

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

Section 1. Early career educator



You must know

As an educator, it's crucial to understand that we help create partnerships with families and community to support children's access, inclusion and participation.

Exclusion and Isolation: An inclusive art project was introduced, where each child's strengths were highlighted. Educators ensured that all children had roles that played to their individual talents. For instance, a child who excelled in doing detailed work helped with things that require precision, while a child with creative storytelling skills contributed to the project's narrative. This approach reduced the potential for exclusion and isolation, as all children felt valued for their unique abilities.

Barriers to Participation: A child with a hearing impairment was welcomed into the program. Educators worked closely with the child's family and a sign language specialist to develop strategies for effective communication. This collaboration ensured that the child had full access to learning experiences and could actively participate in all activities, breaking down barriers to their engagement and growth.

Cultural Insensitivity: To promote cultural sensitivity, the program organised a "Cultural Celebration Day" where families were invited to share their cultural traditions, food, and stories. This initiative not only encouraged understanding and respect for diverse backgrounds but also created a warm and inclusive environment where children and their families felt a sense of belonging.

Conflicting Beliefs and Values: An educator recognised their personal bias against a specific parenting style common in the community. They engaged in self-reflection, attended cultural competency training, and actively sought guidance from colleagues and families. By addressing their own biases, the educator was able to create more

respectful and inclusive interactions with children and families from that background.

Ineffective Learning: After reflecting on the program's curriculum, educators identified that it lacked materials and activities that catered to children with diverse learning needs. They proactively reached out to specialists and experts in the field of inclusive education to revamp the curriculum. This led to more effective learning experiences for all children, regardless of their abilities, ensuring that no child missed out on vital opportunities for growth and development.



You must practice

It's important that we understand how we create partnerships with families and community to support children's access, inclusion and participation.

To help with the problems mentioned earlier on the left side, let's take a look at some real-life examples for guidance.

Exclusion and Isolation: The educators did an art project where they made sure every child felt important. They found things each child was really good at. For example, one child was great at small, careful movements, so they helped with that part. Another child was good at telling stories, so they helped with the story part. This way, no child felt left out or lonely, and everyone felt special for what they could do.

Barriers to Participation: There was a child who had trouble hearing, so they couldn't always understand what was happening. But the educators and the child's family worked together with someone who knows sign language. They learned how to talk using signs so the child could join in everything with the other kids. This made it easier for the child to learn and have fun like everyone else.

Week 32, 16 to 20 October 2023 – 6.2.2 Access and Participation

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Cultural Insensitivity: They had a special day where families from different countries and cultures came together to share their traditions, food, and stories. This made everyone understand and respect each other's backgrounds better. It also made the place feel warm and welcoming for all kids and families.

Conflicting Beliefs and Values: One of the educators realised they had some unfair ideas about how parents should raise their children. Some of these ideas were based around how shift working families needed to work all night and drop their children off at 6:30 am in the morning, the children came in either grumpy or still asleep. They thought about it and talked to other educators and families. They even learned more about different ways of parenting and the demands parents have on them. This helped them treat all families better and make everyone feel included and respected.

Ineffective Learning: The educators looked at what they were teaching and saw that it wasn't helping all the children learn the best way. So, they asked experienced educators at the service, and speech therapist who visits to help and changed what they were doing. This way, all the children could learn in a way that suits them, no matter how they learned things. This made sure no child missed out on important chances to grow and learn.

After reading these points, which one(s) do you think you doing well? Describe your practice in detail.

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.