias ethos.
- ensure that casual workers or visitors to the centre are aware of these practices and respect these values.

Curriculum – Children

We aim to provide a cross cultural perspective in all areas of the program.

The children may:

- listen to music from a variety of origins and will be exposed to words and songs in different languages;
- learn words and phrases in a child’s native language, as required for the program, and supported by that child’s family;
- talk to other children using the words from their culture;
- be encouraged to become independent wherever possible and be actively involved with their peers.

Children’s self concepts grow when they feel an important part of the Centre and therefore:

- children will explore foods from other cultures
- we will have children bring in real objects and artefacts used by their families that may be historical or typical of that child/s/family’s cultural group when appropriate for the group;
- collect information about ways the families and children recognise special days, events, holidays or their heritage, and use aspects of this information in our programs, for example, discuss with child/ren.
through discussion and displays, books, interactions with families and the individual children, families and staff will bring with them specific knowledge, skills, attitudes, values and language specific to that cultural group;

provide families the ongoing opportunity to contribute to the program, for example, by family contribution to their child’s portfolio and also the opportunity to provide feedback as to how our service meets the needs of their family.

Who is affected by this policy?
Children, families and staff

Legislative Requirements

Federal

Human Rights and Equal Opportunity Commission Act 1986
Human Rights and Equal Opportunity Commission Regulations 1989
United Nations Conventions on the Rights of a Child
Racial Discrimination Act 1975
Disability Discrimination Act 1992
Sex Discrimination Act 1984
Sex Discrimination Regulation 1984
Privacy Act 1988
National Childcare Accreditation Council

Victoria

Equal Opportunity Act 1995
Racial and Religious Tolerance Act 2001
Occupational Health and Safety 2004

Source
- National Childcare Accreditation Council

Review

The policy will be reviewed annually.

The review will be conducted by:

- The Peter Toms Early Learning Centre staff
- The Peter Toms Early Learning Centre families

Relevant policy created: 1st December 2008 (formerly known as Diversity and Inclusion Policy)
Reviewed: 19th September 2013