

# Queensland kindergarten learning guideline

Professional development | Resources



## Children with disability: Legislation

### Background

This fact sheet is designed to provide you with information about the *Disability Discrimination Act 1992* (Commonwealth), which seeks to eliminate, as far as possible, discrimination against people with disability, and the *Disability Standards for Education 2005* (Commonwealth), which state that it is unlawful for an educational authority to discriminate against people on the grounds of disability.

These Standards are intended to give children with disability the same rights as other children. They are based on the principle that all children, including those with disability, should be treated with dignity and enjoy the right to learn in an educationally supportive environment which values and encourages participation.

Teachers and education providers are bound by this legislation. They have an obligation to make reasonable adjustments to accommodate the needs of children with disability and to put in place strategies and programs to prevent discrimination against a person with disability.

The Queensland Studies Authority *Equity Statement* states that all young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in the creation of a socially just, equitable and democratic global society. This principle is aligned with the range of United Nations Conventions that Australia has ratified, including the *United Nations Convention on the Rights of the Child*, and with the *Melbourne Declaration on Educational Goals for Young Australians*.

The Queensland Studies Authority is committed to providing services and materials that contribute to Queensland students receiving a socially just education, and that challenge inequities by:

- recognising that teaching and learning should be socially and culturally responsive and inclusive
- developing an understanding of diversity within and among groups
- identifying and minimising structural barriers to access and participation
- acknowledging the diversity of learners and each individual's life circumstances, and the need for particular strategies which can enhance engagement and equitable outcomes among all children
- recognising and acknowledging the diverse bodies of knowledge and backgrounds of all children, including marginalised groups
- acknowledging the relationship between valued knowledge and the participation of children in society.

### More information and resources

Please visit [www.qcaa.qld.edu.au/12974.html](http://www.qcaa.qld.edu.au/12974.html) and explore the resources under the heading 'Inclusion and diversity'.