



Australian Children's
Education & Care
Quality Authority

Recruitment Package

Disability Discrimination Act 1992

Introduction

ACECQA acknowledges the Gadigal peoples, the Traditional Owners and Custodians of the Lands on which ACECQA is located. We also acknowledge and extend our respects to Elders, past and present, and all Aboriginal and Torres Strait Islander peoples of all Lands across Australia.

We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia, including their role in the education and care of children. We recognise the rich and diverse cultures of Aboriginal and Torres Strait Islander peoples, and the valuable contribution this diversity brings.

Under the *Disability Discrimination Act 1992* (DDA), it is unlawful to discriminate against a person because of their disability in many areas of public life, including employment. All children's education and care services must comply with the DDA and have obligations to support the full access and participation of children or others, including staff and potential staff with disability. When complying with the DDA, you are ensuring your workforce is diverse and reflective of the broader community.

What is the DDA Recruitment Package?

The DDA Recruitment Package (the package) is a guide to support you when recruiting, interviewing and inducting new employees to help you meet your obligations under the DDA.

Who can use this package?

This package has been developed for children's education and care approved providers, service leaders and co-ordinators or anyone who may be responsible for employing and inducting new or current staff.



How can this package help?

This package can support you to:

- understand and meet your obligations under the DDA
- implement the Guiding Principles of the National Quality Framework (NQF)
- identify and address potential discrimination based on disability
- increase the access and participation of children, families, educators and community members at your service.



Educators and staff are integral to quality practice and to promoting positive outcomes for children and families at your service. By recruiting, interviewing and inducting new employees in line with the DDA, you can also promote an inclusive culture in your everyday practice with children, families and colleagues. An inclusive culture supports the full access and participation of all children, families and colleagues and reduce the risk of discrimination.

This package can assist your service to:

- improve the accessibility of your recruitment, interview, and induction processes
- employ highly skilled individuals who have the right mindset and attitude to support inclusion
- increase access and meaningful participation of all everyone
- create and embed a culture of inclusion where all children, families and staff are valued
- set high expectations for belonging and inclusion by making fairness and equity a priority for all staff.

The principles of inclusion, belonging, access and participation, equity and fairness are important for everyone to thrive and reach their full potential.

Package structure and inclusions

This package is organised into four sections:

- Understanding obligations
- Recruitment planning
- Interviewing stage
- Induction.

Each section contains key information, helpful tip sheets and links to further resources.

The tip sheets and content all feature '**Know**', '**Think**' and '**Do**' prompts to promote understanding, reflection and action.

The DDA is a law that protects people from discrimination based on disability. Approved providers, educators and all staff have obligations under the DDA.

What are my obligations under the DDA?

To meet the requirements of the DDA approved providers, educators and all staff must:

- understand their obligations under DDA
- not harass, victimise or discriminate against children or others with disability
- not treat a person with disability less favourably than a person without disability
- ensure service policies and practices do not discriminate against children or others with disability
- identify barriers to access and participation and make reasonable adjustments to support access and participation for children and others with disability.

Consider how meeting your obligations under the DDA can assist your service to:

- recognise all children as capable and competent learners with the capacity to succeed
- identify and make reasonable adjustments that support the access and participation for children and others with disability
- encourage inclusive attitudes, beliefs and values that promote the benefits of inclusion
- ensure that children and others with disability are not discriminated against
- support the development of collaborative partnerships with children, families and communities
- maintain and develop a culture of belonging and inclusion.



Know

Children and others with disability have the right to access and participate in education and care services.



Think

What else can you do to support the access and participation of children and others with disability?



Do

How can you make sure new staff understand their obligation to support the access and participation of children and others with disability?

Further resources

- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- Australian Human Rights Commission: [A brief guide to the Disability Discrimination Act \(https://humanrights.gov.au/our-work/disability-rights/brief-guide-disability-discrimination-act\)](https://humanrights.gov.au/our-work/disability-rights/brief-guide-disability-discrimination-act)
- Australian Human Rights Commission: [Know your rights: disability discrimination \(https://humanrights.gov.au/our-work/disability-rights/publications/know-your-rights-disability-discrimination\)](https://humanrights.gov.au/our-work/disability-rights/publications/know-your-rights-disability-discrimination)
- Early Childhood Australia: [ECA and ECIA Position statement on the inclusion of children with a disability in early education and care \(http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf\)](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf)

Educators and staff in children's education and care services are important role models and require a unique set of skills, qualifications and attributes. Attributes, such as mindset and attitudes, affect an individual's motivations, decisions, communication, actions and relationships, and are highly influential on quality practice at your service.

To meet your obligations under the DDA and promote high quality education and care, consider the mindset and attitudes of potential employees during recruitment. Employees with the right mindset and attitude, can further promote the DDA in their everyday practice with children, families and colleagues and embed an inclusive culture in the service.

Recruiting for mindset and attitudes

Write recruitment documents such as advertisements and position descriptions so that they communicate the key attributes that align with your service's commitment to inclusive and non-discriminatory practice.

The interview process should provide the opportunity for an applicant to articulate their mindset and attitudes and provide practice examples of how they:

- view all children as capable and competent learners
- view children as individuals with unique strengths and learning pathways, and provide additional support to those children who may need it
- build trusting relationships that engage and support each child to feel that they belong
- support each child to feel secure, confident and included
- maintain the dignity and rights of all children
- promote and maintain a culture of inclusiveness
- collaborate and partner with families and colleagues
- respect and value diversity
- respond positively to setbacks
- commit to personal growth and continuous improvement
- align their practice with those of your service.

