NSW/ACT Inclusion Agency

Providing inclusion support to NSW/ACT early childhood and childcare services

Artwork by Joyce, aged 9 years, Big Fat Smile Artspace.
Welcome to the first issue of ‘Inclusion Matters’ for 2018

The NSW/ACT Inclusion Agency teams have been very busy over recent months presenting a series of 27 Inclusion Forums across metro and regional NSW and ACT. We would like to say a big thank you to Rhonda Livingstone, ACECQA’s National Educational Leader, and her team and the Regulatory Authority teams at the Department of Education in NSW and ACT for giving so generously of their time to make these forums such a success. It is a unique opportunity to discuss inclusion with so many educators who have shared their journeys with each other and shown how even small changes in practice can make a big difference for the inclusion of all children.

We would also like to say a big thank you to all of the services who have contributed to the articles in this issue which includes a focus on OSHC. Congratulations also go to all services who have received their “Our Service Values Inclusion” sticker recognising their commitment to inclusion planning. We have included a selection of photos on page 5. At this very busy time of change for all Australian Government funded services it is good to take some time to acknowledge the impact that services make every day in building a love of learning for all children – we encourage you to congratulate your educators on the fantastic work that they do.

If you would like to contribute to future editions or have a topic you would like us to cover please contact your local Inclusion Hub.

IN THIS ISSUE

4. National Quality Standard
6. Strategic Inclusion Planning
8. Incorporating Aboriginal Culture
10. Innovative Solutions
12. Including children and families from refugee or humanitarian backgrounds
13. Specialist Equipment enabling meaningful participation
14. Useful Resources

Meet an Inclusion Professional
Victoria Prior - Inclusion Professional, NSW Central West Inclusion Hub

What is your background?
I completed the Bachelor of Education (Early Childhood) in the late 1980s and decided to work across the sector to gain knowledge before starting postgraduate studies. I have worked in teaching and directing roles and completed the Master’s Degree in 2006. The whole Master’s programme was strongly linked to the United Nations Convention on the Rights of the Child. I left that course an advocate for children’s rights. I guess it was fortuitous that I ended up teaching in a child care centre whilst teaching a subject at Charles Sturt University called “The Rights of Children”. People often say theory and practice are different things, but in this sector, they work concurrently. These experiences led me into the role as an Inclusion Professional.

What does inclusion mean to you?
For me, inclusion means seeing and giving value to what is in front of me. From that position, I’m able to use intentional practices to make change. Asking questions such as “What do we need to do so everyone’s need is addressed now?”

What is the best thing about being part of the Inclusion Agency?
The Inclusion Agency is a dynamic part of the larger Inclusion Support Programme. Inclusion Professionals build relationships with their peers from other Hubs and provide professional support based on best practice. It’s the relationship building within service teams, Hubs and agencies that I love about my role.
How did this resource evolve?
When supporting services to reflect on inclusive practices, Inclusion Professionals noticed that a common barrier for educators was around connecting, engaging and communicating with Aboriginal families. This was particularly felt during the orientation process and in some cases, families were choosing not to identify as Aboriginal.

Our Inclusion Hub (IA) has a strong connection with local Wiradjuri Aboriginal Elder and artist Aunty Kath Withers, so we discussed these barriers with her. Aunty Kath explained that sometimes it may be the language and the look of paperwork such as enrolment forms that may be the barrier to engagement. To help overcome this, Aunty Kath painted a canvas which symbolised children, families and life’s journey that Aboriginal families could identify with. The IA and educators then reflected on what services wanted to know about and learn from families. Aunty Kath then suggested more appropriate and familiar language such as terms like “mob” and “journey”. The content was then added to Aunty Kath’s art work and the “My Family and Me” resource was created.

Why was the Cultural Competence Tool resource developed?
After developing the “My Family and Me” resource, we then wanted to support educators to reflect more deeply on their own cultural competence and practices around Aboriginal and Torres Strait Islander inclusion.

We identified through interactions with educators and Aunty Kath’s involvement with services via Innovative Solutions projects, that educator views, attitudes and practices impacted on their engagement with Aboriginal families and the community. As a result, the IA has developed a reflective tool to support educators to reflect on their practices, experiences and environment to plan their own inclusion journey. Aunty Kath then designed and painted a canvas to reflect our journey of learning and the reflective questions were added to her art work. This Cultural Competence Tool has been included in this edition of Inclusion Matters to help educators reflect further on their cultural practices.

