

CHCECE030

Support inclusion
and diversity



LEARNER GUIDE

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This Learner Guide

CHCECE030 - Support inclusion and diversity (Release 1)

This unit describes the performance outcomes, skills and knowledge required to reflect on and understand the impact of own values and biases, demonstrate respect for inclusion and diversity, and support children's understanding of inclusive principles and behaviours.

This unit applies to all educators who work according to established policies and procedures in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCECE030>

About This Unit of Competency Introduction

As a worker, a trainee, or a future worker, you want to enjoy your work and become known as a valuable team member. This unit of competency will help you acquire the knowledge and skills to work effectively as an individual and in groups. It will give you the basis to contribute to the goals of the organisation which employs you.

It is essential that you begin your training by becoming familiar with the industry standards to which organisations must conform.

This Learner Guide Covers

Support inclusion and diversity

- I. Reflect on values and biases
- II. Demonstrate respect for inclusion and diversity
- III. Support children's understanding of inclusion and diversity

Learning Program

As you progress through this unit of study, you will develop skills in locating and understanding an organisation's policies and procedures. You will build up a sound knowledge of the industry standards within which organisations must operate. You will become more aware of the effect that your own skills in dealing with people have on your success or otherwise in the workplace. Knowledge of your skills and capabilities will help you make informed choices about your further study and career options.

Additional Learning Support

To obtain additional support, you may:

- Search for other resources. You may find books, journals, videos and other materials which provide additional information about topics in this unit.
- Search for other resources in your local library. Most libraries keep information about government departments and other organisations, services and programs. The librarian should be able to help you locate such resources.
- Contact information services such as Infolink, Equal Opportunity Commission, Commissioner of Workplace Agreements, Union organisations, and public relations and information services provided by various government departments. Many of these services are listed in the telephone directory.
- Contact your facilitator.

Facilitation

Your training organisation will provide you with a facilitator. Your facilitator will play an active role in supporting your learning. Your facilitator will help you at any time during working hours to assist with:

- How and when to make contact
- What you need to do to complete this unit of study
- What support will be provided.

Here are some of the things your facilitator may do to make your study easier:

- Give you a clear visual timetable of events for the semester or term in which you are enrolled, including any deadlines for assessments
- Provide you with online webinar times and availability
- Use ‘action sheets’ to remind you about tasks you need to complete, and updates on websites
- Make themselves available by telephone for support discussion and provide you with industry updates by email where applicable
- Keep in touch with you during your studies

Flexible Learning

Studying to become a competent worker is an interesting and exciting thing to do. You will learn about current issues in this area. You will establish relationships with other students, fellow workers, and clients. You will learn about your own ideas, attitudes, and values. You will also have fun. (Most of the time!)

At other times, studying can seem overwhelming and impossibly demanding, particularly when you have an assignment to do and you aren't sure how to tackle it, your family and friends want you to spend time with them, or a movie you want to see is on television.

Sometimes being a student can be hard.

Here are some ideas to help you through the hard times. To study effectively, you need space, resources, and time.

Space

Try to set up a place at home or at work where:

- Keep your study materials
- Be reasonably quiet and free from interruptions
- Be reasonably comfortable, with good lighting, seating, and a flat surface for writing

If it is impossible for you to set up a study space, perhaps you could use your local library. You will not be able to store your study materials there, but you will have a quiet place, a desk and chair, and easy access to the other facilities.

Study Resources

The most basic resources you will need are:

- A chair
- A desk or table
- A computer with Internet access
- A reading lamp or good light
- A folder or file to keep your notes and study materials together
- Materials to record information (pen and paper or notebooks, or a computer and printer)
- Reference materials, including a dictionary

Do not forget that other people can be valuable study resources. Your fellow workers, work supervisor, other students, your facilitator, your local librarian, and workers in this area can also help you.

Time

It is important to plan your study time. Work out a time that suits you and plan around it. Most people find that studying, in short, concentrated blocks of time (an hour or two) at regular intervals (daily, every second day, once a week) is more effective than trying to cram a lot of learning into a whole day. You need time to ‘digest’ the information in one section before you move on to the next, and everyone needs regular breaks from study to avoid overload. Be realistic in allocating time for study. Look at what is required for the unit and look at your other commitments.

Make up a study timetable and stick to it. Build in ‘deadlines’ and set yourself goals for completing study tasks. Allow time for reading and completing activities. Remember that it is the quality of the time you spend studying rather than the quantity that is important.

Study Strategies

Different people have different learning ‘styles’. Some people learn best by listening or repeating things out loud. Some learn best by ‘doing’, some by reading and making notes. Assess your own learning style and try to identify any barriers to learning which might affect you.

Are you easily distracted? Are you afraid you will fail? Are you taking study too seriously? Not seriously enough? Do you have supportive friends and family?

Here are some ideas for effective study strategies:

1. **Make notes.** This often helps you to remember new or unfamiliar information. Do not worry about spelling or neatness, as long as you can read your own notes. Keep your notes with the rest of your study materials and add to them as you go. Use pictures and diagrams if this helps.
2. **Underline keywords** when you are reading the materials in this Learner Guide. (Do not underline things in other people’s books.) This also helps you to remember important points.
3. **Talk to other people** (fellow workers, fellow students, friends, family, or your facilitator) about what you are learning. As well as help you to clarify and understand new ideas, talking also gives you a chance to find out extra information and to get fresh ideas and different points of view.



Using This Learner Guide

A Learner Guide is just that, a guide to help you learn. A Learner Guide is not a textbook. Your Learner Guide will:

1. Describe the skills you need to demonstrate to achieve competency for this unit.
2. Provide information and knowledge to help you develop your skills.
3. Provide you with structured learning activities to help you absorb knowledge and information and practice your skills.
4. Direct you to other sources of additional knowledge and information about topics for this unit.

How to Get the Most Out of Your Learner Guide

Some sections are quite long and cover complex ideas and information. If you come across anything you do not understand:

1. Talk to your facilitator.
2. Research the area using the books and materials listed under Resources.
3. Discuss the issue with other people (your workplace supervisor, fellow workers, fellow students).
4. Try to relate the information presented in this Learner Guide to your own experience and to what you already know.
5. Ask yourself questions as you go. For example, ‘Have I seen this happening anywhere?’ ‘Could this apply to me?’ ‘What if...’ This will help you to ‘make sense’ of new material, and to build on your existing knowledge.
6. Talk to people about your study. Talking is a great way to reinforce what you are learning.
7. Make notes.
8. Work through the activities. Even if you are tempted to skip some activities, do them anyway. They are there for a reason, and even if you already have the knowledge or skills relating to a particular activity, doing them will help to reinforce what you already know. If you do not understand an activity, think carefully about the way the questions or instructions are phrased. Read the section again to see if you can make sense of it. If you are still confused, contact your facilitator or discuss the activity with other students, fellow workers or with your workplace supervisor.

Additional Research, Reading, and Note-Taking

If you are using the additional references and resources suggested in the Learner Guide to take your knowledge a step further, there are a few simple things to keep in mind to make this kind of research easier.

Always make a note of the author's name, the title of the book or article, the edition, when it was published, where it was published, and the name of the publisher. This includes online articles. If you are taking notes about specific ideas or information, you will need to put the page number as well. This is called the reference information. You will need this for some assessment tasks, and it will help you to find the book again if you need to.

Keep your notes short and to the point. Relate your notes to the material in your Learner Guide. Put things into your own words. This will give you a better understanding of the material.

Start off with a question you want answered when you are exploring additional resource materials. This will structure your reading and save you time.

Introduction

With society and culture evolving rapidly, today's world has multitudes of cultures, communities and groups based on several factors and characteristics. These characteristics vary greatly from one another.

With the diversity present in everyday society, you must know how to properly act and behave around them, especially about interacting with children. Children must also learn and respect the diversity of cultures and traits of people, as these will encourage them to act and behave appropriately around them.

This Learner Guide will focus on diversity and inclusion, with additional focus on how to support them in the early childhood care setting. The Learner Guide will discuss several topics on diversity, discrimination and inclusion. Afterwards, the discussion will shift to how you can manifest respect for diversity and inclusion when working in childcare centres. Specifically, the Learner Guide will tackle how to:

- Reflect on values and biases
- Demonstrate respect for inclusion and diversity
- Support children's understanding of inclusion and diversity

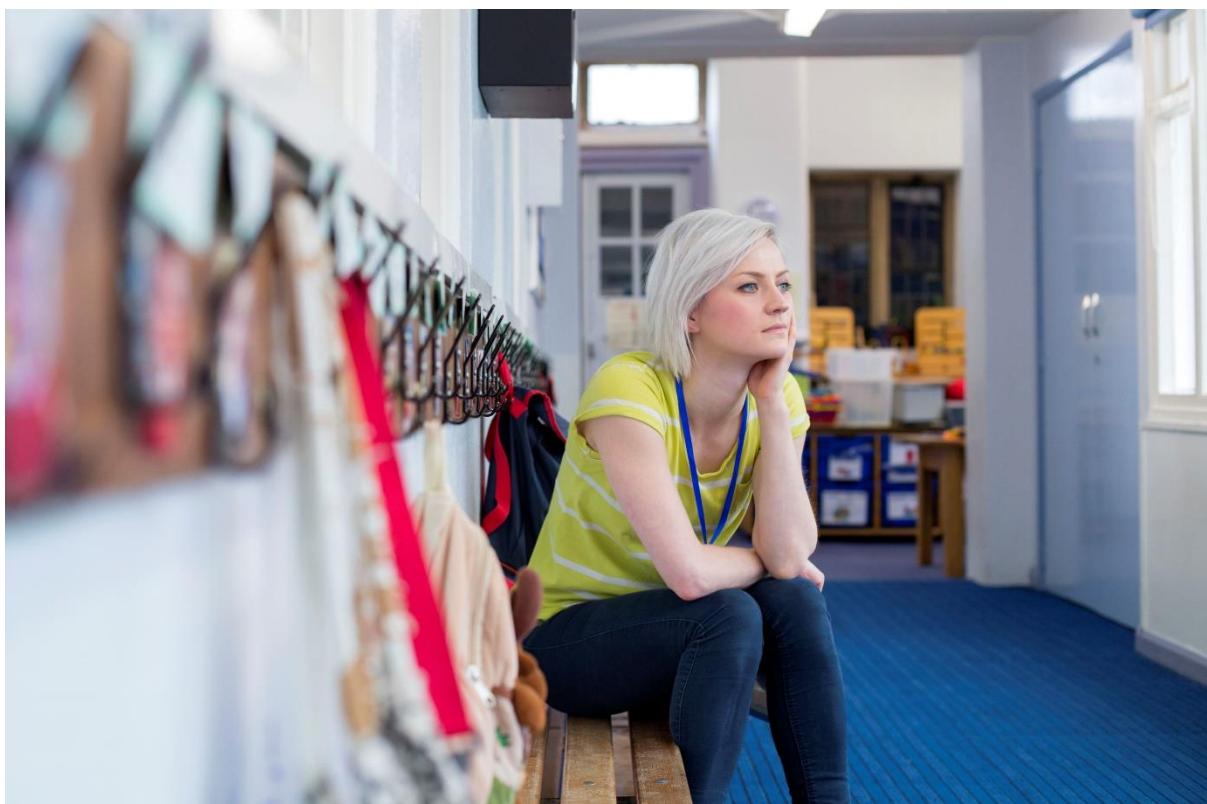


I. Reflect on Values and Biases

In supporting diversity and inclusion in childcare centres, the first thing you should do is evaluate yourself. As you will be handling the children in the care centres, you should foster values and behaviour that children can model upon. It is crucial then that you should have a reflective practice on your values and biases before engaging with the children.

In this chapter, you will learn how to:

- Identify experiences that influence current values, beliefs and attitudes
- Reflect on the potential impact of experiences on interactions and relationships with people
- Develop self-awareness for inclusive practice



1.1 Identify Experiences That Influence Current Values, Beliefs and Attitudes

To reflect on your values and biases, you must first identify the aspects of your life experiences and history that influenced the values, beliefs and attitudes you currently have. Identifying these aspects will help you recognise the influences of others and identify specific traits or characteristics and their origins.

1.1.1 Values, Beliefs and Attitudes

The words ‘values’, ‘beliefs’ and ‘attitudes’ are often confused or used interchangeably. Although they are related, these three concepts have differences that set them apart. The figure below illustrates the summary of their differences, to be discussed one by one afterwards.



Attitude

Attitude is a person's reaction to a certain person or object, depending on past experiences with the said person or object. Your attitude is a way of thinking or feeling towards someone or something, and it will most likely define how you will assess and approach a situation with them. This can be positive or negative and, at times, can change depending on one's experience. For example, if you have a respectful attitude towards older people, you may let them go ahead in line, but you might not if you had a bad experience with them.

Belief

Belief is an idea or a set of ideas you have accepted as true. The following can form the basis of beliefs:

Certainties (accepted assumptions, facts or data)

Probabilities (intuition, observations or past experiences)

Faith (as in religious belief)

Beliefs can come from:

- Own life experiences
- Accepted cultural and social norms (e.g. political or religious)
- Influence of other people or circumstances (e.g. education or profession)

Beliefs do not need to be accepted by others or verified to be true (especially in the case of faith), as they only matter to the person accepting the belief to be true. With this, each person has ways and reasons to accept something as their belief.

Beliefs are a part of a person's attitude as they also help assess your reaction or response to circumstances.

Values

Values are principles or standards that a person accepts and holds as significant. These values mostly shape their motivations and serve as a guide in decision-making.

Values are beliefs that you do not only accept as true but also hold in high regard. In turn, values shape your attitudes, as your approach and decisions will be based on those values. For instance, if you value your family and quality time with them, you may get a career that will not take extra time for work to have that time with your family.

1.1.2 Aspects of Own Life Experiences or History



Now that you have a good grasp of your attitudes, beliefs and values, you can focus on identifying your own life experiences or history that may have influenced them.

Life experiences are experiences and knowledge gained throughout a person's lifetime. These experiences usually significantly impact the person, affecting their attitudes, beliefs and values. To help better identify life experiences, they can be divided into two broad aspects:

Positive life experiences

Negative life experiences

Positive Life Experiences

Positive life experiences are meaningful, encouraging or satisfying in nature. These are not limited to just high points in one's life; even low points can turn into positive life experiences. An example is conquering a hurdle or facing a fear.

Positive experiences usually bring optimistic and favourable feelings towards oneself (e.g. pleasure, confidence, affirmation, relief and resilience) and feelings towards others (e.g. empathy, compassion and generosity). These feelings and emotions can, and usually do, play a role in influencing your current attitudes, beliefs and values. The following are examples of positive life experiences:

Being helped in times of need

Achieving personal goals

Falling in love

Negative Life Experiences

In contrast, negative life experiences are events that are usually damaging or detrimental to the one experiencing them. Degrees of negativity can range from annoyance and discomfort to tragic or traumatic.

