

Inclusion Matters

Issue 5

Inclusion in action

NSW/ACT Inclusion Agency

Supporting educators in early childhood education
and care services to include all children





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From the State Manager of NSW/ACT Inclusion Agency

This issue of Inclusion Matters focuses on inclusion in action.

What does inclusion mean to you?

What does inclusion look like?

Dr Kathy Cologon, Senior Lecturer, Inclusive Education – Macquarie University School of Education, has provided a thought provoking article titled 'Inclusion is...'. We hope this article challenges your thinking, encourages discussion and inspires planning for inclusion.

Throughout the newsletter we have also included some inclusion stories celebrating the amazing

work of educators in early childhood education and care services. These stories showcase inclusion in action and share practical inclusion possibilities.

Finally, we have included some tips to support you to stay resilient. As it has been another year of challenges and change, there is value in revisiting the messages from the 'Bouncing back from 2020' article provided by Marina Bailey, a psychologist, in last year's newsletter. Take a moment to reflect as we move into a new year.

Please talk with your [Inclusion Professional](#) or contact us on [1800 703 382](tel:1800703382) to talk about and plan for inclusion.



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Acronyms used in Inclusion Matters

ACECQA	Australian Children's Education and Care Quality Authority
EYLF	Early Years Learning Framework
IP	Inclusion Professional
IDF	Inclusion Development Fund
NQS	National Quality Standard
QIP	Quality Improvement Plan
RAP	Reconciliation Action Plan
SIP	Strategic Inclusion Plan
SEL	Specialist Equipment Library

The NSW/ACT Inclusion Agency acknowledges the Traditional Custodians of the many lands on which we work. We pay respect to Elders past and present and acknowledge the nurturing and teaching they provide to children across these lands. We extend this respect to emerging generations and see them as the custodians of their traditions and culture. As educators, we commit to walking together on a journey of inclusion and reconciliation.



Inclusion is...

Dr Kathy Cologon

*Senior Lecturer, Inclusive Education,
Macquarie University School of Education*

Inclusion is important, possible, wonderful, and it happens all around us all the time. However, inclusion is also sometimes elusive.

One of the most challenging issues is the ongoing confusion about what inclusion means and, in particular, the number of practices that are called inclusion but are really “fauxclusion” – as in, exclusion masquerading as inclusion.

The trouble with fauxclusion is not only that it perpetuates confusion about inclusion, but it actually prevents inclusion from happening. For example, if we think we are already being inclusive then it is much harder to take a step back and see the barriers that are occurring and what we might need to be doing to actually be inclusive. The first step to addressing fauxclusion is thinking about what inclusion actually means. Inclusion is not an endpoint, it is a process, a philosophy, and an ever-evolving set of practices.

Inclusion is a human thing so it’s also a changing thing, so as for all aspects of early childhood education and care, we think, act, reflect, and change in an ongoing cycle. Given this, no matter how inclusive we are, no matter how long we’ve been ‘doing inclusion’, it is always valuable to revisit and reflect on what inclusion means and what it is all about.

Over time we have come to understand more and more that inclusion is about everyone. It really is about all of us. There is no ‘type’ of person who needs to be included – we all do. Inclusion is a right for everyone, not an act of kindness or charity. Inclusion is not conditional, and it is never optional. Inclusion is about all of us being genuinely welcome and supported to flourish together.

“Inclusion is not an endpoint, it is a process, a philosophy, and an ever-evolving set of practices.”

Inclusion is about difference, it is not about sameness. Pretending we are all the same doesn't bring about inclusion and, while not intentionally, it skirts dangerously close to fauxclusion territory. Inclusion means acknowledging, respecting, openly talking about and engaging with our multitude of human differences – whatever they may be.

Inclusion is an important 'big idea' but it is also a hands on, everyday, very practical process that is lived out moment by moment. It can be 'messy' but it is very real. Making mistakes when working towards inclusion is always going to happen but that's not the same thing as pretending to be inclusive or misunderstanding inclusion.

