



CHCECE046

Implement strategies for the inclusion of all children



Learner Guide



Updated to include
National Quality
Framework changes

**Aspire**
Learning Resources

CHCECE046

Implement strategies for the inclusion of all children

Release 1

Learner Guide

Aspire Version 2.1



CHCECE046 Implement strategies for the inclusion of all children, Release 1

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Cover and design
© 2021 Aspire Training & Consulting
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First published July 2021
Second edition published October 2023

Cover design Studio Regina
Printer Doculink Australia Pty Ltd, 1d/28 Rogers Street, Port Melbourne VIC 3207

e-ISBN 978-1-76075-448-8 (PDF version)

ISBN 978-1-76075-447-1

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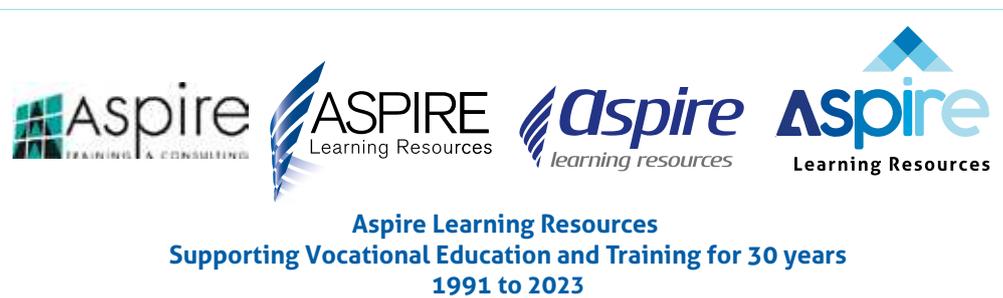
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Before you begin

This Learner Guide is based on the unit of competency *CHCECE046 Implement strategies for the inclusion of all children*, Release 1.

Your trainer or training organisation must give you information about this unit of competency as part of your training program. Information regarding how this Learner Guide relates to this unit of competency is detailed in our mapping guide.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete.

Feature of the Learner Guide	How you can use each feature
Learning content	<ul style="list-style-type: none"> ➤ Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	<ul style="list-style-type: none"> ➤ These highlight learning points and provide realistic examples of workplace situations.
Practice Tasks	<ul style="list-style-type: none"> ➤ Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which Practice Tasks to complete.
Summaries	<ul style="list-style-type: none"> ➤ Key learning points are provided at the end of each topic.
Learning Checkpoints	<ul style="list-style-type: none"> ➤ There are Learning Checkpoints at the end of each topic. Your trainer will tell you which activities to complete. These activities give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

This table maps each topic in this Learner Guide to the National Quality Standard and national learning framework: Early Years Learning Framework (EYLF).

T = Topic

Topics	National Quality Standard (NQS)
T1-T5	Quality Area 1: Educational program and practice
	Quality Area 2: Children's health and safety
	Quality Area 3: Physical environment
	Quality Area 4: Staffing arrangements
T1-T3	Quality Area 5: Relationships with children
T1-T4	Quality Area 6: Collaborative partnerships with families and communities
	Quality Area 7: Governance and leadership
	Early Years Learning Framework
	Principles
T1-T4	Secure, respectful and reciprocal relationships
T2-T5	Partnerships
T1-T5	Respect for diversity
	Aboriginal and Torres Strait Islander perspectives
T1-T5	Equity, inclusion and high expectations
	Sustainability
T1-T5	Critical reflection and ongoing professional learning
	Collaborative leadership and teamwork
	Practice
T1-T5	Holistic, integrated and interconnected approaches
T1-T5	Responsiveness to children
	Play-based learning and intentionality
	Learning environments
T1-T5	Cultural responsiveness
	Continuity of learning and transitions
T2-T5	Assessment and evaluation for learning, development and wellbeing
	Learning Outcomes
T1, T2	1. Children have a strong sense of identity
T2, T4	2. Children are connected to and contribute to their world
	3. Children have a strong sense of wellbeing
	4. Children are confident and involved learners
	5. Children are effective communicators



Topic 1

In this topic you will learn about:

- 1A** Legal and ethical guidance
- 1B** Respecting rights and needs

Gaining knowledge of human rights and needs

Every child should be acknowledged and supported to achieve their full potential.

These values are embedded in curriculum design and should flow through to daily activities and experiences. They ensure that children of different backgrounds, needs and abilities can be successfully included and encouraged to participate.

1A Legal and ethical guidance

Inclusive practice is about the basic human rights of every child and adult to participate in society.

At all times, their culture and needs should be acknowledged and respected.

Inclusive practice is incorporated into:

- legislation
- educational frameworks
- standards
- policies and procedures
- workplace practices.

Human rights framework

Society as a whole is responsible for maintaining the rights of everyone.

The federal government is required to meet international guidelines and this flows down to state, territory and local jurisdictions. Australia is also guided by the following international treaties:

- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (commonly known as the United Nations Convention Against Torture)
- United Nations Convention on the Rights of the Child
- International Convention on the Elimination of All Forms of Racial Discrimination
- Convention on the Elimination of All Forms of Discrimination Against Women
- Convention on the Rights of Persons with Disabilities

These treaties individually and collectively build our human rights laws, regulations and ethical expectations. The United Nations (UN) Convention on the Rights of the Child particularly applies to children's education and care services.



The United Nations Convention on the Rights of the Child is particularly relevant to children's services.

Principles of the UN Convention on the Rights of the Child

- The Convention applies to every child, whatever their ethnicity, gender, religion and abilities, whatever they think or say and no matter what family they come from.
- Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.
- Governments must do all they can to provide free care and assistance to children with disabilities.
- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country they live in.
- Every child has the right to relax, play and join in a wide range of cultural and artistic activities.
- Children who are neglected, abused, exploited, tortured or victims of war must receive special help to recover their health, dignity and self-respect.

Anti-discrimination legislation

The key provisions of anti-discrimination legislation are identified in human rights law.

These include:

- *Racial Discrimination Act 1975 (Cth)*
- *Commonwealth Disability Discrimination Act 1992 (Cth)*
- *Australian Human Rights Commission Act 1986 (Cth)*

In Australia, there are also strict guidelines relating to privacy, confidentiality and disclosure. Commonwealth and state legislation strongly supports the right of all people (including children) to protect and control the flow of their personal information.

The *Privacy Act 1988 (Cth)* contains 13 Australian Privacy Principles (APPs), which are detailed in Schedule 1 of the Act. Both you and the service must comply with legislation such as the Privacy Act and will have procedures for sharing information. You must know when you can share confidential information, how to do so appropriately, and must always gain the family's permission before consulting with others about a child.

Confidentiality and privacy are some of the most important issues you face when considering the legal and ethical aspects of your role. The Privacy Act protects all personal information handled by businesses, including education and care services.

Any information about children and their family members must be kept private and only shared with the appropriate people when necessary. If you need to discuss something about a child with another educator, do it in private where other children and families can't hear.

Your role in regard to privacy is to:

- understand what is required of you
- read and implement procedures that link to privacy and confidentiality
- ensure you follow the policies and procedures relating to confidentiality
- ask about changes that may be made to confidentiality procedures (staff meetings are a good time for this)
- use the privacy principles to determine your actions.

For more information about privacy, go to: aspirelr.link/oaic.

National Quality Framework (NQF)

The values and principles of international laws and conventions have long been embedded in national education and care services legislation and standards.

These expectations and guidelines for curriculum, enrolment and participation include:

- Education and Care Services National Law
- Education and Care Services National Regulations
- National Quality Standard (NQS)
- Approved learning frameworks:
 - *Belonging, being and becoming: The early years learning framework for Australia* (EYLF)
 - *My time, our place: Framework for school age care in Australia* (MTOF)

You can access these documents at: aspirelr.link/nationalqualityframework.

Philosophy, policies and procedures

Legislation requires the principles of inclusion, equity and diversity to be embedded in your service philosophy, policies and procedures.

An independent inclusion policy is not mandated; however you will find the following in the National Quality Standard:

- Element 3.1.1: Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
- Element 3.2.1: Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both build and natural environments
- Element 6.2.2 of the NQS states: Effective partnerships support children's access, inclusion and participation in the program.

This suggests that your service must demonstrate its commitment to full inclusion in its philosophy, policies and procedures.

To ensure these principles are reflected in the service, you should:

- increase the ability of all children to participate
- implement policies that do not exclude children or families
- value equity where everyone is given what they need to be successful
- use differences as part of play and learning
- support educators as well as children and families to learn
- learn from any mistakes and issues that arise
- acknowledge that the inclusive actions in your service represent inclusive actions in the wider community and society.

Example

Inclusion policy excerpt

The following is an excerpt of an inclusion policy from an education and care service.

One World for Children Inclusion Policy

One World for Children is inclusive of all children, regardless of gender, race, creed, abilities or social background.

All children have the opportunity to reach their own level of development at their own pace. Staff tailor programs and environments to meet each child's individual skills and needs.

We believe an inclusive program has benefits for all children. It allows them to learn to accept diversity. This approach fosters a caring community and responds to the rights of all.

Legal and ethical practice

Service policies will highlight appropriate practice and take into consideration all requirements relating to legal and ethical practice.

Section 166 of the Education and Care Services National Law Act 2010 states the following:

Section 166

Offence to use inappropriate discipline

approved provider, nominated supervisor, staff members, volunteers, family day care educators of an education and care service must ensure that no child being educated and cared for by the service is subjected to:

- any form of corporal punishment
- any discipline that is unreasonable in the circumstances.

The Examples of inappropriate discipline include:

- hitting or slapping a child
- force-feeding a child
- yelling at or belittling a child

- > humiliating a child
- > physically dragging a child
- > depriving a child of food or drink; for example, saying to a child, 'If you don't behave, you can't have your lunch'
- > putting a child in 'time out' where they are placed somewhere in isolation.

Other forms of unacceptable practice include:

- > negative labelling
- > criticising
- > discouraging
- > blaming or shaming
- > making fun of or laughing at someone
- > using sarcastic or cruel humour
- > using negative language, such as 'No', 'Stop that!', 'Don't ...' and 'You never ...'
- > using restraint, unless used in an emergency situation.

Inclusive practice

Inclusive practice is about finding equitable and effective ways to ensure that all children have opportunities to participate.

This is an ideal that should flow effortlessly from legislation and standards to workplace philosophies and policies, and into workplace practice. It is your job to make this happen.



Practice Task 1

1. Which of the following statements are correct about human rights legal and ethical guidance? Select all that apply.

- Workplace policies, philosophies and practices must be followed so all children are included, are provided with positive guidance and have opportunities to achieve learning outcomes
- Inclusive practice means supporting all children to participate while respecting and acknowledging their beliefs and needs, regardless of their identities, abilities, cultures, strengths, genders or backgrounds.
- Inclusive practice dictates that a service must make all physical environment modifications required to accommodate a child regardless of cost to the service.
- Inclusive practice celebrates difference and fairness as part of play and learning.

2. List two human rights conventions or laws that cover the concept of inclusion in education and care services.

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1B Respecting rights and needs

Every child has the right to have their culture, identity, abilities and strengths acknowledged and valued.

These principles form the basis of the EYLF and the UN Convention on the Rights of the Child.

Article 29 of the Convention on the Rights of the Child states:

The education of the child shall be directed to:

- a. The development of the child's personality, talents and mental and physical abilities to their fullest potential
- b. The development of respect for human rights and fundamental freedoms
- c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own
- d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origins
- e. The development of respect for the natural environment'

Inclusive practice

For your curriculum to reflect the approved learning frameworks and the UN Convention on the Rights of the Child, it must include and acknowledge diversity.

You can do EYLF Principle: Critical reflection and ongoing professional learning by examining your practice and acting to achieve inclusion, equity and acceptance of diversity.

This initially commences with the concept of 'belonging', in which the child feels:

- welcome and part of the service curriculum, decisions and plans
- accepted and important for being who they are.

This is not just about celebrating differences. It also includes the need for children to feel respected and supported, and to know that they are safe and secure.

The table below gives a brief overview of inclusion, equity and diversity.



Ensure all children feel welcome at the service and accepted for who they are.

Inclusion	Equity	Diversity
<ul style="list-style-type: none"> ➤ Allowing all children to access the same level of education and care through the same service types ➤ Reflecting on children of all abilities as active participants that need education and care for the same reasons 	<ul style="list-style-type: none"> ➤ Equity is about giving everyone the opportunity to succeed. It is different to equality or fairness, where everyone is treated the same despite their needs. ➤ All children have a right to fair, non-discriminatory education and care. Enrolment policies must reflect this. ➤ To ensure that equity is provided, you must acknowledge that inequality exists. This ensures you are ready to act and provide equity. 	<ul style="list-style-type: none"> ➤ Diversity is the rule, not the exception; your practice needs to respect this. ➤ Each person/family is different, so policies and procedures must allow you to provide for these differences. ➤ Diversity must be recognised as valuable; the service philosophy should state that diversity will be celebrated and used as an educational tool.

Cultural responsiveness

Cultural responsiveness is the ability to understand, communicate and interact with people from different cultures and with various needs and abilities.

Common behaviours that demonstrate a lack of cultural competence, inclusion and fairness include:

- lack of compassion and kindness
- rejection and exclusion
- selfishness
- dominating behaviour
- stereotyping attitudes
- rejection of other perspectives.

Cultural responsiveness involves celebrating the benefits of diversity and providing a setting that highlights the importance of trust, respect, equity, fairness and social justice. Children learn cultural responsiveness through educator actions, and this supports them to challenge and address injustice, racism, exclusion and inequality. Stereotyping can also be challenged and shown to be superficial and damaging.

Provide children with opportunities to develop cultural responsiveness through:

- planning experiences and providing resources that broaden children's perspectives, and encourage appreciation of diversity
- exploring the culture, heritage, backgrounds and traditions of each child
- developing an awareness of connections, similarities and differences between people
- practising inclusive ways of co-existing
- exposing children to different languages and dialects, and encouraging appreciation of linguistic diversity
- encouraging children to listen to others and respect diverse perspectives
- discussing ideas about diversity, respect and equity with children.

Levels of inclusion

Inclusive programs provide both children and adults with a diverse and responsive environment.

Services provide either a mainstream, inclusive or full inclusion program. By understanding the different levels of inclusion, you will be able to reflect on and evaluate practices, and identify areas for improvement.

Type of practice	Description	Example: <i>Chance has a visual impairment and his parents are deciding which service to enrol him into</i>
Mainstreaming	Mainstreaming involves a child attending an education and care service but going outside the service to have any additional support needs met.	In a mainstreaming service, Chance will attend the service and be able to participate in the activities that are provided for all children. Chance will then go to his specialist and seek support through the Royal Institute for Deaf and Blind Children.
Inclusive	An inclusive program involves children attending the education and care setting, with support services or specialists coming into the service or providing reports that are followed to provide a relevant program or any necessary assistance.	In an inclusive program, Chance will participate in the activities provided for all children, but the service will arrange for support services to come into the program and work with Chance on an individual level, providing a variation of the activities that are suited to his needs. Chance's needs will sometimes be met, but the service is not prepared or able to provide for Chance's specific needs themselves.

Type of practice	Description	Example: <i>Chance has a visual impairment and his parents are deciding which service to enrol him into</i>
Full inclusion	Full inclusion involves a child attending the education and care setting and having the program adapted to meet their individual needs, with support from specialist services and/or specific specialists. Educators who provide a fully inclusive program provide for the individual needs of all children and have the skills, resources and knowledge to do so. They use support services to provide for each child.	In a full inclusion program, Chance will participate in activities that are planned to meet his needs. All activities will be adapted as required to enable Chance to participate to his full potential and be involved with the other children. The educators will have lots of contact with Chance's specialists, and support services will come into the service and provide direction, ideas, resources and information to guide them in providing fully for Chance's needs.

Full inclusion

To implement practice that is fully inclusive, your critical reflection should focus on the aspects of practice that can be measured.

A fully inclusive program supports the following actions:

- All children are included as part of the curriculum. They are part of the community and have the right to be involved, participate in everyday life, form friendships and be accepted.
- Children of all abilities and backgrounds benefit from developing relationships and associating with children who are different from themselves. This diverse environment allows children to develop acceptance, understanding and friendship.
- A viable service has many participants, and all of their contributions are reflected in the program. Collaboration between families, educators, specialists, support educators and others is vital.
- Every child's uniqueness and dignity must be valued. Their choices must be acknowledged and supported, and their fears and concerns responded to. Each child must have the opportunity to develop a sense of self.



Ensure all children are included as part of the curriculum.

The following table outlines how inclusive practices will be implemented.

