

IMPLEMENTING HIGH QUALITY INCLUSIVE PRACTICES IN ECEC

Using the Pyramid Model



PROMOTION AND AFFIRMATION OF INDIVIDUAL DIFFERENCES

Personnel promote acceptance and appreciation of children's individual differences and their varying abilities, with a focus on children's strengths and contributions to an enjoyable, engaging and positive learning environment.



FAMILY PARTNERSHIPS

Personnel develop authentic and culturally responsive relationships with families that involve daily communication about children's learning and development and frequent celebrations of the child. Families have multiple and varied opportunities to provide input into their child's learning and supports.

SOCIAL EMOTIONAL LEARNING AND DEVELOPMENT

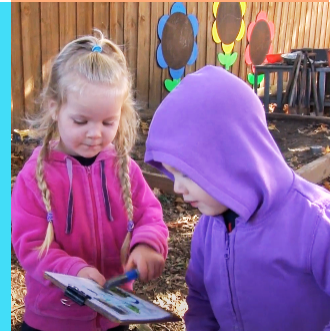
Personnel foster positive and culturally responsive adult-child relationships, establish predictable routines, and intentionally teach a range of social emotional skills.



PYRAMID MODEL AUSTRALIA

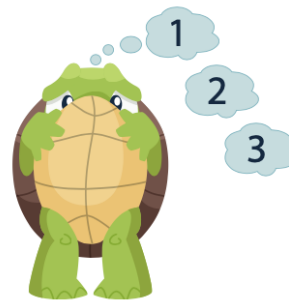
MEANINGFUL INTERACTIONS WITH PEERS

Personnel use various strategies to promote interactions between children. This includes organising the environment for positive social interaction and teaching specific social skills that promote peer interactions among all children.



CURRICULUM

Personnel develop, modify, and implement teaching plans that optimise the amount of time children with disabilities spend engaged in activities, such as small and large group play, and other routines, such as arrival, snack and across all domains of learning.

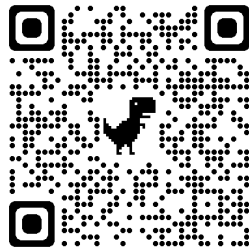


INSTRUCTION

Personnel use child-led, culturally responsive, embedded, evidence-based and data-driven instruction during naturally occurring routines, to provide children with sufficient opportunities to learn the skills that the team, including the family, has identified as important. Instructional supports, are individualised and effective.

COLLABORATIVE TEAMING

Personnel demonstrate dispositions consistent with positive communication and collaboration, such as flexibility, and coachability, with team members including visiting professionals, and families to gather and share information, review data, plan, implement and embed instructional supports and adaptations.



More on Inclusion & The Pyramid Model

ASSESSMENT

Personnel use ongoing observation and authentic assessment practices that span all areas of development and are culturally responsive, non-biased, and in children's primary languages, to understand children's learning and development. Data about individual children's learning are monitored and inform the use of adaptations.



CULTURALLY RESPONSIVE AND IDENTITY AFFIRMING PRACTICES

Personnel use culturally responsive and identity affirming practices by:

1. recognising diversity in their environment
2. recognising the intersecting diversities of children and families in their care.



3. demonstrating an awareness of implicit and explicit biases as they relate to their teaching

4. developing relationships with children with disabilities and families in their care, and

5. providing learning experiences that are aligned with children's cultural and familial norms.