



## PRINCIPLE

# Equity, inclusion and high expectations

Educators who are committed to equity recognise that all children have the right to participate in inclusive early childhood settings, regardless of their background, abilities or circumstances.

Educators view each child as capable and competent and hold high expectations for their learning. They strive to provide all children with equitable, participatory environments and experiences, making reasonable adjustments to support access, engagement and wellbeing.

When educators engage in critical reflection, they challenge practices that contribute to inequities or discrimination and make curriculum decisions that promote genuine participation and inclusion. To support all children's inclusion, they recognise and respond to barriers that some children face. By continually developing their professional knowledge and skills, and working in partnership with children, families, communities, and other professionals, educators create equitable pathways for all children to achieve and flourish.

### Reflective Question 1

**How do you plan reasonable adjustments to learning experiences and the environment (indoor, outdoor and beyond) to ensure all children can access, participate and engage meaningfully in learning?**

### Reflective Question 2

**How do you intentionally plan learning experiences that view all children as capable and competent learners and nurtures their optimism, friendships and sense of fun while recognising children's cultural identities?**

### Reflective Question 3

**How do you critically reflect on your practice and take action to challenge inequities, discrimination or personal bias, ensuring every child receives fair and equitable opportunities to participate and learn?**

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