Environment	<p>An inclusive environment will:</p> <ul style="list-style-type: none"> ➤ change and adapt to the needs of the children at the time ➤ have different children doing different things with educators helping where needed ➤ be engaging ➤ be messy, busy and safe ➤ offer choices ➤ have activities for small groups, large groups and individuals ➤ encourage children to support and help each other ➤ have lots of time for interaction ➤ be child-centred ➤ have no issues of fairness, as children will understand that they have unique interests ➤ extend into the community.
Children	<p>All children should:</p> <ul style="list-style-type: none"> ➤ be united and given opportunities ➤ be supported without labelling ➤ be able to benefit through the modelling and friendships they develop with other children ➤ be able to participate with peers, and learn social and communication skills ➤ gain realistic life experiences that prepare them to live in the community ➤ have opportunities to learn realistic and accurate views about individuals with different needs and abilities ➤ have opportunities to develop positive attitudes towards others who are different from themselves ➤ have opportunities to learn altruistic or helpful behaviours, and when and how to use these behaviours ➤ be provided with examples of people achieving despite challenges.
Communities	<p>Communities should limit the need for segregated, specialised programs.</p>
Families	<p>The families of children should:</p> <ul style="list-style-type: none"> ➤ be able to learn about development ➤ be able to share what they know about development ➤ share what they know about their child and have this contribute to the curriculum ➤ be supported by their communities ➤ be able to develop relationships with families of other children who can provide them with meaningful support ➤ develop relationships with other families who have different needs and abilities ➤ have opportunities to teach their children about individual differences and accepting individuals who are different.
Educators	<p>All educators should:</p> <ul style="list-style-type: none"> ➤ use critical reflection processes ➤ be open to change ➤ continually increase their professional knowledge ➤ develop working partnerships ➤ consult and collaborate.

Cultural preferences

When someone's cultural preferences are respected, they are more likely to feel safe and comfortable, and to communicate more freely and openly.

Some cultural preferences to be aware of are described in the following table.

	<p>Personal space</p> <p>Some people need to remain at arm's length or further away. Others believe in physical contact while communicating.</p> <p>Our experiences with COVID-19 will change these space requirements</p>
	<p>Eye contact</p> <p>Some people feel eye contact is a sign of honesty and respect. Others feel that it is disrespectful.</p>
	<p>Tone of voice</p> <p>Some people use loud and direct language; others may find this rude or obnoxious.</p>
	<p>Non-verbal communication</p> <p>Hand gestures are used regularly, such as shaking hands or giving a thumbs up. Some gestures may be polite to one person and offensive to another. The same goes for smiling or bowing your head.</p> <p>COVID-19 will alter some gestures used. Handshaking may be replaced with elbow bumping for some, while others will use waving, bowing or a smile as their non-verbal option.</p>
	<p>Verbal communication and language</p> <p>If you are aware of the communication style and language another person uses, you can respond appropriately and provide necessary support and resources.</p>

Developing professional knowledge

As an educator, you are responsible for reflecting on your practice and developing your cultural competence through professional knowledge.

There is a range of professional development opportunities that allow you to learn about topics that are important to your current and future success. These may be found either inside or outside your service.

By listening, taking concerns seriously and working together to develop strategies and address concerns, you can support others to improve their inclusive practice. You should consider the needs of others, and work towards including them in the team's shared goals.

Inclusion Support Programme

The Inclusion Support Programme (ISP) provides each state and territory with an Inclusion Agency (IA) that each employ a number of inclusion professionals.

IAs assist eligible services to build their capacity and capability to provide and embed inclusive practice in their delivery of education and care programs. They provide services with the opportunity to employ additional educators. They also offer educators additional resources and professional development to increase their inclusive practice and support children with:

- disability
- culturally and linguistically diverse backgrounds
- refugee backgrounds
- Indigenous backgrounds.

For further information about the program, go to: aspirelr.link/inclusion-support-programme.

Example

Increasing levels of inclusion

Stella supports Baiden who has been diagnosed with autism spectrum disorder. Stella knows that it's important to learn as much as she can about Baiden and has a goal to fully include him and have him accepted. Stella has a strong relationship with Baiden's family and together they share information and set goals. Stella also collaborates with Baiden's specialists, implements their strategies and encourages them to come into the service. Stella constantly evaluates her practices to identify areas of improvement and set new goals and actions. She has organised to attend professional development specific to autism spectrum disorder and reads resources provided by Baiden's specialists to extend her knowledge.





Practice Task 2

1. Which of the following statements demonstrate attitudes that respect rights and needs? Select all that apply.

- Cultural responsiveness is about being able to communicate, understand and connect with people of different cultures and abilities.
- It's important to respect and uphold a child's right to have their values, abilities and strengths incorporated through all aspects of the service.
- Educators should celebrate difference and model acceptance to encourage children to learn from the richness of society
- Children will become culturally responsive when they are provided with positive modelling and programs embedded with cultural richness, and are encouraged to ask questions and explore differences.
- If the family culture is discriminatory, this should be respected and not challenged.

2. Noreen is an educator who wants to make sure that Marshall is fully included in the service. Marshall is a three-year-old with cerebral palsy. Draw a line to match each term about inclusion to the way Noreen has demonstrated it.

- | | |
|-------------------------------------|--|
| * Full inclusion | * Noreen ensures Marshall is able to participate to his full potential and be part of the community by adapting the program to meet his needs, encouraging his efforts, developing relationships and working with his specialist and family. |
| * Developing professional knowledge | * Noreen examines her practice and acts to provide for all children's abilities and interests. She promotes equity and acceptance of diversity. |
| * Working in partnership | * Noreen contacts her inclusion support facilitator to gain advice on how to best include children and seeks online training to extend her understanding. |
| * Inclusive practice | * Noreen knows that the more information she has, the better she is able to communicate with families, support the service and keep up to date with current strategies and plans. |

Summary

- Inclusive practice is about the basic human rights of every child and adult to participate in society, and have their culture and needs acknowledged and respected.
- Inclusive practice is incorporated into legislation, educational frameworks, standards, policies and procedures, and should be reflected in workplace practices.
- Inclusive practice includes the right for children to feel respected and supported, and to know that they are safe and secure.
- An educator who is culturally competent celebrates the benefits of diversity and provides a setting that highlights the importance of trust, respect, equity, fairness and social justice.
- Children learn cultural competence through educator actions, and this supports them to challenge injustice, racism, exclusion and inequality.
- A fully inclusive program includes children with additional support needs as part of the curriculum, celebrates their abilities and backgrounds, and develops acceptance, understanding and friendship.
- Collaboration between families, educators, specialists, support educators and others is vital.
- Every child's uniqueness and dignity must be valued. Their choices must be acknowledged and supported, and their fears and concerns responded to.
- Each child must have the opportunity to develop a sense of self.

Learning Checkpoint 1

Gaining knowledge of human rights and needs

1. Curriculum can be improved by reflecting on practices that relate to inclusion, equity, behaviour research and diversity. Which of the following questions could you ask to reflect on current service practices? Select all that apply.

- Does the curriculum acknowledge, welcome and respect the varying cultures of families using the service?
- Are all families made to feel welcome and respected?
- Are the service fees high?
- Is there a variety of resources that represent different cultural backgrounds?
- Is the service accessible to everyone regardless of ability?
- Are the colours of the walls calming?
- Does the centre challenge gender bias stereotypes?

2. If you want to develop your professional knowledge about inclusion and increase your cultural responsiveness, which of the following workshops might you enrol into? Select all that apply.

- Using social media the right way
- Dealing with difficult people
- Curriculum and diverse needs
- Shared partnerships with families
- Practical solutions to everyday behaviours
- Documenting with respect
- Negative behaviours: when to give up
- Equity in learning environments

3. Which of the following are examples of the human rights framework in practice? Select all that apply.

- The children are working on a family tree so they can count how many families attend the service.
- The children are learning a new language that is common to their community.
- The children are going to church so they can find out how some children include religion in their lives.
- An educator is collecting information about a child's skills so they can provide experiences that suit the child's needs.

4. Identify **three** anti-discrimination laws that uphold human rights.

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Topic 2

In this topic you will learn about:

- 2A Inclusive curriculum
- 2B Working in partnership

Practice that promotes inclusion

Curriculum decisions should promote inclusion and participation of all children.

A curriculum that displays diversity and cultural acceptance may include:

- resources representing different family cultures
- limits for children
- explanations of unacceptable behaviour
- age-appropriate discussions
- acceptance that negative behaviour occurs for a reason
- sensitive approaches to children's views
- help to prevent negative attitudes
- support for children to recognise differences between each other
- expectations that children respect themselves and others.

The actions you take to develop and implement an inclusive curriculum will encourage adults and children to adopt inclusive attitudes as well.

2A Inclusive curriculum

Australia is a culturally rich society with a population from all parts of the world.

Australia's Indigenous people belong to the oldest continuous culture in the world. Each family brings with it a different way of approaching daily life and viewing the world. An appreciation and understanding of these different perspectives can enrich our lives and challenge our culturally embedded views.

You can demonstrate respect for the cultural richness of society by:

- being interested in different cultural family practices
- showing equal interest in all family cultures
- being willing to learn from members of a particular family culture
- acknowledging that different cultural elements are a natural part of the environment.



Demonstrate respect by showing interest in different cultures.

Framework support

By experiencing an inclusive environment, children are challenged to explore, understand and acknowledge differences.

This opens them up to the many different ways of being in the world, managing day-to-day life and living with others. EYLF Outcome 1 states 'Children have a strong sense of identity', and this is one way to achieve it.

The National Quality Standard (NQS) provides the following guidelines, as outlined in the *Guide to the National Quality Framework* (aspirelr.link/nqf-guide).

Element	Descriptor	Guidelines
Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	➤ The goal of an inclusive curriculum is to empower children so they are able to achieve learning and development outcomes.
Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	➤ Each child has a contribution to make. An inclusive curriculum strives to support children to share this contribution, and to learn and develop.
Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	➤ Children need to make choices and decisions about matters that affect them.
Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	

Element	Descriptor	Guidelines
Element 5.1.1	Responsive and meaningful interactions build trusting relationships that engage and support each child to feel secure, confident and included.	<ul style="list-style-type: none"> ➤ View each child as competent and capable. ➤ Be responsive to children's thoughts and feelings, and support them to develop a strong sense of wellbeing. ➤ Interact positively.
Element 5.1.2	The dignity and rights of every child are maintained.	<ul style="list-style-type: none"> ➤ Respond promptly to children's needs. ➤ Be patient, gentle, calm and reassuring. ➤ Clearly reflect the information received from families, other professionals and agencies.

Modelling

The way you communicate and the answers you provide affect children's attitudes and their level of cultural responsiveness.

New and different things spark children's curiosity, which prompts them to ask questions and discuss things that interest them.

Through modelling, you can teach children and adults a number of things, such as how to:

- empathise with others
- show affection
- help and share
- respect others' opinions and needs
- follow cultural customs.

The benefits to children when you model a positive attitude towards difference include:

- increasing their self-acceptance and self-esteem
- developing their awareness that there are differences and similarities between people
- broadening their understanding of the world
- developing a sense of belonging to many different communities
- helping them respect others
- developing their sense of fairness and cooperation
- encouraging them to act in an inclusive manner.



Modelling respect for other cultures teaches children to do the same.

Proactive communication

Communicate in ways that are consistent and meet individual needs.

Regularly evaluate the way you communicate. At times you may need to learn words in other languages so that you can form a close relationship with a family or child. When you fail to communicate clearly you will be missing important information.

The following table outlines some evaluation criteria.

Criteria	What to consider for each person you communicate with
Self-esteem and confidence	<ul style="list-style-type: none"> ➤ Do others feel comfortable using the form of communication you are offering? ➤ Do they communicate in the same way as you?
Activities	<ul style="list-style-type: none"> ➤ Does your communication style allow others to participate fully? ➤ Is your communication style practical in all situations?
Health and safety	<ul style="list-style-type: none"> ➤ Are you communicating important information about limits and guidelines? ➤ Are rules, codes and requirements communicated clearly?

High expectations and equity

You will communicate your belief that a child has capacity to succeed by having high expectations and believing in the potential of all children.

This concept is reflected in EYLF Principle: Equity, inclusion and high expectations.

Children's learning is enhanced when their educators and families encourage them to have high expectations of themselves. This principle focuses on looking past a child's inability and concentrating on their capabilities and potential.

Example

Low and high expectations

The following examples demonstrate how an educator may have either low or high expectations of a child with a visual impairment.

Low expectations	High expectations
<p>Oslo's parents overhear the educator telling the other children that Oslo is blind and that means he can't see. The educator explains to the children some of the things that Oslo can't do.</p> <p>Oslo's parents feel that Oslo is being labelled negatively and is not receiving enough opportunities to succeed. They also feel that the children are being taught that vision is all that matters.</p>	<p>Oslo's parents overhear the educator explaining to the children that Oslo is vision-impaired and this means he cannot see well. The educator then tells the children that Oslo is clever at many things, including telling stories.</p> <p>Oslo's parents feel that Oslo is being valued and that his visual impairment is not the main focus.</p>

Challenging bias

Reinforcing respectful behaviour supports positive relationships and interdependence.

Challenging bias openly addresses statements and actions that promote superiority or prejudice. Strategies you may find useful to build into the curriculum are outlined in the following table.

Lay ground rules	Let children know it is unacceptable to use words or actions that hurt or exclude others. Invite the children to think about this and come up with ideas about how they can make others feel good or bad, then use these ideas to set limits for their behaviour.
Challenge	Don't wait until a topic comes up. Initiate discussion or exploration whenever it is suitable.
Use mistakes as learning opportunities	If children make a mistake, help them understand the consequences of their actions. Use this as a learning opportunity rather than reprimanding them.
Address non-inclusive actions	Be prepared for prejudiced behaviour or communication that promotes superiority. Identify topics that may arise and keep some books, puppets or other materials ready to use in your discussion.
Share real experiences	Let children know about times when you felt excluded. Explain how you felt and what made you feel better.
Encourage empowerment	Help children develop ways of sharing their differences. This supports them to share information, feel confident and proud about their differences, and help others to understand and learn.

Positive guidance

Research around positive guidance and behaviour guidance provides educators with skills for inclusion.

In many circumstances, these skills are necessary if an educator is to develop a view of a child and their needs in a positive and forward-thinking way.

Positive behaviour guidance includes common strategies to demonstrate enthusiasm about including families and children, such as:

- having developmentally appropriate behaviour expectations so that children meaningfully participate
- communicating clearly using the methods familiar to the child and their family
- listening actively so that you understand messages being sent
- interacting in a positive way and showing care and interest in the child and their family, so you are approachable and accessible
- acknowledging, encouraging positive actions and consulting so that people feel valued and that they contribute
- maintaining calm to help others relax and manage difficult situations
- using positive language that communicates your expectations
- redirecting behaviours where appropriate to diffuse challenging situations
- employing a problem-solving approach that fosters an open dialogue to resolve conflict
- making consequences clear for all participants.

More research leads educators to employ actions that respond to children with an understanding of their physical and mental abilities. Some are shown in the following table.

Research	Description	Support strategies
Self-regulation	The level of ability a child has to face stress and the anticipated responses they will have such as responding aggressively, withdrawing or becoming agitated.	<ul style="list-style-type: none"> ➤ Reducing sensory load ➤ Using natural environments and materials ➤ Using relaxation techniques ➤ Giving choices ➤ Being consistent ➤ Reflecting on behaviours
Resilience	<p>Resilience is about controlling the messages you say to yourself and changing them so that your actions are more considered, on-track and beneficial to your wellbeing.</p> <p>When children develop their resilience, they are better able to deal with challenges, know what to do when something goes wrong and to gather their emotions and use them in positive ways.</p>	<ul style="list-style-type: none"> ➤ Encouraging positive thinking ➤ Talking about feelings ➤ Working out what strategies work to help feel relaxation and stress reduction ➤ Setting and trying to achieve goals – step by step ➤ Accepting that we all need to learn and take time to learn – this means we will make mistakes ➤ Learning to problem solve and to enjoy challenges ➤ Developing self-awareness through understanding limits, identifying own priorities and reflecting on past successes as well as unsuccessful situations
Neuroplasticity	<p>Our brains can adapt and change. When behaviours or actions are learnt and used over periods of time, they form pathways in the brain. These pathways are shortcuts that we have developed to:</p> <ul style="list-style-type: none"> ➤ succeed at tasks ➤ avoid events or actions we don't enjoy or like ➤ resolve an issue we are unable to resolve in a way that is easy for us as an individual. <p>When people develop behaviours in this way, they must be supported to create new pathways, or to revert to pathways they have used before. These changes take around three months of practice before they become habit.</p>	<ul style="list-style-type: none"> ➤ Recognise that it takes time and practice to change behaviours ➤ Notice new challenging behaviours and working to reduce these so the behaviours are less likely to become problematic or working to encourage positive behaviours so they become more predominant

Answering questions

Children ask many questions. See these as opportunities to expand their views and learn more about others.