What is an *inclusive mindset*?

View of the child

- A person with an inclusive mindset recognises each child as a capable and competent learner who has the right to participate on the same basis as others. Children with disability are encouraged to succeed when you respect and build on their qualities and abilities.
- Educators with an inclusive mindset appreciate that every child progresses in different and equally meaningful ways. They provide opportunities for each child to learn and develop by providing responsive and individualised support.

Relationships and partnerships

- A person with an inclusive mindset recognises the importance of building and maintaining respectful and equitable relationships with each child and their family.
- Consulting with families to understand the strengths, needs and interests of children with disability supports services to meet their obligations under the DDA.
- A partnership mindset demonstrates care and respect for every child and their family, and supports professional collaboration and relationships.

Commitment to inclusion

- Qualities that support access and participation include a commitment to respecting and valuing diversity and the ability to reflect on practice and consider alternatives.
- Each team member's mindset should align with your service's culture and commitment to inclusive practice.

Growth mindset

- A growth mindset embraces challenges, and problem solving and values continuous improvement.
- A growth mindset acknowledges that knowledge and skills can be developed through effort, learning and feedback.

How can *attitudes* influence the access and participation of children with disability?

Attitudes influence how educators interact and develop relationships with children, families and colleagues. Attitudes are shaped by values, beliefs and experiences and can influence motivations, decisions, communication and actions.

Educator attitudes that meaningfully support children or families with disability promote a sense of belonging and help each child to feel:

- included
- engaged
- supported
- confident
- empowered.

Educators who acknowledge every child's capacity and their right to succeed will encourage all children to thrive.



Know

An inclusive mindset and attitude will have a positive influence on access and participation for children with disability.



Think

How can you draw out information about an applicant's attitude and mindset during recruitment?



Do

Recruit staff who are committed to inclusion and view children with disability as capable and competent learners.

Recruiting for mindset

6 tips for finding the right team member

Educators and staff in children's education and care services are important role models and require a unique set of skills, qualities, and qualifications. Recognising the importance of mindset, skills and attitudes during recruitment will support you to meet your obligations under the *Disability Discrimination Act 1992* (DDA).

Know

You have obligations under the DDA.

The DDA makes it unlawful to discriminate against a person because of their disability in many areas of public life, including accessing and participating in children's education and care services.

Your team's mindset, skills and attitudes should align to your service's commitment to inclusive practice.

The ability to reflect on practice, consider alternatives and a commitment to respecting and valuing diversity are qualities that will support successful access and participation in your service.



Think

What interview questions would help you to better understand someone's mindset, skills and attitudes?

Give applicants the opportunity to demonstrate their view of disability, their understanding of inclusion and their commitment to promoting access and participation for children or others with disability. Ask for examples that show changes in understanding or practice and demonstrate a growth mindset.

What messages might be unintentionally conveyed to applicants by the language you use?

Think carefully about this when developing advertisements, position descriptions and interview questions. Consider whether there are any messages that limit the expectations of children with disability that might be unintentionally communicated.



Do

Review your advertisements and position descriptions.

Reflect on your current recruitment process including the types of mindsets, skills and attitudes you want in your team. Consider asking a person outside of your service to provide feedback on the attributes and skills they think you are looking for based on your recruitment documents.

Seek out diversity.

It can be tempting to recruit someone who thinks the same way you do, however diversity in thinking creates an environment where multiple perspectives work together to improve outcomes for children.



Australian Children's
Education & Care
Quality Authority

This project was
funded by the
Australian Government.

Scan the QR code for
more information
about the DDA.



©2022 Australian Children's Education and Care Quality Authority

Fairness

Equity

Inclusion

Further resources

- ACECQA: [DDA National Quality Standard Posters](https://www.acecqa.gov.au/resources/disability-discrimination-act-1992-dda-resources) (<https://www.acecqa.gov.au/resources/disability-discrimination-act-1992-dda-resources>)
- ACECQA: [Guide to the NQF](https://www.acecqa.gov.au/nqf/about/guide) (<https://www.acecqa.gov.au/nqf/about/guide>)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992) (<https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992>)
- Early Childhood Resource Hub: [ECRH Newsletter: Attracting and retaining staff](https://www.acecqa.gov.au/media/31571) (<https://www.acecqa.gov.au/media/31571>)
- Not for profit people: [Six interview questions to recruit staff with a growth mindset](https://nfppeople.com.au/2021/06/six-interview-questions-to-recruit-staff-with-a-growth-mindset/) (<https://nfppeople.com.au/2021/06/six-interview-questions-to-recruit-staff-with-a-growth-mindset/>)
- Queensland Government Department of Education: [Qualities of great early childhood educators](https://earlychildhood.qld.gov.au/careers-and-training/qualities-and-skills-you-need) (<https://earlychildhood.qld.gov.au/careers-and-training/qualities-and-skills-you-need>)

When developing a position description, consider how it can be **inclusive** and **accessible** for all applicants, including people with disability. It is important to consider how your recruitment documents might encourage a person with disability to apply for the role.

What should a position description include?

A position description describes a specific role. It provides prospective employees with a clear understanding of what is required to be successful in the role. It typically includes:

- a position summary
- a description of the organisation and context
- a description of the role and responsibilities that outlines expectations for inclusive practice
- accountability and reporting relationships
- selection criteria, including skills, qualifications, experience and attributes.

Selection criteria can include both essential and desirable criteria. When developing a position description, consider whether the essentials you include might be discriminatory. For example, is it essential than educator be able to drive?

