



CHCECE045, CHCECE046

# Behaviour and Inclusion

Assessor Guide

Assessment 2 of 2

Project



## Assessment Instructions

### Task overview

You will use critical reflection to explore inclusion and inclusive practices in early childhood education and care services.

There are 2 tasks:

Task 1: Critically reflect on your own knowledge of inclusion

Task 2: Critically reflect on services practices on inclusion

You will be required to access to:

- National Quality Framework for Early Childhood Education and Care:
  - Education and Care Service National Law and Regulations
  - National Quality Standard
  - The relevant approved learning framework.
- Early Childhood Australia Code of Ethics.
- UN Convention on the Rights of the Child.
- Human rights framework
- Anti-discrimination legislation

Service standards, policies, and procedures for:

- Educational program and practice
- Collaborative partnerships with families and communities
- Relationships with children

Access to Little.ly Early Learning Centre simulated online environment at [www.littlely.eduworks.com.au](http://www.littlely.eduworks.com.au), select 'Log in' and enter:

- Username: SOE
- Password: earlychildhood
- Little.ly standards, policies and procedures.

## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment

## TASK 1 – Critical reflection on inclusion


You are to use critical reflection to explore your own professional knowledge about inclusion and inclusive practices in early childhood education and care services. You will reflect on inclusive practice by researching regulatory and workplace documents and areas of service practice that support inclusion.

### Step 1: Research regulatory and workplace documents on inclusion

You are required to research the National Quality Framework, the Education and Care National Law and Regulations and National Standards requirements, human rights /anti-discrimination frameworks and service standards, policies, and procedures concerning inclusion.

You must:

- Research and summarise the National Quality Framework, the National Law and Regulations, National Quality Standards, and the approved learning framework concerning inclusion.
- You will also review and summarise the Early Childhood Code of Ethics, the UN Convention on the Rights of the Child, anti-discrimination legislation and human rights framework.
- Summarise the key details of the service standards, policies, and procedures that services have in place to promote inclusion and adopt inclusive practices.
  - Relationships with Children
  - Educational program and practice
  - Collaborative partnerships with families and communities
- Source the listed policies from Little.ly Early Learning Centre using the log-in details below, or you can use your workplace. In addition, you can use the Australian Children's Education and Care Quality Authority (ACECQA) resources by accessing their website: <https://www.acecqa.gov.au/resources/preparing-nqf-policies-and-procedures>. If you are using your place of work, ensure you have permission from the service before accessing policies and procedures.

|   |  |
|---|--|
|  | <p>Little.ly Early Learning Centre, a simulated childcare centre. Access information and policy and procedure documents associated with Little.ly.</p> <p>This can be done by logging in to the Educator Hub on Little.ly's <a href="#">website</a> with the following credentials:</p> <ul style="list-style-type: none"><li>• Username: SOE</li><li>• Password: earlychildhood</li></ul> |
|---|--|

### Step 2: Critically reflect on inclusion practices

- You will identify one (1) practice concerning each of the three (3) listed quality standards that support inclusion:
  - Educational Program and Practice
  - Relationships with Children
  - Collaborative Partnerships with Families and Communities.
- You will use critical reflection to closely examine aspects, events, and experiences from different perspectives concerning inclusion in the three (3) chosen areas based on the research carried out on legal and ethical requirements, NQF, anti-discrimination and service policies and procedures. You will identify recommendations for purposeful changes to practice to improve children's outcomes.
- You will outline three (3) methods to engage and collaborate with children in line with the service standards, policies, and procedures for Relationships with Children.

- You will reflect on the actions and feelings required to motivate change for the individual self, the team, and the service to encourage the adoption of inclusion and inclusive attitudes and practices through modelling and pro-active communication.
- You will reflect on how you can enhance your own professional and personal growth concerning inclusion by listing three (3) professional development opportunities.

