

# Inclusion in Outside of School Hours Care services: Reflection questions

Supporting resource for Webinar 6: Inclusion in OSHC services.



"Educators who are committed to equity recognise that **all children and young people** have the **right to participate** in inclusive education and care, regardless of their circumstances, strengths, 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 the program."

My Time Our Place, Framework for School Age Care In Australia, V2.0, p. 16

## Inclusion in Outside of School Hours Care Services

Inclusion is likely to be a word that you are familiar with because **equity, inclusion** and **diversity** underpin the National Quality Framework, under which every Outside of School Hours Care (OSHC) service in Australia operates. In the approved learning framework for school age care, My Time Our Place, inclusion is defined as involving taking into account all children's social, cultural and linguistic diversity with the intent of ensuring that all children's experiences are recognised and valued. All children should have equitable access to resources and participation and opportunities to demonstrate their learning and to value difference. When considering what inclusion should look like in practice, all children, including those with disability and developmental delay, should have (1) **access** to OSHC services, (2) be supported to **participate** and engage in OSHC, which will lead to (3) positive **outcomes**.

## 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. How do your service's current policies and procedures support inclusion?	Reflections	Actions
<p>What do your service's policies and procedures say about inclusion?</p> <p>In what ways does your organisation communicate a commitment to inclusion, for example, through the service's statement of philosophy, policies, procedures, staff Code of Conduct?</p> <p>When developing or reviewing policies and procedures, how do you ensure that you have included the perspectives of families, children and the community?</p> <p>How does the daily practice in your service reflect what is written about inclusion in your service philosophy, policies or procedures?</p>		

1. How do your service's current policies and procedures support inclusion?	Reflections	Actions
<p>How do you ensure that service policies are known, understood and implemented by all staff?</p> <p><i>Hint- this ACECQA document might help to guide your actions in this area <a href="https://www.acecqa.gov.au/sites/default/files/2022-11/13-Six-steps-staff-policies-procedures-v3.pdf">https://www.acecqa.gov.au/sites/default/files/2022-11/13-Six-steps-staff-policies-procedures-v3.pdf</a></i></p>		
2. How can you work as a team to overcome potential barriers to inclusion?	Reflections	Actions
<p>Within your service or the school community, identify people that have had experience working with children or young people with disability or developmental delays before. How can you support these people to share their experience?</p> <p>How can you develop a process for support and information sharing within your OSHC team?</p>		

2. How can you work as a team to overcome potential barriers to inclusion?	Reflections	Actions
<p>How can you ensure that all OSHC team members feel confident to ask questions or seek support about inclusive practices at your service?</p> <p>How are families encouraged to share the strengths and achievements of their children and young people with the team at your service?</p> <p>How do you celebrate the diversity of people, including educators, children and young people, and families, within your OSHC service?</p>		

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## Further questions and notes