When I'm talking about inclusion, I often use the analogy of a peg board. If we view inclusion as being about fitting children and families into our education and care setting then we are, in a sense, trying to fit square pegs into round holes. This is a process of assimilation, not inclusion. If, instead, we understand inclusion to be about creating flexible and responsive education and care settings and practices that can welcome, embrace, and support children in all their diversities then we are changing the holes on the peg board to fit the children and families – this is inclusion.

However, in changing the holes in the peg board in order to include children and families, we don't discard the peg board and bob around without an anchor point. When we are creating inclusive policies, practices, environments, resources, and experiences, we are welcoming diversity as a rich and positive resource and as a reality in bringing human beings together. We are offering education and care from this standpoint. We are using – not discarding – our own knowledges and openly welcoming new ideas. We are recognising that we are all – from infancy onwards – growing and developing, and that educators have important roles to play in supporting this ongoing flourishing.

It is often said that when a child is truly included you can't 'pick' the 'included' child from the group. There is a lot to reflect on and unpack in that statement, including the unintended assimilation that might occur if that is our goal.



“Inclusion is an important ‘big idea’ but it is also a hands on, everyday, very practical process that is lived out moment by moment.”



One important element that this notion brings to the fore is the matter of support. Providing support can sometimes be like a delicate dance.

No matter how well intended, if we provide too much 'support', we can accidentally create exclusion. For example, if an educator is 'glued' to a child this may reduce or prevent opportunities for important peer interactions and independent explorations. On the other hand, if we focus on sameness then we can fail to provide the support that is absolutely necessary to achieve inclusion. For example, if an educator is not readily and closely at hand as needed children may not have the support that is needed for shared communication, collaborative problem solving, or even basic access to the setting and the experiences on offer. Weaving, twirling, gliding, arm in arm, support needs to be present, readily available, appropriate and always changing as children grow and develop together.

When we are supporting children, we always start with recognising children's strengths. What a child

can do (and what they are interested in) and how we can build forward from this. The same is true for ourselves. In thinking about where to from here with inclusion we need to recognise our own strengths and build on these to address the barriers to inclusion that we can currently identify.

At the core of inclusion is belonging and relationships. Through warmth, openness, and through building shared communication and trust, we set the foundations for flexible and responsive practices that can be genuinely inclusive as we nurture our early childhood communities.

“At the core of inclusion is belonging and relationships.”

Questions to support reflection

Common misunderstandings about inclusion can influence our thinking and practice. The following questions are provided to support your reflection and team discussion.

- ▶ What does inclusion mean to you?
- ▶ What does inclusion look like in your service for all children, families and educators?
- ▶ How is inclusion represented in your service's philosophy?

Connecting with your *Inclusion Professional*

In 2021, changing restrictions across NSW and the ACT have meant that we have needed to continue to adapt the way we provide support. Inclusion Professionals continue to provide you with a combination of flexible support options that include phone and online appointments and/ or visits to your service where possible. We have received positive feedback from services about online and phone support being practical, effective and time-efficient. We also look forward to visiting services more regularly when it is safe to do so.

Through a range of service delivery methods:

- ▶ Educators can engage in meaningful reflective conversations with their Inclusion Professional
- ▶ Inclusion Professionals can support services to plan for inclusion and change
- ▶ Strategic Inclusion Plans can be developed, and educators supported to implement their plan
- ▶ Support can be provided in navigating the Inclusion Support Portal with online screen sharing
- ▶ Applications for Inclusion Development Fund funding streams can be documented and submitted
- ▶ Applications for specialist equipment can be discussed and completed
- ▶ Educators can participate in facilitated professional conversations with Inclusion Professionals on a range of inclusion related topics
- ▶ Information sessions can be delivered to teams of educators

An Inclusion Professional can help you on your inclusion journey by:

- ▶ Listening to your successes and challenges;
- ▶ Supporting you and your team to critically reflect on current practice and identify your inclusion barriers;
- ▶ Providing practical advice; and
- ▶ Helping you to identify possibilities for change and ways to achieve this.