# Task 1: Assessment marking criteria: Critical reflection on inclusion

**Assessor instructions:** All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is Not Yet Satisfactory (NYS) and requires resubmission.

|   |  | S | NYS |
|---|--|---|-----|
| <b>Step 1: Research regulatory and workplace documents on inclusion</b> |  |   |     |
| 1   | <p>Research and summarise the National Quality Framework, the National Law and Regulations, National Quality Standards, and the relevant approved learning framework concerning inclusion.</p> <p><b>Look for:</b></p> <p>Students will research and summarise the National Quality Framework and Regulations concerning inclusion, such as outlining the guiding principle that links to equity and inclusion and regulation 155 that promotes outcomes for all children. The student will summarise the National Quality Standards by outlining the 7 QA. The student will summarise the approved learning framework of either Early Years Learning Framework (ELYF) (for a workplace for 0–5-year-olds) or My Time, Our Place (MTOF) (for a workplace in school-aged care programs). The chosen learning framework will be selected as it applies to their placement/workplace/preferred work location.</p> <p>Responses will be in the student's own words and can include quotations from Frameworks, the Law, Regulations and learning framework. Responses will vary but will demonstrate an understanding of the National Quality Framework (Law and Regulations), the quality standards, and the relevant approved learning framework as they promote inclusion.</p> <p>A sample answer is provided in the Critical Reflection on Inclusion template.</p> |   |     |
| 2   | <p>Review and summarise the Early Childhood Code of Ethics, the UN Convention on the Rights of the Child, human rights framework, and anti-discrimination legislation.</p> <p><b>Look for:</b></p> <p>Students will review and summarise the Early Childhood Australia Code of Ethics, the UN Convention on the Rights of the Child, human rights framework, and anti-discrimination legislation.</p> <p>Responses will be in the student's own words and will vary but will demonstrate an understanding of legal and ethical considerations that impact practices concerning inclusion and informing inclusive practices.</p> <p>A sample answer is provided in the Critical Reflection on Inclusion template.</p>   |   |     |
| 3   | <p>Summarise key details of the service standards and policies, and procedures that services have in place to promote inclusion and adopt inclusive practices in the following policies:</p> <ul style="list-style-type: none"> <li>○ Educational program and practice</li> <li>○ Relationships with Children</li> <li>○ Collaborative partnerships with families and communities</li> </ul> <p><b>Look for:</b></p> <p>Students summarise the service standards, policies, and procedures for:</p>  |   |     |

|   |   |  |  |
|---|---|--|--|
|   | <ul style="list-style-type: none"> <li>○ Educational program and practice</li> <li>○ Relationships with children</li> <li>○ Collaborative partnerships with families and communities.</li> </ul> <p>The student can access the Little.ly Early Learning Centre, simulated service, health, and safety policies on the Little.ly website, ACECQA policies or source policies from their workplace/placement.</p> <p>Responses will be in the student's own words and will vary. The student can provide direct quotes from the policies that they access. The student will provide an overview of the standards, policies, and procedures in each of the quality areas.</p> <p>A sample answer is provided in the Critical Reflection on Inclusion template.</p>   |  |  |
| <b>Step 2 - Critically reflect on inclusion practices</b> |   |  |  |
| 4   | <p>Identify one (1) practice from each of the three (3) listed quality standards to critically reflect on how the practice will support inclusion:</p> <ul style="list-style-type: none"> <li>○ Educational Program and Practice</li> <li>○ Relationships with Children</li> <li>○ Collaborative Partnerships with Families and Communities.</li> </ul> <p>Look for:<br/>Students will identify and explain any one (1) practice that sits within each of the three (3) Quality Standards:</p> <ul style="list-style-type: none"> <li>○ Educational program and practice, for example, curriculum, intentional teaching, routines, and rituals.</li> <li>○ Relationships with children, for example, collaborative learning between peers, group projects or primary caregiving.</li> <li>○ Collaborative partnerships with families and communities include sharing documentation with families or opportunities for families to participate in the program.</li> </ul> <p>Responses will be in the student's own words. The student will identify one any (1) practice for each quality standard. Responses will vary, but the chosen practices will sit under each QA and relate to actions on inclusion and promoting inclusive practices.</p> <p>A sample answer is provided in the Critical Reflection on Inclusion template.</p> |  |  |
| 5   | <p>Use critical reflection to closely examine aspects, events, and experiences from different perspectives.</p> <p>The reflection will be based on research that has been conducted on inclusion in legal and ethical requirements, NQF, anti-discrimination and service policies and procedures in the three (3) chosen practices.</p> <p>Identify recommendations for purposeful changes to practice to improve children's outcomes.</p> <p>Look for:<br/>Students will use critical reflection to explore and examine the chosen three (3) practices from various perspectives, including legal and ethical frameworks they researched, policies and procedures, human rights frameworks, and anti-discrimination. The student will identify recommendations for purposeful changes to practices to improve outcomes for children.</p> <p>The responses will be in the student's own words. Responses will vary depending on the chosen practices, the student's level of experience, background, and beliefs; however, responses will provide a genuine reflection of the practices and</p>   |  |  |



