Multicultural / Religious Beliefs Policy

Quality Area 1: Educational program and practice

Standard 1.1: An Approved Learning Framework informs the development of a curriculum that enhances each child’s learning and development.

Standard 1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

We strive to appreciate and acknowledge a wide variety of cultures, ensuring that children learn about diversity and that all children feel that their own cultures are important and valued whilst eliminating discrimination.

The cultures represented within the service and wider local community helps to form the foundation of programs implemented. Furthermore, we will also consult with community groups and relevant agencies to develop equitable and culturally relevant programs to help staff in promoting an inclusive atmosphere for all children.

Background information on families will be asked for on the child’s enrolment form to allow us to have an insight into the child and family’s beliefs and values and to therefore meet a variety of needs more effectively.

- All children and families will be treated equally and fairly and with respect
- This service is of a religious denominational background
- We will ensure that staff actively encourage all children to show empathy and self-confidence, irrespective of gender and other differences
- We will develop interest and respect in different cultural backgrounds via books, media and DVD’s. Educators encourage children to critically evaluate text and images in books, films, advertisements and other media in a supportive and informed environment
- All displays, posters, children’s books and other materials are monitored to ensure they are inclusive of all people
- Families will be asked to volunteer their time and resources to extend multicultural learning of children and Educators
- Educators will advocate and support the maintenance of the family’s home language in conjunction with their wishes
- Educators will be sensitive to specific cultural behaviour or dress, which may be different to their own beliefs
- Religious beliefs are respected and the family consulted to enable Educators to meet their needs within the program and daily routine

Multicultural/Religious Beliefs Policy– Australian International Islamic College Kindergarten
- Educators and children discuss gender or other bias in children’s play and in their relationship with one another
- The Service will create and maintain links with local cultural diverse communities
- Educators will plan and provide children with a variety of experiences that include multicultural awareness as a regular part of the curriculum
- Children’s first Language is valued, acknowledged and encouraged as one of the most important aspects of the child and their family’s cultural identity. We encourage families to provide the service with a list of words along with correct pronunciation and translation so that the Educators can encourage your child’s language development.
- All information regarding the Service can be made available in another language other than English on request
- Translation assistance can be offered to families which do not use English as their first language

Resources available to families with culturally or linguistically diverse backgrounds – via Lady Gowrie Resource Centre, Migrant and Ethnic Link Services (1800 648 598) which provide translation services and resources (Interpreter Service 131450). For assistance with multicultural matters the Department of Immigration and Multicultural Affairs can be contacted on 131 881 or www.immi.gov.au

This policy was made with consideration Gowrie NSW, Early Childhood Australia, Education and Care Services National Regulations and National Quality Standard.

Date that the policy was last updated or revised: January 2016

12/02/2016

Nadiya Khan
Director

Australian International Islamic College Kindy

Multicultural/Religious Beliefs Policy– Australian International Islamic College Kindergarten