The effect of negative life experiences on a person will depend on the experience itself and the person's mental and emotional durability and adaptability. The effect can go either way: it can affect the person adversely (e.g. fear, anxiety, seclusion or trauma), or it can go the opposite way, helping an individual grow as a person (e.g. resilience, reflection, flexibility or understanding). The following are examples of negative life experiences:



1.1.3 Aspects of Identity and Culture

Aspects of identity and culture can also influence your current values, beliefs and attitudes. These aspects, in turn, may also affect your perspective on diversity and inclusion. Therefore, you should identify these aspects to reflect on them properly.

Aspects of Identity

The aspects of identity include the following:

- **Personal identity** – This is the identity you perceive in yourself (e.g. your personality and habits). This can affect your attitudes, beliefs and especially your values, as these values are most likely closely associated with your identity.
- **Ethnic and national identity** – This is the identity that you belong to a specific ethnic group and a nation, fostering patriotic values, beliefs and attitudes. These can affect your stand on inclusion and diversity as racism and ethnic discrimination may arise.
- **Spiritual or religious identity** – This refers to a set of religious beliefs that constitute your spiritual faith. Depending on your religious beliefs, your perspective on inclusion and diversity will differ (i.e. some beliefs accept diversity while some religions accept only their fellow believers or race).
- **Sexual and gender identity** – This defines your sexual orientation and the gender group you want to belong to. If a person is identified as gender diverse, it is more likely that the person will be more inclusive. They are more willing to accept diversity, as they themselves seek acceptance of diversity in the society.
- **Professional identity** – This refers to the person's principles and standards about their current occupation or education (for students). Professional identity can affect a person's perspective on inclusion and diversity but will depend on the work and professional culture.

Take note that these identities may coincide with or clash with each other. This means that a person's identity may (and most likely will) change, but not in a limited amount of time and most likely will be in subtle adjustments of reidentification at first. These circumstances will also affect your perspective on inclusion and diversity.



Aspects of Culture

- **Arts**

Arts include the aesthetic or creative way people express themselves. Arts include the visual arts (e.g. paintings or sculpture), music, dance, theatre and literature. Arts have portrayed conditions that both support and oppose diversity and inclusion. These depictions, when viewed, will influence your perspective on diversity and inclusion.

- **Economy**

The economy is concerned with the flow of goods, services and money in a large community. The current economic status can affect inclusive treatments and the acceptance of diversity. For example, people with higher income will likely have better treatment than those in the lower-income bracket.

- **Government**

The government affects a community's culture by imposing rules, regulations and sanctions. Depending on who is in authority, the government may favour specific groups of people.



- **Language**

Language involves the method of communication between groups of people or communities. This includes written, oral and non-verbal communication. Language affects diversity and inclusion as it may be a barrier when different groups do not understand one another.

- **Religion**

Religious beliefs and practices also affect the perspective of a person on diversity and inclusion as these customs will restrict certain types of diversity (e.g. sexual and gender diversity).

- **Social groups and units**

Communities usually comprise various groups of people. These groups or clusters may promote or suppress diversity and inclusion.

Respecting diversity means that the centre's program should value and reflect families' practices, values, and beliefs within the curriculum. If you consider all of the discussed points, it will surely help you later while reflecting.

1.2 Reflect on the Potential Impact of Experiences on Interactions and Relationships With People



Besides influencing one's values, beliefs and attitudes, life experiences can also affect how you interact or have relationships with people from various backgrounds. Your previous experiences associating with people from different backgrounds impact your interactions and relationships.

As discussed before, life experiences can either be positive or negative. In turn, the type of life experiences you have gone through with people from a certain background can predict how you will interact or form a relationship with them in the future.

1.2.1 Impact of Life Experiences on Interactions and Relationships

As life experiences can be positive or negative, their impact would most likely be positive or negative. Life experiences influence or shape values, beliefs and attitudes. These three, in turn, will affect how to interact and form relationships with people.

Impact of Positive Life Experiences

Experiencing a positive life event with a person with a certain background will positively impact you and your interactions with those with the same background.

For example, if someone from a background 'A' saved you during a tragic accident, you will most likely come to respect or admire that person and those from the same background. You will also most likely treat those from background 'A' nicely, or at the very least, will not be discriminative towards them. Other examples of life experiences that can have a similar effect are as follows:

- Previously treated favourably by a person of a certain background
- Having a long and deep relationship (e.g. friendship, kinship or love) with a person of a certain background



Impact of Negative Life Experiences

Conversely, the impact of negative life experiences may also be negative or bad.

Some experiences, such as unfair treatment or inappropriate behaviour from people of a certain background, may leave you to treat those from the same background unfavourably. For example, if you have experienced the examples mentioned in your workplace, you might have distanced yourself from them. You talk badly about them or treat them or their work critically.

For severely negative life experiences, such as violence, abuse and exploitation, a victim's usual reaction is to avoid elements of those life events because of the fear of a similar experience. This includes the people coming from the same background as those included in the negative experience itself (usually because they are the ones who inflict or contribute to the negative experience). You may also become submissive when interacting with them, especially when needed, or limit your exposure to them.

1.2.2 Process of Reflection

Now that you are aware of instances of the impact of life experiences on interactions and relationships with people from different backgrounds, you should identify the impact of your own life experiences on your interactions and relationships. This is important because you will handle children from different cultures and histories.

Regardless of your life experiences, you should be able to handle the children in your care in a way that encourages inclusion and diversity. This means that you should care for the children no matter their background.

To properly identify the impact of your own life experiences, you should carry out the process of reflection.



Reflection is a process of thinking about your own perspectives, values, beliefs, skills and experiences concerning other views and being open to changing your own if needed. For early childhood educators, such as yourself, reflection examines how you interact with or treat the children under your care, especially those from diverse backgrounds.

Reflection also drives continuous improvement in caring for the children in your centre. It identifies areas for improvement in the centre's policies and procedures, as these help you learn, grow, change and become a better educator. Specifically, you should critically reflect on your life experiences, whether positive or negative, as there will always be lessons that can be learnt from those experiences. As life experiences influence a majority of who you are (as discussed in previous sections), reflect on how they affect you, particularly how you interact and relate to other people of different backgrounds, whether this is in the form of race, gender/sex, family history or socioeconomic status.

To develop reflective practice, consider asking yourself critical questions and then answering them honestly. In reflecting on life experiences for interaction and building relationships with people from various backgrounds, it is best to ask yourself what happened and how it affected you. Then evaluate yourself by asking whether that effect or impact is observed when caring for children in the centre.

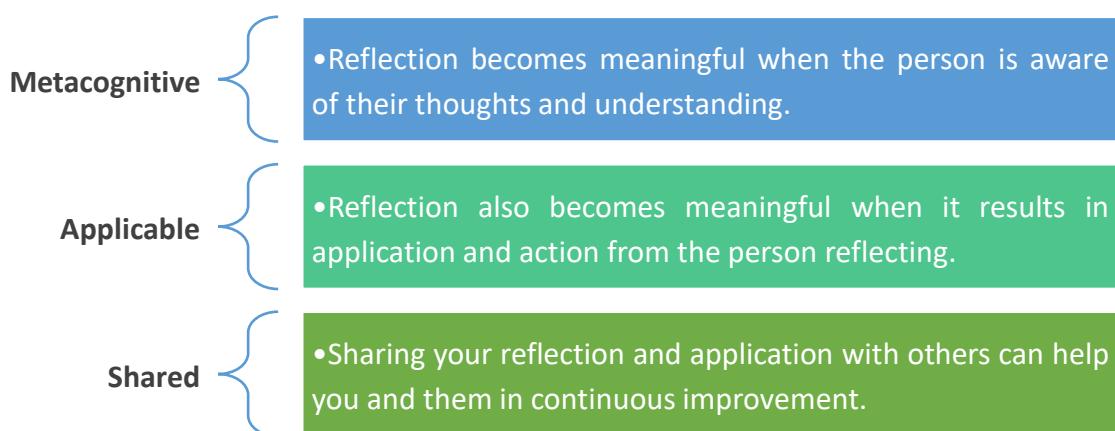
For example, if you have experienced unfair treatment from a person with a certain background, does this affect how you treat children from the same background? You could unintentionally give others more opportunities than them or you could be stricter with them than normal. With this reflection, you can change how you treat and properly interact with children of different backgrounds.

Here is another example. If a child in your centre is your relative (e.g. nephew or niece), how would you interact with them in the centre? Most likely, you would treat that child with extra care as you have familial bonds with them, which is natural. But do you excessively favour your relative over other children? You can compare the opportunities you give to your relatives and other children and reflect if this is true.

As circumstances and experiences greatly differ, you should be able to reflect by picking out at least one significant experience with someone from a certain background. Then ask yourself how your experience with that person affects your view on their background and your interaction with people, especially children, with the same background. Also, try to see things from the perspective of others when interacting with people of a certain background. You may ask yourself: ‘Is my interaction appropriate? Do I give respect to the person’s background?’ Your responses to these questions will help you identify the impact of those experiences on how you interact or make relationships with people from different backgrounds.

Meaningful Reflection

For reflection to be effective, it must be meaningful as well. Reflection is meaningful when the educator is aware of their thought process during reflection and can come up with potential applications for their reflection, and when the conclusion or outcomes are shared with relevant individuals within the centre. There are three characteristics of meaningful reflection:



1.3 Develop Self-Awareness for Inclusive Practice

Self-awareness is a way to help you understand your personality and behaviour, which you can use to develop inclusive practices.

Self-awareness involves stepping back and performing observational analysis on your thoughts and feelings towards a certain aspect, in this case, towards diversity and inclusion. This requires effort as self-awareness touches on not only the good side but also the negative side of aspects. To contribute to wholesome inclusive practices, you need to accept all the things you have learned through self-awareness and reflection.

Once you accept these, you are now aware of yourself and your attitude and behaviour towards the concept of diversity and inclusion.

1.3.1 Ways to Develop Self-Awareness

These are the several ways to develop self-awareness regarding diversity and inclusion:

Journaling

Meditation

Speaking with people

Journaling

Journaling is writing down what you think and feel in a journal. You can also write down specific experiences that are significant to you. Most of the time, journaling should be done at least once a day to have a daily entry.

Journaling helps develop self-awareness since the entries you jot down in the journal clearly record your thoughts and feelings. You can reflect on what you have noted and see where you can continue to grow and improve. In the context of diversity and inclusion, journaling can help you identify your perspective toward people and help you develop the proper attitude that fosters inclusion.

Meditation

Meditation involves focusing your thoughts on a particular subject, in this case, your attitude towards diverse people. Meditation promotes mindfulness, or the state of being actively present and aware of things you are meditating or focusing on. It also stimulates action based on the outcome of the meditation.

Meditating does not need to be sitting down crossed-legged, as depicted traditionally. Rather, you should find a place with no distractions as much as possible. For example, you can take a walk, sit on a park bench, listen to calm music, or take a few deep breaths. Some can even meditate while doing repetitive or mundane tasks, such as chores and exercising. The point is to have time, even just a few minutes, to meditate and focus on areas you want to reflect on and become aware of.

Speaking With People

Another way to create self-awareness is to talk to other people. This gives you an unbiased opinion on your thoughts and actions that you might not identify. This usually entails views that are unfavourable to you (i.e. constructive criticism). Although this can hurt your feelings, this helps you identify actions and thoughts that you can change, improve or remove. Meanwhile, recognition and commendation of your good attitudes and behaviours by others encourage you to continue them.

There are two primary types of people you can talk to in promoting self-awareness:

- **People you trust**

They may be your family members or friends who know you deep down. With their extensive relationship with you, they can identify good and bad traits, which will help you be aware of what you need to improve on and eliminate.

- **Counselling**

On the other hand, you can consult behavioural therapists and counselling services as they can give out unbiased opinions and perspectives on your traits and attitudes. This will help you view yourself objectively and will aid in identifying traits you need to work on.



1.3.2 Awareness of Impact of Own Behaviours

Now that you know how to develop self-awareness, you should identify the impact of your behaviours with regard to the following:

Bias

Discrimination

Inclusion

Ethics

Bias

Although you are unaware, you may be biased in certain circumstances or situations. Bias is unfairly favouring one thing, person or group over the other. This can be towards or against it, creating a one-sided case. The reason for the bias is usually more personal or social (cultural) rather than logical or rational. Bias segregates people or groups, treating some more favourably than others, further hindering the acceptance of diversity.

Behaviours can impact any biases a person holds, as they influence the reactions and decisions of the person. For example, in the previous section, you had an example situation of a young relative (e.g. nephew, niece) going to your centre. This situation may present you behaving towards that child more favourably than other children in terms of care and opportunity since you are biased because the child is related to you.

Therefore, you should be aware of your behaviours so that you can change them if necessary. When you are mindful of how you act, you are actively aware of your biases and help you work around them. You should get to know more about people or groups you do not have a bias toward. Knowing about them will help you understand them and, in turn, aid in eliminating the bias.

Discrimination

The opposite of bias is discrimination, which refers to treating a certain individual or group less favourably than what it should be. Discrimination may affect people of a particular race, colour, ethnicity or nationality. It may also affect non-racial aspects, such as people who are gender diverse, people with lower socioeconomic status, people with disability and people with unusual family structures. Sometimes, discriminating against others involves a more direct or blatant attack than biases, making it more harmful to those discriminated against.

Again, behaviour can make discrimination evident. For instance, as in the previous section, if you ever had an unfavourable experience with a person of a certain background, you might show discrimination against children coming from the same background due to your negative association with them. Therefore, you need to apply the ways of developing self-awareness of discriminatory behaviour. As discrimination is more detrimental and damaging, you need to be more mindful of how you conduct yourself and be able to identify and adapt your behaviour to avoid discriminatory acts and remarks.

Inclusion

Biases and discrimination do not help create an inclusive environment for children but rather the opposite. These negative attitudes and behaviour may be picked up by children, resulting in children acting wrongly, such as treating a child differently because of their race or disability.



Your behaviour and conduct should be able to foster inclusion for children, meaning to have all children participate without favouring certain people and children and without regard to their differences, capabilities and limitations.

Examples of inclusive behaviour are:

- Encouraging all children to take part in activities
- Giving enough attention to all children under your care
- Assisting children in need, regardless of their race or social status

Throughout the rest of the Learner Guide, you will learn how to modify your current behaviour with the proper behaviour that shows support for diversity and inclusion in the childcare setting.

Ethics

Your behaviour can also have an ethical impact on early childhood education. Ethics involves the moral concept of right and wrong behaviour. In the early childhood education context, this encompasses your conduct towards children under your care and your professionalism with fellow educators and the centre management.

