

# Information sheet

## BELONGING, BEING & BECOMING

### Respect for diversity

When educators respect the diversity of families and communities, and the aspirations they hold for their children, they can support children's motivation to learn and reinforce their sense of themselves as competent learners.

This information sheet provides a summary of this key amendment to the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF V2.0) Principle, Respect for diversity. It provides you with reflective questions as you consider your practice, service philosophy and children's program in relation to this principle.



#### Links to the National Quality Standard (NQS)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The EYLF, V2.0 Principle, Respect for diversity is reflected in several quality areas of the NQS, with a particular focus in:

##### QA1: Educational program and practice

**Element 1.1.1:** Approved learning framework – Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

**Element 1.1.2:** Child-centred – Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

**Element 1.2.3:** Child directed learning – Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

##### QA3: Physical environment

##### QA5: Relationships with children

##### QA6: Collaborative partnerships with families and communities

**Element 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.

##### QA7: Governance and Leadership

**Element 7.1.1:** Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operations.

**Standard 7.2:** Leadership – Effective leadership builds and promotes a positive organisational culture and professional learning community. All elements.

# Respecting diversity means valuing and reflecting the practices, values and beliefs of families within the curriculum.

## What is the change?

The EYLF V2.0 Principle, Respect for diversity has been expanded to provide a clearer definition of respecting diversity to include valuing traditional practices, heritage and ancestral knowledge within the curriculum. This enables educators to build culturally safe and secure environments for all children and their families that acknowledge the histories, cultures, language, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families.

## Rationale for the change

Respect for diversity has contemporary understandings of valuing traditional practices, heritage and ancestral knowledge in the curriculum. The concept of cultural safety is threaded throughout the framework. Culturally safe and secure environments for children and families acknowledge the histories, cultures, language, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families.

## What this looks like in practice?

- Educators acknowledge the histories, cultures, languages, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families.
- The service team build culturally safe and secure environments for all children and their families.
- Educators value children's unique and diverse capacities and capabilities and respect families' home lives.
- Information about each child, their family, culture and community is collected and used to plan children's learning.
- Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing.
- Educators respect the child rearing practices of families, demonstrating sensitivity when guiding families towards safe sleep practices.
- Curriculum decisions made by educators uphold all children's rights to have their cultures, identities, languages, capabilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives.
- Educators think critically about opportunities and dilemmas that can arise from diversity and take action to promote inclusion and address unfairness.
- Educators provide opportunities for children to learn about similarities and difference and about interdependence and citizenship.

## Reflective questions and provocations

How could this principle be strengthened in your service philosophy to support and embed quality?

- » Vic Government – [Practice principles for teaching birth to 8 years](#)

- Does your concept of family reflect the diversity of family structures in the service and the wider community?
  - » Commonwealth of Australia – [Early Childhood Resource Hub newsletter: Diverse families](#)
- What opportunities do you provide for families and communities to engage with you in ways that respect and value their diversity?
  - » Child Australia – [Welcoming conversations with culturally and linguistically diverse families](#)
- How do you support children to explore groups to which they belong without reinforcing stereotypes?
  - » Be You – [Supporting cultural diversity](#)
- How do you assist children to gather information, ask questions, seek clarification and consider possibilities about their own lives?
  - » ACECQA newsletter – [Documentation and the rights of the child](#)
- How does your enrolment process reflect and address the diversity of families at your service?
  - » ACECQA – [Information sheet – QA6 Enrolment and orientation](#)
- How does the service team's approach to supporting children to build and maintain sensitive and responsive relationships reflect the unique geographical, cultural and community context of the service?
  - » Warruwi community, in collaboration with Warruwi School, West Arnhem Regional Council and SoundEd music education training & workshops – [Warruwi - Both Worlds \(ICTV Play\)](#)
- Walk around your service and take note of the images on the walls and resources. Do they show a balanced view of the diversity in Australia? Are they inclusive or do they present bias or stereotypical representations?
  - » Commonwealth of Australia – [Early Childhood Resource Hub newsletter: Diverse families](#)
- How do you help all families to feel comfortable, welcome and valued at your service?
  - » ACECQA – Information sheet – [QA6 Building partnerships with families](#)
- How do you support each other as a team, to proactively build a strong foundation of diversity understanding, at the service for families?
  - » Department of Education, Victoria – [VEYLD Practice Principles – Equity & Diversity](#)
- How do you ensure everyone understands their obligations and responsibilities to children and families understanding, at the service for families?
  - » ACECQA – [The Disability Discrimination Act: What do Children's Education and Care Services Need to Know?](#)

## ACECQA references and resources

- Australian Government Department of Education – [Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Information sheet – QA6 Building partnerships with families](#)
- ACECQA – [Information sheet – QA6 Enrolment and orientation](#)
- ACECQA – [Information sheet – QA6 Enrolment and orientation: Family day care](#)
- ACECQA – [Newsletter article – Documentation and the rights of the child](#)
- ACECQA – [The Disability Discrimination Act: What do Children’s Education and Care Services Need to Know?](#)

## Other references and resources

- Be You – [Supporting cultural diversity](#)
- © Australian Government. All rights are reserved.
- Child Australia – [Welcoming conversations with culturally and linguistically diverse families](#)
  - Commonwealth of Australia – [Early Childhood Resource Hub newsletter: Diverse families](#)
  - Department of Education, Victoria – [VEYLDF Practice Principles – Equity & Diversity](#)
  - Early Childhood Australia (ECA) – [Code of Ethics](#)
- © Copyright Early Childhood Australia, All Right Reserved
- Rainbow Families NSW – [Early Years Support Guide](#)
  - Rainbow Families NSW – [Love \(still\) makes a family: A report into discrimination faced by LGBTIQ+-parented families when accessing Australian Government services](#)
  - Vic Government – [Practice principles for teaching birth to 8 years](#)
  - Waruwi community, in collaboration with Waruwi School, West Arnhem Regional Council and SoundEd music education training & workshops – [Waruwi - Both Worlds \(ICTV Play\)](#)