



Checklist: Planning for a Multicultural Child Care Environment

	Never	Rarely	Sometimes	Frequently	Always
Staff					
Are staff aware of the cultural and linguistic backgrounds of the families in their care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are staff encouraged to learn more about the cultures represented in the service, as well as other cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are bilingual staff encouraged to use their language with the children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do staff learn phrases in the languages of the children they care for, or other languages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families					
Do all families feel accepted and valued?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are parents given the opportunity to participate in decisions that affect their children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there opportunities for parents to communicate with staff in their first language, with the help of an interpreter if needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do parents have the opportunity to share information about their child's needs, routine, key family events and the family's cultural practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there many ways for parents to contribute to the service e.g. setting up a display, informal translating, lending an object, and helping with an activity/experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are children encouraged to develop an awareness of their own identity and to increase their interest in the heritage of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your service analysed attendance patterns to see if children from a particular culture use/don't use the service, the reasons for this and how to develop marketing strategies for future promotion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the service aware of the cultural demographics of the area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Displays					
Do you have posters, notices, pamphlets in relevant community languages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there somewhere in the service especially devoted to the interests and cultural backgrounds of the parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there information for parents, in relevant community languages, giving details of the staff, program menu, etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do pictures, displays etc reflect the multicultural nature of Australia i.e. people of diverse backgrounds engaged in familiar everyday activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dramatic Play

Does it include:

- Posters, pictures, photos etc showing families from different cultural backgrounds in typical family situations?
- Cooking and eating utensils commonly used in homes of people from different cultures e.g. wok, chopsticks, coffee pot, steamer and grinder?
- A variety of representational food e.g. wool spaghetti, cloth pita breads?
- Furniture common to different cultures e.g. low table, cushions for sitting, mats for bedding?
- Clothing worn by people of different cultures e.g. for every day, for festivals and celebrations, seasonal clothing, pieces of fabric, shoes, hats and jewellery?
- Food packages that have labels in languages other than English?
- Everyday print e.g. calendar, newspaper, menus, in various languages?
- A range of diverse child-sized cleaning equipment e.g. traditional brooms, mops?
- Girl and boy dolls and puppets with features, skin tones, hair and clothing representing different cultural groups?
- Decorations reflecting traditional colours, patterns and textures of various cultures e.g. mats, wall hangings and ornaments?
- Props supporting a variety of occupations and lifestyles, such as shopping bags, toolboxes, straw hats?

Block Area

- Are there posters, pictures, photos of people, buildings, transport etc typical of the local community?
- Are there frequent displays of imagery reflecting different cultures and lifestyles?
- Are there representational toys e.g. modes of transport, people, additional materials for building and animals?

Music and Movement

- Is familiar music used to settle and reassure children?
- Are there cassettes or CDs of music from different cultures?
- Is music used for a variety of purposes e.g. background, indoors/outdoors etc?
- Do the children have the opportunity to hear music, learn songs, and see dances of different cultural groups?
- Are dances, musical rhythmic games taught that are typical of different cultures?
- Are children taught finger plays, rhyme and songs in community languages?

Outdoor Area

- Are outdoor games activities of other cultures explored?
- Is there music from different cultures to accompany outdoor activities?
- Have you tried making mud bricks or newspaper bricks?
- Can the children make cubbies from fabric, natural materials and branches etc?
- Is there an opportunity to cook and eat outdoors?
- Is there an outdoor music centre containing items e.g. bells and wind chimes that represent different cultures?
- Can the children create typical outdoor environments e.g. markets, camping grounds, zoo, sleeping area with mats and hammocks?

Sand Play

Is there a variety of implements commonly used by people of other cultures e.g. wok, steamer, food presses, strainers and moulds?

Is there the opportunity to use sand, earth and clay within different cultural traditions?

Is there the opportunity to create different environments e.g. beach, desert, construction site and mine?

Water Play

Is water play encouraged?

Can the children experience different modes of water storage and carrying?

Do the children understand the importance of water and how it is used/value by different cultures?

Is there a variety of implements commonly used by people of other cultures?

Woodwork

Are there displays, pictures and examples of wooden objects typical of different cultures, e.g. buildings, implements and transport?

Is the use of wood, blocks and crafts etc, encouraged in activities?

Art and Craft Activities

Are activities set up outdoors as well as indoors?

Are practical art/craft projects part of the program?

Are there designs, patterns and crafts displayed or demonstrated, representing different cultures e.g. Polish paper cutting, Rangoli and Aboriginal designs etc?

Are there opportunities to work with natural materials such as sand, stones and bark?

Are there a variety of art materials available to reflect diversity?

Do fine motor activities include traditional crafts such as weaving and sewing?

Are different textures used e.g. papers, surfaces to work on and collage materials?

Library and/or Book Corner

Do the children have access to books, cassette stories etc in their home language?

Is the area attractive and inviting, incorporating fabric etc from other cultures?

Are children exposed to a variety of literature and texts that will help them to understand the differences and similarities between backgrounds, religions, cultural traditions and languages?

Do the illustrations and content of some of the books reflect positively the multicultural reality of Australia?

Do the books include folk stories, stories of children in other countries, poetry and rhymes, and handmade books?

Games and Puzzles

Are there games and puzzles from other countries for the children to play?

Do children play outdoor games from other countries?

Is there a variety of objects for sorting and classifying, memory games and counting?

Do some of the materials have words printed in English and community languages or are some games played bilingually?

Are parents asked to share games they played as a child?

Do some of the puzzles have illustrations that reflect different cultures?

Food and Cooking

- Does the menu reflect the food habits of the children attending the service?
- Do you allow children to make/try different foods from other cultures at meal times?
- Do the cooking experiences encourage the children to experiment with other foods other than those familiar to them?
- Do you have cooking utensils from different countries for the children to use?
- Does the enrolment form for your service have an area for families to write any dietary requirements for both allergy reasons and cultural/religious reasons?
- Are staff aware of diverse dietary restrictions and foods?

Group Time

- Are the children introduced to languages other than English?
- Are similarities between cultures and people highlighted, rather than differences?
- Do the pictures, puppets, stories, excursions, visitors etc reflect the multicultural nature of Australia?
- Are the children encouraged to use their own languages to share aspects of their culture?

Festivals and Celebrations

- Do you know which celebrations are important to each family attending your service?
- Do you incorporate festivals and celebrations on a regular basis in your program?
- Are festivals and celebrations based on activities that are meaningful to the children and involve them in an active way?

Centres of Interest

- Are there pictures, photos, posters and objects displayed that have special significance to the children and parents in your service?
- Is there a science centre e.g. plants, animals, rocks, shells, grains and beans?
- Is there a sensory centre e.g. textures, smells, liquids, concepts such as heavy/light?

Management Committee

- Does the Management Committee budget for paid staff training and development?
- Is a summary of the policies and general information about the service available in community languages?