Take note that through self-awareness or reflection, you may be able to identify certain behaviours that might lead to unethical conduct. For example, talking to fellow educators about a family's situation unnecessarily (i.e. engaging in gossip) is a bad habit and unethical as you are likely to breach the privacy or confidentiality of the family.

To aid in developing proper ethical behaviour, the early childhood education sector in the country has a Code of Ethics, which states the appropriate and expected behaviour of professionals working in the said industry.

The intended purposes of the Early Childhood Australia (ECA) Code of Ethics are as follows:

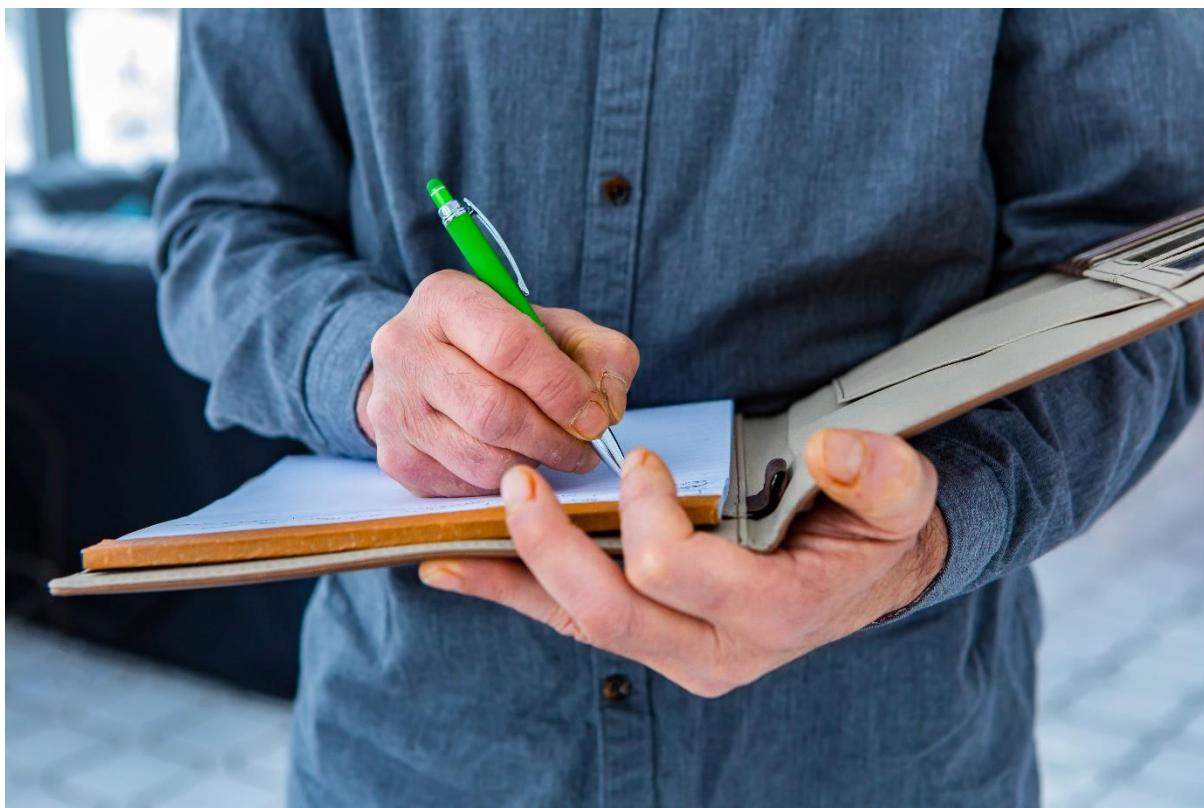
- To provide a basis for the critical reflection done by childhood professionals
- To be a guide for what can be considered professional behaviour
- To outline principles that can be used to inform decision-making

Further Reading



You can read the full document on the ECA Code of Ethics, developed by Early Childhood Australia, and other relevant information, through the link below.

[Code of Ethics](#)



1.3.3 Understanding How Your Behaviours May Contribute to Inclusive Practice

Finally, you should be most aware of the impact of your behaviour when it comes to inclusion and inclusive practice.

Biases and discriminations will affect your behaviour which reinforces inclusion.

Your ethical behaviour and conduct should be able to foster inclusion in children through inclusive practices.

Inclusive practices are methods applied in childcare centres that ensure all children under your care can participate, learn and develop in a way that the practices support the children's strengths and interests. Inclusive practices can be in the form of programs (from the centre or management) or the behaviours and practices of individual educators.

With this, you can develop practices that encourage inclusion as an early childhood educator. Allowing you to possess behaviours that promote ethical behaviour and limit bias and discrimination among the children, staff, and fellow educators.

Examples of inclusive practices are:

- Encouraging all children to take part in activities
- Giving enough attention to all children under your care
- Providing equal and appropriate opportunities to help children gain their own experiences and interests
- Assisting children in need, regardless of their race, background or capability

Throughout the rest of the Learner Guide, you will learn how to modify your current behaviour with the proper behaviour that shows support for diversity and inclusion in the childcare setting.



Checkpoint! Let's Review



1. Your own personal experiences shape you—your family and cultural background, the places you have been and the people you have met.
2. The sum of your personal history makes you the person you are and determines your beliefs, values and attitudes.
3. These personal beliefs, values and attitudes underpin your philosophy as an educator.
4. Specific cultural practices and everyday ways of living become normalised behaviours within a group of people.
5. All forms of discrimination (e.g. racism, sexism, ableism or homophobia) have the same fundamental basis.



Learning Activity for Chapter 1

Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

II. Demonstrate Respect for Inclusion and Diversity



In the last chapter, you learned how to reflect on your values and biases from your life experiences. Through developing a process of reflection, self-awareness and understanding, you can determine how your life experiences, attitudes and behaviours can influence your perspective regarding inclusion and diversity.

This chapter will now focus on demonstrating respect for both inclusion and diversity. The chapter will revolve around methods or procedures you can use and apply in the childcare setting for you to be able to show and model respect for inclusion and diversity to the children, as well as other relevant people in the centre, such as the children's family and your colleagues in the service.

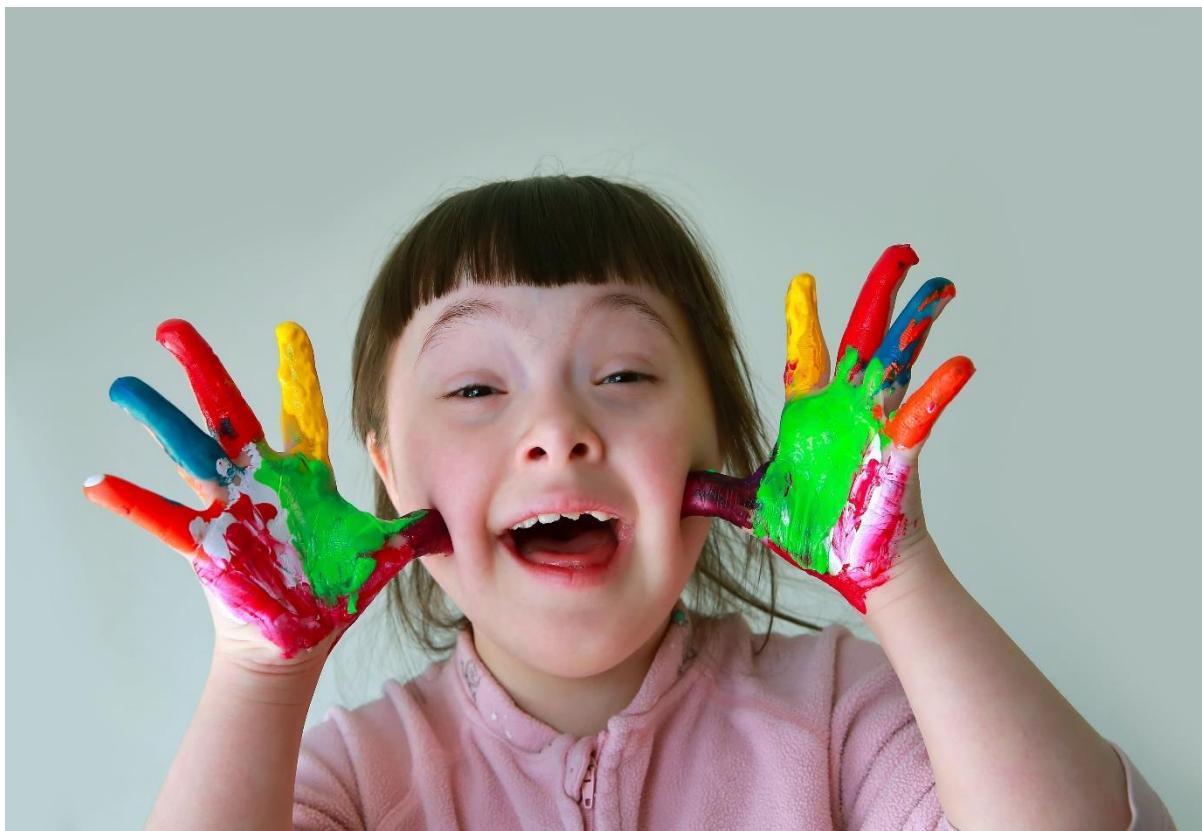
In this chapter, you will learn how to:

- Identify the impact of diversity and inclusion in the workplace
- Use inclusive and ethical communication
- Encourage participation of individuals and groups
- Implement inclusive work practices

2.1 Identify the Impact of Diversity and Inclusion in the Workplace

To demonstrate respect for inclusion and diversity in childhood education and care, you need to identify the impact of the different aspects revolving around diversity and inclusion in early childhood education. Being able to identify their impact will allow you to adapt to the different aspects and be able to respond appropriately and favourably as an educator. This subchapter will define the concepts behind diversity and inclusion. Then, it will go through the different aspects of both to see how they impact or affect you as an educator and the children you care for.

2.1.1 Aspects of Diversity



Diversity is essentially any set of traits or characteristics that makes people different from one another. But in childcare education, diversity is not about just identifying traits or characteristics of different people; it also involves empowering these people and appreciating the traits that make them distinct. Its role is to help children be exposed to and aware of people's differences and understand their own identity.

Diversity comes in different aspects or areas, each with a specific trait or classification. These aspects or areas affect how a person lives daily and interacts with others. This section will identify how it can affect an educator, such as yourself, and the children that come to the centres. The different aspects of diversity include the following:

Cultural diversity

Racial diversity

Ethnical diversity

Diversity in disability

Generational diversity

Diversity in family types

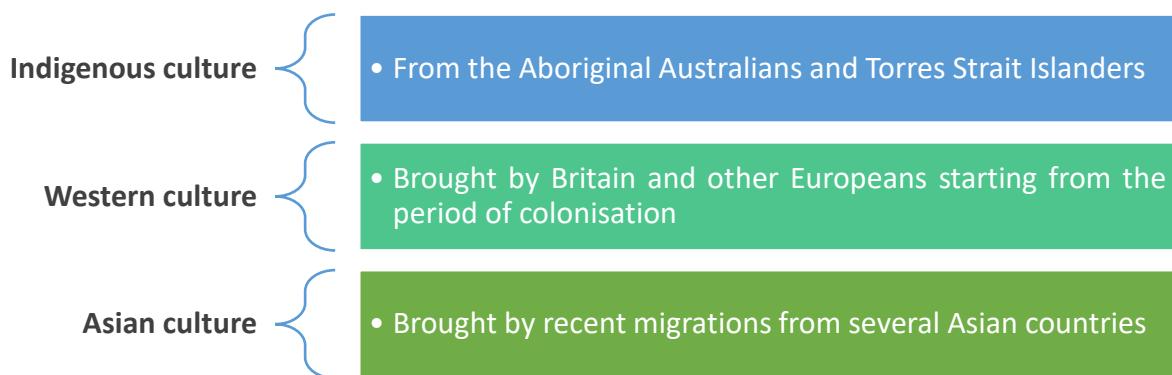
Diversity in socioeconomic circumstances

Diversity in sex and gender

Cultural Diversity

Culture refers to the system of social behaviours shared and accepted by a specific societal setting (e.g. work culture, national culture or community culture). Culture is often dynamic but has defined features unique to specific groups of people. People may have multiple cultures embedded within them to fit and function within a certain social environment. Characteristics of cultural diversity are usually the various norms, customs, values and traditions surrounding a group and interacting with other cultures or groups.

With this, cultural diversity refers to various cultural groups or their certain characteristics in one setting, such as a childcare centre. Cultures primarily found in Australia include the following:



Cultural diversity may affect educators as the culture they were exposed to can influence how they handle children in the centre. For example, if an educator was raised in a conservative culture, they may stick to their moral and social values and even teach them to children under their care.

Children usually possess only the culture their parents and other family members taught. Children may experience a change of culture or 'culture shock' when exposed to other social settings (e.g., when they go to childcare centres for the first time).

Racial Diversity

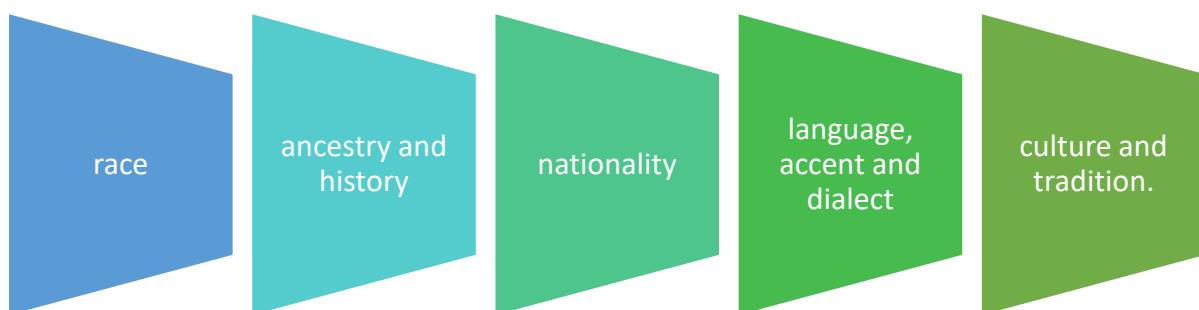
Racial diversity is the presence and interaction of multiple races in the same environment. A race is a group or community with similar distinct physical characteristics. Examples of these characteristics include:

- Height and physique (body structure)
- Skin colour
- Facial features (e.g. eye shape and colour, face shape or nose shape)
- Hair (colour, length)

As races possess observable characteristics, this aspect of diversity is prone to racial stereotyping (assumed image of a racial group) and racial discrimination (or racism; prejudicial maltreatment of a racial group). This can influence how you might interact with people from certain races. Children and educators may find engaging with other children or adults from the same or similar race easier and more comfortable than from a significantly different one.

