

# Steps to Inclusion

A visual tool to assist educators through their inclusion journey.



Children's Services  
Since 1895

STEP 1: GETTING STARTED		STEP 2: MAKING IT HAPPEN		STEP 3: BEING PRACTICAL		STEP 4: MOVING FORWARD TOGETHER	
<p><b>Service (Management and Educators)</b></p> <ul style="list-style-type: none"> <li>Review enrolment procedures and documents. Make sure you include an invitation for families to share meaningful information about their children.</li> <li>Develop an orientation process that is responsive to the needs of all children and families. This may include multiple opportunities to visit before enrolment begins.</li> <li>Begin to explore ideas and concepts about inclusion. What does inclusion look like in your service?</li> </ul> <p><b>Child and Family</b></p> <ul style="list-style-type: none"> <li>Get to know each child, allowing time for them to settle in. Gather information about family background and child's strengths, interests and needs.</li> <li>Spend time interacting with and observing each child during orientation visits. Help families to identify their child's skills if appropriate.</li> </ul> <p><b>Therapists/Organisations</b></p> <ul style="list-style-type: none"> <li>Find out who is supporting each child and family? Access and read any reports available.</li> </ul>		<p><b>Service (Management and Educators)</b></p> <ul style="list-style-type: none"> <li>Be familiar with how your Inclusion Professional can support you to include all children.</li> <li>Access support from your Inclusion Professional to plan for change and set educator goals through developing a Strategic Inclusion Plan (SIP).</li> </ul> <p><b>Child and Family</b></p> <ul style="list-style-type: none"> <li>Talk with families about the Inclusion Support Program and the supports and resources available.</li> <li>Encourage families to share their priorities to help inform educator planning.</li> <li>Develop a communication system for sharing information that works best for families and educators (communication book/email group etc).</li> </ul> <p><b>Therapists/Organisations</b></p> <ul style="list-style-type: none"> <li>With parent permission, contact any practitioners working with each child and family. Set up a meeting together if appropriate and possible.</li> <li>Develop an agreement about working together if visits are going to be conducted at the service.</li> </ul>		<p><b>Service (Management and Educators)</b></p> <ul style="list-style-type: none"> <li>Make program and practice changes through:                             <ul style="list-style-type: none"> <li>Reflection and reflective conversations with your team.</li> <li>Strategic Inclusion Plan (SIP) implementation and progress note documentation;</li> <li>Participating in professional development opportunities, reading and activities.</li> </ul> </li> </ul> <p><b>Child and Family</b></p> <ul style="list-style-type: none"> <li>Continue to share information about progress using agreed communication systems.</li> <li>Reflect on and discuss family priorities to see if they have changed.</li> <li>If needed, encourage families to work with therapists so that interventions have the most impact within the service program, at home, or in the community.</li> </ul> <p><b>Therapists/Organisations</b></p> <ul style="list-style-type: none"> <li>Ask therapists specific questions to increase educator knowledge, understanding and skills.</li> <li>Adapt relevant strategies/goals into the daily program.</li> </ul>		<p><b>Service (Management and Educators)</b></p> <ul style="list-style-type: none"> <li>Explore educator understanding of inclusion and how this is represented in the service philosophy. Do educator practices and policies match?</li> <li>Explore educator understanding of inclusive practices in relation to the National Quality Framework - NQS/EYLF/MTOP.</li> <li>Promote the benefits of inclusion.</li> <li>Utilise new skills and strategies with all children in care.</li> </ul> <p><b>Child and Family</b></p> <ul style="list-style-type: none"> <li>Support every child and family's participation and value their contribution to the program.</li> <li>Continue to share information regularly.</li> <li>Adapt your expectations and planning in response to the changing strengths and needs of children and their families.</li> </ul> <p><b>Therapists/Organisations</b></p> <ul style="list-style-type: none"> <li>Maintain collaborative communication.</li> <li>Ensure ongoing planning and implementation occurs.</li> </ul>	

**RELATIONSHIPS and PARTNERSHIPS form the foundation for successful inclusion**

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## Resources to support your inclusion journey:

- ▶ NSW/ACT Inclusion Agency website  
<http://www.inclusionagency NSWACT.org.au/home>
- ▶ Connections – A resource for early childhood educators about children's wellbeing (publication)  
<https://everymind.org.au/resources/connections-resource>
- ▶ Inclusion Matters (poster)  
[http://www.inclusionagency NSWACT.org.au/WWW\\_NSWIA/media/Media/Inclusion-Matters-Poster.pdf](http://www.inclusionagency NSWACT.org.au/WWW_NSWIA/media/Media/Inclusion-Matters-Poster.pdf)
- ▶ The Journey of Inclusion (poster)  
[http://www.inclusionagency NSWACT.org.au/WWW\\_NSWIA/media/Media/Journey-of-Inclusion.pdf](http://www.inclusionagency NSWACT.org.au/WWW_NSWIA/media/Media/Journey-of-Inclusion.pdf)
- ▶ A - Z of Making Inclusion Happen (poster)  
[http://idfm.org.au/WWW\\_IDFM/media/Media/01255\\_IM\\_A-Z-of-Inclusion\\_A4\\_2017.pdf](http://idfm.org.au/WWW_IDFM/media/Media/01255_IM_A-Z-of-Inclusion_A4_2017.pdf)
- ▶ The Working Together Agreement package  
<https://www.flipsnack.com/earlychildhoodintervention/ecia-working-together-toolkit/full-view.html>
- ▶ The Dance of Partnership (article)  
<http://www.danceofpartnership.com/DanceArticleSept06.pdf>