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Learning Guide

CHCECE021 Implement Strategies For The Inclusion Of All Children

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This unit learning guide relates to the following National Qualifications:

CHC50113 Diploma of Early Childhood Education and Care
CHC50213 Diploma of School Age Education and Care

Designed by
Childcare Resources Australia

Authors
Karen Atkinson
Brie Foote

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Identify and discuss issues of concern.
Seek and gain family permission prior to consulting with others regarding the child.
Closely monitor new strategies and the impact of these on the child.
Identify and respond to any barriers to the strategies being implemented.
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Recommended Reading.

References.
How to Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional Educator. To help you transfer your skills into practice, we have provided a range of links to videos and other website resources and recommend you take time to look at these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in regulated Children’s Services in Australia. We recommend you have these available on your computer or print out a copy so they are available at all times.

On the following page, are a list of icons you will see throughout the Learning Guides to direct you to important and additional information. They will help support your understanding of the topic.

Happy Learning!
Learning Guide Icons

Reading Time!
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

Recommended Videos
When you see our video icon, you can watch great resources online. If the link does not work, (as website links will change over time) we have provided the full name of the video and location so you can do a web or YouTube search.

Reflection
Our reflection icon gives you a chance to think about your own experiences or about a question posed. This help will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

Helpful Websites
When you see our computer icon, you will be asked to go to the specified link for additional information.

Your Turn!
When you see our pencil icon, you can write in your Learning Guide or on another piece of paper. The exercises are for your learning only and are not part of the assessment.

Check Your Ideas!
When you see our memo icon, you can compare your ideas, from completing activities, with ours. These provide some feedback to you help assess your understanding of the topic.
Tips for Successful Study!

1. **Active Reading**
   
   Don’t just read - you will fall asleep; it’s very relaxing, you know!
   
   a) Read the **Learning Outcomes** first
   
   b) Read “Welcome to the unit” second
   
   c) Read the **assessment task**.
   
   These will tell you what you need to learn and why it’s important. As you read, your brain will notice what you need. You may even think “hey, that’s the answer to question 4!” or “this is the type of Educator I want to be!”

2. **Set Yourself Goals**

   “Today by 1pm, I will have read up to Chapter 2” or “I will have completed the first two questions in my assessment!” Set a **clear, realistic** goal for the time you have to study. Write down your goal. Tell everyone you are unavailable and turn off your phone and social media! Try and finish each session on a positive.

3. **Reward Yourself**

   Reward yourself for reaching a goal. This does not need to involve cake as we are going to reward ourselves a lot! It could be a walk to the park, a break for a cuppa, going shopping or just time off. Whatever it is, tell you: “Well done! You have achieved”.

4. **I’m Not Getting This!**

   If you are not understanding something - finding something frustrating. **Good**!

   It means you are learning something new - sometimes your views of life may be challenged! It means you are moving out of your comfort zone, growing and stretching in your knowledge and skills. At times this may even feel scary. It can sometimes feel easier to run away from it but this is only a temporary solution! It’s ok. Think back to a time when you didn’t know how to do something and then you achieved it! You can do this.

   Here Are Some Ideas to Help:
   
   - **Ease Up on Yourself**. It’s ok not to know everything – you are learning! Particularly if you are changing careers and you were an expert in your past field. Remember, you will be learning and building on your past skills but the information may be new to you.
   
   - **Watch a Video Related to the Topic**. Whilst having a cuppa - a video can help your understanding. Relaxing helps you learn.
   
   - **Leave that Bit and Move to Another Bit**! This is particularly important if stuck on a question. You can always come back to that one.
   
   - **Sleep on It**. We process information at night whilst we sleep. You may find when you wake up the next day, it will all make sense!
   
   - **Contact your trainer for help**. You are not alone and they are there to help.

5. **I Should be Spending Time with Others**

   If you have enrolled in a course it’s because you have a bigger goal and made a decision. How will achieving your goal benefit others in your life? Achieving your goals will contribute to the happiness of yourself and others. Most of all, studying in front of others, including children, models lifelong learning, resilience and provides a positive role model for their own learning.