These opportunities align with EYLF Principle: Respect for diversity. When children are curious, you can do the following things.

Show respect for diversity by:

- demonstrating a positive attitude towards difference
- encouraging positive and unbiased views
- being open and answering all questions honestly
- avoiding feelings of embarrassment
- making sure your answers match the children's level of understanding.

Support children to respect diversity by:

- encouraging them to ask questions about the differences they notice
- guiding children to ask questions in a positive way
- challenging or restating expressions that communicate superiority or prejudice
- challenging stereotypes
- creating opportunities for children to develop an understanding of different experiences and perspectives.

When you find it challenging to answer children's questions in a respectful way, you may need to extend your knowledge and skills through critical reflection and professional development.

Interdependence

People are social beings and often rely on others to help meet their basic needs; this is called interdependence.

Modelling respect and empathy, caring for and encouraging children to cooperate with and help others will instil values that support positive interactions. On a one-to-one level, you can also:

- show children that they are valued
- help children feel good about themselves to improve their self-esteem
- encourage children to care for others
- appreciate children's efforts and teach them to appreciate others
- use respectful and positive communication
- teach social skills such as saying, 'Good morning', 'Goodbye' and 'Thank you'
- set clear guidelines on what behaviour is expected.



Interdependence means relying on others for support and encouragement.

Full participation

Most activities and daily care needs can be adapted so that all children can participate.

In some cases, specially designed equipment can help you to meet a child's needs. The key to successful adaptation is your thinking. Instead of thinking, 'This child can't do that', think: 'How do we help the child to participate?'

Families, specialists and other educators will often have great ideas to help you with individual children.

Here are some suggestions:

- A child in a wheelchair could play baseball if another child was running for them from base to base.
- A child with communication difficulties could use symbols or hand gestures to indicate different activity choices, tell you what they need or play a game.
- Change the game rules so that all children interact using the same skills as the child with a disability, such as all children using sign language to communicate or play.

When children see their peers involved in activities in different ways, they will be able to work out how others can be included. With encouragement and support, all children can participate with others in some way. This builds a sense of belonging and agency.



Investigate ways to adapt activities and experiences to allow all children to participate.

Example

Teaching about inclusion

When Tommy asks Sadia why her skin is dark, he uses a curious tone. Sadia seems embarrassed about her dark skin. Susan, an educator, tells Tommy that it is not okay to ask questions like that.

Wilma, another educator, decides to add to Susan's comment by:

- making sure that different shades of skin are represented in posters and books.
- asking the children to bring in photos of their families to put up on the wall so they can see how different everyone's family looks.
- finding a simple book about melanin and skin tones and uses this for discussion with the older children.
- initiating a group discussion where she will use the family photos to show how the children have similarities that come from their parents.

In this way, Wilma incorporates discussion of Sadia's family and skin colour into everyday activities, rather than creating fear or uncertainty in the children finding out about others. She also hopes this will support Sadia to feel more confident about her identity.



Reasonable modifications

If a child meets the essential entry requirements to your service, you must make reasonable adjustments so they can participate.

Some examples of adjustments that may be required are outlined in the following table.

Adjustment	Examples
Modifying the premises	<ul style="list-style-type: none"> ➤ Adding ramps ➤ Lowering benches ➤ Modifying toilets ➤ Ensuring that rooms are accessible
Modifying or providing equipment	<ul style="list-style-type: none"> ➤ Including adapted sports equipment or art resources ➤ Providing specific computer software ➤ Providing specialised seating or reaching devices
Changing program delivery	<ul style="list-style-type: none"> ➤ Providing materials in different formats ➤ Providing language support ➤ Altering the way activities are implemented

The required modifications can be identified by considering the person's specific needs. You must also consider the health and safety needs of yourself and other staff who will be involved in working with the person.

The *Disability Discrimination Act 1992* (Cth) does not require changes to be made if they will cause major difficulties or unreasonable costs to the service. This is called 'unjustifiable hardship'. If adjustments are likely to cause hardship to the service, it is up to the service to show that they are too expensive or impractical to implement.

Individual needs

Every curriculum must respond to spontaneous issues or successes that arise.

This means more than just a quick word to acknowledge a child's success or a note to remind you to extend an activity. An adaptable program should respond to interests and needs immediately, which will:

- allow children time to explore their ideas, practise their skills and demonstrate their capabilities
- provide appropriate materials and resources, including time and space, educator support and safety requirements
- enable children to continue to play
- encourage children to participate.

Example

Considering individual children’s needs

Chicago is an educator who is at the sandpit with two children when they find an insect. He responds to the children’s interest, but also considers the needs of the two children by:

- responding enthusiastically
- asking open questions
- offering information
- linking with the children’s current knowledge
- discussing how another child keeps stick insects at home.

Chicago’s adaptations for each child are presented in the following table.

Child	Adapting to the child’s needs
Keely: <ul style="list-style-type: none"> ➤ Inquiring mind ➤ Enjoys extending on spontaneous information 	<ul style="list-style-type: none"> ➤ Discussing the insect and exploring its properties ➤ Adding new ideas and investigations ➤ Involving Keely in creating an investigation area ➤ Providing access to web pages related to specific bugs ➤ Developing a chart of insect types using scientific names
Iker: <ul style="list-style-type: none"> ➤ Difficulty controlling limbs ➤ Poor speech ➤ Intellectual disability ➤ Clear understanding of English 	<ul style="list-style-type: none"> ➤ Moving Iker closer to the insect so he can see it better ➤ Placing the insect on Iker’s hand (after asking if this is okay) ➤ Speaking words related to the insect clearly and slowly, such as ‘legs’, ‘head’, ‘antenna’ ➤ Including Iker in the extensions provided for Keely by asking him if he has any ideas

Exposure to diversity

The more exposure children have to diversity, the more positively they will react to difference.

Children who engage with environments in which all people are valued and uniqueness is celebrated will view the world in a more open-minded way and appreciate the richness of society. An environment with fewer differences needs more inclusive opportunities. When children are not faced with difference on a regular basis, they can feel threatened or uncomfortable when they do encounter it.



Children who are exposed to diversity will be less likely to notice difference.

You have the opportunity to create a diverse world for children. Each experience you provide should be embedded with behaviour that shows respectful and equal relationships through spontaneous or planned discussion.

Similarities and differences

Similarities and differences are evident in everyday life.

How children deal with them shapes their perception of themselves, others and the world. The best opportunities to help children develop positive attitudes to differences occur during daily interactions and events. Some of these are outlined in the following table.

Human show and tell	<p>Small groups of children talk about special things in their home lives, such as:</p> <ul style="list-style-type: none"> ➤ celebrations ➤ where they live ➤ what they do at home ➤ who lives at their house ➤ their favourite games ➤ something special about their family.
Providing art materials in a range of skin tones	<p>Paint, crayons, pencils and fabric can all be purchased or mixed to make shades that represent various skin colours. This might be an activity for one child to acknowledge their skin colour or a group activity where children talk together, compare skin tones and work with the colours to recreate their skin tones.</p>
Display table	<p>This is a small table or space where children can bring in special things from home. You might specify a topic (such as something you think no one else has seen before or something from another country) or leave it open for the children. Provide clear limits so that children respect others' property.</p>
Photo puzzles	<p>Photos of children or their families can be cut into puzzle pieces for children to complete.</p>
Providing a medical aid	<p>Add a medical item to a space or activity such as home corner. This might include crutches, a sling, a neck brace, a wheelchair or a walking stick. Support understanding and exploration of the aid and why it might be important for someone's independence.</p>
Disability activities	<p>Choose a disability or impairment and discuss what it means (for example, vision-impaired means that someone cannot see well or at all). Help children identify difficulties, but also look at alternative ways to do things and skills that are not affected by the impairment.</p>
Language activities	<p>Games, songs and stories can be shared in languages from different cultures. Children learn new ways to communicate quickly, and enjoy being able to interact with others using different words and meanings.</p> <p>You can also introduce communication types, including COMPIC (symbols or pictographs that send messages) and Key Word Sign, which uses Auslan. Each word is matched with a hand sign.</p>

Treasure hunt	Have children hunt for natural items, such as stones, bark pieces and leaves. Talk about how these natural items are similar but also different, just like people.
Explore celebrations in small groups	Identify the purpose of a celebration. Remember to keep things simple. For example, explain whether someone wears particular clothes, eats particular foods, sings, dances or participates in a ritual.
Provide cultural items	<p>Instead of creating an entire cultural theme, provide one or two items in regular play spaces; for example, add a sari, turban, kimono, boomerang, pair of chopsticks.</p> <p>Always research the background of the cultural item being added to check it is appropriate. Some people will welcome your inclusion, but be aware that some may find it offensive. For example, some people may feel that a didgeridoo should only be played by males or that Vietnamese play money should only be used at funerals.</p>

Example Supporting diversity

Carmen is four years old and often wears her traditional cultural dress. Bobby, the educator, hears Richmond and Gavin talking about Carmen, saying she wears funny clothes and speaks differently to the others.

Bobby knows that he needs to incorporate and celebrate Carmen's traditions and culture, model inclusion and teach respect and fairness. He decides to use the opportunity to develop the children's understanding and expand their views. He speaks to Carmen, Richmond and Gavin, and encourages them to ask questions about differences they notice.

Bobby highlights each child's strengths, including Carmen's ability to draw. All three children sit together drawing and talking for the next 30 minutes.

Bobby incorporates diversity of clothing, skin colour, food, language and culture into all aspects of the program and uses group times to celebrate differences and learn new languages.



Self-image

In some cases, a child's self-image can become confused or inaccurate.

Your interactions and the activities and experiences you provide can help the child reassess their feelings and perceptions. This provides opportunities for the child to build on and extend their achievements – something all children should do.



Encourage a child to have a positive self-image.

Useful strategies to implement with children whose self-image is confused or inaccurate are described in the following table.

Discuss	<ul style="list-style-type: none"> ➤ Discuss things you know about the child to reduce their insecurities. ➤ Discuss strategies that assist the child to become more skilled in a certain area; for example, a child who is disorganised may benefit from you giving hints on how to be more organised.
Demonstrate	<ul style="list-style-type: none"> ➤ Demonstrate that the child's insecurities are false by showing them their past work and achievements.
Provide	<ul style="list-style-type: none"> ➤ Provide images or experiences that demonstrate that gender and culture do not determine likes and dislikes or personality. ➤ Provide attention and affection to the child. ➤ Provide opportunities for the child to participate positively in the area they are concerned about.
Reduce	<ul style="list-style-type: none"> ➤ Reduce competitive games and activities as these boost the self-esteem of the winner at the expense of other participants, who have their failures and weaknesses highlighted.
Encourage	<ul style="list-style-type: none"> ➤ Encourage children to participate in similarity and difference activities so they can see how other children are all different, but share similarities. ➤ Encourage other people to visit the service to share their experiences, knowledge and interests. This will also expose children to a variety of people.
Celebrate	<ul style="list-style-type: none"> ➤ Celebrate areas of interest, strength and enjoyment.
Place	<ul style="list-style-type: none"> ➤ Place the child with other children who complement their skills. ➤ Place the child in a position where their skills and abilities are valued.

Improving a child's self-esteem

When children are excluded, they are in danger of lacking confidence in themselves and a positive self-image.

The best way to support their positive emotional and psychological development is to spend time with them and demonstrate that they are worthwhile.

Useful strategies for supporting children who have low self-esteem and a poor self-image are described in the following table.



A number of strategies can be used to improve a child's self-esteem.

Strategy	How to implement
Help children to develop an accurate picture of themselves, their abilities and their behaviour.	<ul style="list-style-type: none"> ➤ Encourage and demonstrate abilities that are appropriate. ➤ Talk positively about children's work, provide appropriate measures and eliminate competition with others. ➤ Have children measure their achievements against themselves rather than against others. They will see their improvements and gain enjoyment from the process. ➤ Rotate games and group activities so that skilled players are not always central. All players should assume an important role in any activity. This may mean changing the rules or developing a new game.
Make sure standards are not set too high or too low.	<ul style="list-style-type: none"> ➤ To get the balance right, observe children regularly and be aware of their skill level. ➤ When a child can do something with support, there is a window of opportunity. If you respond to this by supporting their skills, the child will be challenged. If you do not notice the window of opportunity, they may become frustrated and negative about their abilities.
Encourage children to reward themselves and discourage negative self-talk.	<ul style="list-style-type: none"> ➤ Support children by giving them words to use and telling them what you think. ➤ Celebrate achievements and help children see that a mistake is just another way to learn.

Self-esteem and self-image are often developed indirectly as a child is provided with experiences that:

- are successful and rewarding
- meet their individual interests and strengths
- provide for success.

Practice Task 3

1. Which of the following statements are correct about creating inclusive environments? Select all that apply.

- Inclusive environments focus only on the similarities between children so they don't feel conscious of their differences.
- Inclusive environments value, respect and celebrate uniqueness and diversity.
- Inclusive environments acknowledge the different needs and backgrounds of children and families, and aim to encourage participation and promote acceptance through positive communication.
- Inclusive curriculum is developed through educator decisions that reinforce respectful behaviour, model empathy and embed diversity and acceptance.
- Inclusive programs discuss actions that promote superiority or prejudice. These draw attention to bias and may reinforce its effectiveness in the eyes of a child.

2. Which of the following statements are correct about inclusion? Select yes or no for each one.

- a. Programs should be adaptable to ensure all children can participate and that their individual needs are considered. * Yes * No
- b. An environment with limited diversity does not need to focus on inclusive practice as much as environments with greater diversity. * Yes * No
- c. You should seek help, support and training from others such as families, colleagues and specialists. This helps you to improve inclusive practices, implement new strategies and to meet each child's needs. * Yes * No
- d. Some children are not able to participate in all activities. This will be a lifelong challenge for them, so they must be supported to handle this and to understand they have limitations. * Yes * No
- e. Interdependence means we all rely on others and children should learn how to live together despite their differences. * Yes * No

2B Working in partnership

Partnerships are a basic requirement for successful education and care provision.

This is highlighted in EYLF Principle: Partnerships. It is also represented in NQS Quality area 6: Collaborative partnerships with families and communities, and is particularly evident in Element 6.2.2: Effective partnerships support children's access, inclusion and participation in the program.

Inclusive attitudes and practices can be encouraged and adopted when people work together. This is an opportunity for each person to use proactive communication and to experience modelling, sharing practices and learning about each other.

Partnerships

A partnership is formed when people work together with the same goals.

These partnerships enrich the information and resources available, and increase your ability to apply and evaluate strategies. Take account of the fact that the child's family are their most significant teachers (this links to NQS Element 6.1.2). With the contribution of all people, the child's learning outcomes are more likely to be achieved.



Work together with families to support a child's needs.

Genuine partnerships allow you to demonstrate that you:

- value and share perspectives of each child
- value contributions and roles in each child's life
- trust others
- communicate freely and respectfully
- engage in shared decision-making
- believe in each child's capacity to succeed and achieve.

You should be able to form partnerships that involve:

- the child
- parents and families
- community members (when culturally appropriate)
- field workers, resource workers, early intervention service staff and medical staff
- your service supervisor, coordinator or director
- school staff
- other care providers.

Interpersonal skills

The way you communicate with another person can have an enormous impact on how you make that person feel, and the way they will respond.

Interpersonal skills relate to the two-way verbal and non-verbal communications you use to send and receive messages.

Here are explanations of different methods of communication.

Verbal communication	<ul style="list-style-type: none"> ➤ Verbal communication occurs when a person sends a message by speaking. This can be done in person to an individual or group, or over the phone. ➤ For example, verbal messages may be used in meetings, when exchanging information formally or informally, or when telling others about your opinions and ideas.
Gestures	<ul style="list-style-type: none"> ➤ Gestures are forms of body language that convey specific messages in a particular culture or group. For example, you might give someone a thumbs up sign to communicate everything is okay. However, in some cultures, this gesture is considered rude.
Body language	<ul style="list-style-type: none"> ➤ Body language is a way of communicating by using body movements or gestures to give more meaning to verbal communication. It is often done unconsciously and helps express how you feel without having to say anything at all. ➤ For example, if you are uncomfortable talking to someone, you may look at the ground. If you are feeling worried or anxious, you may wring your hands or tap your foot.
Facial expressions	<ul style="list-style-type: none"> ➤ The way your face moves as you deliver information provides messages about your internal state. ➤ For example, facial expressions may indicate illness, tension or stress. A smile or frown may indicate pleasure or concern, respectively.
Written communication	<ul style="list-style-type: none"> ➤ Letters, emails, memos, text messages and newsletters are all forms of written communication. Effective written communication is clear, concise and can be easily understood by others.
Signs	<ul style="list-style-type: none"> ➤ Signs are pictorial or written messages that are usually displayed in a prominent location. Signs with pictographs are often used so those who are unable to read are still able to understand the message; for example, toilets may have a male and a female image on doors.
Sign language	<ul style="list-style-type: none"> ➤ Sign language may be used by those with a hearing impairment or learning difficulty as an aid when language is a barrier. In Australia, people use Auslan (Australian sign language). Other sign languages include Compic, where pictographs are used to communicate and augmentative and alternative communication (AAC) devices, where a computerised sign interface produces verbal language.

