

A DIALOGUE BEGINS.....

For many children arriving in a new care setting is traumatic despite the best and good intentions and preparations of carers, parents and teachers. Imagine the feelings of children (and parents) that arrive in Australia with little or no English, from a different child rearing and cultural context, far from familial support or with special rights and needs.

Every child is special



There are many things to consider and our own attitudes to study - an ongoing spiral of reflection and response ensures everyone is considered at the forefront of curriculum decision making.

Our united community responses are vital in successful establishment of all children and families for a healthy and strong self identity. The conscious co operative construction of both a physical and social environment and the fostering of inclusive attitudes which will enable the process require an open and responsive attitude and careful planning as a whole community.

We know that all “Children construct their personal and social identities within the context of relationships and in response to the actions and responses of others. Identities are not fixed but adapt and change according to children’s experiences.” EYLF Doc.12

Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences (Framework, p.16).

This happens through -

- An open door policy
- Continuing professional development of staff
- Mentoring
- Buddying
- Social Functions
- One on one engagement
- Encouraging a culture of openness in all aspects
- Finding similarity not difference while celebrating difference as a means of finding similarity
- Modelling positive attitudes daily
- Making time for others
- Being sensitive to others feelings, walking in other’s shoes
- Encouraging rich conversations
- Creating a peaceful environment
- Celebrating with joy

C&K’s BUILDING WATERFALLS

Curriculum Links

CONNECTING

be co-participants in **three-way communication** (i.e. child, parent and educator)

ENLARGING

share a **sense of belonging** and connection to others and to the environment

develop **attachments** and **trusting relationships** with adults and peers

feel valued as **capable** individuals

LISTENING

listen to what others are saying

understand and **respect differences** and similarities in people’s needs, interests and capabilities and perspectives

understand that **diverse** ways of thinking and doing contribute to and enrich our community of learners

play alongside and with others,

recognising the value of **shared experiences**

be **actively involved** in shaping the learning environment both inside and outside

BELONGING, BEING & BECOMING

The Early Years Learning Framework for Australia

OUTCOME 1

Children have a **strong sense of identity**

1b: Children develop their **emerging autonomy, interdependence, resilience and sense of agency**

1c: Children **develop knowledgeable and confident self identities**



“You are a child of the universe, no less than the trees and the stars: you have the right to be here.”

Desiderata

Access to a variety of inclusion support services can be made through www.deewr.gov.au/earlychildhood/

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