Inclusion Support QLD

Providing Inclusion Agency support to Queensland early childhood and childcare services

Artwork by Sarah, four years old, KU Phoenix Preschool
Welcome to the first issue of ‘Inclusion Matters’ for 2017

KU Children’s Services and Cairns and District Child Care Development Association Inc are proud to deliver Inclusion Agency services across Queensland as part of the new Inclusion Support Programme funded by the Australian Government.

We hope you enjoy our first edition of Inclusion Matters, which aims to provide you with some themes for discussion at your service and ideas, useful resources and information to help you improve the quality of your inclusive practice.

Many thanks to Arlington Drive Premium Childcare, Smithfield Child Care, Kids First Incorporated, Bay Explorers Deception Bay and Charters Towers Kids ELC for their inspiring stories of including children with additional needs. If you would like to be a part of the next edition of Inclusion Matters or have any ideas for themes or articles, please contact your local Inclusion Hub team.

Lyla Irving and Cheryl McAlist

How can we assist your service?

Inclusion Support QLD has twelve regional Inclusion Hubs across the state that provide free tailored support to early childhood and childcare services through:

- On-site visits to observe and discuss services’ strengths, challenges and barriers to inclusion
- Supporting educators to analyse policies, programs and practices and to reflect on changes that can be made to support inclusion
- Providing practical advice, strategies and possible solutions to inclusion barriers
- Facilitating the development of Strategic Inclusion Plans that identify strategies for change and growth.

Inclusion Professionals will support educators to learn more about inclusion, access ISP supports and support diversity. We support all Australian Government funded services including Long Day Care, Family Day Care, Outside School Hours Care, Vacation Care, Mobile and Budget Based Funded services.

To access inclusion support for your service, please contact us (see back page for details).

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Are you meeting National Quality Standards in relation to inclusion?

Are your educators feeling confident about including the children who are currently attending your service and any future children with additional needs who may enrol?

If the answer is no, then perhaps some proactive work now could save a crisis point in the future.

A truly inclusive environment is never static, we continue to seek to improve – we are never ‘there yet’.

Being aware of the barriers to inclusion before they pose an issue is a key aspect of an inclusive program.

Sometimes when a child with additional needs is enrolled, it’s as if a spotlight is shone on the barriers to inclusion which already existed, e.g. group time with large numbers of children for lengthy periods may trigger challenging behaviours for some children.

A common response from educators, who can understandably feel overwhelmed, is to see the ‘child’ as the issue and needing to be ‘fixed’.

“If he could just play more gently”, “if she could just learn more English”, “if he just wasn’t so upset at rest time”, “if she could just stop trying to escape outside all the time…”

Support is on the way. Your Inclusion Professional can assist your service to be proactive.

Recently we have been working with different services around barriers to inclusion that have been identified through developing their Strategic Inclusion Plan. The barriers exist in these services, yet they currently have no children with additional needs. These services want to avoid the costly situation of getting to a crisis point, e.g. needing to put emergency resources into an environment, risk to relationships with families, educators needing time off due to stress etc.

Some examples of barriers that services have identified include:

- A service identified that their staff are feeling underconfident about including children with a diagnosis of autism.
- Services have had information that their community is taking in a number of children from a Syrian background and their educators feel ill prepared to include any children who may come through their doors as they have had little experience with cultural inclusion.
- An OSHC service who has a huge hall to work in identified that children with sensory issues may find this environment very challenging.
- A service identified that they have a very wide variety of understanding amongst their educators about what being inclusive really means and they know that without a shared vision they would struggle to be authentically inclusive.

Our Inclusion Professionals are supporting these services to develop and implement practical strategies to address the barriers they have identified.

If you would like support to be proactive about your inclusiveness, please contact your local Inclusion Agency for a support visit to discuss your needs.

The National Quality Standard talks about all children very deliberately to ensure that there is access and equity for any child who wishes to participate in a program alongside their peers.
National Reconciliation Week runs annually from 27 May – 3 June. These dates mark two milestones in Australia’s reconciliation journey; the 1967 referendum and the historic Mabo decision.

Talking about reconciliation with children
- Talk about friendships, Harmony, Difference, Respect, Acceptance, Understanding.
- Reflect on friends and family.

Questions can promote thinking:
- What is a good relationship?
- What is respect?
- How do you feel when someone disrespects you?
- What should we do?

