

Steps to Inclusion

A visual tool to assist educators through their inclusion journey.



Children's Services
Since 1895

STEP 1: GETTING STARTED		STEP 2: MAKING IT HAPPEN	STEP 3: BEING PRACTICAL	STEP 4: MOVING FORWARD TOGETHER
<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 Programme 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> <ul style="list-style-type: none"> Make programme and practice changes through: <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 programme, 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 programme. 	<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 programme. 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				

Steps to Inclusion

A visual tool to assist educators through their inclusion journey.



Children's Services
Since 1895

Resources to support your inclusion journey:

- ▶ NSW/ACT Inclusion Agency website
<http://www.inclusionagency NSWACT.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)
http://www.inclusionagency NSWACT.org.au/WWW_NSWIA/media/Media/Inclusion-Matters-Poster.pdf
- ▶ The Journey of Inclusion (poster)
http://www.inclusionagency NSWACT.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
- ▶ Kids Matter – Feeling Included (article)
<https://www.kidsmatter.edu.au/mental-health-matters/belonging-and-connectedness/feeling-included>
- ▶ The Working Together Agreement package
<https://www.ecia-nsw.org.au/Resources/Working-Together-Agreement>
- ▶ The Dance of Partnership (article)
<http://www.danceofpartnership.com/DanceArticleSept06.pdf>
- ▶ The Inclusion Matters app can be downloaded for Apple devices here:
<https://itunes.apple.com/au/app/inclusion-matters/id1088131038?mt=8>
For android devices here:
<https://play.google.com/store/apps/details?id=au.com.ku.isa>

The Inclusion Support Programme is funded by the Australian Government Department of Education and Training.

Proudly a not for profit organisation

V.3 Released April 2018 – Page 2 of 2
© KU Children's Services 2018