

## NON-ENGLISH SPEAKING BACKGROUND POLICY

*Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities, we can help them to learn to make decisions on the basis of individual choice.*

### NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
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 their service and contribute to service decisions
6.1.2	Parent 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
6.2.3	Community and engagement	The service builds relationships and engages with its community

### PURPOSE

Diversity enriches life and culture. We aim to provide and promote a Service where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity, striving to engage in respectful interactions with children, educators and families. This will be reflective in our relationships with children and their families and in our resources.

### SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

Culturally and Linguistically Diverse (CALD)/Non-English Speaking Background (NESB). The term “culturally and linguistically diverse” (CALD) is commonly used to describe people who have a cultural heritage different from that of the majority of people from the dominant Anglo Australian culture, replacing the previously used term of people from a “non-English speaking background” (NESB).

## MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- Enrolment and Orientation information can be translated into the family’s home language.
- If any family of a child enrolled at the Service is not fluent with the English language, policies and other Service information will be provided to that family in a language that is readily understood by the family.
- An interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, children and families.
  - Translating and Interpreting Service 131 450
  - Website: [www.tisnational.gov.au](http://www.tisnational.gov.au)
- General information, resources and support can be obtained from the Department of Family and/or Community Services relative to your State.
- Families have the opportunity to influence and shape the Service, to review Service policies and contribute to Service decisions with language not being a barrier or hindrance in the process.
- Information, including brochures and factsheets are available to families about Community Services and resources to support parenting and family wellbeing in their chosen language.
- The expertise of families is recognised, encouraging them to participate in decision making about their child’s learning and wellbeing that are respectful to the family’s cultural background.
- Families have opportunities and support to be involved in the program and in Service activities presented in a way that is not limited to English speaking families.

## EDUCATORS WILL:

- Provide a program and environment that is inclusive of all children and families, promoting to children the importance of showing acceptance of different and diverse cultural practice including home language.
- Explore different cultures within the Service and encourage children to learn about other cultures as well as their own.

- Consider the cultural and linguistic backgrounds of all the children in the program training themselves with common words to assist the child and family.
- Be aware of interpretations of body language that may vary across cultures.
- Pronounce and spell children’s name correctly.
- Find out which festivals are important to the children and family to include in the program.
- Use books, posters and resources incorporating various languages into the Service.
- Be aware of taking a tokenistic approach when celebrating cultural diversity.
- Embed cultural diversity within the program.

**SOURCE:**

Australian Children’s Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.

ECA Code of Ethics.

Guide to the National Quality Standard.

Exploring Multiculturalism, Anti-Bias and Social Justice in Children’s Services. Miriam Giu

Revised National Quality Standard- 2017

**REVIEW**

POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE
Feb 2019	Updated the National Quality Standard references to comply with revised standard	February 2020