

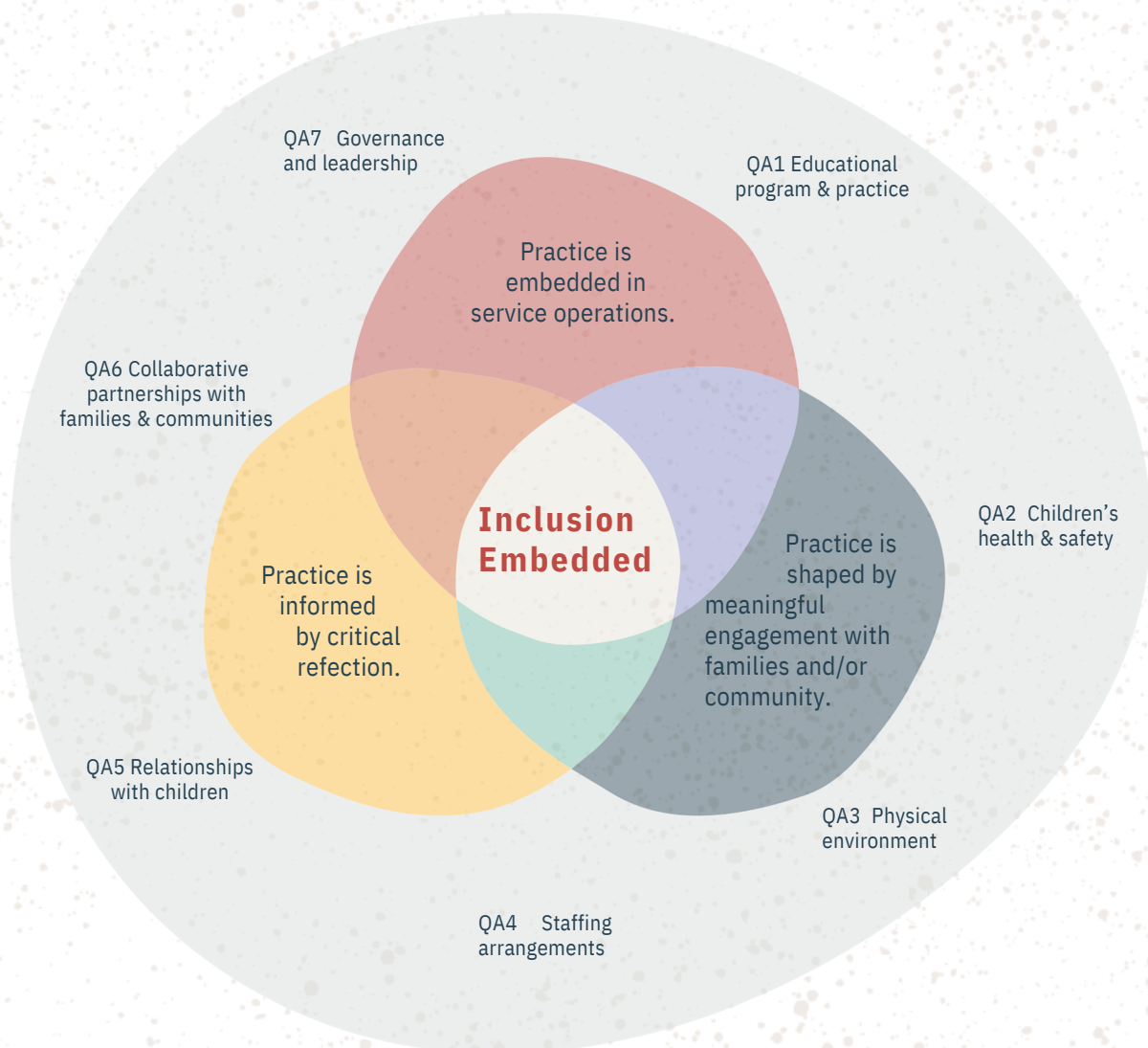
How Inclusion Can Boost Your QIP

Did you know that engaging with the Inclusion Agency can support your commitment to high-quality practice and act as documentary support during your Assessment and Rating?

