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Topic 1

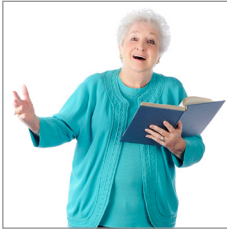
In this topic you will learn how to:

- 1A Reflect on perspectives and biases**
- 1B Recognise limitations**
- 1C Work inclusively with others**
- 1D Improve self and social awareness**

Reflect on own perspectives

To successfully reflect on your own perspectives regarding culture, you will need to extend well beyond your race or ethnic origin. Culture is also about the values, beliefs, life experiences and family background that contribute to who you are. Your awareness of your own values, beliefs and cultural practices influences your ability to remain culturally sensitive.

Reflecting on your own cultural identity will allow you to have a greater understanding of others in your workplace and your community.



Age

Older people have adapted to many changes throughout their lives and may hold different values to younger generations. Some children may have contact with grandparents or older adults. These interactions can help build on children's experiences and knowledge of the world. Grandparents or older people may also guide and care for children in different ways to their parents and educators.



Ability

People have diverse interests that lead to developmental differences; for example, one person may enjoy sport and show strong hand-eye coordination; another may prefer to read books, demonstrating high literacy skills. Some people are born with or develop a disability or impairment, and may demonstrate development in areas different from others. For example, someone with a vision impairment may have excellent hearing.

Diversity concepts

There are many words that you may encounter when reflecting on culture and cultural diversity. When you understand these words clearly, you will find it easier to understand the concepts they represent. Here is a list of terms relating to diversity and their definitions.

Word	Definition
Anti-bias programming (curriculum)	An anti-bias approach actively rejects prejudice or bias in any form, and encourages children to explore similarities and differences between each other. An example is to include images of people with disabilities, and then discussing this, even though there are no people with disabilities in your service.
Bias	An inclination or prejudice for or against one person or a group of people, especially in an unfair way.
Belief	What you feel is true or false; for example, you may believe that children need a secure environment.
CALD	CALD stands for 'culturally and linguistically diverse'.
Culture	The way of life for a group of people. It may include race, religion, economic status, family life, health, educational system, government or way of viewing the world.
Customs	A long-term habit or behaviour often commenced during upbringing; for example, it may be a custom to eat rice with each meal.
Discrimination	Action taken or withheld in regard to an individual or group based on characteristics that are not relevant to the situation. For example, choosing not to accept a child into the service due to their parents not speaking English.
Diversity	Diversity refers to a wide range of cultural characteristics and the state of being different.

Australian cultures

The cultures of Australia are diverse, reflecting this country's past and also the events of other countries. While Indigenous Australians settled here over 60,000 years ago, the Australian Bureau of Statistics (ABS) identifies that in 2016 they made up only three per cent of our total population.

Today, the majority of people have migrated to Australia from the United Kingdom or New Zealand. Based on ABS figures from 2016, 49 per cent of Australians were born overseas or had at least one parent who was born overseas. Just over half the population were born in Australia with Australian parents.

Migration to Australia by non-Indigenous people has occurred in distinct patterns, each related to historical events. Further explanation of these events is shown here.

Migration to Australia by non-Indigenous people

- 1 Convict transportation**
 From 1788 to 1868, convicts from Britain arrived in an effort to ease overcrowded European prisons.
- 2 Free immigrants**
 From 1793 to 1850, free settlers and assisted migrants chose to start their lives in Australia, mostly offering agricultural and domestic servant skills.
- 3 Labourers**
 From 1850, gold rushes brought Chinese labourers, sugar plantations brought South Sea Islanders, exploration of the outback encouraged Afghan cameleers, and pearl divers arrived from Japan.
- 4 White Australia**
 From 1901 to 1958 the *Immigration Restrictions Act 1901* (Cth), also known as the 'White Australia policy', aimed to reduce the numbers of incoming Chinese and South Sea Islanders and increase British migrants.
- 5 Populate or perish**
 From the end of World War II to the 1970s, displaced Europeans were offered passage to Australia for 10 pounds. These people were labelled the 'ten pound poms'.
- 6 Refugees**
 From the late 1970s until the late 1990s, many people arrived by plane and ship as refugees. A refugee is a person who has been forced to leave their home due to an event that endangers their life. This might be a war, persecution or a natural disaster.
- 7 Asylum seekers**
 Since the late 1990s, people have been arriving from the Middle East and Sri Lanka by boats organised by people smugglers. An asylum seeker is a person who has left their home as they feel their life is in danger. If an asylum seeker is identified as having their life in danger at home, they are classified as a refugee.

