



INCLUSION

Aim

The Early Years Learning Framework is centered on the core values of Belonging, Being, Becoming. The entire philosophy of The Little Village aims to bring these values to life, by implementing it into every scope and experience of learning.

The inclusion policy is therefore designed to enhance the 'My Self' scope of our philosophy by giving children the means to be themselves and understanding that it is respected.

To achieve this we are committed to providing inclusive practices, which refers to the Educators and program being ready to include children of all background into the curriculum and daily environments.

National Quality Standard

This policy links to the following NQS: National Quality Standards 1.1.2, 1.1.1, 5.2.3, 6.3.3

Links to other policies

- Child Safe Environment
- Dealing with Infectious Diseases

Sources

- EYLF Early Years Learning Framework (Belonging, Being and Becoming)
- Robyn Dolby, The Circle of Security: Roadmap to building supportive relationships
- Strengthening Inclusive Practices in Early Childhood Intervention Services: *BEST PRACTICE GUIDE* Updated May, 2014 Dr. Tim Moore, Senior Research Fellow Leonie Symes, Manager, Training and Development Dr. Kerrie Bull, Senior Project Officer
- Australian Early Childhood Association's Code of Ethics, 2006



Strategy

The scope of 'My Self' is about the child and their sense of their physical, emotional, spiritual and intellectual wellbeing. It will focus on the perspective of the child, to facilitate their developing sense of identity, security and belonging.

So what does inclusion feel like for the child?

- I am heard – do you connect and listen to the child?
- I feel a sense of belonging – are you fostering opportunities for the child to have ownership of their development and environment on the same level as other children?
- I have freedom to access and equity the same as my peers – do all the children in your care have free and safe access to engage in all the daily social interactions with peers and adults?
- My development pace is recognised as part of me – do you support an environment that accommodate a development of independence at a pace that is right for the individual?
- I am valued as an individual – Do you know the Right of Children and practice what you have read?

INCLUSIVE APPROACH

Inclusion at *The Little Village* will take into account the beliefs, values and knowledge of every villager. We are committed to providing:

- Adopting holistic practices that cater for all beliefs and values and recognize the connectedness between mind, body and spirit. We want to celebrate with the families (so special holidays become our special holidays)
- Being responsive to children regardless of their level of need
- Planning and implementing learning about cultural diversity through play
- Intentional teaching of inclusion and cultural diversity
- Creating learning environments that reflect the cultural diversity of *The Little Village*
- Valuing cultural and social contexts and providing continuity of learning

INCLUSIVE PRACTICES

The Little Village will not stop with just a promise of an inclusive approach to child care, we want to put it into practice. We want it to be the core of all meaningful activities.

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As part of our Inclusive Practice, we are committed to:

- Update our philosophy, policies and processes regularly to ensure it is an adequate reflection of the shared values and beliefs of all stakeholders (Educators, families and children)
- Facilitate a Quality Improvement Plan (QIP) and Inclusion Support Plan to allow for reflective thinking about our inclusive practices for further development and refinement.
- Engage in working partnership with parents. Inclusion and responsiveness to each individual child requires a good understanding of their needs and interests. This will be achieved through close observations, conversations and engagement with parents. Parents are the child's first teacher and influence their child's learning, self-awareness and approach to learning. Parents and families are a vital source of information to help begin to understand the needs and interests of each child.
- Engage in working partnerships with professional services that support inclusive practices, such as KU, Inclusion Support Agency, local therapy services etc.
- Invite members of the community to give talks or teach about different cultures and the importance of preserving traditions and cultural practices.

INCLUSION AS A HOLISTIC APPROACH

Adopt a holistic approach to Inclusion Readiness Holistic approaches to teaching and learning recognise the connectedness of mind, body and spirit (Blatchford & Sylva, 2004).

When Educators take a holistic approach they pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning (EYLF).

While Educators may plan or assess with a focus on a particular outcome or component of learning, we see children's learning as integrated and interconnected. We recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. We see learning as a social activity and value collaborative learning and community participation (EYLF).



For each child to feel a sense of being and belonging, they must be able to have the opportunity to participate, engage, play and socialise within the environment that we provide. We don't want to change a child and their behaviour, but rather guide them to organise their understanding of their internal world (their feelings) in the same way we help them make sense of the external world.

In pursuit of their emotional well-being, we will give each child constant emotional support as well as a sense of security. Feeling safe and free from judgement will help each child shape their own identity and understanding of belonging.

- *'Watch over me'* (to see that I am safe).
- *'Delight in me'* (so I can look into your face and see what I look like to you, and find you are happy to be with me).
- *'Help me'* (just enough so I can do it by myself).
- *'Enjoy with me'* (join my interest).
- *'Protect me'* (because I am feeling scared).
- *'Comfort me'* (when I am upset).
- *'Delight in me'* (found on both sides of the circle because it is so important for children).
- (Help me to) *'organise my feelings'*.