**Induction to**

**“Joyfull Childhood ” Family Day Care**

**For Cultural Competence**

Our Care Centre “Joyfull Childhood”s aim and phillosaphy is to

**“care for all individuals, race and religion”.**

Our aim is to develop children’s, staff and community’s cultural competence. To teach respect for variety of cultural methods of knowing, seeing, living, and to celebrate diversity. To understand and honour differences. This is an ongoing commitment that will be clearly noticeable by our relationships and in the encounters we offer the children.

**“Joyfull Childhood”** Family Day Care Aims to Identify, create, enjoy and welcome culture competence by providing a care centre environment that nurtures, encourages and demonstrates cross-cultural knowledge and relationships.

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1. Legislation & Law
2. Policies & procedures to support participation & or promote inclusive practice

* Interaction with children
* Enrolment & Orientation
* Confidentiality
* Planning & Programming
* Partnership & connecting

1. Staff Awareness & Support for Cultural Safety ( 5 practices)
2. Strategies to combat any discrimination, stereotyping and biased words or/and actions.
3. 6 Agencies Contact information for Equity & Inclusion to support cultural needs, aboriginal & staff.

**Laws & Regulations Applicable To early Childhood Services**

Our care centre “Joyous Childhood” cultural responsibility is to strive to meet, follow, and comply with the required statutory or regulatory law to work within the relevant legal & ethical framework in regards to

* **Discrimination and Harassment.** These being the relevant regulatory authority of laws in regards to discrimination, harassment & bullying, associated with race, gender, age, exist in both Commonwealth & State & Territory levels.
* **Child Protection legislation**. Together with the State & Territory Governments we share the legal responsibility titled “Protecting Children is Everyone’s Business” : The National Framework for Protecting Children 2009 – 2020. Our service adheres to the practices & principals to support the rights of a child with mandatory reporting of suspected abuse.
* **Disability standards.** To follow the required rights & commitment to enable equal access and

chance for people with a disability. And to comply with the Disability Discrimination Act 1991

* **Education and care of young children.** To forfil & monitor national Policy reforms such as the National Quality Framework and the Standing Councils commitment to children’s development and education & care. The National Law & National Regulations 2011 to govern the support and implementation of children’s education.

Our service s Care quality is overseen by the Australian Children s Education and Care Quality Authourity. ( ACECQA ) a national independent statutory that issues and monitors the National Quality Framework.

**Interaction**

We practice & encourage positive relationships & experiences within care as well as the wider community as this forms a child’s sense of “Belonging, being and becoming”. These interactions will play a vital role in forming a child’s individual self-identity and there overall wellbeing

**Positive Role Modelling**

With every practice and step we take it is one of on-going positive role modelling. To practice what we preach or to act out what we teach to the children. Our intentions are to speak fairly, openly, ethically and inclusively. With this commitment we model respect, diversity, cultural understanding and cultural awareness. From this experience the children begin to establish thoughts of what is fair and what is unfair.

**Enrolment and Orientation**

On arrival new families as well as existing families & children will be greeted with images on the entrance wall of diverse range of artefacts from a variety of cultures in order to cover the majority of nationalities and religions of the community.

There will be Welcome sign’s in several different languages.

The enrolment and orientation experience will be catered to each individual child and their familie’s requirements.

Extra support can be arranged, encouraged and offered if English is the second language. This is very important when completed the enrolment forms were the use centres interpreter may be required.

Additional research and knowledge on their cultures, heritage, background and traditions is researched so there is a trusting , respectful , and understanding relationship. This contact and research for thorough knowledge can extend into a six monthly review.

Families are encouraged to share their experiences upbringing & customs. In turn we can honour and represent their culture in the education program, routines and transitions.

**Confidentiality**

**Privacy Legislation Policy**

**Joyfull Childhood** Family day care follow and implement The privacy Act 1998, which is the Australian Law which regulates the handling of personal information of an individual.

This includes collection, storage, use and disclosure of personal records.

**Planning and Programming**

**Cultural Awareness curriculum**

**\***Harmony Day Celebration Held on 21st March

This event supports individual cultural identities and marks, represents, enhances and celebrates Australia s rich and wonderful diversity of cultures

Children participate in play based cultural experiences such as traditional art, cooking, dress ups in traditional costumes, basic language, music, and dance of popular customs and lifestyles from around the world.

**\***Local Aboriginal & Torres Strait Islander Education

Identifying the history of Aboriginals on the land the service is held on.

Guest speaker of the local Aboriginals is invited to demonstrate songs, Dreamtime stories, dances and information to the children with interactive traditional dot painting, (Corroboree) dancing, flag designing and bush tucker trail adventures.

The learning of Custodianship (To care for something like the earth respectfully) Teaching though site, touch and sound of nature derived traditional aboriginal musical instruments ( eg clapsticks ) , tools (eg for hunting- boomerang, digging and painting artefacts ), bush tucker (such as Bunya nuts).

\*Local community representation Education Program

Aim to increase staff and family member’s knowledge and appreciation of culture within the service as well as disabilities and gender equality.

Providing informative child appropriate resources such as the following

* Books, photos, posters, puzzles, & materials to reflect the cultural lifestyles of the children in Care and local community. To expose them to different dialects and languages
* Visual Posters of realistic representations rather then just stereotypical

Portrayal of broad range of cultures. People should not only be depicted in an image in traditional costumes acting out traditions but be portrayed in daily life image as well.