Contact your [Inclusion Professional](#) to plan for inclusion today!

T: 1800 703 382

E: inclusionagency@includeme.com.au



Staying Resilient

Due to the ongoing nature of the COVID-19 pandemic, our resilience and wellbeing continues to be challenged.

As essential workers, early childhood education and care educators have displayed their ongoing adaptability and innovation in the vital work they do with children and families.

There is value in revisiting the messages from the *'Bouncing back from 2020'* article by Marina Bailey, psychologist, published in our last Inclusion Matters newsletter that provides practical tips for staying positive, reflecting on our strengths and moving forward.

The following factors may assist you to move forward with a positive mindset and maintain hope for ourselves and our community.



#1

Focusing on what we can control in our own lives, our routines, rituals and supports can help give us a sense of power and feeling of normalcy.

What routines and supports help you to have a sense of normalcy?

#2

Reflecting on the positives of this time helps us to identify the activities that bring us a sense of fulfilment and connectedness

What positive strategies or activities can we keep from this period and use in the future?

#3

Understanding our strengths and vulnerabilities is critical to managing any significant challenges in the future.

What skills and practices do you have in your tool kit that will help you to be stronger in the future?

You can read the full article here:

[https://inclusionagency NSW act.org.au/WWW_NSWIA/media/Media/NSW-Inclusion-Matters-2020_FINAL-\(002\)_1.pdf](https://inclusionagency NSW act.org.au/WWW_NSWIA/media/Media/NSW-Inclusion-Matters-2020_FINAL-(002)_1.pdf)



Beyond NAIDOC Week

Sherif Family Day Care's Journey

Our journey of including Aboriginal and Torres Strait Islanders cultures began in 2018 when our Inclusion Professional, Gayle Biddle, asked us, *“How inclusive is your philosophy?”*

We now have a section in our philosophy dedicated to honouring the Darug People, who are the Custodians of the land upon which our Family Day Care service is located. We have incorporated a range of authentic and respectful practices into our program including:

- ▶ Developing an Acknowledgement of Country which is read each morning.
- ▶ Dedicating an area in our playroom to celebrate Aboriginal and Torres Strait Islander cultures introducing natural materials.
- ▶ Learning the cultural significance of a Yarning Circle and establishing one in our play area.
- ▶ Encouraging our educators to access *ABC Little Yarns Podcasts* and giving suggestions on how these could be followed up and extended for all age groups.

Our Inclusion Professional has continued to support us on our journey including helping us to reflect on taking a sensitive approach when liaising with local Aboriginal and Torres Strait Islander communities and creating connections beyond NAIDOC Week and Aboriginal and Torres Strait Islander Children's Day.

Last year during the COVID-19 lockdown we sent care packages to a Torres Strait Islander community on Thursday Island. This was something that our whole service contributed to, and we now celebrate the Torres Strait Islander culture including Floral Friday.

To support our educators on their journey, we have provided an 'inclusion pack' with information sheets, activity ideas, authentically sourced Aboriginal fabric, Aboriginal symbols, activity cards for the inclusion of Aboriginal and Torres Strait Islander cultures, and visual support cards from our Inclusion Agency.

We are planning to work with our Elders, to develop a Reconciliation Action Plan and with our Inclusion Professional's help, to further strengthen our inclusion practices to continue our journey with humility and enthusiasm.

Inclusion in Action

in Out of School Hours Care

Making positive changes in OSHC with Visual Supports

Peak Sports and Learning, OSHC service in Ulladulla, identified a barrier relating to challenging behaviour as a result of children needing support with communication and social skills. Through their Strategic Inclusion Plan, the team introduced a visual communication system within their program. They created a range of visual supports focussing on a routine schedule and behavioural expectations.

