

Things you can reflect and act upon with fellow educators (regular meeting times dedicated to inclusion can be helpful).

Video 1 and the following **For Reflection Activities** can be used in staff meetings or individually to reflect on how you and your centre support and develop cultural competence in infant / toddler programs.

- **Reflect on how each and every child's cultural identity is being supported as Australians or in some cases as temporary residents of Australia.**

How is a sense of cultural belonging occurring in your program?

E.g. Incorporate children's recent cultural heritage and multi-generational heritage.

"Including culture keeps them smart and keeps them strong"

- **Share your thoughts on Principle 4 of the EYLF in relation to the diversity of cultures in your city, town, suburb, region or state.**

Principle 4: Respect for Diversity outlines the need for "...educators to recognize that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australia it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being." (p 12).

- **Brainstorm how culture "keeps them strong" as sung in the video.**

Begin by considering the new child who 'feels scared' and 'needs to belong' and how including their culture through sight, smell, sound, taste, touch and routines can help them experience a sense of trust and belonging.

"Culture for all infants and under -three's builds caring adults"

- **Consider finding evidence to share with each other on how valuable it is for all children to experience cultural diversity early.**

This helps us understand how the world young children are growing up in become increasingly more culturally diverse requiring cultural competence by everyone.

"The more conversations we have with the families, the more we understand the children"

(Veronica Morales)

- **Reflect on and set some goals for conversations you could have with families at your centre in order to increase your understanding of the cultural backgrounds of all the families.**

This would include talking with families who may be recent arrivals to Australia, families who may be second generation where one parent migrated to Australia when young, families who appear to be multi-generational anglo-Australian.

“It depends on your conversations with educators who have cultural knowledge”

➤ **Knowing our own culture is important**

- How can you sensitively find out if an educator is comfortable to be an advocate for their own culture?
- What questions could you ask other educators in your program who may agree to be advocates for their own culture?
- How could these conversations be culturally sensitive?
- What could you do with the information they share to enhance your program with their support?