

Inclusion means:

- ▶ All children's experiences are recognised and valued*
- ▶ All children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference*
- ▶ Collaboration and partnerships are prioritised, and all educators are responsible for identifying inclusion barriers and learning about ways to overcome them
- ▶ All children's social, cultural and linguistic diversity is taken into account in curriculum decision-making processes*
- ▶ The focus is on a whole environment and not an individual child
- ▶ Diversity is acknowledged and is viewed as a resource for learning, growth and change
- ▶ We are changing what we do so that all children can participate

* Department of Education and Training (2019)
www.education.gov.au/early-years-learning-framework-0

Parent consent forms

There are two parent consent forms that you may be asked to complete. Each of them has a different purpose.

1. Inclusion Support QLD Consent – Permission to Share Personal Information

This form gives permission for educators in your child's service to discuss and share information about your child with an Inclusion Professional.

2. Department of Education, Skills and Employment Consent - permission to share personal information for the purposes of the Inclusion Support Program

This form gives permission for information about your child to be linked to a service's application to access Inclusion Development Funding on the Australian Government Department of Education Inclusion Support Portal.

Inclusion Support QLD is funded by the Australian Government to provide Inclusion Agency support and is managed by KU Children's Services, in partnership with Cairns and District Child Care Development Association

Contact us for further information

T 1800 811 039
E inclusionsupportqld@ku.com.au
www.inclusionsupportqld.org.au

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Inclusion Support Program

Inclusion Support QLD

Information for families

Providing inclusion support to Queensland early childhood education and care services





Inclusion is important – everyone benefits

All children have the right to be included in children's services. We know from research that all children benefit from belonging to, and participating in, quality inclusive child care.

An inclusive children's service provides a unique opportunity for children to play, develop and learn together with children of their own age. These relationships are the foundations for learning and provide a powerful way of belonging to a group and developing a sense of who they are.

When children are included you will see them:

- ▶ feel safe and valued
- ▶ encouraged to do things on their own
- ▶ be supported to contribute
- ▶ make their own choices
- ▶ play with their friends
- ▶ have opportunities to learn new things
- ▶ participate in the program alongside their typically developing peers

What is the role of an Inclusion Professional?

Inclusion Professionals (IPs) support educators to develop a Strategic Inclusion Plan that takes into consideration the whole room your child is part of. The plan is not focussed on your child alone, or any one child specifically. Instead, the plan identifies what the service needs to do to support educators to include all children.

IPs provide free support to all Commonwealth funded children's services, including Long Day Care, Outside School Hours Care and Family Day Care services. Support is provided when requested by the service. This could include support to:

- ▶ identify relevant professional learning opportunities
- ▶ facilitate team meetings to discuss inclusion
- ▶ reflect on policies, practices and procedures
- ▶ provide networking opportunities for educators
- ▶ access to the Inclusion Agency website and other resources such as newsletters and sector updates
- ▶ provide support to apply for an additional educator for the environment (if required)

Providing access to funding support for services is not the primary role of an IP. A diagnosis of a disability alone does not mean that funding for an additional educator is the best type of support for educators and services.

What Inclusion Professionals do:

- ▶ support educators to reflect on how they think and work so that all children are included
- ▶ work with educators to identify any changes that need to be made to ensure all children are included and can participate with their friends
- ▶ support educators to identify and access any resources they require to meet the needs of all children
- ▶ provide access to specialist equipment to support children's inclusion at the child care service

What Inclusion Professionals don't do:

- ▶ assess or work with individual children
- ▶ provide funding for one to one support for individual children
- ▶ tell educators what to do or what resources they have to use
- ▶ provide access to specialist equipment for ongoing therapy needs