



Australian Children's
Education & Care
Quality Authority

Team Meeting Package

Disability Discrimination Act 1992

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Purpose of this resource



ACECQA acknowledges the Gadigal peoples, the Traditional Owners and Custodians of the Lands on which ACECQA is located. We also acknowledge and extend our respects to Elders, past and present, and all Aboriginal and Torres Strait Islander peoples of all Lands across Australia. We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia, including their role in the education and care of children. We recognise the rich and diverse cultures of Aboriginal and Torres Strait Islander peoples, and the valuable contribution this diversity brings.

What is the Team Meeting Package?

This package can help your team to:

- understand your obligations under the *Disability Discrimination Act 1992* (DDA)
- reflect on your understanding of disability discrimination
- unpack how reasonable adjustments can reduce barriers to access, participation and inclusion
- focus on developing an inclusive service philosophy
- connect with other resources to support you to include children with disability.








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Purpose of this resource







What is in this resource







The Team Meeting Package has 6 session cards. Each session takes approximately 30 minutes but can be split up if needed. Each session is designed to be delivered in a team meeting style setting so the staff team can participate, contribute and learn together.

A facilitator guide is provided to support the delivery of each session. You can download and print each session on separate pages for ease of use. Sessions include the following icons to support you in facilitating the session activities.

Icons	What they mean
	Resources needed: This lets you know what resources or materials are needed to complete each session.
	Time needed: This indicates the approximate time each session will take so you can plan how to include the sessions in your meetings.
	Know: This includes the main points or concepts that will be covered in each session.
	Think: This includes reflection questions for you to think about as a team and/or individually.
	Do: This provides some possible next steps for the team based on the reflection questions and discussion.
	Spotlight on practice: This highlights the focal point of the session.
	Further questions for reflection: This provides some additional reflective questions for team members to consider outside of the session.



 <p>Resources</p>	<ul style="list-style-type: none"> • Facilitator guide • Resource A – What is disability? • Resource B – Child profiles • Refer to the Glossary on page 73 for information about different types of disability, discrimination and barriers • Computer, phone or smart device • Pen and paper
 <p>Key points</p>  <p>Know</p>	<ul style="list-style-type: none"> • The DDA is a law that protects people from discrimination based on disability. • The DDA is not new, and all children’s education and care services (including family day care) must comply with the DDA. • Disability is defined broadly in the DDA and does not rely on a formal diagnosis of disability.
 <p>Subtopics</p>	<ul style="list-style-type: none"> • What is the DDA? • What is disability under the DDA? • Why do I need to know about the DDA?
 <p>Provocation</p>	<ul style="list-style-type: none"> • Video provocation that can be viewed on computer, phone or smart device. Why Johnny Doesn’t Flap NT is OK! Presented by Brenda Sewell https://www.youtube.com/watch?v=GRBbdEk9WQk
 <p>Spotlight</p>	<p>Disability under the DDA does not rely on a formal diagnosis.</p>

 <p>Activities</p>  <p>Think</p>	<p>Read the description of disability as outlined in the DDA. (Session 1: Resource A)</p> <p>Reflect as a team</p> <p>Think about your understanding and view of disability:</p> <ul style="list-style-type: none"> • Were you surprised by anything in the description of disability in the DDA? • How does your understanding of disability influence your practice? • How can we ensure we meet our obligations under the DDA? <p>Is this disability under the DDA?</p> <p>Consider the 6 child profiles and decide whether they would be considered a disability under the DDA. (Session 1: Resource B)</p>
 <p>Extension</p>  <p>Do</p>	<p>Next steps</p> <p>Review your service enrolment policy to reflect on how it ensures children with disability have the same opportunity for access and enrolment as children without disability. If not, look at what adjustments you make to ensure your service meets the rights of children with disability.</p>
 <p>Link to resources</p>	<p>DDA information sheet.</p>
 <p>Further information</p>	<p><i>Disability Discrimination Act 1992 (DDA)</i> https://www.legislation.gov.au/Details/C2018C00125</p> <p>Inclusion Support Program (ISP) Inclusion Support Program - Department of Education, Australian Government (dese.gov.au): https://www.dese.gov.au/child-care-package/child-care-safety-net/inclusion-support-program.</p> <p>The Australian Government-funded ISP is available to all children’s education and care services that are eligible to receive the Child Care Subsidy (CCS). The ISP provides free, tailored inclusion support to build the capacity and capability of educators to address participation barriers for all children by implementing quality inclusive practices.</p> <p>You can find your local inclusion support program by entering the term inclusion support program and your state or territory, into your <i>search</i> engine.</p> <p>Early Years Connect DDA Information Sheet https://earlychildhood.qld.gov.au/earlyYears/Documents/info-sheet-3-disability-discrimination-act-1992-Cwlth.pdf#search=DDA</p>



What is the *Disability Discrimination Act 1992 (DDA)*?

The DDA is a law that protects people from discrimination based on disability. The DDA makes it unlawful to discriminate on the ground of the person’s disability. This includes discrimination that occurs in the context of accessing and participating in children’s education and care services.

All children’s education and care services (including family day care) must comply with the DDA.

What is disability?

Disability is defined broadly in the DDA and does not rely on a formal diagnosis of disability. Disability can be visible or non-visible. Some people are born with disability, others may acquire a disability during their lives. Disability in relation to the DDA includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and

- learning disabilities,
- physical disfigurement.

The Act covers disabilities that people have now, had in the past, may have in the future or which they are believed to have’. For more information visit the Australian Human Rights Commission disability discrimination web page (<https://humanrights.gov.au/our-work/disability-rights/know-your-rights-disability-discrimination>).

Child profiles

Christopher

Christopher is 4 years old and has attended the service since he was 12 months old. Christopher was slow to develop his verbal language skills and still prefers to use a combination of words and gestures to communicate with others. Christopher prefers to play by himself, he often has difficulty engaging with his peers and can become frustrated when trying to communicate with others.

Supriya

Supriya finds it difficult to sit through group experiences with the other children. She becomes anxious when asked to sit in a group and will often refuse to participate because she doesn't like others sitting close to her. If Supriya does choose to participate, she can quickly become agitated if her peers get too close and will respond by trying to push them away. Supriya is currently undergoing an assessment from a paediatrician.

Krista

Krista attends the service 5 days a week and is always excited to participate in activities within the environment. Krista sometimes takes longer than her peers to complete an experience or task because she has low vision in her left eye. Krista wears glasses to protect her right eye, however this does not impact Krista's level of engagement.

Jessica

Jessica has not been engaging in experiences in the service, and often appears to be tired and lacking energy. Jessica often asks to have a nap during the day. Jessica's parents have a new baby and they are also in the process of moving to a new house which is disrupting her usual routine at home.

Adil

Adil started at the service a few weeks ago. He has recently moved to Australia with his family from Lebanon. He has settled in well but finds it difficult to communicate his needs to educators and peers as he speaks in his home language of Arabic. Adil will sometimes push others or call out loudly to get their attention. The family do not want educators to use any key words in Arabic as they think it will stop Adil from learning English.

Estelle

Estelle has recently enrolled in the Outside School Hours Care (OSHC) service. Estelle has been demonstrating some challenges in coordinating her movements. She appears to stumble and trip quite easily and this can impact on her ability to participate in experiences. Estelle's educators have been documenting their observations and feel that Estelle may have a motor or visual disability. The educators have spoken to Estelle's family about what they have observed, however the family is not concerned.

Session 1:

Know the *Disability Discrimination Act 1992* (DDA) - Facilitator Guide



Know

Background information

The DDA is not new, in fact it the Act has been in effect for over 25 years.

The DDA aims to promote equal access and opportunity for people with disability in areas of public life. The DDA makes it unlawful to discriminate against a person because of disability, including when accessing and participating in children's education and care services.

All children's education and care services (including Family Day care) must comply with the DDA.

The definition of disability under the DDA is broader than in other areas such as inclusion funding or the National Disability Insurance Scheme (NDIS), and a formal diagnosis is not required to be protected under the Act.

Session 1: Know about the DDA

This session will support the team to answer the following questions:

- What is the DDA?
- What is disability under the DDA?
- Why do I need to know about the DDA?

Provocation:

Why Johnny Doesn't Flap NT is OK! Presented by Brenda Sewell

<https://www.youtube.com/watch?v=GRBbdEk9WQk>.

Background information

Authors, Clay Morton and Gail Morton, have written this book from the perspective of a child with autism.

The book challenges ideas of neurological difference through viewing the friendship of 2 children through the eyes of a child who is on the autism spectrum.