Interpersonal skills can be demonstrated by:

- role modelling communication, such as using clear language and repeating instructions in different ways
- following cultural customs
- asking and responding to questions, such as how to complete a task
- using familiar language, such as explaining acronyms
- supporting the understanding of children, family needs and inclusion concepts
- challenging biased comments or actions
- modifying communication, such as repeating instructions in more than one way

Clear communication

Whether your purpose is to hold a conversation, share information or ideas, give or receive a direction, set a limit or resolve a conflict or issue, your communication must be clear.

This is a challenge, as each communication purpose requires you to act differently. For example, if you are speaking to a colleague, you might use language relating to learning frameworks or child development. If you are speaking to a family, you might use descriptive rather than professional language.

When a language barrier exists or if you are working with a baby or toddler, you may use simple words and accompany these with gestures or body language.

Tips for using clear communication

- Gain the person's attention.
- Provide a suitable environment, such as a quiet and private area for discussion.
- Use words that the person can understand, considering their age, race, abilities and culture.
- Use clear, specific and relevant words and avoid slang or abbreviated terms.
- Speak to the person directly.
- Use sentences that are easy to follow and interpret.
- Ask if the person needs more information and explain yourself in different ways.
- Use body language, words and a tone of voice that matches and try to avoid giving mixed messages.

Consulting and collaborating

It is better to consult with too many people than not enough, so long as confidentiality is maintained.

Appropriate consultation leads to effective collaboration. Collaboration is the process of two or more people working together towards a common goal by sharing knowledge and building consensus.

To collaborate successfully, implement skills that are common to all of your education and care relationships:

- be non-judgmental
- be open to different perspectives
- demonstrate empathy
- practise active listening
- check and confirm understanding
- follow service standards, philosophies, policies and procedures.

The curriculum decisions should include consultation and collaboration with families and other educators in a partnership. This is a way to demonstrate how you believe in children’s capacity to succeed and achieve.

Consult and collaborate with as many people and services as possible. Some ways to share information and build partnerships are included in the following table.

Education	<ul style="list-style-type: none"> ➤ Organise educational workshops. ➤ Develop a library of books and DVDs. ➤ Assign educators to help address particular needs. ➤ Link parents with community resources. ➤ Organise a resource system where families can access other resource centres in the community. ➤ Coordinate support groups. ➤ Support others to understand how to include all children.
Advocacy	<ul style="list-style-type: none"> ➤ Encourage families to attend meetings. ➤ Assign educators to help families address concerns or complaints. ➤ Invite educator and family groups to meet collaboratively. ➤ Help families advocate for and support each other.
Families	<ul style="list-style-type: none"> ➤ Revise philosophy, policies and procedures. ➤ Develop programs of activities. ➤ Plan orientation programs for new families. ➤ Develop parenting skills programs. ➤ Establish membership for meetings. ➤ Support families to include all children.
Community	<ul style="list-style-type: none"> ➤ Act as a source of information and referral about services available in the community for families. ➤ Use a variety of strategies to reach out to adults, families and children of all ages, races, needs, abilities and socioeconomic backgrounds. ➤ Encourage local civic and service groups to become involved in mentoring, volunteering and helping with fundraising events.
Time and space	<ul style="list-style-type: none"> ➤ Be aware that people will have other commitments; for example, caring for children, work and study. ➤ Be aware that people have both physical and environmental needs; for example, heating, cooling, comfortable seating and refreshments.

Orientation processes

Orientation processes attempt to capture the interests, strengths and needs of each child and their family.

Families use education and care services for many reasons. Orientation is a way to prepare families and educators, and allows everyone to adapt and plan.

When a child has known barriers to learning or development, your orientation procedure may alter. It may include time for you to arrange support structures, training or materials that are not already available, and to consult with families and support services to create the most suitable curriculum or funding.

How you collect information and assess needs depends on whether you need to:

- organise a formal meeting prior to orientation to gain information from specialists or others caring for the child
- involve the Inclusion Agency (IA) to assess needs and get advice
- gain training or professional development
- adapt your service environment
- obtain resources (including materials, equipment and human resources).

Each family has its own pace when it comes to separating from their child based on the emotional needs of the family and the child. Some will conclude the separation process in a few days, whereas some children need a few weeks to settle in. The age and developmental stage of a child, their experiences, temperament, needs and abilities also affect this process.

Every situation is different, so ask questions and listen to family concerns. Find out what the family needs to enter the service with confidence, and always acknowledge and respect their values and feelings. Respect family differences and give each family the time they need to settle their child into your service.



Use orientation to get to know a child and their family.

Example

Supporting orientation

Ella's father, Kwan, stays with her while she attends the service. This helps both of them to become familiar with the environment.

Meryl, an educator, observes Kwan and Ella and uses her observations to gather information about how Ella interacts with her father.

After a few weeks, Kwan continues to stay the whole visit, but spends more time talking to Meryl while he is there. He assists Ella's routines with Meryl close by.

Gradually, Meryl takes over the routine tasks and begins to interact directly with Ella.



Family attitudes

Some families fear that their child will be rejected or viewed as a problem if they have additional support needs.

They may have already experienced this before meeting you.

Some common reactions of families include:

- > emotional numbness
- > grief
- > questioning, e.g. 'Why me?'
- > anger and frustration
- > helplessness
- > avoidance or denial
- > rejection of the child
- > rejecting information or advice
- > desperation
- > searching for answers.

A family's acceptance or management of a child's needs and abilities may be coloured by culture, experience or the way they approach these. The reactions of families influence your ability to act as well as your actions.

Reflecting on orientation

Reflections on orientation might lead you to realise that policies, procedures and practices need to be adjusted.

You or other educators may require professional development or instruction. In light of this reflection, strategies for families, children and the curriculum may need to be developed or adapted to address any challenges.

Questions to reflect on orientation

- > Did we consider diversity and the family's culture?
- > Did we make the family feel welcome and comfortable?
- > What did we do to facilitate communication, particularly with families who have specific communication needs?
- > Was our communication effective?
- > Are there strategies in place for sharing information between families and educators during orientation, settling in, and on an ongoing basis?
- > Did we listen to the family and include their perspectives?
- > Did we provide opportunities for the family to have a meaningful role in the service?
- > Did we share information with the family? Was there any information we held back? Why?

Confronting situations

When families are faced with a difficult or confronting situations, they might react in a negative way.

Many families will feel that their child's additional support needs are confronting. For example, families might react by:

- denying there is a challenge
- placing extremely high expectations on themselves and their role in supporting their child
- feeling guilty if they are unable to meet their own high expectations consistently over time
- carrying guilt because they believe they must have done something wrong or are being punished
- having unrealistic fears about contamination or infection, even where a need or ability is not related to this
- accepting only alternative medicines and treatment (such as Chinese herbs, naturopathy or homeopathy)
- thinking that their child would be cured if they worked harder
- accepting a need or ability in one gender, but not in another
- wanting to administer large doses of medication to the child
- believing that prayer is the key to their child's health
- having a religious or superstitious belief that a curse has been placed on the child.

The information families provide and their ability to share information or support inclusion may be coloured by these beliefs and values. However, the family's beliefs must still be respected and taken into account.

Example Orientation

Julie and her mother both have significant hearing loss. Uma is an educator who organises Julie's orientation and plans to have someone there to communicate with her mother Auslan to ensure communication is open and accurate. Julie's mum provides reports from specialists and a meeting is organised with support services to see what educators can do to fully include and support the family in their transition to the service.



Uma takes the following actions:

- She calls the inclusion support agency to ask for their help and guidance. These meetings and orientations are used to identify any barriers and put strategies in place to overcome them.
- Educators are provided with posters of basic Auslan and are provided professional development on ways of assisting and including Julie and her family in all areas of the program.
- A digital communication record is set up so that ongoing written communication can occur and continue over time.
- Emergency processes, such as using a whistle for evacuation, are modified to include adjustments that help Julie to be aware of an emergency.
- Relevant policies and procedures are reviewed.

Practice Task 4

Which of the following statements demonstrate an effective orientation (as per the National Quality Standard Quality Area 6: Collaborative partnerships with families and communities)? Select all that apply.

- Every child's culture, identity, abilities and strengths should be included in all areas of the service, including during orientation and through ongoing consultation and interpersonal communication.
- Families need to complete an orientation where they share their home life, culture and beliefs. This is a time where the family can check the service's policies, philosophy and practices and choose to take their child to another service if they do not agree.
- Orientation helps you identify a child's daily needs and determine whether you need to seek assistance, adapt the curriculum, obtain resources, meet with others or complete additional training.
- The aim of orientation is to work out if the child can be supported or if they should seek alternative care arrangements.
- Orientation may highlight differences among children or families, and you may find that areas of policy, procedure and practices need to be adjusted.

Summary

- Each family has a different way of approaching daily life and viewing the world. An appreciation and understanding of these different perspectives can challenge culturally embedded views.
- Through modelling and communication, you can support children to increase their level of cultural responsiveness.
- Reinforcing respectful behaviour supports positive relationships and interdependence.
- The more exposure children have to diversity, the less they will notice difference.
- Inclusive attitudes and practices can be encouraged and adopted when people work together.
- The curriculum decisions should include consultation and collaboration with families and other educators. This is a way to demonstrate that you believe in children's capacity to succeed and achieve.
- When a child has known barriers to learning or development, your orientation procedure may need to include time for you to arrange support structures, training or materials that are not already available.
- You may need to consult with families and support services to create the most suitable curriculum or funding.

Learning Checkpoint 2

Practice that promotes inclusion

Read the case study and answer the questions that follow.

Case study

Amber is five years old. She is smaller than her peers and uses a wheelchair. Leila, Amber's mother, insists that Amber follow a paleo diet as she believes that sugar and grains create digestive problems for Amber.

At present Amber is learning to wash her hands. This is a challenge for her as she lacks the strength and coordination required to turn the tap on and off. She is able to use the toilet, but needs help to move from her wheelchair to the toilet.

Amber enjoys dramatic play and has developed a number of peer friendships. She likes to be challenged and is very outgoing.

Amber's physiotherapist provides advice that can be incorporated into the curriculum.

1. Which of the following statements in relation to the NQS, regulations and laws evident in the case study are correct? Select all that apply.

- Amber should not be made to feel conscious of her differences, and the program and experiences need to ensure she can participate.
- The educators must reinforce respectful behaviour, and model empathy in their relationships with Amber and the other children.
- The educators must make sure that when Amber participates in dramatic play, the other children are not made aware of her differences.
- Amber's mother should be encouraged to share information to maximise the opportunities for Amber's learning.
- Encourage Amber to watch the other children so she can learn how different children use the space.

2. Which of the following curriculum experiences demonstrate you have high expectations of Amber, promote her inclusion and allow her to participate fully and independently? Select yes or no for each.

- | | | |
|---|-------|------|
| a. A home setup with dress-ups and props to allow Amber to engage in dramatic play. | * Yes | * No |
| b. A jigsaw puzzle of a person using a wheelchair participating in a family activity. | * Yes | * No |
| c. Touch and feel book so Amber can learn about how different textures feel. | * Yes | * No |
| d. Providing a climbing frame that challenges her balance, coordination and gross motor skills. | * Yes | * No |
| e. Threading activity to make necklaces out of small beads to develop her fine motor skills. | * Yes | * No |

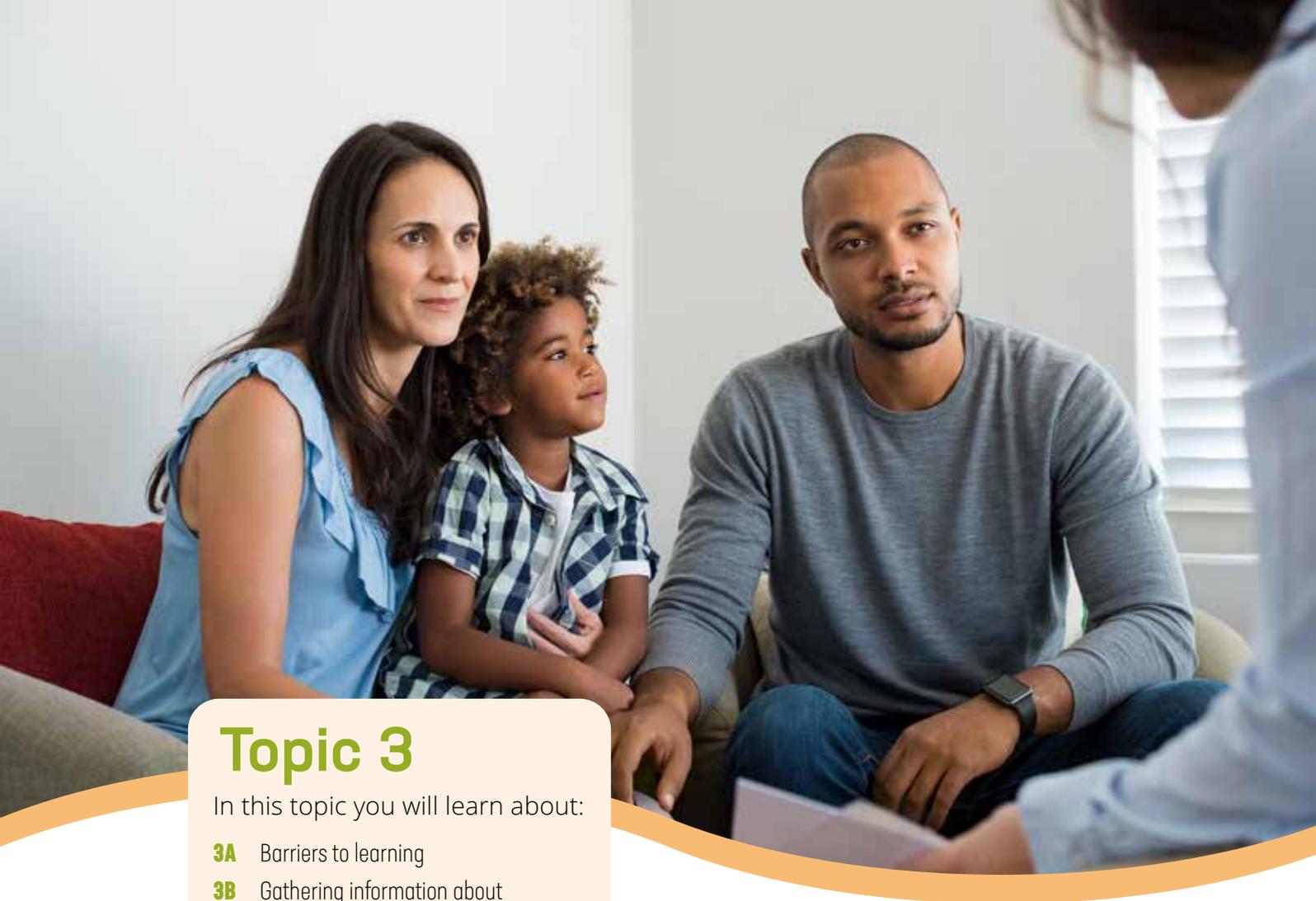
3. Which of the following are ways Amber could be supported to participate fully as a valued member of the group in the experience shown in the image below? Select all that apply.



- Ask Amber if she would like to come out of her wheelchair to work in the sand.
- Support Amber and her peers to problem-solve and come up with ideas for how Amber can be included in the experience.
- Explain to Amber that to participate fully, she would need to be able to climb and walk independently.
- Have all the sand removed and replace it with artificial turf so Amber is able to move about easily.
- Encourage Amber to watch the other children so she can learn how different children use the space.

4. In your communication with Leila, which of the following topics would show your ongoing commitment to positive interpersonal communication to positive communication and your belief in Amber's capacity to succeed and achieve learning outcomes? Select yes or no for each one.

