

DIVERSITY AND EQUITY POLICY



POLICY STATEMENT

Reid Early Childhood Centre's (RECC) staff and management supports and encourage the concept of a diverse and equitable curricula (element 4.2.3 of the National Quality Standard). RECC support children to explore diversity in the comfort of their daily environment.

RECC recognises the right of all children to equal opportunities regardless of gender, background, language, religion, age, family structure, class, health, culture and abilities. RECC staff acknowledge that each child, family and staff member brings a unique set of experiences, knowledge and interests to the Centre. Interactions with children maintains at all times the dignity and rights of each child as required by Regulation 155 of the Education and Care Services National Regulations 2011 under the Education and Care Services National Law (ACT) Act 2011. Family backgrounds and home experiences are reflected and acknowledged in the programming.

Similarly, the unique background of each staff member and visitor to RECC is acknowledged and appreciated by RECC management, children and families. This diversity enriches experiences at the Centre for both staff and children through greater understanding and appreciation of each person's similarities and differences.

IMPLEMENTATION

Support for children and families

Staff develop educational programs to foster each child's:

1. construction of knowledgeable, confident, self-identity;
2. comfortable, empathic interaction with people from diverse backgrounds;
3. critical thinking about diversity, encouraging questions and enquiring minds; and
4. ability to stand-up for herself/himself and others.

RECC programs provide children a proactive approach to understanding and appreciating the similarities and differences between themselves and others.

Staff members act as positive role models for the children. Discrimination of any sort is unacceptable.

RECC staff members and Management show respect for children and parents who speak languages other than English. Families are encouraged to share their diverse backgrounds

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with children to support the learning within the Centre. This may be through visits to talk about family events or through children talking to their peers in a learning environment.

Children also receive a variety of nutritional experiences. In addition to expanding their food choices, this links the room's programming and children's experiences in diversity and cultural awareness to simple, daily activities they can relate to.

Programming also includes activities suited to each level of child development to expose the children to different national, cultural and individual topics. Learning is achieved through activities as creative arts, self-directed play, stories and songs.

Staff provide all children with the opportunity to express themselves and ask questions about the programs and activities which enables the children to process new ideas and concepts in a comfortable manner. RECC staff aim to make learning enjoyable and relevant to each child's level of development, understanding and background through an inclusive learning environment and by showing genuine interest when children are talking.

Children are taught about Australian events and holidays which provides them with important social skills and helps explain alterations to their usual routine which includes attendance at RECC. Many social and cultural events from around the world are acknowledged within the Centre.

Support for staff

RECC staff play an integral role in education children about diversity and modelling equity in the Centre. Staff regularly discuss their own cultural heritage and traditions with children and encourage them to respond with their own cultural experiences. Staff actively involve each child in the planning of cultural celebrations. Families are invited to the events and to assist their child/ren with preparations. RECC has strategies in place to encourage positive relationships between staff and management and families which acknowledge each other's unique background.

All staff members are encouraged and supported by RECC management to develop their knowledge in areas they may not fully understand. Staff are actively supported by attending professional workshops on-site and having related literature such as leaflets and up-to-date online information on diversity and equity readily available at RECC. They are also encouraged to seek support or advice on multi-cultural services, including support workers and interpreters.

All RECC staff can expect to be treated fairly and with respect by management and families. RECC management abide by this policy and equity principles when recruiting and managing staff, including during performance reviews.

Any complaints or compliments in relation to diversity or equity should be directed to either the Room Leader or the Centre Director.

RELATED POLICIES:

Anti-bullying and Harassment Policy

Diversity and Equity Policy

Behaviour guidance and management Policy

Food and nutrition Policy

Partnership with Families Policy

Programming and Planning Policy

Philosophy and Values

Work Health and Safety Policy

SOURCES:

Education and Care Services National Law (ACT) Act 2011

Education and Care Services National Regulations 2011

Guide to the National Quality Standard, October 2011