Ideas for activities
- Put articles in your newsletter to advertise events to encourage family, Elders and the community to attend.
- Invite local Aboriginal and Torres Strait Islander Elders to do a Welcome to Country.
- Display an Acknowledgement to Country in your foyer and fly the Aboriginal and Torres Strait Islander flags.
- Learn about local Aboriginal history, embed Aboriginal and Torres Strait Islander arts and crafts, music and stories.
- Mark the Aboriginal and Torres Strait Islander significant days in your calendar.
- Undertake Professional Development to increase your skills and knowledge.

Create a Reconciliation Action Plan
Narragunnawali is an initiative from Reconciliation Australia which supports all schools and early learning services in Australia to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Narragunnawali (pronounced narra-gunna-wally) is a word from the language of the Ngunnawal people, Traditional Owners of the land on which Reconciliation Australia’s Canberra office is located, meaning alive, wellbeing, coming together and peace.

The Narragunnawali platform is free to access, and has a range of features – including an extensive suite of professional learning and curriculum resources – to support the development, implementation and management of Reconciliation Action Plans (RAPs).

https://www.narragunnawali.org.au/

This year, we at KU will also be implementing a number of strategies to ensure the successful delivery of actions within our organisational Innovate RAP.

National Sorry Day
26 May 2017

On 26 May 1997, the Bringing Them Home Report was tabled in Federal Parliament, detailing information relating to children who were removed from their families by State and Territory Government policies from the 1800s to the 1970s. This year marks the 20th anniversary.

The suffering and loss of generations of Aboriginal and Torres Strait Islander peoples was acknowledged and respected, as communities joined together in commemorative events around the country.

Commemorating National Sorry Day
- Attend a Sorry Day event in your area – find out what your local council or school are doing.
- Wear purple – this is often the colour worn on this day.
- Light a candle for the Aboriginal and Torres Strait Islander children.
- Plant a Native Hibiscus with the children.

‘The Native Hibiscus is found widely across Australia and was chosen as a commemorative flower or plant, because it is known to survive in various conditions and elements and the colour denotes compassion and spiritual healing’

Useful Websites and Resources
Reconciliation Australia
www.reconciliation.org.au

NITV 10 Things you should know about the National Apology

Australian Government Sorry Day and the Stolen Generations

Australian Indigenous Health Info Net – National Sorry Day 2017
www.healthinfonet.ecu.edu.au/key-resources/conferences?cid=3002

SNAICC
www.snaicc.org.au

NAIDOC
www.naidoc.org.au

Closing the Gap

Upcoming Events
- Coming of the Lights – 1 July
- 2017 National NAIDOC Theme - Our Language Matters – 2-9 July
- National Aboriginal and Torres Strait Islander Children’s Day – 4 August
Supporting Rural and Remote Services

Nicole Negro and Alice Tabuai

When visiting the early childhood and school aged care services in the remote regions, it is great to see Directors/educators work collaboratively with community networks and forming continuous relationships. This is one of the strengths our agency has seen happening. Inclusion Support QLD has maintained the links with relevant services in the community from many years of supporting Inclusive Practices in the very remote services.

Nicole Negro and Alice Tabuai, two of our Inclusion Professionals, were involved with the Remote Indigenous Professional Development (RIPD) training. This training was specifically for educators from Budget Based Services to prepare for the transition to mainstream (CCB) service delivery in the near future.

Northern Peninsular Area

Bamaga

One of the local Bamaga services, we are happy to report, is accessing Immediate/Time Limited Inclusion Development Fund support.

The Bamaga services are running Aboriginal and Torres Strait Islander cultural programs utilising the community linkages in developing cultural programs – music, language, dance, storytelling and cultural art/crafts. The services show great interest in their daily practices in areas of inclusion. Educators expressed enthusiasm to make changes in areas of concern and spoke positively about the changes they would like to see happen. Inclusion Professionals network closely with educators in the OSHC programs to support them to access parental consent for inclusion funding and consideration is always given to cultural protocols and sensitive matters.

Travelling to the rural and remote communities gives everyone a sense of partnership as the Inclusion Professionals take away many positive ideas and collectively feel that visiting these services adds strength to the term ‘quality inclusion’.

Injinoo OSHC building in Injinoo Community (one of the remote services in Bamaga NPA region)

Injinoo OSHC building in Injinoo Community (one of the remote services in Bamaga NPA region)

Useful Resources

Yulunga: Traditional Indigenous Games

An activity resource of over one hundred traditional Indigenous games created to provide all Australians with an opportunity to learn about, appreciate and experience aspects of Indigenous culture. Traditional pastimes have been included along with some more ‘modern’ activities. This book is based on extensive research, including several hundred accounts collected over many years from all parts of Australia and the Torres Strait Islands. Suitable for children and adults of all ages, abilities and backgrounds.