How can this tool be used in services?
The tool can be used to encourage educators to:

- Discuss and share experiences of Aboriginal and Torres Strait Islander people and how this may impact on current relationships and practices
- Reflect on their cultural competence
- Identify barriers
- Reflect on their learning journey and use this to inform the development of a Strategic Inclusion Plan
- Self-assess and support their learning and development
- Use the tool at a team meeting, part of new educators’ orientation, or as an individual self-reflection tool

Your Inclusion Professional can provide support and guidance in using the Cultural Competence Tool to inform your Quality Improvement Plan (QIP) and Strategic Inclusion Plan (SIP). The “My Family and Me” resource is also available to services by contacting your Inclusion Professional.
Inclusion in Practice Forums

The NSW/ACT Inclusion Agency, Australian Children’s Education & Care Quality Authority (ACECQA) and the Department of Education in NSW and ACT have recently teamed up to offer a series of 27 inclusion forums for early and middle childhood services across metro and regional NSW and ACT.

The forums have highlighted how inclusive practice is embedded across the NQS, the parallels between the Strategic Inclusion Plan and the Quality Improvement Plan and how these documents can be linked together and used interactively.

Attendees have been supported to unlock the inclusion potential of their services with lively table activities as well as larger group reflection on how the revised NQS promotes inclusive practice.

What educators had to say about the forums:

“The main thing I learnt today is that Inclusion is about everyone and is a right.”

“I learnt how broad inclusion is and how it effects everything.”

“I can see how the Inclusion Agency is part of the bigger picture of Government support for services.”

Are you inclusion ready?

Under the Anti-discrimination Act 1991, all early childhood service providers have a legislative obligation to make reasonable adjustments to include all children. The revised National Quality Standard which came into effect in February 2018 is very clear about the need for all services to be inclusive and inclusion ready.

Under the revised National Quality Standard, Inclusion is embedded throughout all Quality Areas.

What authorised officers may observe:

- That educators have adapted aspects of the environment, routines, transitions and staffing arrangements to facilitate the inclusion of all children.

Assessors may discuss:

- How the service demonstrates its commitment to the participation of all children.
- How the service collaborates with families, other practitioners, therapists or specialists from support or intervention agencies to support all children and encourage their participation.

Assessors may sight:

- Examples of individual support plans for children that are implemented within the daily programme (Strategic Inclusion Plans that promote inclusive programme/practices are mentioned specifically in the National Quality Standards as an evidence source)
- “Our Service Values Inclusion” stickers which are distributed to services with an active Strategic Inclusion Plan by Inclusion Professionals.

Upcoming Inclusion in Practice Forums:

Bathurst - 7th August
Liverpool - 23rd August
Canberra - 21st August day and evening events
Congratulations to all NSW/ACT services who have been awarded their “Our Service Values Inclusion Sticker”. Here is just a selection of our many photos...

French Australian Preschool, ACT

KCL Child Care Services NSW North

Umina Kids’ Klub, Gosford Wyong

Wauchope OSHC NSW Mid North Coast

Lighthouse Child Care Centre, Sydney Metro South

Gumnut Child Care Centre, NSW South West

Fun Club Bulli, Illawarra

Goodstart Calala, NSW North

Happy Days Macarthur Square Sydney South

Bogan Shire Early Learning Centre, NSW Central West

Alphabet Cottage, Sydney Metro North

Federal Community Children’s Centre, Richmond Tweed

Maruya OSHC, NSW South East

Youngies Long Day Care Centre Sydney Metro West

French Australian Preschool, ACT

KCL Child Care Services NSW North

Umina Kids’ Klub, Gosford Wyong

Wauchope OSHC NSW Mid North Coast

Lighthouse Child Care Centre, Sydney Metro South

Gumnut Child Care Centre, NSW South West

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Bogan Shire Early Learning Centre, NSW Central West

Alphabet Cottage, Sydney Metro North

Federal Community Children’s Centre, Richmond Tweed

Maruya OSHC, NSW South East

Youngies Long Day Care Centre Sydney Metro West
Strategic Inclusion Planning
A journey of inclusion

The Strategic Inclusion Plan (SIP) is a self-guided inclusion assessment and planning tool for services that includes short and longer term strategies for improving and embedding inclusive practice and links to the Quality Improvement Plan. The development of a SIP recognises current inclusive capacity of a service and outlines the strategies and actions educators will implement to increase this capacity and capability to include all children.

