

RESOURCES FOR INCLUSION

The Kindergarten Inclusion Support (KIS) Program contributes to the provision of a quality kindergarten program. The KIS Program focuses on enhancing a kindergarten's capacity to provide a program that is responsive to the individual abilities, interests and needs of children with a disability and ongoing high support needs in an inclusive kindergarten environment.

There is a wide variety of resources available to kindergartens to support implementation of inclusive practice.

COMMUNITY RESOURCES

Many people in the community can support kindergartens to develop an inclusive program. These include:

- Early childhood teachers
 - Learn from and share ideas with other educators in the kindergarten or in other local services. They can offer ideas from their experiences in developing an inclusive program. What steps did they take? What were the challenges?
- Families of children in the program*
 - Families provide essential information on their children, their interests, abilities and support needs. Engaging with and involving parents in planning for their child is essential in developing an inclusive program.
- Early Childhood Intervention (ECI) Professionals
 - ECI Professionals are key sources of information and advice related to support the learning and development of

children with a disability or developmental delay. Early childhood teachers should seek to collaborate with ECI professionals supporting the child and their family.

- Other specialist or professionals supporting a child's development
 - Medical or allied health professionals may also provide information and advice to support program planning.
- Kindergarten management e.g. early years manager, committee
 - Management supports the kindergarten through development and implementation of inclusive philosophies, policies and processes.
- Local government
 - Local government functions that provide child, family and community services offer a range of support and assistance to local service providers
- Preschool Field Officers (PSFO)
 - PSFOs provide assistance to kindergarten program staff to support the access and meaningful participation of children with additional needs.

MATERIAL RESOURCES

Policies and standards

The Victorian Early Years Learning and Development Framework (VEYLDF) supports all early childhood professionals to work together and with families to achieve common outcomes for all children. The

VEYLDF includes a set of practice principles that underpin early childhood education, care and support in Victoria. The Framework is available at:

<http://www.education.vic.gov.au/childhood/professionals/edcare/pages/profresource.aspx>

The National Quality Framework (NQF) and Standards aim to drive improvements in the quality of early education and care services. The NQF is available at:

<http://www.acecqa.gov.au/national-quality-framework>.

The *Disability Standards for Education 2005* outline the legal obligations for education under the *Disability Discrimination Act 1992*. This legislation ensures the right of every child who experiences disability to education on the same basis as children without disabilities. This includes early childhood education settings such as kindergartens. More information is available at:

<http://resource.dse.theeducationinstitute.edu.au>

Books

There are a range of books available to support understanding of and development of an inclusive program.

The following books are specifically relevant to the Victorian early childhood context:

- 'A Piece Of Cake? Linking inclusive practice to the EYLF and the VEYLDF' by Anne Stonehouse with Clare Boschetti.
- 'Participating and belonging: inclusion in practice' published by Early Childhood Intervention Inclusion.

Online resources

Early Abilities Based Learning and Education Support (ABLES) is an online assessment tool to assist early childhood teachers provide a more tailored learning experience for children with disabilities or developmental delay. Other modules to assist early childhood professionals develop their practice

include 'Continuity of learning' and 'Including children on the autism spectrum in the early years' and are available at:

<https://www.education.vic.gov.au/childhood/professionals/profdev/Pages/disabilitytraining.aspx>

There is also a broad range of information available online that is relevant to the Australian and Victorian early years context.

Talk to your professional networks to identify which of these are relevant to you and your current needs.

PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development and training that focus on inclusive practices is provided through various avenues.

The Bastow Institute of Educational Leadership offers leadership development courses, events and resources that are designed to build the capacity of leaders in early childhood settings and schools.

More information on the Bastow Institute of Educational Leadership is available at:

<http://www.education.vic.gov.au/childhood/professionals/profdev/Pages/leadership.aspx>

Peak bodies, such as Early Learning Association Australia (ELAA) and Early Childhood Intervention Australia (ECIA) are able to provide a variety of resources, professional development and training in regards to disability and developmental delay in the early years.

FOR MORE INFORMATION ON THE KIS PROGRAM VISIT

<https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kinderinclusion.aspx>

* In the context of this fact sheet, family may refer to biological, adoptive or step parents, siblings, grandparents or other extended family members, foster carers or other legal guardians of the child with a disability or developmental delay.