- ▶ Have regular team meetings and reflect on how the program is catering to all needs, interests and backgrounds.
- ▶ Undertake regular in-service and professional development training to ensure you are kept up to date.
- ▶ Ask others for feedback on your current communication methods and interactions.
- ▶ Work with a mentor to evaluate strengths and weaknesses.
- ▶ Do research to gain a deeper understanding of difference, culture and attitudes.
- ▶ Set yourself goals based on areas where you feel you need greater knowledge.

Example

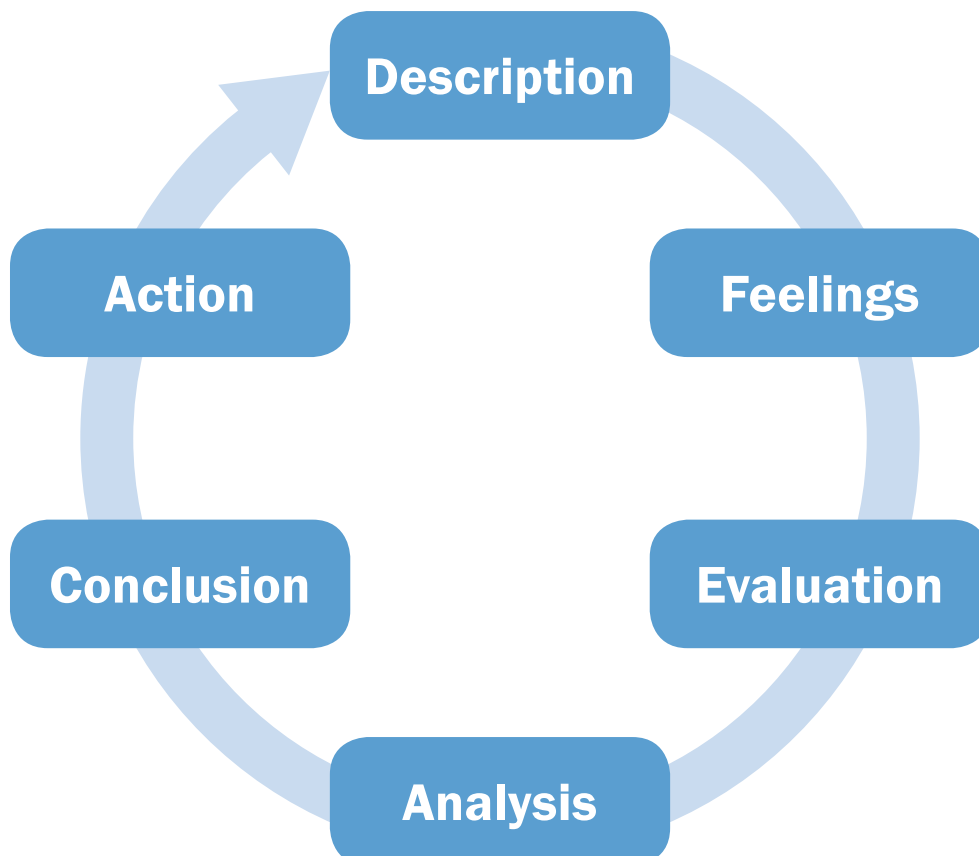
People who live in your street

Even if all of the people who live in your street are Australian-born, they are likely to have different values, beliefs and backgrounds. They may also have various attitudes relating to issues and styles of living. These differences occur due to the fact that people have been raised by different parents or families. Each family has their own ideas about what is important to them, how they discipline their children, their family values or how their children should be raised. These ideas form the basis of differing family cultures, resulting in a diverse community.



