

MULTICULTURAL POLICY

Australia is an increasingly multicultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising, respecting and accepting similarities and differences in cultures. The cultural beliefs, linguistic and religious diversity represented within our Out of School Hours Care Service (OSHC) 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

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	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and 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 Celebrations Policy Educational Programming Policy English as an Additional Language or Dialect (EAL/D) Policy	Family Communication Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Physical Environment Policy Respect for Children Policy
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PURPOSE

To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and knowledge of other 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. Facilitating a sense of identity is a key outcome from *My Time, Our Place* Framework for School Age Care in Australia (V2.0)

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

Our OSHC 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:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of this policy as part of their induction process
- families are aware of this *Multicultural Policy*
- equitable access to the Service is provided to children and families from all cultural and linguistic backgrounds
- to build culturally safe and secure environments where all children and young people are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (MTOF, V2.0. p. 15)
- the OSHC Service communicates, engages and consults with our culturally diverse communities
- specific programming and cultural awareness activities and experiences, 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 and families

- all staff and educators display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- to engage Aboriginal and Torres Strait Island people about how to embed Aboriginal and Torres Strait Islander perspectives into the philosophy of our Service and the planning and implementation of the curriculum
- the OSHC Service builds and maintains cultural resources to appropriately reflect cultures within the service and community
- 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 and young people from culturally diverse backgrounds is met through professional learning opportunities for educators
- cultural responsiveness is demonstrated by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- the unique cultural and social perspectives of each family is acknowledged and celebrated
- 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 and culturally safe environment that enhances children's development, self-worth and dignity
- act in the best interests of all children at all times
- take responsibility to be culturally responsive and be respectful of everyone's backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviour
- respect and value the diversity of families, and communities and the aspirations they hold for their children (MTO, V2.0)
- engage parents and families in planning cultural days, events or celebrations
- embed Aboriginal and Torres Strait Islander knowledge and perspectives into their planning and implementation of the curriculum
- seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions and language
- encourage children and young people to respect and value others, including those who are different from themselves.

- ensure children and young people 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 difference 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 OSHC 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 and other resources for intercultural understanding [see link below for resources]
- be sensitive and respectful 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 OSHC Service families and in that of the broader community, without compromising their cultural identities.

RESOURCES

[Aboriginal Early Childhood Cultural Protocols](#)

NSW Department of Education Learning and Teaching [Using picture books for intercultural understanding. Learning across the curriculum](#)

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 on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

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 Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)
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<https://www.narragunnawali.org.au/about>
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[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Libby Haines	Director	March 2024
POLICY REVIEWED	MARCH 2024	NEXT REVIEW DATE	MARCH 2025
VERSION NUMBER	V11.03.24		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy review inclusion of statements for diversity, cultural responsiveness from MTOP V2.0, 2022 deleted/reworded statements to ensure consistency of policy sources checked for currency and broken links repaired as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MARCH 2023	<ul style="list-style-type: none"> policy maintenance hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added Childcare Centre Desktop Related resources section added link to Western Australian Education and Care Services National Regulations added in ‘Sources’ 	MARCH 2024	
MARCH 2022	<ul style="list-style-type: none"> policy reviewed as part of annual review cycle links to resources checked sources checked 	MARCH 2023	

MARCH 2021	<ul style="list-style-type: none"> • minor edits as highlighted • additional resource added- picture books • sources checked for currency 	MARCH 2022
MARCH 2020	<ul style="list-style-type: none"> • Additional information added to points and implementation • Sources/references corrected 	MARCH 2021
MARCH 2019	<ul style="list-style-type: none"> • Additional information added to points. • Sources checked for currency. • Sources/references corrected, updated, and alphabetised. 	MARCH 2020
MARCH 2018	<ul style="list-style-type: none"> • Additional statements added to 'Implementation' section of the policy 	MARCH 2019