

CULTURAL RESPONSIVENESS

NQS

Element 1.1.1 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.

Element 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

Element 1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

Element 4.2.2 Professional standards guide practice, interactions, and relationships.

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

Element 5.1.2, The dignity and rights of every child are maintained.

Element 5.2.1 Children are supported to collaborate, learn from and help each other.

Element 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Element 6.1.2 The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.

Education and Care Services National Regulations: 155; 160(3) (g), (f); 168, 170

PURPOSE

Cultural responsiveness is having an understanding and appreciation for interacting with people from diverse cultures.

The purpose of this policy is to promote fairness and equity for all stakeholders, valuing the individual and their different ethnic, cultural and religious background and to provide an environment which encourages unity and a sense of community through the development of 'cultural safety' and respectful relationships. Recognising cultural differences and working effectively towards effective cross-cultural interactions.

POLICY

It is the policy of the centre to promote a commitment to human rights, dignity of the individual and social justice. The centre strives to create a program that truly reflects the lives of children, families, educators, and community. Educators will make every effort to provide culturally responsive and safe environments through education and care by affirming human differences and the right of people to make choices about their lifestyle.

▲ PROCEDURES

I. **Cultural awareness**

FROEBEL employees will actively engage in self-reflection and the principles and practices of the anti-bias approach, which is sensitive to, and inclusive of cultural and ethnic backgrounds. Strategies to support this reflection include:

- Reflect upon and be aware of their own world views and bias
- Develop understanding of their positions in relation to their practice and consider approaches to ensure curriculums are developed with the purpose of recognising difference and working towards effective cross-cultural interactions
- Apply a respectful approach towards cultural differences
- Develop knowledge and understanding of different cultural practices and world views
- Reflect upon and apply skills for communication and interactions across cultures
- Accept each child as a unique individual and develop curriculums accordingly upholding the purpose of ensuring equitable practices are applied
- Respect the cultural and social backgrounds of each child, encouraging a sense of pride in their heritage
- Develop an educational program that reflects cultures – both past and present,
- Foster high self-esteem and positive self-concepts in children
- Introduce children to other cultures
- Provide children with positive experiences focused on exploring similarities and differences
- Encourage children to develop and understanding of differences and respect other cultures and
- Work to ensure that children are not discriminated against based on race, religion, language, culture or national origin.

II. **Program development**

The educational program is developed to incorporate cultural diversity to benefit children and their families. The diverse nature of the Australian community will be reflected through...

- Ensuring all children have an opportunity to celebrate, value and learn from and about Aboriginal and Torres Strait Islander peoples, including the diversities of histories, cultures, languages, achievements, and issues, past and present
- The provision of developmentally appropriate learning experiences across all curriculum areas that reflect diverse cultures
- Ensuring that multicultural perspectives are not tokenistic but permeates every aspect of the environment
- The provision of diverse, open-ended resources and equipment to promote self-initiated play



- The provision of a range of cultural activities, books, toys and games for all stakeholders
- The use of books and other resources where the illustrations are reflective of children's environments and experiences and respectful of ethnic and cultural backgrounds,
- The use of books and other resources which accurately depict images of and information about various cultural family lifestyles, styles of parenting and religious backgrounds,
- The use of musical recordings and instruments reflective different cultures and
- Activities and experiences based on the interests of individual children and the group as a whole.
- Commitment to development of the centres Reconciliation Action Plan (RAP) and ongoing implementation of reconciliation initiatives

III. Languages

Children with languages other than English are supported with resources to maintain, develop, and extend their language within early childhood settings.

IV. Materials and equipment

The Centre Director or Responsible Person will endeavor to purchase culturally appropriate materials and always work towards sourcing materials and equipment that is culturally diverse. The resources within the service will ideally represent the cultures and communities both present in the centre and in the wider community.

▲ SOURCES AND FURTHER READING

- Early Years Learning Framework
- Victorian Department of Education and Early Childhood, Multicultural Education <http://www.education.vic.gov.au/school/teachers/support/pages/multicultural.asp>
- [The Australian Human Rights Commission](#) (2016) Building belonging: A toolkit for early childhood educators on cultural diversity and responding to prejudice.
- S. Powers, "Language, culture and learning", Zero to Three Journal Vol. 29 No. 1, 2008
- Fred H. Genesee, "Early childhood bilingualism", <http://www.lopdf.net/preview/SwE8iCzZC3xOFkeonUlnaQnNlhoNtl63xDWwvlx7MX4,/Early-childhood-bilingualism-Perils-and-possibilities.html?query=BILINGUALISM-IN-DEVELOPMENT>
- www.multilingualliving.com
- <https://www.narragunnawali.org.au/about>
- Miller, G., Mascadri, J., (2016) Cross Cultural challenges and possibilities in early childhood education. Scarlet, R.R., (3rd Ed.) *The Anti Bias Approach in Early Childhood* (pp.113 – 133.) Sydney Australia Multiverse Publishing

▲ ASSOCIATED POLICIES

- Celebrations
- Equity and diversity principles
- Educational program
- FROEBEL philosophy
- Parents/guardians involvement
- Statement of 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:** 27.11.2023
- **Next review:**27.11.2024