|   |   |  |  |
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|   | <p>how they will impact inclusion and inclusive practices and will focus on building knowledge to improve inclusion practices.</p> <p>The assessor must be satisfied that the student has drawn upon regulatory documents and best practice documents to assist the critical reflection. The reflection supports inclusion, anti-discrimination laws, service standards, policies, and practices. The critical reflection will identify what worked and what could be improved. The focus will be on improving practices and identifying goals to achieve the improvements identified, e.g., seeking assistance to build skills in a lacking area.</p> <p>The assessor must be satisfied that the reflection provided would be expected to improve the educator's practices concerning inclusion and inclusive practices.</p> <p>A sample answer is provided in the Critical Reflection on Inclusion template.</p>  |  |  |
| 6 | <p>Outline three (3) methods to engage and collaborate with children in line with the service standards, policies, and procedures for Relationships with Children.</p> <p>Look for:<br/>Students will outline any three (3) methods for building relationships with children in line with service standards and policies and procedures for Relationships with Children when collaborating with children.<br/>Responses will be in the student's own words. Responses will vary depending on the details of the service standards and policies, and procedures for the service but will provide methods that can be assessed as effective in building engagement with children.</p> <p>A sample answer is provided in the Critical Reflection on Inclusion template.</p>  |  |  |
| 7 | <p>Reflect on actions and feelings required to motivate change for the individual self, the team, and the service to encourage the adoption of inclusion and inclusive attitudes and practices through modelling and pro-active communication.</p> <p>Look for:<br/>Students will critically reflect on actions and feelings required to motivate change for the student and the service team to encourage others to adopt inclusion and inclusive attitudes and practices. The student will include strategies such as modelling and pro-active communication to encourage others.<br/>The student will use their own words, and responses will vary. The reflection will provide a genuine review of the actions and feelings that can promote and encourage change in self and the team to adopt inclusion and inclusive attitudes and practices.<br/>The assessor must be satisfied that reflection would be expected by a reasonable person to improve practice concerning inclusion and inclusive practices.</p> <p>A sample answer is provided in the Critical Reflection on Inclusion template.</p> |  |  |
| 8 | <p>Reflect on how enhancing own professional and personal growth concerning inclusion by listing three (3) professional development opportunities.</p> <p>Look for:<br/>Students will reflect on opportunities and methods to enhance their own professional and personal growth about inclusion. The student will list any three (3) professional development opportunities that can be taken to enhance personal and professional growth. The student will use their own words, and responses will vary.<br/>The assessor must be satisfied that the development opportunities would lead to improvement in the student's knowledge, skills or attitudes on inclusion and inclusive practices.</p>  |  |  |



## Task 1 Attachments

### Critical Reflection on Inclusion Template

#### Critical Reflection on Inclusion

Research and summarise the National Quality Framework. Explain the National Quality Standards, regulations, and the approved learning framework concerning inclusion. (Approximate word count: 600-630 words)

For example:

#### **National Quality Framework (NQF) for Education and Care**

The National Quality Framework sets out a national approach to regulation, assessment, and quality improvement of children's services in childcare and out-of-school hours care in Australia. It is a national framework that includes the Education and Care Services National Law and the Education and Care Services National Regulations, National Quality standards, National approved learning frameworks and the assessment and ratings process. The National Law sets out national standards that services must follow when delivering support to children.

The framework has a guiding principle for equity, inclusion, and diversity:

The NQF recognises all children's capacity and right to succeed regardless of diverse circumstances, cultural backgrounds, and abilities. Inclusion is acknowledged as an approach where diversity is celebrated. It requires educators to hold high expectations for the learning and development of all children, recognising that every child treads an individual learning path and will progress in different and equally meaningful ways. In recognising each child's experience of learning and development, educators implement responsive, equitable, individualised opportunities and additional support if barriers to success are identified.