Through the SIP review process, a new idea of making a visual support called 'Take what you need' was identified to support children to show an educator what they would like to do or the help that they need.

This visual support helps children who may have limited communication skills, have English as a second language or are feeling too emotionally overwhelmed to express their needs. Educators have observed reduced frustration and increased levels of engagement in meaningful play and interactions.



Maintaining connection with the Inclusion Agency through change

Wagga Wagga Public School Out of School Hours Care Inc have had an ongoing commitment to inclusion. Their Strategic Inclusion Plan (SIP) has been reviewed and updated regularly over several years to ensure practices remain inclusive. The service has recently faced many changes that led to new barriers emerging. They needed to relocate the service from the grounds of Wagga Wagga Public School after a fire in the school. The transition to and from school became challenging, as staff needed to support children to safely cross a road. Also, the new physical environment has no outdoor play space as well as access issues. The team needed to be adaptable and create environments that enabled access for children to participate in play including indoor gross motor activities.

Initially after the move, the team noticed that some children seemed anxious, and so they focused on strengthening relationships with children and supporting them to connect with their peers. It was also important to provide opportunities for children to engage in calming, regulating activities in the new space. Through an ongoing partnership with their Inclusion Professional and a commitment to their SIP the team are working on embedding the practices they have established for all children.



An OSHC Inclusion Journey

Coast Community Connections Peninsula OSHC is a community-based service in Woy Woy. The team have a long-standing relationship with the NSW/ACT Inclusion Agency. Over this time, educators have planned and implemented many strategies to include all children, including children with disabilities, children who have experienced trauma, and children from Aboriginal and Torres Strait Islander and culturally and linguistically diverse backgrounds.

In recent years, educators have reflected on changes they have made to address inclusion barriers, such as:

- ▶ Adaptations to the environment (e.g. creating small places for children to retreat to within their large, open space).
- ▶ Strengthening relationships with families, schools, other OSHC services, and external organisations.

The team have a strong and collaborative culture, working together with their Inclusion Professional to unpack concepts such as children's rights, viewing all children as capable and identifying how they can listen and respond to children's voices within their everyday practice.

Some years ago, through the development of their Strategic Inclusion Plan, the need to apply for IDF subsidy for an additional educator was identified. Loren Sultana, Manager Coast Childcare Centres at Coast Community Connections commented that this support enabled educators to implement the changes outlined in their Strategic Inclusion Plan, and also allowed for educators to build strong and respectful relationships with all children. Educators had time to get to know and truly understand the strengths and needs

of all children, which allowed them to provide opportunities for all children to thrive, grow their skills and independence, and increase their respect and understanding of the diverse needs of others.

As the team's inclusion journey continues, they can appreciate how far they have come. The team have embedded many inclusive strategies in their program, to the point where they now have less need for additional educators to address barriers to inclusion.

When asked what the team's biggest achievement in supporting inclusion has been, Loren commented *"We don't turn anyone away. We don't ask ourselves 'Can we include this child?' Instead, we ask 'What support can we put in place to include this child?'"*

Support to critically reflect on inclusion practice in OSHC

This resource can support OSHC educators to reflect on their practice and is linked with the National Quality Standard.

You can download the OSHC Inclusion in Action reflection cards here:

www.inclusionagency.nswact.org.au



Listening to Every Child's Voice

Using visuals to choose a book

How do we hear children who are non-verbal or pre-verbal?

As a next stage of the Inclusion Agency Children's Voices project, we have been speaking with services about how they gather, listen and respond to the voices of children where children are pre-verbal or non-verbal. Following is one example of a service who have focused on ensuring the pre-verbal and non-verbal voices of children are heard.

Sandon Point Children's Centre has placed great importance on listening to children and creating an inclusive environment where everyone in the community is supported to use their voice. We model listening, with one another and with the children. When children observe their educators treating everyone with equal respect, they are more likely to exercise this in their own interactions.

