

INCLUSION AND EQUITY POLICY

Best Practice – Quality Area 1 and 6

Uniting Victoria and Tasmania Limited is the Approved Provider of children's services known in these policies as Uniting Early Learning.

Overarching Policy Statement:

The *Keeping Children Safe Policy* of the Uniting Church in Australia Synod of Victoria and Tasmania (refer to *Sources*) is the overarching whole of church policy to be implemented by individuals and entities involved with or connected to the Uniting Church. All children who are involved in any of the Church's activities, events or programs have a right to feel and be safe. The Church is committed to provide safe environments where children are cared for, respected, nurtured and sustained.

Policy statement

Uniting Early Learning is committed to:

- acknowledging and respecting the rights of all children to be provided with and participate in a quality early childhood education and care program
- creating an environment that supports, reflects and promotes equitable and inclusive behaviours and practices
- creating a sense of belonging for all children, families and staff, where diverse identities, backgrounds, experiences, skills and interests are respected, valued and given opportunities to be expressed/developed
- ensuring that programs are reflective of, and responsive to, the values and cultural beliefs of families using the service, and of those within the local community and broader society
- working to ensure children are not discriminated against on the basis of background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability or additional needs, family structure or lifestyle
- ensuring that no employee, prospective employee, parent, child, volunteer or student at the service is discriminated against on the basis of having or being suspected of having an infectious disease or blood-borne virus (BBV – refer to *Definitions*)
- upholding the values and principles of Early Childhood Australia (ECA) and Early Childhood Intervention Australia's (ECIA) *Position Statement on the Inclusion of Children with a Disability in Early Childhood Education and Care* (refer to Attachment 2 – *Sources*)
- providing all children with the opportunity to access programs at the service, and recognising that all families are unique and that children learn in different ways and at different rates
- consistently updating and supporting the knowledge, skills, practices and attitudes of staff to encourage and ensure inclusion and equity
- complying with the *Education and Care Services National Law 2010* and *National Regulations 2011* and meeting the National Quality Standard
- complying with the United Nations Convention on the Rights of the Child
- complying with current legislation including the *Charter of Human Rights and Responsibilities Act 2006*, *Equal Opportunity Act 2010*, *Disability Act 2006* and *Racial and Religious Tolerance Act 2001*

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Purpose

This policy provides guidelines to:

- ensure all adults and children at Uniting Early Learning are treated equitably and with respect, regardless of their background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability, additional needs, family structure or lifestyle;
- promote inclusive practices and ensure the successful participation of all children at the service.

Summary of Procedures relating to this Policy:

“Inclusion involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes” (*Guide to the National Quality Standard*, Element 1.1.5 – refer to Attachment 2).

The intent is to ensure that all children’s experiences are recognised and valued and that they have equitable access to resources and participation and opportunities to demonstrate their learning (*Early Years Learning Framework*, page 24)

Educators and management should challenge practices that contribute to inequities and make decisions that promote the inclusion and participation of all children. They can do this by developing their professional knowledge and skills, and working in partnership with children, families, communities and other services and agencies to find equitable and effective ways to ensure that all children have opportunities to experience a sense of personal worth and achieve outcomes (*Guide to the National Quality Standard*, Element 1.1.5 – refer to Attachment 2).

Scope

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents, children and others attending the programs and activities of the service.

The responsibilities of each party listed in the previous paragraph are noted at Attachment 1.

Background and legislation

The Education and Care Services National Law Section 3 (3) outlines guiding principles for the National Quality Framework. These guiding principles are:

- (a) that the rights and best interests of the child are paramount;
- (b) that children are successful, competent and capable learners;
- (c) that the principles of equity, inclusion and diversity underlie this Law;**
- (d) that Australia's Aboriginal and Torres Strait Islander cultures are valued;
- (e) that the role of parents and families is respected and supported;

(f) that best practice is expected in the provision of education and care services.

Education and care services are therefore required to consider the principles of equity, inclusion and diversity in making decisions about operating and in working to improve quality. Values of inclusion and equity should also be incorporated into the service's philosophy statement.

State and Commonwealth laws prohibit discrimination based on personal characteristics, including race, age, gender, religious belief, disability, disease or illness, or parental status. Additionally education and care services must comply with Commonwealth and State service and funding agreements, including priority of access requirements (refer to *Enrolment and Orientation Policy*).

