



Inclusion Is

Inclusion is...

BEING ALLOWED TO BE INDEPENDENT

How might this look?

Children having open access to their belongings, playing without continual adult shadowing, being able to make mistakes, opportunities to make real choices.

What might we see?

Educators knowing when to help and when to let children have a go by themselves.

Extra supports (like visuals) available to enable all children to make choices.

Children growing in confidence and agency.

Inclusion is...

BEING HEARD AND HAVING A VOICE

How might this look?

Teaching all children sign language (not just the child with additional needs).

What might we see?

Children using signs with each other during play.

Inclusion is...

MAKING CHOICES

How might this look?

Children are supported to make choices of what activities they participate in, who they play with and who they go to for support.

What might we see?

- ▶ Children being supported to access pictures of activities and using these to communicate to educators / friends what they want to do next.
- ▶ Educators honouring children's choices about who they play with and when.

Inclusion is...

REFLECTION & ACTION

How might this look?

Educators **make time** to participate in meaningful reflection by themselves and with other team members. This will help educators to identify children's strengths and interests so that programs and teaching practices are reflective of individual children and acknowledge all children's contributions to the group.

What might we see?

- ▶ Children learning new skills as they confidently participate in activities that match their strengths and interests.
- ▶ Educators being responsive to children's changing interests and capabilities.
- ▶ Planned times for educator teams to meet together to discuss children's learning.

Inclusion is...

WORKING AS A TEAM

How might this look?

All educators develop inclusion goals and implement inclusion strategies.

What might we see?

Children are understood and have their needs met by **all** educators. Parents and children do not know who the additional educator is.

Inclusion is...

BEING RESPECTFUL & RESPONSIVE TO CULTURE

How might this look?

Educators have reflected on their own attitudes, values and beliefs and are aware of the impact these have on others.

What might we see?

Significant events of all families are celebrated in the centre, not just Christmas and Easter or events chosen by educators.