Two Mates by Melanie Prewett

Two Mates is about a friendship between an Aboriginal and non-Aboriginal boy who also happens to have Spina Bifida.


www.blackinkpress.wixsite.com/blackinkpress/properties


www.readwatchplay.wordpress.com/2013/05/02/top-ten-indigenous-authored-childrens-books

I’m Australian Too by Mem Fox

What a wonderful addition to any Early Childhood setting this book will make. It holds such a powerful message of inclusion and diversity. The book can reach children of all ages and shines a light on the immense value of our multicultural society.

The book highlights Indigenous Australians sharing their land, the refugee experience and the vast input of all the people who come to and make up our land. It could serve as a starting point for conversation and discovery for children and educators. Mem Fox treats children like capable competent learners and speaks the truth – she does not shy away from some of the injustices of the world while appealing to the humanity in us all. She calls for empathy and compassion and a good old “fair go”. The language is clear and rhythmic and the illustrations by Ronojoy Ghosh are beautifully appealing.

Can I set a challenge to Early Childhood Educators – purchase and use this book and document the discovery journey that it may provoke. We would welcome some feedback and photos of this journey for our next newsletter addition. This is a great chance to highlight the amazing work you are doing in your service. Just contact your Inclusion Professional and they can support you to bring the message of this book to life, by supporting high quality inclusive practices.

Other recommended books:

- www.blackinkpress.wixsite.com/blackinkpress/properties
- www.readwatchplay.wordpress.com/2013/05/02/top-ten-indigenous-authored-childrens-books

Yulunga OSHC building in Injinoo Community

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Travelling to the outer Torres Strait Islands with Great Barrier Reef Helicopters

One of the remote communities we visit

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Inclusion Development Fund

Funding is available for early childhood and school aged care services to address barriers to inclusion which cannot be addressed by the Inclusion Agency or Specialist Equipment Library. This includes subsidising the employment of an additional educator in centre based services, a subsidy top up for FDC educators and funding to support innovative and flexible solutions to inclusion barriers.

The four streams of IDF support available have different eligibility criteria, application processes and approved funding purposes:

- Subsidy for an Additional Educator
- Subsidy for Immediate/Time Limited Support
- Family Day Care Top Up
- Innovative Solutions

For further information about the Inclusion Development Fund, including how to apply and claim, please contact your local Inclusion Hub or visit the IDFM Website www.idfm.org.au

Remember:

- Renewal applications for funding need to be completed and submitted at least four weeks before the current funding end date. To find out your funding end date please check your approval letter or on the IS Portal.
- Applications can only be endorsed and submitted once they are complete and checked by your Inclusion Professional – this can take up to four working days.
- If there are changes to the environment where there is funding in place, then you must contact your Inclusion Professional as soon as possible, to see if any further action is required under the funding agreement.

Transition Cases

As we come to the end of the first year of the Inclusion Support Program (ISP), all remaining Inclusion Support Cases (or Legacy cases) will end by 25 June 2017. If your service has a legacy case from the previous program still running it is vital that you contact your Inclusion Professional as soon as possible to work through the process of ongoing support.

Innovative Solutions

Charters Towers ELC, Townsville

Charters Towers Kids ELC service is situated in a small rural township west of Townsville. With the economic downturn, we have seen many changes within the community including the closure of the local mining industry, national rail station, associated housing facilities and related services. Unemployment has risen which has forced many people out of the local township. Many early childhood professional support agencies have withdrawn from the local area.

Supported by our Inclusion Professional and Inclusion Agency Townsville Hub, our service has had the opportunity to gain access to the new Inclusion Support Program’s funding stream, “Innovative Solutions”. This has helped us to address barriers and help equip our educators with strategies and new found knowledge to overcome the challenging behaviours that were occurring within the service such as violent, physical and emotional outbursts, sensory meltdowns, children with limited communication skills, and children’s limited understanding of cues necessary for social engagement. We were struggling to identify behaviour support strategies that work across our centre and align with our centre philosophy.

Through this funding, we have been able to work collaboratively with the Endeavour Foundation and Tamsin Wallace, a Behaviourist Clinician. The support was developed in a three-phase approach. Tamsin visited our centre to observe interactions between educators and children, and speak individually with each educator on staff. She was then able to gauge the level of each Educator’s knowledge and understanding of children who present with behaviour challenges. From here, all Educators came together with Tamsin armed with a positive approach and strategies to share. Through the professional conversations, sharing of strategies and knowledge, our Educators walked away with new found skills and the confidence to apply and embed these into their everyday practice, strengthening our Inclusive Practices.