Our philosophy is grounded in our view of every child as a competent, capable, resourceful agent in their play and learning, with many skills and abilities. We aim to create an environment where children are valued and respected as individuals, encouraged to express their identity, and experience a true sense of belonging.

Listening takes many forms and we focus on:

- ▶ Developing relationships and working in partnership with families to learn about their culture and ways of communicating
- ▶ Observing the way children interact with resources, the environment and each other



- ▶ Becoming attuned to children's non-verbal cues including behaviour, vocalisations, gestures, and facial expressions
- ▶ Using Key Word Signs
- ▶ Using visual supports

Children's voices are recorded in our written observations. We document direct quotes and descriptions of gestures and vocalisations to preserve the validity of children's communication. Our educational program is evaluated in relation to children's involvement and engagement. Educators reflect on resources and experiences, their success and whether they need to be adapted.

Our team have upskilled new educators by ensuring they learn to use Key Word Sign and visual supports. The children also play an important a role in teaching new educators how to use these communication systems.



Using visuals to choose an art experience

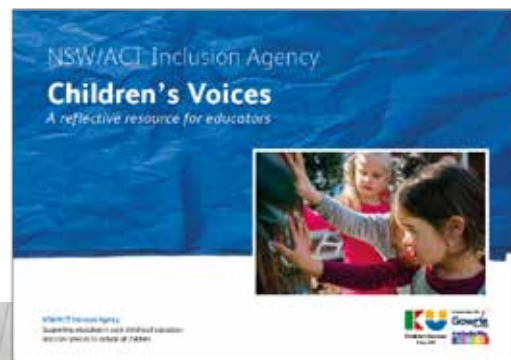
With children under two, we have found that building secure relationships and attachments is the ultimate key to understanding their voice. Though pre-verbal, the children express themselves in meaningful ways and educators understanding what they are trying to communicate makes all the difference for a calm, respectful learning environment.

Non-verbal and pre-verbal children may communicate through gesture, vocalisations, facial expressions, Key Word Signs or the use of visual supports. As a relationship is built between educator and child, the educator becomes attuned to the child's style of communication.

We use Key Word Sign with children of all ages and have found it a useful tool. We have also received feedback from families about their children's frustration being reduced as they use signing at home.

We received the Inclusion Agency's Children's Voices publication and reflected on ways to further maximise each child's ability to communicate within our service. This led to changes in our practice, such as slowing down routines and adding more visual supports for all children.

Your Inclusion Professional can support you to include the voices of all children. Read more about the Inclusion Agency's Children's Voices project and download the Children's Voices: a reflective resource for educators: www.inclusionagency.nswact.org.au



Key Word Sign in action at lunch time

Innovative Solutions Support

Building Educator Capacity to support Bilingual and Bicultural Inclusion

While developing the Strategic Inclusion Plan (SIP), the educators in the 3-5s care environment at Penshurst Long Day Care identified some barriers they were experiencing while supporting the inclusion of a child and family from a Nepalese background. There are a number of children and families from the same cultural background enrolled in the service, however this family speaks a rare Nepalese dialect. This service's Inclusion Professional, Kelly Granter, suggested that the service address the barrier by applying for Innovative Solutions Support funding to obtain the expertise of a bilingual consultant who speaks this rare dialect.

The service and the Inclusion Professional met online to create a project proposal that demonstrated the inclusion barriers and outlined how a bilingual consultant would build the capacity of educators to include all Nepalese children and families within the program. A bilingual Nepalese consultant visited the service two days per week for four hours each day over eight weeks.

The educators were supported to build a relationship with the child's grandparents as the carers who came to the service most regularly. Key caregiving practices were exchanged which alleviated some of the challenges during meal and rest times. The grandparents also seemed more relaxed and soon they were leaving the child at the service for longer hours.



Educators and bilingual consultant support child to farewell grandparents and settle into care.

The bilingual consultant was able to communicate with educators about how the child was feeling, such as when he was upset, and she taught them some key words to help overcome some of the communication barriers.

