

E-4 Cultural Relevance/Anti-Bias

Epping Heights OSHC.

NQS

QA. 1.1.1	Approved learning framework.
QA. 1.1.2	Child-centred.
QA. 2.2	Safety.
QA. 4.1	Staffing arrangements.
QA. 5.1	Relationships between educators and children.
QA. 5.1.1	Positive educator to child interactions.
QA. 5.1.2	Dignity and rights of the child.
QA. 5.2	Relationships between children.
QA. 5.2.1	Collaborative learning.
QA. 6.1	Supportive relationships with families.
QA. 6.1.2	Parent views are respected.
QA. 6.1.3	Families are supported.
QA. 6.2.3	Community engagement.
QA. 7.1.2	Management systems.
QA. 7.1.3	Roles and responsibilities.

National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures

POLICY STATEMENT

We aim to recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program. All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

RELATED POLICIES

- Epping Heights OSHC Policy A-3: Philosophy
- Epping Heights OSHC Policy C-4: Staff Professionalism
- Epping Heights OSHC Policy C-5: Professional Development
- Epping Heights OSHC Policy C-13: Interactions with Children
- Epping Heights OSHC Policy D-23: Child Management / Behaviour Guidance

- Epping Heights OSHC Policy D-25: Harassment, Bullying and Violence
- Epping Heights OSHC Policy D-30: Supervision
- Epping Heights OSHC Policy E-2: Written Programs
- Epping Heights OSHC Policy E-3: Gender Equity and Inclusion

PROCEDURE

Educators shall accept and value every parent and child regardless of race, cultural background religion, sex or ability or sexual preference of parents.

Educators will make themselves aware of the specific cultures represented in the families and general community of the Centre.

No discrimination will be made against any family or child due to their culture, race or sexual preference.

Educators will not be judgmental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).

Educators will ensure parents have confidence in the Centre's quality of care for their child by seeking information regarding their cultural issues.

Educators will encourage feedback and input from parents in relation to the program, policies or other issues in the Centre, which are affected by the families' culture or race.

Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program (see Written Programs policy)

All educators will participate in the sharing of information regarding the various cultures and multicultural programming (see Professional Development policy) and offered training where necessary.

Educators are encouraged to share knowledge of their own cultures with other educators, parents and children and to incorporate this into the program.

Educators will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.

Contact should be made with the Inclusion and Professional Support Program (IPSP) team in the local area for support, assistance and ideas where necessary.

All activities and behaviour in the Centre will be considerate of the cultural and linguistic diversity of the families within the community.

Where practical, parent information will be translated into other languages.

Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Educators shall research and gain ideas regarding appropriate activities to be incorporated in the program.

Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.

All activities in the Centre will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided.

SOURCES

- Education and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Children (Education and Care Services National Law Application) Act 2010
- United Nations Convention on the Rights of the Child
- Anti-Discrimination Act 1977

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