

Introduction

C&K provide responsive and inclusive educational programs for children from diverse and contemporary childhoods.

Educators who are committed to equity recognise that all children have the right to participate in inclusive early childhood settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being. They create inclusive learning environments and adopt flexible and informed practices, including making reasonable adjustments to optimise access, participation and engagement in learning.

Early Years Learning Framework 2022 (page 17)

C&K is committed to embedding the principles of equity, social justice, diversity, inclusion, and wellbeing, and strives to create positive and culturally safe environments for all children and families. This is achieved through building collaborative relationships with children, families, community, and external agencies/professionals.

At C&K, children are recognised and respected as powerful learners, thinkers, theorists, and active citizens, regardless of inclusion support needs.

At C&K, inclusive education is a responsibility of all employees regardless of position.

Guiding principles

Our commitment to inclusive education means we:

- Honour and uphold children's voices and rights.
- Embrace and celebrate the diversity of children, families, and communities.
- Work within legislation, regulations, and frameworks.
- Work collaboratively, valuing partnerships and family engagement.
- Are professional in our decision making, practice and leadership.
- Work within a behaviour support approach.
- Collaborate with others.
- Implement goals of anti-bias education.

Implementation

- Inclusive practice is solutions-focussed, strengths-based and influences many aspects of operations and teacher/educator practice, including:
 - Enrolment processes
 - Access and participation
 - Building and facilities
 - Equipment and resources
 - Curriculum development, implementation, and evaluation
 - Promotion and protection of children's health, safety, and wellbeing
 - Partnerships with children, families, carers, guardians, community, and other professionals
 - Commitment to reconciliation and the honouring of First Nations peoples
 - Continuing professional learning.
- C&K welcomes all children and families and will make reasonable adjustments to assist the meaningful participation of children with disability or who are experiencing barriers to learning.
- C&K will support staff to build their professional and local knowledge through professional development, community engagement and understanding of local contexts through [Australian Early Development Census](#) data.
- C&K will endeavor to work in transdisciplinary ways to build partnerships and models of practice that will provide increased support for children, families, educators, and other professionals. In collaboration with other professionals working with the same young child, teachers will formulate long-term and short-term goals to promote social, emotional, and academic progression by formulating individualised plans.
- C&K will create safe, well maintained, and adaptive environments that value and promote children's agency and active citizenship.
- C&K will lead and advocate for inclusion, diversity, and social justice.

Aim

Children and families from all social, cultural, community and family backgrounds, and of all identities and abilities will be able to:

- **be welcomed** at their local C&K centre.
- **learn together** in a safe and supportive environment that celebrates diversity.
- **engage** in culturally responsive, differentiated learning through evidence-based activities and tailored programs that meet their learning and developmental needs.
- **grow and develop** and enjoy positive transitions from home to early learning, kindergarten and to school.

Definitions

Anti-bias education respects and embraces differences and acts against bias and unfairness. Anti-bias education challenges and confronts bias to support children and adults in responding to diversity.

C&K's Behaviour Support Approach is integral to our curriculum and reflects contemporary perspectives relating to guiding and supporting children's behaviour. A support approach to behaviour helps children to develop socially and emotionally within a learning community. Children learn to care for themselves and act co-operatively and with kindness towards others, to support relationships and program participation.

Inclusive education involves creating a learning environment that is accessible to all, where there is a sense of belonging, and where all children can fully participate and succeed. Teaching and learning strategies are adjusted to meet children's individual needs. Inclusive education ensures all children learn and interact in early learning programs that acknowledge individual strengths and interests.

Adjusted and/or additional support, education and/or care may be required to support **diverse needs** such as:

- disability or impairment
- a gift or talent
- medical condition, illness, disease, or disorder
- psychiatric condition, illness, disease, or disorder
- a learning or developmental difficulty or disorder
- a culturally and/or linguistically diverse background
- being at risk or need of protection from harm, and family, social or environmental circumstances (e.g., grief and trauma).

Reasonable adjustments are the measures or actions taken by approved providers and teachers/educators to assist the meaningful participation of children with disabilities or who are experiencing barriers to learning.

Transdisciplinary practice integrates the expertise and experience from several different and related professional disciplines to benefit children. The collective team contributes their knowledge and skills, and determines appropriate goals, strategies and learning outcomes for children when onsite or through collaborative communication and consultation.

Legislation and standards

C&K will comply with relevant legislation, standards, funding, and contractual obligations, including:

- *Anti-Discrimination Act 1991*
- *Commonwealth Disability Discrimination Act 1992 and Amendments 2009*
- *Disability Standards for Education 2005*
- *Education and Care Services National Law and Regulations 2011*
- *The Child Protection Act 1999 and the Commission for Children and Young People and Child Guardian Act 2000*
- *United Nations Convention on the Rights of the Child (1990)*
- *Early Childhood Australia's Code of Ethics (2016)*
- *Early Childhood Australia's Statement on the Inclusion of every child in early childhood education and care (2016)*
- *Early Childhood Intervention Australia - Practice Frameworks*
- *C&K Listening and Learning Together Curriculum Approach*
- *Queensland Kindergarten Learning Guidelines*
- *Early Years Learning Framework*

Legislative requirements for provision of an inclusive education policy

Section 301	National Regulations- requirements and standards about inclusion policies
Reg 155	Interactions with children
Reg 168	Education and care services must have policies and procedures
Reg 170	Policies and procedures to be followed
Reg 171	Policies and procedures to be kept available

References

- QLD Curriculum & Assessment Authority (2018) - [Queensland Kindergarten Learning Guideline](#)
- QLD Government - [Inclusion for service providers](#)
- Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.