Change doesn’t happen overnight

Georgia Westcott and Tracey Dobinson of Wagga Wagga Public Before & After School Care tell us how engaging in the Strategic Inclusion Plan (SIP) process has helped change educator attitudes and practices.

Over the last 16 months our team has worked with the Inclusion Agency to reflect on our practices.

We would like to share some of the practical ideas and changes we made that demonstrate authentic inclusion.

Our physical environment now includes:

- Baskets with pictures of the toys and equipment, which allows greater choice and access for children.
- A tepee with soft furnishings when children need quiet time.
- Displays of children’s Aboriginal art so the environment is more welcoming to our Aboriginal families.
- Children’s interest and fiddle boxes.
- Involving children in setting up their play space around their interests.

The afternoon arrival time was busy and chaotic so we:

- Ensured all children were aware of the routine by using a visual schedule displayed in the room.
- Ensured educators were sitting with children for afternoon tea to engage in conversations, model expected behaviours and support children as needed.
- Offer a range of active and quiet experiences.

We recognised the strengths and value of peers as mentors by:

- Providing opportunities for paired and group games where peers model social skills rather than always being facilitated by an educator.

We introduced a range of visual supports to support communication, participation and to set expectations.

The visual supports introduced included:

- Providing story boards for routine tasks such as meal times.
- Brainstorming our OOSH rules together and displaying them at the children’s level.
- Establishing a choice board where children can choose activities.
- Using a visual routine to guide children through their daily experiences.
- Introducing a “voice gauge” to help reduce noise that can be a trigger to children who are sensitive to loud noises.
We focussed on being honest with children and helping them understand each other’s strengths and differences.

When a child asked why another child didn’t like certain noises and needed the iPad to calm down, we found a YouTube video “Amazing Things Happen” and a book called “Marvellous Max”, that helped the children understand sound sensitivity, and that quiet time with an iPad was one way we can help this child regulate his reactions. As a result, the children were more aware of noise levels and supportive of other children’s needs.

We applied for Innovative Solutions funding as a strategy to address barriers to inclusion.

Our service has obtained funding to implement two Innovative Solutions projects:

**Project One: Positively Growing Project**
This project was initiated to support educators with strategies to develop social emotional skills to increase positive behaviour and consequently reduce challenging behaviours. We applied for funding for a mentor to plan a project around our needs and to teach children relaxation techniques. This included working with educators and children on strategies to self-regulate and calm themselves. Examples of relaxation strategies introduced include breathing, yoga, stretches, “chill skills”, and positive self-talk.

**Project Two: Connecting with local Aboriginal community members to embed Aboriginal culture within our service**
Our educators identified that they lacked an understanding of Aboriginal culture, which impacted on our confidence to provide cultural experiences for children. We received funding to engage with a local Aboriginal community member to explore local Aboriginal culture. Our aim was to embed Aboriginal culture within our service and support all children to develop a strong sense of identity.

For more information on Innovative Solutions contact your Inclusion Agency or read more here: idfm.org.au/innovative-solutions

**Changing educators’ attitudes**

One of the biggest changes has been educator attitudes. Educators initially felt it was the children who had to change their behaviour. However, through team meetings with the Inclusion Agency and through the development and implementation of our SIP, we recognised that we had to make changes to our own practices and attitudes.

This involved:

- Developing a SIP to identify barriers, including educator attitudes.
- Team meetings with all educators facilitated by the Inclusion Agency to discuss our SIP, reflect on our attitudes to inclusion and discuss how actions would be implemented consistently.
- Educators being committed to trying new things and not giving up if children initially resisted changes.
- Utilising the strengths of educators and allowing confident educators support other educators.
- Regularly reviewing our SIP and making changes as required.
- Recognising the value and importance of self-reflection and planning.

Your Inclusion Professional is available to help you plan for inclusion. Contact us: 1800 703 382.
Incorporating Aboriginal culture into your programme

The Indigenous Cultural Hub is a specialist team within the NSW/ACT Inclusion Agency, which provides a range of resources, including access to Yarnin Circles. Many educators all over the state are attending Yarnin Circles where they explore ways to offer culturally inclusive programmes and practices.