The educators were then able to support the child and build his confidence both to engage in activities and to establish connections with his peers.

The bilingual consultant shared activities and resources that reflected Nepalese culture, which the service included in the program enhancing a sense of belonging for all children from a Nepalese background.

Contact your Inclusion Professional to discuss how Innovative Solutions Support can help your service.

Innovate for Impact!

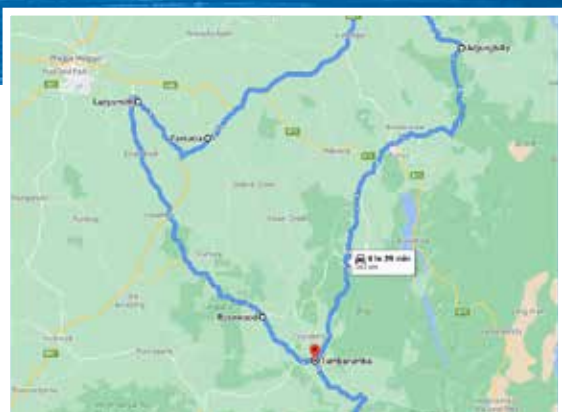
Bogan Shire Early Learning Centre, Nyngan was supported by the NSW West Inclusion Hub to develop a Strategic Inclusion Plan and access Innovative Solutions Support with a focus on building a team approach to responding to and guiding children's behaviour.

View this short video here:
<https://vimeo.com/596201033>



Keeping Children and Families Connected

with ECEC in Outer Regional NSW



Puggles is a mobile children's service run by Snowy Valleys Council, a region devastated by the bush fires of 2020.

Many community services were closed after the bushfires and have struggled to reopen during the pandemic. Families who may have experienced the trauma of losing homes or their livelihood through drought and fires, have dealt with increased isolation and reduced opportunities for connection.

Regular visits from the Puggles van has been one constant, creating ongoing connections within these remote communities and also providing opportunities for parents to connect socially with other families.

The Puggles and NSW South West Inclusion Hub teams work together to update their Strategic Inclusion Plan on a regular basis. This occurs through reflective conversations via the phone, online and face to face visits to Puggles' unique locations, to support an inclusive play space and increase educator capacity around inclusive practice.

The Puggles team of educators travel 1270km each fortnight to various locations. On their drive they navigate snow, black ice, and bush fire damage; while avoiding brumbies and kangaroos. The team's strength comes from their local knowledge of and respect for these unique communities. Educators often have multiple community roles, such as being members of the Rural Fire Service. The team need to be adaptable and flexible, setting up inviting experiences and environments in different community halls across the region. This service is often the children's only opportunity for peer socialisation outside the family, a need heightened by the recent cancellation of local community events such as rodeos, race days, festivals and shop closures.

Educators build relationships with families that enable them to have conversations with parents about their children's development and link them with additional supports as needed. Educators have supported children and families to talk through anxiety responses to triggers such as smoke, fire drills, extreme heat and wind. The Puggles team work closely with local schools to support positive transitions and build strong foundations for children.



The Puggles van on the road and Educators with Inclusion Agency staff during a recent service visit.

Inclusive Outcomes

through Specialist Equipment

Lucas started his journey at Cubby House for Kids, Townsend, when he was a baby. When it became evident that he would require support to develop the physical skills to be autonomous and independent, we worked with our Inclusion Professional to develop a Strategic Inclusion Plan and accessed equipment from the Specialist Equipment Library.

Throughout his years with us, Lucas has been supported to use many different pieces of equipment including: ankle foot orthoses (AFO); floor sitters; giraffe chairs; and a standing frame. Each time, Lucas actively participated in the experience, sometimes with a little trepidation. Educators and therapists were excited to see his physical skills progress and his confidence and communication blossom.

The first time Lucas used the Jenx Monkey stand, he experienced a whole new perspective on the world. He could stand upright, just like his friends who were excited to play with him. Lucas was included in everything, and the frame enabled him to be able to stand to paint, explore different experiences and play alongside his peers in games.