How can a position description be accessible and inclusive?

An **accessible** position description clearly describes the requirements of the role. It limits the use of technical language so it can be easily understood by everyone. Position descriptions written in 'plain English' are more accessible for everyone, including people with disability.

Visuals and larger font size can increase accessibility. It is important to ensure website content meet Web Content Accessibility Guidelines (WCAG). For more information on WCAG, visit the Centre for Accessibility Australia [What is the WCAG standard? \(https://www.accessibility.org.au/guides/what-is-the-wcag-standard/\)](https://www.accessibility.org.au/guides/what-is-the-wcag-standard/).

An **inclusive** position description provides the opportunity for someone with diverse skills and abilities to meet the selection criteria and to be successful in the role. You may consider including information about the accessibility of your service environment and include a 'diversity statement' or 'statement of inclusion' that outlines your service's approach to inclusive recruitment.

When developing position descriptions, consider how diverse skills, qualifications, experience and attributes can:

- provide new opportunities to add unique and diverse skills, abilities and perspectives to your service
- create safe and inclusive learning environments for children, families, and all staff
- support equal employment opportunities for people with disability.



Know

An accessible and inclusive position description will benefit everyone, including people with disability.



Think

How can you make your position descriptions accessible and inclusive?



Do

Create position descriptions that are clear and reflect your commitment to inclusion.

Further resources

- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- Australian Government Department of Social Services: [Disability employment basics: Using inclusive language \(https://www.jobaccess.gov.au/node/77781\)](https://www.jobaccess.gov.au/node/77781)
- Australian Government Department of Social Services: [Employing people with disability: Design and advertise your job \(https://www.jobaccess.gov.au/node/77761\)](https://www.jobaccess.gov.au/node/77761)
- Australian Human Rights Commission: [A step-by-step guide to preventing discrimination in recruitment \(https://humanrights.gov.au/sites/default/files/GPGB_recruitment_guide.pdf\)](https://humanrights.gov.au/sites/default/files/GPGB_recruitment_guide.pdf)
- Australian Human Rights Commission: [Guidelines for writing and publishing recruitment advertisements \(https://humanrights.gov.au/our-work/guidelines-writing-and-publishing-recruitment-advertisements\)](https://humanrights.gov.au/our-work/guidelines-writing-and-publishing-recruitment-advertisements)
- Australian Network on Disability: [Business benefits of employing people with disability \(https://www.and.org.au/join-us/why-hire-people-with-a-disability/benefits\)](https://www.and.org.au/join-us/why-hire-people-with-a-disability/benefits)
- Centre for Accessibility Australia: [What is the WCAG standard? \(https://www.accessibility.org.au/guides/what-is-the-wcag-standard/\)](https://www.accessibility.org.au/guides/what-is-the-wcag-standard/)

Making recruitment fair

6 tips for accessible recruitment

Accessible recruitment processes promote the value of diversity in the workplace and broaden your pool of applicants, increasing your chances to attract the best person for the role. Accessible recruitment also supports you to meet your obligations under the *Disability Discrimination Act 1992* (DDA).

Know

You have obligations under the DDA.

It is unlawful to discriminate against a person because of their disability in many areas of public life, including employment. A person with disability has the right to the same opportunities for employment as a person without disability.

As a workplace, your service must make reasonable adjustments for a person with disability.

A reasonable adjustment could include a change to a work practice, process or the environment that supports the employee to perform the essential requirements of their role on the same basis as a person without disability.

Think

Mutual respect helps your team to view diversity as a strength.

Diverse perspectives in reflections, leadership and decision-making benefit everyone. Reflect on any underlying misconceptions about employing educators and staff with disability that you might need to address with your team. Understanding the expectations and attitudes of others and building on each other's knowledge will nurture professional and respectful relationships within the team.

A collaborative approach benefits the whole team.

This helps all leaders, educators, and staff to work to their strengths and benefit from each other's skills, knowledge and experience.

Do

Review your recruitment policies and practices.

Consider developing a diversity statement for recruitment that demonstrates your commitment to accessible recruitment practices. Ask applicants if they need any adjustments before coming to an interview.

Plan and budget to make your workplaces accessible.

Making provisions in your budget now will help your service to be better prepared to support people with disability in the future.



Australian Children's
Education & Care
Quality Authority

This project was
funded by the
Australian Government.

Scan the QR code for
more information
about the DDA.



©2022 Australian Children's Education and Care Quality Authority

Fairness

Equity

Inclusion

During recruitment, it is important to ask applicants if they require any reasonable adjustments to support their access and participation in an interview, during assessment tasks or in the workplace.

What is a reasonable adjustment?

A reasonable adjustment is a change to a service's practice, policy, process or environment that supports a person with disability to access and participate on the same basis as a person without disability.

You have an obligation to provide reasonable adjustments to potential and current employees.

When scheduling an interview or meeting, ask the person if there are any adjustments you can make to support their access and participation. Examples of reasonable adjustments for interviews could include:

- modifying lighting for those who may have low vision or a sensitivity to light
- conducting the interview or meeting in an accessible location
- providing visual depictions of the interview content to support diverse learning styles
- allowing a support person or interpreter to attend the interview.
- consider whether a 'reasonable adjustment' might improve the experience of all applications. For example, providing interview questions to all candidates before the interview.

In the everyday workplace, reasonable adjustments can also support staff access and participation. Examples of reasonable adjustments in the workplace could include:

- modifying the physical environment
- providing ergonomic equipment or assistive technology

- ensuring workplace documents and web content are accessible
- providing flexible working arrangements.