Following the provocation clip, ask the team the following questions as a quick debrief:

- Is there anything that surprised you in the clip?
- Do you have any thoughts or comments to share with the team after watching the clip?

Description of disability (Session 1: Resource A)

Ask the team to read the description of disability.

Ask the following questions:

- Were you surprised by anything in the description of disability?
- Was there anything in the definition that you didn't understand or aren't sure about?

Background information

What is imputed disability?

An imputed disability is where, based on their professional judgement, educators reasonably believe a child or person may have an undiagnosed disability that is impacting on their participation and learning.

Potential future disability

A child may have a diagnosis of a medical or genetic disorder that will result in deterioration of a child's motor skills over time. You cannot discriminate based on barriers that may need to be addressed in the future.

Past disability

A person applied for a role in your service and mentions that they previously had post-traumatic stress disorder. You cannot discriminate against this person in your employment process because of a past disability or condition.



Spotlight on practice: Disability under the DDA does not rely on a formal diagnosis.



Think

Is this a disability under the DDA? (Session 1: Resource B)

As a team, look at the 6 child profiles and decide whether each profile would be considered a disability under the DDA. If you have a large team, divide them into groups and give them 1 or 2 profiles each to consider. If you have a small team, you could consider the profiles together as a whole group.

Answers

The following table gives the correct answers and a brief explanation of why they are, or are not, a disability under the DDA.

Child profile	Does this child have a disability under the DDA?
<p>Christopher</p> <p>Christopher is considered to have a disability under the DDA</p>	<p>Although this is not formally diagnosed, educators believe that Christopher may have a language delay or social communication disorder that impacts on his participation at the service.</p>
<p>Krista</p> <p>Krista is considered to have a disability under the DDA</p>	<p>Krista has a visual impairment and although this is not having a significant impact on her participation, she is considered to have a disability under the DDA.</p>
<p>Adil</p> <p>Adil is not considered to have a disability under the DDA</p>	<p>Adil is going through the process of learning a new language and although he is exhibiting some physical behaviours towards his peers, this should reduce as he learns English and is able to communicate with others.</p>
<p>Supriya</p> <p>Supriya is considered to have a disability under the DDA</p>	<p>Supriya is currently undergoing assessment and is demonstrating some social/emotional challenges, which are impacting on her ability to participate at the service.</p>
<p>Estelle</p> <p>Estelle is considered to have a disability under the DDA</p>	<p>Educators believe that Estelle may have a motor or visual disability that is impacting on her participation. Although Estelle's family are not concerned, the educators have reasonable grounds to believe that Estelle has a disability and she is therefore covered under the DDA.</p> <p>It is important to note that educators have a responsibility to share the information and observations about children's development, but are not qualified to make a diagnosis.</p>
<p>Jessica</p> <p>Jessica is not considered to have a disability under the DDA</p>	<p>Although Jessica is being impacted by changes at home, including lack of sleep, and educators may choose to provide some additional support to her during this time, this is not viewed as a disability under the DDA.</p>

Ask your team the following questions:

- Are there any children currently enrolled at our service who might fit under the DDA description of disability?
- How does the description of disability under the DDA impact the way we consider who is covered under the Act?

**Next steps: Review the enrolment policy at your service**

Enrolment policies can be the first place where children with disability and their families can experience discrimination, either intentionally or unintentionally.

Reviewing your service enrolment policy as a team helps you to draw on the different experiences and perspectives in the group. Inviting families who have a lived experience of disability to review your enrolment policy will provide insight into issues of access and participation that you might not have thought of.

Ask the team to read your service's enrolment policy and consider the following:

- Reflecting on the child profiles of Christopher, Krista, Supriya, and Estelle, who are considered to have a disability under the DDA, can you see any barriers in your current policy that may make full access or participation challenging for them?
- Discuss adjustment ideas that could be made to enable children with disability to have the same opportunities for access and participation as their peers at your service.
- Consider if your enrolment policy limits participation of children by established policies, for example, by requiring certain levels of self care.

If there are any families in your service with a lived experience of disability, ask them to review your policy to see if they can suggest any other changes that could be made to enable full access and participation for children with disability. If there are currently no families in your service with this experience, think about the community partnerships you have that may be able to assist you.





Reviewing your policy will help you consider if it is unintentionally discriminating against children with disability.








Remember, children's education and care services approved for Child Care Subsidy (CCS) can access support through the Inclusion Support Program (ISP).





For more information on supporting families during enrolment and orientation see the Quality Area 6 information sheet on Enrolment and orientation (<https://www.acecqa.gov.au/media/27031>)

Notes



 <p>Resources</p>	<ul style="list-style-type: none"> • Facilitator guide • Resource A – Consider the Facts: 10 facts about disability discrimination • Resource B – What is disability discrimination? • Resource C – Is this discrimination? • Resource D – What are your obligations under the Act? • Pen and paper • Refer to the Glossary on page 72 for information about different types of disability, discrimination and barriers to help with this activity.
 <p>Key points</p>  <p>Know</p>	<ul style="list-style-type: none"> • The <i>Disability Discrimination Act 1992</i> (DDA) makes disability discrimination unlawful. Discrimination that is unintentional is still unlawful. • Direct discrimination is when someone with disability is treated less favourably because of their disability. • Indirect discrimination is where this rule, practice or procedure would result in a person with a disability being disadvantaged. Discrimination can also occur when a person fails to make reasonable adjustments in relation to a person with a disability.
 <p>Subtopics</p>	<ul style="list-style-type: none"> • What does discrimination look like in a children’s education and care service? • What is direct and indirect discrimination? • Obligations under the DDA.

 <p>Activities</p>	<p>Read the ‘Consider the Facts’ information sheet on disability discrimination. (Session 2: Resource A)</p>
 <p>Think</p>	<p>Reflect as a team Think about your understanding and view of disability:</p> <ul style="list-style-type: none"> • Were you surprised by any of the facts in the ‘Consider the Facts’ resource about disability discrimination?
 <p>Think</p>	<p>Read the information about direct and indirect discrimination.</p> <p>Read the scenarios and identify if they are discrimination or not.</p> <ul style="list-style-type: none"> • Is this discrimination?
 <p>Think</p>	<p>Reflect as a team Think about your understanding of discrimination:</p> <ul style="list-style-type: none"> • Have you learnt anything new about disability discrimination in children’s education and care services? • Could any of our personal beliefs and attitudes unintentionally contribute to discrimination for children based on their disability (such as low expectations for learning)?
 <p>Think</p>	<p>Read about what children’s education and care services need to do to meet their obligations under the DDA in the excerpt from the DDA information sheet.</p>
 <p>Think</p>	<p>Reflect as a team</p> <ul style="list-style-type: none"> • Is there anything we need to think about or do differently to meet our obligations under the DDA?
 <p>Spotlight</p>	<p>Discrimination does not have to be intentional to be unlawful.</p>

 <p>Extension</p>  <p>Do</p>	<p>Next steps</p> <p>Identify any policies or procedures in your service that might directly or indirectly discriminate against children and others with disability and amend as required.</p> <p>Ask a family or community member with a lived experience of disability to review your amended policies to see if there are any other areas that could potentially lead to disability discrimination. Services that are approved for Child Care Subsidy (CCS) can also request support from the Inclusion Agency.</p>
 <p>Link to DDA resources</p>	<p>DDA information Sheet (https://www.acecqa.gov.au/media/34366)</p>
 <p>Further information</p>	<p>Australian Human Rights Commission: Disability discrimination https://humanrights.gov.au/sites/default/files/GPGB_disability_discrimination.pdf</p> <p>Inclusion Support Program (ISP)</p> <p>Inclusion Support Program - Department of Education, Australian Government (dese.gov.au) https://www.dese.gov.au/child-care-package/child-care-safety-net/inclusion-support-program</p> <p>You can find your local inclusion support program by entering the term inclusion support program and your state or territory, into your <i>search</i> engine.</p> <p>The Australian Government-funded ISP is available to all children’s education and care services that access the Child Care Subsidy (CCS). The ISP provides free, tailored inclusion support to build the capacity and capability of educators to address participation barriers for all children by implementing quality inclusive practices.</p>

