



Tips for when you hit bumps in the road



A map for working better together

There are times when working together for inclusion may not go smoothly. Pinpointing where things have gone wrong will help you to find a starting point to get back on track.

Working together is not always easy, but it *is* possible, it *is* best practice, and it *is* worth it.



“Educators don’t think they have the right qualifications, skills or experience.”

Sometimes educators feel that they don’t have the necessary qualifications, skills or experience to include all children. This can impact educator confidence and what they think is possible in the ECEC environment. Educators often underestimate their expertise about how each child can be supported to learn and participate in the social setting of an ECEC service.

The inclusion team has a role to play in building the confidence and skills of educators. The service representative/s on the inclusion team can share the perspectives of educators and ask questions that clarify strategies, roles and expectations. Information shared by and on behalf of educators is valuable and builds the pool of knowledge for the whole team. Other inclusion team members can also share their experiences and strategies to build the skills of educators.

To build educator skills and confidence and get the inclusion team journey back on track:

- ▶ Begin by educators focusing on the key early childhood practices of building relationships with each child, developing an understanding of their interests, strengths and learning preferences. Use this information when setting up the environment, establishing routines, and planning other curriculum activities.
- ▶ Educators to work as a team to support each other by sharing information about children’s strengths and interests as well as strategies that are being used to support children’s participation and sense of belonging. Use agreed strategies consistently across the service, and mentor less confident educators to implement them.
- ▶ Other inclusion team members could highlight educator strengths and what is working well so far. They could share their knowledge, skills and understanding and help educators to try new things and develop new skills.
- ▶ Learn about how children’s behaviour is one way they communicate about the things that are not going well for them. As an inclusion team, discuss what the role of an educator could be in supporting children through this.
- ▶ Read the principle of Equity, Inclusion and High Expectations in the [Early Years Learning Framework](#) or [My Time, Our Place](#) and think about what this might look like in practice for children.
- ▶ Link educators with their Inclusion Agency or state funded program teams to talk and think about barriers to inclusion and strategies to help address them.
- ▶ Continue to use the *Inclusion Together* map...

Have a shared conversation



Share hopes, needs, problems, thinking, goals and ideas.

Find common ground



Find common ground to focus on, together.

Agree on the path forward



Agree on next steps and 'who does what'.

Keep connected



Check in and keep working together as the journey continues.



“I need some more help.”

If the inclusion team needs further help, access these inclusion support organisations and resources:

Family and Carers

- ▶ [Family Advocacy](#)
- ▶ [Kindred](#)
- ▶ [Reimagine Australia](#)
- ▶ [Thrivary](#)

Early Childhood Intervention Professionals

- ▶ [PRECI: Professionals and Researchers in Early Childhood Intervention](#)
- ▶ [Reimagine Australia](#)
- ▶ [Thrivary](#)

Early Childhood Education and Care Services

- ▶ [Disability Discrimination ACT \(1992\) resources](#)
- ▶ [Inclusion Agencies](#) provides free tailored inclusion support to educators in Commonwealth funded centre-based day care, family day care and out of school hours care services across Australia.
- ▶ [Reimagine Australia](#)
- ▶ State funded programs provide inclusion support to community-based kindergartens and preschools. The structure and focus of these programs vary from state to state. For example,
 - New South Wales – [Sector Capacity Building Program](#)
 - Queensland – [Kindergarten Inclusion Support Scheme](#)

- Victoria - [Kindergarten Inclusion Support \(KIS\) Contacts](#)

Contact your relevant state or territory education department for information and contact details.

- ▶ [Thrivary](#)

Click [here](#) to find out more about *Inclusion Together* or go to <https://inclusionagency.nswact.org.au/about/inclusion-together>