Examples of best practice from a range of early childhood professionals across diverse settings can be found in *Practice Guide Four: Equity and Diversity*. This is one of a series of *Victorian Early Years Learning and Development Framework Practice Guides* (refer to Attachment 2).

Developing professional knowledge and skills, and using family-centred practice (refer to *Definitions* below) to work in partnership with children, families, communities, and other services and agencies, will assist services to identify, include and support children with additional needs and their families.

Early childhood services are also obliged by law, service agreements and licensing requirements to comply with the Education and Care Services National Law and National Regulations, and privacy and health records legislation in relation to collecting and storing personal and health information about individuals (refer to *Privacy and Confidentiality Policy*).

Attachment 2 contains a list of the legislation and sources relevant to this policy, including Acts and Regulations.

Evaluation

In order to assess whether the goals and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness;
- monitor the implementation, compliance, complaints and incidents in relation to this policy;
- keep the policy up to date with current legislation, research, policy and best practice;
- revise the policy and procedures as part of the service's policy review cycle, or as required;
- notify parents at least 14 days before making any changes to this policy or its procedures.

Definitions

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

Additional needs: A broad term that can include families and children experiencing disability, a medical condition, a developmental concern, an emotional need (resulting from trauma, abuse or grief), family displacement (due to war or refugee status), domestic violence, mental illness, family separation or divorce.

Best Start: A prevention and early intervention project to improve the health, development, learning and wellbeing of all Victorian children from conception through to transition to school. It aims to

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strengthen the capacity of parents, families, communities and early years services to better provide for the needs of all young children and their families. There are 30 Best Start sites, six of which are Aboriginal Best Start sites. Further information is available in The Kindergarten Guide (refer to Sources)

Blood-borne virus (BBV): A virus that is spread when blood from an infected person enters another person's bloodstream. Examples of blood-borne viruses include human immunodeficiency virus (HIV), hepatitis B, hepatitis C and viral haemorrhagic fevers. Where basic hygiene, safety, infection control and first aid procedures are followed, the risk of contracting a blood-borne virus is negligible.

Culture: The values and traditions of groups of people that are passed from one generation to another.

Culturally and linguistically diverse (CALD): Refers to individuals and groups who are from diverse racial, religious, linguistic and/or ethnic backgrounds.

Developmental delay: A delay in the development of a child under the age of 6 years that:

- a) is attributable to a mental or physical impairment, or a combination of mental and physical impairments, and
- b) is manifested before the child attains the age of 6 years, and
- c) results in substantial functional limitations in one or more of the following areas of major life activity:
 - i) self-care
 - ii) receptive and expressive language
 - iii) cognitive development
 - iv) motor development, and
- d) reflects the child's need for a combination and sequence of special interdisciplinary or generic care, treatment or other services that are of extended duration and are individually planned and co-ordinated (*Disability Act 2006 (Vic)*).

Disability: In relation to a person, refers to:

- a) a sensory, physical or neurological impairment or acquired brain injury, or any combination thereof, that:
 - i) is, or is likely to be, permanent, and
 - ii) causes a substantially reduced capacity in at least one of the areas of self-care, self-management, mobility or communication, and
 - iii) requires significant ongoing or long-term episodic support, and
 - iv) is not related to ageing, or
- b) an intellectual disability, or
- c) a developmental delay (*Disability Act 2006 (Vic)*).

Diversity: Refers to all characteristics that make individuals different from one another, including race, religion, language, ethnicity, beliefs, age, gender, sexual orientation, level of ability, additional needs, socioeconomic status, educational attainment, personality, marital and/or parental status, family structure, lifestyle and general life/work experience.

Early Childhood Intervention Services (ECIS): These services support families and children experiencing a disability or developmental delay (refer to *Definitions*) from birth to school age. ECIS

are funded through the Department of Education and Training (DET) and provided by Specialist Children's Services teams and Early Childhood Intervention agencies.

Early Start Kindergarten: A funding program that enables three-year-old Aboriginal and Torres Strait Islander children, and children known to Child Protection, to attend a free kindergarten program that is planned and delivered by an early childhood teacher for a specific number of hours. Details are available at www.education.vic.gov.au/ecsmanagement/careankinder/earlstart/

Equity: (In the context of human rights) is the behaviour of acting in a fair and just manner towards others.

