



Nature Alliance Family Day Care Service

Anti Bias, Equity and Inclusion Policy



POLICIES IN THIS SECTION AS REQUIRED BY

Education And Care Services National Regulations 2012 – Regulations 155,156,157,168,170

National Quality Standards for Early Childhood Education and Care and School Age Care (2010)

PURPOSE:

To provide an inclusive environment for all children, families, Educators, and staff and to acknowledge the uniqueness of everyone regardless of their race, gender, sexuality, religion, culture, physical and mental abilities, and socio-economic background. This policy promotes equity for all to ensure they are welcomed and treated with respect.

Definitions:

Anti-bias is the practice of inclusion and underpins the acceptance that all people are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that *'Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.'* (2016).

Equity is the practice where children have the right to be treated equally and the goal is to develop children's identity and self-esteem in a trusting and supportive environment. Equity means embracing diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities and UN Declaration on the Rights of Indigenous Peoples. Inclusion supports children's rights, taking into account all abilities, cultural identity, linguistic diversity including learning styles, gender, family circumstances and geographic location in the curriculum decision-making processes. Inclusion fosters diversity, overcomes bias and barriers and provides children with a voice to be involved, have access to activities and environments, have meaningful participation that fosters a sense of belonging and the opportunity to experience positive learning outcomes.

POLICY:

Our Anti-Bias, Equity and Inclusion policy underpins the philosophy of our Service. This policy aims to assist children to form positive social relationships, develop their identity and self-awareness and to learn to accept the diversity of members within and outside of the FDC Service community.

Having knowledge of Aboriginal and Torres Strait Islander Peoples culture is a vital part of inclusion and reconciliation. This policy promotes reflection and aims to challenge cultural assumptions and build knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions that will make up the Nature Alliance Reconciliation Action Plan. *History cannot be changed, but the truth can be told. (as quoted by Danny Ford OMA 27.6.2022)*

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PROCEDURES:

The Nature Alliance staff, Educators and Educator Assistants will:

- access information and professional development about inclusion, bias, and equity so everyone understands how these impact on practices
- reflect on the current level of cultural competence and provide opportunities for professional reflection and development on Aboriginal and Torres Strait Islander culture, other cultural and racial identities, especially those relevant within the FDC Service
- identify and challenge our own cultural assumptions, beliefs, and commitments to cultural competency and promote the inclusion of children's voices in all decisions that affect them
- engage in critical reflection about stereotypes and biases and provide children with tools to respond appropriately to bias and guide the children to overcome any inappropriate responses triggered by differences
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories, and contributions and show respect and a commitment to reconciliation by continuing to develop and implement the Nature Alliance Reconciliation Action Plan
- ensure the program design and delivery builds on community and cultural strengths and fosters an inclusive environment. Encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language
- where possible, engage FDC Educators who reflect a variety of cultural, national origin, and racial identities
- encourage FDC Educators to use their and children's first language as appropriate within the environment

Educators and Educator Assistants will:

- affirm and foster children's knowledge and pride in cultural identity
- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities
- build on children's strengths, interests and individuality
- encourage children to ask about differences in physical characteristics
- enable children to feel pride, but not superiority, about their racial identity
- help children to become aware of our shared physical characteristics – what makes us all human
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures
- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds

Supporting Documents:

Nature Alliance RAP

Source:

Childcare Desktop

Danny Ford OMA (NA Conference June 2022)

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