- | | | |
|--|-------|------|
| a. The menu and what Amber will eat. | * Yes | * No |
| b. Information that has been provided by the physiotherapist and how this will be included in the curriculum. | * Yes | * No |
| c. If Leila had an enjoyable day at work. | * Yes | * No |
| d. Specific experiences that you have planned for Amber with a goal to strengthen her fine motor skills. | * Yes | * No |
| e. The number of times Amber went to the toilet during the day. | * Yes | * No |
| f. How often Amber is unable to participate due to the service not being equipped. This needs to be addressed as a priority. | * Yes | * No |



Topic 3

In this topic you will learn about:

- 3A** Barriers to learning
- 3B** Gathering information about individual children
- 3C** Collecting data to understand children's needs

Understanding children's needs

To develop appropriate strategies and plans, you must be clear about the child's needs.

These should be considered alongside their family values and requirements. When making curriculum decisions, you must consider policy, as well as the child's:

- abilities
- goals
- interests
- expectations
- health status
- cultural norms.

This creates a holistic view of the child.

3A Barriers to learning

Barriers to learning are caused by challenges that prevent children from accessing programs.

This makes it difficult for them to participate, concentrate and learn, or to feel included. There may be many issues involved, some of which are described in the following table.

Barrier	Description	Example of barriers in practice
Physical access	The building may be inaccessible, bathroom stalls may be too narrow for a wheelchair or doors may be too heavy	Craig uses a wheelchair and cannot enter and exit the building easily. This means he cannot participate in all play and that his choices are limited.
Economic factors	Limited funds for adapting facilities or limited funds of the family	The service Craig attends has limited funds and cannot afford to widen doorways for his wheelchair. Craig's family is unable to provide a walking frame for him, so he is restricted to the wheelchair.
Social attitudes	Social perceptions towards those who have disabilities or additional support needs, including negative personal attitudes and values of educators	Craig's educator places him away from other children during group times as he is unable to sit on the floor.
Procedures and practices	Lack of flexibility in relation to timing and priorities	Breakfast is served from 7am to 8am. Craig undergoes medical treatment each morning and, on occasion, he does not arrive until 8.15am. The service refuses to provide him any breakfast as this will breach policy and other children will feel left out.
Existing client service strategies	Being inflexible in relation to meeting the needs of stakeholders	Craig's mum rings in the morning saying she needs to speak to the director as soon as possible. The educator who takes the call does not relay the message until late in the day.

Barrier	Description	Example of barriers in practice
Educational environment	Inadequate materials or an unresponsive curriculum	Craig demonstrates that he is ready to learn to wash his hands in the bathroom. Although this could be implemented immediately, the educator says that this cannot commence until Craig is part of the curriculum focus and they can make adjustments to the documented program.
Educator skills	Educators who feel uncomfortable interacting with children who have disabilities or additional support needs	Craig's educator knows that Craig has difficulty holding small items. When it comes to games and experiences that involve small items, rather than adapting the game, she tells Craig it is too hard for him to participate and takes him to alternative activities.
Support systems	Families and educators who feel overwhelmed and do not know where to go for help	Craig's educator has no support or advice apart from reports from Craig's specialist. The educator should contact the Inclusion Agency (IA), but feels embarrassed, meaning that she misses out on important information and funding that may support Craig's needs.
Communication supports and/or requirements	Lack of interpreter/ translator support, particularly when exchanging important information.	Craig's mum speaks Italian as a first language and is unable to understand long or detailed discussions in English. The service does not access an interpreter and is not respecting the knowledge and skills Craig's mum has in relation to his needs or her role as a parent.
Socialisation and community involvement	Staging for the community by setting the service up in a way that has a pleasing facade, but is flawed in practice.	The service is due for its assessment and rating visit. It organises for Craig to be in the service on the day of the assessment. Prior to the day, the service ensures the building is fully accessible to Craig, includes him in the program and accesses an interpreter. The educators know that if the service is recognised as meeting Craig's needs, its profile in the community will be raised.

Addressing barriers

If you demonstrate an inclusive approach and are willing to accommodate the child's and family's needs, you will establish a positive working relationship that you can build on.

This will help you to identify and address barriers to learning or inclusion as early as possible, so that the child and their family feel welcome and that their needs are met.

The following are some ways you can identify and address barriers as early as possible.



Address any barriers to learning and participation to ensure inclusive practices.

Use all resources

When identifying barriers to a child's learning or development, you must use all the resources at your disposal. Begin the process by being aware of the resources in the service. This will help you to assess whether adaptations need to be made.

Make sure you talk to the family and the child. They are valuable sources of information. Remember that families have experience in dealing with their child's needs and abilities.

Be proactive

Do not wait for a child or family to say there is a problem; you must be proactive. Signs that a child may be facing a barrier are often demonstrated in their behaviour. For example, they might:

- avoid certain people or situations
- show a lack of participation or interest
- demonstrate anger or frustration
- experience physical restrictions in the built environment or in the equipment and activities provided
- withdraw or be reluctant to join in
- lack progress in learning and development.

Be relevant

When responding to an identified barrier, keep in mind that it is your responsibility to plan a program that provides relevant:

- modified equipment and activities
- precautions
- activity selection
- additional support
- specialist resources
- unbiased responses.

Additional support needs

You may be caring for and educating children who have additional support needs.

Some of these needs are outlined in the following table.

<p>Language/ communication difficulties or impairment</p>	<p>May be caused by:</p> <ul style="list-style-type: none"> ➤ physical factors relating to mouth, nose and/or throat, muscle tone, structural problems, nerve or muscle control or hearing problems ➤ syndromes or disabilities, such as autism, hearing impairment, intellectual delay or vision impairment ➤ acquired brain injury ➤ environmental factors, such as lack of stimulation or neglect.
<p>Developmental delay or intellectual disability</p>	<p>May be caused by:</p> <ul style="list-style-type: none"> ➤ illness experienced by the mother during pregnancy, such as rubella ➤ hearing loss, either inherited or as a side effect of another illness ➤ long-term illness and hospitalisation ➤ injury suffered at birth or in early childhood ➤ lack of oxygen during birth or as a result of an accident (such as near-drowning or suffocation) ➤ problems with vision ➤ being born prematurely ➤ being exposed to drugs (such as alcohol) before birth ➤ childhood illnesses that have lasting effects on development, such as meningitis ➤ family stress, which means that a child does not receive consistent loving care at critical periods of their life ➤ ongoing family stress (or child abuse) where a child is too anxious or distressed to learn ➤ a genetic or inherited condition, such as Down syndrome, Fragile X syndrome, Prader-Willi syndrome, Williams syndrome and Angelman syndrome.
<p>Physical disability</p>	<p>May be caused by:</p> <ul style="list-style-type: none"> ➤ inherited condition, such as muscular dystrophy, spina bifida or cerebral palsy ➤ acquired brain injury or spinal injury.

Sensory disability	<p>May be caused by:</p> <ul style="list-style-type: none"> ➤ hearing impairment, such as middle ear infection or damage, inherited hearing loss, premature birth, meningitis or viral infection during pregnancy ➤ vision impairment, such as glaucoma, cataracts, albinism, optic nerve damage, macular degeneration, retinitis pigmentosa, nystagmus or usher syndrome ➤ problems with other senses, such as taste, smell and touch.
Behavioural and/or psychological disorders	<p>Common disorders include:</p> <ul style="list-style-type: none"> ➤ conduct disorder ➤ attention deficit hyperactivity disorder (ADHD) ➤ attention deficit disorder (ADD) ➤ oppositional defiant disorder ➤ separation anxiety disorder ➤ pervasive development disorder ➤ depression ➤ anxiety ➤ phobias.
Family circumstances and needs	<p>May be caused by:</p> <ul style="list-style-type: none"> ➤ financial factors, such as low income or over-commitment, business failure, gambling addiction or job loss ➤ social/emotional factors, such as lack of support, separation or divorce, abuse, violence, conflict or addiction ➤ parent or sibling with health issues or a disability ➤ education factors, such as lack of parenting skills ➤ cultural conflicts.
A child from a culture very different to the service	<p>May result in:</p> <ul style="list-style-type: none"> ➤ social/emotional factors, such as fear, confusion, lack of flexibility, difficulty managing change, anxiety, panic or insecurity ➤ cognitive/language factors, such as lack of understanding, misunderstanding and feeling unsafe to explore ➤ physical factors, such as inability to use new materials/engage in activities ➤ moral factors, such as not understanding new or changed boundaries and limits.
Abused child or child at risk of abuse	<p>Abuse may include:</p> <ul style="list-style-type: none"> ➤ physical abuse ➤ emotional abuse ➤ sexual abuse ➤ neglect.

<p>Communication difficulties</p>	<p>May be caused by:</p> <ul style="list-style-type: none"> ➤ trauma, violence and/or suffering a crisis ➤ disability (hearing, visual or speech) ➤ health problems and disorders ➤ learning problems ➤ deprivation of sensory stimulation ➤ children learning English as a second language ➤ inability to understand social cues.
<p>Children who are gifted or talented</p>	<p>May occur in areas of:</p> <ul style="list-style-type: none"> ➤ verbal/language: reading, writing and speaking ability ➤ logical and mathematical: number, classification and problem-solving ability ➤ visual and performing arts: drawing, painting or musical ability ➤ body/movement/psychomotor: dance or athletic ability ➤ interpersonal: communication or leadership ability ➤ intrapersonal: reflective or self-sufficient ability.
<p>Health needs</p>	<p>May be experienced when any disease or illness affects health in a way that creates a barrier to the child's ability to participate in activities and experiences or to attend the service.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> ➤ chronic asthma ➤ allergies and anaphylaxis ➤ diabetes ➤ kidney disease/failure ➤ Crohn's disease ➤ coeliac disease



Practice Task 5

1. Draw a line to match each type of additional support need on the left to the example on the right.

- | | |
|---|--|
| <ul style="list-style-type: none"> * Child at risk of harm or illness | <ul style="list-style-type: none"> * Namrah uses a walking frame. There are steps at the service entry, so ramps are installed to ensure she can access it. |
| <ul style="list-style-type: none"> * Behavioural or psychological disorder | <ul style="list-style-type: none"> * Jez takes medication at a specific time and this must be taken with a meal. This does not fit with the timetable or needs of all children. Lunch time is adjusted and a progressive meal time is implemented. |
| <ul style="list-style-type: none"> * Family circumstances and needs | <ul style="list-style-type: none"> * Nafeesa, Amira's mum, is hearing-impaired. Nafeesa is unable to communicate verbally to share information about Amira. This means Amira's needs may not be met. The national relay service is used when complicated information needs to be conveyed. Staff are learning basic sign language. |
| <ul style="list-style-type: none"> * Health problems | <ul style="list-style-type: none"> * Corey has Tourette syndrome, which often interrupts group activities. Educators participate in professional development to find out how all children can learn to understand each other and work together. |
| <ul style="list-style-type: none"> * Physical disability | <ul style="list-style-type: none"> * Johan has an anaphylactic reaction to peanuts. Any contact with his skin will trigger the reaction. People entering the service may have had contact with peanuts. All those entering the service are provided with wet wipes or required to wash their hands to remove any trace of peanuts. |
| <ul style="list-style-type: none"> * Sensory or developmental disability | <ul style="list-style-type: none"> * Bobbie's parents have recently separated. Bobbie has additional emotional support needs and is feeling uncertain. This impacts his ability to settle and to feel safe. The service ensures there are consistent educators and timetables, and educators provide experiences that support Bobbie to express his feelings. |

3B Gathering information about individual children

All those involved in developing and implementing a plan for inclusion will have different philosophies, experiences and ideas on how to resolve issues and address difficulties.

The data you have collected will assist you to identify and evaluate these ideas.

Family permission

When barriers to learning or development are noticed, this should be discussed with a child's family and others involved.

Be responsive to any family concerns, and be prepared to allow the family time to reflect on the situation before making a decision. You may need to:

- arrange for the family to meet with other contacts
- help the family decide whether they are comfortable being given additional support
- agree to implement or find out more about different strategies and options.

Families have a legal right to privacy and confidentiality. You cannot build a productive, collaborative relationship with the family without showing them this basic level of respect.

Any information collected about the child is confidential and should be stored securely. Family members should be made aware of who will have access to files in the organisation.

When you require the support and guidance of an outside authority or referral body, you must gain family permission. Always clarify that your intention is to gain support and advice on how you can best provide care and education that meets the child's needs.



Discuss barriers to learning or development with the child's family.

Communication practices

Abide by workplace practices and follow the models of communication that have already been established.

For your communication to be effective, ensure you are responsive to the cultural and linguistic differences and needs of the people you interact with.

You may need to contact an interpreter to help you communicate. However, keep in mind that before a third party can become involved, the family must give their permission.

Other methods of responsive communication include:

- modelling or demonstrating
- use of movements, hand or arm signals
- communication devices
- sign language, such as Auslan
- braille
- photos
- video or audio recordings
- diagrams.

Families should be involved in any decision-making about strategies, plans and trials. Acknowledge:

- any potential issues that families foresee
- their past experiences and strategies
- their personal feelings
- their skills and knowledge.

By doing this, you will gain a much better understanding of the child's background. This will save you from attempting strategies that may have been tried before unsuccessfully.

Listening to the child

Sometimes the child can be involved in developing strategies and plans.

Children likely to be involved are those who understand and are able to communicate their own needs, this may be verbally or with alternative communication strategies. The child may be able to provide insight into how they would like things to be done. They might also alert you to things that will distress them or make them feel vulnerable, insecure or challenged.

Children need time to get used to any change. Older children may need to be told what the changes will be, which gives them an opportunity to understand what is happening and to show that they understand your ideas. In some situations, the child may come up with a more suitable alternative.

Include the child's perceptions and insights. Your goal is to work with the child to construct learning that is relevant and meaningful to them, not to impose it on them. Children have a unique insight into their situation and needs, and are often able to express their learning goals.

It is often presumed that very young children are incapable of contributing to a discussion regarding their education and learning. However, they have valid opinions that can help to inform educators. For example, children can complete simple questionnaires and respond to questions about the areas of learning they are involved in. Such information can then be used in planning, and should be included in the data you compile. If children are capable of contributing to the process of observation and/or assessment, their views should be valued and respected.



Some children can be involved in developing inclusive strategies.

Strategy suggestions

There are a number of people who may be able to contribute strategies so you can respond to children's daily needs and issues.

When developing strategies and plans, consider the following factors.

Philosophy, policies and procedures	<p>The service's philosophy, policies and procedures should include strategies for inclusion and outline how to develop plans for inclusion.</p> <p>Philosophy, policies and procedures are values and beliefs about confidentiality and consultation involving specialists and referral processes. These should all link with legislation.</p>
Cultural norms and processes for responding to children's needs	<p>Background information of the family gathered through discussion or other information-collection methods can contribute enormously to how you approach inclusion and involve the family in any process for programming and support.</p>

The following table outlines some of the people who can contribute strategies and how you might gather this information.

Contributor	What they can offer	How you might gather this information
Families and guardians	<ul style="list-style-type: none"> ➤ Whether behaviour is out of character or within expectations ➤ How the child is different in various environments ➤ Who the child responds to ➤ What strategies they use ➤ What strategies have and haven't worked ➤ What strategies they disagree with ➤ Information about home life 	<ul style="list-style-type: none"> ➤ Discussions ➤ Meetings ➤ Surveys ➤ Forms
Colleagues	<ul style="list-style-type: none"> ➤ Their experiences with the family and child ➤ Whether behaviour is out of character or within expectations ➤ What strategies they have used – successfully or unsuccessfully ➤ Training or experience in any area ➤ Particular skills and abilities ➤ Alternative views 	<ul style="list-style-type: none"> ➤ Observation records ➤ Portfolios ➤ Behaviour plans ➤ Discussions

Contributor	What they can offer	How you might gather this information
Specialists (You must have family permission prior to having discussions about a child with these people)	<ul style="list-style-type: none"> ➤ Insight into development, disabilities, problems or issues ➤ Information and education ➤ Links to other services and resources ➤ Stimulants and situations to avoid ➤ Therapeutic goals and strategies ➤ Understanding the individual child and family ➤ Experiences, materials and activities ➤ Environmental adaptations 	<ul style="list-style-type: none"> ➤ Discussions ➤ Assessments ➤ Reports ➤ Meetings

Practice Task 6

1. Which of the following statements are correct in relation to gathering information about children? Select yes or no for each one.
- a. When barriers to learning or development are noticed, this should be discussed with a child's family and others involved. * Yes * No
 - b. Families have a legal right to privacy and confidentiality. You cannot build a productive, collaborative relationship with the family without showing them this basic level of respect. * Yes * No
 - c. A family needs to give permission before you can contact an interpreter to help you communicate with their child. * Yes * No
 - d. Families should be involved in any decision-making about strategies, plans and trials. * Yes * No
 - e. Children should not be involved in developing strategies and plans as they will not be able to understand all the details. * Yes * No
 - f. There are a number of people who may be able to contribute strategies so you can respond to children's daily needs and issues. * Yes * No

3C Collecting data to understand children's needs

Addressing each child's right to inclusion and participation means engaging with families, children and others to negotiate, develop and implement learning agendas, outcomes and assessment.

