

MULTICULTURAL GUIDANCE AND PROCEDURE

There are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children's different capacities and abilities and respect differences in families' home lives. (Early Years Learning Framework).

Working in conjunction with the *Multicultural Policy*, this procedure provides guidelines for educators to promote and embrace cultural and linguistic differences and provide an inclusive and equitable environment for children to develop their sense of belonging and enhance their learning and well-being.

Education and Care Services National Law or Regulations (R.155 and 156) NQS QA 1, 2, 3, 5: Element 1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 3.2, 5.1, 6.1, and 6.2 Educational Program and Practice, Physical Environment and Relationships with children, Collaborative Partnerships with Families
Related Policy: Multicultural Policy

MULTICULTURAL GUIDELINES		
1	The approved provider, Nominated Supervisor/responsible person will foster an inclusive environment in the workplace for educators, staff and families	
2	The Nominated Supervisor/responsible person will ensure the capacity of staff to meet the specific learning and wellbeing needs of children from culturally diverse backgrounds is met through professional learning opportunities for educators	
3	Educators will gather background information during children's enrolment and orientation, giving insight into each child's and family's beliefs, values and traditions	
4	Educators will create and maintain an inclusive environment that enhances children's development, self-worth and dignity	
5	Educators and staff will adhere to the principles of the Early Childhood Australia Code of Ethics	
6	Educators will promote positive community relations with families and local cultural groups/organisations	
7	Educators will build and maintain cultural resources to appropriately reflect cultures within the Service and be used to intentionally teach children about various cultures	
8	Educators will use resources from the children and families	
9	Educators will learn to pronounce and spell children's names correctly	

10	Educators will engage parents and families in planning cultural days, events and celebrations	
11	Educators will advocate and support the maintenance of the family's home language in conjunction with their wishes	
10	Educators will seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions and language	
11	Educators will model inclusive practices and use unbiased language	
12	Educators will invite families and family members to volunteer their time to extend multicultural learning of children and educators	
13	Educators will be sensitive to specific cultural behaviours or dress, which may be different from their own	