Professional conversations with your Inclusion Professional (IP) will support service leaders and educators to reflect and better understand current practice as well as identify service strengths.

Whilst creating your Strategic Inclusion Plan (SIP) you will be supported to not only critically reflect on your philosophy and community outreach practice, but also identify opportunities for improving quality outcomes for children, families and educators.

Here's how...



How a Strategic Inclusion Plan can Support your QIP

1.1.2

Child-centered - Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.

1.2.3

Child-directed learning - Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

1.3.2

Critical reflection - Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

The updates and key changes in EYLF V2 and FSAC V2 strengthen the connection between the learning frameworks and the National Quality Standard in areas such as transitions, critical reflection, the importance of Aboriginal and Torres Strait Islander ways of being, knowing and doing, and inclusion.

The SIP aligns with the expansion of these Principles which include a focus on inclusion Principles:

- Partnerships - Respect for diversity
- Aboriginal and Torres Strait Islander perspectives
- Equity, inclusion, and high expectations
- Critical reflection and ongoing professional learning

The SIP will complement the educational programs and practices as it should outline clearly what educators will do to support children's learning and inclusion. Recognising that all children have the right to participate in quality and inclusive settings, regardless of their circumstances, strengths, gender, capabilities, or diverse ways of doing and being

Many of the strategies in a SIP will be child-specific, meaning they address how to support children's participation in the program. A SIP needs to be reviewed every 6-12 months by reflecting on the progress of the strategies and writing progress notes.

2.2.3

Child protection - Management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect

The SIP is developed with all children in the care environment in mind. This will include children with either a disability, developmental delay, serious medical needs, complex behaviours, or trauma-related behaviours. As a result, the benefit from the SIP will address additional support for all children when required during their time in the care environment.

3.1.1

Fit for purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

3.2.1

Inclusive environment - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

The SIP will often consider the whole environment (inside and outside) and how it can be utilised to support children's learning style and inclusion with peers.

4.1.1

Organisation of educators - The organisation of educators across the service supports children's learning and development.

The SIP is a tool to support educators with their practices with children by addressing barriers to inclusion, building capacity and capability to include children with additional needs, and implement quality, inclusive, and equitable practices.

The SIP document guides educators in being able to implement specific strategies that support them in embedding inclusive practices. provide children with additional needs the opportunity to learn and develop next to their typically developing peers, and ensure all children have genuine opportunities to access, participate, and achieve positive learning outcomes.

5.1

Relationships between educators and children - Respectful and equitable relationships are maintained with each child.

5.1.1

Positive educator to child interactions - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

Secure relationships between children and educators are the foundation to ensure all children feel safe and respected at the ECEC service. The SIP will encourage positive relationships and interactions between educators and children in small groups, supporting children with ongoing high support needs with typically developing peers.

The SIP will help educators reflect on peer-to-peer relationships and implement actions to ensure each child is supported to build and maintain positive and responsive relationships with peers.

5.2

Relationships between children

6.1.2

Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

6.2.2

Access and participation - Effective partnerships support children's access, inclusion and participation in the program.

When engaged with the Inclusion Agency and developing a SIP, relationships with parents and families are promoted. Working closely with families and in collaboration with Allied Health Professionals support a consistent approach to children's needs and strengths and their ongoing development.

7.1.1

Service philosophy and purpose - A statement of philosophy guides all aspects of the service's operations.

7.2.1

Continuous improvement - There is an effective self-assessment and quality improvement process in place.

7.2.3

Development of professionals

The SIP, particularly the Service Profile, will reflect the philosophy and purpose of the service. The SIP will provide a tool for each care environment to reflect on the progress of strategies and actions and encourage continuous improvements across the site. Engaging with the IA will support educator critical reflection and ongoing professional learning