This consultation is ongoing, meaning it occurs at every stage of the care and education process.

An ongoing approach requires you to:

- share information about progress
- identify and discuss issues or concerns
- exchange information
- seek family permission prior to consulting with others
- ensure communication occurs in a culturally and linguistically responsive framework.

Holistic view

When information or reports are combined with observational data, a more holistic view emerges.

A holistic view is a combination of data gathered about the child that relates to different aspects of their lives. The aim is to gain an insight into all aspects of the child's circumstances and needs. This holistic understanding is created from multiple sources; for example, you may:

- observe the child interacting with others
- access the resources in the service
- talk with the family
- observe the child's interactions with their family
- consult with others who are involved in the child's care and education (with the family's permission).

This profile of the child is not static. It must be reviewed regularly to ensure it contains the most current and relevant information about the child on the following topics.



Sometimes it's helpful to observe a child's interactions with their family.

Health status	Personal characteristics	Needs and abilities
<ul style="list-style-type: none"> ➤ The impact of medication and pharmaceuticals ➤ Chronological and/or physiological age ➤ Disability ➤ Orthopaedics ➤ Incontinence ➤ Psychosocial issues ➤ Cardio-respiratory conditions ➤ Medications ➤ Neurological conditions ➤ Musculoskeletal conditions 	<ul style="list-style-type: none"> ➤ Cultural and linguistic diversity ➤ Rural or remote location ➤ Income ➤ Gender ➤ Sexuality ➤ Age ➤ Family systems, needs and circumstances ➤ Religion ➤ Length of time in Australia ➤ Whether they are at risk 	<ul style="list-style-type: none"> ➤ Any disability, including physical, sensory, intellectual, language or psychiatric ➤ Socialisation and communication skills ➤ Behavioural or psychological disabilities

Sharing information

You may wish to share a range of information about others.

Information may be gathered and shared with people through:

- orientations
- meetings
- communication books and/or journals
- evaluation forms or surveys
- questioning
- complaints
- reactions
- financial information.

Information you may wish to exchange with others includes:

- how the child feels about the curriculum
- what the child's level of participation is and how they participate with others
- whether equipment is being used appropriately
- whether equipment is adequate and in good condition
- whether additional specialist services, communication support or aids are required – you must gain parental permission to access services
- whether modifications are needed
- whether procedures for monitoring these points are in place and working.

Collecting observational data

To identify and respond to any barriers to learning or development, you must observe the child in a range of situations.

This information allows you to:

- clarify any concerns
- gain a greater understanding of the situation by viewing it from the child's perspective
- gather information from others
- gain insight by investigating the child's behaviour, including:
 - their level and type of interaction with adults and other children
 - their emotional reactions
 - any anxiety and/or aggression they express.



Observe the child in a range of situations to identify any barriers to learning or development.

Your observations should be objective; that is, not judgmental or critical of the child's behaviour or abilities. Observations should be recorded as descriptions, free of interpretation and opinion.

There are many common recording methods you might use to collate data. Talk to your supervisor or another person requesting your data to choose the right method for the task.

The following are common methods used to collect data.

Method	Description
Secondary sources	<ul style="list-style-type: none"> ➤ Service records: Forms completed by the child's family ➤ Discussions with families, carers and others important to the child ➤ Specialist reports: Records that contain developmental or behavioural information and strategies for management and support
Diaries, journals, logs and communication books or apps	<ul style="list-style-type: none"> ➤ These are commonly used forms of communication between a family and educator or between other educators, carers and specialists ➤ These records may have a specific focus (such as recording interactions), but are usually used to record general information.
Learning stories	<ul style="list-style-type: none"> ➤ Learning stories use narrative as a recording method ➤ Each learning story demonstrates that you are able to: <ul style="list-style-type: none"> – notice and observe children's learning – recognise what you notice – respond by providing for the child.

Method	Description
Information and communication technology (ICT)	<ul style="list-style-type: none"> ➤ These include: <ul style="list-style-type: none"> – computers and laptops – digital photo albums or frames – smartphones – digital cameras – service apps
Sociograms	<ul style="list-style-type: none"> ➤ These use web-like connections to map out who a child interacts with and who interacts with the child ➤ Can concentrate on one child or the interactions that occur within a group ➤ You can use a sociogram to record emerging communication skills, new relationships or changing dynamics in a group
Jottings	<ul style="list-style-type: none"> ➤ Brief notes taken throughout the day that tell you something important ➤ Can be used later to complete other records or can be used as a record themselves
Anecdotal records	<ul style="list-style-type: none"> ➤ An anecdote is a simple point of interest about development, skills or interests, and is written as a brief description ➤ Can be written from memory; you may see something you wish to record, then later create an anecdotal record ➤ These records do not record every detail of the environment or observed behaviour – the focus is just on the point of interest you observe at the time
Records of questioning	<ul style="list-style-type: none"> ➤ You can question children directly or develop a questioning method that allows children to consider and reply in their own time ➤ Verbal questioning can be recorded in a variety of ways; for example, you may use a jotting or anecdotal record, or a checklist to tick off or make notes against an anticipated set of responses
Samples of work	<ul style="list-style-type: none"> ➤ By collecting children’s drawings, paintings, stories and other work, you can build a clear record of progression or sequence in development or interest ➤ You can either collect originals, photocopies or photographs to keep on file – ask the child before you take samples of their work
Webs	<ul style="list-style-type: none"> ➤ Webs are an excellent tool for recording brainstorming sessions or mapping what you know about a child ➤ The structure of a web allows you to identify links and clearly map out aspects you are focusing on
Time samples	<ul style="list-style-type: none"> ➤ Time samples record observations taken at specified times; for example, they may be taken every five minutes, every half hour or at a set time each day ➤ A time sample is useful for recording patterns in behaviour or interactions

Method	Description
Event samples	<ul style="list-style-type: none"> ➤ Event samples record your observations each time a particular event occurs ➤ Can be used to record information relating to one child or a number of children, and can be based on one or more events ➤ Specify what event is important to record, then, each time the event occurs, add a record of what happened before, during and after the situation ➤ This helps you consider everything that happens during the event, which allows you to provide an unbiased account
Checklists	<ul style="list-style-type: none"> ➤ A checklist might be used as a supplement to the event sample, for recording information to inform an event sample or as a record on its own ➤ However, a checklist is limited in its level of detail

Practice Task 7

1. Which of the following statements are correct about collecting information? Select all that apply.

- Information collection is an ongoing process that occurs between educators, children, staff and others involved in the child's care. It is used to share information and progress.
- Collecting information from outside sources, such as referral agencies, and medical specialists, breaches confidentiality. All information must come directly from the family.
- There are many different methods for collecting observational data, including work samples, learning stories, running records, jottings and sociograms.

2. Which of the following statements are correct about using information regarding a child? Select yes or no for each one.

- a. Information collected from a child should not be used. Children's contributions can be confused and rarely relate to their learning. * Yes * No
- b. Information you have collected should be used to identify and plan strategies for removing or reducing barriers. * Yes * No
- c. Once you have recorded information, it should be stored away confidentially. Plans are based on what you know now, rather than on past records. * Yes * No

- d. Information gathering assists in developing a holistic view of the child so that curriculum can be developed to meet a child's needs and encourage their participation. * Yes * No
- e. Information collected about barriers to learning may highlight changes that need to be made, such as changes to procedures, staff practices and the physical environment. * Yes * No

Summary

- Addressing each child's right to inclusion and participation means engaging with families, children and others to negotiate, develop and implement learning agendas, outcomes and assessment.
- Barriers to learning are caused by challenges that prevent children from accessing programs. This makes it difficult for them to participate, concentrate and learn, or to feel included.
- Do not wait for a child or family to say there is a problem; try to be proactive.
- Children present with a range of challenges, including psychological or behavioural disorders, health problems, or physical, sensory or developmental disability.
- Families have a legal right to privacy and confidentiality. You cannot build a productive, collaborative relationship with the family without showing them this basic level of respect.
- To ensure your communication is effective, respond positively to the cultural and linguistic differences and needs of the people you encounter.
- Children need time to get used to any change. Older children may need to be told what the changes will be. In some situations, the child may come up with a more suitable alternative.
- A holistic view is a combination of data gathered about the child that relates to different aspects of their lives. The aim is to gain an insight into the child's circumstances and needs.

Learning Checkpoint 3

Understanding children's needs

Read the case study and answer the questions that follow.

Case study

You care for and educate the following children.

Kasem	When Kasem is upset he hides in any small space he can find. He is mostly upset when the routine changes or when he is unable to complete a task in the way he has planned. He spends lots of time checking on his actions.
Lola	Lola's mum has commented that Lola is a 'naughty kid' and educators should 'put her in the corner to punish her and smack her if they need to'. Lola hides her face if adults move quickly or use a loud voice. She watches the educators closely if they are close.
Trinity	Trinity's parents have recently separated. Since this has occurred, Trinity has demonstrated severe separation anxiety and is upset for long periods of time after her parents leave. This means she misses interacting with the experiences offered and has not developed any peer relationships.
Amida	Amida experiences severe constipation at least once a week. When this happens, she experiences a great deal of pain and is unable to attend the service.
Ren	Ren vomits if she hears a loud noise or a sound she is not familiar with. This makes her anxious and wary of the environment. She avoids outdoor play altogether.

1. Draw a line to match each child to the additional support need or barrier to participation.

- * Kasem
- * Amida
- * Lola
- * Trinity
- * Ren
- * Child at risk of harm or illness
- * Family circumstances or needs
- * Behaviour or psychological disorder
- * Health problems
- * Physical, sensory or developmental disability

2. Draw a line to match each child to the most effective method for collecting data.

- | | |
|-----------|---------------------|
| * Lola | * Event sample |
| * Kasem | * Event sample |
| * Trinity | * Anecdotal record |
| * Ren | * Secondary sources |
| * Amida | * Communication app |

3. What are five questions you could ask each child’s family to find out more about the child’s needs?

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4. Which of the following cultural and linguistic communication examples require you to gain family permission prior using them? Select all that apply.

- You wish to ask Kasem’s family if he has experienced trauma.
- You are concerned that Lola is experiencing abuse. You decide to report this to the relevant child protection agency.
- You are aware of a support agency that could provide extra support for Trinity’s family. You want to contact them and arrange for some resources to be provided.
- You have a friend who has experienced a similar situation to Amida. You want to tell them about Amida and ask them to speak to the family to give advice.
- Ren’s father has a hearing impairment. You want to ask a friend who is fluent in Auslan to help share information with him.



Topic 4

In this topic you will learn about:

- 4A Developing an inclusion plan
- 4B Implementing an inclusion plan

Developing and implementing an inclusion plan

To ensure all needs are met, develop a plan for support and inclusion.

Plans for support and inclusion allow you to organise the way forward. They give you the opportunity to consider all aspects of the child's and family's needs. Catering for these within the plan makes it more effective and reduces the likelihood of unexpected issues occurring.

The needs of some children are profound, meaning that without a plan for inclusion, they can be disadvantaged. The plan should ideally be developed immediately after or prior to orientation, and be evaluated and updated regularly.

4A Developing an inclusion plan

Inclusion plans are useful ways to document the strategies that will be implemented to guide the process of inclusion.

Inclusion plans are a method for collating the data you have collected about a child, and this can be used for consultation and review. This allows you to develop a communicative and trusting relationship with families and others involved.

Learning framework

The learning frameworks require you to encourage and support children to acknowledge and value differences in the community.

This is stated in the goals of both approved learning frameworks as 'belonging, being and becoming'.

Learning framework practices, including holistic approaches, cultural responsiveness and continuity of learning and transitions, show you how to demonstrate that you value each child and their family. This includes acknowledging and respecting the way they:

- prefer to be educated and cared for
- learn from the differences in others.

This view is supported in EYLF Outcome 2: Children are connected with and contribute to their world. The sub-outcome of Outcome 2 state:

- Children develop a sense of belonging to groups and communities, and an understanding of the reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect

Outcome 2 of the learning framework promotes fairness as an essential component of children's learning. Fairness involves considering whether others are included or excluded, and whether they are treated differently.

Your ability to respond to these needs and expectations allows you to implement a culturally responsive curriculum that values the participation of each child and supports children as they learn and develop skills within the framework outcomes. Your documentation of a plan for inclusion should use the learning framework to express goals.



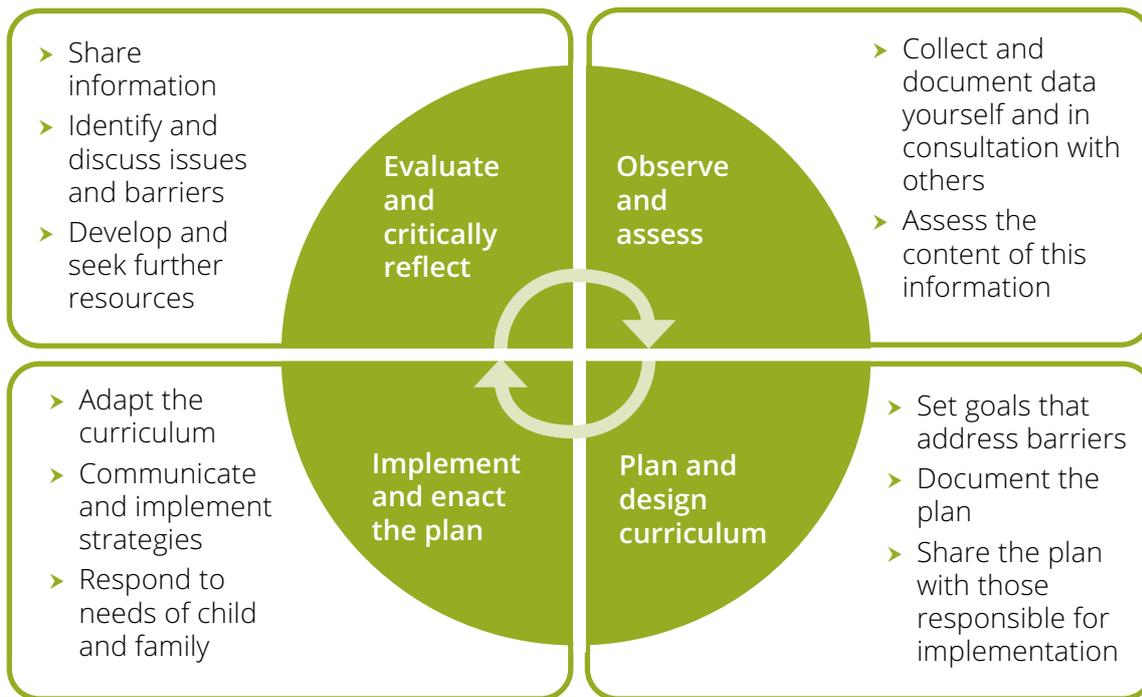
Encourage children to acknowledge and respect differences in others.

Development process

The process for developing this type of plan involves gathering information from a range of sources through interviews, consultations, records and observations.

All the information must be collated and organised so that it can be presented to others for consultation and action.

The development cycle of an inclusion plan may look similar to this.



Policies and procedures need to be taken into account when developing a plan. If there are no relevant policies or procedures, they must be developed.

Each step of the plan should be completed in consultation with others.

Children's needs

Maslow's hierarchy of needs provides us with a priority system showing the importance of each human requirement.

This psychological theory can be useful in relation to children as it helps you build on what you know about the child.

Maslow's hierarchy of needs is outlined in the following diagram.



These are needs we all share. When they are provided, they allow us to be all that we can be.

This information helps you to develop an inclusion plan. Use these steps to gather insight into the direction of your plans:

1. What level of needs that are being met?
2. What level of needs are unmet?
3. How can a plan be developed to meet these unmet needs?

Example

Using the hierarchy of needs

The following are two examples of how the educator, Rosie, ensures that the individual needs of children are being met.

Example 1

Rosie knows that Coral has been lacking sleep due to pain. She has not been able to eat following a difficult illness. Rosie focuses on meeting these basic needs by working out how she could reduce Coral's pain level and provide foods that are easy to digest. While Coral is still involved in an enjoyable and enthusiastic program of activities, these basic needs must be met before Coral is able to build on higher level skills.

Example 2

Rosie is aware that while Gideon uses Auslan and Compic to communicate, his needs are being met. She concentrates on his self-esteem by supporting him to teach other children how to sign. This builds relationships and communication between the group and allows Gideon to develop agency through his interests.

Environment and routines

You may need to adapt the existing environment or routines.