10 facts about disability and discrimination

	Fact	Source
01	1 in 5 Australians have disability.	https://www.afdo.org.au/about-australians-with-disability/ from https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/summary
02	Of the 1 in 5 Australians with disability, 1 in 3 (32%) have severe or profound disability.	https://www.afdo.org.au/about-australians-with-disability/ from https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/summary
03	Almost 1 in 10 Australians with disability have experienced discrimination or unfair treatment because of their disability.	https://www.aruma.com.au/about-us/about-disability/disability-statistics/ from Australian Bureau of Statistics – Disability, Ageing and Carers, Australia: Summary of Findings – 2015
04	6 in 10 young people with disability feel they are being treated unfairly because of their disability.	Mission Australia: Young, Willing and Able – Youth Survey Disability Report 2019 (https://www.missionaustralia.com.au/publications/research/young-people)
05	In Australia, a child is diagnosed with autism almost every 2 hours.	About Australians with disability Australian Federation of Disability Organisations (afdo.org.au) (https://www.afdo.org.au/about-australians-with-disability/)

	Fact	Source
06	The Australian Human Rights Commission receives more complaints about disability discrimination than about any other form of discrimination.	People with disability in Australia 2020: in brief, Discrimination- Australian Institute of Health and Welfare (aihw.gov.au) (https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia-2020-in-brief/contents/discrimination)
07	1 in 3 Australian adults aged over 15 with a disability have avoided situations due to fear of discrimination.	People with disability in Australia 2020: in brief, Discrimination - Australian Institute of Health and Welfare (aihw.gov.au) (https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia-2020-in-brief/contents/discrimination)
08	Individuals with disability have identified that the biggest barrier they experience is social inclusion and community participation.	SHUT OUT: The Experience of People with Disabilities and their Families in Australia Department of Social Services, Australian Government (dss.gov.au) (https://www.dss.gov.au/our-responsibilities/disability-and-carers/publications-articles/policy-research/shut-out-the-experience-of-people-with-disabilities-and-their-families-in-australia?HTML#2.3.2)
09	People with disability are more likely than people without disability to leave school early and to have a lower level of education.	https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia-2020-in-brief/contents/education
10	The vast majority (86%) of children with disability who attend school go to mainstream schools. The remainder go to schools specially designed for students with disability.	https://www.aruma.com.au/about-us/about-disability/disability-statistics/



What is disability discrimination?

Disability discrimination occurs when a person with disability (such as a child, parent, carer or staff member) is treated less favourably than a person without disability in similar circumstances. It is unlawful under the DDA for any staff member at a service to harass, victimise or discriminate against an enrolled child, or a child seeking to enrol, in relation to their disability.

Direct discrimination

Direct discrimination happens when someone with disability is treated less favourably because of their disability. It can also occur when there is a failure to make reasonable adjustments to allow a person with disability to access and participate on the same basis as a person without disability.

For example:

- A child's enrolment not being accepted because of their disability.
- Providing experiences that cannot be accessed by a child using specialist equipment.

Indirect discrimination

Indirect discrimination can occur when this rule, practice or procedure would result in a person with a disability being disadvantaged. In Particular, it could occur when a child in a children's education and care service could not meet a requirement necessary to participate in an activity because of their disability, or because the requirements of the service creates a barrier to their participation.

For example:

- A requirement for all children to be independent in their toileting before they can enrol in a service or a specific room, when some children with disability may never be able to meet this requirement.

Scenario 1

A service's enrolment policy states children with disability can enrol for a maximum of 3 days a week.

Scenario 2

A preschool offers an all-day program for 3 to 5 year old children. The enrolment policy states that children must be toilet trained before they can begin at the service.

Scenario 3

The parent handbook includes information about all children being unique and taking different amounts of time to settle in well at the service. Shorter days are suggested to help children settle before building up to full days. However, the handbook states children with disability are required to attend shorter days for the first 4 weeks of attendance to support them to settle at the service.

Scenario 4

Harley finds it difficult to sit and stay focused during group times. Educators give Harley some sensory toys to hold to help him to keep settled and focused. When Harley has had enough of the group time, educators engage him in another activity away from the group.

Scenario 5

A vacation care service organises excursions every Monday, Wednesday, and Friday during the vacation care program. The service sends out the details of the excursions early to the enrolled families of children who have disability to let them know which excursions are suitable for their child so they can make other arrangements in advance if required.

Scenario 6

The service enrolment form states that parents must comply with all requests from the service to seek diagnostic information about their child.

Scenario 7

A child with disability attends the service 2 days a week and the family would like to increase the child's enrolment to 3 days a week as their work hours have changed. There are no current vacancies at the service, so the child's days are not increased.

Scenario 8

Jiera finds it difficult to sit and stay focused during group times. Educators plan to engage Jiera in an activity away from the group so that other children are not disrupted during the group time.

Scenario 9

A child with disability attends the service 2 days a week and the family would like to increase the child's enrolment to 3 days a week as their work hours have increased. Although there is an available place on the requested day, educators feel this could change the dynamics of what is currently a very settled day for children and educators, so the place is not offered to the family.



What are your obligations under the *Disability Discrimination Act 1992*?

All services must comply with the DDA. This means that approved providers, educators and all staff need to:

- understand the DDA, including what discrimination, harassment and victimisation look like within the context of a children's education and care service
- ensure they do not harass, victimise or discriminate against children or others with disabilities
- ensure that service operations, policies and practices do not discriminate against children or others with disabilities either directly or indirectly
- identify barriers to access and participation and make reasonable adjustments so that all children can access and fully participate in the service.

Service providers:

- should ensure all staff understand the DDA and support them to make reasonable adjustments to support participation and access.
- may need to participate in a conciliation conference if a complaint is made to the Australian Human Rights Commission (AHRC).



Know

Background information

It is unlawful to discriminate against a child or person based on their disability. Even if the discrimination is unintentional, it is still against the law. Knowing what disability discrimination might look like in a children's education and care setting will help your team to make decisions that do not discriminate based on disability and ensure that children with disability are able to access and fully participate in your service on the same basis as other children:

- The DDA makes disability discrimination unlawful. Discrimination that is unintentional is still unlawful.
- Direct discrimination is when someone with disability is treated less favourably because of their disability.
- Indirect discrimination is where this rule, practice or procedure would result in a person with a disability being disadvantaged.



Spotlight on practice: Discrimination does not have to be intentional to be unlawful.

Session 2: Understand discrimination and your obligations under the DDA

This session will support the team to answer the following questions:

- What does discrimination look like in a children's education and care service?
- What is direct and indirect discrimination?
- What are your obligations under the DDA?



Think

Consider the facts (Session 2: resource A)

Ask the team to **read** the ‘Consider the facts’ resource.

Ask the following questions

Thinking about your view of disability:

- Were you surprised by any of the facts in the ‘Consider the facts’ resource about disability discrimination?
- How can children’s education and care services make a difference to potential discrimination against children and others with disability in the future?

Background information

Educators in children’s education and care services can have a positive influence on the way children, families and other educators view disability. Promoting the understanding that each child and each person is unique, and that diversity is a community strength will contribute to community attitudes and expectations about disability.



What is disability discrimination? (Session 2: Resource B)

Ask the team to **read** the ‘What is disability discrimination’ sheet.

Is this disability discrimination? (Session 2: Resource C)

Thinking about your understanding of disability discrimination and the definitions of direct and indirect discrimination, read the following scenarios and decide if they demonstrate disability discrimination.

The table below provides an explanation of why the scenario is, or isn’t, disability discrimination.

Scenario	Is this discrimination? Is it direct or indirect?
<p>Scenario 1</p> <p>A service’s enrolment policy states children with disability can enrol for a maximum of 3 days a week.</p>	<p>This is direct discrimination as the child with disability is being treated less favourably than a child without disability, as the service is restricting the number of days of enrolment based on disability.</p>
<p>Scenario 2</p> <p>A preschool offers an all-day program for 3 to 5 year old children. The enrolment policy states that children must be toilet trained before they can begin at the service.</p>	<p>This is indirect discrimination as the requirement for enrolment is the same for all children, however it could disadvantage a child with a disability.</p>
<p>Scenario 3</p> <p>The parent handbook includes information about all children being unique and taking different amounts of time to settle in well at the service. Shorter days are suggested to help children settle before building up to full days. However, the handbook states children with disability are required to attend shorter days for the first 4 weeks of attendance to support them to settle at the service.</p>	<p>This is direct discrimination as the child with disability is being treated less favourably than a child without disability, as the service imposes additional requirements on the child based on disability. The family is not given choice about attendance times for the first 4 weeks, whether or not their child is settled.</p>
<p>Scenario 4</p> <p>Harley finds it difficult to sit and stay focused during group times. Educators give Harley some sensory toys to hold to help him to keep settled and focused. When Harley has had enough of the group time, educators engage him in another activity away from the group.</p>	<p>This is not discriminatory practice as educators are using strategies to support Harley to engage in the group and have provided options for him to engage in other activities when he decides he no longer wants to participate during group time.</p>
<p>Scenario 5</p> <p>A vacation care service organises excursions every Monday, Wednesday, and Friday during vacation periods. The service sends out the details of the excursions early to the enrolled families of children who have disability to let them know which excursions are suitable for their child so they can make other arrangements in advance if required.</p>	<p>This is direct discrimination as children with disability do not have the same opportunity to access and participate in all aspects of the service’s program, including excursions. Although the service is giving advanced notice to families so that other arrangements can be made, the service should plan excursions that all enrolled children can attend.</p>

