

# Educators

## NQS 6.2.2 Access and participation

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

**E = Embedded** I do that **ALL** the time

**K = I know** I need to do that, but I don't do it all the time

**T = Please teach** me how to do it or improve my understanding of why I need to do it.

	ED1	ED2	ED3	ED4	ED5
Do you know that the principle of equity, inclusion and diversity underlie the National Law and you're in breach of the Law if you don't implement inclusive practices (section 3)?					
Do you plan curriculum around each child's strengths, interests and learning styles?					
Do you learn about each child's family circumstances, culture, home language and use these to plan learning activities?					
Do your interactions with each child reflect their family circumstances, culture and home language where appropriate?					
Do you plan activities that promote diversity, gender equity and challenge stereotypes?					
Do you plan activities that promote respect for and learning of Indigenous histories and cultures?					
Do learning activities include the community and environment in which children live eg farm, apartment, rural community, city?					
Do you listen to each child's views and suggestions?					
Do you action each child's views and suggestions where possible?					
Do you critically reflect though a child's eyes and make changes as a result?					
Do you improve practice after critically reflecting with team members about past incidents and planned events?					
Are you aware of your own beliefs/biases and how these may affect your inclusive practices?					
Do you challenge your own biases to ensure children are not limited by any artificial barriers you may construct?					
Do you discuss any concerns about a child's ability to participate with the Educational Leader/Room Leader/Nominated Supervisor?					
Does each child's learning documentation demonstrate a sense of belonging at the service?					
Does each child's learning documentation reveal warm and trusting interactions with educators?					
Do you share relevant information about each child with team members, the Educational Leader, Room Leaders or Nominated Supervisor to ensure consistent practices and promote participation and inclusion?					
<b>Inclusive Practice – Additional Needs</b>					
Do you work with families, other professionals and specialists from inclusion/support agencies to support all children's participation?					
Do you help families contact relevant support services?					
Do you refer to and use a child's individual support plan in daily activities?					



Do you adjust activities, routines, transitions so all children can participate and learn eg remove or reduce barriers to participation?					
Do you understand that barriers may not be physical, but can include things like language, learning styles, emotions, culture etc?					
Do you have high expectations for all children, including those with additional needs?					
Do you ask for professional development in additional need areas if relevant so you can provide better outcomes for children?					

### Actions required

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