



# Marton Activity Centre

## MAC Policy

### MULTICULTURAL & RELIGIOUS BELIEFS

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Quality Area	: MACQA1
Approved By	: Management
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### POLICY STATEMENT

Marton Activity Centre strives to appreciate and acknowledge a wide variety of cultures, ensuring that children learn about diversity and that all children feel that their own cultures are important and valued whilst eliminating discrimination.

The cultures represented within the service and wider local community helps to form the foundation of programs implemented. Furthermore, we will also consult with community groups and relevant agencies to develop equitable and culturally relevant programs to help staff in promoting an inclusive atmosphere for all children.

### SCOPE

This policy applies to the children, families, staff, management and visitors of Marton Activity Centre.

### PROCEDURE

Background information on families will be asked for on the child's enrolment form to allow us to have an insight into the child and family's beliefs and values and therefore meet a variety of needs more effectively.

- All children and families will be treated equally and fairly and with respect
- We will ensure that staff actively encourage all children to show empathy and self-confidence, irrespective of gender and other differences
- We will develop interest and respect in different cultural backgrounds via books, media and DVD's. Educators encourage children to critically evaluate text and images in books, films, advertisements and other media in a supportive and informed environment
- All displays, posters, children's books and other materials are monitored to ensure they are inclusive of all people
- Educators will advocate and support the maintenance of the family's home language in conjunction with their wishes

- Educators will be sensitive to specific cultural behaviour or dress, which may be different to their own beliefs
- Various religious beliefs are respected, and the family consulted to enable Educators to meet their needs within the program and daily routine
- Educators and children discuss gender or other bias in children's play and in their relationship with one another
- Marton Activity Centre will aim to create and maintain links with local culturally diverse communities
- Educators will plan and provide children with a variety of experiences that include multicultural awareness as a regular part of the program.
- All information regarding the Service can be made available in another language other than English on request
- Translation assistance can be offered to families which do not use English as their first language

**Resources available to families with culturally or linguistically diverse backgrounds – via Lady Gowrie Resource Centre, Migrant and Ethnic Link Services (1800 648 598) which provide translation services and resources (Interpreter Service 131450). For assistance with multicultural matters the Department of Immigration and Multicultural Affairs can be contacted on 131 881 or [www.immi.gov.au](http://www.immi.gov.au)**

## CONSIDERATIONS

### NATIONAL QUALITY STANDARDS (NQS)

Quality Area 1: Educational Program and practice		
1.1.1	<b>Approved learning framework</b>	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	<b>Child-centred</b>	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	<b>Program learning opportunities</b>	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning
1.2.2	<b>Responsive teaching and scaffolding</b>	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	<b>Child directed learning</b>	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world

<b>Quality Area 3: Physical Environment</b>		
<b>3.2</b>	<b>Use</b>	The service environment is inclusive, promotes competence and supports exploration and play based learning
<b>3.2.1</b>	<b>Inclusive environment</b>	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>Quality Area 5: Relationships with Children</b>		
<b>5.1</b>	<b>Relationships between educators and children</b>	Respectful and equitable relationships are maintained with each child.
<b>5.1.1</b>	<b>Positive educator to child interactions</b>	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
<b>5.1.2</b>	<b>Dignity and the rights of the child</b>	The dignity and rights of every child are maintained.

<b>Quality Area 6: Collaborative Partnerships with Families &amp; Communities</b>		
<b>6.1</b>	<b>Supportive relationships with families</b>	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
<b>6.1.1</b>	<b>Engagement with the service</b>	Families are supported from enrolment to be involved in the service and contribute to service decisions.
<b>6.1.2</b>	<b>Parent views are respected</b>	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
<b>6.1.3</b>	<b>Families are supported</b>	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>6.2</b>	<b>Collaborative partnerships</b>	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
<b>6.2.2</b>	<b>Access and participation</b>	Effective partnerships support children's access, inclusion and participation in the program
<b>6.2.3</b>	<b>Community Engagement</b>	The service builds relationships and engages with its community

**EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND NATIONAL LAW**

<b>Education and Care Services National Regulations and National law NSW</b>		
<b>Reg</b>	<b>155</b>	Interactions with Children
<b>Reg</b>	<b>156</b>	Relationships in groups

**SOURCE**

Australian Children's Education & Care Quality Authority (2014)
Guide to the Education & Care services National Law & Education & Care Services National Regulations.
ECA Code of Ethics
Guide to the National Quality Standard
Revised National Quality Standards

**SERVICE POLICIES/ DOCUMENTATION**

<b>Polices</b>	<b>Documents</b>
Administration of First Aid	Client Handbook
Delivery and Collection of Children	Staff Handbook
Child Protection	
Enrolment & Orientation	
Excursions	