The Australian Government Employment Assistance Fund (EAF) provides financial support to eligible people with disability and mental health conditions and to employers to purchase work related modifications, equipment, Auslan services and workplace assistance and support services. To find out more about EAF eligibility visit [Employment Assistance Fund](https://business.gov.au/grants-and-programs/employment-assistance-fund) (<https://business.gov.au/grants-and-programs/employment-assistance-fund>).

How can reasonable adjustments support access and participation?

Reasonable adjustments assist people to feel welcome, included and supported, starting at the interview process. They support access and participation and demonstrate that, as an employer, you are considerate of their needs and have an inclusive service culture. Reasonable adjustments provide opportunities for people with disability to perform at their best, work safely and work productively.

When organising an interview, consider how offering reasonable adjustments can:

- provide opportunities for equal access and participation
- develop a safe, positive and equitable work environment
- create a sense of belonging
- support the person to feel more comfortable.



Know

Services must make reasonable adjustments to support people with disability.



Think

How do you determine what reasonable adjustments an individual may need?



Do

Offer reasonable adjustments during recruitment, interviewing, induction and in the everyday workplace.

Further resources

- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- Australian Government Department of Social Services: [Employer Toolkit: Getting your workplace ready \(https://www.jobaccess.gov.au/employers/employer-toolkit/getting-your-workplace-ready\)](https://www.jobaccess.gov.au/employers/employer-toolkit/getting-your-workplace-ready)
- Australian Government Department of Social Services: [Employer Toolkit: Reasonable adjustment \(https://www.jobaccess.gov.au/sites/default/files/2.4 Reasonable adjustments.pdf\)](https://www.jobaccess.gov.au/sites/default/files/2.4%20Reasonable%20adjustments.pdf)
- Australian Government Department of Social Services: [Employment Assistance Fund \(https://www.jobaccess.gov.au/employment-assistance-fund-eaf\)](https://www.jobaccess.gov.au/employment-assistance-fund-eaf)
- I work for NSW: [Adjustments for individual needs \(https://iworkfor.nsw.gov.au/adjustments-for-individual-needs\)](https://iworkfor.nsw.gov.au/adjustments-for-individual-needs)

Interview stage: Asking behavioural questions

Asking behavioural questions can help you select staff that have a shared vision and goal to support the inclusion of children and others with disability in your service.

What are behavioural questions?

Behavioural questions focus on practice, mindset and attitudes. These questions can highlight how a potential staff member values inclusion and inclusive practices. When formulating questions it may help to review:

- the position description
- your service philosophy
- your service policies and procedures.

Reviewing these documents will help you develop questions that are aligned to the practice and values at your service.

What are some potential questions and answers that may demonstrate an inclusive mindset?

The questions and answers below are a guide you can adjust to suit your unique service context. The potential answers reflect a strength-based inclusive mindset. Applicants should support their answers with examples from their practice.

Question: How do you build relationships and partnerships with families to support the learning and participation of each child?

Potential answers that demonstrates an inclusive mindset:

- being respectful and genuine in child and family interactions
- building an understanding and knowledge of each child
- using respectful, non-judgmental and open communication
- acknowledging and valuing the perspective of the family when seeking out their expertise of their child
- engaging in fair and shared decision-making.

Question: What strategies do you use to support all children to participate in the educational program?

Potential answers that demonstrates an inclusive mindset:

- developing relationships with children and families that support genuinely knowing each child
- consulting with children, families and educators about reasonable adjustments that can be made to support participation
- including the strengths, ideas and interests of all children in the educational program, including during routines and transitions
- responding positively to, and extending on, each child's unique capabilities and skills
- acknowledging each child as capable and competent by having high expectations and encouraging their agency.

Question: How do you promote inclusive play opportunities for children of all abilities?

Potential answers that demonstrates an inclusive mindset:

- developing relationships with children and families that support genuinely knowing each child
- recognising and supporting the unique needs, abilities and strengths of all children
- creating learning experiences and an educational program that reflects each child's interests and capabilities
- making reasonable adjustments to the environment that supports the access and participation of all children, including children with disability.

Question: How do you develop secure relationships with children of all abilities, genders and backgrounds?

Potential answers that demonstrates an inclusive mindset:

- being culturally responsive
- developing relationships with children and families that support genuinely knowing each child
- interacting positively with each child by responding sensitively and appropriately
- supporting diverse communication styles by using a range of resources, such as visuals, to ensure all children can have a sense of belonging.

Question: What are some of the benefits in building relationships and developing partnerships with families for the child and for the service?

Potential answers that demonstrates an inclusive mindset:

- recognising the expertise of families in the lives and development of their children
- establishing a foundation for collaboration and shared decision-making.

Further questions?

Further questions that could encourage an applicant to share their view about disability and inclusion could include:

1. Can you tell us about a time when you included a child with disability into your program? How did you ensure they had every opportunity to participate on the same basis as their peers?
2. Can you explain your understanding of the difference between integration and inclusion?
3. How would you include a child with disability so they could participate on the same basis as their peers?
4. Can you tell us how the NQF viewing all children as capable and competent learners relates to children with disability?



Know

Asking behavioural questions can help you select staff that have a shared goal to support the inclusion of children with disability.



Think

What interview questions can you ask at your service that will help you identify an inclusive mindset?



Do

Ask specific and reflective questions that will encourage clear responses and previous examples of practice.

