

ANTI-BIAS AND MULTICULTURAL POLICY

This policy is informed by:

- National Quality Standards 5.1 to 5.2.1
- Education and Care Services National Regulations 155-157
- CMS Student Welfare Policy 2015
- CMS Anti-Bias Policy (reviewed 2013)
- CMS Meeting the Needs of Children with Special Needs Policy (reviewed 2014)
- CMS Indigenous Access & Support Policy (reviewed 2014)
- CMS Gender Equity Policy (reviewed 2013)

Statement:

Canberra Montessori School is committed to valuing each student for their uniqueness. Anti-bias and Multicultural education is embedded into the 'cultural curriculum' area of the Montessori classroom and rests on strong collegial relationships and collaborative partnerships between staff and families. All children have the right to be treated equally. Diversity in all its forms should be embraced within our school to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their care environment, community, country and the world. All students and families are provided the same opportunities for participation and are accepted as valued members of the school community.

Rationale:

By nurturing the development of each child to their fullest potential and actively addressing issues of diversity and equality in the classroom, it is ensured that all students at Canberra Montessori School are treated without bias regardless of ability, gender, religion, culture, family structure or economic status. We value diversity as we recognise similarities as well as differences and respect each other as individuals.

Anti-Bias:

When working with students, staff will:

- Respect the rights and dignity of individuals
- View all students as competent of learning to the best of their ability
- Work in partnerships with each family associated with students in their classroom
- Provide a safe emotional environment within the classroom
- Discuss the welfare of students at staff meetings every week to maintain whole school support for every student
- Develop relationships with outside agencies when required
- Provide a considered transition between cycles
- Encourage different perspectives through discussion in group situations
- Respond to play and interactions to help students learn how to address unfair behaviours

- Ensure all students are included to participate in any classroom or school activity (with additional support if necessary)

Multiculturalism:

When working with students, staff will:

- Support children in constructing their knowledge of diversity through role modelling
- Source interpreters where needed
- Incorporate cultural artefacts into the classroom to explore different nations customs and traditions
- Provide print in various scripts from different cultures
- Ensure the materials/resources reflect multiculturalism and Indigenous heritage
- Celebrate NAIDOC week and Harmony Day
- Support the use of student’s home language where possible

Approved by:	Date:	Next Review Date:
Principal	07/08/2020	07/08/2022