

THE GOWRIE (QLD) INC

Inclusion and Anti-Bias Policy

CONSIDERATIONS:

QIAS	Principle 1.3, 1.4, 1.5, 3.1, 4.1, 4.2, 4.3, 4.6, 6.1
REGS	Child Care Regulation 2003 Sections 97 / 101 Child Care Act 2002 Section 76

POLICY STATEMENT:

To promote an inclusive anti-bias curriculum which will value the uniqueness of each child acknowledging gender, culture or national origin, religion, family diversity, age, race, ability and indigenous peoples.

RELEVANT FORMS/MATERIAL:

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SOURCES:

The Early Years Learning Framework – Belonging, Being, Becoming (EYLF)

The Queensland Kindergarten Learning Guideline (QKLG)

Dermon-Sparks, L (1989). Anti-Bias Curriculum – Tools for Empowering Young Children. Washington DC. NAEYC. Kangas House.

Aunty Kerry Mundine and Miriam Giugni ; *Diversity and Difference: Lighting the spirit of identity.* ECA INC. ACT 2006

SNAICC Website

<http://www.snaicc.asn.au/>

REVIEWED: June 2011

Date to be Reviewed: June 2012

Implementation

<p>Rationale</p>	<p>Our Inclusion and Anti-Bias policy underpins the entire philosophy of the Service. It is reflected in the consistent and active right of every individual to develop their fullest potential. The provision of relevant and appropriate programs and activities will ensure that children find expression for their individual needs. It provides an opportunity for children to learn of the many different options and alternatives available to them.</p> <p>This learning will help children develop understanding and acceptance of people by learning the real and everyday culture and lifestyles of a variety of groups in society.</p> <p>The adoption of an inclusive and anti-bias perspective provides an umbrella for progressive programs that seek to counter societal discrimination on the basis of gender, or national origin, religion, language, family diversity, age, race, ability and indigenous peoples.</p> <p>“Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in everyday practice when Educators demonstrate an ongoing commitment to developing their own cultural competence in a two way process with families and communities.” (EYLF Page 16)</p> <p>“Creating a diverse environment is the first step to implementing the anti-bias curriculum”. (Neugebauer 1987)</p> <p>“Activities, routines, the materials we use and our daily interactions with children need to reflect positive attitudes and perceptions about all people, in all their diversity”. (Paul,A.p226 (1995). The Anti-Bias Approach To Early Childhood. NSW. Harper Educational)</p> <p>1. In Relation to Cultural or National Origin and Racial Identity.</p> <ul style="list-style-type: none">• Children and staff will have access to information and training about other cultures/racial identity, especially those relevant in the Kindergarten community.• Staff will work with one another, families and children to continue to extend both their individual and communities cultural competence.• Staff will expose children to a wide variety of concrete materials from daily life of families/cultures.• Where possible, the Kindergarten will employ staff that reflect various cultural, national origin and racial identities.• Staff will affirm and foster children’s knowledge and pride in cultural identity.• Staff will foster children’s knowledge and pride in cultural identity.• Staff will foster children’s curiosity, enjoyment and empathetic awareness of cultural differences and similarities.• Staff will teach children to overcome any inappropriate responses triggered by cultural differences.• Staff will encourage children to ask about their own and other’s physical characteristics.
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	<ul style="list-style-type: none"> • Staff will enable children to feel pride, but not superiority, about their racial identity. • Staff will help children to become aware of our shared physical characteristics – what makes us all human. • Staff will encourage parent input into the program, sharing culture, racial identity ie. First language and to participate on a level that they feel comfortable. • Staff will collect information from each family through the family survey and incorporate in program to meet individual family needs re: ethnicity and home language • Staff where possible will use both the staff and children's first language verbally and visually within the Kindergarten environment. • Staff will respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion. • Where possible creative materials will include 2D and 3D materials of different skin tones. • Staff will present books that reflect different languages and children's first language. <p>2. In Relation to Gender Equity:</p> <ul style="list-style-type: none"> • Staff will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender. • Staff will monitor their own interactions for bias and reflect regularly on the language used with children. Staff will aim to use gender inclusive language. • Staff will offer opportunities for both male and female family members to be equally involved within the program. • Staff will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others. • Staff will be positive role models, such as male staff modelling nurturing dolls/babies, female staff involved in wood work maintenance. • Staff will provide resource materials that are not stereotypic. • Staff will provide diversity of gender play eg. Mechanic workshop, males and females in work and play clothes. • Staff will provide a balance of men and women involved in a variety of jobs in and out of the home eg. Show men and women repair people, doctors, beautician, police officer, salesperson, teacher etc. <p>3. In Relation to Diversity in Family Composition.</p> <ul style="list-style-type: none"> • Staff will create an environment that is welcoming to all families. • Staff will respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our centre and the community. • Staff will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families. • Staff will engage in simple discussion about families that focus on fact rather than values eg. "some children live with their Mum or Dad, some children live with their mum and dad, some with
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grandparents, and some with two mums or two dads.

- Staff will be encouraged to seek awareness of his/her own feelings, beliefs and background and evaluating the effect these may have on their attitudes and interactions with families.
- Staff will incorporate various family lifestyle choices during discussions ensuing that they reflect diversity in income. They will treat all families regardless of socioeconomic background with respect. The staff and children will discuss how members of the community can support one another through the provision of resources, donations of goods or time etc.

4. In Relation to Indigenous People.

- Staff will attend in-service, read current information to further understand how to present Aboriginal and Torres Strait Islander culture in a positiveway, consistent with how local Aboriginal community wish to be presented.
- The service will develop an acknowledgement of country which they will convey during special events and incorporate in the program on a regular basis.
- Staff will develop awareness/understandings about the Aboriginal and Torres Strait Islanders as part of the cultural heritage of all Australians.
- Staff will show respect for the Aboriginal and Torres Strait Islander culture, aiming to instill sensitivity/appreciation of the culture and a knowing and valuing of individuals.
- Staff will encourage access of the Aboriginal and Torres Strait Islander community into the mainstream of children service's.
- Staff will show sensitivity and respect the various Aboriginal and Torres Strait Islander languages by incorporating where possible verbal and visual language into the Service environment.
- Staff will access and encourage involvement of the Aboriginal and Torres Strait Islander parents, staff and community members who have a vast knowledge of their culture.

5. IN RELATION TO ABILITY:

- Staff will provide an 'inclusive' educational environment in which all children can succeed.
- Staff will promote acceptance, respect and appreciation for individuals varying abilities.
- Staff will consult with all families and other professionals to enable full participation in the program for children with varying abilities.
- Staff will evaluate and alter the environment to enable all children to develop autonomy, independence, competency, confidence and pride.
- Staff will provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- Staff will empower all children in their own learning to ensure that they gain a feeling of self respect.
- Staff will treat all children equally and develop undertsandings that everyone has something important to contribute.

	<ul style="list-style-type: none">• Staff will observe all children and with parent consultation, provide an individualised program to extend the child's interests and abilities.• Staff will display images of elderly people of various backgrounds doing different activities.• Staff will display of differently abled people of various back grounds doing work or their families in recreational activities.• Staff will use images that depict differently able persons as independent.
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