Inclusion Support QLD

You can contact the QLD Inclusion Agency by
Phone: 1800 811 039
Email: iaqld@cairnschildcare.com.au
Website enquiry:
www.inclusionsupportqld.org.au
we’ll put you in contact with your local hub

The Inclusion Support Programme is funded by the Australian Government Department of Education and Training
“Australia is multicultural: it always has been and we can say with certainty that it will be in the future...we are multicultural because we choose to be and need to be...

It should be an aim of multicultural policy to encourage Australians to join with government in welcoming new arrivals and helping them to find their feet....

This is multiculturalism: the determined efforts of government, with support from the wider community, to make multicultural Australia fair and just, democratic, harmonious and functional.”

(Australian Multicultural Advisory Council (2010) in its report to the Federal Government titled ‘The People of Australia’
**Article 28:** You have the right to a good quality education. You should be encouraged to go to school to the highest levels you can.

**Article 29:** Your education should be one that helps you to use and develop your talents and abilities. It should also be one that helps you learn to live peacefully, protect the environment and respect other people.

**Article 30:** You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.
All young children are entitled to:

ECEC environments that are:
- culturally safe,
- culturally inclusive,
- provide high quality educational outcomes

Multicultural and Anti-bias education:
- Example of best practice
- Goal being:
  ✓ not just teach children to embrace racial and cultural diversity;
  ✓ develop in children a group identity, one that resists false racial superiority and social entitlement;
  ✓ everyone benefits from a society free of systemic and individual racism.
In QLD the Inclusion Agency is managed by KU Children’s Services, in partnership with Cairns and District Child Care Development Association Inc, as part of the new Inclusion Support Programme.
Inclusion Agency – who are KU?

120+ years of Early Childhood Education

www.ku120.com.au
Inclusion supports children to make choices

- Identify barriers to inclusion
- Strategies to overcome these barriers
- All children can participate meaningfully
- All children can experience belonging within the program
“Strengthening culture is a strategy to promote resilience in the face of racism, and disadvantage …”

“A positive cultural identity assists Aboriginal children and young people to navigate being a minority group in their own country.”

This is also true for all children of culturally and linguistically diverse backgrounds living in Australia.
Purpose of an ECEC

Different understanding of the purpose and importance of an ECEC service

Child protection issues
Cultural safety

Cultural Safety is “...an environment that is safe for people where there is:

• no assault, challenge or denial of their identity,
• of who they are and what they need.

It is about shared respect, shared meaning, shared knowledge and experience. Of learning, living and working together with dignity and truly listening”

(Williams 2008, p213-214)
Culturally unsafe environments

Cultural bias towards dominant mainstream culture
Lack of belonging no incentive to change
Entrenched institutional racism
  ➢ enforcing conformity to dominant mainstream culture
  ➢ Discriminatory institutional policies, practices and procedures
    (often unintentional)
  ➢ No ESL provision
  ➢ Interpreters rarely used
Educators lack understanding of cultural diversity fear getting it wrong or offending so do nothing
Who are the people in your neighbourhood?

Staff reflecting their community
CALD Staff an untapped resource
Partnership’s with CALD communities
Locating the CALD families
Relationship building

Development of cultural competence & increasing participation

Lack of participation in mainstream services does not indicate a lack of demand but rather appropriateness.

KU supports this through?

1. How does your service promote learning experiences, interactions and participation to build on children’s strengths and encourage involvement?

2. How will your service engage with families in the community who do not currently access ECCC services?
Flexible service delivery

Services only as flexible as management or owners are prepared to be.

Transport

Documentation in ECEC

Financial

Treating everyone the "same" is not the same as treating everyone "fairly" or "equally" because the needs and experiences of all people are diverse.

