MULTI-CULTURAL POLICY

Australia is an increasingly multi-cultural society, and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising and respecting similarities and differences in cultures. The cultural beliefs, linguistic and religious diversity represented within the Langwarrin Community Centre and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

There were never in the world two opinions alike, any more than two hairs or two grains. Their most universal quality is diversity.

Michel De Montaigne, 1533–1592

CHILD SAFE STANDARDS
In relation to Standard 1 - Model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within the Langwarrin Community Centre

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play based learning.

3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children

156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Additional Needs Policy Anti-bias and inclusion Policy Child Safety and Wellbeing Policy Communication Policy Educational Programming Policy Enrolment and Orientation Policy	Interaction with Children, Family and Staff Policy Physical Environment Policy Respect for Children Policy

PURPOSE

To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and different cultures. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem. Our cultural diversity in Australia is one of our greatest strengths and part of our national identity. Identity enhances children's sense of belonging and respect for diversity. (EYLF, 2010)

SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisors and management of the Service.

IMPLEMENTATION

Our Service values and celebrates multicultural diversity by building respectful partnerships with families and local communities. We promote and embrace cultural and linguistic differences, and provide an inclusive and equitable environment for children to develop their sense of belonging and enhance their learning and well-being.

THE APPROVED PROVIDER MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- equitable access to the Service is provided to children and families from all cultural and linguistic backgrounds
- all children and families are respected and treated equally and fairly at all times
- the Service communicates, engages and consults with our culturally diverse communities

- a sense of inclusion for all families is embraced within the Service
- specific programming develops intercultural understanding and awareness, identifying similarities and differences, and learning about a variety of cultural celebrations
- inclusive teaching practices recognise and respect the cultural, linguistic and religious backgrounds of all children
- all staff follow protocols for teaching Aboriginal and Torres Strait Islander culture and language
- the Service builds and maintains cultural resources to appropriately reflect cultures within the service and community
- children, families, and staff respect and value others, including those who are different from themselves
- children, staff, and families' cultural backgrounds are reflected in developing routines and programs consistent with best practice and that foster positive outcomes for all stakeholders
- positive community relations are promoted and methods of communication with families are translated into home languages as required
- the capacity of staff to meet the specific learning and wellbeing needs of children from culturally diverse backgrounds is met through professional learning opportunities for educators
- all staff develop cultural competence to improve their knowledge and understanding of Aboriginal and Torres Strait Islander people
- the unique cultural and social perspectives of each family is acknowledged and celebrated
- all children and families are welcomed and respected regardless of race, culture, colour of skin, socio-economic status, ability, family composition, belief systems or lifestyles
- positive attitudes are role-modelled towards differences in appearance, culture, and lifestyle
- all staff follow the principles of the Early Childhood Australia Code of Ethics

WHEN WORKING WITH CHILDREN AND FAMILIES, EDUCATORS WILL:

- create and maintain an inclusive environment that enhances children's development, self-worth and dignity
- act in the best interests of all children at all times
- engage parents and families in planning cultural days, events or celebrations
- seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions and language
- encourage children to respect and value others, including those who are different from themselves
- ensure children do not exclude others on the basis of differences such as race, sex, or ability
- work to ensure that the self-identity of each child is valued and respected
- encourage children to explore and accept diversity
- challenge bias and stereotypes

- address bias or comments about differences, and treat as an opportunity to increase children's understandings
- model inclusive practices
- use unbiased language: avoid racist, sexist, discriminatory, and/or stereotyped remarks or comments
- ensure own interactions are caring and responsive to all children in the service
- demonstrate respect for all children and families
- ensure displays, posters, children's books, and other materials are monitored to ensure they are culturally inclusive
- use picture books to explore intercultural understanding
- be sensitive to specific cultural behaviour or dress, which may be different to their own
- ensure each child's current knowledge, ideas, culture, abilities, and interests are consistently, actively and appropriately incorporated into all aspects of the program
- develop deep understanding in the culture and language of the Service families and in that of the broader community, without compromising their cultural identity.

RESOURCES

Aboriginal Early Childhood Cultural Protocols

Early Childhood Australia's Reconciliation Story Time Collection

NSW Department of Education Learning and Teaching Using picture books for intercultural understanding. Learning across the curriculum

NSW Government Deadly Resources for Quality Services

Reconciliation Australia- Reconciliation Action Plans (RAP)

Victorian Aboriginal Education Association Inc. Early Years Unit

Walking Together

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Multicultural Policy* will be reviewed in consultation with children, families, staff, educators and management.

SOURCE

Australian Children's Education & Care Quality Authority. (2025). *Guide to the National Quality Framework*
Australian Government Department of Education, Skills and Employment. (2022) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.*
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Reconciliation Australia, Narragunnawali: Reconciliation in Education, (2019).
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REVIEW

POLICY REVIEWED BY	Carol Hopkins	CSO	Dec 2025
POLICY REVIEWED	Dec 2025	NEXT REVIEW DATE	Dec 2027
VERSION	• V3 12.25		
MODIFICATIONS	• policy reviewed as part of review cycle • links to resources checked • sources checked		
APPROVED BY	• Tania Bernardo		

POLICY REVIEWED BY	Carol Hopkins	CSO	Dec 2023
POLICY REVIEWED	Dec 2023	NEXT REVIEW DATE	Dec 2025
VERSION	• V2 12.23		
MODIFICATIONS	• policy reviewed as part of annual review cycle • links to resources checked • sources checked • reference to ELYF updated to V.20 • minor formatting edits within text • continuous improvement/reflection section added		
POLICY REVIEWED BY	Samantha Neeman	Manager	August 2022
POLICY REVIEWED	AUGUST 2022	NEXT REVIEW DATE	AUGUST 2023

Signature _____ *Date__11_/_12__/_2025__*

MODIFICATIONS	• policy reviewed as part of annual review cycle • links to resources checked • sources checked	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	REVIEW DATE
MARCH 2021	• minor edits as highlighted • additional resource added- picture books • sources checked for currency	MARCH 2022
MARCH 2020	• Additional information added to points and implementation • Sources/references added updated	MARCH 2021
MARCH 2019	• Additional information added to points. • Duplicated information deleted. • Irrelevant information deleted. • Sources checked for currency. • Sources/references corrected, updated, and alphabetised.	MARCH 2020
MARCH 2018	• Additional statements added to 'Implementation' section of the policy	MARCH 2019
OCTOBER 2017	• Updated the National Quality Standards references to comply with revised standards	MARCH 2018
MARCH 2017	• Minor changes made to ensure compliance with regulations and National Quality Standards.	MARCH 2018