

Inclusion



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Discussion Point

Share your thoughts on what is an inclusive practice?



True or False

As part of the Inclusion Support Programme (ISP), Inclusion Professionals' role is to enter your reflection and planning work on the portal.

Answer: False. The ISP assists eligible education and care services to build their capacity and capability to include children with additional needs in mainstream services; providing them with an opportunity to learn and develop alongside their typically developing peers.

For more information visit:
<https://www.education.gov.au/inclusion-support-programme-isp>



Activity

If funding for an additional educator was not available, what changes could you make to support all children to participate?

Brainstorm a list of strategies which your service could implement to improve your inclusive capacity with the resources you already have.

Hint: A strategy could be to implement changes to programs, physical resources or utilising existing educators in a different way.



Discussion Point

What is the difference between a strengths-based approach and a deficit-based approach? Discuss.



Activity

Describe a child with an additional need attending your service to another educator.

Once finished discuss how you:

- Described what the child can do.
- Described the whole child and their interests.
- Described what educators do/provide to enable the child to participate.



Discussion Point

How is inclusion linked to children's rights?

How do you demonstrate this in your service?

How could this be improved upon?



Activity

Observe a group time and describe the children's involvement.

Ask/reflect:

What could be done differently?

Reflect on the goals you are seeking to achieve.



Scenario

A therapist is visiting your service to work with a child.

How can strategies from the therapists be utilised to support ALL children in the environment?

What strategies could educators and therapists implement to build a shared understanding about appropriate and integrated practices and programs that promote inclusion?

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Discussion Point

What are the benefits of mainstream services for children with additional needs and all children?

How do you communicate this to families?

Is this part of your orientation process for ALL families?



Discussion Point

How does your service embed and reflect on children's culture and abilities?



Scenario

What do you know about the Aboriginal (and/or Torres Strait) community in your local area?

What could your service do to engage with the local Aboriginal (and/or Torres Strait Islander) community and families?

How comfortable do you think new or existing Aboriginal or Torres Strait Islander families feel about accessing your service?



Scenario

What would you do if there was a child in your group with an additional need you have no knowledge about?

How do you find out about the interests, strengths and abilities of every child in your service?

Discuss where these are documented in your service.



Consider

What cultural and language groups are part of your local community?

Are they represented at your service?

How could you support all families in your community to feel welcome to enrol and attend your service?



Discussion Point

Have you ever thought about asking a child not to come on the day of your assessment and rating visit?

Why/why not?



Discussion Point

How do you answer a family's concern about a particular child or child's behaviour?

How do you support all children's journey?

Is it different when a child has a disability?

What difference does having a diagnosis make?



Consider

What is inclusion?

Have educators participated in professional learning opportunities about inclusion?

When was your inclusion policy last updated?

Does your inclusion policy reflect current research?

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Scenario

A child who only attends your service one day a week moves around without engaging in activities or talking with educators or peers. Why do you think this is occurring? What could you do?



Activity

Ask children: How do we make sure everyone feels like they belong and can join in?

Have older children assist in gathering information.

Explore how the information gathered can be used to inform programs and practices.



Consider

What is the name of your Inclusion Agency (IA) and how do/would you contact them?

Do you know who your current Inclusion Professional (IP) is?

What are the four streams of funding available to eligible services through the Inclusion Support Program (ISP)?

To find out more, go to:

<https://www.education.gov.au/inclusion-and-professional-support-program>



Consider

How do you find out about the individual strengths, needs and interests of each child at your service?



True or false

The *Guide to the National Quality Framework* (accessible from the ACECQA website) provides a tick box checklist of what services need to do to achieve a rating of Exceeding NQS for their inclusive practices.

Answer: False. The Guide includes useful information in the section: EXCEEDING GUIDANCE FOR STANDARD 6.2 COLLABORATIVE PARTNERSHIPS. Instead of providing a prescriptive checklist, it includes helpful information and examples to build an understanding of how the three exceeding themes relate.



Consider

Is there a risk that educators working 1:1 with a child with additional needs can have the effect of excluding the child from the group which may not represent true inclusion for the child?

What message does this approach give to the child, other children, educators and families?



Discussion Point

Who in your service is responsible for inclusion?

If you didn't answer 'everyone', why?

Hint: Consider the relevant legislation (both Federal and State) relating to discrimination and inclusion.



Multiple Choice

What is a SIP?

- a) Sudden Impact Product
- b) Special Inclusion Program
- c) **Strategic Inclusion Plan**
- d) Special Independent Plan

Note: A 'SIP' is a self-guided inclusion assessment and planning tool for education and care services accessing the Inclusion Support Programme (ISP). The development of a SIP is the first step to accessing support from the ISP, including funding through the Inclusion Development Fund (IDF).

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Multiple Choice

IN RELATION TO CHILDREN, I WILL:

ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.

This statement is drawn from:

- (a) Education and Care Services National Law
- (b) **Early Childhood Australia (ECA) Code of Ethics**
- (c) Australia's anti-discrimination law.



Multiple Choice

2018 NQS Element 6.2.2 requires that:

- (a) **Effective partnerships support children's access, inclusion and participation in the program.**
- (b) The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
- (c) The service builds relationships and engages with its community.

Answer: (a) is correct (b) is 6.1.2 (c) is 6.2.3



True or False

The *Guide to the National Quality Framework* provides the example that when accessing against 2018 NQS Standard 6.2 assessors may discuss how the service:

- demonstrates its commitment to the participation of all children
- ensures that the educational leader, co-ordinators and educators access support and/or participate in professional development to build the skills and expertise necessary to support the inclusion of children with specific health, cultural or developmental requirements.

Answer: True



True or False

From 1 February 2018, to achieve a rating of Exceeding NQS for any standard, the three Exceeding themes need to be reflected in service practice for that standard. In addition to meeting the requirements of a standard, practice for that standard needs to be:



Answer: True



True or False

The *Guide to the National Quality Framework* provides the following examples of educators' practice that exceeds the NQS:

- consider and discuss social justice and equity implications of their approach to inclusion support and supporting transitions for all children, including self awareness of their own biases and how these may impact on child and family outcomes
- challenging stereotypes, raising awareness of, and cultivating deep respect for Aboriginal and Torres Strait Islander histories and cultures.

Answer: True



Multiple Choice

Educators recognise and respond to barriers to children achieving educational success. In response they challenge practices that contribute to inequities and make curriculum decisions that promote inclusion and participation of all children.

Which of the following principles from the approved learning frameworks does this statement relate to?

- (a) Secure, respectful and reciprocal relationships
- (b) Partnerships
- (c) **High expectations and equity**
- (d) Respect for diversity
- (e) Ongoing learning and reflective practice



Discussion Point

What methods or approaches might you use to document or demonstrate that service practice and provision related to access and participation is meeting all of the three themes at the level required for a rating of Exceeding NQS:

- embedded in service operations
- informed by critical reflection
- shaped by meaningful engagement with families and/or the community?



Consider

Fill in the missing word:

..... involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.

Answer: Inclusion (Belonging, Being & Becoming: The Early Years Learning Framework for Australia, page 24)

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