

# MULTICULTURAL POLICY

Australia is an increasingly multicultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising, respecting and accepting similarities and differences in cultures. The cultural beliefs, linguistic and religious diversity represented within the Service and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

*There were never in the world two opinions alike, any more than two hairs or two grains. Their most universal quality is diversity.*

Michel De Montaigne, 1533–1592

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
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.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
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.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	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.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
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
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	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.
6.2.3	Community engagement	The service builds relationships and engages with its community

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

**RELATED POLICIES**

Additional Needs Policy Anti-Bias and Inclusion Policy Celebrations Policy Educational Programming Policy English as an Additional Language or Dialect (EAL/D) Policy	Family Communication Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Physical Environment Policy Respect for Children Policy
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**PURPOSE**

To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and knowledge of other cultures. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem. Our cultural diversity in Australia is one of our greatest strengths and part of our

national identity. Facilitating a sense of identity is a key outcome from the Early Years Learning Framework (V2.0).

## SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

## IMPLEMENTATION

Our Service values and celebrates multicultural diversity by building respectful partnerships with families and local communities. We 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.

### THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of this policy as part of their induction process
- families are aware of this *Multicultural Policy*
- equitable access to the Service is provided to children and families from all cultural and linguistic backgrounds
- to provide a culturally safe environment where all children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (EYLF, V2.0. p. 15)
- the Service communicates, engages and consults with our culturally diverse communities
- the unique cultural and social perspectives of each family is acknowledged and celebrated
- specific programming develops intercultural understanding and awareness, identifying similarities and differences, and learning about a variety of cultural celebrations
- inclusive teaching practices recognise and respect the cultural, linguistic and religious backgrounds of all children and families
- all staff and educators display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- to engage Aboriginal and Torres Strait Island people about how to embed Aboriginal and Torres Strait Islander perspectives into the philosophy of our Service and the planning and implementation of the curriculum

- a Reconciliation Action Plan (RAP) is developed in consultation with families and community to promote and drive reconciliation by building relationships, respect and opportunities within the Service and community
- the Service builds and maintains cultural resources to appropriately reflect cultures within the Service and community
- children, staff, and families' cultural backgrounds are reflected in developing routines and programs consistent with best practice and that foster positive outcomes for all stakeholders
- positive community relations are promoted and methods of communication with families are translated into home languages as required
- 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
- cultural responsiveness is demonstrated by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- all staff follow the principles of the Early Childhood Australia Code of Ethics.

#### WHEN WORKING WITH CHILDREN AND FAMILIES, STAFF AND EDUCATORS WILL:

- create and maintain an inclusive and culturally safe environment that enhances children's development, self-worth and dignity
- act in the best interests of all children at all times
- take responsibility to be culturally responsive and be respectful of everyone's backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviour
- respect and value the diversity of families, and communities and the aspirations they hold for their children (EYLF, V2.0)
- engage parents and families in planning cultural days, events or celebrations
- embed Aboriginal and Torres Strait Islander knowledge and perspectives into their planning and implementation of the curriculum
- encourage children to respect and value others, including those who are different from themselves
- ensure children do not exclude others on the basis of differences such as race, sex, or ability
- work to ensure that the self-identity of each child is valued and respected
- encourage children to explore and accept diversity
- challenge bias and stereotypes
- address bias or comments about differences and treat as an opportunity to increase children's understandings

- use unbiased language: avoid racist, sexist, discriminatory, and/or stereotyped remarks or comments
- ensure own interactions are caring and responsive to all children in the Service
- ensure displays, posters, children’s books, and other materials are monitored to ensure they are culturally inclusive
- use picture books to explore intercultural understanding
- be sensitive to specific cultural behaviour or dress, which may be different to their own
- ensure each child’s current knowledge, ideas, culture, abilities, and interests are consistently, actively and appropriately incorporated into all aspects of the program
- develop deep understanding in the culture and language of the Service families and in that of the broader community, without compromising their cultural identity.

RESOURCES

[Aboriginal Early Childhood Cultural Protocols](#)

[Early Childhood Australia’s Reconciliation Story Time Collection](#)

NSW Department of Education Learning and Teaching [Using picture books for intercultural understanding. Learning across the curriculum](#)

NSW Government [Deadly Resources for Quality Services](#)

Reconciliation Australia- [Reconciliation Action Plans](#) (RAP)

Victorian Aboriginal Education Association Inc. Early Years Unit [Walking Together](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Multicultural Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

**CHILDCARE CENTRE DESKTOP- RELATED RESOURCES**

Multicultural Guide and Procedure	Reconciliation Action Plan Guide
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SOURCES

**Australian Children’s Education & Care Quality Authority. (2025).** [Guide to the National Quality Framework](#)

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

Australian Government. Department of Home Affairs. **(2024) Harmony Week** <https://www.harmony.gov.au/about>

Early Childhood Australia. (2023). [Reconciliation in children’s education and care:What is it? And why does it matter?](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Government. Department of Education. Aboriginal Children’s Early Childhood Education Strategy 2021-2025

Reconciliation Australia, Narragunnawali: Reconciliation in Education,

(2019).<https://www.narragunnawali.org.au/about>

Scarlet, R. R. (Ed.). (2016). *The anti-bias approach in early childhood* (3<sup>rd</sup> ed.). Australia: Multiverse.

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED	MARCH 2025	NEXT REVIEW DATE	MARCH 2026
VERSION NUMBER	V14.03.25		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy review</li> <li>• inclusion of developing RAP for ECEC services (optional)</li> <li>• sources checked for currency and broken links repaired as required</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MARCH 2024	<ul style="list-style-type: none"> <li>• annual policy review</li> <li>• inclusion of statements for diversity, cultural responsiveness from EYLF V2.0, 2022</li> <li>• deleted/reworded statements to ensure consistency of policy</li> <li>• sources checked for currency and broken links repaired as required</li> </ul>	MARCH 2025	