Further resources

- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- Early Childhood Australia: [Position Statement on the inclusion of children with disability in ECEC \(https://www.eciavic.org.au/documents/item/191\)](https://www.eciavic.org.au/documents/item/191)
- NSW/ACT Inclusion Agency: [Inclusion is... \(https://inclusionagencynswact.org.au/resources/inclusion-is...\)](https://inclusionagencynswact.org.au/resources/inclusion-is...)
- NSW/ACT Inclusion Agency: [Inclusion matters \(https://inclusionagencynswact.org.au/resources/inclusion-matters-poster\)](https://inclusionagencynswact.org.au/resources/inclusion-matters-poster)

Under the DDA, it is unlawful to discriminate against someone because of disability. When selecting and shortlisting candidates, consider how you can make the process **equitable** for everyone.

What is an equitable selection and shortlisting process?

An equitable selection and shortlisting process should include a review of applications against the position description and selection criteria. An accessible and inclusive position description underpins this process and ensures everyone has the same opportunity to be considered for a position. Service leaders should take time to reflect on any biases, stereotyping or attitudes they may have towards specific skills and abilities and how these ideas could impact the selection process.

Reflect on the following:

- Do people with disability have the same opportunity as people without disability to work in your service? Why/Why not?
- Have you previously not considered an application from a person with disability because you thought they were not capable of the role? How could you challenge this belief?

Consider how your attitudes, beliefs and values influence an applicant's opportunity to be selected for an interview at your service.

How does this apply to the DDA?

The DDA makes it unlawful to discriminate against a person because of disability. There may be some processes that you do unintentionally during selection and shortlisting that could be discriminatory. For example:

- not accepting applicants who have impaired vision, due to safety and supervision concerns
- asking applicants to demonstrate their health or fitness ability if it is not linked to the direct requirements of the role
- having processes in place that prevent support people or interpreters from attending the interview.

When selecting and shortlisting, consider how an equitable process can:

- create a culture of inclusion in your service
- support you to employ capable and skilled educators
- reduce the possibility of direct or indirect discrimination
- add valuable and diverse skills, abilities and perspectives to your service
- ensure your service staff are reflective of those in the community.



Know

Discrimination does not need to be intentional to be unlawful.



Think

How can you challenge and overcome your own biases during the selection process?



Do

Ensure you have an equitable process in place for shortlisting and selecting candidates.

Further resources

- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- Australian Government Department of Social Services: [Guidelines on workplace discrimination \(https://www.jobaccess.gov.au/employers/guidelines-workplace-discrimination\)](https://www.jobaccess.gov.au/employers/guidelines-workplace-discrimination)
- Australian Human Rights Commission: [A step-by-step guide to preventing discrimination in recruitment \(https://humanrights.gov.au/sites/default/files/GPGB_recruitment_guide.pdf\)](https://humanrights.gov.au/sites/default/files/GPGB_recruitment_guide.pdf)
- NSW Government Public Service Commission: [How to recruit people with disability \(https://www.psc.nsw.gov.au/culture-and-inclusion/disability-employment/recruiting-people-with-disability/how-to-recruit-people-with-disability\)](https://www.psc.nsw.gov.au/culture-and-inclusion/disability-employment/recruiting-people-with-disability/how-to-recruit-people-with-disability)
- Australian Human Rights Commission: [Recruitment \(https://humanrights.gov.au/quick-guide/12090\)](https://humanrights.gov.au/quick-guide/12090)

Interview stage: Deciding on the applicant

When making decisions about applicants, it is important to **review each application equitably**.

To ensure the decision process is equitable you may consider:

- establishing transparent criteria for reviewing applications
- establishing an interview panel to provide diverse perspectives and reduce individual bias
- including someone with disability on the interview panel
- doing reference checks to verify the applicant's quality and experience, and to determine if their previous practice aligns with your service
- reviewing all information against the position description, service philosophy, policies and procedures
- documenting all processes and decision-making.

When determining who to employ, consider how an equitable process can:

- provide all applicants with the same opportunity to be considered for the position
- support you to find a suitable candidate with a mindset that aligns with your service philosophy
- allow all applicants an opportunity to demonstrate their skills and abilities.



Know

An equitable selection process requires careful and consistent consideration.



Think

What strategies can you implement to ensure interview panels include diverse perspectives?



Do

Use a broad range of sources, such as reference checks, skill review and behavioural interview questions, to inform decision-making.

Further resources

- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- Australian Government Department of Education: [Disability Employment Strategy | Department of Social Services, Australian Government \(dss.gov.au\) \(https://www.dss.gov.au/disability-and-carers/disability-employment-strategy\)](https://www.dss.gov.au/disability-and-carers/disability-employment-strategy)
- Australian Human Rights Commission: [A step-by-step guide to preventing discrimination in recruitment \(https://humanrights.gov.au/sites/default/files/GPGB_recruitment_guide.pdf\)](https://humanrights.gov.au/sites/default/files/GPGB_recruitment_guide.pdf)

Induction provides an important opportunity to share the culture, expectations and values of your service with each new employee. Including information on the DDA during your induction and onboarding processes demonstrates your service's commitment to an inclusive culture and supports children, families and staff with disability to be included and have a sense of belonging.

Onboarding processes should continue to support the employee's understanding of how the DDA is embedded within your service operations.

What information about the DDA could be included during induction?

Induction should emphasise the employee's obligations under the DDA as well as highlighting the ongoing responsibilities on the employer to ensure the DDA is upheld in the workplace.

You may also consider including:

- an introduction to the DDA that explains the law

- your service philosophy, practices, policies and procedures highlighting how they align with the DDA
- examples of inclusive practices used in your service
- additional support or resources on the DDA.