   **Happy Learning!**
Welcome To The Unit!
CHCECE021 Implement Strategies For Inclusion Of All Children

As humans, we often communicate our feelings through our behaviour. If we are sad we may cry, or if angry we may shout. As adults, we have learned that some behaviour is not acceptable in our society, such as hitting or hurting others. Children are learning to manage their emotions and behaviour. Behaviour is a child’s way of communicating their emotions.

During your career as an Educator, you will meet many children with challenging behaviours. This is behaviour that does not appear to respond to the standard intentional teaching strategies we implement on a daily basis. As an Educator, you will need to find strategies that work for individual children. To do this, we need to first identify what the children is trying to communicate through their behaviour.

In this unit, you will learn the tools to accurately observe and analyse a child's behaviour, possible reasons for the behaviour and how to develop and implement a Positive Guidance Plan which supports the development of cooperative behaviour.

Reading Time

For this unit you will need to follow these documents:

- National Quality Standards
- Education and Care Services National Regulations
- My Time, Our Place
- Early Years Learning Framework
Links to NQF
- Quality Area 1 Education program and practice
- Quality Area 2 Children’s health and safety
- Quality Area 3 Physical environment
- Quality Area 4 Staffing arrangements
- Quality Area 5 Relationships with children
- Quality Area 6 Collaborative partnership with families and community
- Quality Area 7 Leadership and management

Links to Frameworks
- Holistic Approaches
- Partnership
- High expectations and equity
- Respect diversity
- Learning Outcomes

Links to Policies
- Inclusion
- Partnerships with families
- Community partnerships

UN Rights of the Child
- Article 27
  Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 18
  Both parents share responsibility for bringing up their children and should always consider what is best for each child.
  Governments should help parents by providing services to support them, especially if both parents work.
- Article 29
  Education should develop each child’s personality and talents to the full.
# Learning Outcomes

**On completion of this unit you will be able to do the following:**

## 1. Promote inclusion

1.1 Ensure curriculum decisions are made with a view to promoting inclusion and participation of all children

1.2 Demonstrate a belief in children’s capacity to succeed in all interactions with families and children

1.3 Reflect upon practices to find equitable and effective ways to ensure all children have opportunities to achieve learning outcomes

1.4 Develop own professional knowledge and work in partnership with families, communities and other services and agencies

1.5 Support children regardless of background, gender, age or ability to fully participate as valued members of the group

1.6 Assist, support and encourage each child’s efforts to participate

1.7 Identify areas of the service’s philosophy and policies that relate to inclusion, equity and diversity and reflect on related practice

## 2. Respect diversity

2.1 Value different capacities and abilities, and respect differences in families’ home lives

2.2 Recognise that diversity contributes to the richness of society and provide children with opportunities to explore this richness

2.3 Uphold all children’s rights to have their cultures, identities, abilities and strengths acknowledged and valued in curriculum decisions

2.4 Draw children’s attention to issues of fairness relevant to them

2.5 Provide children with opportunities to learn about similarities and differences, interdependence and how we can learn to live together

2.6 Engage children in discussions about respectful and equal relations

## 3. Identify children with barriers to learning

3.1 Investigate child’s barrier to learning

3.2 Collect and use data to form an accurate understanding of the barrier to learning

3.3 Discuss concerns with others to develop a holistic understanding of a particular child’s needs and use this information to inform actions
4. Develop a plan for support and inclusion

4.1 Consider the child’s abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making curriculum decisions for the child.