Ethnical Diversity

An ethnic group goes even further than race, where traditional traits and customs further differentiate from other groups. Ethnic groups also share a common social identity that is rooted deeply, such as:



Ethnical diversity, therefore, is the interaction of various ethnic groups or affiliations. Australia, for example, is ethnically diverse due to the multiple ethnic groups found across the country. They include the Aboriginal and Torres Strait Islanders (Indigenous Australians), British and European nationality (likely from their arrival during the colonisation of Australia) and Asian groups (Asian foreign who migrated to the country).



Ethnical diversity can affect how you will be able to handle children in the centre. As stated before, since Australia is ethnically diverse, chances are a child will come from a different ethnic root. The more ethnically diverse the children in the centre, the more challenges you might encounter, such as a language barrier and culture shock from children.

Diversity in Disability

Disability is concerned with people with a certain level of physical or mental impairment. These impairments are usually considered disabilities when they significantly limit a person's ability to function in society. With this, people with disability are stereotyped to be weak, incompetent or should be pitied or taken care of.

Disability in children will impact how you view, interact with and supervise them. For instance, you might revise routines and activities involving physical activities to accommodate children with physical impairments.

Generational Diversity

Generational diversity usually refers to the shared characteristics and culture found in a group of people born and living in the same period (i.e. a generation). The following are examples of these generations in modern years:

Baby boomers
(1946–1965)

Generation X
(1966–1980)

Generation Y
(1980–1995)

Generation Z
(1996–2010)

Generation Alpha (2011–present)

In early childhood education and care settings, colleagues and families will be from different generations. With this, there may be a range of different attitudes and customs about children and child-rearing that are common to each generation. Discrimination can occur due to this and is a form of ageism. For example, individuals belonging to older generations may dismiss younger people's abilities, and younger people may see the older generation's knowledge as 'old fashioned' or outdated. It is imperative to be aware of this and treat those from different generations respectfully.

However, no generation exists in isolation, and many traits and circumstances can usually pass on to the next generation. This can happen at both the cultural level and the family level. At the family level, characteristics that might be passed on include:



When these traits and circumstances are passed on to the next generation, they bring impediments or drawbacks to the next generation. This is called an intergenerational disadvantage. Examples of these are poverty, financial instability and relocation/migration. These disadvantages should be accounted for when consulting the children's parents.

Diversity in Family Types

Diversity is also exhibited in the family structure. Australian families are usually structured as a nuclear or immediate family (husband, wife and children, if any). But in recent decades, immigrants, especially those from Asia and Europe, have settled in the country. This created an increase in diversity in family size and structure.

For example, extended families are becoming more common among immigrants in Australia, with some families having grandparents primarily raising their grandchildren instead of their parents. Because of the migration of foreigners into the country, interracial families are also increasing.

Additionally, with the rise of divorces and remarriages, there is a rise in the number of single-parent households and reconstituted families (those with step-parents, step-siblings and step-children). And with the growth of gender diversity and rights movements, same-sex couples are getting more common now, with the couples creating a family themselves (either naturally or through adoption).

This can pose a challenge, specifically teaching children the concept of a family as well as its structure and roles, especially when children come from a diverse family structure.

Diversity in Socioeconomic Circumstances

There is also diversity in socioeconomic circumstances. In the childcare setting, this usually pertains to the socioeconomic status of the family (and the parents), such as:

family income level

educational attainment

occupation of parents or guardians.

Generally, the culture of Australia leans more towards egalitarianism (the ‘fair go’ attitude, i.e. fairness to all people regardless of socioeconomic background). Still, stigma and discrimination against a family’s socioeconomic status may occur.

For instance, someone may unconsciously favour those with a higher socioeconomic class (e.g. high-income earners, high educational attainment and more professional job). On the other hand, middle- to low-income earners usually experience more difficulty and harsher treatment than their high-income counterparts. These situations can worsen when considering their race or ethnicity, as racism may play a part in the discrimination in social status. As an educator in the childcare setting, you should be wary of these prejudices even if there is no cultural major issue.

Diversity in Sex and Gender

Sexual orientation is the classification of a person's attraction, either emotional, romantic or sexual in nature, to another person. This focuses on who the person is attracted to, as it can be any of the following:

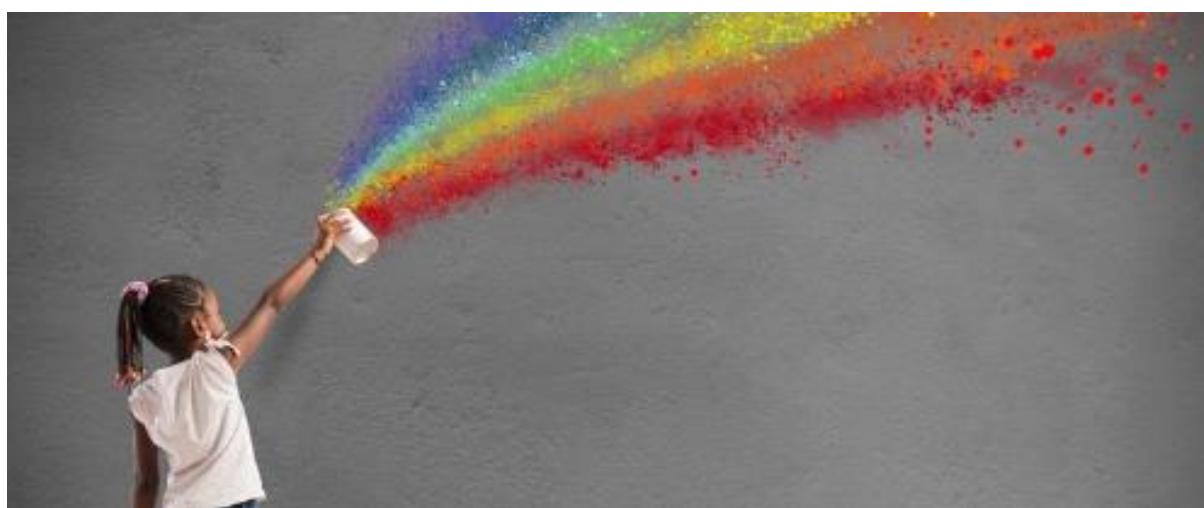
- The opposite sex
- Same-sex
- Both sexes
- No attraction to any sex

On the other hand, *sexual identity* is how a person thinks of oneself regarding sexual attraction. In this case, it is the person considered since it concerns one's identity. The classification usually includes the following:

- Heterosexual – opposite sex
- Homosexual – same sex
- Bisexual – both sex
- Asexual – lack of attraction to any sex

Meanwhile, *gender* pertains to norms, behaviours and roles associated with a male or female constructed by society. Gender is a more social concern with respect to sex (biological). In turn, *gender identification* (or gender identity) is the classification of a person's gender, regardless of biological sex. It usually revolves around how a person sees themselves based on cultural norms associated with being a man or woman.

For all of these, you must be cautious in interacting with sexually diverse or gender-diverse people to respect their orientation or identity. This is because of large stigmatisation and discrimination surrounding gender and sexual identification.



2.1.2 Aspects of Inclusion

The Early Years Learning Framework defines inclusion as considering all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in the curriculum decision-making processes. Inclusion in the childcare setting ensures that the experiences of all children under your care are highly recognised and valued. This means children are accepted and treated equally and meaningfully, regardless of their backgrounds. They are given equal opportunities and attention to learn and grow as a child.

Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.

Aspects of inclusions are the main features that can be used to recognise a high-quality early childhood service. These aspects include the following:

Access

Participation

Outcomes

Access

Inclusion implies that all children in your care should have equal access to early childhood education and care. This means early childhood services and programs are planned and prepared in a way that they can cater to a diverse group or community. For example, curriculums should provide a wider range of activities so that every child has access to multiple ways of learning and development. Barriers (from physical to social) should be removed to allow inclusive access.

Participation

All the children under your care should also experience equal and meaningful participation, fostering a sense of belonging to children. This is mainly done by creating curricula that put every child's ability and limitation first in learning and development. Rather than educators, the children should start as the primary agent in their learning and development. For example, curriculums can promote active and meaningful learning through play and engaging activities.

Outcomes

Inclusive early childhood education should be able to create positive learning outcomes. The outcomes should be evident in educators' programs and services to children and their families.

These outcomes are found in the approved learning framework for young children from birth to 5 years old called the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)* (which will be discussed in Section 2.4.2) and include the following:

- **Outcome 1:** Children have a strong sense of identity.
- **Outcome 2:** Children are connected with and contribute to their world.
- **Outcome 3:** Children have a strong sense of wellbeing.
- **Outcome 4:** Children are confident and involved learners.
- **Outcome 5:** Children are effective communicators.

You may review the National Quality Standard (NQS), which defines the benchmarks that childcare centres must meet, to further identify the impact of diversity and inclusion and their aspects. Complementing the NQS is relevant legislation, such as laws and regulations concerning inclusion and diversity.

2.1.3 The National Quality Standard

The concepts of equity and inclusion are embedded in the NQS. The NQS provides an Australia-wide benchmark for the National Quality Framework for early childhood education and care and is used to assess them. Specifically, the seven quality areas of the NQS show the important outcomes for children during early childhood education. The general requirements to meet the seven quality areas of the National Quality Standard are as follows:

Quality Area 1 – Educational program and practice

Quality Area 2 – Children's health and safety

Quality Area 3 – Physical environment

Quality Area 4 – Staffing arrangements

Quality Area 5 – Relationships with children

Quality Area 6 – Collaborative partnerships with families and communities

Quality Area 7 – Governance and leadership

For supporting inclusion and diversity, the quality areas to be focused on are educational programs and practice (Quality Area 1), relationships with children (Quality Area 5) and collaborative partnerships with families and communities (Quality Area 6).

Quality Area 1 – Educational Program and Practice

This quality area focuses on ensuring that the programs and practices implemented by the education and care service are relevant to the learning and development of the children in the centre. It also requires educators to possess a reflective practice to implement appropriate programs and activities for all children in the centre. This is especially true when planning for a diverse group of children.

The Standards set forth under Quality Area 1 are as follows:

Quality Area 1 – Educational program and practice

- Standard 1.1 – The educational program enhances each child's learning and development.
- Standard 1.2 – Educators facilitate and extend each child's learning and development.
- Standard 1.3– Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Quality Area 5 – Relationships With Children

Quality Area 5 revolves around creating wholesome interactions and relationships with children in an education and care centre. These relationships should aid children in freely exploring and engaging with play and learning activities, supporting inclusive practices in the centre. The relationships can be between the child and educator or the children themselves. Below are the two main standards that encompass the quality area.

Quality Area 5 – Relationships with children

- Standard 5.1 – Respectful and equitable relationships are maintained with each child.
- Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships.

Quality Area 6 – Collaborative Partnerships With Families and Communities

This quality area recognises the role of families and communities in children's learning and development. It emphasises the importance of collaborating and cooperating with them in achieving an open, engaging and inclusive environment for the children. Below are the specific standards concentrating on relationships and partnerships with families and communities.

Quality Area 6 – Collaborative partnerships with families and communities

- Standard 6.1 – Respectful relationships with families are developed and maintained and families are supported in their parenting role.
- Standard 6.2 – Collaborative partnerships enhance children's inclusion, learning and wellbeing.

2.1.4 National Law, National Regulations and Other Relevant Legislation

National Law

Early childhood education and care operate under an applied law system known as the National Law. The National Law provides the objectives and guiding principles of the National Quality Framework. These shape the provisions outlined in the NQF.

Each state/territory (except Western Australia) has a corresponding Application Act that complements the National Law. Essentially, the same law (*Education and Care Services National Law Act*) is applied in each state/territory, except Victoria, with some provisions to satisfy the different needs of each state/territory.

The legislation followed in each state/territory is presented in the table below.

State/territory	Legislation	Application Act
Victoria		
New South Wales		Children (Education and Care Services National Law Application) Act 2010 No 104
Australian Capital Territory		Education and Care Services National Law (ACT) Act 2011
Northern Territory	Education and Care Services National Law Act 2010	Education and Care Services (National Uniform Legislation) Act 2011
South Australia		Education and Early Childhood Services (Registration and Standards) Act 2011
Tasmania		Education and Care Services National Law (Application) Act 2011
Queensland		Education and Care Services National Law (Queensland) Act 2011
Western Australia	Education and Care Services National Law (WA) Act 2012	

National Regulations

The National Regulations complement and support the National Law by laying out the relevant operational requirements for running an early childhood education and care service. These details include the following:

The National Quality Standard itself

Application processes for provider and service approval

Assessment and rating process provided in the NQS

Minimum requirements to be able to operate an education and care service based on the seven quality areas of the NQS

Staffing arrangements and qualifications

List of necessary transactions and their costs

Other jurisdiction-specific provisions and requirements



Further Reading

You can access the full copy of the National Regulations below, which applies to all states and territories except Western Australia, as it has its own National Regulations legislation, also linked below.

[Education and Care Services National Regulations No 653 \(2011 SI 653\)](#)

[Education and Care Services National Regulations 2012 \(WA\)](#)

Other Relevant Legislation

Apart from the National Law and National Regulations, which focus on the early childhood education and care sector, other relevant legislation can be applied to the said sector. This usually covers specific aspects of diversity, citing their rights to choose in terms of a particular aspect. The following table presents the Commonwealth laws relevant to education and care services, with their corresponding links to the full legislation.

Commonwealth law	Description
Family Act 1975	This law emphasises children's rights and each parent's responsibilities towards them.
Age Discrimination Act 2004	This law aims to eliminate discrimination against persons based on age in areas including education, access to premises, accommodation, requests for information, and the provision of goods, services and facilities.
Racial Discrimination Act 1975	This law aims to eliminate discrimination against persons based on race in areas including education, access to premises, accommodation, requests for information, and the provision of goods, services and facilities.
Sex Discrimination Act 1984	This law aims to eliminate discrimination against persons based on sex, gender identity, intersex status, marital or relationship status in areas including education, access to premises, accommodation, requests for information, and the provision of goods, services and facilities.
Disability Discrimination Act 1992	This law aims to eliminate discrimination against persons based on disability in areas including education, access to premises, accommodation, requests for information, and the provision of goods, services and facilities.
Australian Human Rights Commission Act 1986	This law established the Australian Human Rights Commission, which can investigate and attempt to conciliate unlawful discrimination complaints under Australia's anti-discrimination legislation.
Privacy Act 1988	This law was introduced to promote and protect individuals' privacy and regulate how personal information is handled by organisations with an annual turnover of \$3 million.

Commonwealth law	Description
Fair Work Act 2009	This law protects workplace rights and other rights, including the right to engage in industrial activities and be free from unlawful discrimination.
Work Health and Safety Act 2011	This law outlines requirements and standards that must be adhered to for the protection of workers' health, safety and welfare.

