Anti-Bias and Inclusion Policy

Quality Area 5: Relationships with children

Standard 5.1: Respectful and equitable relationships are developed and maintained with each child

Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults

An anti-bias environment helps all children to feel safe, respected, important and valued. Such an environment will be developed through ensuring that:

In Relation to Cultural or National Origin and Racial Identity:

- Children and Educators will have access to information and training about other cultures/racial identity, especially those relevant in the Service.
- Educators will work with one another, families and children to continue to extend both their individual and communities cultural competence.
- Educators will expose children to a wide variety of concrete materials from daily life of families/cultures.
- Where possible, the Service will employ Educators that reflect various cultural, national origin and racial identities.
- Educators will affirm and foster children’s knowledge and pride in cultural identity.
- Educators will foster children’s curiosity, enjoyment and empathetic awareness of cultural differences and similarities.
- Educators will teach children to overcome any inappropriate responses triggered by cultural differences.
- Educators will encourage children to ask about their own and other’s physical characteristics.
- Educators will enable children to feel pride, but not superiority, about their racial identity. Educators will help children to become aware of our shared physical characteristics – what makes us all human.
- Educators will encourage parent input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
- Educators will collect information from each family on enrollment and incorporate it in the program to meet individual family needs re: ethnicity and home language.
- Educators where possible will use both the Educators and children’s first language verbally and visually within the Service environment.
- Educators 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.
- Educators will present books that reflect different languages and children’s first language.
In Relation to Gender Equity;

- Educators will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.
- Educators will monitor their own interactions for bias and reflect regularly on the language used with children.
- Educators will aim to use gender inclusive language.
- Educators will offer opportunities for both male and female family members to be equally involved within the program.
- Educators will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
- Educators will be positive role models, such as male Educators modeling nurturing dolls/babies, female Educators involved in wood work maintenance.
- Educators will provide resource materials that are not stereotypical.
- Educators will provide diversity of gender play e.g. Mechanic workshop, males and females in work and play clothes.
- Educators will provide a balance of men and women involved in a variety of jobs in and out of the home e.g. Show men and women repair-people, doctors, beautician, police officer, salesperson, teacher etc.

In Relation to Diversity in Family Composition;

- Educators will create an environment that is welcoming to all families.
- Educators 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.
- Educators will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.
- Educators will engage in simple discussion about families that focus on fact rather than values e.g. “some children live with their Mum or Dad, some children live with their mum and dad.
- Educators 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.
- Educators 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 Educators and children will discuss how members of the community can support one another through the provision of resources, donations of goods or time etc.

In Relation to Indigenous and Torres Strait Islander People;

- Educators will attend in-service, read current information to further understand how to present Aboriginal and Torres Strait Islander culture in a positive way, 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.

• Educators will develop awareness/understanding about the Aboriginal and Torres Strait Islanders as part of the cultural heritage of all Australians.

• Educators 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.

• Educators will encourage access of the Aboriginal and Torres Strait Islander community into the mainstream of children services.

• Educators 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.

• Educators will access and encourage involvement of the Aboriginal and Torres Strait Islander parents, Educators and community members who have a vast knowledge of their culture.

In relation to ability;

• Educators will provide an ‘inclusive’ educational environment in which all children can succeed.

• Educators will promote acceptance, respect and appreciation for individuals varying abilities.

• Educators will consult with all families and other professionals to enable full participation in the program for children with varying abilities. Educators will evaluate and alter the environment to enable all children to develop autonomy, independence, competency, confidence and pride.

• Educators will provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different. Educators will empower all children in their own learning to ensure that they gain a feeling of self-respect.

• Educators will treat all children equally and develop an understanding that everyone has something important to contribute.

• Educators will observe all children and with parent consultation, provide an individualised program to extend the child’s interests and abilities.

• Educators will display images of elderly people of various backgrounds doing different activities.

• Educators will display differently abled people of various backgrounds doing work or their families in recreational activities.

• Educators will use images that depict differently able persons as independent.

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12/02/2016

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Anti-Bias and Inclusion Policy – Australian International Islamic College Kindergarten