



# Inclusive Practices Policy

Indooroopilly Montessori Children's House

Date: March 2006

Dates Reviewed: Feb 2006, Jan 2007, Feb 2008, **March 2009**

**Note: This policy is an updated version of the Inclusion, Anti discrimination and Promoting Equity Policy**

## Rationale

“Most Australians, if they trace their family histories, will find that they have mixed ethnic origins, whether they are English, Irish or some other combination. None of us are ‘just Australian’. Seven million Australians have three or more ethnic ancestries, another four million have four or more, with some having as many as eight. Most of us, in reality, are multicultural”. (Arthur, Beechir, Dockett, Farmir & Richards, 1993).

“Every child has the right to be treated with respect. It is initially important that staff respect and value all children as individuals and that they strive to accommodate children’s diverse abilities and their social, linguistic and cultural backgrounds.

Staff need to have a positive attitude towards diversity and Australia’s Aboriginal and Torres Strait Islander heritage and show an appreciation for Australia’s socially diverse, multicultural society which is rich in social customs, languages and religious beliefs”. (QIAS princ.1.4 p14, 2005)

The challenge confronting the inclusive Centre is that of developing a child-centered pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. “The merit of such centres is not only that they are capable of providing quality care and education to all children, their establishment is a crucial step in helping to change discriminatory attitudes in creating welcoming communities and in developing an inclusive society” (Salamanca Statement 1994)

## Aim

It is the aim of the Indooroopilly Montessori Children’s House to support the development of an environment which supports the inclusion of all through the Inclusive practices Policy. We will do this by:

- ◆ Promote equal relations between nationalities, races, religions, genders and children with additional needs.
- ◆ Cultivate each child’s ability to stand up for him /herself and for others and act in the face of bias and injustice.
- ◆ Developing educational and developmental programs that support the goals of the Inclusive Practice program.
- ◆ Ensure that each child is able to:
  - a. Feel good about who they are;
  - b. Feel comfortable with similarities and differences in others;
  - c. Recognise bias and stereotypes and know they can hurt;
  - d. Stand up for themselves and others when bias occurs.

- ◆ Providing a physical environment that allows for inclusive access to all children and undertaking to plan changes in the environment where appropriate.

**Parents will support IMCH to develop inclusive practices for their children by:**

- ◆ Informing staff of the family and child's primary language, religious / cultural requirements or requirements for additional needs at the time of enrolment or whenever these are identified.
- ◆ Being encouraged to contribute to the centre programs by sharing information and celebrations from their culture.
- ◆ Being invited to attend the centre to share opportunities for celebrating special cultural events.

**Staff will support IMCH to develop inclusive practices for the children in their care by:**

- ◆ Ensuring that through their programs:
  - a. Boys and girls have equal rights to develop to their full potential;
  - b. All children will have an equal right to develop to their full potential regardless of race, culture or differences;
  - c. All children will have an equal right to develop to their full potential irrespective of their abilities or disabilities.
- ◆ Ensuring that all children are supported in the application of strategies as defined in the I.M.C.H. 'Guided Choices' Program.
- ◆ Ensuring that their language and daily practice are inclusive and non-discriminatory;
- ◆ Having the opportunity to develop their understanding of anti-bias education and professional development experience;
- ◆ Self-evaluating and monitoring their biases concerning gender, stereotypes or other differences between children;
- ◆ Adjusting their responses and behaviours accordingly to comply with centre policies after self-evaluation (above);
- ◆ Utilising parent's expertise with regard to the culture and religion that is shared in the household to enhance continuity of care;
- ◆ Exploring languages other than English to ensure that first home languages are appreciated;
- ◆ Providing inclusive models when discussing family structures;
- ◆ Providing inclusive resources and materials regarding gender, race, religion, culture, ability and family structure;
- ◆ Ensuring the physical environment of the centre reflects the commitment to a cross cultural and non-discriminatory perspective.
- ◆ Observing the community served by the centre and identify the socio-economic and cultural groupings of its families;
- ◆ Showing respect for the various ways that families care for their children and be aware of the range of child-rearing practices and attitudes of different cultures and groups within Australian society;
- ◆ Incorporating into the program the goals that other professionals (paediatricians, child-welfare workers, psychologists or other therapists) have identified in consultation with the family, for children with additional needs (language, abilities, cultural, health, behavioural or gifted and talented) eg. Access Service and Play Care Service;
- ◆ Providing a Communication book for Parents to use a to inform staff of any changes in the home / family environment;
- ◆ Participating in in-service training, with regard to Conflict Resolution techniques.

- ◆ Providing weekly photographs and written explanations of class programme for parents to view at near “sign” on sheet .

Management will develop inclusive practices for children in their care by:

- ◆ Supporting staff in their professional development opportunities to ensure the provision of cross-cultural, non-discriminatory programs;
- ◆ Assessing centre documents and communications to ensure that it is inclusive and takes into account the language needs of parents;
- ◆ Ensuring that all enrolment policies are inclusive.
- ◆ Providing the opportunity for parents to contribute to the Inclusive Practices Policy and review the policy at least annually.
- ◆ Ensuring that all equipment and resources purchased are inclusive regarding gender, race, religion, culture, ability and family structure.
- ◆ Whenever possible, ensuring a diversity of staffing to ensure that role models are inclusive to a broader society.
- ◆ Including in the staff selection criteria the applicant’s ability to accept and implement anti-bias environment and education.
- ◆ Organising staff-training sessions to ensure ‘support workers’ understand the Montessori Philosophy.

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**Sources:**

Arthur, Beechir, Dockett, Farmir & Richards, 1993.  
Montessori International Magazine Issue 69  
I.M.CH Behaviour Teaching Management Program  
Playcare and Access Supplementary Services Brochure February, 2004.  
QIAS, 2005  
UNESCO (1994) *The Salamanca Statement and Framework for action on Special Needs education* Salamanca, Spain 7 – 10<sup>th</sup> July. Retrieved on 22<sup>nd</sup> September 2008  
from: <http://www.unesco.org/education/pdf/SALAMA E.PDF>

**Principles: 1.3; 1.4; 1.5; 2.1; 2.2**