Innovative Solutions funds flexible and alternative solutions, to address inclusion barriers which are not funded under other ISP support streams and addressed through support provided by the Inclusion Agency. Contact your Inclusion Agency to discuss your needs and you may be eligible to apply for Innovative Solutions funding including Bicultural Support.

“As the Centre Director, I am proud to say the positive behaviour techniques and affirmations have changed the culture within our service. These very simple yet effective techniques see our Educators being more mindful of the words they use, the way they speak to children and each other. Leading the children to speak to each other in a positive and respectful way. The Educators implemented social stories and visual aids/ cues to support the children’s daily routines, allowing children opportunities to participate in activities. These visual communication tools allowed everyone to know what to expect and supported them to partake, communicate and support their peers.

Through the use of key word signs, Educators and children could further communicate, understand and support each other. We have found these techniques and strategies work, the children are more settled, aware of and accepting differences, supportive, empathetic and caring of each other and our environments are inclusive and accommodating for all. This has been a huge success and our Educators can now continue to use and implement these skills to support every child who enters our care and provide an inclusive service. We seek to share our success with other Educators in our region struggling with the same challenging behaviours we have now overcome.”

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Your Inclusion Professional will assist you to develop a Strategic Inclusion Plan (SIP). The SIP is a self-guided inclusion assessment and planning tool that includes short and longer term strategies for improving and embedding inclusive practice.

It highlights the:

- Barriers that impact your service’s capacity to include children with additional needs.
- Proposed strategies and actions your service will take to address identified barriers to inclusion.

The SIP is implemented and evaluated within a twelve month period. A SIP can be updated during this period to reflect any changes, and record the progress made in implementing the strategies and actions outlined.

For more information about developing a SIP, visit our website www.inclusionsupportqld.org.au and follow the links to Strategic Inclusion Plans or call your local Inclusion Agency Hub.

**Why do we need to do a Strategic Inclusion Plan?**

The Strategic Inclusion Plan (or SIP) put simply is the document that maps out the changes you want to make, how you are going to achieve these changes and what supports you need along the way. It serves as evidence of your inclusion journey and fits alongside your service’s Quality Improvement Plan. In fact, it can be vital evidence that you are meeting the National Quality Standards in relation to inclusive practices.

**Kids.First Incorporated**

Our outside school hours care service caters for approximately sixty children each day. We care for numerous children who are diagnosed with ASD, ADHD, ADD, ODD and sensory processing disorders.

‘At times our educators have become highly stressed trying to deal with and diffuse the aggression and violent outbursts in some of the children and to find ways to include them in our planned activities’

After doing some research on autism and sensory processing disorder, we decided to make a quiet area full of sensory toys and fidgets. We adapted an existing teepee into a quiet sensory area for the children who need time to settle and calm down. We added fairy lights, cushions with different textures, an assortment of toys and placed the tent in a quiet area.

All of our children were so interested in the teepee that we adapted a second one for all to use. This teepee is mainly used for reading and board games or to just ‘chill out’.

We have seen some amazing results so far and are really happy with how the children are responding to these areas. The children now know if they are feeling overwhelmed they can go into the teepee and relax, which makes for a more inclusive environment.

**Remember Inclusion is not over and above, it’s what we should be doing every day!**
Bay Explorers, Deception Bay

The staff at Bay Explorers Deception Bay have had a marked increase in the number of Chinese families enrolling in their service. As a result of this increase, staff are finding many ways to embrace and embed Chinese Cultural Perspectives within their environments and programs and in doing so are actively working on building their cultural competence.

‘Cultural competence is much more than an awareness of cultural differences. It is the ability to understand, communicate with and effectively interact with people across cultures’ (EYLF p.16).

Cultural competence encompasses:

- Being aware of one’s own world view;
- Developing positive attitudes towards cultural differences;
- Gaining knowledge of different cultural practices and world views;
- Developing skills for communication and interaction across cultures (EYLF p.16).

The EYLF Educators Guide (p.26) talks about cultural competence being applied at three levels in a service:

1. At the individual level
2. At the service level
3. At the systems level

Exploring culture with children

Within their programs, staff created craft opportunities for their children as they celebrated Chinese New Year creating fireworks, a Chinese Dragon and painting their own Chinese lantern for their room. These wonderful creations are beautifully displayed in the environment for everyone to enjoy.

