

# NSW/ACT Inclusion Agency Calendar 2022



Children's Services  
Since 1895

In partnership with:  
**Gowrie**  
New South Wales

**Include Me.**  
A part of **Big Fat Smile**

The NSW/ACT Inclusion Agency is part of the Australian Government's national Inclusion Support Program. Our program supports educators to provide inclusive programs. Inclusion Professionals can support you with practical advice and possible solutions to address barriers to inclusion. They will support you to reflect on practice and develop a Strategic Inclusion Plan that identifies strategies for change and growth.

***"Inclusion is an important 'big idea' but is also a hands on, everyday, very practical process that is lived out moment by moment."***  
(Cologon, 2021, p5)



To access support from your Inclusion Professional, contact the NSW/ACT Inclusion Agency on 1800 703 382

[www.inclusionagencynswact.org.au](http://www.inclusionagencynswact.org.au)

*The Inclusion Support Program is funded by the Australian Government Department of Education, Skills and Employment.  
The NSW/ACT Inclusion Agency is managed by KU Children's Services, in partnership with Include Me and Gowrie NSW.*

# Community Connections

According to My Time Our Place:

*“Children thrive when families, educators and the wider community (especially schools) work together in partnership to support children’s wellbeing and learning.” (DEEWR, 2011, p.8)*

The Early Years Learning Framework tells us:

*“Children are more likely to be more confident and involved learners when their family and community experiences and understandings are recognised and included in the early childhood setting.” (DEEWR, 2009, p. 36)*



Relevant resources:

NSW/ACT Inclusion Agency - Welcoming First Impressions Poster

[www.inclusionagencynswact.org.au](http://www.inclusionagencynswact.org.au)

Child Australia - Cultural Connections booklet

<https://www.childaustralia.org.au/wp-content/uploads/2017/02/Cultural-Connections.pdf>

## Questions for Reflection

- ▶ Have you considered who is in your local community?  
Where would you go to find out more?
- ▶ What connections has your service made with community groups in your area, such as local Aboriginal Land Councils or other cultural groups?
- ▶ How do you use the knowledge and understanding gained from community connections to inform and enhance inclusive practices in your service?

Your Inclusion Professional can assist you to develop a Strategic Inclusion Plan to document the community connections you already have and plan for your service’s ongoing connection with your community.

Discussion points/ideas for this month’s team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# January 2022



In partnership with



m	t	w	t	f	s	s
31					1 New Year's Day	2
3	4	5	6	7	8	9
10	11	12	13	14 Makar Sankranti (Hindu)	15	16
17 Tu B'Shvat (Jewish)	18	19	20	21	22	23
24	25	26 Australia Day	27	28 NSW/ACT School Holidays End	29	30

***“In relation to community and society, I will: learn about local community contexts and aspirations in order to create responsive programs to enhance children’s learning, development and wellbeing.”***

*(Early Childhood Australia, 2006, p.2)*

# Working with Professionals

It's important for educators to engage with professionals to support children's learning through a collaborative team approach. This team approach can create an opportunity for knowledge and understandings to be shared across settings e.g. home, early childhood education and care, therapy and school. Educators, as experts within their setting, may need to advocate for therapy strategies to be applied in inclusive ways.



Relevant resources:

Reimagine Australia - Working Together Agreement

<https://www.flipsnack.com/earlychildhoodintervention/ecia-working-together-toolkit/full-view.html>

NSW/ACT Inclusion Agency - What Therapists need to know

[www.inclusionagencynswact.org.au](http://www.inclusionagencynswact.org.au)

## Questions for Reflection

- ▶ How do you create partnerships with families and professionals to plan for inclusion? Have you considered using the 'Working Together Agreement' resource to clarify how you will all work together as a team?
- ▶ How do you communicate your service's philosophy about inclusion to families and professionals?
- ▶ Who is benefitting from professionals visiting your service?

Your Inclusion Professional can support you to develop a Strategic Inclusion Plan to ensure that your work with professionals is collaborative and inclusive.