Scenario	Is this discrimination? Is it direct or indirect?
<p>Scenario 6</p> <p>The service enrolment form states that parents must comply with all requests from the service to seek diagnostic information about their child.</p>	<p>This may result in indirect discrimination as the requirement for enrolment is the same for all children, however it would have an unfavourable impact on a child with disability as they would be the most likely to be asked to seek a diagnosis.</p>
<p>Scenario 7</p> <p>A child with disability attends the service 2 days a week and the family would like to increase the child’s enrolment to 3 days a week as their work hours have increased. There are no current vacancies at the service, so the child’s days are not increased.</p>	<p>This is not discriminatory as there are no current vacancies at the service. The outcome would be the same for any child enrolled at the service making the same request.</p>
<p>Scenario 8</p> <p>Jiera finds it difficult to sit and stay focused during group times. Educators plan to engage Jiera in an activity away from the group so that other children are not disrupted during the group time.</p>	<p>This is direct discrimination as educators have not tried to support Jiera to engage in the group. Although they are providing an alternate activity for Jiera, she has not had the same opportunity as her peers to participate and has not had a choice in whether she joins the group or not.</p>
<p>Scenario 9</p> <p>A child with disability attends the service 2 days a week and the family would like to increase the child’s enrolment to 3 days a week as their work hours have increased. Although there is an available place on the requested day, educators feel this could change the dynamics of what is currently a very settled day for children and educators, so the place is not offered to the family.</p>	<p>This is direct discrimination as the child is not being offered an additional day at the service based on their disability.</p>



Think

Reflect as a team

Thinking about your understanding of discrimination:

- Have you learnt anything new about disability discrimination in children’s education and care services?
- Could personal beliefs and attitudes unintentionally contribute to discrimination for children based on their disability?

Background information

Our personal beliefs and attitudes come from our lived experiences (both historical and current), our professional experience and qualifications. These experiences can influence the way we view things, even if we are not aware of it.

Some attitudes and beliefs about disability are well intentioned but can be discriminatory and impact on relationships and learning. For example:

- having low expectations for learning for a child with disability
- assuming that different children with the same diagnosed disability have the same or similar personality traits
- feeling sorry for children with disability
- viewing children with disability as heroes or champions.

Know your obligations under the DDA (Session 2: Resource D)

Read about what children’s education and care services need to do to meet their obligations under the DDA in the excerpt from the DDA information sheet.

**Reflect as a team**

- Is there anything we need to think about or do differently to meet our obligations under the DDA?
- Is there anything that we could do better to increase access and participation for children with disability?

Record your thoughts and any questions you may want to explore further.

**Next steps**






- As a team, identify any policies or procedures in your service that might directly or indirectly discriminate against children and others with disability and amend as required.
- Ask a family or community member with a lived experience of disability to review your amended policies to see if there are any other areas that could potentially lead to disability discrimination.
- Record any changes you make on the reflection sheet and consider documenting the process of reflection, identification of barriers, consultation, and changes you make in your Quality Improvement Plan (QIP).
- Refer to the Glossary on page 73 as you review your policies and procedures - it provides more information on types of disability, definitions of discrimination and barriers to inclusion.

Background information

Reviewing your policies, procedures and practices will help you to identify and address barriers to access and participation for children and others with disability and reduce the possibility of unintentional discrimination. Working as a team and collaborating with families will provide broader perspectives and highlight possible barriers that may not have been considered.

Notes



 <p>Resources</p>	<ul style="list-style-type: none"> • Facilitator guide • Resource A – Creating inclusive environments: 6 tips for making reasonable adjustments in Early Childhood Education and Care (ECEC)/Outside of School Hours Care (OSHC)/Family Day Care (FDC) • Resource B – 6 case studies outlining access and participation barriers for children and families in ECEC/OSHC/FDC • Pen and paper
 <p>Key points</p>  <p>Know</p>	<ul style="list-style-type: none"> • Under the DDA, children’s education and care services must make reasonable adjustments to support children with disability to access and fully participate on the same basis as their peers without disability. • It is recommended that services should collaborate with the child, family and other professional(s) when making reasonable adjustments. • Reasonable adjustments can be easy and inexpensive to make.
 <p>Subtopics</p>	<ul style="list-style-type: none"> • What is a barrier? • What is a reasonable adjustment? • Access and participation are not the same.
 <p>Provocation</p>	<ul style="list-style-type: none"> • Barrier game – reflecting on either a communication or sensory barrier and including the definition of ‘barrier’.



Activities

Read the [DDA tip sheet](#), Creating inclusive environments: 6 tips for making reasonable adjustments in ECEC/OSHC/FDC services.



Think

Reflect as a team

- How does making reasonable adjustments support children with disability to participate and develop a sense of belonging at your service?
- What are some of the benefits for other children when making reasonable adjustments?

Read the 2 case studies outlining the experiences of a child/family trying to access and participate in children’s education and care services.



Think





Reflect as a team

- Identify any barriers for the child/family in accessing the service in each of the case studies?
- What could each service do to reduce or remove barriers for the child and family?
- How could involving the child and family improve the process of identifying barriers and making reasonable adjustments?



Spotlight

Reasonable adjustments can be easy and inexpensive to make.

 <p>Extension</p>  <p>Do</p>	<p>Next steps</p> <p>Think about your current service environment and program. How does it support the participation of:</p> <ul style="list-style-type: none"> • a child with a sensory impairment • a child with a physical disability who uses a walking frame • a child who might feel overwhelmed and needs a quiet place at times throughout the day • a parent of a child who is deaf and communicates using Auslan. <p>Are there any adjustments you could make that would enable children and others with disability to better access and participate in your service in the future?</p>
 <p>Link to DDA resources</p>	<p>DDA tip sheet (https://www.acecqa.gov.au/resources/disability-discrimination-act-1992-dda-resources)</p> <p>DDA information Sheet (https://www.acecqa.gov.au/media/34366)</p>
 <p>Further information</p>	<p>Education rights: children with disability</p> <p>https://raisingchildren.net.au/disability/disability-rights-the-law/rights/education-rights-disability</p> <p>Nationally Consistent Collection of Data (NCCD): What is reasonable?</p> <p>https://www.nccd.edu.au/wider-support-materials/whats-reasonable</p> <p>Inclusion Support Program (ISP)</p> <p>Inclusion Support Program - Department of Education, Australian Government (dese.gov.au) https://www.dese.gov.au/child-care-package/child-care-safety-net/inclusion-support-program</p> <p>You can find your local inclusion support program by entering the term inclusion support program and your state or territory, into your <i>search</i> engine.</p> <p>The Australian Government-funded ISP is available to all children’s education and care services that access the Child Care Subsidy (CCS). The ISP provides free, tailored inclusion support to build the capacity and capability of educators to address participation barriers for all children by implementing quality inclusive practices.</p>

Creating inclusive environments

6 tips for making reasonable adjustments in early years centre-based services

Under the *Disability Discrimination Act 1992 (DDA)*, children’s education and care services must make reasonable adjustments to support children with disability to access and participate on the same basis as children without disability. Service leaders and educators should work together with children and families to make these reasonable adjustments.

Know



Reasonable adjustments can be easy and inexpensive to make.

Reasonable adjustments can be changes to the environment, the program, your teaching style, the design of activities and the use of resources. This might include changing the routine to be more flexible with fewer transitions throughout the day, using resources like sensory toys to support a child to feel calm and focused, moving equipment and resources to a lower height, or using a visual timetable to help children see what will be coming next in their day.

You can access external supports to help you make reasonable adjustments.

Accessing available supports such as professional development, additional resources or other professionals will help you identify barriers to access and participation, plan ways to remove them and build your capacity to include children with disability. Children’s education and care services approved for Child Care Subsidy (CCS) can access support through the [Inclusion Support Program \(ISP\)](#).

