



# Curtin Primary School



**Curtin Primary School is an inclusive, innovative and supportive learning community that fosters lifelong opportunities, success and a love of learning for every individual in our school.**

## Inclusion Procedure

### Purpose

The purpose of this procedure is to:

- Address bias that exists in society in order to help empower children to make decisions based on individual choice without relying on stereotypes and prejudicial conceptions
- Raise awareness within the preschool of basic human rights and acceptance of each other by respecting and valuing not only our differences, but also our similarities
- Value children as active and capable citizens in their own right
- Promote positive attitudes towards diversity and to value people
  - of Aboriginal and Torres Strait Islander heritage
  - from culturally and linguistically different backgrounds
  - who may be socially isolated or vulnerable
  - of all abilities, including children with additional needs and rights
  - from diverse family structures
  - from a range of socio-economic backgrounds.

Educators will develop and implement a program for children that addresses bias, recognises the diversity and injustices within society and encourages each child to develop their full potential.

This will be achieved by:

- viewing all children as competent with many strengths and abilities and as active social constructors of their own learning, particularly children with additional needs and rights
- providing all children with opportunities to explore diversity and celebrate culture
- actively encouraging all children to show empathy and assertiveness whilst respecting the rights of others
- providing equal opportunities for boys and girls to enter experiences based on their interests, educational and developmental needs and strengths rather than gender
- providing experiences for children with additional needs and rights and varying abilities as part of the daily program and providing an inclusive curriculum for all children.
- all children will be actively encouraged to accept and support each other
- ensuring that an appreciation of indigenous culture, heritage and languages is reflected in all the preschool's experiences and work activities
- ensuring that interactions with children are supportive, unbiased and thoughtful
- planning for opportunities with children to
  - critically analyse popular culture, media and stories,
  - use role play to solve problems relating to unfairness,
  - make connections with the local community

## Definitions

**Culture** is a person's or group of people's way of life. It includes surface level aspects such as clothes, activities such as child rearing practices and traditions, as well as values and attitudes. Culture can include race, religion, ethnicity, language, beliefs and traditions.

**Inclusive curriculum:** involves minimizing the barriers to access and successful participation in education programs so that no group of learners is excluded from achieving the outcomes

**Additional rights and needs:** this term is used rather than "disability" This also refers to children who may be talented or gifted, have identified delays, or require additional support for development, cultural or social reasons.

## Educators

Educators will develop knowledge, understanding and appreciation and sensitivity of diversity issues through:

- developing relationships with families and seeking information from families as much as they can about the types of experiences children have outside the preschool and incorporating them as much as possible as a basis for learning
- ensuring compliance with relevant ACT and Australian legislation to provide an inclusive and discrimination free environment
- recognising and using the Indigenous community as a significant resource
- seeking specialised assistance/additional support educators, in meeting the interests and strengths of all children
- maintaining updated information about children with additional needs and rights
- planning an Individualised Learning Plan (ILP) in collaboration with families and other professionals/agencies, including NDIA providers
- providing or seeking support/funding to provide any building or environmental modifications that may be required
- working as a whole team, including any additional support educators, in meeting the interests and strengths of all children
- providing or borrowing equipment that may be required and seeking training to appropriately use such equipment
- working collaboratively with other groups, children's services or schools to support the child in the transition to the next learning environment

## Families

The preschool will include and work with families in the following ways:

- ensure that prior to attending Curtin Preschool, all families are made aware of, and have the opportunity to, read and discuss this policy with the educators. The discussion should include sharing with families some activities and resources that the preschool will provide and use with children in order to work within the purpose of this policies
- acknowledge that families know their children best and use this information for care of the child
- understand that child rearing practices and family values will have a profound impact on early development. Families and educators will communicate about their preferred practices within the family such as home routines, religious practices, communication style (verbal and non-verbal), health and safety, and cultural values.
- acknowledge that equal participation does not mean everyone participates in the same way and that it may be in different forms
- provide for family social events that support families from different cultures to socialise and develop a sense of belonging at the preschool

- encourage and support families to participate in their child's program through open communication, both verbal and written. Where possible and necessary, translations or interpreters will be provided. Families will be encouraged to share their culture, values and interests (eg sharing languages, meal preparation, skills and strengths, and practices within the home environment).

### **The Program and Environment**

The program and environment will incorporate resources and experiences, which challenge stereotypes and value diversity. This will be achieved through:

- using inclusive and non-discriminatory language and language that avoids objectification in regards to people with additional rights
- providing an environment that respects diversity through its use of resources
- encouraging children to verbalise their feelings towards each other and to work through their own emotions and conflicts
- providing opportunities for children to participate in experiences. These experiences may be planned or arise spontaneously within the daily program or children's play
- incorporating the use of external specialists in order to ensure all children, including children with different abilities, have access to all areas of the preschool's program
- providing equipment and resources that reflect positive images of difference, disability and inclusion
- ensuring resources and equipment reflect Australia's indigenous heritage and multicultural society with respect and realism
- acknowledging the importance of the child's first language: supporting the second language (English) to be learnt in addition to, rather than as a replacement of, the home language
- working with families to learn and use key words and statements as well as written forms of the child's home language to use in all aspects of the program
- providing books, music and game activities in a variety of languages for use by children
- including various languages including sign language and local Aboriginal Language in the program in a variety of contexts
- respecting local elders and seeking ways to involve them in the children's program
- providing opportunities to celebrate culture and explore diversity. This can be done at an obvious level through use of languages, books, music, craft, clothing, resources and equipment, community access and community events. It can also be done through less obvious means such as modelling cooperation, social responsibility, awareness of others, empathy and acceptance as appropriate ways of being part of a group.