



Early Childhood Induction Toolkit

Factsheet 6

Inductor

Considering Diversity and Inclusion in Induction

What is this for?

This factsheet is part of a suite of 18 resources to support the induction of new team members when they join a new ECEC service. You can learn more about this in the Course Introduction of the accompanying eLearning module.

Who is this for?

This is for those leading the induction — leaders and managers, or anyone identified as a mentor or buddy.

How do I use it?

Use this factsheet to guide your approach when structuring a new team member's induction.

Use this together with these resources:

- Preparing for your New Starter Guide
- Importance of Induction Factsheet
- Building Relationships and Trust with a New Team Member Factsheet

“

We are privileged to work with such a diverse community. We want our educators and our team to reflect the community in which we work. So, like children learn in multiple ways, we need to provide an environment where people can learn in their preferred way.”

Sarah, Parkdale Family and Children's Centre

A 2022 paper on diversity in Australia's ECEC workforce estimated that at least 20% of the workforce is born overseas. Therefore, incorporating Diversity and Inclusion into the induction process is essential for fostering an environment where all team members feel respected and empowered. Inclusion strategies support a culture where all team members are valued, connected, and contributing to the service's success no matter how they differ (e.g. cultural background, disability, gender, sexuality etc.)

By integrating these considerations into the induction process, services can prepare the groundwork for a culture that celebrates diversity, fosters inclusion, and unlocks the full potential of every team member.

Here's why and how to consider Diversity and Inclusion during induction:

1. Representation

- **Visibility:**
Ensure diverse voices, backgrounds, and experiences are represented in induction materials, presentations, and training sessions.
- **Celebrations:**
Include cultural celebrations and awareness days in your programs to represent the children and team members in your services (e.g. Eid, Holi, Lunar New Year, National Reconciliation Week, Wear it Purple Day). Ask new team members what they celebrate and identify opportunities for including these.

2. Cultural Awareness

- **Awareness:**
Where possible, include cultural awareness and unconscious bias training during induction to help new team members understand the service's commitment to respecting differences in beliefs, customs, and identities.
- **Communication:**
Where possible, adapt induction processes and communications to be accessible and inclusive for new team members to meet cultural and linguistic needs.

3. Respect

- **Empathy:**
Understand and respect the feelings and perspectives of your new employee, particularly as they begin their new role.
- **Appreciation:**
Acknowledge your new employee's contributions and strengths.
- **Boundaries:**
Respect personal and professional boundaries to foster a healthy dynamic.

4. Aboriginal and Torres Strait Islander Cultural Safety:

- **Acknowledgement:**
Establish expectations regarding an Acknowledgement of Country and follow through protocols during meetings and events.
- **Reconciliation:**
Include your Reconciliation Action Plan (RAP) in your induction process; if you do not have a RAP, provide training or access to learning materials on the importance of equality and equity for Aboriginal and Torres Strait Islander Peoples.
- **Cultural leave:**
Ensure your leave policy includes cultural leave entitlements for Aboriginal and Torres Strait Islander team members.

5. Inclusive Language:

- **Avoid assumptions:**
Use inclusive language that does not make assumptions about gender, race, ethnicity, or other characteristics in your induction materials and check ins.
- **Pronouns:**
Respect new team member's preferred pronouns and encourage all team members to do the same during introductions and interactions. If needed, provide training or access to learning materials to foster an awareness of why using appropriate pronouns is important.

6. Accessibility:

- **Physical accessibility:**
Where possible, ensure service environments and induction materials are accessible to new team members with disabilities, providing accommodations as needed.
- **Digital accessibility:**
Where possible, make induction materials, such as videos and documents, accessible to individuals with visual or hearing impairments.
- **Reasonable adjustments:**
Make any necessary changes to support a person with disability to access and participate on the same basis as a person without disability. [Click here](#) for further information on reasonable adjustment.

7. Inclusive Policies and Practices:

- **Policies:**
Discuss the service's Diversity and Inclusion policies and/or initiatives during induction, emphasising their importance in creating an inclusive workplace culture.
- **Examples:**
Use real-life examples of how Diversity and Inclusion principles are applied in the workplace to demonstrate their relevance and impact.

8. Continuous Learning:

- **Professional development:**
Offer ongoing development opportunities related to diversity, equity, and inclusion beyond the initial induction period.
- **Feedback:**
Encourage feedback from team members on the effectiveness of Diversity and Inclusion initiatives during induction and throughout their time with the service.

9. Leadership Commitment:

- **Senior leadership support:**
Emphasise the service's commitment to Diversity and Inclusion from senior leadership, demonstrating that it is a priority at all levels of the organisation.
- **Lead by example:**
Encourage leaders to model inclusive behaviours and hold them accountable for creating a culture of respect and belonging.