The reflective cycle

Here is a reflective cycle that is commonly used to help people think about and make sense of their personal experiences.



Current issues and realities

Aboriginal and Torres Strait Islander peoples face a range of challenges, such as poorer health, lower life expectancy and fewer educational and employment opportunities. These issues are linked to the remote areas where many Indigenous Australians live, although social status and negative social attitudes contribute to these issues as well.



Impact of western culture

Many of the issues that Aboriginal and Torres Strait Islander peoples face can be attributed to western systems and structures. The attitudes of non-Indigenous Australians are just one hurdle to overcome.

Non-Indigenous people tend to use stereotyping and bias to describe the beliefs and values of Indigenous Australians, which causes fear, confusion and negative outlooks, and a general consideration that all Indigenous peoples suffer the same or similar social, political and economic issues.

For those Indigenous Australians who are in situations of disadvantage, western culture has bestowed the following social, political and economic challenges on them.

Proving land ownership

Ancestral land is linked to economic worth and community for Aboriginal and Torres Strait Islander peoples. Land rights are currently settled based on western rules of ownership and, as Indigenous land ownership was not documented in written records, claims of Indigenous ownership are not easily resolved.

Remoteness

While Indigenous peoples are located throughout Australia, many reside in remote areas where services and opportunities are limited.

Health

While most Indigenous people have access to healthcare, remoteness and a lack of trust in the medical industry results in poor health.

Education and employment

With low attendance, retention and continuation of education, many Indigenous Australians ultimately have difficulty gaining and maintaining employment. Education systems provide methods of teaching that are often unfamiliar or are felt to have little value.

Understanding diverse experiences

Your own life experiences might have provided you with an understanding of some of the disadvantages many Indigenous Australians face. Many of these issues are common to a range of cultures and individuals, particularly those who are indigenous to a country other than Australia.

The tools used may include the following.

EYLF or MTOP

The EYLF or MTOP is where principles and practices determine guidelines for quality practice across the education and care industry.

The learning journey of cultural competence

Consider your point of view in relation to cultural competence and work towards learning about others.

Reflective cycles

Clear methods can be used to look back at your actions and strive for improved actions and reactions.

Example

Improve responsiveness to others' needs

Christine, an educator, often feels anxious when she meets a new family, particularly when the family is having their first orientation and she has no information about them, meaning she must act based on her intuition. She knows that she wants to improve her skills and realises that reflection can be a powerful tool if she uses it properly.

She is waiting to meet a new family and decides to reflect on her skills of meeting new people so she can build her confidence. She thinks about how if she takes responsibility and is reflective, she is more likely to create a positive impression.

Christine is showing that she is willing to work towards the goal of improving her approach towards new families, and that she is able and willing to take on the responsibility of learning and being responsive to the needs of others.



Practice task 4

1. List the **six** overarching questions in the EYLF/MTOP principle of 'Ongoing learning and reflective practice'.

Examples of social cohesion

The following demonstrates positive examples of social cohesion.



Community events

Local groups run diverse activities for all members of the community to join in. Events such as Diwali and Eid al-Adha are celebrated by Hindu and Muslim people, respectively, and often invite the general community in an effort to expand understanding and acceptance.



Television

Many documentaries show the lives and challenges people from diverse backgrounds face, and encourage people to consider their own prejudices. Increasingly, TV series show people from diverse backgrounds or abilities participating productively.

Diversity and economics

Immigration is seen as the building of human capital for the future and results in economic growth within this country. Immigrants are acknowledged as often being hard workers who make the most of the opportunities available in Australia.

Australia has a system of support for those who are unemployed and/or sick, including benefits, supplements, loans, Medicare and support for small business development. These supports enable those with economic challenges to feel supported or potentially change their circumstances.

Diversity in a professional context has been found to increase the productivity of a city. When people come together to share roles and tasks, the community benefits greatly.

Diversity and culture

Australia has a commitment towards diversity and culture. Education and support is provided within communities to enable a greater acceptance of people with diverse backgrounds and lifestyles.