Jayne has purchased toys which reflect the diverse communities within her service. The recent purchase of Maori family and Chinese family dolls will be enjoyed by all of the children in the service and provide wonderful conversation opportunities for celebrating the diversity across cultures and families.

Bay Explorers shows us some examples of these three levels in action.

1 At the service level
   Cultural competence can be seen in management and operational frameworks, practices, expectations, policies, procedures, vision statements and in finding ways to ensure the voices of children, families and communities are present within the service.

   Newspapers in the foyer, acknowledging culture and supporting transitions
   When new parents enrolled and settled their children into the centre, Jayne, the Director, often found them hovering around the desk in the foyer anxiously hiding and peeping into the rooms to see if their child was settling.

   Children are very good at reading their parents’ emotional energy and the transition process can become quite traumatic for everyone, particularly for those children for whom English and Australian cultural practices are unfamiliar.

   To support these new Chinese families during this time Jayne purchased a Chinese newspaper and placed this newspaper at the front desk. The look on the parents’ faces when they saw the newspaper confirmed for Jayne that this small act was helping to connect parents, while acknowledging that their culture is welcome and respected in their space.

   The addition of the newspaper in the front foyer has resulted in parents being able to sit down and relax for a moment as they read the paper, then move to the windows to monitor how their child has settled into the room. The result being a more comfortable relaxed parent whose emotional energy will hopefully rub off on their child. It has also gone a long way to establishing a sense of belonging for these families.

2 At the individual level
   Cultural competency can be seen in the knowledge, skills, values, attitudes and behaviours of educators as they develop their relationships with children, families and with their colleagues.

   Staff experiencing children’s culture
   Staff members visited Fortitude Valley where Brisbane’s China Town is located. This provided them with the opportunity to experience the hustle and bustle of the Chinese supermarkets and to smell and taste Chinese food. It also provided a wonderful opportunity to be immersed in the sounds of spoken language, to look at the Chinese inspired architecture, the fabrics, colours and emotions of the Orient. Staff purchased Chinese lanterns which have become a beautiful addition to the service’s hallway.

3 At the systems level
   Cultural competency can be seen in how the service relates to and respects their local community, agencies, elders and how they work with community protocols.

Acknowledgement and celebrations

Staff created a display in celebration of Chinese New Year – Year of the Rooster. They provided families with some information about the Chinese lantern festival and proudly displayed this around the services’ Acknowledgment to Country. Jayne described the importance of her service acknowledging first nation people and also the many other cultures that are here in Australia. This was an opportunity for her service to acknowledge the culture of the Chinese families in their service.

Supporting library activities

In the Kindergarten room, the families have become curious about some of the books and literacy activities that their children were participating in. This has been met with some language challenges between staff and parents, however staff were able to communicate with the parents and discovered that they were curious about the books the children were reading and where they could purchase the books from so they too could continue to support these activities in the home. Jayne is exploring the possibility of opening a small library borrowing system in the centre so families can borrow children’s story books or books on child development for parents to read. Purchasing versions of these books in the families’ languages will be a welcome addition to their library ensuring that all families’ languages are included on the bookshelves.
**Arlington Drive Premium Childcare**

We received a toilet step to assist Jye, who has cerebral palsy. He has gone from limited ability to toileting himself. The permanent side bars and step has enabled Jye to improve his balance and coordination, allowing him to turn around, sit down and stand up for better mobility independently.

It is a long journey ahead and Jye’s strength and weakness does fluctuate before and after botox treatments, so having the permanent bars assists with his stability. At the age of four, emotions are high. Jye is becoming more aware of his differences wearing the AFOs’ and his trips and falls. Jye’s confidence has been boosted through positive encouragement and a good sense of understanding, compassion and acceptance amongst other kids at Kindy. It has made for such a smooth transition.

Jye has become quite the superstar. We asked him what he thought about his friends using his step and he replied with a big grin “it’s okay cos I like to share”!

Smithfield Child Care

Todd Avery

Sarah* has Cerebral Palsy and we have been blessed to see how far she has come with the help of the Inclusion Development Fund and Specialist Equipment Library. The funding has allowed us to have an additional educator and have access to a Dynamic Standing Frame.

With the support and guidance of our Inclusion Professional, Diane, we have implemented strategies to help overcome some of the barriers for Sarah. Her mum, the physio, room educators and the Inclusion Agency have paid off. Mum has a video of Sarah standing up for the first time and we have seen her taking three steps in the centre.