Family-centred practice: Children learn in the context of their families, and families are the primary influence on children's learning and development. Professionals also play a role in advancing children's learning and development and can engage in family-centred practice by respecting the pivotal role of families in children's lives. Early childhood professionals should:

- use families' understanding of their children to support shared decision-making about each child's learning and development
- create a welcoming and culturally-inclusive environment, where all families are encouraged to participate in and contribute to children's learning and development
- actively engage families and children in planning children's learning and development
- provide feedback to families on each child's learning, and provide information about how families can further advance children's learning and development at home and in the community (*Victorian Early Years Learning and Development Framework*, p10).

Inclusion: The incorporation of children and families into the service to ensure that all individuals have an equal opportunity to achieve their maximum potential.

Inclusion support agencies: Funded by the Commonwealth Government to work at a local level with early childhood education and care services. ISAs provide practical advice on inclusive practices and support child care services to build their capacity and to access training. The ISA may also recommend that services access resources, bi-cultural support and specialist equipment, administered by the Professional Support Coordinators (PSCs), to better facilitate a child's inclusion in a service. Further information and eligibility requirements are available at: <http://education.gov.au/inclusion-and-professional-support-program>

Inclusion support subsidy (ISS) : Assists eligible child care services to improve their capacity to include children with ongoing high support needs, including those with disability, so they can be cared for appropriately within a service. Further details are available at: <http://education.gov.au/inclusion-and-professional-support-program>

Inclusive practice: The provision of a flexible, innovative and responsive program that supports the learning needs and meaningful participation of all children attending the service.

Indigenous Professional Support Unit (IPSU): Funded by the Commonwealth to provide professional development and support to services with a high proportion of indigenous children. The Victorian Aboriginal Education Association Inc. (VAEAI) is the IPSU in Victoria. VAEAI can also provide support to mainstream education and care services to raise their cultural competency. More information is available at: www.vaeai.org.au

Kindergarten Fee Subsidy (KFS): A state government subsidy paid directly to the funded service to enable eligible families to attend a funded kindergarten program or funded three-year-old place at no

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cost (or minimal cost) to promote participation. Details are available at:
www.education.vic.gov.au/ecprofessionals/kindergarten/

Kindergarten Inclusion Support Services (KISS): A program offering supplementary assistance to early childhood services to support the inclusion of children who have been diagnosed with developmental concerns, a disability or complex medical needs, into a funded kindergarten program. Services include the Preschool Field Officer Program (refer to *Definitions*) and Kindergarten Inclusion Support Packages (refer to *Definitions*). Details are available in *The Kindergarten Guide* (refer to *Sources*).

Koorie Early Childhood Education Program: Supports Aboriginal children and their families to access and participate in kindergarten programs. The program consists of three components:

- a statewide co-ordinator who provides support, information and assistance to regional Koorie Engagement Support Officers – Early Childhood Development
- Koorie Engagement Support Officers – Early Childhood Development (refer to *Definitions*)
- the Koorie Preschool Assistants program (refer to *Definitions*).

Koorie Engagement Support Officers (KESOs): Employed by the Department of Education and Training (DET) to assist families in accessing the broad range of services and support needed to ensure the best start in life for Aboriginal children from birth through to completion of school. KESOs provide advice and practical support to services that offer funded kindergarten places to ensure the delivery of programs that are respectful of the cultural beliefs and practices of Aboriginal children.

Koorie Preschool Assistants (KPSA) program: Implemented by the Department of Education and Training (DET) in partnership with local Aboriginal communities employing KPSAs and administer the program. KPSAs work in kindergartens to assist teachers to develop and deliver culturally-inclusive and responsive programs for Aboriginal children. Details are available in *The Kindergarten Guide* – refer to Sources in Attachment 2.

Out-of-Home Care: Is the term used in Victoria when a child or young person is placed in care away from their parents. It includes placement in kinship care, home-based care such as foster care and residential care. For these children, the State of Victoria is legal their parent, and with this comes the responsibilities of a parent to care for and protect them, and to ensure that they have access to all the services they need for their immediate and longer term benefit (from: *Early Childhood Agreement on Out-of-Home Care* – refer to *Sources*).

Preschool Field Officers (PSFOs): Employed by local government authorities or other agencies to assist children with additional needs to access and participate in funded kindergarten programs. The PSFO service is part of the Kindergarten Inclusion Support Services (refer to *Definitions*) program.

