

## Inclusion Policy

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### NQS

QA1	1.1.2	Child-centred – Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
	1.2.1	Intentional teaching – Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	1.2.2	Responsive teaching and scaffolding – Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
	1.2.3	Child directed learning – Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.

QA3	3.2.1	Inclusive environment – Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
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QA4	4.2.1	Professional collaboration – Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.
	4.2.2	Professional standards – Professional standards guide practice, interactions and relationships.

QA5	5.1.1	Positive educator to child interactions – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	Dignity and rights of the child – The dignity and rights of every child are maintained.

QA6	6.1.2	Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.
	6.2.2	Access and participation – Effective partnerships support children’s access, inclusion and participation in the program.

QA7	7.1.1	Service philosophy and purpose – A statement of philosophy guides all aspects of the service’s operations.
	7.2.3	Development of professionals – Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

### National Regulations

Regs	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

### EYLF

LO1	Children feel safe, secure and supported
	Children develop knowledgeable, confident self-identities and a positive sense of self-worth
	Children learn to interact in relation to others with care, empathy and respect

LO2	Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
	Children respond to diversity with respect
	Children become aware of fairness

LO4	Children transfer and adapt what they have learned from one context to another
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LO5	Children engage with a range of texts and gain meaning from these texts
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## **Aim**

The aim is to provide an inclusive environment where all the children, families and staff regardless of cultural background, gender, socioeconomic or religious beliefs will be treated equally.

## **Related Documents**

**Centre Practice Procedure**

**Educational Program and Practices Procedure**

**Procedure for Recruitment and Selection of Educators**

**Welcome to the Montessori Journey**

**Enrolment and Orientation Policy**

**Non-Discriminatory Multicultural and Inclusive Policy**

## **Implementation**

### **Inclusion is important**

All children have the right to be included in early education and care. We know from research that all children benefit from belonging to, and participating in, quality inclusive childcare. All the staff should:

- Embrace the rights of all children to access and participate in programs
- Welcome all children at the service
- Provide flexible programs and environments that meet individual needs and interests
- Build partnerships with families and communities
- Work collaboratively
- Engage in ongoing reflection and learning
- Invite and welcome family and community participation
- Know our knowledge, skills and experience are valued

### **Multicultural policy**

As Australia is a multicultural society composed of people from a wide range of ethnic backgrounds, all children and families are welcome regardless of cultural backgrounds. We aim to foster a positive attitude towards all cultures within each child. Couldn't be a better way to start than from background information from children in our centre. Parents/guardians from other countries are encouraged to share their experiences with the children, cook an authentic meal, show us the traditional clothes, and tell us why they wear them. It is endless and ongoing as we get so many opportunities to encourage in our daily program. Children develop respect for others by experiencing cultural variety in positive ways. This also helps the educators to get to know and understand the children on a personal level. We take advantage of the different cultural celebrations, encouraging families to help us celebrate in a not tokenistic way. We use posters, books, depicting people in similar and different situations. We use inclusion support if we have language barriers.

### **Strategic inclusion plan**

Children with special needs are like other children in most ways and have the right to be nurtured in a caring and loving environment. We treat each child as an individual. The program is modified to the best of our ability to ensure maximum safe participation of all children, reducing barriers to participation into the program. Educators will gain as much information about the child's special needs from the parents and professionals. A meeting between parents, director/nominated supervisor, and outside professionals will be held at a mutually convenient time to discuss the child's needs and how they can be accommodated. The other children will be advised of the needs of the new child joining our group. We use, Inclusion Support Agency and Noah's ark for specialist Equipment. Our strategic inclusion plan is in consultation with our Inclusion support officer.

### **Gender bias**

Children will be treated equally whether male or female. We aim at doing this by:

- Presenting men and women in the nurturing role.
- Educators takes into consideration different upbringing of children from different countries, and it is not up to us to alter the family values and practices.
- We illustrate men and women doing a wide variety of jobs outside and inside the home through books, posters, puzzles, dramatic play etc. e.g., a female firefighter a male nurse.
- To present girls as well as boys in active play and boys as well as girls in quiet play.
- To encourage respect for each other so that boys and girls can be friends through childhood to adulthood.
- To encourage the development and expression of emotions in both sexes.

### **Inclusive kindergarten program for all the children**

Staff are to make sure all children and families are inclusive of the kindergarten program. Willingness to make reasonable adjustments to their practices and educational program to ensure all children and families are included in the kindergarten community.

### **Inclusive workplace for staff**

We embrace a workplace culture of diversity and inclusion. It enables all the staff to feel safe and valued which can lead to greater employee engagement, satisfaction, innovation and productivity. Every staff is treated fairly and equitably and their unique diversity, skills and qualities are valued in our centre. Their individual needs and changing circumstances will be responded appropriately as well. Some essential guidelines are:

- Respect individual differences and treat all people with dignity.
- Contribute to the creation of an inclusive workplace environment that values and utilises the input of people with diverse backgrounds, experiences and perspectives.
- Build on existing approaches, to foster diversity of thinking, and a deep appreciation of understanding and serving a diverse community.
- Demonstrate inclusive leadership practices and model constructive workplace behaviours that promote diversity and inclusion practices.
- Communicate the importance of diversity and inclusion in the workplace, and promote appropriate standards of conduct at all times.
- Apply ethical decision-making in circumstances related to employment and diversity and inclusion targets.

## **Sources**

**National Quality Standard**

**Education and Care Services National Regulations (Queensland)**

**Early Years Learning Framework**

**Inclusion Support QLD**

**Queensland Government's Diversity and Inclusion Framework "We All Belong"**

**Department of Education: Standard of Practice**

**Inclusion and diversity commitment**

**Multicultural Policy and Action Plan**

**Culturally and linguistically diverse groups**

**Gender equity strategy**

**Aboriginal and Torres Strait Islander Cultural Capability Framework**

**People with impairment (disability)**

## **Review**

This policy will be reviewed annually by:

- Director
- Employees
- Families
- Interested Parties

**Last reviewed: October 2023**

**Date for next review: November 2024**