Funding programs are available for a range of reasons to a variety of Australians, as outlined in the following examples.

Diversity and social cohesion grants

Diversity and social cohesion grants provide funding for not-for-profit organisations to promote respect, fairness and a sense of belonging, and aim to support families, improve children's wellbeing and increase participation of vulnerable people in community life.

Multicultural arts and festivals funding

These grants allow for community groups and organisations to provide arts or festival projects that provide Australians with opportunities to experience cultural heritage and traditions, encouraging social cohesion and mutual understanding.

In a situation where discrimination is common, people will feel:

- ▶ angry
- ▶ less productive
- ▶ demoralised
- ▶ less trusting
- ▶ lacking in confidence.

Causes of discrimination

Discrimination can occur early in a child's life as they identify differences between themselves and others. Children do not have all the information or skills they need to make choices or find out about others. Most children stereotype because it is natural for them to match new information with what they already know. They need to be taught how to find out about similarities and differences between people.

Adults who have not learnt these skills in childhood often hold strong attitudes against others. These adverse reactions can hurt others, cause inappropriate decision-making and isolate others.

People often don't know that they are discriminating; however, many people decide to discriminate as they feel their choices are more important than the opportunities or feelings of others. They might also discriminate as they don't have the courage or ability to find out more about others.



Discrimination and the law

Organisations within Australia must comply with a variety of federal Acts and standards. National anti-discrimination legislation has a number of aspects, as is shown here.

Age discrimination

Age Discrimination Act 2004 (Cth)

The *Age Discrimination Act 2004* responds to Australia's ageing population. It protects people who are discriminated against because of their age and states that, regardless of age, everyone has the same right to equality before the law.

The Act also allows appropriate benefits to be given to people of a certain age, particularly younger and older people, according to their circumstances. Objectives of the Act also include removing barriers to older people participating in society and challenging negative stereotypes about older people.

Exemptions include stipulations regarding youth wages, healthcare and voluntary work.

Make decisions inclusively

The problems that you resolve will have stronger outcomes if you involve relevant people. To do this effectively, it is useful to incorporate the following concepts.

Accountability <p>Give people responsibility and allow them to voice their opinions.</p>	Consultation <p>Approach others that are involved. Find out what they think, and ask their opinion to gain ideas.</p>
Cultural sensitivity <p>Consider who is involved and what their needs, values and beliefs are. Consider how the decision will affect them.</p>	Critical reflection <p>Step back and reflect on the decision.</p>

Counselling and support

Many employers provide counselling and support services to their clients and staff following a traumatic incident. This incident may involve physical trauma; however, emotional trauma may occur for many reasons, including someone being affected by harassment or discrimination.

Organisations must take responsibility for the trauma any person experiences on the premises or within the service. Without this, an emotionally safe environment cannot occur.

Understand inequality

Marginalisation is related to social exclusion. Marginalisation is when groups of people or individuals are ignored within policy or normal processes due to their differences. It can mean that someone is socially excluded or misses out on something based on their personal characteristics. Marginalisation is about inequality, power and social norms, and lack of suitable support and services.

Marginalisation often places people in situations that are very hard to overcome. Even if their reason for being excluded is reduced or eliminated, the stigma or outcome of being marginalised creates a barrier that is extremely difficult to overcome.

When considering social inclusion, view the situation from the point of view of the person in focus. If they view themselves as being excluded, take their perception seriously, rather than telling them their view of the situation is wrong.



Learning checkpoint 2

Appreciate diversity and inclusiveness

Part A

1. List the key areas of diversity.

2. Australia's economic policy has a number of systems in place that support those faced with economic challenges. Identify at least **two** of these systems and explain how they could support an economically challenged person.

3. Choose one of the initiatives of the Australian Government's diversity policy and explain how this initiative helps to share culture and welcome diversity.