Preschool Field Officer Program: An early intervention, outreach service that is universally available within state-funded preschools for any child with developmental concerns. The primary role of the Preschool Field Officer Program is to assist children with additional needs to access and participate in funded kindergarten programs.

Authorisation

This policy was adopted by: Uniting Victoria and Tasmania Limited on: 1/7/2017

Review date: December 2017

This policy should be read in conjunction with the following:

- *Anaphylaxis Policy*
- *Asthma Policy*
- *Child Safe Policy*
- *Code of Conduct Policy*
- *Complaints and Grievances Policy*
- *Dealing with Infectious Diseases Policy*
- *Dealing with Medical Conditions Policy*
- *Diabetes Policy*
- *Educational Program and Practice Policy*
- *Enrolment and Orientation Policy*
- *Epilepsy Policy*
- *Fees Policy*
- *Interactions with Children Policy*
- *Nutrition, Oral Health and Active Play Policy*
- *Privacy and Confidentiality Policy*
- *Staffing Policy*

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Attachment 1: Responsibilities relating to the Inclusion and Equity Policy

Action	Approved Provider	Nom'ed S'visor	Certified S'visor; Educators	Parents/ Parents
Ensure that service programs are available and accessible to families from a variety of backgrounds (refer to <i>Enrolment and Orientation Policy</i> and <i>Educational Program and Practice Policy</i>)	x			
Encourage collaborative, family-centred practice (refer to <i>Definitions</i>) at the service	x			
Provide families with information about the role of inclusive practice in achieving positive outcomes for all children, the key values underpinning inclusive practice and the support options available for children attending the service	x			
Work with individual families to determine the needs of their child and facilitate the inclusion of child and family into the service	x			
Ensure that educational programs are delivered in accordance with an approved learning framework, are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to <i>Educational Program and Practice Policy</i> and Attachment 2, <i>Sources</i>)	x			
Ensure that the enrolment process is fair and equitable, and facilitates access for all children (refer to <i>Enrolment and Orientation Policy</i>)	x			
Tailor the orientation process to meet the individual needs of children and families	x			
Consider barriers to participation in service programs and activities, and develop strategies to overcome these	x	x		
Consider options to provide appropriate physical infrastructure, staffing and resources to facilitate the inclusion of all children at the service	x			
Ensure staff have access to appropriate and accredited professional development activities that promote a positive understanding of diversity, inclusion and equity, and provide skills to assist in implementing this policy	x	x	x	
Ensure that the Nominated Supervisor, educators and all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families	x	x		
Consider any issues regarding fees that may be a barrier to families enrolling at the service and remove these	x			

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barriers wherever possible				
Ensure that all eligible families are supported to access the Kindergarten Fee Subsidy (see <i>Definitions</i>), including families with concession cards, Aboriginal and Torres Strait Islander families, and refugee and asylum seeker families	x			
Provide service information in various community languages wherever possible	x			
Use language services to assist with communication where required, and consider utilising multilingual worker/s to meet the needs of culturally and linguistically diverse (CALD) families (refer to <i>Sources</i> , Attachment 2)	x			
Work together to ensure appropriate program planning and resourcing for children with additional needs	x	x	x	
Access Kindergarten Inclusion Support and Kindergarten Inclusion Support Packages (see <i>Definitions</i>) for children with disabilities, complex medical needs and/or developmental concerns, where required	x			
Where practicable, access resources, support and professional development to facilitate inclusion of children with additional needs who are ineligible for specific support packages	x			
Working with specialised services and professionals (e.g. Early Childhood Intervention Services and inclusion support agencies – refer to <i>Sources</i> , Attachment 2) to provide support and services for families and children experiencing severe disabilities, complex medical needs and/or developmental concerns	x			
Ensure that all eligible three-year-old Aboriginal and Torres Strait Islander children and children known to Child Protection are supported to access the Early Start Kindergarten program (see <i>Definitions</i>)	x			
Access support from DET's Koorie Engagement Support Officers, the Koorie Preschool Assistants program and the Indigenous Education Program (refer to <i>Definitions</i>), where required	x			
Implement appropriate programs and practices to support vulnerable children and families, including working co-operatively with relevant services and/or professionals (e.g. Child FIRST), where required	x			
Ensure that service programs are inclusive of children with medical conditions, including anaphylaxis, asthma, diabetes and epilepsy	x	x		