* Posters that reflect fairness such as men and women participated in same and or similar occupations and people with disabilities engaging work and in recreation.
* Art resources, such as paints and crayons to reflect variety of skin tones.
* Music, song and dance from other cultures.
* Provide and encourage recycled materials such as hemp, nature derived craft resources, wood, and organic cotton. In order to teach sustainability
* Establish a sustainable an on-going vegetable garden project with a worm farm to teach care, admiration, connection, knowledge and respect for the environment.
* Introduce an age appropriate safe small pet to the care centre to form a connection to life around us. To familiarise them with care and responsiblities associated with owning a living animal. Such as their need for shelter, comfort, fresh food & water.

\*Working in Partnership and Communicating with Families

- Our staff aim to express an openness, warmth, welcoming and friendly mannerism and to actively listen to children, family and the community in order to show that the centre values their identity ,lifestyle andcustoms.

* As a staff member I will share some of my own features of my own culture to encourage the children and their famiies to share their own.
* Encouraging families to submit copies of photographs to put up on display for the children.
* To commit and enquire about if when and how families celebrate special events.
* Making available the use of an interpreter or information in another

Language if necessary.

* Colaborating with staff about having any knowledge of the child and family.
* Introduce and arrange someone willing to share their stories from the community to the children.
* Work in partnership with peers, mentor’s , specific agencies or others to support a child’s individual cultural needs.

Staff Awareness & Support for Cultural Safety

Our centre is an environment that is safe and free from abuse, barriers, ridicule of who and what we each are.

An environment that advocates mutual respect, mutual & shared meaning of hope, welcoming of knowledge, experience, lifestyles and education in aim to come together with richness of cultures.

Below outines the **5** practices that staff will receive for awareness and support for Cultural Competence.

1. **Effective relationships are established**

Strong effort is given to identify, solve & maintain possible communication

problem’s with Aboriginal, Torres-Strait Islander, clients and

work members via centres interpreters, effective & respective

methods. This is vital when facilitating Health workers and cultural

brokers and enrolment. Identify correct pronunciation & terminology of names & ceremonies.

1. **Ethical Work Environment & Professional Relationships**

We strive to Establish & maintain relationships with co-workers, clients and the work environment that is built on shared and mutual respect, tolerance, flexibility, understanding and empathy.

1. **Identify Cultural issues & Implement steps for resolution.**

To thoroughly provide all necessary Health service delivery, programs designed specifically for cultural matters. Seek and utilise all resources available for Aboriginals and Torres-Strait Islander people, children of other cultures, external organisations and communities.

1. **Support & Develop Effective Relationships with Aboriginal and Torres-Strait Islander**

**People.**

In an effort to form effective partnerships within the care centre of staff and Aboriginal and Torres-Strait Islander People & their communities the staff and environment commit to providing

* Accessibility
* Accountability
* Affordability
* Acceptability

Of appropriate healthcare and workplace services

And take responsibility to re asses the situation In the near future to notice, address and rectify any misunderstandings or challengers that may arise.

1. **Self Determination & Community Control**

We exersize every ability to support the right of all people to freely determine their Political Status & Economical , Social & Cultural Status and Development.

A formal documentation known as a Memorandum of understanding MOU or a letter of intent is available if necessary for a binding agreement between contracting parties to cover the policies or guideline of these reference groups.

**\*Strategies to combat any discrimination, stereotyping and biased words or/and actions.**

Along with the education, awareness, best role modelling and resources available to “Joyfull Childhood” family Day Care centre to form processes for the children

to collaborate and solve problems, if a child speaks inappropriately, we remain calm

and not expressing extreme disapproval but take that opportunity to explain honestly and openly about the comment being unfair and if they can find something in common and celebrate any differences. I as a stafffor example can explain that our world is made up of so many different families, celebrations and lifestyles that it makes our life and our world very exciting, fun and fascinating.

**6 - Agencies Contact information for Equity & Inclusion to support cultural needs, aboriginal & staff.**

1. Department of Immigration and Citizenship, Harmony Day [www.harmony.gov.au/](http://www.harmony.gov.au/)
2. Kidsmatter. Cultural diversity and children’s wellbeing.

[www.kidsmatter.edu.au/sites/default/files/public/KMP](http://www.kidsmatter.edu.au/sites/default/files/public/KMP)

1. The United Convention on the Rights of a Child

[www.unicef.org.au/Discover/What](http://www.unicef.org.au/Discover/What)

1. Australian Bureau of Statistics (ABS) Deaths in Custody,2008

[www.abs.gov.au/austats/abs@.nsf/Lookup/by%20Subject/1301](http://www.abs.gov.au/austats/abs@.nsf/Lookup/by%20Subject/1301).

1. Australian Government: European Discovery and the colonisation of Australia

http://australia.gov.au/about

1. Closing the gap clearinghouse: Early Learning programs that promote children’s developmental and educational outcomes.

[www.aihw.gov.au/uploadedFiles/ClosingTheGap/Content/Publications/2012/ctgc](http://www.aihw.gov.au/uploadedFiles/ClosingTheGap/Content/Publications/2012/ctgc)

**Summary**

**Australia and our entire World is made up of Diversity of Rich Cultures so therefore at “Joyfull Childhood” we make it our goal through our curriculum to teach “Cultural Competence” for each child to develop their individual ..**

* Awareness of one’s own world
* Positive dispositions of cultural differences
* Knowledge of varied cultural practices lifestyles and world views and
* Skills for associating, interacting and communicating across cultures.