Discussion points/ideas for this month's team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# February 2022



In partnership with



m	t	w	t	f	s	s
	1 Chinese New Year (Year of the Tiger)	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16 Magha Puja Day (Buddhism)	17	18	19	20 World Day of Social Justice
21 International Mother Language Day	22	23	24	25	26	27
28 Maha Shivaratri (Hindu)						

**NQS 6.6.2 “Collaborative partnerships enhance children’s inclusion, learning and wellbeing.”** (ACECQA, 2020 p.50)



# Maintaining Home Languages

The learning frameworks acknowledge that communication is crucial to belonging, being and becoming.

*‘Children’s use of their home language underpins their sense of identity and their conceptual development. Children feel a sense of belonging when their language... and ways of communicating are valued. They have the right to be continuing users of their home language as well as to develop competency in Standard Australian English’.*

(DEEWR, 2009, p.38 and DEEWR, 2011, p.37).

By incorporating the home languages and cultures of all children, educators provide a sense of belonging and create a space where every child’s identity is respected. If children and families feel valued and welcomed, they are more likely to participate actively within the service’s community and program.



## Questions for Reflection

- ▶ What does *belonging* look, sound and feel like in your setting?
- ▶ How do you plan as a team for conversations to happen with families about the importance of home languages being maintained at your service?
- ▶ What strategies do you have in place to capture and consider children’s voices to inform your program?

To continue the conversation about maintaining and valuing home languages in your service, please contact your Inclusion Professional.

Discussion points/ideas for this month’s team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# March 2022



In partnership with



m	t	w	t	f	s	s
	1 Isra and Mi'raj (Muslim)	2 Ash Wednesday (Christian)	3 World Hearing Day	4	5	6
7	8 International Women's Day	9	10	11	12	13
14	15	16	17 National Close the Gap Day St Patrick's Day	18 Red Nose Day Holi (Hindu)	19	20
21 Harmony Day World Down Syndrome Day UN International Day for the Elimination of Racial Discrimination	22	23	24	25	26	27
28	29	30	31			

***“Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families.”*** (DEEWR, 2011 p.13 & 2009 p. 11)

# Attachment

Our frameworks tell us:

*“By interacting positively and meaningfully with children, educators help children to feel accepted and to develop a sense of attachment and trust... when children feel safe, secure and supported, they develop confidence to explore and learn.”* (DEEWR, 2009 & 2011)

Secure attachments to key caregivers, including educators, are vital to children of all ages. When children feel connected to their educators, their sense of belonging within a service is enhanced.



Relevant resources:

Circle of Security International - What is the Circle of Security?

<https://www.circleofsecurityinternational.com/circle-of-security-model/what-is-the-circle-of-security/>

NSW/ACT Inclusion Agency - The Journey of Inclusion poster

[www.inclusionagencynswact.org.au](http://www.inclusionagencynswact.org.au)

## Questions for Reflection

- ▶ As a team, how are educators using routines, transitions and play to build attachments?
- ▶ What does ‘secure attachment’ mean to you? What does this look like at your service?
- ▶ What times of the day can you plan to intentionally connect with all children to develop and maintain secure attachments?

Your Inclusion Professional can support you to reflect on attachments between children and educators, and plan to strengthen these connections with all children in your service.

Discussion points/ideas for this month’s team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# April 2022



In partnership with



m	t	w	t	f	s	s
				1	2 World Autism Day	3 Ramadan (Muslim)
4	5	6	7	8 NSW/ACT School Holidays Begin	9	10
11	12	13	14	15 Good Friday (Christian)	16	17 Easter Sunday (Christian)
18 Easter Monday	19	20	21	22	23	24
25 ANZAC Day	26 NSW/ACT School Holidays End	27	28	29 Laylatul Qadr (Muslim)	30	

*“In early childhood settings children develop a sense of belonging when they feel accepted, develop attachments and trust those that care for them.” (DEEWR, 2009, p 19)*

# Challenging Biases

*“Educators can benefit from working with each other... to identify where biases may have informed their values, and minimise the impact of bias in their practice and relationships with children, families, colleagues and the local community.” (ACECQA, 2020, p.224).*

Everyone has biases that are formed through life experiences. People can develop a bias that advantages or disadvantages an individual or group. Biases can influence our thinking, interactions and practices even though sometimes we may not be aware that an underlying bias exists.