As Lucas got older and more confident in his physicality, he was able to explore his environment more independently. His AFOs supported his growing leg muscles, and he started to pull himself to stand and use furniture to support himself. Although non-verbal, Lucas was exerting his autonomy and making his own choices, sharing his excitement through his body language, facial expressions, and happy vocalisations.

More recently, whilst helpful for physical support, using the standing frame was becoming a challenge. When Lucas saw the frame being wheeled out, he would immediately crawl in the other direction, protesting loudly. When being placed in the stand, he would actively attempt to move away, and his vocalisations left us in no doubt of his wishes.



This created a difficult dilemma for educators...

- ▶ Should we continue to use a piece of equipment recommended for use every day to support him physically, or should we act on what Lucas is telling us about his likes, opinions and needs?
- ▶ How can we balance his physical development needs with supporting his agency and respecting his rights?

On reflection, we acknowledged that Lucas' skills had developed. He is now able to pull himself up to stand using furniture and maintain his position and was communicating clearly that he did not want to use the standing frame. Perhaps the standing frame was no longer required to support Lucas to engage in program activities alongside his peers.

We discussed this with his mum and physiotherapist and agreed that it wasn't our decision to make. The decision had already been made by Lucas. All we needed to do was honour and respect what he was telling us so clearly and continue to review and adapt our practices to ensure Lucas is supported to participate in the program with his friends.

For more information on the Specialist Equipment Library talk to your Inclusion Professional and see www.inclusionagency.nswact.org.au

An Inclusion Success Story at Cubby House for Kids

What has been achieved?

A range of specialist equipment has been utilised to support Lucas' inclusion.

- ▶ The team's confidence, skills and knowledge around inclusive practice and collaboration have grown immensely.
- ▶ Lucas's mother has been able to work and be actively involved in her community.
- ▶ Friendships have developed between children of all abilities, benefitting Lucas and his peers.
- ▶ Lucas's family feel confident due to his positive experiences in early childhood and Lucas will start at his local mainstream school alongside friends from Cubby House Kids in 2022.
- ▶ Transition planning is underway for Lucas to attend OSHC close to his mother's work in 2022.

Inclusion Support Program Update

Changes to Innovative Solutions Support

From the 14th September 2021 until the 30th June 2022, eligible ECEC services can apply and be approved for a maximum of \$10,000 (inclusive of GST), for Innovative Solutions Support projects. Services are able to apply for Innovative Solutions Support more than once, but the combined value of the applications must not be more than

\$10,000. These changes are to ensure the program remains financially sustainable during a time of unprecedented demand.