4.2 Develop the plan in consultation with other professionals and the family.

4.3 Adapt the environment and routines to ensure inclusion of all children with additional needs.

4.4 Constantly reflect on the effectiveness of the plan and its impact on the child.

5. Implement strategies to meet the child’s additional needs

5.1 Support child’s entry into the service.

5.2 Reflect on the level of support provided on a regular basis and adjust accordingly if necessary.

5.3 Encourage others to adopt inclusive attitudes and practices.

5.4 Communicate with and provide support to others to implement strategies.

5.5 Investigate and trial strategies that may address barriers.

5.6 Implement strategies developed or suggested by family or other professionals.

5.7 Respond to the daily needs of children with additional needs and seek assistance as required.

6. Monitor and review strategies

6.1 Share information about progress among all concerned.

6.2 Identify and discuss issues of concern.

6.3 Establish and maintain constant information exchange with family and appropriate community members about the child’s needs and care strategies.

6.4 Seek and gain family permission prior to consulting with others regarding the child.

6.5 Ensure communication occurs within a culturally and linguistically responsive framework.

6.6 Closely monitor new strategies and the impact of these on the child.

6.7 Identify and respond to any barriers to the strategies being implemented.
Chapter 1

Promote Inclusion

What Is Inclusion?
Ensure curriculum decisions are made with a view to promoting inclusion and participation of all children.

Inclusion refers to the idea that all children, regardless of their ability, background or circumstances are given the chance to play, learn and interact together. In Early Childhood education, the aim of creating an inclusive environment ensures that all children are supported, valued, and provided with equitable opportunity to access services and learning experiences.

When educators make curriculum decisions with the aim of inclusion, they base their decisions on what they know about each child and their strengths, needs, interests and abilities. They apply that knowledge to planned learning experiences, routines, interactions and the physical environment. It is important to keep in mind that the term ‘curriculum’ refers not only to specific planned activities, but to all of the planned and unplanned ‘interactions, experiences, routines and events’ that occur in the early learning setting (ACECQA, 2011, p. 203).

“There is nothing so unequal as the equal treatments of unequals” (Blanchard, 2000). Management Expert Kenneth Blanchard made this statement in relation to the management of staff. It acknowledges that we are all not the same. We all have a range of strengths and needs. Treating everyone the same is not equity!

This can be applied for children with additional needs. Each child should be respected as an individual and them and their family consulted about their individual strengths, needs and goals.
Inclusion means:

- Belonging and participating in a diverse society.
- It acknowledges that all children have the right to have access and benefit from programs.
- It also means that children are **given the extra support** and assistance they require to successfully participate in the program.

**What is an Inclusive Environment?**

An inclusive environment is one where everyone feels safe, secure and a sense of belonging. It is an environment where everyone’s culture is respected and celebrated. As educators, we can create an inclusive environment through our:

- Attitude
- Interactions
- Program
- Equipment
- Physical environment,
- Linking with the wider community
- Implementing the theoretical perspective of “Belonging, Being and Becoming”
- Implementing the principles and practices of EYLF
- Implementing diversity into all learning outcomes.
What Are ‘Additional Needs’?

Additional needs refer to the additional supports a person may require to gain and maintain access to daily experiences and learning. Additional needs may be permanent or temporary. These can include:

- Diagnosed disabilities e.g. Cerebral palsy, Down syndrome, Asperger’s etc.
- Children who have experienced or are experiencing trauma including:
  - Death of family members
  - Refugee background
  - Separation from parents
  - Domestic Violence
- Abuse or neglect
- Poverty
- Living out of home/Removal to foster care
- Indigenous children
- High support needs (refers to a high level of assistance and support required on a frequent or continual basis)
- Chronic illness
- Terminal illness
- Children from Culturally and Linguistically Diverse Backgrounds (CALD)
- Gifted or talented

Why Is Inclusion Important?

In the past, children with additional needs were often educated separately from other children. Often their abilities were greatly underestimated and they were denied access opportunities available to others in our society. A change in policy to inclusion has seen children with additional needs attending regular preschool and school environments, with educators providing additional support with amazing results.