Relevant resource:

CareforKids.com.au - The anti-bias approach in early childhood education  
<https://www.careforkids.com.au/child-care-provider-articles/article/195/the-anti-bias-approach-in-early-childhood-education>

## Questions for Reflection

- ▶ How do you identify your biases and monitor how they may impact on others?
- ▶ As a team, how can you actively challenge stereotypes and biases, to promote and maintain a culture of inclusion in your service?
- ▶ When children or families express a viewpoint that doesn't align with your values, what could you do to plan a sensitive response?

Contact your Inclusion Professional to support your reflections and planning.

Discussion points/ideas for this month's team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# May 2022



In partnership with



m	t	w	t	f	s	s
30	31					1
2	3 Eid ul Fitr (Muslim)	4	5	6	7	8 Mother's Day
9	10	11	12	13	14	15 Vesak (Buddhism) International Day of Families
16	17	18	19	20	21	22
23	24	25	26 National Sorry Day	27 Reconciliation Week begins	28	29

**NQS 4.2.2 “When all educators understand what is guiding their practice and why, educators can make improvements to their practice and enhance outcomes for children.”** (ACECQA, 2020 p.224)

# Critical Reflection

The Guide to the National Quality Standard says:

*“Critical reflection involves closely examining all aspects of events and experiences from different perspectives, with a focus on implications for equity, inclusion and diversity. It takes reflective practice to a deeper level and includes educators analysing or diagnosing what happened and why.”*  
(ACECQA, 2020, p.135).



Relevant resources:

ACECQA Fact Sheet - What is Critical Reflection?

<https://www.acecqa.gov.au/sites/default/files/2021-08/QA1-What-is-critical-reflection.pdf>

NSW Department of Education and SNAICC - Unpacking Critical Reflection Dilly Bag of Tools for Team Leaders

<https://education.nsw.gov.au/content/dam/main-education/en/home/early-childhood-education/operating-an-early-childhood-education-service0/Unpacking-Critical-Reflection.PDF>

## Questions for Reflection

- ▶ How do you currently evaluate your practices and decision-making? What are your strengths? How could you improve?
- ▶ Could any children be advantaged or disadvantaged by your practices or decisions?
- ▶ How does your team create opportunities for conversations, debates, and collaborative inquiries, ensuring that all voices are heard and respected?

To further explore critical reflection and how it can inform your planning, please contact your Inclusion Professional.

Discussion points/ideas for this month's team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# June 2022



In partnership with



m	t	w	t	f	s	s
		1 International Children's Day	2	3	4	5 Shavuot (Jewish) World Environment Day
6	7	8	9	10	11	12
13 Queen's Birthday	14	15	16	17	18	19
20 World Refugee Day	21	22	23	24	25	26
27	28	29	30			

***“Critical reflection...helps educators to identify what is working and what needs to be improved or changed.”***

*(NSW Department of Education and SNAICC, 2019, p. 3)*



# Physical Environments

In the Guide to the National Quality Standard, ACECQA states:

*“The physical environment is critical to:*

- ▶ *Contributing to children’s wellbeing, creativity and developing independence*
- ▶ *Providing a diverse range of experiences that promote children’s learning and development*
- ▶ *Keeping children safe and*
- ▶ *Creating/organising spaces to reduce the risk of injury.”*



Relevant resources:

ACECQA - Create the Perfect Play Space

<https://www.acecqa.gov.au/sites/default/files/2021-01/CreateThePerfectPlaySpace.PDF>

ACECQA - The Environment as the Third Teacher

[www.acecqa.gov.au/sites/default/files/2018-04/QA3\\_TheEnvironmentAsTheThirdTeacher.pdf](http://www.acecqa.gov.au/sites/default/files/2018-04/QA3_TheEnvironmentAsTheThirdTeacher.pdf)

## Questions for Reflection

- ▶ How do the indoor and outdoor environments in your service support the access and participation of all children and families?
- ▶ Are there any barriers you need to address?
- ▶ How can your indoor and outdoor environments further contribute to children’s:
  - wellbeing
  - creativity
  - independence, and
  - learning?

