

Inclusion in Family Day Care settings: Reflection questions

Supporting resource for Webinar 7: Inclusion in Family Day Care services.



"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."

Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, p. 17

Inclusion in Family Day Care settings

In the *Statement on the inclusion of every child in early childhood education and care* (2016), Early Childhood Australia state "Inclusion means that every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs" (p.2). This concept of inclusion is likely to be familiar to you because equity, inclusion and diversity underpin the National Quality Framework, under which Family Day Care (FDC) services in Australia operate. When thinking specifically about children with disability or developmental delay, FDC settings are unique settings that offer families benefits such as small mixed-age groupings and a single educator who is responsive to each child's strengths and needs. For these reasons FDC settings may be a setting of choice for families of young children with disability or developmental delay.

Questions to guide critical reflection

After the webinar, you may have questions about how the content could apply to your practice. Write these down so you can reflect on them and seek input from families and colleagues.

The following questions and prompts may also be useful in guiding your personal and team reflection on the practices that may either support or act as barriers to inclusion at your service.

1. What support does your FDC service offer children with disability or developmental delay and their families?	Reflections	Actions
<p>What is unique about the FDC setting as opposed to centre-based early childhood education and care settings?</p> <p>How do the unique features of your service context support children with disability or developmental delays and their families?</p> <p>How is your service responsive to individual children's and families' strengths?</p> <p>If you were a parent of a child with a disability or developmental delay and visited one of your service's FDC settings, what would appeal to you about this setting?</p>		

1. What support does your FDC service offer children with disability or developmental delay and their families?	Reflections	Actions
<p>What strategies and or supports can you put in place before the child commences in your FDC service?</p> <p>How can you celebrate, highlight or 'showcase' what your service offers to families of children with disability or developmental delay (e.g., in your service philosophy, policies, procedures, newsletters, website etc.)?</p>		
2. Who can be part of your 'team' to support inclusion within your FDC service and what support can they offer?	Reflections	Actions
<p>Thinking about your FDC service, who are all the people who are the 'team around' each FDC educator?</p> <p>How do you ensure that the 'team around' each child (e.g., family, allied health professionals working with the child) is included in the 'team around' each FDC educator?</p>		

2. Who can be part of your 'team' to support inclusion within your FDC service and what support can they offer?	Reflections	Actions
<p>How can these people support inclusion within each FDC setting (e.g., provide a new perspective on barriers and potential solutions to these, share previous experiences, provide access to professional development or resources, provide emotional support.)?</p> <p>How can you develop a process for support and information sharing between FDC educators within your service/scheme to support inclusion within your FDC service?</p> <p>How are FDC educators supported to work with families to identify and build upon children's strengths? What benefits would this provide when working with a child with a disability or developmental delay?</p>		

3. How do your current policies and procedures support inclusion?	Reflections	Actions
<p>What do your policies and procedures say about inclusion?</p> <p>In what ways does your service/scheme communicate a commitment to inclusion, for example, through the statement of philosophy, policies, procedures, staff Code of Conduct?</p> <p>How does the daily practice in your service/scheme reflect what is written about inclusion in your philosophy, policies, or procedures?</p>		

Further questions and notes