

OSHC Inclusion in Action

“Reflective processes provide educators with the skills to enhance their professional learning, improving practice and knowledge, and help them to think about ways they can support children’s development and wellbeing.” *My Time Our Place Framework (2012) page 6.*

The OSHC Inclusion in Action cards relate directly to the National Quality Standard and are designed to engage Out of School Hours Care (OSHC) services in the process of reflection.

Inclusion Professionals are available to support OSHC educators to use the Inclusion in Action cards to discuss and share how inclusive their practices are of all children. This resource may also be used by educators to encourage self-reflection during team meetings.



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QUALITY AREA 1

EDUCATIONAL PROGRAM AND PRACTICES

How do each child's interests, strengths, culture and abilities provide the foundation of the program? **Standard 1.1.2**

Educator reflection:

- ▶ How do you incorporate children's interests, needs and culture within the program?
- ▶ How do you promote children's confidence as learners?
- ▶ How do educators demonstrate the belief that all children are capable learners and contribute to the program?
- ▶ How do educators discuss diversity and challenge bias with children in ways that build understanding and encourage play, co-operation and friendship?
- ▶ How could you further support and incorporate children's interests, needs or culture into your program?



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QUALITY AREA 2

CHILDREN'S HEALTH AND SAFETY

How are children's wellbeing and comfort provided for, including opportunities to meet each child's needs for sleep, rest and relaxation? **Standard 2.1.1**

Educator reflection:

- ▶ How do you exchange information about children's wellbeing with families?
- ▶ What opportunities do you provide for children to rest or engage in relaxation experiences? Is this different at the beginning of the year as younger children transition to school and OSHC?
- ▶ Can you identify any new strategies that you would like to implement to further promote rest or relaxation in your environments?



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QUALITY AREA 3

PHYSICAL ENVIRONMENT

How are outdoor and indoor spaces organised and adapted to support every child's participation. **Standard 3.2.1**

Educator reflection:

- ▶ How do children access comfortable spaces away from traffic areas for quiet activities or reflection?
- ▶ Is the space welcoming and experiences accessible to all children?
- ▶ Is there opportunity for small group, whole group, imaginative and active play?
- ▶ How does the space promote exploration and play based learning?
- ▶ Are there any further changes you would like to make to enhance your environment?



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QUALITY AREA 4

STAFFING ARRANGEMENTS

How does the organisation of educators across the service support children's learning and development?

Standard 4.1.1

Educator reflection:

- ▶ How does the service ensure children experience continuity of educators?
- ▶ Share examples of how the service's staffing arrangement enhances children's learning and development
- ▶ Are there any further changes you would like to make to improve continuity of educators?



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QUALITY AREA 5

RELATIONSHIPS WITH CHILDREN

How do educators engage in responsive and meaningful interactions to support each child to feel secure, confident and included? **Standard 5.1.1**

Educator reflection:

- ▶ How do you interact with children and show an interest in their learning, experiences and interests?
- ▶ How are children supported to collaborate, learn from and help each other?
- ▶ How are children supported to regulate their own behaviour?
- ▶ How can all educators build relationships with children who have limited verbal communication?
- ▶ What other ways could educators enhance their relationships with children?



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QUALITY AREA 6

COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

What collaborative partnerships have you established with families and the community to enhance children's inclusion, learning and wellbeing? **Standard 6.2**

Educator reflection:

- ▶ How are the expertise, culture, values and beliefs of families respected and shared?
- ▶ How do families contribute to decision making regarding their child's learning and wellbeing?
- ▶ What information is available to families about relevant community services and resources?
- ▶ How are children's culture and family experiences celebrated?
- ▶ How do educators support children's connections with community?
- ▶ What do educators plan to do next to continue building collaborative partnerships with families and the local community?



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QUALITY AREA 7

GOVERNANCE AND LEADERSHIP

How does your service engage in effective self-assessment and quality improvement processes?

Standard 7.2.1

- ▶ How do you plan for all children's inclusion?
- ▶ Does your service have an active Strategic Inclusion Plan (SIP)?
- ▶ If so, what processes do you use to encourage all educators to implement and reflect on their SIP?



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