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Ensure that no employee, prospective employee, parent, child, volunteer or student at the service is discriminated against on the basis of having or being suspected of having an infectious disease, blood-borne virus, illness or medical condition	x			
Ensure that any behaviour or circumstances that may constitute discrimination or prejudice is dealt with in an appropriate manner	x			
Ensure that all service policies are adhered to at all times	x			
Be aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families		x	x	
Identify children who may be disadvantaged, have additional needs, or be at risk of discrimination/exclusion, and be aware of the support/resources required to ensure that these children are included in service programs		x		
Consult with families and liaise with the Approved Provider to access support/resources for individual children where required		x		
Ensure that parents are consulted, kept informed and provide written consent, where individualised programs, action, support or intervention are planned and provided for their child (e.g. the Preschool Field Officer Program and Kindergarten Inclusion Support Packages)		x		
Develop an educational program that is reflective of the service's values, beliefs and philosophy, and embraces the principles of fairness, equity, diversity and inclusion (refer to VEYLDF Practice Guide 4 Equity and Diversity in Sources, Attachment 2)		x		
Ensure that the program provides opportunities for all children to participate and interact with one another		x		
Use language services (see Sources, Attachment 2) to assist with communication, where required		x	x	
Use family-centred practice (refer to Definitions) and work collaboratively with staff, parents, specialist services and other professionals to implement the program at the service and provide individualised support for children, where required; provide opportunities for families to contribute to the program		x	x	
Respond to the needs and concerns of parents, and provide support and guidance, where appropriate		x	x	

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Action	Approved Provider	Nom'ed S'visor	Certified S'visor; Educators	Parents/ Parents
Provide information to families about the support available to assist children, including: <ul style="list-style-type: none"> – Child Care Benefit & Child Care Rebate – Special Child Care Benefit – Jobs, Education and Training Child Care Fee Assistance – Kindergarten Fee Subsidy – Early Start Kindergarten – Koorie Early Childhood Education Program – Kindergarten Inclusion Support Services – language services 		x	x	
Provide support and guidance to educators/staff, where required		x		
Ensure that individualised programs incorporate opportunities for regular review and evaluation, in consultation with all people involved in the child's education and care		x		
Notify Approved Provider of any behaviour or circumstances that may constitute discrimination or prejudice		x		
Advise Approved Provider if you become aware of discrimination against anyone at the service on the basis of having or being suspected of having an infectious disease, blood-borne virus, illness or medical condition		x		
Adhere to the policies of the service at all times		x	x	x
Deliver an educational program that is reflective of the service's values, beliefs and philosophy, and embraces the principles of fairness, equity, diversity and inclusion (see <i>Sources</i> , Attachment 2)			x	
Understand and respect different cultural child-rearing and social practices			x	
Meet any specialised medical and nutritional needs of children on a day-to-day basis			x	
Discuss any concerns regarding individual children with the Nominated Supervisor or Approved Provider, and parents			x	
Review and evaluate individualised support programs in consultation with all people involved in the child's education and care			x	
Critically reflect on practice to ensure that interactions and programs embrace an approach in which children and			x	

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Action	Approved Provider	Nom'ed S'visor	Certified S'visor; Educators	Parents/ Parents
families feel valued and respected, and that their contributions are welcomed				
Notify the Nominated Supervisor or Approved Provider of any behaviour or circumstances that may constitute discrimination or prejudice			x	
Advise Nominated Supervisor or Approved Provider if you become aware of discrimination against anyone at the service on the basis of having or being suspected of having an infectious disease, blood-borne virus, illness or medical condition			x	
Communicate with the service to ensure awareness of your child's specific needs				x
Raise any issues or concerns regarding your child's participation in the program				x
Be involved in, keep fully informed about, and provide written consent for any individualised intervention or support proposed or provided for your child				x
Respond to requests from educators for written permission to arrange for an assessment or collect reports on your child				x

Volunteers and students, while at the service, are responsible for following this policy and its procedures.