Aside from Commonwealth laws, there are local pieces of legislation in each state and territory that you should also comply with. Some may be based still on the Commonwealth laws above but might contain state- or territory-specific provisions. With this, it is always best to research and read about the applicable legislation based on the location of the education and care service.

2.2 Use Inclusive and Ethical Communication

Interactions are considered *open* when all those concerned can express their thoughts and opinions to one another confidently. Interactions are *inclusive* when they foster equal participation of all concerned, regardless of their circumstances or background. And interactions are *ethical* when they are morally and legally sound in principle.

To provide open, inclusive and ethical interactions and, in turn, show respect for inclusion and diversity, you must use effective communication techniques that model these interactions. This should be evident whether interacting with children, their families or your colleagues in the childcare centre. In doing so, you will be able to demonstrate further the qualities of inclusion and diversity in your workplace.

There are four communication techniques that you should apply to have open, inclusive and ethical interactions with children, families and colleagues, as stated below:

Using cross-cultural communication skills

Showing awareness of and respect for individual culture, values and beliefs

Acknowledging both similarities and differences

Demonstrating positive attitude to differences

2.2.1 Using Cross-Cultural Communication Skills

Cross-cultural communication is sometimes called ‘intercultural communication’ and refers to using messages to convey meaning between people across different cultures. This kind of communication allows you to avoid miscommunication or segregation into groups because of difficulty in interpreting. Instead, it helps foster open, inclusive and ethical interactions as it presents a message that is easily and universally understood, regardless of culture or any other differences in background.

Cross-cultural communication, like communication itself, comes in non-verbal, oral and written forms.

Non-verbal Communication

Non-verbal communication is a way of conveying a message or meaning without written or oral means. Non-verbal communication includes the following:

Emblems

- Sign language (e.g. the almost universally recognised ‘thumbs up’ symbol)

Illustrators

- Mimicking what is spoken (e.g. pointing to the wrist where a watch would be located would indicate time)

Regulators

- Accepted gestures (e.g. raising a hand to convey that you have a question)

Affect displays

- Emotional cues (e.g. smiling to show happiness, tears or crying for sadness)

Adaptors

- Involuntary or unconscious gestures (e.g. yawning to indicate sleepiness or tiredness)

Proxemics

- Gesturing with the use of space

Although some non-verbal language is almost universally understood, many are culturally specific and can be a source of misunderstanding. For example, touching another person can convey trust and respect in Western culture, but touching another person’s husband or wife may be taboo in some cultures. You are responsible for educating the children, families and even your colleagues and staff on the proper and appropriate non-verbal cues acceptable in all backgrounds.

Oral Communication

Oral or verbal communication refers to the speaking method of exchanging information and meaning. This encompasses talking and listening skills to properly communicate the message with its intended interpretation.

In dealing with people from various backgrounds, oral communication may lead to different interpretations due to the influences of these backgrounds on their language and meanings. Therefore, cross-cultural oral communication should involve using terms or expressions that are universally understood. This can encourage other people to join in conversations and meetings.



For example, answering a simple 'yes' or 'okay' conveys a direct agreement or confirmation and is easily understood regardless of language and other circumstances.

You must also avoid using jargon or slang to foster inclusion when interacting with others. Remember that these words are only understood by certain groups or through context.

In terms of ethics, make sure that you do not use words or methods of speaking that may have a double meaning, such as sarcasm. Avoid using derogatory and discriminatory terms, especially when involving children.

As an early childhood educator, you should also be aware of the differences in meaning and oral communication methods and identify ways of reducing miscommunication and misinterpretation.

Written Communication

Written communication can refer to the characters people use and the symbols and pictures drawn to convey meaning. Again, the goal is to use a language level that matches those you interact with. For example, it's better to use easily understood words or expressions when writing rather than technical or exaggerated words. Not only does it make the latter difficult to understand, but it also inhibits inclusive interactions as it makes others feel less intelligent. In contrast, the former promotes open, inclusive and ethical communication and interaction as the message can easily be comprehended.

Since written communications do not transmit meaning unless written or jotted down, take advantage of first thinking carefully about what to write down. Meditating on what you will write will help you communicate what you want to express appropriately.

This also applies once you have finished writing, as you have time to recheck whether you convey the right meaning and the recipient easily understands it. Doing this ensures the message can be interpreted regardless of culture and other backgrounds.

2.2.2 Showing Awareness of and Respect for Individual Culture, Values and Beliefs

Especially in recent decades, the world has become more diverse regarding people and their backgrounds, such as culture, values and beliefs. Therefore, to interact with people in an open, inclusive, and ethical manner in the childcare setting, you need to show awareness of and respect for other individuals' cultures, values and beliefs.

To show respect for these, first recognise that individuals have their own beliefs, values and cultures. These may be similar to or different from your own. Rather than only focusing on your culture, values and beliefs, take an interest in the culture, values and beliefs of others so that you can be aware and mindful of them.

As an early childhood educator, you can do this by doing the following:

- Gaining knowledge about the culture, values and beliefs of others through research
- Talking and asking people (e.g. families or co-workers) from that culture about some of its important aspects
- Teaching and exposing the culture, values and beliefs to children
- Engaging with people from the culture using their customs and traditions (e.g. shaking hands or bowing down when greeting others)
- Incorporating some of their customs and traditions into the areas and activities in the childcare centre (e.g. providing learning materials in their language, letting the children say their prayers instead of leading a prayer)



2.2.3 Acknowledging Both Similarities and Differences

As discussed previously, there will certainly be similarities and differences between individuals regarding culture and other aspects of diversity. As an educator, it is essential to acknowledge these similarities and differences. This is important to eventually remove biases, discrimination and segregation of people based on their background. Instead, acknowledging similarities and differences promotes a sense of belonging and association between a diverse pool of people and leads to an open, inclusive and ethical interaction with others.

It is beneficial to establish similarities to connect and interact with other people (e.g. children and their families). Sharing the same interest and principles will help them feel more relaxed and included in the diverse environment. For example, you may associate yourself with the children in your care and share interests with them, saying that you still share the same hobby or skill even if you are older. You can also do this with the children's family or with co-workers with different backgrounds from yours.

To help acknowledge the difference in people, you should never forget that every individual is unique and that having a difference is normal between people. This helps overcome stereotyping and discriminating against others because of the different set of norms and customs. As noted earlier, learning the culture itself is valuable in showing respect for individual cultures, including their differences. Knowledge and recognition of differences also help you become more understanding and empathetic of others, especially since there is nothing wrong with having differences.



2.2.4 Demonstrating Positive Attitudes to Differences

Acknowledgement of differences should just be done internally. It is better if this is shown to bring ease and comfort to those with different backgrounds from yours. You can do this by demonstrating positive attitudes to differences.

A positive attitude to differences in cultures and customs reinforces differences, not as wrong or inappropriate, but as opportunities to provide an inclusive and open environment for children and their families. When differences are celebrated rather than condemned, it provides children with awareness and sensitivity towards these cultural differences and develops inclusive practices.

Here are examples of how you can demonstrate positive attitudes towards differences:

- Teach children a variety of cultures and customs, usually those relevant to the centre, such as the underlying culture of children or teachers in the centre.
- Respect and appreciate the customs and norms that children and their families do outside the centre.
- Celebrate differences through cultural activities and events in the centre, such as culture day, where children can wear traditional clothing and bring food from their culture or country.
- Integrate differences into learning and play (e.g. providing activities to create awareness of differences between children in your care).



Further Reading

You can read the article linked below on examples of various activities that can help children learn about and appreciate differences.

[We are different, we are the same: Teaching young children about diversity](#)



2.3 Encourage Participation of Individuals and Groups



To show respect for inclusion and diversity, you should also use opportunities during learning, teaching and interacting that encourage and promote participation – an aspect of inclusion. This applies not only to children but also to other relevant individuals and groups, such as families, co-workers and centre management. Encouraging participation helps you and the centre engage and collaborate with them to help provide an inclusive environment for everyone, especially the children.

This subchapter will discuss how to use and support different opportunities that encourage and promote the participation of children in activities in the centre, as well as the participation of relevant people who can contribute to an appropriate and effective curriculum for the children.

2.3.1 Encouraging and Promoting Participation by Children

There are many opportunities for children to join or participate in activities in the centre. As an educator, you should be able to look out for opportunities or chances to let every child under your care take part in routines, activities and play experiences. Opportunities that aid in encouraging and promoting children to participate include the following:



- **Scaffolding**

This involves using the children's existing knowledge and skills to provide activities that can help encourage their participation. This may also include the children's interests and familiarity with certain activities or objects.

- **Motivating and encouraging words**

This can help children gain confidence when faced with new challenges, such as participation in an activity, especially when it is new or uncommon to them. A simple 'You can do it!' can help children overcome their doubts or fears and participate.

- **Consultations**

To know more ways to help children participate, you should consult their parents to know what activities they are usually comfortable with at home or outside the centre. You may also ask about their child's interests or abilities. With this, you can incorporate them into the activities in the centre.

- **Demonstration**

Showing children how to do a certain task or activity helps explain what needs to be done. This will help remove any uncertainties about how to do the activity. Remember that you need to demonstrate and describe a task in a way that the children understand.

2.3.2 Encouraging and Promoting Participation by Parents

Facilitating the participation of the parents of children under your care can help determine the appropriate activities and routines that the children can do in the centre. Parental involvement in centres provides key feedback on the skills and feelings of their children so that the centre can adequately satisfy the needs and wants of the children through suitable and relevant curricula and programs in the centre.

To encourage and promote participation by parents, you can do the following:

Provide information to parents.

Create a good relationship with parents.

Develop the community of parents.

Communicate effectively with parents.

- **Provide information to parents.**

You can educate parents on child development and care by providing relevant and helpful information. This is usually done indirectly to avoid showing disrespect to parents and children. You can provide information by posting facts about child development and education on bulletin boards around the school, supplying reading materials on the topic in the centre or sharing an online article on the centre's website or social media account.

- **Create a good relationship with parents.**

This should be one of your primary steps to help parents participate in their child's development in the centre. Demonstrate respect and appreciation for what they do as parents. Encourage them to consult you or other educators for any concerns. This helps create an open environment for parents to express and address any worries regarding their child or the centre.

- **Develop the community of parents.**

You can create events that let parents meet and engage with one another. This will help create a sense of community and belonging for parents, making them more likely to participate in other school or centre events. For example, you can run a fundraising or charity event. You can also provide symposiums and talks relevant to the concerns of parents.

- **Communicate effectively with parents.**

Apart from providing information on child development, you should also regularly communicate with parents on updates and changes happening in the centre. For example, you can provide a newsletter of the centre to give them up-to-date information on the childcare industry and local news about the centre.



2.4 Implement Inclusive Work Practices

Implementing and using inclusive work practices is another way of properly demonstrating respect for inclusion and diversity. These work methods, policies or attitudes contribute to creating a safe and inclusive environment in the workplace. This is especially necessary for the workplace of early childhood education and care as you would most likely be engaging with a diverse set of children, along with their families or guardians.

2.4.1 Forms of Safety in the Centre

Inclusive work practices should result in a feeling of safety and comfort. When these are evident, children can be motivated more to engage in learning and play activities, resulting in their growth and development.

The forms of safety listed on the next page should be the outcome of inclusive work practices. These safety forms will be discussed individually, and examples of appropriate inclusive work practices to achieve the form of safety will be provided.



Cultural Safety

Cultural safety refers to the recognition, respect and protection of the cultural identities of others and safely meeting their needs and expectations. A workplace is also considered culturally safe when educators and staff in the centre can work effectively and comfortably, regardless of their cultural roots.

To create a culturally safe workplace, you must contribute to creating work practices that allow people from diverse cultures to engage in their cultural practices without experiencing negative reactions. Examples of culturally safe work practices include the following:

- Making policies of early childhood education service available in languages understood by all members of the service
- Assigning tasks and activities to educators and staff that do not conflict with their cultural or traditional practices and beliefs
- Training educators for cultural competency and diversity through workshops, seminars and certifications

Gender Safety

Gender safety involves actively recognising and supporting people of all genders. It is also concerned with providing equal opportunities to gender-diverse people. In the childcare setting, this means work practices should support and respect people regardless of the gender or sexual identity of an educator or child.

Work practices that promote gender safety may include the following:

- Accepting gender-diverse families and children, as well as educators and staff, into the centre
- Providing and participating in gender safety and sensitivity training and seminars
- Using gender-neutral words and terminologies to promote gender diversity (e.g. ‘parent’ instead of ‘mother/father’, ‘partner’ or ‘spouse’ instead of ‘husband/wife’)

Safety for People With Disability

Safety for people with disability is concerned with providing physically safe and easy access to people with disability. This also involves protecting people with disability, whether physical or mental, from social discrimination and exclusion. This includes the following:

Health and safety

- Providing adequate space and access to workstations and other areas in the centre
- Constructing and promoting the use of accessways made for people with disability (e.g. parking spaces, ramps and elevators)
- Conducting regular safety inspections of the physical environment of the centre
- Providing medical training for handling emergencies (e.g. seizures or panic attacks)

Social safety

- Participating in disability safety and sensitivity training and workshops
- Accepting children, educators and staff in the centre, regardless of their capacity or ability (unless it is detrimental to their or children’s health, safety and wellbeing).
- Incorporating lessons relevant to the needs of people with disability, as well as an appreciation for people regardless of their capacity or ability

Safety Against Racial Discrimination

This involves creating awareness and inclusion of people regardless of their physical attributes and awareness of the adverse effects of discrimination on people. The workplace should be free from racial stereotyping and discrimination. Instead, it should promote diversity of races and inclusion of all people in the workplace, regardless of race. This can be done through the following:

- Reviewing anti-discriminatory legislation applicable to early childhood education and care
- Disseminating information on the negative effects of discrimination
- Creating anti-discriminatory policies and appropriate sanctions when violated
- Providing training for racial sensitivity and diversity



Safety for Faith and Religious Customs

Workplaces should also be free from religious discrimination and foster freedom of faith and beliefs. People in the centre should be able to carry out their religious beliefs and customs whenever appropriate. This can be done through the following:

- Providing leaves of absence for children, educators and staff to be able to attend religious events
- Letting children pray individually, when appropriate, instead of leading a prayer for them
- Providing alternatives for food for those who do not eat certain types of food due to their religious faith

2.4.2 Approved Learning Frameworks

To further understand how work practices in the childcare setting can be inclusive, you should review the approved learning framework applicable to early childhood education and care.

Approved learning frameworks serve as the primary basis for the educational programs of childhood education and care services. The frameworks help the centre create a curriculum that addresses each child's developmental needs, interests and experiences while considering their differences. There are two nationally approved learning framework used in Australia:

Belonging, Being & Becoming: The Early Years Learning Framework for Australia

My Time, Our Place: Framework for School Age Care in Australia

Early Years Learning Framework

Belonging, Being, & Becoming: The Early Years Learning Framework of Australia (EYLF) is the primary resource and foundation for early childhood education and care. The Framework aims to assist early childhood educators in designing the appropriate curriculum for children with ages ranging from birth to 5 years old.