Approved providers and all staff should collaborate to support new employees as they continue to onboard into the service.

When onboarding new staff, information and resources about the DDA will support quality inclusive practice that:

- views all children as capable and competent learners
- focuses on children's strengths and interests
- supports the inclusion of children, staff and others with disability
- creates a culture where inclusive practice is embedded in all aspects of the service.



Know

Inclusive practices benefit all children, including children with disability.



Think

What examples of inclusive practices at your service could you highlight during induction and onboarding?



Do

Use induction and onboarding as an opportunity to develop an understanding of the DDA.

Further resources

- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- Australian Human Rights Commission: [A brief guide to the Disability Discrimination Act \(https://humanrights.gov.au/our-work/disability-rights/brief-guide-disability-discrimination-act\)](https://humanrights.gov.au/our-work/disability-rights/brief-guide-disability-discrimination-act)
- Early Childhood Australia: [ECA and ECIA Position statement on the inclusion of children with a disability in early education and care \(http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf\)](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf)
- NSW/ACT Inclusion Agency: [The A-Z of making inclusion happen \(https://inclusionagencynswact.org.au/resources/the-a-z-of-making-inclusion-happen\)](https://inclusionagencynswact.org.au/resources/the-a-z-of-making-inclusion-happen)
- NSW/ACT Inclusion Agency: [Inclusion matters \(https://inclusionagencynswact.org.au/resources/inclusion-matters-poster\)](https://inclusionagencynswact.org.au/resources/inclusion-matters-poster)
- NSW Government: [Creating inclusive environments for children with a disability \(https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news/creating-inclusive-environments-for-children-with-a-disability\)](https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news/creating-inclusive-environments-for-children-with-a-disability)

Highlighting the DDA during inductions

6 tips for inclusive inductions

Well-planned induction processes help new employees understand important aspects of their role and establish clear expectations of what is required from them and what to expect from others. Including information about the *Disability Discrimination Act 1992* (DDA) during induction will strengthen their understanding of their obligations under the DDA.

Know



All staff need to understand their obligations under the DDA.

There are obligations under the DDA to support the full access and participation of children or others with disability. All staff have a legal obligation not to discriminate, harass, or victimise children or others with disability.

Discrimination can be unintentional, but is still unlawful.

Understanding what discrimination, harassment and victimisation might look like in children's education and care services is an important step in ensuring that discrimination doesn't happen.

Think

Consider what service documents might help the new team member understand how to meet their obligations under the DDA.

Share the service policies, procedures and statement of philosophy with your new team member. Encourage them to reflect on how your service policies, procedures and statement of philosophy can either create or remove barriers for children or others with disability.

How do we highlight the importance of the voices of children and families?

Ask your new team member to consider the best way to seek and include the views of children and families. Provide them with practical examples of how the service currently includes the ideas, suggestions and goals of children and families.

Do



Include information about the DDA in your written induction information.

Including written information and links to resources about the DDA provides an opportunity for new employees to reinforce their understanding of their obligations under the DDA.

Reinforce expectations during probation meetings and performance planning.

Include information about the DDA in ongoing performance and probation planning processes to strengthen the team's knowledge and understanding of their obligations and encourage planning of further professional development.



Australian Children's
Education & Care
Quality Authority

This project was
funded by the
Australian Government.

Scan the QR code for
more information
about the DDA.



©2022 Australian Children's Education and Care Quality Authority

Fairness

Equity

Inclusion

Induction introduces a new employee to your organisation, culture and operations and aims to build their understanding about their role, responsibilities and expectations. When inducting new employees, consider if your service's process is accessible for all staff, including staff with disability. When developing an inclusive induction process it is helpful to seek information from the employee at the time of offer, to ensure any reasonable adjustments they need are in place.

What can a service do to make induction inclusive?

To support an inclusive induction:

- outline how reasonable adjustments are determined, actioned, and reviewed
- identify how and where individuals can access support while in the workplace
- include information and practice examples of how the service philosophy, policies, and procedures align with inclusion and the DDA
- provide any required assistive technology and ensure workplace documents and web content are accessible
- implement a 'buddy system' where new staff are paired up with a current staff member who can answer questions or provide support when needed
- check in with the new employee regularly to review induction and onboarding progress, and ensure they are appropriately applying your organisational philosophy, culture and procedures.

All employees are unique individuals, so it is helpful to customise induction according to their needs, as these needs may vary depending on abilities, qualifications, experience, role and responsibilities. You can also consider staggering the induction process so the information is provided gradually, allowing new employees the time to become familiar with the service context.

When inducting new staff members, consider how an inclusive induction can:

- create a positive and inclusive service culture
- develop a shared understanding of equity and inclusion
- influence beliefs, ideas and attitudes that support inclusion
- support equal access and participation for all staff in the service, including staff with disability.



Know

An inclusive induction process can support inclusion, access and participation in the service.



Think

How can you ensure every staff member feels supported during the induction process?



Do

Make your induction inclusive for all staff and regularly check in with their progress.

Further resources

- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- ACECQA: [Supporting an engaging induction process \(https://www.acecqa.gov.au/media/32221\)](https://www.acecqa.gov.au/media/32221)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- NSW Government Public Service Commission: [Onboarding and induction \(https://www.psc.nsw.gov.au/culture-and-inclusion/disability-employment/recruiting-people-with-disability/onboarding-and-induction\)](https://www.psc.nsw.gov.au/culture-and-inclusion/disability-employment/recruiting-people-with-disability/onboarding-and-induction)

Including the relevant components of the DDA in staff performance planning can contribute to the **inclusion** and **participation** of all children and help to build an inclusive service culture.

