



POLICY AND PROCEDURE

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INCLUSIVE PRACTICES

1. POLICY STATEMENT AND PURPOSE

Catholic Early Learning and Care supports the principles of equity through implementing inclusive and anti-bias practices. Inclusive practices underpin the service philosophy and its commitment to inclusive practices. A culturally inclusive environment requires mutual respect, open communication self-reflection, and building on relationships within the community. CELC understands that equity needs to be embedded into its services by promoting inclusive behaviours and practices that encompass both the individual and groups of people in their social, physical, emotional and cultural needs.

Catholic Early Learning and Care recognises and values the uniqueness of Aboriginal and Torres Strait Islander societies, cultures and identifies as the original inhabitants within a multicultural Australia.

There should be no division in the body, but that its parts should have equal concern for each other. If one member suffers, all members suffer, if one member is honoured, all members share this joy. You then are the body of Christ and each one of you is part of it. [1 Cor 12:25-27]

2. APPLICATION

This procedure applies to all Catholic Early Learning and Care Services in the Diocese of Cairns.

3. PROCEDURE

Personal experiences, biases and prejudices can influence professional and ethical behaviour and effect: caregiving skills and strategies; the value of interactions between children, families and Educators and the ability of stakeholders to work cohesively as a team.

It is important that services acknowledge and respect differences and similarities by ensuring that play and learning experiences are child-focussed, relevant and meaningful. Placing token values on differences and assuming that one interpretation of a culture, race or lifestyle represents everyone from that background, is not a sign of diversity and equity. It makes an assumption about the lives of individuals or groups of people, which may not be a true reflection of who they are. This type of assumption emphasises difference and diverts attention away from the similarities between people.

Inclusive Practice:

- Families, children and educators can express who they are, their opinions and beliefs
- Participate fully in the program to the best of their abilities.
- Feel safe from prejudice, abuse and unfair criticism.
- Interact with others and develop an understanding of cultural awareness and diversity.

- Initiate thoughtful and informed curriculum decisions.
- Partnership between families, staff, community and other professionals
- Share supportive learning environments.
- Inclusive service philosophy

Service Responsibility:

- To create an environment that promotes an inclusive, equitable and diverse service.
- To achieve equal relations between nationalities, races, religions, genders and additional needs
- To cultivate each child's ability to stand up for him/ herself and for others and act to promote equity and justice.
- To develop programs which support the goal of an anti-bias program.
- For each child to be able to recognise and challenge bias
- To regularly assess the physical environment for inclusiveness and undertake to plan changes in an environment where appropriate.
- Not to tolerate behaviours, language or practices that label, stereotype or demean others.
- Celebration of other cultures is embedded into the program.
- Interpreter information will be made available for non-English speaking families wherever possible.
- Collaborate with families so they can take an active role in decision making within the service.
- Provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds.

Embracing our Aboriginal and Torres Strait Islander Culture: (with permission Rockhampton Diocese ELC)

Since The Dreaming, Aboriginal peoples and Torres Strait Islander peoples have been deeply committed to the Creator and centred their lives in the natural-spiritual world. The land is from where identity comes, from where spirituality springs, where The Dreaming originates, where custodianship begins. The people have never lost their connection with the land and the sea and remain bound to it in spirit, living in harmony with nature.

We recognise the uniqueness of Aboriginal and Torres Strait Islander societies, cultures and identities separate from other unique cultures within multicultural Australia. As the original inhabitants of Australia, Aboriginal peoples and Torres Strait Islander peoples are not part of the ethnic or migrant cultures which contribute so much to Australia's spiritual, social and economic life. Rather they hold the position of the Indigenous Australian occupying a special religious, historical and social place within the Australian community.

We also recognise that gospel values are universal and apply to all God's people. By directing this policy specifically toward Aboriginal peoples and Torres Strait Islander peoples it attempts to acknowledge the unacceptable levels of education and social standing, which sees a greater percentage of sickness, unemployment, death and poverty among this section of the community in comparison to other groups within the wider Australian community.

We as a church, follow the example of Jesus, seek to achieve through education processes, justice and harmony with Aboriginal peoples and Torres Strait Islander peoples.

Foster the creation of a spirit of openness for Aboriginal students and Torres Strait Islander students and their Parents/Guardians and families to develop a sense of identity and a sense of belonging to the centre's community.

The service will:

- Collaborate with communities, families and employees in the development and implementation of a Reconciliation Action Plan.

