

# Diversity and Inclusion



The course aims to equip educators with the knowledge and skills necessary to effectively integrate cultural inclusiveness into their practice. By focusing on relationship building, cultural safety, and child safety standards, educators can create inclusive and respectful learning environments that honour and celebrate all cultures and identities.

Areas covered within the course include:

- Creating relationships to embed cultural inclusion in their/the service's philosophy.
- Understanding the responsibility as an educator to create culturally safe spaces.
- Creating a culturally safe environment that respects and values the diverse identities and experiences of children and families.

## Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p><b>Standard 1.1 – Program</b> The educational program enhances each child’s learning and development.</p> <p><b>Standard 1.2 – Practice</b> Educators facilitate and extend each child’s learning and development.</p> <p><b>Standard 1.3 – Assessment and Planning</b> Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</p> <p><b>Standard 2.2 – Safety</b> Each child is protected.</p> <p><b>Standard 5.1 – Relationships between educators and children</b> Respectful and equitable relationships are maintained with each child.</p> <p><i>Continued on next page.</i></p>	<p><u><b>EYLF Principles</b></u></p> <ul style="list-style-type: none"> <li>• Secure, respectful and reciprocal relationships</li> <li>• Partnerships</li> <li>• Respect for diversity</li> <li>• First Nations perspectives</li> <li>• Equity, inclusion and high expectations</li> <li>• Critical reflection and ongoing professional learning</li> </ul> <p><u><b>VEYLDF Practice Principles</b></u></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Partnerships with families</li> <li>• High expectations for every child</li> <li>• Respectful relationships and responsive engagement</li> <li>• Equity and diversity</li> <li>• Assessment for learning and development</li> <li>• Integrated teaching and learning approaches</li> <li>• Partnership with professionals</li> </ul> <p><i>Continued on next page.</i></p>	<p><u><b>CHCECE030:</b></u> Support inclusion and diversity</p> <p><u><b>CHCECE033:</b></u> Develop positive and respectful relationships with children</p>

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National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p><b>Standard 5.2 – Relationships between children</b> Each child is supported to build and maintain sensitive and responsive relationships.</p> <p><b>Standard 6.1 – Supportive relationships with families</b> Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p> <p><b>Standard 6.2 – Collaborative partnerships</b> Collaborative partnerships enhance children’s inclusion, learning and wellbeing.</p> <p><b>Standard 7.1 – Governance</b> Governance supports the operation of a quality service.</p> <p><b>Standard 7.2 – Leadership</b> Effective leadership builds and promotes a positive organisational culture and professional learning community.</p>	<p><b>EYLF and VEYLDF Learning and Development Outcomes</b></p> <ul style="list-style-type: none"> <li>• Children have a strong sense of identity</li> <li>• Children are connected with and contribute to their world</li> <li>• Children have a strong sense of wellbeing</li> <li>• Children are confident and involved learners</li> <li>• Children are effective communicators</li> </ul>	