Source: ACECQA, 2018, p10, Guide to the National quality Framework, <https://www.acecqa.gov.au/sites/default/files/2022-05/Guide-to-the-NQF-220511-compressed.pdf>

#### **Regulations**

It contains national regulations for services in the education and care sector to meet when delivering services to children. It sets out the minimum operational requirements for services to meet against each of the seven quality areas.

In relation to inclusion:

Regulation 155 - Interactions with children

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

- a) encourages the children to express themselves and their opinions, and
- b) allows the children to undertake experiences that develop self-reliance and self-esteem, and
- c) maintains at all times the dignity and rights of each child; and
- d) gives each child positive guidance and encouragement toward acceptable behaviour; and
- e) has regard to the family and cultural values, age, physical and intellectual development and abilities of each child being educated and cared for by the service.

Source: NSW Legislation, 2021, Dec, Education and Care Services National Regulations (2011), [http://classic.austlii.edu.au/au/legis/nsw/consol\\_reg/eacsnr422/s155.html](http://classic.austlii.edu.au/au/legis/nsw/consol_reg/eacsnr422/s155.html)

#### **National Quality Standards (NQS)**

There are seven National Quality Standards that describe outcomes for children. They set benchmarks for services against 7 quality areas that are identified as important outcomes for children. The regulatory authority uses the NQS to assess and rate services. Once assessed, services receive a rating for each quality area and an overall rating based on these results. The standards are:

- QA1 Educational program and practice
- QA2 Children's health and safety
- QA3 Physical environment
- QA4 Staffing arrangements
- QA5 Relationships with children
- QA6 Collaborative partnerships with families and communities
- QA7 Governance and leadership

### Approved learning framework

Two frameworks are approved for children's services.

The approved learning framework for children from birth to 5 years old is called the Early Years Learning Framework (EYLF): Belonging, Being and Becoming. The approved learning framework for school-aged children using out-of-school hours care is called My Time, Our Place (MYOP).

They are a guide that provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood settings in developing their own, more detailed curriculum.

Services must base their programs on these frameworks. The framework aims to guide services when developing children's learning opportunities and outcomes. Programs must operate with a commitment to high expectations and equity. Educators committed to equity believe in all children's capacities to succeed, regardless of diverse circumstances and abilities.

There are five learning outcomes in each framework:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well-being
- Children are confident and involved learners
- Children are effective communicators

Source: AECEQA, 2018, *Belonging, Being and Becoming*, p3, [https://www.acecqa.gov.au/sites/default/files/2018-02/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

Review and summarise the Early Childhood Australia (ECA) Code of Ethics, the UN Convention on the Rights of the Child, human rights framework and anti-discrimination legislation. (Approximate word count: 500-520 words)

For example:

**Code of Ethics:** The ECA Code provides a framework that sound ethical practices in early childhood can be based. They set out what is ethical in practice and what is not. It provides educators with a tool to better recognise/reconsider how children, families and communities have rights, entitlements, and strengths. When educators follow the Code of Ethics, they can ensure that they are providing quality care.

The Code is specific to early childhood and provides service leadership with a sound set of requirements to ensure services to children, and their families are based on an agreed set of ethical standards. The following values and processes are considered central to the Code:

- respect
- democracy
- honesty
- integrity
- justice
- courage
- inclusivity

- social responsiveness
- cultural responsiveness.

**United Nations Convention on the Rights of the Child:** This treaty that has been ratified by many nations is a legally binding international convention. It sets out every child's civil, political, economic, social, health and cultural rights. Services must act in ways that uphold the rights of all children, including children with support needs due to cultural background, disability, or other aspects.

Article 23.3: Recognises the special needs of a disabled child, assistance extended under paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including their cultural and spiritual development

Article 24 (e): To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents.

Source: United Nations, 1989, Conventions of Rights of the Child, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

**Human rights:** The inherent value of each person is recognised. Rights are based on principles of dignity, equality, and mutual respect, which are shared across cultures, religions, and philosophies. The Universal Declaration of Human Rights, adopted by the United Nations (1948), sets out the basic rights and freedoms that apply to all people. The Australian Government has agreed to uphold and respect many of these human rights treaties. Services must act in ways that respect the human rights of all people cultural, regardless of cultural background, disability, or other aspects that can impact inclusion.

