# 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)

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| **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 | | |
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| 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 | |
|---|---|
| 73 | Educational program |
| 155 | Interactions with children |
| 156 | Relationships in groups |
| 157 | Access for parents |
| 168 | Education and care service must have policies and procedures |
| 170 | Policies and procedures to be followed |

## RELATED POLICIES

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

## 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. We actively create environments where children and families feel safe to express their cultural identity without fear of discrimination, tokenism or marginalisation. Our Service maintains zero tolerance for racism, discrimination or exclusionary behaviour. All concerns relating to cultural safety will be addressed promptly in accordance with Service policies and procedures.

### 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* and supported to contribute to its implementation
- cultural diversity is embedded in our service philosophy, governance, curriculum decision-making and daily practice
- enrolment and orientation processes gather meaningful information about each family's cultural identity, languages spoken, traditions, aspirations and expectations to inform programming and practice
- equitable access to the Service is provided to all children and families and a culturally safe environment is maintained where everyone is respected regardless of race, ethnicity, cultural identity, language, religion, gender, family structure or ability

- inclusive teaching practices and intentional programming promote intercultural understanding, challenge bias and reflect the diverse cultural, linguistic and religious backgrounds of children and families
- Aboriginal and Torres Strait Islander perspectives are authentically embedded in the philosophy and curriculum, including consultation with community
- 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
- all staff follow the principles of the Early Childhood Australia (ECA) *Code of Ethics*
- educators and staff critically examine their own assumptions and challenge stereotypes, prejudice and discriminatory behaviour

## 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 and uphold their rights at all times
- demonstrate cultural responsiveness by valuing and respecting diverse backgrounds, beliefs, values, customs and family practices
- embed Aboriginal and Torres Strait Islander knowledge and perspectives authentically within 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, gender, 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 and discriminatory behaviour, using intentional teaching strategies and inclusive language

- ensure own interactions are caring and responsive to all children in the Service
- ensure learning materials, displays, posters, children's books, and other materials are monitored to ensure they are culturally inclusive
- engage parents and families as partners by inviting their contributions to cultural learning, celebrations and curriculum planning.

## 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

To ensure sustained embedded practice, our *Multicultural Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

## CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

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| Multicultural Guide and Procedure | Reconciliation Action Plan Guide |

## SOURCES

Australian Children's Education & Care Quality Authority. (2026). *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*

Early Childhood Australia. (2023). *Reconciliation in children's education and care: What is it? And why does it matter?*

Early Childhood Australia. (2016). *Code of Ethics*.

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025) (For NSW services only)

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* (3rd ed.). Australia: Multiverse.

Western Australia Legislation Education and Care Services National Regulations 2012 (WA Services only)

## REVIEW

| POLICY REVIEWED BY | [NAME] Amy Flockhart | [POSITION] office admin | [DATE] 18/06/2026 |
|---|---|---|---|
| POLICY REVIEWED | MARCH 2026 | NEXT REVIEW DATE | MARCH 2027 |
| VERSION NUMBER | V15.03.26 | | |
| MODIFICATIONS | • annual policy review<br>• key sections condensed to remove duplication of statements and references to cultural responsiveness to create more succinct responsibility section<br>• sources checked for currency and links repaired as required | | |

| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE |
|---|---|---|
| MARCH 2025 | • annual policy review<br>• inclusion of developing RAP for ECEC services (optional)<br>• sources checked for currency and broken links repaired as required | MARCH 2026 |