

▲ EQUITY AND DIVERSITY PRINCIPLES

▲ NQS

Element 4.2.3: Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Element 5.1: Respectful and equitable relationships are developed and maintained with each child.

Education and Care Services National Regulations: 155, 168(2)(i)(j)

▲ PURPOSE

The purpose of this policy is to establish guidelines for fostering a practice of equity and social justice at FROEBEL centres. Guided and supported by the practices of the Early Years Learning Framework¹, Educators aim to work in partnership with children, families, other professionals, and community members to engage in co-constructed learning that values diversity, whilst also understanding and respecting the diverse cultures, in communities, including Aboriginal and Torres Strait Islander perspectives. Educators are committed to ongoing learning and critical reflection to support the development of curriculums that are founded in an anti-bias approach fostering equity and diversity in practice.

▲ POLICY & PROCEDURES

- Anti-bias environments are created through teaching and learning opportunities, these are a collaboration between children and adults in the place and space in which they are engaging.
- Creating an anti-bias curriculum is central to the vision of FROEBEL Australia for *'every child to have the opportunity to grow into a curious, capable, caring and contributing global citizen, beginning with an empowered childhood'*
- The intent is for educators to use the anti-bias goals (Derman-Sparks and Olsen Edwards, 2010) to critically reflect on their own understanding of an anti-bias

¹ Early Years Learning Framework V2.0 <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

curriculum. Educators will support each other, children, families, and community to reflect on their bias and provide opportunities to learn or to challenge thinking to work towards the intended anti bias goals.

- Reflecting on the relationships between people, places, individual and collective decisions as well as materials used (Scarlet, 2016).
- These reflections and actions are intended to support a culture of teaching and learning for equity and social justice.
- Implementing an anti-bias approach to teaching and learning is part of an ongoing cycle of engaging with and reflecting upon the anti-bias goals (Scarlet, 2016).

The four anti-bias goals as stated by Derman-Sparks and Olsen Edwards (2010) are:

Goal 1: Each child will demonstrate self-awareness, confidence, family pride and positive social identities.

Goal 2: Each child will express comfort and joy with human diversity; accurately use language for human difference; and deep caring human connections.

Goal 3: Each child will increasingly recognise unfairness, have language to describe unfairness, and understand that unfairness hurts.

Goal 4: Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/ or discriminatory actions.

▲ SOURCES AND FURTHER READING

- Early Years Learning Framework V2.0
- The Anti Bias Approach in Early Childhood (Scarlet, 2016)
- Inclusive Education in the Early Years (Cologon, 2014)

▲ ASSOCIATED POLICIES

- Cultural Competence
- Educational Program
- FROEBEL Philosophy
- Interactions with children and positive behaviour guidance
- Inclusion

▲ POLICY REVIEW

- The Centre (together with educators) will review this policy every 12 months.
- The Approved Provider and Centre Director ensure that at all times all educators maintain and implement this policy and its procedures.
- Families are encouraged to collaborate with the Centre to review the policy and procedures.
- **Last review:** 11.09.2023
- **Next review:** 11.09.2024