Source: Australian Human Rights Commission, ND, What are human rights? <https://humanrights.gov.au/about/what-are-human-rights>

**Anti-discrimination laws:** Australian and state and territory laws ensure that discrimination is unlawful in various areas of public life, including employment and education. Its sets out protected characteristics that must be respected. The legislation defines discrimination as actions that treat, or aim to treat, a person unfavourably due to a personal characteristic protected by the law (such as disability, gender, religious beliefs, race, etc.) This includes subjecting someone to bullying someone due to targeting a protected characteristic, e.g., race or religion. Services must implement practices that treat all people fairly, enhancing children's knowledge of anti-discrimination and treating all people equally and equitably.

Summarise key details of the service standards and policies, and procedures that services have in place to promote inclusion and adopt inclusive practices in the following policies:

- Educational program and practice
- Relationships with Children
- Collaborative partnerships with families and communities

[Approximate word count: 300-320 words]

For example:

#### **Educational Programs and Practices:**

- QA1 Educational program and practice encompass the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

Source: AECEAQ, 2018, A guide to the National Quality Framework, <https://www.acecqa.gov.au/sites/default/files/2019-07/Guide-to-the-NQF.pdf>

- The service develops a play-based and child-centred curriculum to enhance each child's learning, development, and well-being. Curriculums are based on professional judgements for the design and delivery methods of programs. Curriculum decisions are based on individual children's knowledge, development, skills, strengths, ideas, culture, interests, and abilities. The service uses the Planning Cycle to make curriculum decisions.
- The child's voice and their capacity to be decision-makers are acknowledged. Educators promote each child's agency to make choices and decisions that influence their world.
- Critical reflection occurs to review that the curriculum is organised and designed to maximise outcomes for the child.

#### Relationships with Children:

- QA5 Relationships with Children - Relationships with children are responsive and respectful and promote children's sense of security and belonging.
- The Service recognises that positive and secure relationships with educators provide an environment where children can learn, develop, and thrive. The relationships with the child are respectful and equitable. The relationships are also responsive. Educators are attuned to children and spend time building relationships with them.
- Educator's interactions with children are meaningful.
- The service recognises that each child has their own individual abilities and needs.

Source: AECEAQ, 2018, *A guide to the National Quality Framework*, <https://www.acecqa.gov.au/sites/default/files/2019-07/Guide-to-the-NQF.pdf>

#### Collaborative Partnerships with Families and Communities:

- QA6 Collaborative partnerships with families and communities - Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.

Source: AECEAQ, 2018, *A guide to the National Quality Framework*, <https://www.acecqa.gov.au/sites/default/files/2019-07/Guide-to-the-NQF.pdf>

- The service sees families and their primary partners in the care of children and respects the rights and responsibilities of families.
- The service is committed to genuine collaborative relationships with families where their knowledge and insight are valued. Communication opportunities to share and be involved in decision-making are promoted. The service provides information to families on policies, programs, child participation and community resources.

Identify one [1] practice from each of the three [3] listed quality standards to critically reflect on how the practice will support inclusion:

- Educational Program and Practice
- Relationships with Children
- Collaborative Partnerships with Families and Communities.

[Approximate word count: 250-300 words]

For example:

#### Educational Programs and Practices:

- A service has a morning ritual each day where they sit together and do a yarning circle. The yarning circle supports inclusion and anti-discrimination. All children are equally involved. The children pass around a talking stick and share something they are happy about for the day. The practice enhances children's knowledge of anti-discrimination by introducing rituals that acknowledge Aboriginal and Torres Strait Islander people.

#### Relationships with Children:

- A service focuses on children and the allocation of a primary caregiving educator. Each educator is responsive to children and ensures they have positive connections with other staff and children. This practice supports inclusion because no child will be 'left unnoticed' as

they focus on a specific and allocated educator as the primary caregiver. The educator also works in close partnership with the family, the child's first educator.

#### **Collaborative Partnerships with Families and Communities:**

- The service is committed to genuine collaborative relationships with families where their knowledge and insight are valued. Communication opportunities to share and be involved in decision-making are promoted. The service provides information to families on policies, programs, and child participation.
- A service has a program where they visit a local nursing home weekly to have a close relationship with the local community. It shows children that there are different kinds of people and provides a connectedness to the older generations. It also educates children on inclusion by exposing them to people with support needs, such as using wheelchairs and walkers and how different people have different mobility needs.