Topic 3

In this topic you will learn how to:

- 3A Communicate with respect**
- 3B Use communication to establish relationships**
- 3C Use strategies when language barriers exist**
- 3D Meet communication needs**

Communicate with all people

Many skills are required for positive two-way communication. There are also many barriers to communication that may be caused by differences in language, culture, values and attitudes. These barriers can lead to assumptions and stereotyping. The environment and the medium of communication itself can also present barriers that are not always obvious to those involved.

In education and care services, respectful communication involves exchanging information between educators and families, as well developing healthy working relationships with other staff members. When you communicate with culturally diverse people, remember that trust and confidence should never be assumed; they often must be built over time as you learn to meet the needs of people from various cultural backgrounds. In this topic you will learn about using thoughtful communication, eliminating communication barriers, communicating effectively and building trust.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

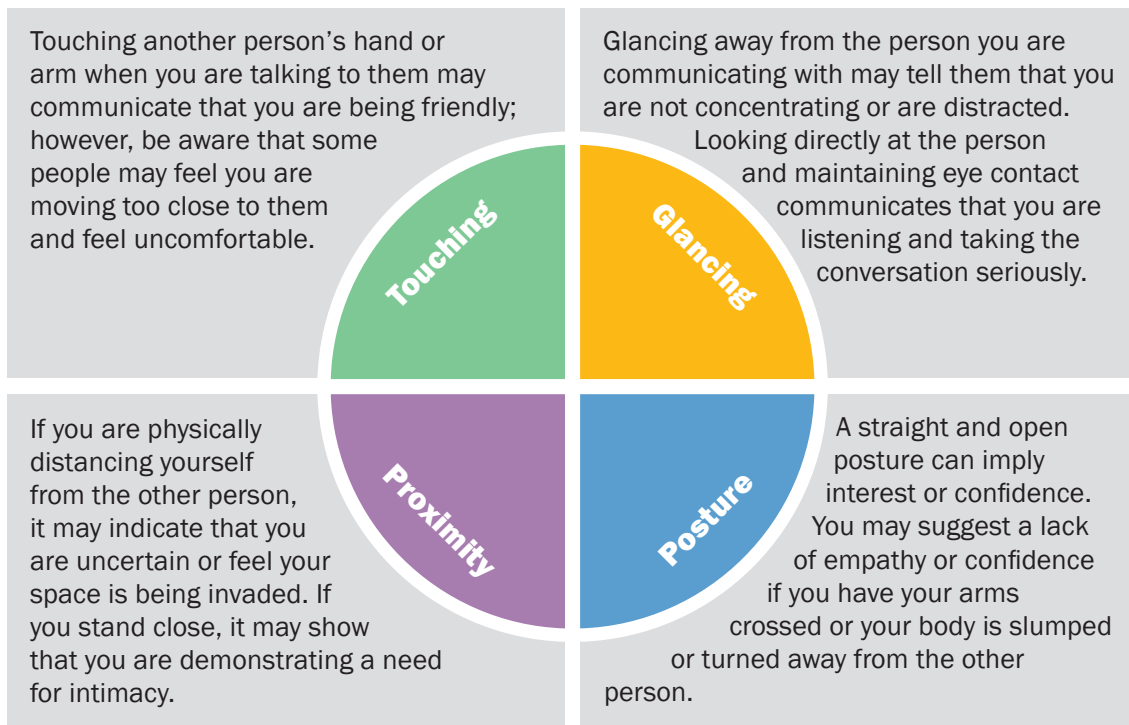
National Quality Standard		
	Quality Area 1: Educational program and practice	
	Quality Area 2: Children’s health and safety	
	Quality Area 3: Physical environment	
	Quality Area 4: Staffing arrangements	
✓	Quality Area 5: Relationships with children	
✓	Quality Area 6: Collaborative partnerships with families and communities	
✓	Quality Area 7: Governance and leadership	
Early Years Learning Framework		My Time, Our Place
Principles		
✓	Secure, respectful and reciprocal relationships	
✓	Partnerships	
	High expectations and equity	
✓	Respect for diversity	
✓	Ongoing learning and reflective practice	
Practice		
✓	Holistic approaches	Holistic approaches
✓	Responsiveness to children	Collaboration with children
	Learning through play	Learning through play
	Intentional teaching	Intentionality
	Learning environments	Environments
✓	Cultural competence	Cultural competence
	Continuity of learning and transitions	Continuity and transitions
	Assessment for learning	Evaluation for wellbeing and learning
Outcomes		
✓	Children have a strong sense of identity	
	Children are connected to and contribute to their world	
	Children have a strong sense of wellbeing	
	Children are confident and involved learners	
✓	Children are effective communicators	

