

Inclusion Support QLD

Steps to Inclusion

A visual tool to assist educators through their inclusion journey

		Step 4: Moving Forward Together	
Step 1: Getting Started		Step 2: Making It Happen	Step 3: Being Practical
<p>Service (Management and Educators)</p> <ul style="list-style-type: none"> ▶ Review enrolment procedures and documents. Make sure you include an invitation for families to share meaningful information about their children. ▶ Develop an orientation process that is responsive to the needs of all children and families. This may include multiple opportunities to visit before enrolment begins. ▶ Begin to explore ideas and concepts about inclusion. What does inclusion look like in your service? <p>Child and Family</p> <ul style="list-style-type: none"> ▶ Get to know each child, allowing time for them to settle in. ▶ Gather information about family background and child's strengths, interests and needs. ▶ Spend time interacting with and observing each child during orientation visits. Help families to identify their child's skills if appropriate. <p>Therapists/Organisations</p> <ul style="list-style-type: none"> ▶ Find out who is supporting each child and family? Access and read any reports available. 	<p>Service (Management and Educators)</p> <ul style="list-style-type: none"> ▶ Be familiar with how your Inclusion Professional can support you to include all children. ▶ Access support from your Inclusion Professional to plan for change and set educator goals through developing a Strategic Inclusion Plan (SIP). <p>Child and Family</p> <ul style="list-style-type: none"> ▶ Talk with families about the Inclusion Support Program and the supports and resources available. ▶ Encourage families to share their priorities to help inform educator planning. ▶ Develop a communication system for sharing information that works best for families and educators (communication book/email group etc). <p>Therapists/Organisations</p> <ul style="list-style-type: none"> ▶ With parent permission, contact any practitioners working with each child and family. Set up a meeting together if appropriate and possible. ▶ Develop an agreement about working together if visits are going to be conducted at the service. 	<p>Service (Management and Educators)</p> <p>Make program and practice changes through:</p> <ul style="list-style-type: none"> ▶ Reflection and reflective conversations with your team. ▶ Strategic Inclusion Plan (SIP) implementation and progress note documentation. ▶ Participating in professional development opportunities, reading and activities. <p>Child and Family</p> <ul style="list-style-type: none"> ▶ Continue to share information about progress using agreed communication systems. ▶ Reflect on and discuss family priorities to see if they have changed. ▶ If needed, encourage families to work with therapists so that interventions have the most impact within the service program, at home, or in the community. <p>Therapists/Organisations</p> <ul style="list-style-type: none"> ▶ Ask therapists specific questions to increase educator knowledge, understanding and skills. ▶ Adapt relevant strategies/goals into the daily program. 	<p>Service (Management and Educators)</p> <ul style="list-style-type: none"> ▶ Explore educator understanding of inclusion and how this is represented in the service philosophy. Do educator practices and policies match? ▶ Explore educator understanding of inclusive practices in relation to the National Quality Framework - NQS/EYLF/MTOP. ▶ Promote the benefits of inclusion. ▶ Utilise new skills and strategies with all children in care. <p>Child and Family</p> <ul style="list-style-type: none"> ▶ Support every child and family's participation and value their contribution to the program. ▶ Continue to share information regularly. ▶ Adapt your expectations and planning in response to the changing strengths and needs of children and their families. <p>Therapists/Organisations</p> <ul style="list-style-type: none"> ▶ Maintain collaborative communication. ▶ Ensure ongoing planning and implementation occurs.

RELATIONSHIPS and PARTNERSHIPS form the foundation for successful inclusion.

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Resources to support your inclusion journey:

- ▶ NSW/ACT Inclusion Agency website: www.inclusionagencynswact.org.au/home
- ▶ Connections – A resource for early childhood educators about children's wellbeing (publication):
<https://everymind.org.au/resources/connections-resource>
- ▶ Inclusion Matters (poster): www.inclusionagencynswact.org.au/WWW_NSWIA/media/Media/Inclusion-Matters-Poster.pdf
- ▶ The Journey of Inclusion (poster): www.inclusionagencynswact.org.au/WWW_NSWIA/media/Media/Journey-of-Inclusion.pdf
- ▶ A-Z of Making Inclusion Happen (poster): http://idfm.org.au/WWW_IDFM/media/Media/01255_IM_A-Z-of-Inclusion_A4_2017.pdf
- ▶ The Working Together Agreement package: www.flipsnack.com/earlychildhoodintervention/ecia-working-together-toolkit/full-view.html
- ▶ The Dance of Partnership (article): www.danceofpartnership.com/DanceArticleSept06.pdf