Performance planning is an opportunity to review, support and develop each staff member to build their knowledge of inclusion and the DDA. Performance planning ensures the knowledge, skills and practices of educators and all staff are current and that further development opportunities are identified and promoted.

Ongoing performance planning involves reflection on practice and professional conversations. Supporting staff to reflect on how they value and support the inclusion of all children can support access and participation. Performance planning can also develop your service's capacity for inclusion, by ensuring your philosophy and policies guide inclusive practice and continuous improvement.

What can I include in performance plans to reflect the DDA?

Reflection on attitudes or beliefs about disability and inclusion can help your service to embed inclusive practice. In your performance planning you may like to:

- identify service philosophy, policies and procedures that reflect inclusive practice
- highlight inclusive practice as a key performance indicator

- acknowledge current achievements and contributions of staff towards achieving inclusive practices
- encourage professional conversations on diversity and inclusion
- build on the strengths and capabilities of staff when planning for inclusion
- identify opportunities for inclusive practice professional development
- collaborate with children, families, communities and service leaders to support inclusive practice.

When implementing ongoing performance planning, consider how incorporating the DDA can:

- embed inclusive practices in all aspects of service operations
- support reflective discussions about disability and inclusion that could challenge and change practice
- use feedback from families to support educators to grow in skill and confidence when supporting children with disability
- embed a whole team approach to supporting children with disability to access and participate in the service
- encourage the access and participation of all children and their families through continuous improvement.



Know

Performance planning is a continuous and reflective process that can contribute to quality practice and inclusion.



Think

How can you make the DDA a priority in your performance planning process?



Do

Include the DDA in your ongoing performance planning to support the development of an inclusive service environment.

Further resources

- AITSL: [Enhance professional conversations \(https://www.aitsl.edu.au/lead-develop/develop-others/coach-others/professional-conversations\)](https://www.aitsl.edu.au/lead-develop/develop-others/coach-others/professional-conversations)
- ACECQA: [Guide to the NQF \(https://www.acecqa.gov.au/nqf/about/guide\)](https://www.acecqa.gov.au/nqf/about/guide)
- ACECQA: [Reviewing your service philosophy \(https://www.acecqa.gov.au/media/26901\)](https://www.acecqa.gov.au/media/26901)
- ACECQA: [Supporting performance and the development of professionals \(https://www.acecqa.gov.au/media/32871\)](https://www.acecqa.gov.au/media/32871)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992 \(https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992\)](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992)
- ELAA: [Employee Management & Development Resource \(https://ela.org.au/resources/free-resources/employee-management-development-resource/\)](https://ela.org.au/resources/free-resources/employee-management-development-resource/)

All further resources

- ACECQA: [DDA National Quality Standard Posters](https://www.acecqa.gov.au/resources/disability-discrimination-act-1992-dda-resources) (<https://www.acecqa.gov.au/resources/disability-discrimination-act-1992-dda-resources>)
- ACECQA: [Guide to the NQF](https://www.acecqa.gov.au/nqf/about/guide) (<https://www.acecqa.gov.au/nqf/about/guide>)
- ACECQA: [Reviewing your service philosophy](https://www.acecqa.gov.au/media/26901) (<https://www.acecqa.gov.au/media/26901>)
- ACECQA: [Supporting an engaging induction process](https://www.acecqa.gov.au/media/32221) (<https://www.acecqa.gov.au/media/32221>)
- ACECQA: [Supporting performance and the development of professionals](https://www.acecqa.gov.au/media/32871) (<https://www.acecqa.gov.au/media/32871>)
- AITSL: [Enhance professional conversations](https://www.aitsl.edu.au/lead-develop/develop-others/coach-others/professional-conversations) (<https://www.aitsl.edu.au/lead-develop/develop-others/coach-others/professional-conversations>)
- Australian Government Department of Education: [Disability Employment Strategy | Department of Social Services, Australian Government \(dss.gov.au\)](https://www.dss.gov.au/disability-and-carers/disability-employment-strategy) (<https://www.dss.gov.au/disability-and-carers/disability-employment-strategy>)
- Australian Government Department of Education: [Fact Sheet 1: Disability Discrimination Act 1992](https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992) (<https://www.dese.gov.au/swd/resources/fact-sheet-1-disability-discrimination-act-1992>)
- Australian Government Department of Social Services: [Disability employment basics: Using inclusive language](https://www.jobaccess.gov.au/node/77781) (<https://www.jobaccess.gov.au/node/77781>)
- Australian Government Department of Social Services: [Employer Toolkit: Getting your workplace ready](https://www.jobaccess.gov.au/employers/employer-toolkit/getting-your-workplace-ready) (<https://www.jobaccess.gov.au/employers/employer-toolkit/getting-your-workplace-ready>)
- Australian Government Department of Social Services: [Employer Toolkit: Reasonable adjustment](https://www.jobaccess.gov.au/sites/default/files/2.4 Reasonable adjustments.pdf) (<https://www.jobaccess.gov.au/sites/default/files/2.4 Reasonable adjustments.pdf>)
- Australian Government Department of Social Services: [Employing people with disability: Design and advertise your job](https://www.jobaccess.gov.au/node/77761) (<https://www.jobaccess.gov.au/node/77761>)
- Australian Government Department of Social Services [Employment Assistance Fund](https://www.jobaccess.gov.au/employment-assistance-fund-eaf) (<https://www.jobaccess.gov.au/employment-assistance-fund-eaf>)
- Australian Government Department of Social Services: [Guidelines on workplace discrimination](https://www.jobaccess.gov.au/employers/guidelines-workplace-discrimination) (<https://www.jobaccess.gov.au/employers/guidelines-workplace-discrimination>)
- Australian Human Rights Commission: [A brief guide to the Disability Discrimination Act](https://humanrights.gov.au/our-work/disability-rights/brief-guide-disability-discrimination-act) (<https://humanrights.gov.au/our-work/disability-rights/brief-guide-disability-discrimination-act>)