3B Use communication to establish relationships

Sometimes there is a mismatch between the verbal and nonverbal messages a person communicates; for example, what the person is saying is at odds with their body language. There may also be a mismatch between what is said and how it is said; for example, the tone of voice used.

There may be a communication problem if the sender and the receiver can't see each other; for example, if the communication takes place via phone or email. In these situations, one primary source of communication is denied: visual information. The common use of SMS or email as forms of communication may lead to misunderstandings, as it is easy to misinterpret the intended tone of the information.

Here are some actions that communicate nonverbal messages when interacting in person.



Factors influencing communication

Apart from language differences, nonverbal communication differs markedly between cultures. Here are some common factors that may impact on communication, including those related to cultural differences.

Attitudes

Your attitude towards the message and the person you are communicating with may inhibit effective communication. Approval or disapproval of the other person may determine what you tell that person and how you communicate with them.

Prejudices or biases about the content or context of the message also inhibit effective communication. For example, if there is a new child to the service and an educator starts asking personal questions about the family's background without explaining why, the parent may answer briefly and omit vital information, as they feel unsure about divulging such information and why it is necessary.

Improve your communication skills

There are many ways to improve your communication skills. When communicating with individuals and groups of people, it is essential to watch, listen and gain insight into what they understand. When verbally communicating, it is vital to do so in line with ways they communicate with you. Use a range of words they will understand and sentences that are easy to follow and interpret.

Focus on improving your current communication skills, whatever they are, and research ways to effectively communicate with everyone, including children and families from diverse backgrounds.

Regardless of how long someone has been working at your service, everyone can improve their communication skills by learning and practising ways to communicate in different and effective ways. This is something you need to continuously work towards and consider a long-term goal.

Example

Using body language

Elke wants to make all families feel welcome each day. She likes to approach them as they arrive and speak to them individually. Over time, she has identified the best body language to use with each parent. One of her strategies is to watch their body language and then copy it.

Hannah, one of the parents, has touched Elke on the arm before, so Elke knows that touching is acceptable for her.

Lina, another parent, steps back a little if Elke moves too close. She also doesn't make eye contact; however, they have great conversations and Lina is happy to share lots of information about their family. Elke knows to keep a little proximity between herself and Lina and not to expect eye contact.



Practice task 9

Read the case study, then answer the questions that follow.

Case study

Lara is a parent speaking to Damien, an educator. She has her arms crossed and she is not making eye contact. Her body is facing away from Damien and she is standing a metre away. She glances around the room while Damien speaks. Each time she speaks, her sentences start with, 'I love it here'.

1. List **four** actions that communicate nonverbal messages.

Translator and interpreter services for families

Your service may need to translate important information into languages other than English or provide an interpreter, possibly for a family who has recently migrated to Australia whose first language is not English.

A translator converts text from one language to another. This might include enrolment documents, newsletters, forms or records. An interpreter translates speech from one language to another, which includes oral speech into sign language.

When these situations arise, your local community will have both translator references and interpreter services you can contact to assist with this transition. All families need to have equal access to relevant information, no matter what language they speak.

You can also use online translation programs. Some programs will translate text to speech, allowing you to hear pronunciation. These programs are great for translation of single words or basic phrases, but are not to be used as a tool for a face-to-face conversation.

Translator and interpreter services for children

Children who have limited English skills require lots of labelling, repetition and pictures to understand what is being asked of them. If a child can speak their first language well, an interpreter may be useful in the service – this is particularly useful when a child is initially settling in. Often government funding is available to assist with child and family integration. Relatives, family friends or educators within the service can also play an important role in the transition process if they can relay information or are able to speak the same language as the family and child.