Once you have identified what you want to achieve, you can assess whether you have the necessary resources (equipment and personnel) to implement this. Daily routines should be reviewed to determine whether they need to be adapted to achieve the inclusion goals. You may use a checklist similar to the following based on your plan.

Inclusion plan details	Needs to be addressed	Resources required	Routines or routine changes needed	Collaboration required
Long-term goal				
Objectives				
Strategies				

Example

Adapting a routine

Megan is unable to sit at a table independently. She enjoys participating in table-based activities and routines with other children and enjoys listening and contributing to their conversations. Educators set up the environment so her adaptive chair is able to move to the position at the table easily. They set up experiences Megan will enjoy at the table. At mealtimes Megan knows this is her space. She is placed so that she can see the room and all children participating in the routine.



The educators adapt the routine so there are fewer movements back and forth between spaces. However, they still provide opportunities for Megan to make choices.

Resources

Any plan must take the resources available to you into account.

It will not be achieved if you expect or hope for time, space, people or materials you cannot access. The financial considerations of the family should not limit the child's access to resources.

Resources may be affected by the safety and legal requirements of your service, such as:

- staff ratios
- behavioural problems
- medical problems
- duty-of-care responsibilities
- sun safe policy
- high-risk activities
- location of activities.

To allow a child or family to obtain equitable access, you may need to plan for some of the following resources.

Human resources	<ul style="list-style-type: none"> ➤ Additional educators, specialists, translators, interpreters, support staff or other services ➤ Parents ➤ Volunteers
Time	<ul style="list-style-type: none"> ➤ Meeting time ➤ Planning time ➤ Discussion time ➤ Training and professional development time ➤ Relaxation or stress-relief time ➤ Setup time ➤ Handover time ➤ Research time
Environment	<ul style="list-style-type: none"> ➤ Quiet areas ➤ Large or additional activity areas ➤ Clear areas and pathways, both internal and external ➤ Defined areas ➤ Storage areas
Materials and equipment	<ul style="list-style-type: none"> ➤ Communication boards ➤ Reference books ➤ Internet ➤ Research tools ➤ Posters ➤ Chairs ➤ Ramps ➤ Wide doors ➤ Information is an appropriate language
Budget	<ul style="list-style-type: none"> ➤ Wages ➤ Equipment funding ➤ Purchasing additional materials and resources

Resources may be acquired from a range of services, and your ISP can assist you to find these. You may also try services such as:

- support groups
- funding bodies
- local government agencies
- peak bodies
- charity organisations.

Example
Identifying resources

Tanner has multiple severe food allergies. Ivy is an educator who meets with Tanner’s family to discuss his needs and to learn more about the family’s culture, experiences and expectations. Tanner’s parents are happy for the staff to speak to Tanner’s specialists, so Ivy organises a meeting with Tanner’s family, specialists and the kitchen team to discuss his needs, any additional resource requirements, and planning implications or barriers. From this, an inclusion plan can be developed and implemented.



Planning implications and considerations

Consider a number of factors when developing an inclusion plan.

Seek information as you develop strategies for inclusion and support. You may need to take actions outlined in the following table in response to a child’s specific needs or abilities.

Child’s needs or ability level	Planning implications and considerations
<p>Child with behavioural or psychological disorders</p>	<ul style="list-style-type: none"> ➤ Employment and leadership relating to additional support educators ➤ Developing or researching new or redeveloped strategies for guiding behaviour ➤ Contacting support networks, referral bodies, specialists and family advocates ➤ Developing a secure understanding and trusting relationship with the child ➤ The level of additional stress that might be faced when dealing with children who have behaviours of concern ➤ Supporting families and other carers of the child in developing guidance strategies ➤ Adapting experiences to enable the child to participate

Child's needs or ability level	Planning implications and considerations
Child at risk of harm or illness	<ul style="list-style-type: none"> ➤ Contacting support networks, referral bodies, specialists and family advocates ➤ Possible legal involvement, recording, reporting and presenting information ➤ Additional action toward developing a secure and trusting relationship with the child ➤ Supporting families and other carers of the child
Child with difficult family circumstances and needs	<ul style="list-style-type: none"> ➤ Contacting support networks, referral bodies, specialists and family advocates ➤ Researching strategies for supporting the family ➤ Supporting families and other carers of the child ➤ Possible legal involvement, recording, reporting and presenting information ➤ Empowering families to move forward and resolve issues
Child with health problems	<ul style="list-style-type: none"> ➤ Contacting support networks, referral bodies, specialists and family advocates ➤ Supporting families and other carers of the child ➤ Additional education and training ➤ Maintaining specific environmental requirements (such as a nut-free service, or no contact with particular materials or spaces) ➤ Adapting experiences to enable the child to participate
Child with a physical, sensory, hearing, visual or verbal disability or developmental delay	<ul style="list-style-type: none"> ➤ Employment and leadership opportunities relating to additional support educators ➤ Contacting support networks, referral bodies, specialists and family advocates ➤ Supporting families and other carers of the child ➤ Additional education and training ➤ Maintaining health needs ➤ Adapting experiences to enable the child to participate
Child learning English as an additional language	<ul style="list-style-type: none"> ➤ Employment and leadership relating to additional support educators ➤ Researching and learning key words in a new language ➤ Contacting support networks, referral bodies, specialists, family advocates, interpreters and translators ➤ Additional actions that can be taken toward developing a secure, understanding and trusting relationship with the child ➤ Supporting families and other carers of the child ➤ Adapting experiences to enable the child to participate ➤ Communicating in non-verbal ways
Child who is gifted or talented in a particular area	<ul style="list-style-type: none"> ➤ Researching and learning more about the area of interest ➤ Contacting support networks, referral bodies, specialists and family advocates ➤ Supporting families and other carers of the child ➤ Adapting experiences to challenge the child ➤ Additional education and training

Documenting plans

A plan for support and inclusion clearly sets out what you know, what resources you have available, what you want to achieve and how you intend to achieve it.

Once these are identified and documented, you can use them as a guide for practice and review.

The key elements to document when developing an inclusion plan are described in the following table.

Key element	Description
The child's details	<ul style="list-style-type: none"> ➤ Name ➤ Date of birth
Those involved in developing the plan	<ul style="list-style-type: none"> ➤ Educator ➤ Family ➤ Staff ➤ Other people involved in the child's care
Needs to be addressed	<ul style="list-style-type: none"> ➤ Needs identified through observation and consultation
Relevant background information	<ul style="list-style-type: none"> ➤ Cultural and medical history ➤ Case worker and specialist reports
Things the child does well	<ul style="list-style-type: none"> ➤ Observations ➤ Information gathered through consultation
Specific expectations to be achieved	<ul style="list-style-type: none"> ➤ The long-term goal
Learning outcome goal	<ul style="list-style-type: none"> ➤ Which learning outcome and sub-outcome link to your expectations for the child
Current focus	<ul style="list-style-type: none"> ➤ What to work on first
How you will achieve the current focus (steps)	<ul style="list-style-type: none"> ➤ Minimising barriers in the program and environment through a series of steps or points to be acted on
Resources and materials needed	<ul style="list-style-type: none"> ➤ Support staff ➤ Appropriate resources and materials
How the child can be involved and supported	<ul style="list-style-type: none"> ➤ Encouraging a sense of belonging, being and becoming ➤ Consultation and collaboration
How the family can be involved and supported	<ul style="list-style-type: none"> ➤ Consultation and collaboration ➤ Identifying family needs and assisting in finding suitable support and resources
Pedagogy	<ul style="list-style-type: none"> ➤ Connecting the EYLF principles and practices to the learning that occurs
Date of review	<ul style="list-style-type: none"> ➤ The date the plan will be revisited

There is no standard format for an inclusion plan. Each plan will change according to the needs of the child and the service. The following are two different

examples of how to organise the elements in a plan. The plan might also be documented using a collection of data and strategies used for all children to document learning and development planning.

Example
Inclusion plans

Inclusion plan 1			
Child details	Those involved in developing the plan	Needs to be addressed	Relevant background information
Child's name: Age: Date plan commenced: Date of review: Date plan achieved:			
Things the child does well	Learning outcomes	Current focus	Strategies – how to achieve the focus
Things needed	Involving and supporting the child	Involving and supporting the family	Changes to make in the environment and program
Learning framework notes:			

Inclusion plan 2

Name of child:

Date of birth:

Date of plan:

Date to be reviewed:

Those involved in developing the plan:

Details of the child's needs:

What you know about the child's background:

Things the child does well:

Learning framework outcomes:

Current focus:

Learning framework practices and principles:

Resources and materials needed:

Practice strategies:

Curriculum strategies:

How the child can be involved and supported:

How the family can be involved and supported:



Practice Task 8

1. Which of the following are correct about developing an inclusion plan? Select yes or no for each one.

- a. Developing an inclusion plan involves gathering information from a range of sources through interviews, consultations, records and observations. * Yes * No
- b. Policies and procedures need to be taken into account when developing a plan. If there are no relevant policies or procedures, they must be developed. * Yes * No
- c. Inclusion plans should only focus on the child's abilities, goals, interests and health status. Their cultural values and requirements are better included in group activities and individual experiences with the children. * Yes * No
- d. Families must collaborate with educators and choose at least one professional or support service to participate in developing an inclusion plan. * Yes * No
- e. An inclusion plan might include information that leads to an environment or routine change so that a child can be included. * Yes * No

2. Number each step from 1 to 4 in the order you would follow to develop an inclusion plan.

Put strategies into practice.

Develop a plan for inclusion.

Observe and assess.

Monitor and review practices to check if they are effective.

3. Which of the following are correct about the implications that should be considered when planning for inclusion? Select all that apply.

- Children with behavioural or psychological disorders may cause educators to face additional stress. This need should be considered in the inclusion plan so that educators are supported.
- Children at risk of harm or illness may support others who care for them. They should be included in any discussions about the inclusion plan and have the opportunity to talk about their fears.
- A child with a physical, sensory, hearing, visual or verbal disability or developmental delay may need additional materials and resources. If these are not available the inclusion plan should document how these will be accessed.
- A child whose family circumstances cause them to move home frequently does not need an inclusion plan as they may not be at the service for long.
- A child with health problems may need an inclusion plan as well as other plans related to their medical condition.

4B Implementing an inclusion plan

Use support systems and feedback methods to identify when you are choosing and implementing worthwhile strategies.

Before you make changes to any plans or strategies, revisit the plan, review the goals, and measure the situation against these.

This is a time to reflect on the plan and your practice. You should also reflect on the events of each day. Others involved should be consulted. They may provide valuable insight and be able to work with you to adapt the plan accordingly.

Regular review

Different types of reflection or review will occur at different points in the plan, and involve different amounts of information and time.

These differences depend on:

- your personal planning style
- the service's expectations based on its philosophy and policies
- industry expectations
- regulations
- quality assurance and continuous improvement.

To ensure review and critical reflection occur at appropriate intervals, take into account the tasks required for review. For example, a review that needs to include a meeting, report writing or other detailed involvement will occur less frequently than one where you are able to informally discuss the outcomes with a family or co-worker. Review times should be included in your plan.

Information exchange

Constant information exchange with the appropriate people about the child's inclusion plan can reduce the chance of issues arising and resolve those that do arise quickly.

Usually any issues of concern regarding the child will be discussed as part of:

- a staff meeting
- a conference of educators, family members and people from other services
- one-on-one consultation
- a referral from a service or agency
- enrolment with no referral.

The success of your plan depends on the quality of information exchanged with the family and appropriate community members about the child's needs and care strategies.



Regularly review the plan in consultation with others.

Input from people who encounter the child in different contexts and circumstances can enhance your knowledge of the child's needs and progress. Collective, collaborative and cooperative support for the child will always achieve the most positive results.

The following outlines some information exchange methods.

Daily communication	Welcome the family and find out what has been happening outside the service. Gauge the child's emotions and needs, and address any issues that arise immediately.
Update enrolment forms	Information continually changes, requiring regular updating.
Provide time	When relationships are nurtured communication will flow. Provide sufficient time for this to happen.
Referral agents	Share information from other services used by the family; this may be ongoing or a one-off situation.
Organise regular meetings	Regularly schedule uninterrupted time where information about the child's inclusion plan can be exchanged, discussed and negotiated. The frequency will depend on the family's needs and abilities.
Surveys	Ask about particular information; this may be done regularly or just on certain occasions.
Develop a planning strategy	Involve families at planning times and request their knowledge of certain areas and/or needs, goals or hopes for their child.

Supporting other educators

Children experiencing barriers to learning or development must be supported by educators who are provided with clear directions.

All educators involved must be informed about:

- reasons or rationale for any decisions and plans
- limits and guidelines
- strategies to implement
- roles they play
- how you can support each other, the child and their family.

By providing options for training, you support educators to be well prepared and understand how to participate. Training may be provided by you, by another person in your service or by external training providers.

There will be situations that some educators can handle easily by themselves and others they may find difficult and need help with. In some circumstances, educators may need time away from a child to recharge, or to gather their thoughts.



Support other educators to implement the plan.

Educators who are in contact with families need to be clear about their feelings, level of understanding and involvement in any plans. They should be supported or provided with training on how to share information about the child with families. This helps support educators and reduces the risk of them feeling unduly anxious, or giving misleading or confusing feedback. An educator who approaches a family and receives a negative or upsetting outcome may feel concerned about further communication.

Educator needs

All educators will have days when they require additional help from others to implement a curriculum.

They may:

- need help to follow the directions of a specialist or support person
- feel overwhelmed by the child's needs
- not be achieving what they want and feel they have misinterpreted the child's needs or abilities
- be unable to persist for long on their own
- need feedback to identify whether they are persisting for too long or not long enough
- need feedback to identify whether parts of the program are working against the plan
- need to reconsider time, space, people, materials, safety and aesthetics
- need to make modifications or adaptations due to inappropriate resources.

Example Using objectives

The objective for Ming-Na is to soap her hands so she can eventually wash her hands independently. Cassandra, an educator, feels Ming-Na can achieve this within one week, so she organises to evaluate this step with her parents in a week's time.

In the bathroom, Cassandra asks Ming-Na to soap her hands as she shows her what to do. She points out to Ming-Na how the other children are soaping their hands. Cassandra completes the other steps in the task of washing hands – she turns the taps on and off, holds Ming-Na's hands under running water and rinses her hands.

By the end of the week, Ming-Na can soap her hands competently on her own and the evaluation reflects this. Cassandra and Ming-Na's parents then establish Ming-Na's next objective.



Practice Task 9

Draw a line to match each positive action on the left with how it can support the implementation of an inclusion plan on the right.

- | | |
|---|---|
| * Clear directions | * Can be used to identify when you are choosing and implementing worthwhile strategies before making changes to any plans. |
| * Constant exchange of information | * Can occur at different points in the plan and involve different amounts of information and time. |
| * Support systems and feedback methods | * Can be made with appropriate people about the child's inclusion plan. This can reduce issues and resolve those that do arise quickly. |
| * Additional help | * Can support educators to implement strategies appropriately as suited to the individual child they are working with. |
| * Different types of reflection or review | * May be needed to make strategies clear and to implement these effectively. |

Summary

- Inclusion plans are a useful way to document the strategies that will be used to guide the process of inclusion.
- Inclusion plans are a method for collating the data you have collected about a child, and this can be used for consultation and review.
- Once you have identified what you want to achieve, you can assess whether you have the necessary resources (equipment and personnel) to implement this.
- Daily routines should be reviewed to determine whether they need to be adapted to achieve the inclusion goals.
- Any plan must take into account the resources available to you. It will not be achieved if it relies on time, space, people or materials you cannot access.
- To ensure review and critical reflection occurs at appropriate intervals, consider the tasks required for review.
- Constant exchange of information with the appropriate people about the child's inclusion plan can reduce the chance of issues arising and resolve those that do arise quickly.

Learning Checkpoint 4

Developing and implementing an inclusion plan

Read the case study and answer the questions that follow.

Case study

Four-year-old London has an acquired brain injury and limited hearing. The educator, Helena, has met with London's father, Cruz, and spoken to her speech therapist. Helena has identified the following:

- London is not yet toilet trained. This is a goal Cruz is working on.
- London has a limited verbal vocabulary that includes 'yes', 'no', 'dad' and 'mum'. The family, along with speech therapists, have decided London should learn some simple words in sign language.
- London acquired the brain injury in a car accident two years ago. Her mother did not survive the accident.
- London occasionally suffers from severe headaches that arise with no warning and are likely to be stress-related. These are being further investigated. When this occurs, London needs to be placed in a quiet, dark space and supervised constantly.
- If frustrated London may scream and thrash about.
- London becomes very excited when she sees or hears a train.
- London has a heightened sense of smell and taste.
- Cruz seems very anxious and tired at times. On one occasion he lost concentration during a discussion and decided to leave the meeting, on another occasion he raised his voice to London and grabbed her in a way that looked as if he would shake her.