All further resources

- Australian Human Rights Commission: [A step-by-step guide to preventing discrimination in recruitment](https://humanrights.gov.au/sites/default/files/GPGB_recruitment_guide.pdf) (https://humanrights.gov.au/sites/default/files/GPGB_recruitment_guide.pdf)
- Australian Human Rights Commission: [Guidelines for writing and publishing recruitment advertisements](https://humanrights.gov.au/our-work/guidelines-writing-and-publishing-recruitment-advertisements) (<https://humanrights.gov.au/our-work/guidelines-writing-and-publishing-recruitment-advertisements>)
- Australian Human Rights Commission: [Know your rights: disability discrimination](https://humanrights.gov.au/our-work/disability-rights/publications/know-your-rights-disability-discrimination) (<https://humanrights.gov.au/our-work/disability-rights/publications/know-your-rights-disability-discrimination>)
- Australian Human Rights Commission: [Recruitment](https://humanrights.gov.au/quick-guide/12090) (<https://humanrights.gov.au/quick-guide/12090>)
- Australian Network on Disability: [Business benefits of employing people with disability](https://www.and.org.au/join-us/why-hire-people-with-a-disability/benefits) (<https://www.and.org.au/join-us/why-hire-people-with-a-disability/benefits>)
- Centre for Accessibility Australia: [What is the WCAG standard?](https://www.accessibility.org.au/guides/what-is-the-wcag-standard/) (<https://www.accessibility.org.au/guides/what-is-the-wcag-standard/>)
- Early Childhood Australia: [Position Statement on the inclusion of children with disability in ECEC](https://www.eciavic.org.au/documents/item/191) (<https://www.eciavic.org.au/documents/item/191>)
- Early Childhood Australia: [ECA and ECIA Position statement on the inclusion of children with a disability in early education and care](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf) (http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf)
- Early Childhood Resource Hub: [ECRH Newsletter: Attracting and retaining staff](https://www.acecqa.gov.au/media/31571) (<https://www.acecqa.gov.au/media/31571>)
- ELAA: [Employee Management & Development Resource](https://elaa.org.au/resources/free-resources/employee-management-development-resource/) (<https://elaa.org.au/resources/free-resources/employee-management-development-resource/>)
- Not for profit people: [Six interview questions to recruit staff with a growth mindset](https://nfppeople.com.au/2021/06/six-interview-questions-to-recruit-staff-with-a-growth-mindset/) (<https://nfppeople.com.au/2021/06/six-interview-questions-to-recruit-staff-with-a-growth-mindset/>)
- I work for NSW: [Adjustments for individual needs](https://iworkfor.nsw.gov.au/adjustments-for-individual-needs) (<https://iworkfor.nsw.gov.au/adjustments-for-individual-needs>)

All further resources

- NSW Government: [Creating inclusive environments for children with a disability](https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news/creating-inclusive-environments-for-children-with-a-disability) (<https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news/creating-inclusive-environments-for-children-with-a-disability>)
- NSW Government Public Service Commission: [How to recruit people with disability](https://www.psc.nsw.gov.au/culture-and-inclusion/disability-employment/recruiting-people-with-disability/how-to-recruit-people-with-disability) (<https://www.psc.nsw.gov.au/culture-and-inclusion/disability-employment/recruiting-people-with-disability/how-to-recruit-people-with-disability>)
- NSW Government Public Service Commission: [Onboarding and induction](https://www.psc.nsw.gov.au/culture-and-inclusion/disability-employment/recruiting-people-with-disability/onboarding-and-induction) (<https://www.psc.nsw.gov.au/culture-and-inclusion/disability-employment/recruiting-people-with-disability/onboarding-and-induction>)
- NSW/ACT Inclusion Agency: [Inclusion is...](https://inclusionagencynswact.org.au/resources/inclusion-is...) (<https://inclusionagencynswact.org.au/resources/inclusion-is...>)
- NSW/ACT Inclusion Agency: [Inclusion matters](https://inclusionagencynswact.org.au/resources/inclusion-matters-poster) (<https://inclusionagencynswact.org.au/resources/inclusion-matters-poster>)
- NSW/ACT Inclusion Agency: [The A-Z of making inclusion happen](https://inclusionagencynswact.org.au/resources/the-a-z-of-making-inclusion-happen) (<https://inclusionagencynswact.org.au/resources/the-a-z-of-making-inclusion-happen>)
- Queensland Government Department of Education: [Qualities of great early childhood educators](https://earlychildhood.qld.gov.au/careers-and-training/qualities-and-skills-you-need) (<https://earlychildhood.qld.gov.au/careers-and-training/qualities-and-skills-you-need>)



Recruitment Package

Disability Discrimination Act 1992



Australian Children's
Education & Care
Quality Authority

This project was
funded by the
Australian Government.

© 2023 Australian Children's Education and Care Quality Authority

Fairness

Equity

Inclusion