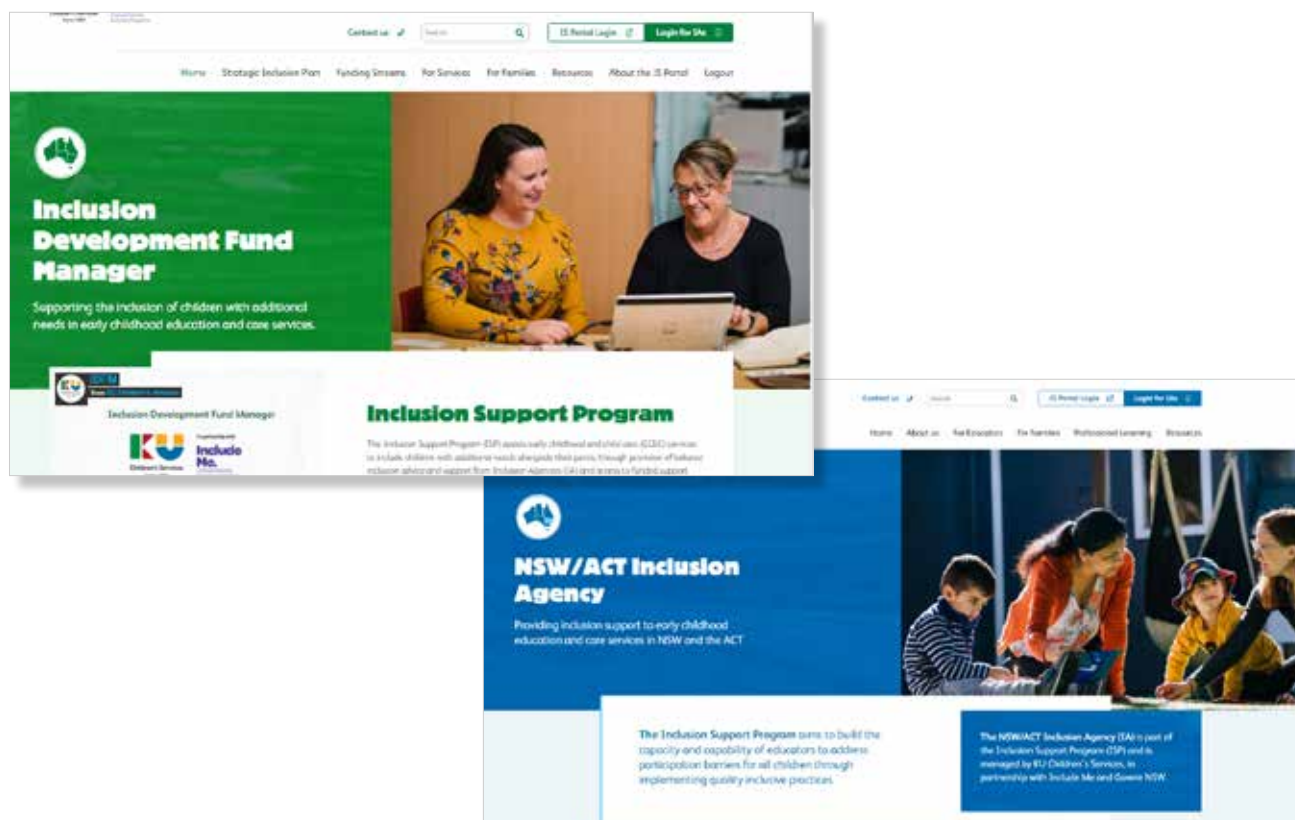
To find out more about Innovative Solutions Support, talk with your Inclusion Professional or email: inclusionagency@includeme.com.au

NSW/ACT Inclusion Agency consent forms are now available in ten languages

Did you know that the NSW/ACT Inclusion Agency Permission to Share Information form is now available in a range of languages on our website? This form gives permission for educators to discuss and share information about a child with an Inclusion Professional.



Coming soon... a new look IDFM website and NSW/ACT Inclusion Agency website



Resources about Inclusion



Inclusion Matters poster

This free poster about what inclusion means for children, educators and families can be downloaded here:

<https://inclusionagency.nswact.org.au/resources-to-support-inclusion/inclusion-resources-for-educators/inclusion-matters-poster>



Early Childhood Australia Inclusion Statement

This statement explains inclusion. It outlines why inclusion is important, and it sets out what is required from everyone involved in the delivery of early childhood education and care to ensure the inclusion of every child.

<http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/01/Statement-of-Inclusion-2016.pdf>

Thank you for your feedback...

Earlier this year, services who received support from the NSW/ACT Inclusion Agency were invited to complete a quick 5-minute survey.

Thank you to the educators in over 660 services who provided us with feedback. Each participating service was entered into a draw with the chance to win an inclusion resource.

Congratulations to our lucky winners: Goodstart Early Learning, Port Macquarie and Elise, educator from Northern Rivers Family Day Care.

We hope you enjoy your copy of Dr Kathy Cologon's book – *Inclusive Education in the Early Years* and that you find it a useful resource as you continue your inclusion journey.



Photo: Elise – Educator, Northern Rivers Family Day Care and Jenny – Inclusion Professional

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