

(Revised October 2023)

**Policy Statement:**

The Mueller College Outside School Hours Care Service supports the principles of equity through implementing inclusive and anti-bias practices. At our Service, the common aim in equal opportunities is:

- to achieve equal relations between nationalities, races, religions, genders, and abilities.
- to cultivate each student’s ability to stand up for him/herself and for others and act to promote equity and justice.
- to develop programs which support the goals of an anti-bias program.
- for each student to be able to recognise and challenge bias.
- to regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

**National Quality Standard (NQS):**

- Quality Area**
- 1: Educational Program & Practice**
  - 2: Children’s Health & Safety**
  - 3: Physical Environment**
  - 4: Staffing Arrangements**
  - 5: Relationships with Children**
  - 6: Collaborative Partnerships with Families & Communities**
  - 7: Governance & Leadership**

<b>1.1</b>	Program	The educational program enhances each child’s learning and development.
1.1.2	Child-Centred	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
<b>1.2</b>	Practice	Educators facilitate and extend each child’s learning and development.
1.2.3	Child Directed Learning	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>1.3</b>	Assessment and Planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.3	Information for families	Families are informed about the program and their child’s progress.
<b>2.1</b>	Health	Each child’s health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
<b>3.1</b>	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
<b>3.2</b>	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive Environment	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
<b>4.1</b>	Staffing arrangements	Staffing arrangements enhance children’s learning and development.
4.1.1	Organisation of Educators	The organisation of educators across the service supports children’s learning and development.
<b>5.1</b>	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.2	Dignity and Rights of the Child	The dignity and rights of every child are maintained.
<b>6.1</b>	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.
<b>6.2</b>	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children’s access, inclusion and participation in the program.
<b>7.2</b>	Leadership	Effective leadership builds and promotes a positive organisational culture and

		professional learning community.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

### Education and Care Services National Regulations

155	Requires an approved provider to take reasonable steps to ensure that the education and care service provides education and care to children in a way that (a) encourages the children to express themselves and their opinions; and (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and (c) maintains at all times the dignity and rights of each child; and (d) gives each child positive guidance and encouragement toward acceptable behaviour; and (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.
156	Requires the approved provider of an education and care service to take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

### Education and Care Services National Law

Prelim 3 (3,d)	Requires that Australia's Aboriginal and Torres Strait Islander cultures are valued;
167	Requires The approved provider and Nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.
301 (3,i)	Requires the regulations be used in conjunction with the Law in relation to the standards about educators' relationships with children, interactions and behaviour guidance and inclusion policies and practice for education and care services;

### Objective:

These Policies and Procedures aim to ensure that every aspect of the Service is grounded in an anti-bias approach with true inclusivity of all students and families.

### Procedure:

#### Parents/ Guardians will:

- Inform educators of the family and student's cultural and/or language requirements at the time of enrolment.
- Inform educators of the family and student's additional needs at the time of enrolment or whenever identified.
- Be encouraged to contribute to the program and operation of the Service by sharing their own cultures, history and experience.

#### Educators will:

- Treat individual students and their families with respect. They will consider individual differences in language, attitudes, abilities, preferences assumptions and expectations.
- Promote equality regardless of gender, race, culture or differences.
- Ensure their behaviours comply with the Service's policies.
- Ensure that their language and daily practices are inclusive and non-discriminatory.
- Ensure the physical environment reflects an inclusive and anti-bias approach including providing inclusive resources, experiences and materials.
- Encourage students to develop to their full potential regardless of different abilities or needs.
- Seek to support the student's self-esteem and pride in their family, community, personal preference, language and ethnic heritage.
- Observe the local community of the Service and utilise the parent's expertise in relation to their students' needs and communicate effectively with parents.
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs. Educators should also incorporate into the program advice identified through consultation with other professionals, the students' family and those with particular expertise in relevant areas.

- Develop their understanding of inclusion principles and anti-bias through professional development and in-Service training.
- Self-evaluate and monitor their biases concerning gender, race, stereotypes or other differences between students.
- Implement a range of practices to actively counteract bias or prejudice such as:
  - Use anti bias language when communicating with students and families.
  - Display posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds.
  - Talk to students about differences in positive ways.
  - Acknowledge and value student's unique and individual differences.
  - Celebrate occasions that are relevant to a variety of cultures.
  - Share information with students about different cultures and ability backgrounds.
  - Provide information for students and families in other languages when appropriate.

### **Nominated supervisors will:**

- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs, including making reasonable adjustments
- Assess Service documents and communications to ensure that it is inclusive and promotes an anti-bias approach including policy and procedure.
- Ensure that all equipment and resources purchased are inclusive and anti-biased.
- Provide the opportunity for parents/ guardians and staff to contribute to the review of the policy on an annual basis and encourage regular engagement with the Service to share their own cultures, histories, and experiences.
- The Service staff may seek the assistance of Interpreter Services if necessary and will be attentive to the understanding of communications between the family and the Service.
- The Service may seek the support of KU Children's Services through Inclusion Support Queensland to include suitable resources to support the student within the program.

### **REFERENCES:**

- Education and Care Services National Law Act 2011, Current as at March 2023
- Education and Care Services National Regulations, Current as at October 2023
- Guide to the National Quality Framework, Revised July 2023
- National Quality Standard, Revised 1 February 2018
- Guide to the National Quality Standard, Revised May 2022
- Child Protection Act 1999 (Current as at 1 July 2017)
- Child Protection Regulation 2011 (Current as at 19 Jan 2015)
- The Commission for Children and Young People Act 2000 (Current as at 1 Jan 2014)
- Child Care Act 2002 (Current as at 1 February 2010)
- United Nations Convention on the Rights of the Child (Last modified 2 August 2014)
- The Code of Ethics - Early Childhood Australia Inc. (2016)
- Disability Discrimination Act 1992 (Current as at July 2016)
- Anti-Discrimination Act, 1991 (Current as at 5 June 2017)

### **See also:**

- Mueller OSHC Inclusion of Additional Needs Policy and Procedure
- Mueller OSHC Respect for Students Policy and Procedure