Helena develops and implements an inclusion plan for London.

1. Who has been involved in developing the initial inclusion plan for London?

2. Which of the following might be appropriate initial strategies for ongoing consultation between those involved in developing the inclusion plan for London so that actions can be adjusted based on assessment? Select all that apply.

- All those involved should communicate daily and adjust the plan as required.
- Weekly catch-up sessions between Helena and Cruz could be used to informally address any issues and celebrate any successes.
- A formal monthly meeting should be arranged between all those involved in the consultation so the plan can be updated.
- The speech therapist could visit the service for sessions with London and spend time with Helena sharing what London is learning.

3. Which of the following goals and needs should be addressed in the inclusion plan for London? Select all that apply.

- Toilet learning
- Signing simple words
- London's behaviour when frustrated
- Cruz's feelings about the death of London's mother
- Arranging a place that is quiet and dark as London may be stressed in her initial introduction into the service

4. Identify at least one item of information for each of the following elements of London's inclusion plan.

a. Relevant information about the family

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b. Strengths and interests

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c. Health status

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d. Information gained through consultation with other professionals

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e. How the environment needs to be adapted

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5. Select true or false for the following statement.

Educators working with London will need to have strategies communicated clearly to them so they are able to support London when needed. * True * False

6. Which of the following additional support needs or barriers to participation is London facing? Select yes or no for each one.

- a. A behavioural or psychological disorder * Yes * No
- b. Child at risk of harm or illness * Yes * No
- c. Family circumstances and needs * Yes * No
- d. Health problems * Yes * No
- e. Physical, sensory or developmental disability * Yes * No



Topic 5

In this topic you will learn about:

- 5A** Reflective practice
- 5B** Using information from reflection

Reflecting on plans and practice

Reflection can be used to identify more effective and equitable ways to ensure that all children have an opportunity to participate and achieve learning outcomes.

It involves reviewing the curriculum and strategies, then identifying whether and how you can improve them.

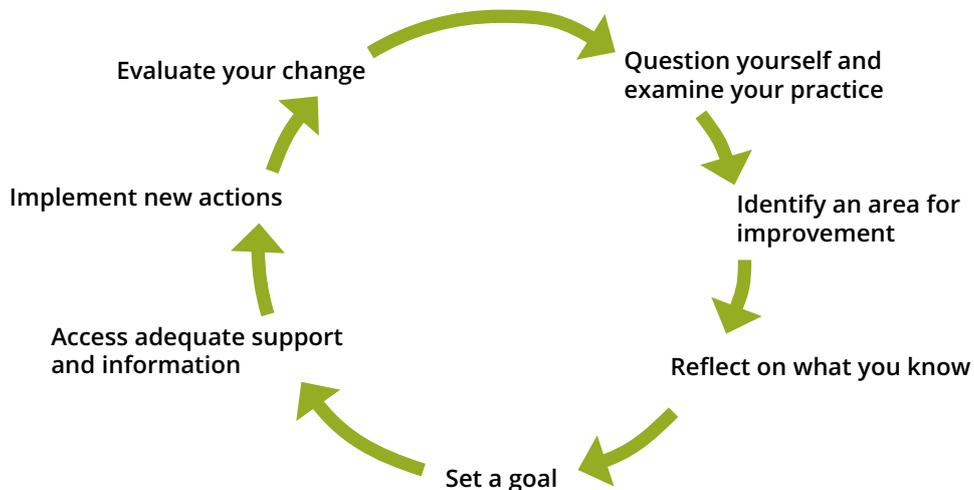
5A Reflective practice

Reflecting on child participation involves stepping back and reviewing the curriculum from a different point of view, such as from the perspective of a family, service director or educational leader.

It may also involve asking others in your service for their opinion, or consulting external support services.

Critical reflection involves both reviewing current strategies and identifying areas for improvement. You can then plan to make changes.

As with any useful improvement process, your reflective practice will be cyclical, and may resemble the following diagram.



For more information on reflective practice, go to: aspirelr.link/reflective-practice.

Methods of reflection

Critical reflection may be a process you participate in alone or may involve others.

Here are some methods for reflecting critically on your practice and a description of how they can be implemented.

Questioning

Before and after questions are useful for reflection.

Reflect on:

- what you feel and think
- what you understand now that you didn't before
- how this affects your future practice
- what you need to move forward; for instance, research, skills, support or cooperation
- what you want to achieve next.

Formal discussion

Structured discussions may occur in meetings and during professional development activities. They focus on specific areas and provide opportunities for you to access formal professional development and further on-the-job training through coaching or mentoring.

Professional development might involve an external organised event, or might be a situation where educators work together to brainstorm and share ideas.

Informal discussion

Unstructured discussions occur every day at work when you are talking to other educators, family members and children. Each discussion provides the opportunity to reflect on what is being said, how it affects your work, and how you can use the information to improve your practice.

Supervision

Your supervisor should encourage you to reflect. Strategies might include:

- educational supervision; for example, stretching your skills so you reach your full potential
- administrative supervision; for example, promoting best practice and quality work
- supportive supervision; for example, developing strong, professional relationships.

Documenting your reflections

While reflection often occurs through discussion, some recording methods support reflection or help you to document reflection that has occurred through discussion.

The following outlines some of the ways you can document your reflections.

Journals, diaries or reflection logs

Journals, diaries and logs record your thoughts and feelings, allowing you to look back later to evaluate. They also demonstrate progress. You can use critical reflection questions or write about your thoughts, techniques, materials, the context of your work and the ideas you have.

A journal could include research, personal comments, notes from professional development activities, quotes, photos and sketches. It should be meaningful to you and should record what you want to do next.

Checklist or event sample

A checklist or event sample may be part of your service practice or something you develop yourself. The checklist might include various points that help you review inclusive practice, or a list of actions you want to complete.



Practice Task 10

Which of the following statements demonstrate effective critical reflection?
Select all that apply.

- Reflecting on child participation involves stepping back and reviewing the curriculum from a different point of view, such as from the perspective of a family, director or educational leader.
- Critical reflection is not only about noticing information, but also about identifying areas for improvement and planning to make changes.
- Critical reflection may be a process you participate in alone, or may involve others.
- Questioning, supervision, formal and informal discussions are not adequate methods of reflection. They are not critical in their application.
- While reflection often occurs through discussion, some recording methods support reflection or can be used to document reflection that has occurred through discussion.

5B Using information from reflection

Your critical reflection may identify information that leads to professional development or support.

This might be in the area of:

- the social attitudes of educators
- physical access issues
- economic factors
- procedures and practices
- existing client service strategies
- the educational environment
- educator skills
- support systems available
- communication support or requirements.

Monitoring strategies

Monitoring the curriculum should be part of your normal practice of reflection.

You can closely monitor the impact of strategies by watching how a child reacts, how educators are implementing the strategies and whether these strategies are achieving the planned results. New strategies should be monitored and reflected on so that issues can be quickly resolved.

Make all educators aware of their role in observing and recording information about strategies. This data should report any significant change or concern.

Families should be encouraged to monitor the child's reactions and report any positive or challenging results. They may notice changes at home, the child may tell them something, or they may begin to change their attitude toward the service by refusing to attend or being more enthusiastic.



Monitor whether strategies are working by observing the child's behaviour.

The following table provides some questions to help determine whether a strategy is effective, and whether it should be modified.

Monitoring questions	Questions on specific needs
<ul style="list-style-type: none"> ➤ Did the child respond positively? ➤ What happened – how did the child respond? ➤ Was the objective/target/goal achieved? ➤ Did all children involved respond positively? ➤ Was the setting appropriate? ➤ Was the timing right? ➤ Were the materials and equipment suitable? ➤ Did you respond to the messages or communication of the child? ➤ Was your language or communication appropriate? ➤ Did you listen to the child? ➤ Did you ask the child open-ended questions? ➤ Did you encourage and positively reinforce the child's learning? 	<ul style="list-style-type: none"> ➤ Did the child face any difficulties? ➤ Did the strategy cause any side effects? ➤ Did the child participate to their full potential? ➤ Were there any barriers or interruptions to participation? ➤ Should there be any modifications to the plan, strategy, goal or objective to allow for greater participation? ➤ Was difference valued? ➤ Was the child provided with enough challenging and risk-taking opportunities? ➤ Are there more appropriate communication methods that could be used? ➤ Was there a need for additional support for the child, yourself or others? ➤ Could others have been involved more effectively?

Many of your strategies will be evaluated, recorded and attached to your inclusion plan. Other evaluations may be linked to a regular evaluation strategy, such as a planning or curriculum format.

One way to record evaluations is to establish a diary, log, communication book or app. The benefit of this recording method is that it can be a running log of events. This method can integrate both the home and service environments, and allow you to compare the child's challenges and successes.

Example**Reporting on findings**

The following is an example of a report on findings for Timothy, a child with limited mobility and additional care needs.

Barrier	Observation	Concern/action
Social attitudes of educators	<ul style="list-style-type: none"> ➤ No evidence of stereotyping or bias 	Not applicable
Physical access	<ul style="list-style-type: none"> ➤ Steps at back door ➤ No hand rails 	Problem with access to outdoor play area
Economic factors	<ul style="list-style-type: none"> ➤ Funding available for modifications to building 	Could apply for this funding
Organisational procedures and practices	<ul style="list-style-type: none"> ➤ No provision for children with limited mobility 	Needs to be addressed to ensure barriers are taken into consideration and addressed in policy, processes and practices
Existing client service strategies	<ul style="list-style-type: none"> ➤ No evidence of administrative barriers 	Not applicable
Educational environment	<ul style="list-style-type: none"> ➤ Child able to access and use learning resources 	Not applicable
Educator skills	<ul style="list-style-type: none"> ➤ Child needs assistance with personal care 	Need for educator training and increased responsibility
Support systems	<ul style="list-style-type: none"> ➤ Parent in need of support, reporting burnout 	Need to identify community support for family
Communication support or requirements	<ul style="list-style-type: none"> ➤ Child has good verbal skills ➤ Parents willing to work with educator in planning for support and inclusion 	Not applicable

Informing future practice

As you implement the inclusion plan and trial strategies, you may notice challenges that demonstrate the plan is not working.

You might notice these as you respond to children's daily needs or they might arise over time. Use this to focus on why the plan is not working and adjust your actions accordingly.

To identify reasons for the plan not working, ask yourself the following questions:

- Did I support and train other educators enough to implement the plan?
- Did I gain further information about the child's needs or background?
- Were the objectives achievable?
- Were the strategies appropriate and successful?
- Were there any issues regarding the resources, environment and program?
- Were the child and family successfully involved?

Think about the issues outlined in the following table and seek assistance to gain support to overcome issues and challenges that may arise.

Issue	Alternative strategies	Seek assistance
You have misunderstood the directions of a specialist or support person	<ul style="list-style-type: none"> ➤ Take time to ask questions and be clear about all the information provided. 	If strategies are provided to you via a specialist's report, ask permission to contact the specialist. This is the best way to clarify any areas.
You are overwhelmed or intimidated by the child's needs	<ul style="list-style-type: none"> ➤ Gain extra help from a support service or specialist. ➤ Set some strategies for becoming more confident. 	Sometimes you will have greater success if you delegate the task to another educator who is more confident or may take a different approach.
You have misinterpreted the child's needs or abilities	<ul style="list-style-type: none"> ➤ You may have missed some details, misunderstood something you have been told or placed your own values on the situation inappropriately. ➤ The child may have a medical condition that has not been diagnosed. 	Contact an inclusion support professional or a relevant specialist (with the family's permission).
You are not persisting long enough	<ul style="list-style-type: none"> ➤ Persist long enough for the plan to take effect and for you to evaluate whether any positive outcomes are occurring. 	Have another experienced educator review your plan.
You are persisting too long	<ul style="list-style-type: none"> ➤ Some strategies just don't work. Persisting with them may be detrimental. ➤ Be realistic about your strategies and change them if they are inappropriate or not working – you may need to develop a new plan. 	Have another experienced educator review your program.
Parts of your plan are working against each other	<ul style="list-style-type: none"> ➤ Think about how time, space, people, materials, safety and aesthetics influence the environment. ➤ Consider transition times as they are the most stressful period. 	Have another experienced educator review your program.

Issue	Alternative strategies	Seek assistance
<p>Your modifications, adaptations or resources are not appropriate</p>	<ul style="list-style-type: none"> ➤ Consider the size of the plan and the number of objectives a child is expected to achieve ➤ Consider the time allowed for the objectives to be achieved ➤ Determine the level of support and the amount of assistance provided to the child ➤ Reassess input – how instructions are delivered ➤ Consider the level of difficulty or challenge of the objective ➤ Consider the output – options for how the child can respond to instructions ➤ Consider participation and the level of active involvement in a task ➤ Consider alternatives, changing the way the child participates ➤ Substitute programs, changing the program to suit the child 	<p>Have another experienced educator review your program.</p>

Modifying the plan

As the child's behaviour changes and objectives are met, work with all of those involved to discuss how to move the child forward to meet additional goals and objectives.

In your initial communication with others, identify when you will regroup to assess the plan's effectiveness. Time should be set aside to regularly discuss how to modify the plan (if required) based on the information you have about the child's reaction to current strategies.

Remember that decisions about a child's behaviour are not yours alone to make. Consultation is important to clarify any suggested modifications with the people directly involved in the care of the child.

Keep in mind that all modifications must align with the standards, policies and procedures of your service. If the family has different cultural/social values and expectations, you must respect these. However, the way you act as an educator must be within the guidelines of the service policy.



Work with all those involved in caring for the child to modify the plan.



Practice Task 11

1. Which of the following statements about using information from reflection are correct? Select yes or no for each one.

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|--|-------|------|
| a. Monitoring the curriculum is part of the normal practice of reflection. New strategies should be monitored and reflected on so that challenges can be quickly resolved. | * Yes | * No |
| b. Families should be encouraged to monitor their child's reactions and report any positive or challenging results. | * Yes | * No |
| c. If a strategy is used as part of the inclusion plan, it should not be recorded as part of the curriculum of experiences and activities provided to all children. | * Yes | * No |
| d. As you implement an inclusion plan, you may notice further barriers to participation arise. | * Yes | * No |
| e. When you trial strategies, you will be able to notice what is happening and how to adjust your plan. | * Yes | * No |

Summary

- Reflecting on child participation involves stepping back and reviewing the curriculum from a different point of view, such as from the perspective of a family, service director or educational leader.
- You may need to involve others in your service to gain their opinion or consult external support services.
- You can closely monitor the impact of strategies by watching how a child reacts, how educators are implementing the strategies and whether these strategies are achieving the planned results.
- Monitoring the curriculum should be part of your normal practice of reflection.
- New strategies should be monitored and reflected on so that challenges can be resolved quickly.

Learning Checkpoint 5

Reflecting on plans and practice

Read the case study, then answer the questions that follow.

Case study

Colton is a gifted child who is talented at mathematics and science. The goal of Colton’s inclusion plan is to provide challenges that engage him through the provision of maths and science experiences and resources that meet the school-age grade five level. Colton’s parents suggested this level.

Tenshi is an educator who has been observing Colton and monitoring his inclusion plan. Tenshi has noticed that while Colton’s educators have set up experiences and added new science posters to the book area, they have only provided resources that are suited to children in early childhood. These resources and experiences are not engaging for Colton. Today he is becoming uncooperative and bored.

Tenshi sets up a space for Colton outdoors and shows him a book on environmental responsibility that she noticed in the staff room. She tells Colton about a maths game that uses playing cards and offers to teach him how to play when they go inside. Tenshi monitors Colton’s level of interest and involvement.

She plans to discuss the resource requirements with her colleagues and with Colton’s parents tomorrow.

1. What are two appropriate reflection questions that Tenshi could use while observing and monitoring the impact of the initial strategies set through Colton’s inclusion plan?

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2. How did Tenshi respond to Colton’s daily needs as she noticed them?

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3. Should Tenshi contact all those who have been involved with Colton's inclusion plan prior to trialling her new ideas? Explain why or why not.

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4. Which of the following might be appropriate for Tenshi to discuss with her colleagues and Colton's parents tomorrow in relation to his inclusion plan? Select all that apply.

- How she was able to understand the inclusion plan better than the other educators and that her perspective on the plan would be of greatest benefit to Colton's success in the service.
- The level of experiences and resources that were provided compared to those suggested in the inclusion plan.
- Whose fault it was that Colton became uncooperative and bored.
- Ways the service might access resources that help to achieve the strategies set for Colton.
- Ideas each person has for improving the level of resources the service accesses.

5. From critical reflection, Tenshi would have evaluated that the service practice was not fully supporting inclusion. * True * False