Language resources

Children who do not speak fluent English will also need more time, resources and encouragement in using both languages.

FKA Children's Services Inc. is an Australia-wide support service that provides materials, resources, interpreters, translators and other types of support. Their main objective is to assist educators, organisations, children and their families by embracing and responding to diversity with a range of services.

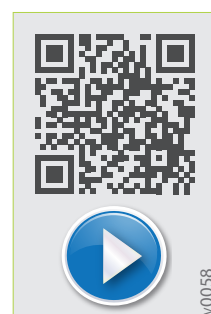
More information regarding FKA's support services, mission and statements can be found at: <http://aspirelr.link/fka-childrens-services>

Support the child's use of language

Your role as an educator is to support the child's use of language and to provide experiences that expose children to different language forms.

Children with language impairments or disabilities and children from culturally and linguistically diverse backgrounds may need to be provided with more or different opportunities to learn language.

Watch this video for information on supporting a child's use of language.



4. If you thought Sarita could provide interpreter support to resolve the issues you are having with Camila, what would you need do to involve her?

5. List **two** reasons why it would be necessary to use an interpreter for a child or family at your service.

Summary

- ▶ Communication is a two-way process; it involves sending and receiving messages.
- ▶ There are many skills involved in positive two-way communication that can be learnt and adopted; for example, positive listening and observing techniques.
- ▶ Differences in language, culture, values and attitudes can create communication barriers based on assumptions and stereotyping of others.
- ▶ Any environment may create barriers to communication that are not always obvious to those involved.
- ▶ Respectful communication involves exchanging information between all parties involved.
- ▶ Effective communication is an integral part of a healthy working relationship. This may mean that translator or interpreter assistance is required to support it.
- ▶ Trust and confidence is built over time as you continue to be welcoming and respectful of children and their families.

4C Resolve differences

Productive conflict resolution may be viewed as a process of mutual problem-solving. Creative solutions that meet both parties' needs, sometimes called a win-win solution, may be the outcome of this process. The opposite of a win-win solution is a lose-lose solution, where neither party has their needs met. In the case of a win-lose solution, only one party has their needs met. The best solution is obviously a win-win solution, but it is not always possible to achieve this. In this situation, choose the solution that is in the child's best interest.

A stepped approach

The way you manage conflict involves making either good or bad choices. Good choices increase the chance of your own and others' happiness and wellbeing, while bad choices may lead to unresolved or escalating conflict.

Making good choices regarding conflict can be particularly difficult. For example, you may be under considerable pressure to make poor choices due to differences of opinion or someone being extremely angry.

Conflicts are more likely to be destructive when people come into them harbouring past resentments. Destructive conflict can often be avoided by using good communication skills on a day-to-day basis to create and maintain goodwill and respect.

Six-step framework for managing conflict

- 1 Confront the conflict**
 If you ignore a conflict, it will not resolve itself and may escalate. Therefore, you should acknowledge there is a problem and address it. This may begin a difficult process, but it is necessary to resolve the conflict and maintain positive relationships.
- 2 Understand each other's position**
 The second step to resolving conflict is to understand your own and the other person's point of view. Consider what you believe and why it is important to you. Then take the time to find out why the other person feels the way they do. Be open to differences and don't assume you're in the right.
- 3 Involve those affected**
 The cause of the conflict and the possible effects of any change or outcome should be assessed fairly. All stakeholders should be identified and included. For example, if a conflict relates to one child's use of a piece of equipment, it would also relate to the family and the educators. If a conflict relates to the menu or the service's disciplinary procedures, the entire care community would be involved. By involving others, you should aim to gain a support base of diverse ideas, rather than causing the conflict to escalate.
- 4 Define the problem**
 After you have discussed each person's position regarding the conflict, identify and define the actual source of the conflict. Often it may not be what you originally thought was the issue. Sometimes, conflict raises other issues that then need to be dealt with. You may find it easier to write down exactly what the problems are. In doing this, you may need to translate information, or define words or concepts.