Think

Think about how you can work as a team to make reasonable adjustments.

Consider the elements of your environment, program, teaching style, activities and resources that might be challenging for the child and think about adjustments that could be made to reduce these barriers. Research the external supports available to your service and plan strategies and your budget to help you make adjustments to support children with disability.



There are benefits of making reasonable adjustments for the whole service.

View any cost of making a reasonable adjustment as an investment, as it may benefit other children. Consider how it may better prepare the service to accommodate children with disability in the future.

Do



Collaborate with the child, family and other professionals to make adjustments.

Listen to the child and family and provide the opportunity for them to make choices about decisions that affect them. The child, family and other professionals can provide key information and perspectives to complement your knowledge of the child, the environment, the program and other children.

Monitor the adjustments and change if needed.

Children’s needs change over time and there may also be times when adjustments don’t work as planned. Monitor and evaluate the adjustments you have made with the child and family to see if they are still supporting the child or if changes are needed.

The DDA provides that an adjustment will not be reasonable if it would cause ‘unjustifiable hardship’ on the service provider. The service provider is required to demonstrate that providing the adjustment would cause ‘unjustifiable hardship’. This needs to be considered in light of all the circumstances, including the availability of financial assistance to make the adjustment.



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Scan the QR code for more information about the DDA.



Creating inclusive environments

6 tips for making reasonable adjustments in OSHC settings

Under the *Disability Discrimination Act 1992 (DDA)*, school age care services must make reasonable adjustments to support children with disability to access and fully participate on the same basis as children without disability. Coordinators, leaders and educators should work together with children and families to make these reasonable adjustments.



Know

Reasonable adjustments can be easy and inexpensive to make.

Reasonable adjustments can be changes to the environment, the program, the grouping of children, the design of the space, or the use of resources. This may include providing spaces for children to relax and have down time, using sensory resources or toys to support a child to feel calm and focused, minimising wait times for children, giving instruction to small groups (instead of calling loudly to the whole group), or planning excursions and experiences that are accessible for all children. It may also be a reasonable adjustment to develop or amend a service policy, for example, having a policy to support OSHC attendance of children who have been suspended from school.

You can access external supports to help you make reasonable adjustments.

Accessing available supports such as professional development, additional resources or other professionals will help you to identify barriers to access and participation, plan ways to remove them and build your capacity to include children with disability. Children's education and care services approved for Child Care Subsidy (CCS) can access support through the [Inclusion Support Program](#) (ISP).

Think

You can work as a team to make reasonable adjustments.

Consider ways that your environment, program, grouping, spaces and resources might be challenging for a child with disability and how to reduce these barriers. Research the external supports that are available to your service and plan your strategies and budget. If you are on school premises, partnering with the school to share ideas and equipment may support the child's participation and also benefit the school.



There are benefits of making reasonable adjustments for the whole service.

View any cost of making a reasonable adjustment as an investment, as it may benefit other children. Consider how it may better prepare the service to accommodate children with disability in the future.

Do



Collaborate with the child, family and other professionals.

Listen to the child and family and provide the opportunity for them to make choices about decisions that affect them. The child, family and other professionals can provide key information and perspectives to complement your knowledge of the child, the environment, the program and other children.

Monitor reasonable adjustments and change them if you need to.

Children's needs change over time and there may also be times when adjustments don't work as planned. Monitor and evaluate the adjustments you have made with the child and family to see if they are still supporting the child or if changes are needed.

The DDA provides that an adjustment will not be reasonable if it would cause 'unjustifiable hardship' on the service provider. The service provider is required to demonstrate that providing the adjustment would cause 'unjustifiable hardship'. This needs to be considered in light of all the circumstances, including the availability of financial assistance to make the adjustment.



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Fairness

Equity

Inclusion

Creating inclusive environments

6 tips for making reasonable adjustments in Family Day Care

Under the *Disability Discrimination Act 1992 (DDA)*, children’s education and care services must make reasonable adjustments to support children with disability to access and participate on the same basis as children without disability. Service leaders and educators should work together with children and families to make these reasonable adjustments.

Know



Reasonable adjustments can be easy and inexpensive to make.

Reasonable adjustments can be changes to the environment, the program, your teaching style, the design of activities and the use of resources. This might include flexible routines where children can access their favourite activity throughout the day, using resources like sensory toys to support a child to feel calm and focused, moving equipment and resources to a lower height, or using a visual timetable to help children see what will be coming next in their day.

You or your coordinator can access external supports to help you make reasonable adjustments.

Accessing available supports such as professional development, additional resources or other professionals, will help you identify barriers to access and participation, plan ways to remove them and build your capacity to include children with disability. Children’s education and care services approved for Child Care Subsidy (CCS) can access support through the [Inclusion Support Program](#) (ISP).

Think

Think about how you and your coordinator can work as a team to make reasonable adjustments.

Consider the elements of your environment or program that might be a barrier for the child. Invite your coordinator to observe your practice to see if there are any other barriers you have not recognised. Talk with your coordinator about other support, resources or training you might need and plan your strategies and budget to help you make adjustments to support children with disability.



There are benefits of making reasonable adjustments for the whole service.

View any cost of making a reasonable adjustment as an investment, as it may benefit other children. Consider how it may better prepare the service to accommodate children with disability in the future.

Do



Collaborate with the child and family, your coordinator and other professionals to make adjustments.

Listen to the child and family and provide the opportunity for them to make choices about decisions that affect them. Your coordinator, the child, family and other professionals who may be involved can provide key information and perspectives to complement your knowledge of the child, the environment, the program and other children.

Monitor reasonable adjustments and change them if you need to.

Children’s needs change over time and there may also be times when adjustments don’t work as planned. Monitor and evaluate the adjustments you have made with the child and family to see if they are still supporting the child or if changes are needed.

The DDA provides that an adjustment will not be reasonable if it would cause ‘unjustifiable hardship’ on the service provider. The service provider is required to demonstrate that providing the adjustment would cause ‘unjustifiable hardship’. This needs to be considered in light of all the circumstances, including the availability of financial assistance to make the adjustment.



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Fairness

Equity

Inclusion

Case study 1: Taya

Taya has been attending a children's education and care service since she was 12 months old and is soon going to be turning 4 years old. Taya's family is keen for her to move up into the preschool room from the 2–3 year old room, and they have been talking with the service about transitioning her as soon as possible after her birthday. Taya has a physical disability that requires her to use a wheelchair and she currently wears nappies to meet her toileting needs. The service is unsure if transitioning Taya is the right choice as she is not toilet trained. The transition policy of the service states that all children must be out of nappies and able to use the toilet independently before being able to transition to or enrol in the preschool room. The service has given Taya's parents a copy of their transition policy and explained that they are unable to move forward with the transition at this time. Taya has been asking her parents if she can move up after her birthday as some of her peers and friends have already transitioned. Taya's parents are frustrated and upset that their daughter may miss out on the opportunity to transition into the older room with her peers.

Case study 2: Frankie and Florence

Frankie and Florence are 4 year old twin sisters who have recently been enrolled into the local preschool. They attended an orientation day at the preschool where the parents told the service that Frankie and Florence were in the process of being assessed for a possible developmental delay as both are non-verbal. They also explained that the twins do not feed themselves at mealtimes. During the visit, it appeared that Frankie was frightened and anxious when there was any loud or sudden noise. When children were singing during a group time experience, Frankie cried and covered her ears.

After the orientation was complete the educators raised some concerns with the director about enrolling Frankie and Florence. They were unsure how to meet their needs while they were interacting with and supporting the learning of other children in the room. One educator asked if they could cancel the enrolment as she didn't think that Frankie and Florence were ready to attend preschool.

Case study 1: Joshua

Joshua is 8 years old and has recently been diagnosed with autism spectrum disorder (ASD). He has been attending a metropolitan OSHC service for nearly a year. Joshua doesn't like loud noises and there are times at the service when this can be overwhelming for Joshua. During these times he will try to find a quiet place where he can be alone. There have been several incidents where Joshua has tried to run away from the service during fire or evacuation drills. When completing the drills, the OSHC service gathers the children outdoors in a large group and completes a roll call by calling each child's names out loud.

Joshua's parents are concerned about how the diagnosis may impact his ability to engage in the evacuation procedure safely. They have requested that the OSHC service not include Joshua in any of the evacuation drills because they are afraid he will run away and get hurt.

Case study 2: Patrice

Patrice is 9 years old and is enrolled in a local vacation care service. She is enrolled to attend 5 days a week during the next vacation care period. Patrice has a vision impairment and uses a cane and sometimes requires the support of her peers or educators to help her navigate through the indoor and outdoor environments.

The vacation care service has organised excursions for every day of the upcoming vacation care period. Patrice's parents recently received a letter from the service to say that there are 2 excursions they feel wouldn't be suitable for Patrice and they want the family to have enough notice so they can make alternative arrangements for those days. One of the excursions is to the cinema where there is a flight of stairs into the cinema and the other is to a national park where the children will be going on a bushwalk. There is a rail for part of the walk but not the entire walk and the ground may be uneven.

Case study 1: Hewan

Hewan has been enrolled with a local family day care educator for several months and has settled in well to the new environment. Hewan has some difficulty with fine motor tasks and needs help to participate in activities like drawing and cutting. Hewan is 4 years old and has a diagnosis of Down Syndrome. Hewan has recently started to wear glasses, and this has helped him to engage with puzzles and other table activities. He often takes his glasses off and needs continual reminders to find them and wear them. The educator is concerned that one of the younger children might find the glasses and break them.

Hewan is starting toilet training and still wearing nappies for some of the day. Hewan's parents have asked the educator to sit Hewan on the toilet at hourly intervals as part of his toileting routine. Hewan doesn't like sitting on the toilet as he feels unstable and thinks he will fall.

Case study 2: Prema

Prema is 4 years old and has been attending family day care for over a year. She enjoys her time in FDC and is always eager to see her friends and participate in the program. Prema has cerebral palsy and as a result has some challenges with eating. As Prema has become older, mealtimes have become challenging for her as she sometimes struggles with controlling her mouth and swallowing her food or drink.

The FDC educator has all of the children together at the same time for mealtimes as this helps with the daily routine. Prema is keen to be independent and will often refuse to be supported to eat or drink during mealtimes as she wants to do it herself. Prema's parents want her to eat together with the other children, however, the educator is finding it hard to help Prema to eat while also assisting and supervising the other children.



Know

- Under the DDA, children's education and care services **must** make reasonable adjustments to support children with disability to access and fully participate on the same basis as their peers without disability.
- Services should collaborate with the child, family and other professional(s) when making reasonable adjustments.
- Reasonable adjustments must consider both access and participation under the DDA.



Spotlight on practice: Reasonable adjustments can be easy and inexpensive to make.

Session 3: Making reasonable adjustments and addressing barriers to participation

This session will support the team to answer the following questions:

- What is a barrier?
- What is a reasonable adjustment?
- What is the difference between access and participation?



Provocation: Barrier activity

Background information

The barrier activity is designed to provide an opportunity for the team to experience what it could feel like to manage and overcome some simple barriers in a game-like environment. It is non-competitive and should help the team to move into thinking about barriers for children and others with disability and ways to overcome these.

Read the following definition of 'barrier' to your team.

What is a barrier?

A barrier is an obstacle that prevents someone from fully accessing and/or participating in your service. Barriers limit opportunities for children and others. Under the DDA, all ECEC services must make reasonable adjustments to policies, procedures, environments and sometimes attitudes.

Activity:

- Ask the team for 3 volunteers.
- 2 of the volunteers will need to stand opposite the other volunteer approximately 6 metres apart.
- Ask the team to create a simple obstacle course of approximately 3 items between the 2 volunteers at the one end and the one volunteer at the other end. Obstacles could include chairs, toys etc.
- The volunteer who is by themselves will be asked to close their eyes and move through the obstacle course, only following the verbal directions of their fellow volunteers. The volunteers giving the directions will take turns to guide their team member.

Reflect as a team:

- Ask the educator who had their eyes closed how they felt as they listened to the other persons directions so that they could move safely through the obstacle course.
- Ask the people giving instructions what strategies they used to get their messages across to their team member.
- Ask the broader group if they have any thoughts or comments about the game and how this might relate to barriers to participation for children with disability.

What are reasonable adjustments (Session 3: Resource A: ECEC/OSHC/FDC – choose your service type)

Read: Creating inclusive environments: 6 tips for making reasonable adjustments in ECEC/OSHC/FDC.

Reflect as a team

Ask your team the following questions:

- What is the difference between access and participation?
- How can making reasonable adjustments support children with disability to participate and develop a sense of belonging at your service?
- Why is collaborating with children and families important when identifying and making reasonable adjustments?
- What are some of the benefits for other children when making reasonable adjustments?

Document any key points or questions you might have from your discussion.

Background information on access and participation:

Although reasonable adjustments may be required to support a child's access and enrolment to a service, just being at the service does not guarantee that the child is included. Reasonable adjustments must also take into account changes that are necessary for the child to fully participate in every aspect of the service's program.



Think

Read the 2 case studies that relate to your service type (ECEC/OSHC/FDC). The case studies outline the experiences of a child/family with disability trying to access and participate in a children’s education and care service.

Background information on access and participation:

Although reasonable adjustments may be required to support a child’s access and enrolment to a service, just being at the service does not guarantee that the child is included. Reasonable adjustments must also take into account changes that are necessary for the child to fully participate in every aspect of the service’s program.

Case study	Possible reasonable adjustments
<p>ECEC Case study 1: Taya</p>	<ul style="list-style-type: none"> • Review and change policy for preschool room in relation to the requirement for independent toileting. • Consider the toileting provisions in the preschool room so that children who are not independent in their toileting can have nappy changes appropriate for their age.
<p>ECEC Case Study 2: Frankie and Florence</p>	<ul style="list-style-type: none"> • Adjust routines and have progressive mealtimes so that there is more time to support Frankie and Florence during mealtimes. • Ensure all educators are available to children and that other tasks aren’t being done during these times. • Use some visual supports to encourage Frankie and Florence to make some choices and communicate their needs. • Have smaller group times so the noise is reduced, and Frankie feels more comfortable. • Introduce earmuffs for Frankie to use at times during the day when the noise levels are louder.

Case study	Possible reasonable adjustments
<p>OSHC Case Study 1: Joshua</p>	<ul style="list-style-type: none"> • Plan quiet spaces where Joshua can be by himself when he needs to have quiet or calm time. • Introduce some visual prompts such as a storyboard or visual choice board for Joshua so that he can choose what to do to help him when he starts to feel anxious before his feelings escalate. • Give a short warning to Joshua about the fire drill so he has some time to prepare for the disruption. • Provide earmuffs for Joshua to use during the fire drill so the noise is not overwhelming. • Adjust the routine so a team member stays with Joshua for the entire drill while still providing verbal support to other children. • Develop a social story that can be read both at the service and at home to help Joshua to become familiar with the procedure. • Collaborate with the family and invite them to recommend some favourite music that Joshua could listen to while he is participating in the procedure and/or if he feels overwhelmed at other times during OSHC.
<p>OSHC Case Study 2: Patrice</p>	<ul style="list-style-type: none"> • Collaborate with Patrice’s family to further explore the opportunity for her to participate and enjoy accessible movie sessions (many cinemas have a ‘Cinema Access Implementation Plan’). • Reschedule the movie to an accessible cinema venue. • If no accessible venue is available, change the excursion to one that all children can attend. • Offer 2 different excursions each day so that there is choice for children and families. • Research ‘Access Friendly’ walking tracks in your area and plan for the excursion to be in one of these venues so all children can attend. • Talk with Patrice’s family about the types of activities they enjoy as a family that are accessible for Patrice. Plan to schedule some of these activities in the next vacation care period. • Consider engaging additional staff to increase the educator-to-child ratio so that Patrice and all children can have the support required.

Case study	Possible reasonable adjustments
<p>FDC Case Study 1: Hewan</p>	<ul style="list-style-type: none"> • Purchase some stirex or dual control scissors and thicker pencils to help Hewan participate in cutting and drawing activities. • Talk with Hewan’s family about providing a strap for Hewan’s glasses to help him to keep them on. • Include a verbal and visual reminder about wearing glasses and adapt the routine so that hats, sunscreen, and glasses become part of the routine when going outside. • Access additional equipment (such as a toilet frame or modified cushioned seat) to support Hewan to feel more secure when toileting.
<p>FDC Case Study 2: Prema</p>	<ul style="list-style-type: none"> • Adapt the routine so that it is more flexible, including providing a longer period of time for meals. • Consider offering a more progressive mealtime where not all children eat at the same time, but still have the opportunity to eat with peers. • Consider any specialist resources that might be required to support Prema during mealtimes after consultation with her family and any relevant allied health professionals involved with Prema. • Provide activities to transition to after mealtimes that require minimal supervision so support is available to Prema if she is taking longer to finish her food and drink.



Think

Reflect as a team

Ask your team the following questions:

- Can you identify any barriers for the child/family in accessing the service in each of the case studies?
- What could your service do to reduce or remove barriers for the child and family?
- How could involving the child and family improve the process of identifying barriers and making reasonable adjustments?

Background information

Reflecting on your environment and program can help you to see potential access and participation barriers for children and others. Considering these before enrolling children who might require reasonable adjustments will help you to be inclusion-ready and facilitate the process of deciding on and implementing reasonable adjustments when required.



Do

Next steps






Think about your current service environment and program. How does it support the participation of:







- a child with a sensory impairment
- a child with a physical disability who uses a walking frame
- a child who might feel overwhelmed and needs a quiet place at times throughout the day
- a parent of a child who is deaf and communicates using Auslan.





Are there any adjustments you could make that would enable children and others with disability to better access and participate in your service in the future?

Notes



 <p>Resources</p>	<ul style="list-style-type: none"> • Facilitator guide • Resource A – Exclusion activity • Resource B – What is inclusion? • Resource C – Is this inclusion? • Pen and paper
 <p>Key points</p>  <p>Know</p>	<ul style="list-style-type: none"> • Inclusion is about all children, including children with disability. • Reflecting on your program, practice and attitudes is the first step in providing inclusive environments for all children, including children with disability. • Establishing and maintaining partnerships with families and other professionals can help you to include children with disability and meet your obligations under the <i>Disability Discrimination Act 1992</i> (DDA).
 <p>Subtopics</p>	<ul style="list-style-type: none"> • Partnerships with families are the most significant partnership for you to establish and maintain.
 <p>Provocation</p>	<ul style="list-style-type: none"> • Ice breaker: How does it feel to be excluded?

 <p>Activities</p>	<p>What is inclusion? Look at Resource B: What is inclusion?</p>
 <p>Think</p>	<p>Reflect as a team</p> <p>Is there anything that surprised you or anything you want to share with the team?</p>
 <p>Think</p>	<p>Is this inclusion?</p> <p>Look at Resource C: Is this inclusion? Consider the service practices on the resource sheet. Answer if you think the practice is inclusive or not. by writing yes or no next to each practice. Take a moment to think about the impacts for the child for each practice.</p>
 <p>Think</p>	<p>Reflect as a team</p> <p>Is there anything that surprised you or anything you want to share with the team?</p> <p>Partnerships support inclusive practice.</p>
 <p>Think</p>	<p>Reflect as a team</p> <ul style="list-style-type: none"> • How have these partnerships supported you to include children with disability? • Have there been any changes in your practice because of these partnerships? • Are there other partnerships to explore that might assist in further building the knowledge and skills of the team in this area?
 <p>Spotlight</p>	<p>Equity, inclusion, and diversity underpin the National Quality Framework.</p>

 <p>Extension</p>	<p>Next steps</p> <p>Partnerships with families</p> <p>Are there any families in your service that you are experiencing challenges in connecting with?</p> <p>Think about different ways to connect and engage with these families and trial some of the approaches within the next week.</p> <p>Partnerships with other professionals</p> <p>Reciprocal relationships with other professionals will help you to build and share your understanding about inclusion.</p> <p>Is there anything you need to do differently to maintain and develop these partnerships?</p>
 <p>Do</p>	<p>DDA ECEC/OSHC and FDC posters (https://www.acecqa.gov.au/resources/disability-discrimination-act-1992-dda-resources).</p>
 <p>Link to DDA resources</p>	<p>ACECQA Quest for Quality Inclusion Cards https://www.acecqa.gov.au/media/25631</p> <p>Guide to the National Quality Framework (NQF) https://www.acecqa.gov.au/nqf/about/guide</p> <p>Early Years Connect: making inclusion a priority https://earlychildhood.qld.gov.au/earlyYears/Documents/info-sheet-8-making-inclusion-strategic-priority.pdf#search=making%20inclusion%20a%20priority</p> <p>Inclusion Support Program (ISP)</p> <p>Inclusion Support Program - Department of Education, Australian Government (dese.gov.au) (https://www.dese.gov.au/child-care-package/child-care-safety-net/inclusion-support-program)</p> <p>You can find your local inclusion support program by entering the term inclusion support program and your state or territory, into your <i>search</i> engine.</p> <p>The Australian Government-funded ISP is available to all children’s education and care services that access the Child Care Subsidy (CCS). The ISP provides free, tailored inclusion support to build the capacity and capability of educators to address participation barriers for all children by implementing quality inclusive practices.</p>
 <p>Further information</p>	

How did it make you feel when you were excluded?

What did you do?

Have you ever been excluded?

What could have been done differently?

We can all remember how it felt to be excluded, even if it happened a long time ago. Exclusion has negative outcomes for children including long-term impacts on wellbeing and sense of belonging.

Inclusion is the right for every child. It is about full and meaningful participation for all children, in every way, without exception.

Inclusion within the context of Early Childhood Education and Care (ECEC) services recognises the right of every child to participate meaningfully in all aspects of community life. Active and meaningful participation is not the same as just enrolling in or attending an ECEC service. Inclusion happens when children are viewed as capable and valued contributors as opposed to having deficits that need to be fixed. Inclusion is about human diversity, where each child is viewed as being unique.

Adapted from: <https://inclusionagency NSW act.org.au/resources/inclusion-is...>

Building a strength based approach to inclusion

Inclusion benefits each child. All children benefit from inclusive environments when services embed practices that provide equal attention and support for every child.

Inclusion means equal opportunities for every child. When a service is provided with funding to support inclusive practices they first need to critically reflect on practice and their planning for inclusion. Then, if they employ an additional educator, that educator is responsible for providing each child with opportunities to build relationships with peers, build positive perceptions about each other's capabilities and inclusion is promoted.

Inclusive practices view each child as capable and competent. While most services embrace the concept of inclusion, many services are still operating with an integration model, believing that it is inclusion. In the integration model, minor adjustments are made for children with disability who are perceived as most likely to 'fit in' within a mainstream setting while pedagogy and learning environments remain mostly unchanged. Often children are supported to learn next to their peers but not with them. This occurs when children with disability are offered separate experiences or are removed from the learning environment for one-on-one intervention. In this way, integration supports access but not participation. The term inclusion is not interchangeable with other terms including special education and early intervention. Inclusion views the child in a holistic way, as capable and competent, **not** with deficits that need to be 'fixed'.

Inclusion is the right of every child. Inclusion is a basic human right. The United Nation Convention on the Rights of the Child (<https://www.humanrights.gov.au/convention-rights-child>) states that all children have the right to an education (Article 28) that develops their ability to their fullest potential, prepares children for life and respects their family, cultural and other identities and languages (Article 29).

Inclusion is for everybody. Inclusion is broader than providing access for children with disability. Inclusion is about embracing diversity and providing opportunities for **all** children to fully participate and belong.

Inclusion is about equity. Inclusion is about every child getting what they need, not about every child getting the same.

Fairness

Equity

Inclusion

YES

Is this inclusion?

NO

Answer if you think the practice is inclusive or not **by writing yes or no next to each practice.**

Service practice	Impact of practice for the child
Service arranges the layout of the indoor environment so a child who uses a wheelchair can access the activities by themselves.	
Service employs an additional educator who works as part of the team and interacts with and supports all children.	
Service employs an additional educator who provides one-to-one support or closely shadows a child with disability for long periods of time throughout the day.	
Child is withdrawn from their peers to have speech therapy.	
Service provides quiet areas for a child or children who can find noise overwhelming at times.	
Child remains in a younger room at a service because they are non-mobile and non-verbal.	
Reflect on a practice occurring at your service.	

What does inclusion look like in practice?

- Children being able to make choices about what activities they engage in.
- Opportunities for children to play with peers or alone without an adult.
- Children being able to attend for the same hours and days as their peers.
- Children are communicated with in the way they understand best.
- Children have the opportunity to learn and try new things.
- Children can choose who they play with and when.
- Children are supported to communicate in a way that works for them.
- Children have their interests catered for in the program.
- Children have the opportunity for uninterrupted play.
- Children have the opportunity to engage in risky play.
- Children are viewed as capable and competent learners.
- Children feel safe and valued.
- Children have their voice heard.

Fairness

Equity

Inclusion



Know

- Inclusion is about all children, including children with disability.
- Reflecting on your program, practice and attitudes is the first step in providing inclusive programs and environments for all children, including children with disability.
- Establishing and maintaining partnerships with families and other professionals can help you include children with disability and meet your obligations under the DDA.