The Early Years Learning Framework focuses on three main aspects of children's learning that children should experience if the Framework is applied correctly, namely:

Belonging

- Focuses on the children's relationships and interdependence with other people

Being

- Recognises the significance of the 'here' and 'now' in children's lives or the present state of children

Becoming

- Acknowledges the rapid and significant change children experience as they learn and grow

To provide these aspects to children, the Framework consists of three elements that guide educators in creating a curriculum: *principles*, *practices* and *learning outcomes*.

Principles

These principles reflect contemporary theories and research evidence about children's learning and early childhood pedagogy (teaching practice). These principles include the following:

- **Secure, respectful and reciprocal relationships**

Educators are vital in building the foundation for children's learning through positive relationships. They promote security and respect by providing nurturing and consistent emotional connections. These caring relationships and interactions with educators and peers contribute to healthy brain development, fostering children's confidence and empathy. Additionally, educators focus on relational and place-based pedagogies, valuing rituals and routines, supporting children's wellbeing, and creating a supportive learning environment.

- **Partnerships**

Early childhood educators should acknowledge that they are not the sole authorities on a child's educational needs. Instead, they should recognise and value the unique insights that diverse families provide regarding their children's learning requirements. True partnership involves mutual trust and respect between educators and families, where they communicate openly and make decisions collaboratively.

This collaborative approach extends to working with diverse families, creating culturally safe spaces, and strengthening connections with child and family professionals and school communities. By embracing a team effort that includes children, other professionals, and communities, the educational experience becomes more holistic and effective.

- **Respect for diversity**

Recognising diversity means embracing the numerous cultures and heritages children belong to. It enriches society and enhances children's world understanding through various cultural perspectives. To respect diversity, educators must value traditional practices, heritage, and ancestral knowledge within the curriculum. They should also create culturally safe environments that acknowledge all families' unique histories, languages, traditions, religions, beliefs, child-rearing practices, and lifestyle choices. This inclusive approach ensures that every child and family feel recognised and valued for their cultural backgrounds and experiences.



- **Aboriginal and Torres Strait Islander perspectives**

Promoting a strong identity for Aboriginal and Torres Strait Islander children involves providing opportunities that reflect their cultures and identities in their environment. To advance reconciliation, it is essential to integrate Aboriginal and Torres Strait Islander perspectives into the philosophy and practices of all educators. This contributes to fulfilling the commitment to Closing the Gap and ensures that every Australian child learns about Australia's First Nations' histories, knowledge systems, cultures, and languages.

- **Equity, inclusion and high expectations**

Encouraging children to advance and grow requires setting ambitious goals for them to strive towards. While aiming high is essential, it is equally important for educators to acknowledge and understand that each child has unique needs, challenges, and learning barriers. To promote equity and inclusion in the classroom, educators should consciously create an environment where all children can actively participate and thrive.

- **Sustainability**

Educators ensure that children understand sustainability comprehensively by providing them with various opportunities. This understanding goes beyond nature-related experiences and conservation efforts. Children are guided to appreciate that sustainability encompasses environmental, social, and economic dimensions. Moreover, educators must facilitate discussions on important concepts like social justice, fairness, sharing, democracy, and citizenship, helping children recognise the interconnectedness of these principles with sustainability.



▪ **Critical reflection and ongoing professional learning**

Educators must look for ways to improve their craft and develop the learning communities they are a part of.

- Educators are committed to lifelong learning and use professional development to support critical reflection and practice improvement.

Reflective practice is the continuous learning process of questioning your philosophy, ethics and daily practices.

- Reflective practice collects information and uses it to improve your childhood education decisions.
- Early childhood educators reflect on the day-to-day happenings in their learning centres and consider what could be improved.

Critical reflection involves examining these occurrences from various perspectives, including those of colleagues, children and families.

- This type of learning involves asking numerous questions to delve deeper into the process.
- Additional prompts are included to aid critical reflection in everyday practice, encouraging educators to enhance their skills continually.

▪ **Collaborative leadership and teamwork**

Collaborative leadership and teamwork thrive through professional, respectful conversations about practice. Educators value diverse perspectives, engaging in critical self-reflection individually and as a team to influence curriculum decisions and quality improvement plans. This approach enhances children's learning, development, and wellbeing as educators communicate and exchange ideas to improve their practice. The peer mentoring and shared learning culture allow all team members to contribute to each other's professional growth, resulting in high-quality programs for children.

Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.

Practices

These are actual methods you should carry out to promote learning in children. These practices are underpinned by the principles mentioned above. These practices include the following:

- **Holistic, integrated and interconnected approaches**

Holistic approaches prioritise the comprehensive wellbeing of the child, encompassing the mind, body, and spirit. These approaches emphasise cognitive development and physical, social, emotional, personal and spiritual growth.

Understanding holistic approaches involves recognising the interconnectedness between the vision, principles, practices and desired learning outcomes. By considering the child's holistic development, educators can create a well-rounded educational experience that supports their overall wellbeing and learning journey.



- **Responsiveness to children**

Educators are attentive to every child's strength, interests, capabilities and curiosity. They also respect and respond to children's expertise, cultural traditions, and ways of knowing expressed through multiple languages or dialects.

Acknowledging the significance of educator responsiveness to children's funds of knowledge becomes a crucial basis for curriculum decision-making. By valuing and incorporating these diverse aspects, educators foster a more inclusive and enriching learning environment for all children.

- **Play-based learning and intentionality**

Play is essential to children's early interactions with the world, offering them opportunities to explore, create, improvise and imagine. Engaging in play with other children fosters the formation of social groups, allowing them to test ideas, challenge each other's thinking, and develop new understandings. Intentional teaching is a dynamic approach that rejects rote learning and adhering to traditions merely for tradition's sake. This teaching style incorporates strategies such as modelling, open questioning, speculating, explaining, shared thinking and problem-solving. By embracing this intentional approach within play-based learning, educators facilitate a more purposeful and reflective learning experience for children.

- **Learning environments**

Learning environments play a vital role in education, fostering meaningful interactions and accommodating diverse learning styles. They should be vibrant, flexible, and inclusive, reflecting each child's strengths, culture, interests and the local community. Welcoming ideas from children and families, these environments create an intercultural space where Western and traditional knowledge can coexist. The contributions of Aboriginal and Torres Strait Islander families help build a rich learning experience that includes opportunities to learn in the country.

- **Cultural responsiveness**

Understanding a child's culture is essential for their identity and belonging. Culturally responsive educators go beyond being aware of differences. They also acknowledge their own perspectives, maintain a positive attitude towards diverse cultures, and effectively communicate across cultural boundaries.



Cultural responsiveness involves valuing and appreciating various cultures' beliefs, practices, and traditions. Educators collaborate with children, families, and the community to establish culturally safe and secure environments. By fostering inclusivity and respect, educators create a supportive learning space that celebrates cultural diversity and promotes a sense of belonging for everyone involved.

- **Continuity of learning and transitions**

Educators should build upon children's prior learning and experiences to ensure continuity in learning. Educators can strengthen this practice by understanding and utilising children and their families' funds of knowledge. It also involves acknowledging children's changing identities as they enter new learning settings, where they develop new ways of knowing, being, and doing while fostering a sense of belonging in the new environment. Building on children's learning experiences helps them feel secure and confident in their learning journey, enabling smooth transitions between different learning settings.

- **Assessment and evaluation for learning, development and wellbeing**

Assessment is an ongoing process that involves gathering and analysing information about what children know, can do, and understand. By employing assessment for learning, educators utilise this information to plan children's learning, track their progress towards desired outcomes, identify areas requiring support, and assess the effectiveness of teaching strategies. Children and their families are actively engaged in the assessment process, with clear communication of learning goals and progress, fostering a collaborative approach.

To enhance evaluation, educators emphasise critical reflections and value family feedback to improve their practice. Prompts are provided to support educators in effectively engaging in assessing and evaluating learning and teaching methods. This comprehensive approach creates a dynamic learning environment, fostering collaboration and continuous improvement for educators and families.

Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.

Learning Outcomes

As discussed before, your application of the principles and practices result in the learning outcomes indicated in the Framework. When achieved, these outcomes mean that early childhood education and care services and their programs cater to the children's learning and development. The Framework outlines five learning outcomes with their key components as discussed in the table below:

Learning outcome	Key component
Outcome 1: Children have a strong sense of identity.	Children feel safe, secure and supported.
	Children develop their emerging autonomy, interdependence, resilience and sense of agency.
	Children develop knowledgeable and confident self-identities.
	Children learn to interact in relation to others with care, empathy and respect.

Learning outcome	Key component
Outcome 2: Children are connected with and contribute to their world.	<p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p>Children respond to diversity with respect.</p> <p>Children become aware of fairness.</p> <p>Children become socially responsible and show respect for the environment.</p>
Outcome 3: Children have a strong sense of wellbeing.	<p>Children become strong in their social and emotional wellbeing.</p> <p>Children take increasing responsibility for their own health and physical wellbeing.</p>
Outcome 4: Children are confident and involved learners.	<p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</p> <p>Children develop various skills and processes, such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating.</p> <p>Children transfer and adapt what they have learned from one context to another.</p> <p>Children resource their own learning by connecting with people, places, technologies and natural and processed materials.</p>

Learning outcome	Key component
Outcome 5: Children are effective communicators.	Children interact verbally and non-verbally with others for a range of purposes.
	Children engage with a range of texts and gain meaning from these texts.
	Children express ideas and make meaning using a range of media.
	Children begin to understand how symbols and pattern systems work.
	Children use information and communication technologies to access information, investigate ideas and represent their thinking.

*Australian Government Department of Education [AGDE] (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council.*

Victorian Early Years Learning and Development Framework

The State of Victoria has developed their own approved learning framework. The Victorian Early Years Learning and Development Framework (VEYLD) shares the same goal as the EYLF. It guides early childhood educators and service providers in enriching and supporting the learning and development of children (ages 0–8). The VEYLD works similarly to the EYLF in that it also has practices and principles for educators, but these are combined and restructured. The learning outcomes from the EYLF remain unchanged and apply to VEYLD.

Practice Principles for Children's Learning and Development

The Practice Principles found in the VEYLD aim for the following:

Promote personal and collective acknowledgement of each child's identity, culture and spirit.

Support professionals to act in the best interests of children.

Guide early childhood professionals as they respond sensitively and positively to each child.

These principles will help support children's learning and development, which are described briefly below:

- **Reflective practice**

Educators should use reflective practices to evaluate and improve teaching methods and support children's learning and development.



- **Partnerships with families**

As mentioned in the EYLF, partnerships between educators and families are important as the families of children provide information and perspective about their child. These can help in developing and improving the learning experience and care.

- **High expectations for every child**

Children should be treated as capable of making decisions and choices by providing high expectations for them, accompanied by encouragement and motivation.

- **Respectful relationships and responsive engagement**

Providing these aspects to children is crucial as they require support and guidance to learn. Children can develop confidence in performing activities in the centre when they are engaged positively.

- **Equity and diversity**

Educators should provide an inclusive environment where all children can participate, regardless of their abilities or circumstances. Educators should also show respect and appreciate the identity each child possesses.

- **Assessment for learning and development**

As discussed in the section for EYLF, assessments are key tools in developing and improving learning and development.

- **Integrated teaching and learning approach**

Learning comes in three forms: adult-led, child-directed, and guided play and learning. Knowing these three should be integrated to help children build on their skills and interests is essential.

- **Partnerships with professionals**

Educators and other early childhood professionals (as well as other relevant sectors such as health services, family support services, and schools) must collaborate to refine methods of learning and development further.

Further Reading



You can read the full document of both approved learning frameworks in the links below as a reference for further information.

[Belonging, Being and Becoming - The Early Years Learning Framework for Australia \(EYLF\)](#)

[Victorian Early Years Learning and Development Framework \(VEYLDF\)](#)



Checkpoint! Let's Review

1. It is important to respect cultural diversity in all communication and interactions with co-workers, children, families and the wider community.
2. You can contribute to a culture of respect by ensuring that diverse people from all backgrounds are accepted and included equally.
3. Cultural influences affect attitudes towards every part of life.
4. Although some non-verbal language is almost universally understood, many are culturally specific and can be a source of misunderstanding.
5. Cultural safety is about creating an environment that is safe for everyone.



Learning Activity for Chapter 2

Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

III. Support Children's Understanding of Inclusion and Diversity



In the last chapter, you have learnt and demonstrated respect for inclusion and diversity through various methods in the previous sections, such as the opportunities in the centre, communication techniques and work practices.

This last chapter will now shift the attention to how you can support the children under your care to understand inclusion and diversity better. Specific lessons in this chapter will tackle different methods for gaining knowledge and understanding of diversity through the people in the centre and the community. The chapter will also focus on how you can introduce and expose children to diversity and interaction through activities and interactions. In particular, the chapter will help you support children's understanding of inclusion and diversity through the following:

- Use opportunities that build on the diversity
- Consult with community members and following community protocols
- Support children to learn about similarities and differences in the world around them
- Engage children in collaborative discussions
- Enhance inclusive relationships
- Support children with specific needs

3.1 Use Opportunities That Build on Diversity

To support children's understanding of inclusion and diversity, you need to identify and use opportunities in learning and development. You should take advantage and build on the diverse backgrounds of children under your care and those of their families. These will help you identify diverse cultures and values, promote inclusion, and celebrate diversity in the centre.



3.1.1 Building on Diverse Backgrounds in the Service

Building on diverse backgrounds in the services means using the diverse backgrounds of children and their families to teach children about diversity in the community. When children are aware of diversity, you can foster inclusive behaviour and engagement in them.

To build upon the background of the children and their families, you must talk to and consult them. It is better to consult them as a family than the children themselves as the parents and other family members can provide more comprehensive details on their background. Through jotting down, take note of all relevant information the family shares regarding their background. These include cultural and traditional practices, beliefs and languages, certain restrictions and other important aspects of their background.

In centres, there are usually policies and corresponding strategies or initiatives that can help build on diversity, so ensure to review the organisational documentation relevant to service policies and initiatives that would help build on children's diverse backgrounds.

