

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

Section 3. Learning what is required for meeting.

The following section will show you exactly what to do to ensure your practice is meeting. You **do not** need to complete this section if you have successfully completed 'Section 2'.

Why is the element important?

Looking at the element in detail - A service reviewed what the NQF Guide said about element 6.2.2. They identified the key requirements to be:

- Knowing and understanding each child's strengths, needs, and circumstances, including family situation, home language, and culture.
- Working with families to eliminate barriers to children's participation.
- Being aware of personal beliefs and values that might affect a child's access and participation.

What could potentially go wrong if educators didn't do the above?

Exclusion and Isolation: Without understanding each child's strengths, needs, and circumstances, educators may unintentionally exclude some children or isolate them from activities that cater to their unique requirements. This can lead to feelings of isolation and exclusion among children, affecting their social and emotional well-being.

Barriers to Participation: Neglecting to work with families to eliminate barriers to participation can result in children facing unnecessary obstacles. For example, if a child has a disability and educators don't collaborate with families to provide appropriate support, the child may struggle to engage fully in activities, limiting their learning and development.

Cultural Insensitivity: Failure to consider family situations, home language, and culture can lead to cultural insensitivity in the program. This might manifest as misunderstandings, miscommunications, or a lack of respect for diverse cultural backgrounds. This can create an unwelcoming environment for children and their families.

Conflicting Beliefs and Values: When educators are not aware of their own beliefs and values that might impact

a child's access and participation, conflicts may arise. For instance, if an educator holds biases against a certain cultural practice or parenting style, it could negatively affect their interactions with children and families from that background.

Ineffective Learning: Ultimately, the failure to meet these key requirements can result in ineffective learning experiences for children. They may miss out on opportunities for growth, development, and meaningful participation in the program. This can impact their overall educational journey and potential.



You must practice

It's important that we are aware how effective partnerships support children's access, inclusion and participation in the program.

To address the issues raised in the previous section, look at the following practice examples for guidance.

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 fine motor skills helped with precision work, 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 service. 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.

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

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Cultural Insensitivity: To encourage 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.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into your QIP or SAT (NSW only).

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