To date the NSW/ACT Inclusion Agency’s Indigenous Cultural Hub have facilitated 24 Yarnin Circles across NSW and the ACT.

One experience leads to another

Natalie at Pennant Hills Child Care Centre shares her learnings from participating in a Yarnin Circle

What was it that prompted your interest in attending a Yarnin Circle?

It all began when I developed a Reconciliation Action Plan (RAP) for our centre in Pennant Hills which was received positively by the assessors during our assessment and ratings visit. Developing a RAP increased my desire to know more about Aboriginal and Torres Strait Islander communities. I wanted to continue to include an Indigenous perspective into our centre in a meaningful way so when I received the email from the Inclusion Agency about attending a Yarnin Circle I signed up for it right away.

How did you start the journey of incorporating your learning into your service?

While searching for information on how to develop a RAP, I came across an excellent website called Narragunnawali. I emailed them and from that exchange I learnt about the importance of using respectful language. We decided to implement this into our daily practice. We also introduced an Acknowledgement of Country and began displaying the Aboriginal and Torres Strait Islander flags in the centre.

We also incorporated Aboriginal culture into our curriculum through music, art and books. We felt it was important not just to put the instruments on the shelves as a display piece. The Aboriginal musical instruments were included with all musical instruments and became accessible throughout the day. Once we started this journey, it just rolled on. We looked at different artwork created by Aboriginal people and we designed our
own artworks. We used natural materials and discussed Mother Earth.

What were the highlights of the Yarnin Circle?
For me, mainly it has been about making those important connections. After attending the second Yarnin Circle, I shared with the other room leader what I had learnt about the Darug people. This educator then taught the children a song which they now sing every morning: “We are on Darug land, thank you Darug people, thank you for sharing your land.” The educator has also introduced some words in the Darug language.

I have learnt a lot about the area where the centre is located and the Darug people. I loved the resources that the Inclusion Agency shared with us. I made the story stones using the symbols from the NSW/ACT IA website. I asked the children what they thought the different symbols stood for and many times their guesses were correct. They said, “It looks like a hole!” and “It looks like a river!” We would talk about them and I confirmed that it represented a water hole or a river and what they were used for. I downloaded the symbols from the website and used them in a variety of ways: including gluing them on to paddle pop sticks; and cutting them up to make them into puzzles. I also wrote on them what the English word is to connect the symbol to what it stands for.

The children liked the feel of the rocks and we talked to the children about how important the land is to Aboriginal people. We started incorporating nature into our art and craft. We collected dirt and sand and put that into our craft. By not pulling leaves off branches and only using the fallen leaves is one way we are teaching children to respect nature.

What was the involvement of children and families’?
The first homework task that we took from the Yarnin Circle was to explore and research the local area. We did this together with the children and through our research we learnt about the ‘Cave of the Rainbow Serpent.’ The children came together and made their own cave. It is now displayed on the wall and includes the children’s handprints.

Do you have an overall reflection on the journey so far or where you would like to go?
I have learnt so much from attending Yarnin Circles: I have lived in this country since I was born and I thought I knew everything that there was to know about Aboriginal people.

My understanding was influenced by the media. On the journey of developing our Reconciliation Action Plan and attending the Yarnin Circle I have learnt more. I feel that in all my years of education I did not learn anything but that over the past six months I have developed a greater understanding and my eyes have been opened. This has been a major change for me. My next step will be to research the Hornsby Council area continuing on my journey.

If you are interested in joining a Yarnin Circle, contact your Inclusion Agency Hub directly or phone: 1800 703 382.

To learn more about developing a Reconciliation Action Plan visit: https://www.narragunnawali.org.au/

To download information about how to make Story Stones visit: http://idfm.org.au/www_IDFM/media/Media/Aboriginal-Story-Stones.pdf
Innovative Solutions Support is available to address barriers to inclusion where subsidising the employment of an additional educator is not the most appropriate solution. Services can work collaboratively with their Inclusion Professional to identify barriers, propose innovative solutions to inclusion to meet the specific needs of their service and apply for funding to address this need.

