

Information sheet

MY TIME, OUR PLACE

Principles – Respect for diversity

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

This information sheet provides a summary of critical amendment to the *My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022* (MTOP 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 MTOP 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 – all standards and elements.

QA5: Relationships with children – all standards and elements.

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. This should occur respectfully, meaningfully and in partnership with families and community members.

What is the change?

The Principle has been expanded to provide clearer definition of respecting diversity to include valuing traditional practices, heritage and ancestral knowledge within the curriculum. For educators to build culturally safe and secure environments for all children and young people 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 young people 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.
- 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 address unfairness. They provide opportunities for children to learn about similarities and difference and about interdependence and citizenship.

What might this look like for school age children?

Children and young people:

- are provided with the opportunity to research their OSHC community and design calendar events and opportunities which reflect this diversity
- are encouraged to create and follow a charter of rights.

Children and young people's:

- voices and those of families and community are present in the service philosophy

- images on the walls and resources reveal a balanced view of the diversity in Australia. They are inclusive, unbiased and avoid stereotypical representations.

Reflective questions and provocations

- An intercultural space is a place where people of different cultures feel equally welcome, acknowledged and different ways of knowing, being and doing are respected. How has your OSHC celebrated and supported different cultures?
 - » Australian Human Rights Commission – [What are children's rights? \(YouTube\)](#)
- There are many ways of living, being and of knowing. What steps has your service taken to embrace these ways?
 - » ACECQA – [Information sheet – QA7 Reviewing Your Service Philosophy](#)
- As educators, you think critically about opportunities and dilemmas that can arise from diversity and take action to redress unfairness. How has unfairness been identified and what practices have you implemented to address this?
 - » Australian Human Rights Commission – [Let's talk about equality and equity](#)
- Thinking about the current opportunities you provide for children, what would you add to these opportunities for children and young people to consider similarities and differences and consider interdependence and citizenship?
 - » Australian Human Rights Commission – [What does the Children's Rights Report 2014 Say?](#)
- Your current reconciliation journey makes visible your thinking about Reconciliation. What would you add to strengthen your journey?
 - » Be You – [Walking together towards reconciliation – how can schools support this journey?](#)
- What does it mean to build and maintain [culturally safe](#) and secure environments for all children, young people and their families?
 - » SafeWork NSW – [Culturally safe workplaces](#)
- Consider what democracy means in your community. Is everyone empowered and what does this look like?
 - » Be You – [Planning for Empowerment: Growing a mentally healthy generation](#)
- When do you assist children to gather information, ask questions, seek clarification and consider possibilities about their own lives and identity?
 - » Australian Human Rights Commission – [Let's talk about bodies, identity and sexuality](#)
- How does your service team's approach to supporting children to build and maintain sensitive and responsive relationships reflect the unique geographical, cultural and community context of your service?
 - » Be You – [Supporting cultural diversity](#)

ACECQA references and resources

- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [My Time, Our Place Framework for School Age Care In Australia V2.0](#)
- ACECQA – [Disability Discrimination Act 1992 \(DDA\) resources](#)

Other references and resources

- Australian Human Rights Commission – [Let's talk about bodies, identity and sexuality](#)
- Australian Human Rights Commission – [Let's talk about disability](#)
- Australian Human Rights Commission – [Let's talk about racism](#)
- Australian Human Rights Commission – [Let's talk about refugees](#)
- Be You – [Supporting cultural diversity](#)
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- Child Australia – [Welcoming conversations with culturally and linguistically diverse families](#)
- Child Safe Organisations – [National Principles](#)
- Child Safe Organisations – [Practical Tools](#)
- Commonwealth of Australia – [Early Childhood Resource Hub newsletter: Diverse families](#)
- Rainbow families NSW – [Love \(still\) makes a family: A report into discrimination faced by LGBTIQ+-parented families when accessing Australian Government services](#)