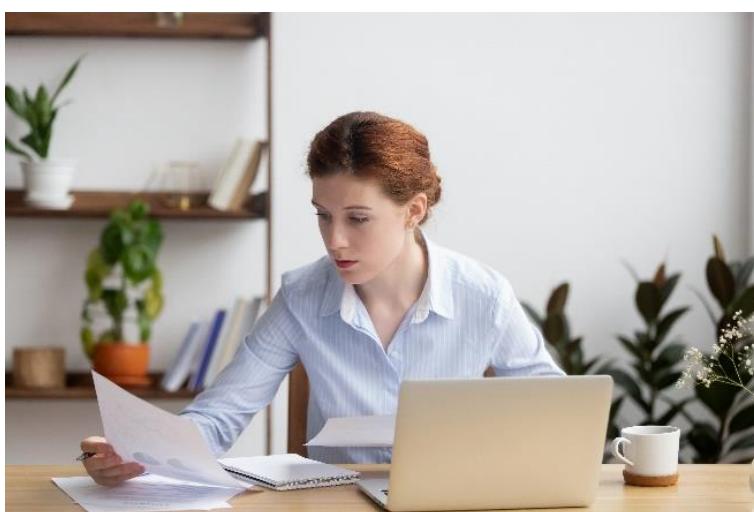
As reflection is part of continuous improvement and critical evaluation of practice and strategies for children's learning and development, you can ask the following reflective question:

- **Questions for centre management**

- Does the centre have a written policy to ensure access and participation of diverse families?
- Do the policies and procedures include knowledge and understanding of issues affecting diverse people, including Aboriginal and Torres Strait Islander peoples?
- Do you have diverse families represented on your management committee?

- **Questions for educators**

- Is there a written policy reflecting the diversity and anti-bias principles across the learning program?
- Do enrolment forms have a category to identify children from diverse cultural backgrounds?
- Are equity principles reflected across the program regarding purchasing resources and staff employment?
- Are management and staff aware of the *Equal Opportunity Act* and *Anti-Discrimination Acts*?
- Are equal opportunity and anti-discrimination policies monitored, and are staff confident in their anti-discrimination practices?
- Are families supported against discrimination in the community?
- Are staff informed of, encouraged, and supported to participate in cross-cultural training?
- Does the staff have up-to-date information on the diversity of Indigenous groups in Australia, including access to appropriate terminology?
- Does the staff acknowledge that Aboriginal and Torres Strait Islander children do not fit a stereotype regarding skin tones, hair, eye colour, and facial features?
- Is the staff aware of the local support services for diverse families, e.g. Aboriginal and Torres Strait Islander and Multicultural Centres and the services they provide?
- Are diverse people encouraged to apply for employment in the centre?
- Does the centre have a flexible policy for payment of fees to meet the needs of diverse families?



3.1.2 Opportunities That Build on the Diverse Backgrounds of Children and Families



Now that you have relevant information on the backgrounds of the children under your care and those of their families, you can look for opportunities to support children's understanding of inclusion and diversity. Early childhood education and care policies usually include statements and objectives that can provide opportunities to help children create awareness and understanding of inclusion and diversity. Such policies can have strategies or initiatives to achieve these policies.



Sparkling Stars Early Years Learning Centre

Sparkling Stars is the simulated early years learning centre referenced in our learning resources.

Their policies and procedures are published on their site. You can access them through the link below:

[CHCECE030 Access and Equity Policy](#)

(username: learner password: studyhard)

You are responsible for contributing to creating or looking for opportunities that build on children's diverse backgrounds with these policies in place. Below are some examples of strategies and initiatives that can be used as opportunities.

Background	Opportunity	Strategy/initiative
First language is not English.	<ul style="list-style-type: none"> ▪ Introduce diversity in language and communication. ▪ Promote the use of languages other than English. ▪ Support inclusion by helping to learn the English language. 	<ul style="list-style-type: none"> ▪ Learn basic greetings in other languages. ▪ Sing children's songs in other languages. ▪ Support children by providing English as second language lessons.
Ancestry/nationality is foreign or different from Australians.	<ul style="list-style-type: none"> ▪ Create awareness of different countries, nationalities and ancestries. ▪ Foster interactions of children and adults from different ancestries. 	<ul style="list-style-type: none"> ▪ Integrate different nationalities into play (e.g. dress-up and picture cards). ▪ Celebrate World/Culture Day, recognising the different ancestries around the world.

The strategies above help children and adults to experience diversity and inclusion through various activities and interactions in the centre. These activities incorporate the diverse backgrounds of the children in the centre and provide opportunities to apply these strategies.

3.2 Consult With Community Members and Follow Community Protocols

One of the quality areas under the National Quality Standards of the National Quality Framework is collaborative partnerships with communities (Quality Area 6). With this, the NQS recognises the importance of the community and its members in obtaining and sharing knowledge on its various diverse groups. Therefore, you must identify and consult with community members while following community protocols to obtain and share knowledge of the local cultural, ethnic, gender and other diverse groups.

3.2.1 Identifying Community Members

Relevant community members should be properly identified to gain knowledge of the diverse group in the community. These community members to be consulted are usually leaders or the ambassador of the diverse groups, acting as their representatives. Examples are tribal leaders or heads, representatives of gender-diverse groups or presidents of community associations (e.g. senior citizen associations).



Other community members can be outside these diverse groups but already have extensive knowledge about the diverse groups within their area. They include members of the government and academic sectors of the community who have most likely interacted with diverse groups.

3.2.2 Following Community Protocols

When consulting community members to obtain and share knowledge, it is best to remember that there are community protocols you need to follow. Community protocols are principles of appropriate behaviours you should act on when interacting with the community. Protocols may be based on the traditional and cultural values and practices of the community or diverse groups. Thus, conduct yourself based on these protocols as a sign of respect to the community and diverse group you are interacting with and further promote a sense of inclusivity and diversity for them.

Some prime examples of community protocols are those for the Aboriginal and Torres Strait Island communities. Their community protocols revolve around the culture and heritage of the Aboriginal and Torres Strait Islander people.

As community protocols will most likely vary between communities and diverse groups, do your research on the particular protocols for the diverse group and community, you will be consulting with. If possible, create a personal copy of these protocols to have a reference when you are already consulting with community members.



Further Reading

For more information on community and cultural protocols for Aboriginal and Torres Strait Islanders, you may check the link below:

[Respect for cultural protocols and practices](#)

3.2.3 Consulting Community Members to Obtain and Share Knowledge of Local Diverse Groups

Obtaining Knowledge of Local Diverse Groups

After familiarizing yourself with who to consult and what protocols to follow in a community, you can consult the relevant community members to obtain and share the knowledge of diverse local groups.

Local diverse groups include the following:

Cultural groups

- These are groups based on ancestry and history (e.g. Indigenous Australians, British, Chinese and other European and Asian ancestries).

Ethnic groups

- These groups refer to Aboriginal and Torres Strait Island people and further ethnic groups that subdivide major ancestries.

Gender-diverse groups

- These groups include lesbian, gay, bisexual, transgender and intersex communities.

Religious groups

- These groups include Christians (and their denominations), Muslims, Buddhists, and Hindus.

Age groups

- These groups include baby boomers, Gen Xers, millennials and Gen Zers.

One way to interact and consult the community members is to introduce yourself first and the early childhood education and care service you represent. This makes it clear for diverse groups who or what background they are dealing with. It also promotes open communication, which is vital in obtaining knowledge and supporting inclusion and diversity.

You can also try the following strategies for consulting diverse groups:

- If you are granted permission by members of the community and the diverse group, you may interview at least one person from them to get information based on personal experience and perspective.
- Attend academic talks and functions (e.g. symposiums and forums) that discuss information and details on diverse groups, especially when members or representatives from these groups are present.
- Observe, if not take part, in traditional and social events revolving around the recognition, celebration and support of the diverse groups in the community (e.g. Pride March, Survival Day and Sorry Day).
- When appropriate, accompany a colleague or co-worker from a diverse group (or ask them to accompany you) in gatherings or meetings with group members.

Consulting community members does not always mean that you are the one going to the community. Again, policies and their corresponding strategies and initiatives can provide community members to participate in activities in the centre. Examples of these initiatives may include the following:

- **Family or culture day**

These events include activities where the community, including diverse groups, can participate. These help children become exposed to and aware of the diverse people in the community and foster inclusion with them. The events also give way to learning and acquiring information on diverse groups, specifically how they interact with other groups.



- **Meetings and consultations**

By constantly reporting to and asking for family feedback, educators can gather information to better address children's diverse and varying needs based on their different cultures and backgrounds. The initiative helps educators respect and acknowledge the different values, beliefs and cultures of children and their families.



Sparkling Stars Early Years Learning Centre

Access and review Sparkling Stars Early Years Learning Centre's Family and Community Engagement Policy through the link below:

[CHCECE030 Family and Community Engagement Policy](#)

(username: learner password: studyhard)

Sharing Knowledge of Local Diverse Groups

Once you have acquired relevant information about diverse groups, it is best that you share this with your fellow educators and the centre management. The service can use the information you have gathered to develop a curriculum and corresponding activities that help create awareness and promote inclusion and diversity in the centre.

Before sharing the knowledge you obtained about diverse groups, you must first get permission. Some diverse groups limit information to be shared with the public. Others even have rights to the confidentiality of certain information, such as Aboriginal and Torres Strait Island peoples. If you are not granted permission, you should respect their decision and ensure the confidentiality of information.

It is also important to note that, unless granted permission, you should not share any personal information or details of people belonging to the diverse group out of recognition and respect for their privacy.



3.3 Support Children to Learn About Similarities and Differences in the World Around Them

To help children become more aware and support inclusion and diversity in the centre, you should provide children opportunities to learn about similarities and differences in the world around them. Similarities and differences are shown in their level, exposing them to diversity early. Proper teaching and guidance will help children develop an awareness of and appreciation of diversity in the centre.

Educators seek information from families and use various methods to gather information about each child's knowledge, strengths, ideas, culture, abilities and interests as the foundation of a child-centred educational program. The diversity of family experiences means that children experience 'belonging, being and becoming' in many different ways. Children's unique and diverse experiences, perspectives, expectations, knowledge and skills contribute to their learning.



As children participate in everyday life, they develop interests and build their identities and understanding of the world. Learning about these unique aspects of each child and identifying their strengths and capabilities assists educators in making informed decisions about how to support children's learning further. With support from the educational leader, educators plan and engage with children in various experiences where children are active participants and decision-makers. This supports the achievement of child-centred learning outcomes and promotes children's learning and development.

Educators help children build a sense of confidence, wellbeing and willingness to engage in learning if you acknowledge their identity and background, and if you interact and respond sensitively to their emotional states.

Remember that a family's preferences and requirements for their child's wellbeing and comfort regarding everyday routines (e.g. sleep, rest, toileting and food) will vary due to cultural factors.

For example, in some Aboriginal cultures, many family members sleep or rest together in the same bed. This may be seen as inappropriate in mainstream Australian culture depending on the ages and development of the children.

Children should also be provided with food consistent with advice given by families about their child's dietary requirements, likes, dislikes, and any cultural or other requirements families have regarding their child's nutrition.

A culturally inclusive program is important because:

- All children have the right to develop and retain their cultural identity
- The identity and self-esteem of all children must be supported by the services offered to them
- Aboriginal and Torres Strait Islander children, people and community, as well as people from other cultures, have a unique contribution to make to Australian society and the early years learning centre
- Such a program provides a positive representation of diverse cultures at a crucial early age
- Such a program teaches and values diversity and inclusion

In consultation with families and their local community, centres should develop a philosophy for their culturally inclusive program. Local Aboriginal and Torres Strait Islander and Multicultural organisations and support centres can help you make contact and to support the development of a philosophy and policy.

Try to use books and pictures written and prepared by people from diverse cultures and depict a range of different people positively. Check with cultural representatives whether your planned activities are appropriate and culturally sensitive. For example, dot paintings are stories of people's dreams and very important and sacred messages. Allowing children to 'play' with dot paintings may not be appropriate.



It is significant not to make value judgments regarding 'right or wrong' about other cultural practices and beliefs. Families and the local community must be consulted to determine whether it is appropriate for children to use some materials or resources.

By regularly exposing children to various experiences and ways of doing things, they will understand and accept, from an early age, that although there are many cultural similarities and differences, people can all live together in harmony. Encourage children to compare and contrast different customs and cultural practices without judgment and appreciate that all people are equal and that diversity is good.

Further Reading



The link below provides more information on the Early Years Learning Framework (EYLF). It includes supplementary resources and information sheets.

[Approved learning frameworks](#)

The link below provides more information on seven quality areas of the National Quality Standard.

[National Quality Standard](#)

The following are resources and activities to try to encourage diversity further:

- Make dolls representing diverse races, cultures and genders available in the home corner or doll's house.
- Make multicultural toys and props (e.g. Australian animals and figures with diverse skin tones) available.
- Include puzzles that display images of various kinds of families in contemporary and everyday activities.
- Provide artefacts and props from different cultures (e.g., woven baskets or coolamons).
- Use fabrics, cloths and materials from different cultures in displays and as table coverings.
- Have a special interest table with natural materials, artefacts and other diverse cultural resources displayed.
- Incorporate traditional games and activities from different cultures (e.g. making footprints in the sandpit).
- Include an Aboriginal nature trail.
- Set up camps from different cultures (e.g. an Australian Aboriginal bush camp, a Mongolian ger or a Bedouin tent).
- Provide opportunities to experience a campfire and role-play at fishing or food gathering.
- Ask a family or community member to teach children how to make crafts from their culture (e.g. basket weaving and rock painting).



- Add learning experiences about food preparation in different cultures (e.g. the use of sandstone and grinding).
- Play various traditional and contemporary recorded music from around the world. This will encourage children to feel comfortable with different rhythms.
- Introduce a range of musical instruments from different cultures (e.g. bamboo flutes, finger drums and clapsticks).
- Ensure books are carefully selected to represent positive images of diverse roles and lifestyles. Use agreed-upon selection criteria to ensure they are appropriate, accurate, non-racist, or stereotypical.
- Encourage local storytellers from various cultural backgrounds to share stories at the centre.
- Ensure resources that portray negative stereotypes or racist illustrations are removed from the centre.
- Encourage family and community members from diverse cultures to be actively involved in reading and activities.
- Include books in the children's home languages.
- Expand on stories using drama, puppets and painting.
- Ensure the availability of a wide variety of books that tell stories from various cultural heritage and spiritual perspectives, including fiction, non-fiction and picture books.
- Display artwork and photographs from a range of different cultures in the centre.
- Encourage children to work together on murals.
- Incorporate art techniques from different cultures (e.g. bark painting and cloth stencilling).
- Invite local community members to share information about symbols and meanings (e.g. spirals and circles from their cultural background).
- Try creating a cave and painting it with rock art, an ancient practice from around the world.
- Share different flags and emblems.
- Celebrate special national and cultural events and holidays from different cultures.



3.4 Engage Children in Collaborative Discussions

One of the outcomes found in the Early Years Framework is children can become effective communicators (Outcome 5). Specifically, children can interact verbally and non-verbally with others for various purposes. One purpose of communication is to instil respectful and equal relations with children. Therefore, as an educator, you should aid in engaging children in collaborative discussions on respectful and equal relations.