It is during the Early Childhood years that we develop a strong sense of self. This is developed through our interactions with others. Providing an inclusive environment means:

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Chapter 2

Respect Diversity

Value Different Capacities and Abilities, and Respect Differences in Families’ Home Lives

Partnership with Families

Partnerships with families are important to holistically program for each individual child. It is even more helpful for children with challenging behaviour as it is important everyone works together.

In this partnership, the Educator and the parent are viewed as equal. Every family is viewed with a strength-based approach and the happenings and important events in a child’s home life are discussed and used to provide meaningful experiences.

This information is important as moving house can greatly affect a child’s behaviour. They may become ‘clingy’ by seeking reassurance and cuddles, they may show frustration by hitting others or they may enjoy the move and no changes will occur.

As a partnership, you will incorporate the parents’ goals for their child. A parent may express concern to you about their child’s shyness or recent withdrawal. Together you could work out the possible causes and strategies to support their child.
Showing respect for diversity means:

- Educators understand that children are born belonging to a culture influenced by traditional practices, heritage, ancestral knowledge, experiences, values and beliefs
- Educators honour these practices
- Respect means valuing and reflecting practices, values and beliefs in the curriculum
  - Diversity contributes to the value of our society
- Children seeing themselves in the curriculum and environment supports their learning and sense of selves as competent learners as well as fostering motivation to learn
- Educators address unfairness
- Provide opportunities to learn about similarities, differences, interdependence and how we can learn to live together (p13)

For example, a parent may tell you they are moving house. You may talk to them about providing experiences that will assist their child’s understanding about moving. These could include incorporating boxes in home corner, reading books about moving and reading maps of where the family will be moving to.

Do you remember Bronfenbrenner Ecological Systems Theory?
Children are influenced by their environment and children influence their environment, the impact is two-way.

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Chapter 3

Identify Children with Barriers to Learning

Investigate Child’s Barrier To Learning

A barrier to learning is defined as any barrier which prevents or hinders a child’s learning. This could include:

- Diagnosed or undiagnosed disability
- Medical conditions
- Hospital stays
- Geographical isolation
- Access to services including waiting lists
- Socio-economic situation
- Family situation
- Level of education, language and literacy
- Inconsistent care or access to services
- Stereotyping or fearful attitudes by others
- Discrimination by others
- Low sense of self
- Lack of self-confidence

One of the main barriers to learning is often other people’s attitudes and limited thinking. This includes having limiting expectations or generalised expectation for an individual child.

What is Stereotyping?
A stereotype is a widely held view which is believed about a person or group of people. It is a statement that sees everyone from that group being the same and the statement as being true. It is often fixed and oversimplified. Prejudice and stereotypes often work together. We can think of the stereotype and presume the person is going to look and act in a particular way.

What is Prejudice Or Bias?
Prejudice refers to attitudes or feelings that we have about a person or group of people. This bias can be positive or negative, conscious or non-conscious. It affects our behaviour towards this group of people or person. Our past experiences including our friends, family, media, schooling can all lead to us developing bias. Often these are statements we deem to be true even though they have not been challenged or maybe at times irrational.

Your Turn!
Consider the following barriers to learning and identify how these could affect a child’s development and learning. See table on the next page!

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We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

Want to know more?
Please see our recommended reading list for additional readings on this topic.

Happy Learning!
Resources Guide

Resources related to the topic:

Early Childhood Australia E Videos:

- Connecting with practice
  - Sandpit Play
  - Learning About negotiation in Play

Observing practice
- Working Together

Online Reading Resources:

- Education and Care Services National Law, Regulations and Standards [www.acecqa.gov.au]

Websites:

- ACECQA Australian Children’s Education and Care Quality Authority [www.acecqa.gov.au]

- Children Services Central [www.cscentral.org.au]

- Early Childhood Australia Association [www.earlychildhoodaustralia.org.au]
Recommended Reading


Mason-White, H. (2012). Learning from Good Practice: Implementing the Early Years Learning Framework for Aboriginal and Torres Strait Islander Children. SNAICC Secretariat of National Aboriginal and Islander Child Care (2012).


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