Contact your Inclusion Professional to support you to reflect on your physical environments and plan for every child’s participation.

Discussion points/ideas for this month’s team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# July 2022



In partnership with



m	t	w	t	f	s	s
				1 NSW/ACT School Holidays Begin	2	3 First day of NAIDOC Week
4	5	6	7	8	9	10
11	12	13 Auslan Day Asalha Puja Day (Buddhism)	14	15	16	17
18 NSW/ACT School Holidays End	19	20	21	22	23	24
25	26	27	28	29 OOSH Educators Day	30	31

***“The physical environment significantly impacts on the quality of children’s experiences and encourages children to become environmentally responsible.” (ACECQA, 2020 p. 181)***

# Understanding Behaviour

*“An important aspect of children’s ‘belonging, being and becoming’ involves them learning how their behaviour and actions affect themselves and others and developing the skills to regulate these independently. Educators can support children to develop these skills by guiding children’s behaviour as a mediator and helping children to negotiate their rights in relation to the rights of others.” (ACECQA, 2018, p1)*

Children’s behaviour is a form of communication. Educators play a vital role in interpreting and responding to what a child is needing in order to support them to regulate their emotions, participate meaningfully in the program and develop positive and respectful relationships.



Relevant resources:

NSW/ACT Inclusion Agency - Understanding Behaviour poster for centre-based day care and family day care

NSW/ACT Inclusion Agency - Understanding Behaviour Poster for out of school hours care

Download from [www.inclusionagencynswact.org.au](http://www.inclusionagencynswact.org.au)

## Questions for Reflection

- ▶ How do your values impact on the way you view a child’s behaviour?  
E.g. Do you see behaviour as being curious, communicating a need or naughty?
- ▶ How does your physical environment promote positive behaviour?
- ▶ How can your knowledge of typical child development help you to understand challenging behaviours?

Your Inclusion Professional can assist you to develop a Strategic Inclusion Plan to document your reflections and plan for guiding and responding to children’s behaviours.

Discussion points/ideas for this month’s team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# August 2022



In partnership with



m	t	w	t	f	s	s
1	2	3	4 National Aboriginal and Torres Strait Islander Children's Day	5	6	7 International Day of Friendship
8 Muharram/Islamic New Year (Muslim)	9 International Day of the World's Indigenous Peoples	10	11 Raksha Bandhan (Hindu)	12 Ullambana (Buddhism)	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**NQS 5.2.2 “Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict.”** (ACECQA, 2020, p 229)

# Viewing all Children as Capable and Competent

*“The NQF views children as capable learners who actively construct their own understandings and contribute to others’ learning.”*  
(ACECQA, 2020, p.10).

Both the Early Years Learning Framework and My Time Our Place highlight the importance of educators viewing all children as capable and competent, and the positive impact this can have on children’s developing social and emotional wellbeing; sense of agency; resilience; autonomy and independence.



Relevant resource:

NSW/ACT Inclusion Agency - Inclusion Is poster  
[www.inclusionagency NSW ACT.org.au](http://www.inclusionagency NSW ACT.org.au)

## Questions for Reflection

- ▶ What does “capable learner” mean to you?
- ▶ How does this inform your planning?
- ▶ How are children’s strengths reflected in your program?

Contact your Inclusion Professional to explore your thinking and discuss how to plan and deliver a meaningful child-centred program.