Creating ways to discuss respectful and equal relations further aids in supporting children's understanding of inclusion and diversity. You can help children be aware of respectful (and disrespectful) language and actions when socialising with other children and teachers. Discussions need not be direct or forced. Rather, opportunities during play and activities should be taken advantage of to help engage children to express themselves.



A range of strategies can be used to encourage children to engage in collaborative discussions about respectful and equal relations. Some examples include:

- Whole-class or various-sized group learning sessions based around stories or activities, where children are encouraged to ask questions and educators lead the discussion
- Pairing children with a buddy from a different culture to encourage information sharing
- Involving children in shared projects, such as painting a mural or building a tower, where respectful collaboration is encouraged
- Creating meaningful situations which encourage children to communicate
- Asking open questions that encourage children to explore ideas
- Providing language support to children whose first language is not English, as required, to allow them to participate fully in discussions
- Role-modelling language and communication that demonstrates equality and respect

3.5 Enhance Inclusive Relationships

Once children in your centre start interacting with other children and adults and participating in learning and development, you should watch over the children as current activities and socialisation might pose a challenge for some of them. Since every child has different levels of learning and interaction, you should observe for signs that children may need additional support.

3.5.1 Observation Methods

To observe children effectively, you should use various observation methods to help monitor and assess a child's learning and development, while identifying any needs for additional support should a child face certain difficulties. Some observation methods are better used in some situations than others. That is why you need to have knowledge and familiarity with them to know which methods to use in certain situations. These observation methods include the following:

Anecdotal records	Running records	Jotting	Sociograms
Time samples	Event samples	Photographs	Work samples

- **Anecdotal records**

This method involves recording events surrounding a child that has taken place. It is important to note that when recording anecdotal records, they are written in the past tense as they have already happened.

- **Running records**

Unlike anecdotal records, running records involves recording events about a child as they happen. Thus, running records should be in the present tense. Recording the events in specific time increments, such as three to five minutes in length is recommended.

- **Jotting**

Jotting also involves writing events about a child, but only in short, yet still significant, details. This method is used as a quicker way to record the events and behaviours of children.

- **Sociograms**

A sociogram is a diagram map of the interactions and relationships of children with one another. This helps identify who children interact with and can see how well a child's social skill is or if the child needs additional support in socialising.

- **Time samples**

These are recorded multiple occurrences of a specific activity or behaviour of a child. They help identify what behaviours the children are showing for a specific time.

- **Event samples**

These are compilations of records of a child's behaviour or responses in doing a particular event or activity.

- **Photographs**

Photos of children and their activities help capture their reactions and emotions in doing these activities. Photos taken in succession can also show motion or behavioural change in a certain task.



- **Work samples**

These are a collection of works done by the children. They include paintings, drawings, cut-outs, writing and other forms of samples. You can ask the children for a short description of their creation for additional insight into the children's skills, interests and behaviour.

You can work around these methods and use those appropriate to a situation. Remember that you can use multiple methods to observe further the children's development and need for support.

3.5.2 Potential Needs of Marginalised Groups or Individuals Requiring Additional Support

To help identify the specific needs children may need during their interaction and participation in learning and development activities in the centre, it is best that you have prior knowledge of the potential needs of marginalised groups or individuals that require additional support.

Marginalised Groups or Individuals

Marginalisation refers to a state in which individuals or groups experience living lesser quality of life than most people. Marginalised groups or individuals are in these circumstances because they are provided limited access to resources and opportunities. They may also be marginalised because they are discriminated against due to their difference in race, culture, gender or other aspects of diversity.

For early childhood education and care, marginalisation can occur on a smaller scale. Still, when a child or group of children are marginalised, this is detrimental to promoting inclusion and diversity in the centre. Therefore, it is crucial to determine whether children are marginalised or excluded in the centre.

You should first identify who they are to support marginalised groups and individuals (including children). In Australia, five key characteristics have a high risk of marginalisation. A person is more likely to be marginalised if the person possesses at least one of these characteristics. The following table lists these characteristics and their descriptions and examples.

Characteristic	Description	Examples
Social stigmatisation	Stigmatised or discriminated groups or individuals include groups significantly different from the dominating culture or norms in an area.	<ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islanders community ▪ LGBTI community
Early-life disadvantage	Early-life disadvantage refers to an unfavourable circumstance that happens during one's childhood. This may also involve the intergenerational transfer of these disadvantages to their children.	<ul style="list-style-type: none"> ▪ Parental unemployment ▪ Separation or divorce of parents ▪ Incomplete schooling
Financial hardship	This refers to the difficulty in getting enough income or earnings to support basic needs. There may be a need to acquire financial support from outside the household.	<ul style="list-style-type: none"> ▪ Too much debt ▪ Low income ▪ Getting support from government programs and initiatives

Characteristic	Description	Examples
Poor health	This includes people having severe or chronic health conditions or disabilities, whether physical, mental or psychological.	<ul style="list-style-type: none"> ▪ Physical defects or disabilities ▪ Adverse mental or psychological health ▪ Chronic or life-threatening health conditions
Social isolation	Marginalised groups often isolate themselves from most of the population to avoid being stigmatised or discriminated against. They only have a few social contacts and sometimes only have poor relationships with others.	<ul style="list-style-type: none"> ▪ Aboriginal and Torres Strait Islanders community ▪ Immigrants

Potential Needs Requiring Additional Support

It is imperative to know the potential needs requiring additional support. Being familiar with and informed of the needs of some children under your care will be beneficial to provide support as soon as possible.

When support is provided immediately to children, they can feel a sense of belonging and importance that can boost their confidence and development. You also promote an inclusive environment and further improve inclusive relationships with children.

Listed below are the potential needs the children may need additional support with.

- **Physical health and care**

Children may need support or assistance regarding their physiological and physical health. Children with a physical disability may need help moving around the centre, especially on stairs or uneven flooring. Sometimes, they may need additional support when doing certain activities. You should provide activities that either help children with disability to participate or cater to them only.

Children may also need assistance with certain conditions and associated medication when needed. For example, parents may tell you about their child's allergies and require you to know how to administer the necessary medication to treat them.

- **Mental health and care**

You should also monitor children's emotions and behaviours for signs of mental disorders or illnesses. Although it is normal for children to experience negative behaviour and emotion (e.g. sadness, frustration, fear or worry), this can become a concern when regularly recurring.



To ensure the mental wellbeing of all children, children must get enough rest or sleep, eat well, and do regular physical activities. These can be incorporated into the curriculum and activities in the centre. For example, there should be nap time for children in the centre. They should also have balanced meals and eat at the right time and amount. Also, routine exercise and physical play should always be included in children's daily activities.

For children already experiencing mental illness or disorders, you should consult the children's parents and health professionals to be able to know everything related to the condition (e.g. signs, symptoms, medications or procedures). Ensure the children that you are there for them and that they can freely do what they want, regardless of their condition. You may also support them by accompanying them to the centre, especially when they are new or experience difficulties.

- **Emotional health and care**

Emotional distress in children will most likely happen in the centre. As children will have whole new experiences as part of their growth and development, they will also have intense emotions and emotional distress. Since children's emotions vary greatly, observe each child's emotions and reactions when doing activities and routines to find out who needs additional emotional support.

It is important that you, as an educator, serve as an example to children in expressing and handling your emotions. You should show children how to express emotions openly and regulate negative emotions. You should use words, symbols, and pictures related to emotions and feelings when around children to help them identify their feelings and emotions. You can also talk to them and ask them questions such as 'How are you feeling?'

It is also crucial to build and maintain positive relationships with children to have a safe environment for them to adjust and regulate their emotions. You can also integrate emotion identification and regulation in activities, such as role-play and pretend play.

■ Protective factors

Protective factors serve as a safeguard for children from risks against unfavourable circumstances. These factors also lessen the effects of physical, mental and emotional distress. In the context of early childhood education, the protective factors should help children become more resilient in



facing challenges and hurdles for learning and development. Examples of protective factors children may need to support their learning and development include the following:

- **Supervision** – Educators and carers should provide children under their care with constant supervision to monitor the children who need additional support or guidance. For example, a child may encounter difficulty using a toy or learning material even after teaching. First explain to the child how to use them first, then watch over them until they get it right.
- **Encouragement** – You should also encourage children to help nurture self-confidence in what they can do and accomplish. You can encourage children through words (e.g. ‘You can do it!’) to non-verbal cues (e.g. giving a thumbs-up or clapping to convey affirmation). The encouragement should be sincere so children can feel them and feel secure and assured of their abilities, regardless of their circumstances.
- **Opportunities** – Children should be given equal opportunities to learn, play and explore. They should also be given opportunities that cater to their skills and abilities.
- **Recognition** – Recognition brings confidence and assurance to children that they are doing great in their activities. When children are recognised for their efforts and achievements, they become more resilient and ready to take on activities despite challenges or barriers in learning and development.

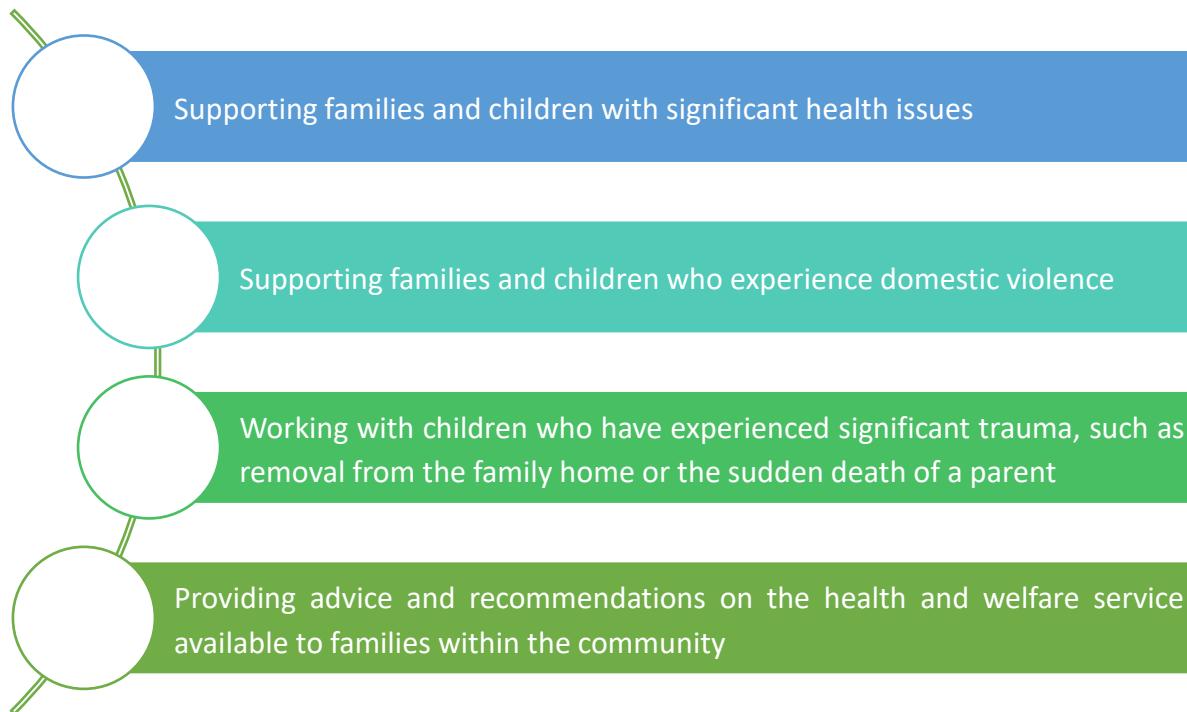
3.6 Support Children With Specific Needs



Services can support each child's access, inclusion and participation in the program by learning about their individual context (e.g. family circumstances, geographic location, cultural and linguistic experiences) and their interests, learning styles, strengths and abilities. Educational leaders and educators use this knowledge when making decisions about the physical environment, curriculum, day-to-day routines, and transitions. They ensure no barriers to children's participation in any aspect of the program.

Once an individual child's support needs have been identified, educators must seek advice from and work with other educators, senior staff, centre management and other professionals to meet those needs. This is a collaborative and whole-team approach with the child's best interests at the heart of it.

Early childhood education and care workers are often concerned that, because they often work with families that may have complex problems, they may feel the need for more training in how to assist families with complex needs, particularly as this relates to:



Centre staff must receive training on how to research support services and networks that will connect them to the community. This will help them gain easy access to information and further support and know where to refer families who need assistance beyond the scope of services available at the centre.

Mutual Mentoring

Mutual understanding, collaboration and partnership building between centres and Aboriginal and Torres Strait Islander services and communities are essential to building cultural competence in the centre and its services. These partnerships must be based on a commitment to and respect for Aboriginal self-determination and Aboriginal cultures.

For the centre to be culturally competent, there needs to be clarity around issues of:

- Aboriginal self-determination
- Acknowledge impacts of the past and contemporary forms of racism/marginalisation
- Respect for culture and acknowledge the role of culture in programs/services to assist Aboriginal and Torres Strait Islander peoples

This approach recognises that many Aboriginal people live and work in cross-cultural or multicultural lifestyles and may need to be assisted by culturally sensitive mentors.

Mutual mentoring should provide a service that:

- Ensures Aboriginal families and children are involved in a process that identifies potential challenges that could have an impact on retention in their learning and development
- Assists in identifying solutions and plans to prevent and overcome challenges
- Provides younger children with a role model who can assist in achieving their learning outcomes
- Fosters the centre's learning and strengthens the desired learner's behaviours
- Supports existing Aboriginal children to be role models for new children
- Assists children in increasing self-awareness of their strengths and weaknesses
- Enables children to identify options for development and learning progression
- Assists children in developing new skills and insights
- Increases the child's confidence, happiness, self-esteem, enthusiasm and commitment
- Facilitates teamwork and mutual support
- Assists in breaking down barriers between Aboriginal children and children from other cultures

Mutual mentoring is an effective process of the more experienced group members offering support, advice and assistance to the younger and less experienced group members and has a long history. It is found in the effective elder system of Aboriginal and Torres Strait Island peoples and has been used for many centuries if not thousands of years.



Checkpoint! Let's Review



1. Building on diverse backgrounds in the services means using the diverse backgrounds of children and their families to teach children about diversity in the community.
2. Do your research on the particular protocols for the diverse group and community you will be consulting with.
3. Local diverse groups include cultural, ethnic, gender-diverse, religious and age groups.
4. A range of strategies can be used to encourage children to engage in collaborative discussions about respectful and equal relations. Some examples include group learning sessions and role-modelling language.
5. Use various observation methods to help monitor and assess a child's learning and development. Examples of these are anecdotal records, sociograms and work samples.
6. Services can support each child's access, inclusion and participation in the program by learning about their individual context and their interests, learning styles, strengths and abilities.

Learning Activity for Chapter 3



Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

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