ATTACHMENT 2: LEGISLATION AND SOURCES

Legislation and standards:

- Relevant legislation and standards include but are not limited to: *Age Discrimination Act 2004*
- *Charter of Human Rights and Responsibilities Act 2006* (Vic)
- *Children, Youth and Families Act 2005* (Vic)
- *Child Wellbeing and Safety Act 2005* (Vic)
- *Dardee Boorai: the Victorian Charter of Safety and Wellbeing for Aboriginal Children and Young People* (Vic)

- *Disability Act 2006* (Vic)
- *Disability Discrimination Act 1992* (Cth)
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *Equal Opportunity Act 2010* (Vic)
- *Fair Work Act 2009* (Cth)
- *Health Records Act 2001* (Vic)
- *National Quality Standard, Quality Area 1: Educational Program and Practice*
 - Standard 1.1: An approved learning framework informs the development of a curriculum that enhances each child's learning and development
 - Element 1.1.5: Every child is supported to participate in the program
- *National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities*
- *Occupational Health and Safety Act 2004*
- *Privacy Act 1988* (Cth)
- *Privacy and Data Protection Act 2014* (Vic)
- *Racial and Religious Tolerance Act 2001* (Vic)
- *Racial Discrimination Act 1975* (Cth)
- *Sex Discrimination Act 1984* (Cth)

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: <http://www.legislation.vic.gov.au/>
- Commonwealth Legislation – ComLaw: <http://www.comlaw.gov.au/>

Sources:

- Association for Children with a Disability – a Victorian organisation that provides information, support and advocacy for children with a disability and their families. They also provide Kindergarten Inclusion Tip Sheets in English, Arabic, Chinese and Vietnamese: www.acd.org.au
- Building better partnerships – Working with Aboriginal communities and organisations: a communication guide for the Department of Human Services:

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<http://www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/plans-and-strategies/children,-youth-and-family-services/building-better-partnerships-communications-guide-2006>

Dardee Boorai: the Victorian Charter of Safety and Wellbeing for Aboriginal Children and Young People: <http://www.education.vic.gov.au/about/programs/aboriginal/Pages/aboriginaldb.aspx>

- *Early Childhood Agreement for Children in Out-of-Home Care* (March 2014). Signed by the Department of Education and Early Childhood Development, the Department of Human Services, Municipal Association of Victoria and Early Learning Association Australia, this agreement aims to ensure children in Out-of-Home Care (refer to *Definitions*) have access to high quality early childhood education and care experiences. Available from: www.education.vic.gov.au/childhood/providers/edcare/Pages/default.aspx
- Early Childhood Australia (ECA) and Early Childhood Intervention Australia's (ECIA) *Position Statement on the Inclusion of Children with a Disability in Early Childhood Education and Care* – available at: www.earlychildhoodaustralia.org.au and www.ecia.org.au
- Early Childhood Intervention Australia Victorian Chapter (ECIA VC) – the peak body for early childhood intervention services in Victoria: www.eciavic.org.au
- *fka* Children's Services – provides services including bicultural support, language services and training to children's services workers in Victoria. *fka* also provides culturally-diverse resources and materials in both English and various community languages. Visit: www.fka.com.au
- *Guide to the National Quality Standard:* www.acecqa.gov.au
- *Keeping Children Safe Policy* of the Uniting Church in Australia Synod of Victoria and Tasmania, Approved June 2015: <http://victasintranet/hr/Documents/Keeping%20Children%20Safe%20Policy.pdf>
- *The Kindergarten Guide* (Department of Education and Early Childhood Development) is available under *early childhood / service providers on the DEECD website:* www.education.vic.gov.au
Koorie Kindergarten Inclusion Kit: <http://www.education.vic.gov.au/childhood/providers/needs/pages/kooriekinderkit.aspx>
- Language services – organisations offering funded programs are eligible to obtain language services. Two types of language services are available for kindergarten providers: telephone interpreting and on-site interpreting (both spoken languages and Auslan sign language). The provider for language services is Victorian Interpreting and Translating Services (VITS): www.vits.com.au or phone 9280 1941.
- *Using Interpreting Services: Victorian Government Policy and Procedures* (2010): www.multicultural.vic.gov.au/images/stories/pdf/2383%20vmc%20interpreter%20manual%20web.pdf
- *Victorian Early Years Learning and Development Framework Practice Guides* – provide practical advice for early childhood professionals about each of the Practice Principles in the *Victorian Early Years Learning and Development Framework*. Each guide includes examples of best practice from a range of early childhood professionals across diverse settings. *Practice Guide Four: Equity and Diversity* is available at: <http://www.education.vic.gov.au/childhood/providers/edcare/pages/profresource.aspx>

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