Sarah has now excelled in all areas of her development and we cannot wait to see her walking and further developing during her time here.

A huge thank you to Diane and all the Team at the Inclusion Agency Hub in Cairns. We cannot express how it is a long journey ahead and Jye’s strength and weakness does fluctuate before and after botox treatments, so having the permanent bars assists with his stability. At the age of four, emotions are high. Jye is becoming more aware of his differences wearing the AFOs’ and his trips and falls. Jye’s confidence has been boosted through positive encouragement and a good sense of understanding, compassion and acceptance amongst other kids at Kindy. It has made for such a smooth transition.

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*name has been changed

**Family and Child Connect**

Family and Child Connect provides information and advice to people seeking assistance for children and families where there are concerns about their wellbeing. Families who find themselves in need of support can also access Family and Child Connect for advice and help.

The role of Family and Child Connect:

- Provide information, assessment and advice
- Actively engage with families and refer them to support services
- Lead a local level alliance of government and non-government services.

Referring to Family and Child Connect you get:

- Information and advice
- Referral to a support service
- Active engagement and referral to Intensive Family Support services
- Report to Child Safety

www.familychildconnect.org.au

**NDIS rollout**

The NDIS is a big change and will be progressively rolled out in Queensland over three years from 1 July 2016. People will move to the NDIS at different times depending on where they live. The NDIS will be operating state-wide by July 2019.

- 1 July 2016
  - 30 June 2017
  - Townsville, Mackay, Toowoomba

- 1 July 2017
  - 30 June 2018
  - Ipswich, Bundaberg, Rockhampton

- 1 July 2018
  - 30 June 2019
  - Beeneleigh, Cairns, Brisbane (North and South), Maryborough, Caboolture/Strathpine, Maroochydore, Robina

www.nidis.gov.au
www.communities.qld.gov.au

**Early Years Connect**

Early Years Connect provides information, advice and connections to help early childhood education and care educators in Queensland to support children with complex additional needs.

Your Role in Inclusion video and Webinars
www.earlyyearsconnect.com.au

Useful Links from Early Years Connect

www.ndis.gov.au
www.communities.qld.gov.au
Queensland
T 1800 811 039 (Tollfree)
E iaqld@cairnschildcare.com.au
inclusionsupportqld.org.au

Regional Inclusion Hubs

Cairns
T 07 4032 1713

Townsville
T 07 4724 3370

Mackay
T 07 4898 1529

Rockhampton
T 07 4926 1250

Hervey Bay
T 07 4124 8022

Mt Isa
T 0488 026 695

Brisbane South
T 07 3272 9768

Brisbane North
T 07 3865 4780

Sunshine Coast
T 1800 811 039

Gold Coast
T 1800 811 039

Logan Redlands
T 07 3801 1974

Toowoomba
T 1800 811 039

ISA Contact Details

Would you like to share your experience of inclusion or contribute an idea or suggestion to a future edition of Inclusion Matters? Please contact your local Inclusion Hub.

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www.ku.com.au

Dates for your Diary

May
26 National Sorry Day
27-3 Reconciliation Week
27 Ramadan begins (Islam)

June
2-4 ACA QLD National Childcare Conference (Gold Coast)
   www.childcareconference.com.au
16-17 The Queensland Early Education and Care
   Conference (Brisbane)
   www.canek.asn.au/conference2017
18-24 Refugee Week
20 World Refugee Day
26 Eid al Fitr (End of Ramadan - Islam)

July
1 Coming of the Light Festival
2 NAIDOC week begins
15 Asalha Puja Day (Buddhist)

August
2-3 ACEL 2017 Early Childhood Conference (Brisbane)
   www.acel.org.au
4 National Aboriginal and Torres Strait Islander
   Children’s Day
9 International Day of the World’s Indigenous Peoples
15 Krishna Janmashtami (Hindu)
18-20 QCAN State Conference (Gold Coast)
   www.qcan.org.au

September
7-9 Asia Pacific Autism Conference 2017 (Sydney)
   www.apac17.org.au
12-14 7th SNAICC National Conference (Canberra)
   www.snaicc.org.au
21 Rosh Hashanah (Jewish New Year)
21-19 Muharram (Islamic New Year)
30 Yom Kippur (Jewish)

October
4 Mid Autumn (Moon) Festival
19 Diwali (Hindu)
21-29 National Children’s Week
21 KU Annual Conference
   www.ku.com.au
24 United Nations Day

December
3 International Day of People with Disabilities
13-20 Hanukkah (Jewish)
25 Christmas Day

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