

Darlington Table with professional standards – Early Childhood Educators

ACEQA National Quality Framework	What this looks like in practice – Actions	Darlington Statement Points
<p>QA 1. Educational program and practice</p> <p>Element 1.1.1 – Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p>Element 1.1.2 – Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <p>Element 1.2.3 – Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.</p> <p>Element 1.3.3 – Families are informed about the program and their child’s progress.</p>	<p>Including intersex into plans/programs:</p> <ul style="list-style-type: none"> • Inclusive language • Normalise intersex variations within play and everyday routine • Excursions to and incursions with Intersex advocates • Celebrating Intersex awareness day • Offer pathways that include education about their particular innate variation and how this impacts their learning and body autonomy 	<p>2. That intersex people exist in all cultures and societies throughout history, and that the existence of intersex people is worthy of celebration</p> <p>4. That the word “intersex”, and the intersex human rights movement, belong equally to all people born with variations of sex characteristics, irrespective of our gender identities, genders, legal sex classifications and sexual orientations.</p> <p>51. We acknowledge that stigma is often the result of misconceptions about intersex which is compounded by a lack of education and awareness.</p>
<p>QA 2. Children’s Health and Safety</p> <p>Element 2.1.1 – Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.</p> <p>Element 2.1.2 – Effective illness and injury management and hygiene practices are promoted and implemented.</p> <p>Element 2.1.3 – Healthy eating and physical activity are promoted and appropriate for each child.</p> <p>Element 2.2.3 – Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p>	<p>Incorporate programs for children that support:</p> <ul style="list-style-type: none"> • Low muscle tone and reduced physical strength • Delayed physical development • Mobility and motor control issues • Intellectual and cognitive disabilities • Low energy and concentration • Some Intersex children need extra support of hygiene practices. • Normalise Intersex Bodies; all bodies are different, not all bodies look the same, its important to look after your body and private parts • Teach bodily autonomy and how to stay safe in all environments • Physical limitations due to co-morbidities like anosmia where safety adjustments are required • Policy and procedure need to reflect the above 	<p>54. We call for the inclusion of accurate and affirmative material on bodily diversity, including intersex variations, in school curricula, including in health and sex education.</p> <p>52. We recognise that the stigmatisation and pathologisation of people born with variations of sex characteristics hinders self-acceptance, access to community, help-seeking, and accessing of services including healthcare.</p> <p>53. We acknowledge the impacts of stigma, trauma and unwanted medical interventions on access to education and on employment, and consequences that include high rates of early school leaving, poverty, self-harm and suicidality.</p> <p>59. We call for an end to the stigmatisation and unnecessary pathologisation of intersex bodies</p> <p>57. We call for policies in educational institutions and employment to recognise that some people born with intersex variations may benefit from accommodations and reasonable adjustments, including individual needs requirements, workplace adjustments, job access assistance, and provisions for medical leave.</p>
<p>QA 5. Relationships with Children</p> <p>Element 5.1.1 – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>Element 5.1.2 – The dignity and rights of every child are maintained.</p> <p>Element 5.2.1 – Children are supported to collaborate, learn from and help each other.</p>	<ul style="list-style-type: none"> • Know the child through understanding how their variation and/or co-morbidities impact their learning, ability to create relationships and how they feel safe • Sign the Darlington statement and enact it within the workplace • Understand the UN and AHRC statements on the rights of the child 	
<p>QA 6. Collaborative partnerships with families and communities</p> <p>Element 6.2.1 – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.</p> <p>Element 6.2.3 – The service builds relationships and engages with its community.</p> <p>Element 6.1.3 – Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p>	<ul style="list-style-type: none"> • On enrolment forms have intersex as a tick box away from sex and gender, this should then trigger carer to engage Intersex policy, procedures, curriculum and reasonable adjustments and considerations • Provide referral pathways to parents/ caregivers to organisations that have peer-support and or counselling for children with variations to their sex characteristics and their parents/caregivers 	
<p>QA 7. Governance and Leadership</p> <p>Element 7.1 – Governance supports the operation of a quality service.</p>	<ul style="list-style-type: none"> • Organise inclusive Intersex training for the education and care setting you are in. • Take opportunities to share knowledge and experience, with including intersex topics in their professional practice with co-workers and other staff • Engage in local policy and procedure revisits to be inclusive of Intersex children and staff 	