Wagga Regional FDC share this story about their journey:

As part of the Quality Improvement Plan (QIP) process, Wagga Wagga Regional Family Day Care Scheme identified increasing educator and coordination unit staff knowledge and understanding of local Aboriginal culture as an important area for improvement. Despite Wagga Wagga having a higher population of Aboriginal people than the state average, the Family Day Care scheme noted we had difficulty attracting Aboriginal families.

In developing our Strategic Inclusion Plan (SIP) with the Inclusion Agency we unpacked this area of improvement and identified educator confidence and knowledge around Aboriginal culture as the barriers to inclusion. Innovative Solutions was identified as an effective strategy to support the specific needs of our Family Day Care Scheme.

Our project included three focus areas and Innovative Solutions funds were used to support the following activities:

1 Developing educators’ knowledge and understanding of local Aboriginal culture

We discussed local Aboriginal history and culture at our educator and coordination unit meeting where local elder, Aunty Kath and her granddaughter Bree shared their stories of growing up in the Wagga Wagga community with the challenges of exclusion and discrimination. Their experiences gave educators the opportunity to reflect on their own attitudes that may influence their engagement with the Aboriginal community.

2 Developing an understanding of the barriers to accessing care that Aboriginal families’ may be experiencing and how our scheme can support more Aboriginal families and children.

Local Aboriginal community member Mark Saddler was invited to a coordination unit meeting to discuss Aboriginal families’ barriers to accessing care and ways our scheme could connect with Aboriginal families. As a result, we invited Aboriginal families to our reflective early learning sessions at the Botanical Gardens. Mark mentored Child Development Officers (CDOs) and educators in how the Aboriginal eight ways of learning can genuinely be incorporated into daily practices.

3 Engaging children and mentoring educators including coordination unit staff at our reflective early learning sessions

Mark also participated in our weekly reflective early learning sessions, providing Aboriginal cultural experiences for children as well as mentoring educators to incorporate experiences into daily practices.
The sessions included opportunities for Mark to yarn with educators, engage in genuine conversations about Aboriginal culture and discuss how their individual service can be more inclusive. Children made connections with Wiradjuri culture and language through art, music, dance, stories, native animals and flora. Throughout the sessions Mark modelled how the eight ways of learning can be incorporated into play and throughout routine experiences.

The outcomes of this project are evident in the voices of children and educators:

**Children’s voices:**
“Look at the big snake (gadi)!” A child exclaimed excitedly as they created the rainbow serpent out of waffle blocks”.

**Educators’ voices:**
“I enjoyed listening to Aunty Kath and Bree. It reminded me everyone has a story and a challenge. From this meeting I will reflect on inclusion and tolerance and understanding everyone is equally important in my day to day practice.”

**Coordination Unit**
“The educators have definitely become more confident, are continuing to engage children in exploring the Wiradjuri culture and have a sense of connection to the local Aboriginal community”.  

For more information on Innovative Solutions please contact your Inclusion Professional or visit: http://www.idfm.org.au/innovative-solutions

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**Developing our Reconciliation Action Plan**

At Explore & Develop Lilyfield, our Reconciliation Action Plan (RAP) has been part of our philosophical and educational practices since 2015. Originally, we embarked on the RAP journey to extend our curriculum to establish community relationships and raise educators and families’ understanding of Aboriginal culture (many of the families are first generation Australians).

By formalising our RAP, we have developed an ongoing dialogue about the curriculum amongst educators and families and established an authentic understanding of Aboriginal culture through a daily Acknowledgment of Country in all our rooms. We demonstrate respect by honouring Aboriginal and Torres Strait Islander culture via programmes that include song, language, art, bush tucker, nurturing the land and celebrating National Reconciliation Week, NAIDOC week and National Aboriginal and Torres Strait Islander Day.

Recognising, respecting, learning and celebrating Indigenous Australia is part of our centre’s philosophy and vision. Our RAP has been an evolving roadmap to support our own reconciliation journey.

**Are you interested in developing a Reconciliation Action Plan at your service?**

Your Inclusion Professional can support you with this as part of your strategic inclusion planning.

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**Upcoming Important dates:**

4 August  
National Aboriginal and Torres Strait Islander Children’s Day

9 August  
International Day of the World’s Indigenous Peoples

5 September  
Indigenous Literacy Day

13 September  
Anniversary of the UN Declaration on the Rights of Indigenous People
Including children and families from refugee or humanitarian backgrounds

Did you know that Quality Area 6.2.2 Effective partnerships support children’s access, inclusion and participation in the programme links directly to your practices in supporting or being ready to support children from a refugee or humanitarian background? Educators can benefit from being aware of some of the unique issues related to children and families from a refugee or humanitarian background in order to be ready to support inclusion.