Early Childhood Australia's Code of Ethics

In relation to colleagues, I will:

- ▶ encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- ▶ build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- ▶ acknowledge and support the diverse strengths and experiences of colleagues to build shared professional knowledge, understanding and skills
- ▶ use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- ▶ participate in a 'lively culture of professional inquiry' to support continuous improvement
- ▶ implement strategies that support and mentor colleagues to make positive contributions to the profession
- ▶ maintain ethical relationships in my online interactions.

In relation to the profession, I will:

- ▶ base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- ▶ take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- ▶ engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- ▶ work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- ▶ encourage qualities and practices of ethical leadership within the profession
- ▶ model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- ▶ mentor new graduates by supporting their induction into the profession
- ▶ advocate for my profession and the provision of quality education and care.

In relation to the community and society, I will:

- ▶ learn about local community contexts and aspirations to create responsive programs to enhance children's learning, development and wellbeing
- ▶ collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- ▶ use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- ▶ promote the value of children's contribution as citizens to the development of strong communities
- ▶ work to promote increased appreciation of the importance of childhood including how children learn and develop to inform programs and systems of assessment that benefit children
- ▶ advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

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Follow policies and procedures

The service philosophy, policies and handbooks must be provided to parents on enrolment and to staff during the induction period. These policies are developed and implemented to embrace diversity and inclusion, and ensure consistency in the approach of educators. These documents may also be used to educate parents about the beliefs and values of the service, or to encourage the formation of a parent committee.

The policies and procedures you will most likely refer to for conflict resolution are provided here.

Discipline procedure

This procedure is in place to deal with situations where the actions of a staff member are inappropriate. The process outlines the steps that should be taken to resolve the issue and who should be included in the resolution. The discipline procedure may include guidelines related to termination of employment, stating particular circumstances when this might occur.

Grievance procedure

This procedure can be used if issues arise between staff members. The procedure should help the staff member understand what to do and who to speak with to resolve the issue.

Complaints procedure

This procedure is used when a parent, guardian, volunteer, student or member of the community has a problem. It should outline the process of what should occur to resolve the issue, who should be responsible for dealing with the issue and how it should be reported. In some circumstances complaints must be notified to government departments, particularly any complaint relating to the service allegedly breaching a regulation or Act.

Other sources of help

Professional associations, including unions and regulatory bodies, are there to help those who need support when difficulties arise.



Assistance provided

- ▶ Providing opportunities for people to meet and discuss issues
- ▶ Providing up-to-date information
- ▶ Providing advice and guidance
- ▶ Acting as a lobby group or public voice
- ▶ Promoting standards of acceptable practice



Professional organisations

- ▶ Australian Community Children's Services (ACCS)
- ▶ Community Child Care (CCC)
- ▶ Early Childhood Australia (ECA)
- ▶ United Voice (the education and care services union)
- ▶ Australian Services Union (ASU)
- ▶ Education and Care Services regulatory authorities – listed through ACECQA

Learning checkpoint 4

Promote understanding across diverse groups

Part A

A child does not make eye contact with their educator. Is it reasonable to assume this is a cultural norm, or should more be found out to see if it relates to the child's confidence or communication skill development?

Part B

Read the case study, then answer the questions that follow.

Case study

Ken usually plays with a group of boys in a construction or puzzle game. Today he is playing dress-ups and has been experimenting with the skirts and dresses, as some of the children have been dancing and he noticed that the skirts twirl around when they spin.

Janet, his mother, arrives and is unhappy about seeing Ken in a skirt. Janet abruptly tells Ken to take off the dress and sit at the door. Janet strides off toward Kyrelee, the educator responsible for the children and their program of activities.

Janet: 'What's he doing in a dress, are you nuts?'

Kyrelee: 'Hi Janet, Ken's just playing, but I can see you're upset about this.'

Janet: 'You bet I am! Don't you think it's wrong, him doing that? Shouldn't you be getting him into block-building and sandpit stuff?'

1. Janet is sharing some of her social and cultural world views. List **two** values you notice she expresses within this case study.

2. Should Kyrelee handle this complaint or should she pass this to another person? Explain your answer.
