



## Educational Leader

*Effective partnerships support children's access, inclusion and participation in the program.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 6.2.2 and understood educators:

- must know and understand each child's strengths, needs and circumstances eg family situation, home language, culture
- must work with families to support children's access so there are no barriers to children's participation
- must be aware of their own beliefs and values and how these could impact each child's access and participation.

This week we're giving you some questions to help you reflect and identify areas you may need to work on with educators to ensure all children can fully participate in the program.

1. Can all children freely access available environments and spaces?
2. Can all children access resources without always asking educators for them?
3. Does the curriculum focus on certain types of activities that some children aren't as good at, don't enjoy, can't physically participate in?
4. What adjustments are made eg to the physical environment, transitions, routines or teaching practices to help all children participate and feel included?
5. Do educators understand what's happening in a child's home environment and plan with this in mind?
6. Do educators consider each child's needs and ensure learning is planned to support these?
7. Do educators work with school staff to help support children's participation where required eg implement consistent and complementary support practices?

8. Do educators' provide environments which reflect each child's culture, and include learning which promotes diversity?
9. Do educators understand it's part of their job to be aware of/research all local support services, and help families connect with those services?
10. Do educators confidently work with other professionals to implement support plans or activities and approaches suggested by those professionals?
11. Do educators understand the types of barriers that may prevent a child's participation eg language, non-verbal communication, lack of visual displays, tone of voice, fear of making mistakes, lack of social skills, emotional immaturity etc.
12. Do educators have certain beliefs and values about what children can and can't do that hinder children's access and participation?
13. Do educators work with families to promote each child's participation eg share information about the child, ask families for information including their views and support if their child is not demonstrating they feel included?
14. Do educators need extra support or training in managing additional needs like Sensory Processing Disorder so these children can also access and participate to their full potential?
15. Do educators' professional development/training plans include training which supports each child's access and participation if required?

What support do your educators need? How will you provide this?

### Week 24, 9 - 13 August 2021- 6.2.2 Access and participation

## Additional Needs Policy

- We welcome children with additional needs eg they come from diverse cultural backgrounds, are experiencing difficult family circumstances, have a physical, sensory or intellectual condition, have learning difficulties or are gifted
- Our environment, equipment and curriculum will be designed and adapted to ensure participation by all children, to the extent reasonably practical given service financial constraints. Where possible we will request support from the Government’s Inclusion Support program
- Educators will implement a range of strategies to help each child achieve their personal best and will complete training as required to help them teach and care for additional needs children
- We will access professional support services for children with special needs with parents’ consent, and may develop an individual support plan for children
- Parents of children with a diagnosed or undiagnosed additional must work with educators to ensure the best outcomes for their child and other children at the service. The Nominated Supervisor may suspend or terminate their child’s enrolment if parents do not do this.

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature