
Acknowledgement of Country

We acknowledge the Dharug and Gadigal People as the Traditional Custodians of the land on which we live, work and play. We pay respect to all Aboriginal and Torres Strait Islanders, their Elders past, present and emerging and recognise their spiritual connection to Country.

May we continue to walk the path of reconciliation together and embrace the history and stories of all Aboriginal and Torres Strait Islander Nations.

Policy Statement

We recognise the diversity of cultures in Australia and acknowledge the Aboriginal and Torres Strait Islander People as the Traditional Custodians.

We will ensure that differences in backgrounds, cultures and abilities are valued and that families are actively encouraged to share experiences.

Appropriate Inclusion Support Agencies will be accessed, and families referred to them, in order to support children's well-being and access to appropriate care.

Procedures

- ✓ Everyone shall feel a sense of belonging, free from prejudice and harassment.
- ✓ Everyone shall be treated with dignity and respect.
- ✓ Everyone is invited and encouraged to contribute knowledge of their culture, hobbies, and interests to enhance the overall program.
- ✓ Educators will:
 - treat all children equitably and encourage them to treat others with respect and fairness.
 - act as positive role models by encouraging all children to be involved in a variety of activities.
 - encourage acceptance and understanding.
 - create a culture of belonging for the children, families, and staff where their diverse identities, backgrounds, skills, experience and interests are valued and respected.
 - make certain negative and discriminating images of cultures or lifestyles are never used.
 - undertake training and sharing of information to create an inclusive environment.
 - obtain and use resources that reflect the diversity of children, families and the Community and increase awareness and appreciation of Aboriginal and Torres Strait Islander and multicultural heritage.
- ✓ The program will:
 - embed activities and experiences that educate the children on the similarities and differences in culture, race and religion that are culturally sensitive as per our Programming Policy.
 - as far as possible, use resources and materials, that are non-stereotypical, allowing for everyone to join in regardless of ability, whilst respecting that some cultures have specific gender ideals that will need to be considered.
- ✓ Children will be encouraged to:
 - build relationships based on respect, fairness, acceptance, cooperation, and empathy.
 - develop their own sense of identity.
 - share their knowledge, experiences, thoughts, ideas, views and opinions.

Inclusion Support Agencies

- ✓ Wherever possible we will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the Organisation in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
- ✓ We will access additional support, assistance, and resources for children with additional needs including children from diverse cultural backgrounds, children from non-English speaking backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.
- ✓ Educators will communicate with families about any concerns they have and offer the family links to other Support Services within the community such as Inclusion Support Agencies and Community Health Services etc.
- ✓ Educators will work with families, Inclusion Support Agencies and other specialists associated with the child to develop individual Support Plans.
- ✓ Management will, where possible provide experienced and qualified Educators to care for the individual needs of children, however, if we do not have the capacity to care for, or meet the individual needs of any child, we will consult

with the child's family and try to find an alternative care arrangement that has the capacity to meet the specific care needs of their child.

Considerations

Education and Care Services National Law

13	Matters to be taken into account in assessing whether fit and proper person
161	Offence to operate education and care service without nominated supervisor
161A	Offence for nominated supervisor not to meet prescribed minimum requirements
162	Offence to operate education and care service unless responsible person is present
162A	Persons in day-to-day charge and nominated supervisors to have child protection training
165	Offence to inadequately supervise children
168	Offence relating to required programs
301	National Regulations

Education and Care Services National Regulations

Reg 55	Quality improvement plans
Reg 73	Educational program
Reg 118	Educational leaders
Reg 155	Interactions with children
Reg 156	Relationships in groups
Reg 157	Access for parents
Reg 168	Education and care service must have policies and procedures

Education and Care Services National Quality Standards

Quality Area	Standard	Element
QA 1 Educational Program & Practice	1.1 Program	1.1.2 Child Centred
	1.2 Practice	1.2.1 Intentional teaching
		1.2.2 Responsive teaching and scaffolding
		1.2.3 Child directed learning

Activity Centres Inc. Policies and Procedures

Code of Conduct	Observation
Conditions of Employment	Orientation
Enrolment	Programming
Equipment and Maintenance	Staff Professionalism

My Time Our Place

<u>Learning Outcome 1</u> Children have a strong sense of identity	<ul style="list-style-type: none"> • Children feel safe, secure, and supported • Children develop their autonomy, inter-dependence, resilience and sense of agency • Children develop knowledgeable and confident self-identities • Children learn to interact in relation to others with care, empathy and respect
<u>Learning Outcome 2</u> Children are connected with and contribute to their world	<ul style="list-style-type: none"> • Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation • Children respond to diversity with respect • Children become aware of fairness
<u>Learning Outcome 3</u> Children have a strong sense of wellbeing	<ul style="list-style-type: none"> • Children become strong in their social and emotional wellbeing

<u>Learning Outcome 4</u> Children are confident and involved learners	<ul style="list-style-type: none"> • Children transfer and adapt what they have learned from one context to another • Children resource their own learning through connecting with people, place, technologies and natural and processed materials
<u>Learning Outcome 5</u> Children are effective communicators	<ul style="list-style-type: none"> • Children interact verbally and non-verbally with others for a range of purposes

Early Years Learning Framework

<u>Learning Outcome 1</u> Children have a strong sense of identity	<ul style="list-style-type: none"> • Children feel safe, secure, and supported • Children develop their emerging autonomy, inter-dependence, resilience and sense of agency • Children develop knowledgeable and confident self-identities • Children learn to interact in relation to others with care, empathy and respect
<u>Learning Outcome 2</u> Children are connected with and contribute to their world	<ul style="list-style-type: none"> • Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation • Children respond to diversity with respect • Children become aware of fairness
<u>Learning Outcome 3</u> Children have a strong sense of wellbeing	<ul style="list-style-type: none"> • Children become strong in their social and emotional wellbeing
<u>Learning Outcome 4</u> Children are confident and involved learners	<ul style="list-style-type: none"> • Children transfer and adapt what they have learned from one context to another • Children resource their own learning through connecting with people, place, technologies and natural and processed materials
<u>Learning Outcome 5</u> Children are effective communicators	<ul style="list-style-type: none"> • Children interact verbally and non-verbally with others for a range of purposes

Legislation

Anti-Discrimination Act 1977 (NSW)	The Fair Work Act 2009
Children and Young Persons (Care and Protection) Act 1998	The Privacy and Personal Information Protection Act 1998
Children and Young Persons (Care and Protection) Act 1998 - Section 13 – Aboriginal Child and Young Person Placement Principles	UN Convention on the Rights of the Child
The Equal Opportunity Act 2010	Australian Institute of Aboriginal and Torres Strait Islander Studies
Aboriginal Education Consultive Group Inc	

_____ end of policy _____

Policy is only endorsed if initialled by 2 members of the Management Committee
Endorsed by the Management Committee on the 28 February 2023

Inclusion Policy is to be reviewed by the 28 February 2028