

How Inclusion Can Boost Your QIP

Did you know that engaging with the Inclusion Agency can Support your self-assessment process and help you meet or exceed National Quality Standard?

Professional conversations with your Inclusion Professional (IP) will support service leaders and educators to reflect and better understand current practice as well as identify service strengths.

Whilst creating your Strategic Inclusion Plan (SIP) you will be supported to not only critically reflect on your philosophy and community outreach practice, but also identify opportunities for improving quality outcomes for children, families and educators.

Here's how..



How a Strategic Inclusion Plan can Support your QIP

QA **1**

1.1.2 Child-centred:

Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

1.2.3 Child directed learning:

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

1.3.2 Critical reflection:

Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

The Strategic Inclusion Plan (SIP) will complement the educational programs and practices as it should outline clearly what educators will do to support children's learning and inclusion. Many of the strategies in a SIP will be child specific, meaning that they address how to support children's participation in the program. A SIP needs to be reviewed every 6-12 months by reflecting on the progress of the strategies and writing progress notes.

QA **2**

2.2.3 Child protection:

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect

The SIP is developed with all children in the care environment in mind, for funding purposes, vulnerable children with either a disability, developmental delay, serious medical needs, challenging behaviours or trauma related behaviours, will be attached and therefore benefit from additional support when required during their time in care.

QA **3**

3.1.1 Fit for purpose:

Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

3.2.1 Inclusive environment:

Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

The SIP will often consider the whole environment (inside and outside) and how it can be utilised to support children's learning style and inclusion with peers.

QA **4**

4.1.1 Organisation of educators:

The organisation of educators across the service supports children's learning and development.

The SIP is a tool to support educators with their practices with children and in most cases it will be a part of an application for funding. This funding will help the service employ an additional educator to reduce ratio and therefore have more opportunities to interact and support children's learning and inclusion.

QA **5**

5.1 Relationships between educators and children:

Respectful and equitable relationships are maintained with each child.

5.1.1 Positive educator to child interactions:

Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

Secure relationships between children and educators is the foundation to ensure all children feel safe and respected at childcare. The SIP will encourage positive relationships and interactions between educators and children in small groups, supporting children with ongoing high support needs with typically developing peers.

QA **6**

6.1.2 Parent views are respected:

The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

6.2.2 Access and participation:

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

When engaged with the Inclusion Agency and developing a SIP, relationships with parents and families are promoted. Working closely with families and in collaboration with Allied Health Professionals support a consistent approach to children's needs and strengths and their ongoing development.

QA **7**

7.1.1 Service philosophy and purpose:

A statement of philosophy guides all aspects of the service's operations.

7.2.1 Continuous improvement:

There is an effective self-assessment and quality improvement process in place.

The SIP, particularly the Service Profile, will reflect the philosophy and purpose of the service. The SIP will provide a tool for each care environment to reflect on the progress of strategies and actions and encourage continuous improvements across the site.

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