



WORKING WITH YOUNG
CHILDREN WITH TRAUMA

– APPLYING PRACTICE

PRINCIPLE 4 EQUITY AND
DIVERSITY



Reflective questions

1. What are some of the strengths that the children and families you work with bring? How do you acknowledge and build on these strengths?

2. What are some of the challenges that children and families face that affect children's learning? How do you acknowledge and respond to these challenges?

3. Do you have a clear understanding of what matters most for each child and family about the child's learning and development? If not, how could you find out and then use that information?

4. How does your practice reflect this understanding?

Notes



discussion starter

Pretend you are a visitor to your setting, arriving for the first time. What are the signs that you are welcome?

Is the welcome for everyone – all age groups, genders, families with diverse family compositions and cultural backgrounds and abilities?

What improvements would you recommend?

Inclusive welcoming entries:

- have signage, notices and information for families in local community languages as well as in English
- are attractive, clean and tidy
- can cater for equipment such as prams, bikes, wheelchairs or walking frames.

Notes



Environments designed to support every child's learning and development show respect for childrens and families' language cultural and family backgrounds and recognise children's capacity for making decisions and choices (agency).

What evidence is there in your work environment that inclusion and meaningful participation for every child are promoted? For example, is there:

- easy access to all play materials and learning areas such as the book corner, vegetable garden, painting easels, blocks, or the sandpit
- enough clear space so that children and adults can move around freely
- a more private nappy-changing space for older children if required
- diversity in all resources or materials, including books, pictures, puzzles, musical instruments and art materials
- labelling that assists children with communication disabilities and children who are learning English?

What can you identify in your work environment that supports inclusion?

What changes will you make to ensure your environment is inclusive for everyone who uses it?

Notes



Reflective questions

1. How do you ensure continuity in routines between home and the service in order to support children's sense of security and belonging?

2. How do you involve children and families in ensuring continuity?

3. Can you think of an example where you collaborated with a family to ensure continuity of care practices between home and your setting?

4. What more could you do?

Notes



discussion starter

How do you include children, families and other professionals who are also working with a child and family in assessing children's learning?

Do you have individual learning plans or goals for each child based on your collaborative assessments? How can they help you to plan for each child?

1. Reflect on the questions above and identify two or three practical steps you will take to make your teaching, learning and assessment practices more inclusive.

2. Where might you find help to make these changes?

3. How will you assess the effectiveness of the changes or actions you take?

4. Identify examples from your practice where you have adapted or modified the curriculum or environment to support a child's full participation.

5. What difference did these adaptations or modification make to the child's learning and development?



Reflective questions

1. How do you support children learning English as an additional language to maintain their first language? How do you encourage families to do the same?

2. Do you use bilingual support services such as the FKA Children's Service casual bilingual service or telephone or local government interpreter services?

3. Do children have regular access to books, stories, music and songs in their first language/s?

4. Do you know and use key words in children's home languages – for example, hello, goodbye, please, thank you, yes, no, mummy, daddy, baby, grandma or grandpa?

5. What more could you do?

Have a look at the resource booklet *Learning English as an Additional Language in the Early Years (birth to six years)* available at http://www.vcaa.vic.edu.au/Documents/earlyyears/learning_english_as_additional_lang_1.pdf to gather information about young children acquiring an additional language.

Notes



Reflective questions

1. What would you say about how well you put respect for diversity into practice? What about your colleagues?

2. What more can you learn and explore?

3. Where can you get support to strengthen your skills and understanding?

4. How can children and families help you to improve your skills and understanding?

5. What first steps will you take?

Notes



discussion starter

Issues related to power can interfere with equity. In relationships between professionals and families and professionals and children there is an element of power involved. Power includes physical power, trying to make someone fit into your way of doing things, discriminating, or using gender, age, language or cultural background to make someone feel excluded or not valued. Power can be exerted obviously with words or actions or more subtly.

Read these short examples and think about the type of power being used.

Discuss how you would respond in a way that would challenge this unfair use of power.

Tom and Nic are playing with cars and there is a dispute about a car that they both want. Tom starts to cry when Nic takes the car. Nic says to Tom *You're a sissy baby anyway.*

Di and Mena are discussing a request made by a mother about her baby. Di says *Well she has made things hard for herself and she can't expect us to do what she does can she?* Mena agrees and says *Yes children have to learn to fit in with our routines. She won't know if we have or haven't done it.*

Notes



Reflective questions

1. How do you engage with Aboriginal and Torres Strait Islander families in your service and/or in your community?

2. How do you ensure that your program or curriculum is responsive to local Aboriginal identity, traditions, language and culture?

3. How can the Victorian Early Years Learning and Development Framework support your work in promoting respect for cultural diversity, including Aboriginal cultures and perspectives?

4. What are some of the historical and current barriers that contribute to the exclusion of Aboriginal families and children from participation in early childhood services?

5. How could you help to remove or reduce these barriers?

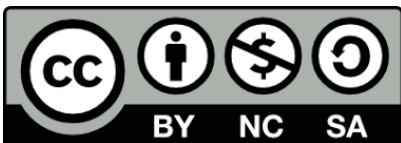
Notes



Notes

Lined writing area consisting of 30 horizontal lines for taking notes.





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