

# Who does what?



**The inclusion team will work better together when it is clear 'who' is doing 'what'. This keeps teamwork coordinated and on track.**

When the inclusion team finds common ground and agrees on a shared priority or goal to focus on together, the team also needs to agree on the path forward.

This involves the inclusion team deciding on:

1. what is going to be done (the next steps); and
2. who is going to do it ('who' does 'what').

## 1. Next steps

As a team, decide on the actions or tasks that need to be done to achieve your shared priority.

**Ideally, the 'next steps' (actions or tasks) should:**

- ▶ be agreed by the team and use each team member's strengths, skills and interests;
- ▶ be clearly defined (*what/when/where/how*);
- ▶ be achievable by the team member the action or task is allocated to;
- ▶ have a defined time frame; and
- ▶ reflect best practice.

## 2. Who does what?

Once you have decided your next steps, you need to talk about who will do each agreed action or task and when this will happen.

The following conversation starters may help this process:

- ▶ Can we get together to talk about next steps? What day and time will suit?
- ▶ Let's brainstorm what needs to happen to get started.
- ▶ Who will do what? Let's make sure everyone knows what's happening and who is doing it.
- ▶ What else do we need to do? Do we need any extra help to do this?
- ▶ How will we know when things are working well and we're on the right track?
- ▶ Let's make sure everyone knows what is happening. Who is sharing the plan?

See also *Conversation Starters* by clicking on the resource buttons throughout the *Inclusion Together* resource.

## Best Practice Quick Check

When planning the next steps forward, it is important for the inclusion team to think about best practice approaches. The following questions will help you to do this:

- ▶ Does the activity support the child's participation in the ECEC program?
- ▶ Is the role of the child's same-aged peers planned for?
- ▶ Can the planned activities happen in the natural, everyday environment of the ECEC service alongside peers?
- ▶ Are planned activities play-based and fun?
- ▶ Have the child's interests, preferences and choices informed your decision making?
- ▶ Do agreed actions represent the shared priorities of the team?

See also [Best Practice](#) for more information.

Each inclusion team is unique and can approach their planning in different ways. The following planning examples and blank template are provided to highlight some different ways a team might approach their planning.

### **Example 1:**

#### **Shared priority: (child) to join group-time**

##### **Planning next steps:**

- ▶ Plan the focus of the group time – including child’s interests and making sure it is fun.
- ▶ Decide on best time/s of the day for this activity to occur for the child.
- ▶ Think about the expected amount of time, starting small and finishing the experience while positive.
- ▶ What is needed to prepare? Resources may include sensory or fidget toys, a cushion for the child to sit on, another adult available in close proximity to support as needed.
- ▶ Plan to rotate roles of adults at group time and reduce proximity when possible.
- ▶ Think about the size of the group and who to include (friends).
- ▶ Think about how to support children to transition to and from the group time.
- ▶ Think about what needs to be documented by the inclusion team.

##### **Decide who can help and what they will do:**

- ▶ Parent could suggest their child’s favourite story, song or game that could be included in the experience.
- ▶ Educators to decide which parts of the day would be best for this activity, the size of the group and peers/friends to be included.
- ▶ Educators to plan a fun way to bring the group together to encourage participation.
- ▶ Occupational therapist could suggest the sensory toys to trial and schedule a time to visit to support this activity.

##### **Tracking your progress**

- ▶ Educators should document what happened during the experience to note what went well, what may not have worked and ideas for what to do next. This will be shared with the inclusion team for their input and ideas.

### **Example 2:**

- ▶ **WHAT?:** (Strategy) for (child) will be trialled.
- ▶ **WHO?:** Educator A and Educator B will trial (strategy).
- ▶ **HOW?:** (Strategy) will involve the educators...
- ▶ **WHEN? and WHERE?:** (Strategy) will be trialled at lunch time at the table where the child is sitting, every day.

**Example 3:** See the next page for an example of a blank template the inclusion team could use or adapt.

**Example 3:**

**Planning next steps**

Child's name: .....at

ECEC Service: .....

**The Inclusion Team's Shared Priority is to:**

.....  
.....  
.....

We will achieve this by (date): .....

**To achieve this shared priority:**

<b>Planning next steps (What)</b>	<b>How/when/where is this going to be done?</b>	<b>Who is going to do this?</b>

Planning next steps (What)	How/when/where is this going to be done?	Who is going to do this?

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