

Reflections on Inclusion¹

Reflective practice is a state of mind, an ongoing attitude to life and work²

A. An Inclusive Culture

A	Reflections
1	All children are welcome.
2	All children are valued.
3	A focus is placed on promoting respectful interactions.
4	There are high expectations for all children.
5	Partnership with parents is actively promoted.
6	Difference is acknowledged and celebrated.
7	The environment accommodates the needs of all children.
8	All policies are inclusive policies.

B. Inclusive Practice

B	Reflections
1	Transitioning to and from the setting is a positive experience for children, families and staff.
2	Support for children with additional needs is co-ordinated
3	Staff members are encouraged to avail of continuing professional development opportunities
4	All staff are aware of their roles and responsibilities in relation to the promotion of inclusive practice
5	The expertise of staff is acknowledged and utilised

C. An Inclusive Pedagogy

C	Reflections
1	Children's experiences are planned with the needs of all children in mind.
2	Strategies are in place to promote the participation of all children in learning.
3	A range of appropriate pedagogical approaches is used to support the holistic development of all children.
4	Play and playful learning are key features of practice for all children.
5	All children's communication and interaction are promoted.
6	All children's views are valued and responded to.
7	Early identification of children who require additional support is central to practice.
8	A variety of approaches to observation, recording and assessment is in place.
9	Early years educators plan, do, and review in partnership.
10	Positive relationships are understood and nurtured.
11	Children's specific assessed needs are understood as 'signposts' that support children's learning and development.
12	External assistance is elicited where required to support the setting in meeting children's additional needs.

¹ Compiled with reference to: National Council for Curriculum and Assessment (NCCA) (2009) *Aistear: The early childhood curriculum framework*, Dublin: National Council for Curriculum and Assessment; Department of Children and Youth Affairs (DCYA) (2016) Department of Children and Youth Affairs (2016) *Diversity, equality and inclusion charter and guidelines for early childhood care and education*, available at: <http://www.preschoolaccess.ie/wp-content/uploads/2016/06/Diversity-Equality-and-Inclusion-Charter-and-Guidelines-for-Early-Childhood-Care-Education.pdf> [Accessed on Monday 26th September 2016]; Daly P., Ring, E., and Wall, E. (eds) (2017), *Autism from the inside out*, Bern: Peter Lang [In press].

² Bolton, G. (2014) *Reflective Practice*, 4th ed., London: Sage, p.