‘Mainstreamisation’
Differences in cultural practices

Meal times
Toileting
Sleeping
Male/female roles
Collectivists cultures vs Individualist cultural understanding
Language barriers
Name
Professional conversations

CREATING CULTURAL SAFETY THROUGH TOILETING Routines

Innovative solutions support

Training to increase cultural competence
Bicultural support
Support for refugee children
ESL language support
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Mostly Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Sure</th>
<th>Comment (Optional)</th>
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<tbody>
<tr>
<td>We are concerned that the child does not fit into the programme and would like strategies to improve the child's skills so they do fit in.</td>
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<td>We are worried that it is unfair for other children in the group when a child is displaying challenging behaviours and needs our support and attention.</td>
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<td>We are willing to trial some new strategies to use with one particular child.</td>
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<td>We talk with all children about the challenging behaviours of others in a way that helps them to understand different ways of being and learning.</td>
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<tr>
<td>If inclusion is not going well, I/we think about our expectations, practices and strategies to problem solve solutions and adapt what we do.</td>
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<td>I/we believe that fairness does not mean everyone gets the same. I/we believe that everyone should get what they need.</td>
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Values and Beliefs

Inclusion is........... BEING ALLOWED TO BE INDEPENDENT

How might this look?
Children having open access to their belongings, playing without continual adult intervention, using their creative ideas, opportunities to make real choices.

What might we see?
Children engaging in activities that promote their independence, making decisions about their play and learning.

Inclusion is........... BEING HEARD AND HAVING A VOICE

How might this look?
Teaching all children sign language (not just the child with additional needs).

What might we see?
Children using signs with each other during play.

Inclusion is........... REFLECTION & ACTION

How might this look?
Evaluators make time to participate in meaningful reflection by themselves and with other team members. This will help to support children's strengths and interests so that programs can be designed to meet their individual needs and acknowledge all children's contributions to the group.

What might we see?
Children contributing to discussions and activities that support their personal growth and development.

Inclusion is........... BEING RESPONSIVE & RESPONSIVE TO CULTURE

How might this look?
Evaluators have reflected on their own attitudes, values and beliefs and are aware of the influence these have on others.

What might we see?
Significant events of all families are celebrated in the centre, not just Christmas and Easter or events chosen by educators.
The Cultural Competence Continuum

- **Cultural destructiveness**: Hold beliefs and engage in practices, and have policies that perpetuate and reinforce historical notions of Western racial and cultural superiority.
- **Cultural incapacity**: Sufficient knowledge, insight and skills to operate in less culturally destructive ways. Reinforce culturally biased policies and practices. Foster paternalistic notions of Western superiority.
- **Cultural blindness**: Working towards nonbiased policies and practices that implicitly or explicitly encourage assimilation. Inadequate recognition of cultural diversity.
- **Cultural pre-competence**: Recognise the need for culturally competent practices procedures. Recognise the need for continuous professional development in cultural diversity. Practices and policies have not yet moved beyond tokenism.
- **Cultural competence**: Developed knowledge and reflective practices and skills necessary to genuinely accept and respect cultural differences. Your policies and procedures are ‘living documents’ supportive of your commitment to cultural diversity. You are also aware of your own culture and how this can impact upon others.
- **Cultural proficiency**: Inclusive policies and procedures are in place and reflect your commitment to cultural diversity. Your staff reflect the cultural diversity of your community. Continuously reflect and improve practices through research and professional development. Stay up to date with research. Engage with the cultural communities in your area.

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Inclusion is...

Being allowed to be independent

Being heard and having a voice

Working as a team

Reflection and action

Being respectful, responsive and culturally competent
Identify your barriers to multi-cultural inclusion at a:

- client level
- practitioner level
- organisational level
- system level

For each of the barriers identify at least one strategy that could be put in place to support a more inclusive relationship and quality multicultural inclusion.
No wrong door approach – services will always be put in touch with their local inclusion hub
If you know the details of your local Inclusion hub, you can contact them directly; or
You can contact the QLD Inclusion Agency by:
  Phone: 1800 811 039
  Email: iaqlq@cairnschildcare.com.au
  Website enquiry: www.inclusionsupportqld.org.au
we’ll put you in contact with your local hub