

Check in Tips



Working better together means regularly checking in, so that the inclusion team remains connected and moving forward.

Staying connected will help the inclusion team to check on progress, fine tune decisions and troubleshoot any problems. For effective inclusion team connection, plan both formal and informal check ins.

Formal check ins

Scheduled, *formal* check ins or meetings can be useful for reviewing inclusion progress, decision-making and troubleshooting. These check ins usually involve the whole inclusion team and are useful to keep the team journey on track and moving forward.

Informal check ins

Informal check ins help to build and nurture working relationships between team members. They can increase understanding, trust and empathy. They also keep communication channels open, so are good for sharing feedback and dealing with any incidental problems. These informal check ins could be a "Hello, how are you going?" at drop off or pick up time; a check in phone call or text message; or a brief email to share a new resource or to say that something is going well. If an informal check in suggests that something is not going well, it may require a formal check in to problem-solve.

Team communication

Formal and informal communication processes need to be accessible and agreed on by all team members. It is important to check that everyone can, and is happy to use this type of communication. As you continue to work together, ensure the agreed communication methods continue to suit everyone.

Ensure all inclusion team members are part of the check ins.

- ▶ Does everyone have input to conversations and decision making?
- ▶ Is anyone's perspective missing? If so, how can they be meaningfully included? If they can't attend an in-person meeting, could they join by phone or virtually?
- ▶ Ensure the team also checks in to include the voice of the child. *What is happening for the child? How is the child feeling? What do they think?*

Consider check in timing and context.

- ▶ Not everyone can respond straight away. Early childhood education and care services will have times when educators are fully engaged with children and cannot respond to calls, texts or emails. Families, carers and early intervention professionals will also have limitations on times they can be available.
- ▶ Shared conversations should always be respectful and consider privacy as some conversations can cause an emotional response and/or include sensitive conversations.

Remember that regular and ongoing shared conversations will help the inclusion team to work better, together. Click [here](#) to find out more about *Inclusion Together* or go to <https://inclusionagency.nswact.org.au/about/inclusion-together>