Trauma can have an impact on all the following aspects of children’s lives:

- Physical development
- Brain development
- Emotional regulation and development
- Social development and forming relationships

Important factors for refugee family well-being and recovery include:

- Rebuilding a sense of safety and security
- Development of attachments and social connections
- Support in developing plans and goals for the future
- Maintaining a sense of cultural identity
- Developing a safe way of communicating about traumatic experiences

Questions for educators to consider:

- How do you see your role in supporting or being ready to support children from refugee or humanitarian backgrounds?
- How do you plan to include children from a refugee or humanitarian background within your programme?

Treatment and support for trauma related symptoms need to be respectful of different cultural groups, developed in partnership with refugee communities, and based on an understanding of mental health issues and recovery.

How could you be part of a child and family’s recovery?

Your Inclusion Professional can support you with including children from refugee or humanitarian backgrounds through your SIP. For some further resources to support you on your journey visit:


What is the difference between a migrant, asylum seeker and a refugee?

**A refugee:**
- Has no choice about leaving their home
- Must leave without preparation
- Is often separated from family members who may have been killed or geographically scattered
- Must leave belongings behind
- Must leave homes and money behind
- Cannot return to homeland due to persecution
- May have experienced torture

**An asylum seeker:**
- Has sought protection as a refugee, however, their claim for refugee status has not been assessed
- Every refugee at some point has been an asylum seeker
- If they receive refugee status they are entitled to international protection and assistance
- May have experienced torture or trauma

**A migrant:**
- Chooses to leave their homeland
- Can plan their departure
- Knows where family members are and can access them
- Can bring precious objects and mementoes
- Can organise their finances
- Can return if they want to
- Arrives in safety

Specialist Equipment enabling meaningful participation

The NSW ACT Inclusion Agency’s Specialist Equipment Library (SEL) provides a free equipment loan service to eligible early childhood and child care (ECCC) services to improve their capacity to provide quality inclusive practices, and address participation barriers. For many children across NSW and the ACT, specialist equipment is an important and necessary support. There are times when a complex piece of equipment is the only way a child can have access to a child care environment. Once access to the service is achieved, there are ongoing questions to be considered by educators, Inclusion Professionals and the Specialist Equipment Co-ordinator to ensure inclusion barriers are being addressed.

Reflective questions could include:

- What are the barriers restricting the child’s ability to participate?
- How can these barriers be addressed? What will inclusion look like for this child?
- Will the specialist equipment facilitate participation alongside typically developing peers?
- Is the piece of equipment going to address the identified barrier/s to inclusion?
- Do we require something different or additional specialist equipment for the child to be included in the programme?

A Service’s Experience

Does access = inclusion and participation?

A recent discussion between a family and therapist about a child’s inclusion resulted in Wiradjuri Childcare Centre requesting Inclusion Professional (IP) support to obtain a specialist chair from the Specialist Equipment Library.

The first conversation identified that the main barrier to the child’s inclusion was limited mobility and the impact this had on his interactions with peers.

If we think about a recent comment from Dr Amanda Niland (School of Education, University of Sydney), ‘The barrier does not sit with the child, it sits with the programme /service /educator’, the discussion changes slightly. After significant reflection, the second conversation changed focus and educators decided the barrier was not the child’s mobility, the barrier was the educators’ capacity to support the child’s participation.

Further discussion concentrated on the suitability of the original piece of equipment recommended by the therapist. It was a highly complex piece of equipment, excellent for therapeutic purposes, had all the support features required, and was mobile (picture 1 above), but it is very large, clinical in design, required specific fitting and is difficult to manoeuvre in small spaces. The SEL Co-ordinator suggested alternative chairs which could provide the required physical support, be less intrusive and more suitable for participation.

The outcome was a request for a floor sitter, toilet rails and a smaller chair – (picture 2 above) which are all easy to use for both educators and the child and allow for maximum interaction and engagement with others across activities. Melissa Weldon, Director, Wiradjuri Child Care Centre sends this message:

“This equipment has helped Jamie to be more independent. He is now able to interact with other children. The educators are excited because he is making his own decisions about activities to go to… He seems more confident and is right in there with the others – not on the outside of activities anymore and his communication with educators and children has really increased, he wasn’t doing that before”.