Critically reflect by closely examining aspects, events, and experiences from different perspectives concerning inclusion in the three (3) chosen areas. The reflection will be based on the research on legal and ethical requirements, NQF and QA, anti-discrimination and service policies and procedures. The reflection will identify recommendations for purposeful changes to practice to improve children's outcomes. [Approximate word count: 380-410 words]

For example:

I critically reflected on how well the three different practice areas in identified support inclusion. I reflected on the legal and ethical frameworks, NQF, QA and service standards and policies. I reviewed each practice against these frameworks, and I feel they are inclusive and will promote inclusion, especially visiting nursing homes and meeting other people with support needs.

I'm thinking about how the yarnning circle supports anti-discrimination of all people, such as minority groups. Concerning children, our work needs to ensure children are not discriminated against based on gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin. The yarnning circle relates to anti-discrimination laws. It is discriminatory to treat individuals unfavourably due to personal characteristics protected by law, such as disability, gender, religious beliefs, and race.

I reflected on possible changes that can be identified and recommended to educational programs and practices. I looked at introducing changes to routines, rituals, or the curriculum. It would be a great idea to enhance the experience and support inclusion further by introducing conversations about similarities and differences. I could also try to provide children opportunities to share their rituals from home. The practice of engaging with the community by visiting nursing homes can be extended. The current target is 4-5 years old, and I'm wondering now how this could expand. I decided that I could further enhance the experience and support inclusion by including the following:

- Taking babies to the nursing home too
- Including families in the project
- visiting other organisations such as disability organisations.

I identified recommendations for changes to the relationships with children practices by introducing a shared care approach, meeting with families more regularly and engaging with support professionals who work with a child with additional support needs. I could further enhance the experience and support inclusion. I could include a meeting with the primary caregiver and any associated professionals for children with disabilities. We could also share the observations of children to enhance the perspective of children.

I think the practice of open communication with families ensures that parents and educators really do work in partnership. I identified recommendations for changes to the relationships between families and communities practice by offering further opportunities to engage with families and the community and encouraging families to share their cultural backgrounds.

Outline three (3) methods to engage and collaborate with children in line with the service standards, policies, and procedures for Relationships with Children. [Approximate word count: 70-90 words]

For example:

- The educator spends time getting to know the child and uses effective interpersonal skills such as maintaining eye contact, smiling and affirming (valuing) the child's contributions.
- The educator uses the knowledge they have gathered about the child during interactors and planned experiences to connect with the child
- The educator builds a sense of belonging for the child by being responsive to their needs and attuned to their abilities.

Reflect on actions and feelings required to motivate change for the individual self, the team, and the service to encourage the adoption of inclusion and inclusive attitudes and practices through modelling and pro-active communication. [Approximate word count: 100-120 words]

For example:

The service recognises and responds to that children may experience to achieve educational success. They encourage educators to challenge practices, so they do not contribute to inequities. They will make curriculum decisions that promote the inclusion and participation of all children. Change can be achieved by developing an educator's professional knowledge and skills. In addition, they will work in close partnership with the children, their families, communities, other services, and agencies that are involved. Educators can be encouraged to strive to include equitable and effective ways to ensure every child has the opportunity to achieve learning outcomes.

It takes passion for the possible area of change and a commitment to want to do it. I think the team recognises that there are many opportunities for us to change, and it's about taking steps to change what we are doing. We can use methods such as coaching and mentoring to support educators adopting inclusive attitudes. Coaching can be used to communicate values and expectations concerning behaviour, checking what approaches the team are comfortable with being used, and asking what they will commit to doing next time. Mentoring techniques such as sharing information on techniques that have worked in the past, recommending books and videos to improve knowledge and practice, promoting consistency in the approach to behaviour support

Reflect on how enhancing own professional and personal growth concerning inclusion by listing three (3) professional development opportunities. [Approximate word count: 20-40 words]

For example:

Professional development opportunities to enhance personal and professional growth:

- Training about Reconciliation Action Plans
- Readings about disabilities and laws
- Webinars
- Visiting other services to learn more about their inclusion practices.





## Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

| Task 1   |                          |
|--|--------------------------|
| Complete Critical Reflection on Inclusion Template | <input type="checkbox"/> |

 **Congratulations, you have reached the end of Assessment 2!**

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