Discussion points/ideas for this month’s team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# September 2022



In partnership with



m	t	w	t	f	s	s
			1 Indigenous Literacy Day	2	3	4 Father's Day
5	6	7 Early Childhood Educator's Day	8 R U OK? Day	9 Sukkot begins (Jewish) Kathina (Buddhism)	10	11
12	13	14	15	16 Jeans for Genes Day	17	18
19 International Week of the Deaf	20	21 International Day of Peace	22	23 NSW/ACT School Holidays Begin International Day of Sign Languages	24	25
26 Rosh Hashanah (Jewish)	27	28	29	30		

***NQS 5.1.1 “Positive interactions between educators and children involve educators viewing each child as capable and competent.”*** (ACECQA, 2020 p.232)

# Talking to Children About Diversity

The Guide to the National Quality Framework states:

*“Inclusion is acknowledged as an approach where diversity is celebrated. It requires educators to hold high expectations for the learning and development of all children, recognising that every child treads an individual learning path and will progress in different and equally meaningful ways.” (ACECQA, 2020, p.10).*



Relevant resource:

Child Australia - Cultural Connections Booklet

<https://www.childaustralia.org.au/wp-content/uploads/2017/02/Cultural-Connections.pdf>

## Questions for Reflection

- ▶ How are similarities and differences acknowledged and celebrated at your service?
- ▶ What does the play of children tell you about how they view diversity?
- ▶ What are some different ways that diversity can be explored with children?

Your Inclusion Professional can assist you to develop a Strategic Inclusion Plan to plan for how diversity is explored and celebrated at your service.

Discussion points/ideas for this month's team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# October 2022



In partnership with



m	t	w	t	f	s	s
31					1	2
3 Labour Day	4 Dussehra (Hindu)	5 Yom Kippur (Jewish)	6 World Cerebral Palsy Day	7	8 Milad un Nabi/Mawlid (Muslim)	9
10 NSW/ACT School Holidays End	11	12	13 World Sight Day	14	15	16
17	18	19	20	21	22	23
24 Diwali (Hindu)	25	26	27	28	29	30

*Educators support diversity through building relationships with each child and family and actively growing in understanding about what is important to them.*

# Educators' Role in Inclusion

*"Inclusion is not an endpoint, it is a process, a philosophy, and an ever-evolving set of practices."* (Cologon, 2021, p4)

Inclusion involves a cycle of reflecting, planning and implementing change.

**Inclusion for educators means...**



- ▶ Embracing the rights of all children to access and participate in programs
- ▶ Welcoming all children at our service
- ▶ Providing flexible programs and environments that meet individual needs and interests
- ▶ Building partnerships with families and communities
- ▶ Working collaboratively
- ▶ Engaging in ongoing reflection and learning
- ▶ Inviting and welcoming family and community participation
- ▶ Knowing our knowledge, skills and experience are valued

**We believe all children should experience  
Belonging, Being and Becoming**

Relevant resources:

NSW/ACT Inclusion Agency - Inclusion Is poster

Dr Kathy Cologon - 'Inclusion Is' article

NSW/ACT Inclusion Agency - Inclusion Matters poster

[www.inclusionagencynswact.org.au](http://www.inclusionagencynswact.org.au)

## Questions for Reflection

- ▶ What does inclusion mean to you and your team?
- ▶ How do you reflect on and plan for inclusion as a team?
- ▶ What resources do you have that could inform this work?
- ▶ What strategies do you use to address inclusion barriers? What more could you do to support the inclusion of all children?

Your Inclusion Professional can assist you to unpack your team's ideas about inclusion and document your planning within a Strategic Inclusion Plan.

Discussion points/ideas for this month's team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# November 2022



In partnership with



m	t	w	t	f	s	s
	1 Melbourne Cup Day	2	3	4	5	6
7	8	9	10	11 Remembrance Day	12	13 World Kindness Day
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Educators... “reflect individually and together... to make changes to strengthen inclusion and participation.”**

(ACECQA, 2020, p191)



# Educator Wellbeing

*“While you’re putting your energy into creating a positive mental health environment for children and young people, it’s also important to focus on your wellbeing and that of your colleagues.” (Be You, 2021)*

Managing your stress levels, maintaining positive social interactions and asking for help when needed are all helpful actions to support your wellbeing.