Contact your Inclusion Professional to explore specialist equipment options.

For more information about the Specialist Equipment Library visit: http://www.inclusionagencynswact.org.au/programme-supports/specialist-equipment-library
Everyone Everyday is a national award winning programme that focuses on the inclusion of children with disability. It aims to explicitly teach inclusion principles to children in an effort to create a cultural shift in attitudes towards disability and difference. The resources are aimed at primary school teachers with links to the Australian curriculum. The lessons and activities can easily be adapted to use in OSHC services.


The ACT government has also published two children’s books that value diversity and difference. These books can be used with children to promote discussion and build acceptance of all diversity.

101 Ways to include people with disability (also available in paperback)

Being Me, Being You! (also available in paperback)

The National Disability Insurance Agency (NDIA) has announced the appointment of the new Early Childhood Partners in NSW.

Six organisations have been appointed to deliver the National Disability Insurance Scheme (NDIS) Early Childhood Early Intervention (ECEI) Approach as Early Childhood Partners in NSW.

In NSW, the new Partners delivering ECEI services are:

- Lifestart (Central Coast, Illawarra Shoalhaven, South Eastern Sydney, Sydney and Nepean Blue Mountains). www.lifestart.org.au
- Mission Australia (Far West and Western NSW) www.missionaustralia.com.au
- EACH (South Western Sydney and Southern NSW) www.each.com.au/service/early-childhood-early-intervention/
- Cerebral Palsy Alliance (Northern Sydney) www.cerebralpalsy.org.au
Sometimes the biggest barrier to inclusion is our own attitudes and beliefs about different types of diversity. These short videos may provide a starting point for personal reflection or can be used as a starting point for discussion at team meetings.

- **Torrie Dunlap**
  https://www.youtube.com/watch?v=UJ7QaCFbizo
  **Reflective Questions:**
  In what ways do you include children’s voices in decision making?
  Is it easy for you to accept a child’s voice or opinion? Do you try to sway a child’s voice one way or another?

- **Helen Turnbull**
  https://www.youtube.com/watch?v=zdV8OpXhl2g
  **Reflective questions:**
  What are the main points you can take away from this clip? What can you change in your practices to accommodate diversity?

- **James and Susie**
  https://www.youtube.com/watch?v=IIrvZ4fW8KU&app=desktop
  **Reflective questions:**
  What do you do to challenge children who find things easy? How do you build resilience and promote self-esteem for children who are gifted?

- **Disability Town**
  https://www.youtube.com/watch?v=4llF-zuwGxE
  **Reflective questions:**
  Reflecting on your interactions with children, planned activities and the physical environment, what changes can you make to create a universal design that meets the needs of all children?
IA CONTACT DETAILS

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Regional Inclusion Hubs

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Hunter
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Illawarra
T (02) 4283 9973

Sydney Metro North
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Sydney Metro West
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NSW North
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NSW North Coast
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Richmond Tweed
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Sydney South
T (02) 4283 9973

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.

DAT ES FOR YOUR DIARY

August

4 National Aboriginal and Torres Strait Islander Children’s Day
9 International Day of the World’s Indigenous Peoples

September

5 International Literacy Day
12 Al-Hijra/Muharram (Islamic New Year)
13 Anniversary of the United Nations
18 Yom Kippur (Jewish)

October

1 Labour Day Public Holiday
3 World Cerebral Palsy Day
24 United Nations Day
19-28 19 – 28 Children’s Week

November

6 Diwali/Deepvali (Hindu)
14 World Diabetes Day

December

3 International Day of Persons with Disabilities
10 International Human Rights Day
25 Christmas Day
26 Boxing Day

UPCOMING CONFERENCES:

25 - 27 July

9 - 10 August
Australian Council for Educational Leaders Early Childhood Conference (Sydney) www.acel.org.au (ACEL)

30 - 31 August
Aspect Autism in Education Conference (Brisbane) www.autismineducation.org.au

19 - 22 September
Early Childhood Australia National Conference (Sydney) www.ecaconference.com.au

10 November
KU Annual Conference (Sydney) www.ku.com.au

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