- Recognise and celebrate the unique giftedness that Aboriginal children and Torres Strait Islander children and their families bring to the community.
- Involve Aboriginal peoples and Torres Strait Islander peoples in educational decision making.
- Promote an awareness of and respect for the cultural diversities, spirituality, values and traditions of Aboriginal students and Torres Strait Islander students.
- Include Aboriginal perspectives and Torres Strait Islander perspectives across the curriculum.
- Ensure staff have access to Cross Cultural Awareness Programs as part of their Professional Development
- Seek assistance and support from Aboriginal staff and Torres Strait Islander staff employed in the Diocese and from the local Aboriginal communities and Torres Strait Islander communities.

Promoting Indigenous peoples culture:

- Display art and images of First Nations people in everyday contemporary situations.
- Incorporating First Nations resources within the educational program.
- Programming experiences that reflect Aboriginal and Torres Strait Islander culture
- Research Indigenous peoples pre colonisation way of life e.g farming/eco systems and use this knowledge to support project work.
- Embed Aboriginal and Torres Strait Islander perspectives in all aspects of practice.
- Invitation to local elder to share knowledge and stories.
- Flying the Aboriginal and Torres Strait Islander flags to promote cultural safety.
- Investigating the tribal names of the local Traditional Owners and recognising them at each service
- Displaying brochures of local/state Aboriginal & Torres Strait Islander organisations
- Include Welcome to Country or Acknowledgement of Country before meetings or training sessions.

Inclusion Support:

Inclusive practice is a key aspect of quality early learning and care provision. Services need to ensure they understand and are sensitive to the complex issue of many families with children with additional needs who have the protected right to be educated in the least restrictive environment.

Children with Additional Needs:

- Parents/Guardians are required to provide additional information on the enrolment form determining additional needs from health care or educational professional, who is familiar with the child.
- Nominated Supervisor will meet with the Parents/Guardians to determine what assistance and inclusion support will benefit their child.
- Families will be given access to resources and support networks within the community.
- Completed risk minimisation and communication plan where applicable.
- Provide information for children and families in other languages when appropriate.
- Nominated supervisor along with educators to develop a strategic inclusion plan to recognise and support needs of the child in care and how best to support them.

Communication with Families:

- Inform Nominated Supervisor of the family and child's cultural and or language requirements at the time of enrolment.
- Discuss any additional needs required by child and family.
- Contribute to the programme and operation of the service by sharing information about their individual needs.
- Family will be informed about the service's policies and policies and where they can gain access to them.

Educators' Responsibility:

Ensure that their interactions with children:

- Promote equity regardless of gender, race, culture or difference.
- Encourage children to develop to their full potential regardless of different abilities or needs.
- Ensure that their language and daily practices are inclusive and non-discriminatory.
- Self-evaluate and monitor their biases concerning gender, stereotypes or other differences between children or adults.
- Undertake professional development.
- Uphold the CELC Code of Conduct
- Be inclusive of all lifestyles and models when discussing family structures with children.
- Provide inclusive resources, experiences and materials.
- Recognise the emotional needs resulting from trauma, abuse or grief.
- Assist children and staff with additional needs to integrate into the service.
- Respect the differences of families in their parenting approach.
- Be aware all children and educators with specific medical conditions.
- Celebrate occasions that are relevant to a variety of cultures.
- Share information with children about different cultures.

CELC Management:

- Support staff in their professional development opportunities to ensure the provision of inclusive and anti-bias programs.
- Assess the centre documents and communications to ensure that it is inclusive and promotes anti-bias approach.
- Ensure all enrolment policies and practices are inclusive.
- Provide opportunity for parents/guardians and educators to contribute to the review of the policy.
- Ensure all equipment and resources purchased are inclusive.
- Include in the staff orientation, information in regard to the services commitment to inclusive practices and anti-bias.

4. BREACHES OF THIS POLICY

Appropriate disciplinary action will be taken against a person who is found to have breached the requirements contained within this document. Action taken will depend on the nature and circumstance of each breach and could include: an official warning and note on the individual's personnel file; a formal written and/or verbal apology; counselling; demotion; transfer; or suspension or dismissal for very serious matters.

5. ENQUIRIES

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6. SEE ALSO

- Education and Care Services National Regulations 2011
- Education and Care Services National Law Act 2010
- The National Quality Standards for Education and Care Services 2018
- Age Discrimination Act 2004
- Disability Discrimination Act 2006

- Human Rights and Equal Opportunity Commission Act 2007
- Privacy Act 1988
- Racial Discrimination Act 1975 Amendment 2014
- Code of Conduct
- Sex Discrimination Act 1984 Amendment 2013

7. APPROVAL



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Catholic Early Learning and Care

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