Relevant resources:

Be You - Staff Wellbeing fact sheet

<https://beyou.edu.au/fact-sheets/wellbeing/staff-wellbeing>

ACECQA - Educator Wellbeing Posters

<https://www.acecqa.gov.au/resources/supporting-materials/posters#EWP>

## Questions for Reflection

- ▶ How does your team work together to create a safe and healthy learning and work environment for all educators?
- ▶ How are educators in your team encouraged to nurture their own wellbeing?
- ▶ How can you contribute to creating a positive workplace culture? What is one step you could take today?

Please contact your Inclusion Professional for support to plan for a team approach to enhancing educator wellbeing.

Discussion points/ideas for this month’s team meeting/reflection time for educators:

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Questions/ideas/points to discuss with my Inclusion Professional:

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# December 2022



In partnership with



m	t	w	t	f	s	s
			1	2	3 International Day of People with Disabilities	4
5	6	7	8	9	10	11
12	13	14	15	16 ACT School Holidays Begin	17	18
19 First Day of Hanukkah (Jewish)	20 NSW School Holidays Begin	21	22	23	24 Christmas Eve	25 Christmas Day (Christian)
26 Boxing Day	27	28	29	30	31 New Year's Eve	

***“Educators who feel a strong sense of wellbeing are best positioned to care for children and support them in their learning and development.”*** (NSW Department of Education, 2021)



Staff meeting	Add SIP progress notes	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Don't forget to:	
Staff meeting	Add SIP progress notes	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Don't forget to:	
Staff meeting	Add SIP progress notes	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Don't forget to:	
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Staff meeting	Add SIP progress notes	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Don't forget to:	
Staff meeting	Add SIP progress notes	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Don't forget to:	
Staff meeting	Add SIP progress notes	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Start IDF funding review	
Staff meeting	IDF funding end date	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Start IDF funding review	
Staff meeting	IDF funding end date	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Start IDF funding review	
Staff meeting	IDF funding end date	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Start IDF funding review	
Staff meeting	IDF funding end date	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Start IDF funding review	
Staff meeting	IDF funding end date	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Start IDF funding review	
Staff meeting	SIP Yearly Review due	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Start IDF funding review	
Staff meeting	Start SIP Yearly Review	Meet with IP to discuss inclusion	Call my friendly IP	Don't forget to:	Start IDF funding review	

## References

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## IA Regional Inclusion Hubs

ACT | Ngunnawal Country  
(02) 6188 6935

Gosford Wyong  
Awabakal and Darkinjung  
Country  
(02) 4340 5300

Hunter | Awabakal, Worimi, Biripi,  
and Wonnarua Country  
0418 675 857

Illawarra | Dharawal, Yuin  
and Gundungurra Country  
(02) 4283 9973

Sydney Metro North  
Darug, Guringai,  
Cammerra, Wallumetta and  
Burramattagal Country  
(02) 9498 8339

Sydney Metro South  
Dhawalal, Eora, Gadigal, Gweagal and  
Bidjigal Country  
(02) 9717 5444

Sydney Metro West  
Tharawal, Dharug, Gundangara  
and Deerubbin Country  
(02) 4645 7400 or (02) 9636 3215

NSW Central West  
Wiradjuri Country  
0458 464 224

NSW North | Nganyaywana,  
Anaiwan, Yaegl, Bundjalung,  
Gumbaynggirr and  
Kamilaroi Country  
0458 464 224

NSW Mid North Coast  
Birpai, Bundjalung, Dungutti, Yaegl  
and Gumbaynggirr Country  
0458 464 224

NSW South East  
Ngunnawal, Gundungurra, Ngarigo,  
Yuin and Wiradjuri Country  
(02) 6188 6935

NSW South West  
Ngarigo, Ngunnawal, Yorta Yorta,  
Barapa Barapa, Ngiyampaa, Barkintji  
and Mutthi Mutthi Country  
0437 478 618

NSW West | Wiradjuri, Kamilaroi,  
Barranbinya, Wongaibon, Wiljali  
and Wailwan Country  
0458 464 224

Richmond Tweed  
Bundjalung Country  
0418 675 857

Sydney South  
Dharawal Country  
(02) 4283 9973

The NSW/ACT Inclusion Agency aims to respectfully acknowledge the lands  
across all Inclusion Hubs. We welcome any feedback.

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