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NON-ENGLISH-SPEAKING BACKGROUND POLICY

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS

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National Quality Standard (NQS)

Quality Area 6: Collaborative Partnerships		
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 their service and contribute to service decisions
6.1.2	Parent 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.
6.2.3	Community and engagement	The service builds relationships and engages with its community

Education and Care Services National Regulations 2011

Children (Education and Care Services) National Law NSW	
84	Awareness of Child Protection Law
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

Introduction

Australia is a very diverse country, with many nationalities calling Australia home. At Woden Early Childhood Centre we believe the cultural diversity of the country is something to be celebrated and that diversity enriches life and culture.

Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities, we can help them to learn to make decisions on the basis of individual choice. We aim to provide and promote a Service where children can realise their full potential regardless of gender, race and cultural background and the educators and families feel respected and valued. WECC acknowledges the contributions all cultures make to Australia.

'Inclusion is opening our minds to new possibilities, making room for different perspectives and enriching the experience for everyone along the way'. Lisa Friedman Manager of Social Media and Alumni Networks

'Inclusion is a way of thinking, a way of being, and a way of making decisions about helping everyone belong'.

Goals – What are we aiming to do?

We believe in honouring diversity, striving to engage in respectful interactions with children, Educators and families. This will be reflective in our relationships with children their families and Educators as well as in our resources within the Centre. We believe 'Strength lies in differences, not in similarities' Stephen R Covey

Strategies – How will it be done?

Culturally and Linguistically Diverse (CALD)/Non-English-Speaking Background (NESB). The term "culturally and linguistically diverse" (CALD) is commonly used to describe people who have a cultural heritage different from that of the majority of people from the dominant Anglo Australian culture, replacing the previously used term of people from a "non-English speaking background" (NESB).. 'Inclusion is not simply about physical proximity, it is about intentionally planning for the success of all students'. Think inclusive.us

The Nominated Supervisor or Director will ensure that:

- enrolment and orientation information can and will be translated into the family's home language if required.
- if any family of a child enrolled at the Service is not fluent with the English language, policies and other Service information can be provided to that family in a language that is readily understood by the family.
- an interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, Educators, children and families.
 - Translating and Interpreting Service 131 450
 - Website: www.tisnational.gov.au

- general information, resources and support can be obtained from the Department of Family and/or Community Services.
- families have the opportunity to influence and shape the Service, to review Service policies and contribute to Service decisions with language not being a barrier or hindrance in the process.
- information, including brochures and factsheets are available to families about Community Services and resources to support parenting and family wellbeing in their chosen language.
- the expertise of families is recognised, encouraging them to participate in decision making about their child's learning and wellbeing that are respectful to the family's cultural background.
- families have opportunities and support to be involved in the program and in-Service activities presented in a way that is not limited to English speaking families.

Educators will:

- provide a program and environment that is inclusive of all children and families, promoting to children the importance of showing acceptance of different and diverse cultural practice including home language
- explore different cultures within the Service and encourage children to learn about other cultures as well as their own
- consider the cultural and linguistic backgrounds of all the children in the program training themselves with common words to assist the child and family
- be aware of interpretations of body language that may vary across cultures.
- strive to pronounce and spell children's name correctly
- find out which festivals are important to the children and family to include in the program
- use books, posters and resources incorporating various languages into the Service
- be aware of taking a non-tokenistic approach when celebrating cultural diversity
- embed cultural diversity within the program

Families will:

- inform Educators if they are experiencing a communication issue
- provide information of cultural expectations that should be observed
- share any food restrictions and Educators should be aware of
- be aware of the cultural diversity of the Educators within the Service and that we are an inclusive Service for all who use or work within the Service
- support and encourage children to show respect to all people within the Service regardless of their cultural and linguistic backgrounds

Evaluation

We will have a comfortable environment where everyone feels like they belong. A place where being a Non-English-speaking person is not a barrier to being included in the Service, whether that be a child or an adult.

'Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone' Diane Richler, past president, Inclusion International

Related policies /documents

- Programming Policy
- Multicultural Policy
- Family Participation and Communication Policy
- Interaction with Children, Family, Educators and staff Policy
- Respect for Children Policy

Statutory legislation and considerations

- Education and Care Services National Regulations 2011
- Education and Care Services National Law Act 2010

Sources and references

- Australian Children’s Education & Care Quality Authority.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Exploring Multiculturalism, Anti-Bias and Social Justice in Children’s Services. Miriam Giu
- Revised National Quality Standard

Authorisation

John Rothwell
President
2017-18 WECC Management Committee