Spotlight on practice: Equity, inclusion, and diversity underpin the National Quality Framework.

Session 4: Inclusion and partnership opportunities

This session will support the team to answer the following questions:

- What is inclusion?
- How can we assess our program and practices to ensure they are inclusive?
- What partnerships should we establish and maintain to support us to include children with disability?



Provocation/Ice breaker: What does it feel like to be excluded?

Background information

This activity is designed to help your team to think about what it feels like to be excluded and the impact that might have for a child both at the time the exclusion is happening and in the long term.

This activity may be uncomfortable for some participants, activity leaders should consider their teams and if this would be appropriate for them.

Activity: Ask the team to complete the following activity (Session 4: Resource A)

Can you think of a time when you have been:

- excluded from an event/wedding or party?
- excluded from a meeting that was important to you?
- excluded from an opportunity based on your gender or cultural background?

How did it make you feel when you were excluded? What did you do? What could have been done differently?

Invite several team members to share their reflections if they are comfortable to do so.

Read out the following sentences to conclude the activity:

Most people can remember what it felt like to be excluded, even if it happened a long time ago. Exclusion has negative outcomes for children including long-term impacts on children's wellbeing and sense of identity.

What is Inclusion? (Session 4: Resource B)

Read about inclusion on the resource sheet.



Think

Reflect as a team

Ask the team the following questions:

- Is there anything in the resource sheet that surprised you?
- Is there anything that you want to share or comment on with the team?


Read ‘Is this inclusion?’ (Session 4: Resource C)

Ask team members to read out each practice one at a time. Ask the team if and why they think each example demonstrates inclusive practice, based on the indicators of what inclusion looks like in practice in the blue box on the resource sheet.

The table below contains explanations of why the different practices are, or are not, considered to be inclusive practice.

After deciding if each of the examples are inclusive or not, ask your team to nominate a practice from your own service. Go through the same process of assessing the practice against the list of indicators to decide if it is inclusive practice or not.

Practice	Impact for child	Is this inclusion?
Service arranges the layout of the indoor environment so a child who uses a wheelchair can access the activities by themselves.	Child is able to make choices about the activities they participate in the same way as their peers. Adjusting the environments allows for uninterrupted and independent play.	Yes
Service employs an additional educator who works as part of the team and interacts with and supports all children.	As the additional educator is working as part of the team with all children, the educator-to-child ratio is enhanced so that all children’s needs can be met.	Yes

Practice	Impact for child	Is this inclusion?
Service employs an additional educator who provides one-to-one support or closely shadows a child with disability for long periods of time throughout the day.	All children need one-to-one support sometimes throughout the day, but when a child has long periods of time being shadowed by an educator, it potentially impacts on the child’s opportunities for relationships with peers and on the perception other children may have about the capabilities of that child.	No
Child is withdrawn from their peers to have speech therapy.	One of the main benefits of attending an ECEC service is the opportunity to interact and play with peers. Withdrawing a child from these interactions limits these benefits. Therapy that is done within the group, with other children in the play space chosen by the child can be inclusive but withdrawing a child from this environment excludes them from the group.	No
Service provides quiet areas for a child or children who can find noise overwhelming at times.	The service is adapting the environment to cater for the individual needs of each child. This will support the child to feel safe, to make choices and to regulate their own behaviour.	Yes
Child remains in a younger room at a service because they are non-mobile and non-verbal.	Children benefit from opportunities to interact and play with similar aged peers. Keeping a child in a room with younger children based on their perceived abilities or development potentially decreases the possibilities of ongoing relationships and impacts on the way other children may view that child. Holding a child back may seem like it is supporting a child’s needs but doesn’t view the child in a holistic way.	No
Choose a practice from your service to consider in relation to the list of impacts on the resource sheet.	Note down how you think the practice relates to the list of impacts.	 Is this inclusive practice?

Partnerships support inclusive practice

Read the following paragraph to the team to introduce some reflection about your service partnerships with families and communities.

National Quality Standard – Quality Area 6 focuses on collaborative partnerships with families and communities. Collaborative partnerships between educators, families and the community support the inclusion, participation, learning and wellbeing of all children.

As a team, make a list of the different partnerships your service has established.

**Reflect as a team**

Ask your team the following questions:

- How have these partnerships supported you to include children with disability?
- Have there been any changes in your practice because of these partnerships?
- Are there other partnerships you could explore that might assist in further building the knowledge and skills of the team in this area?

Record any questions you have or thoughts that you want to explore further.

**Next steps****Partnerships with families**

Partnerships with families are the most significant partnerships for you to establish and maintain.

Are there any families in your service that you are experiencing challenges in connecting with? Think about different ways to connect and engage with these families and trial some of the approaches within the next week.

Partnerships with other professionals






Reciprocal relationships with other professionals will help you to build and share your understanding about inclusion.





Is there anything you need to do differently to maintain and develop these partnerships?

Notes

Notes area containing eight horizontal grey bars for writing.



 <p>Resources</p>	<ul style="list-style-type: none"> • Facilitator guide • Resource A – Gumnut Playgroup philosophy • Resource B – Reviewing your philosophy • Your service philosophy • Pen and paper
 <p>Key points</p>  <p>Know</p>	<ul style="list-style-type: none"> • All services must have a statement of philosophy in place which is available to educators and staff of the service, and families of children attending (National Quality Standard (NQS) – Element 7.2.1). • Your service philosophy should be unique to your service, reflect your service’s shared values and beliefs as well as guide the daily operations of your service. • The philosophy should reflect the role your service plays with regards to children, families, and community and guide inclusive practices in your service.
 <p>Subtopics</p>	<ul style="list-style-type: none"> • What should be included in a service philosophy? • How does our service philosophy relate to the DDA? • Who should be involved in the development and/or review of your service philosophy? • How often should our service philosophy be reviewed?
 <p>Provocation</p>	<ul style="list-style-type: none"> • In 50 words or less, write your own personal philosophy on inclusion.

 <p>Activities</p>	<p>Read the philosophy for Gumnut Playgroup (Session 5: Resource A)</p>
 <p>Think</p>	<p>Reflect as a team</p> <ul style="list-style-type: none"> • What everyday practices would you expect to see based on this philosophy? • What does the Gumnut Playgroup philosophy tell you about service practices for children with disability? • Is there anything that is unclear about the service’s practices based on this philosophy? • Do you think there are any key elements missing from this philosophy? <p>Read excerpt from ACECQA resource on reviewing your philosophy (Session 5: Resource B)</p>
 <p>Think</p>	<p>Read your own service philosophy.</p> <p>Reflect as a team</p> <p>Ask your team to think about your service philosophy from the perspective of a family who is enrolling their child with disability into your service.</p> <ul style="list-style-type: none"> • What does the philosophy tell you about educator views on disability? • What practices would you expect to see that would support your child to participate, belong and be safe? <p>Record any questions you have or thoughts that you want to explore further.</p>
 <p>Spotlight</p>	<p>Your service philosophy should guide your everyday practice and support you to meet your obligations under the DDA.</p>



Extension



Do

Next steps

Reviewing your service philosophy

- Whose voices are reflected in the service philosophy and how were they captured?
- How does the philosophy actively promote the inclusion, participation and valuing of children, families and educators with disability?
- How does your philosophy guide your practice of including children with disability?

Revise and share your draft philosophy with families and children and ask them for input.

For children

- What do they think makes the service special?
- What do they think is important to have or do at the service?
- How do they want to feel and want others to feel when they come to the service?

For families

- Does the philosophy reflect the unique context and identity of the service?
- Does the philosophy help them to understand why the service operates in the way it does?
- Does the philosophy reflect the diversity of the service community?

For services approved for Child Care Subsidy, your Inclusion Agency may be able to support you to reflect on inclusive practice and your service philosophy.



Link to DDA resources

[NQS and the DDA posters.](#)
[DDA ECEC/FDC and OSHC posters.](#)
 DDA information sheet (<https://www.acecqa.gov.au/media/34366>)



Further information

ACECQA Resource: Reviewing Your Service Philosophy

<https://www.acecqa.gov.au/media/26901>

Guide to the National Quality Framework (NQF)

<https://www.acecqa.gov.au/nqf/about/guide>

Inclusion Support Program (ISP)

Inclusion Support Program - Department of Education, Australian Government (dese.gov.au) <https://www.dese.gov.au/child-care-package/child-care-safety-net/inclusion-support-program>

You can find your local inclusion support program by entering the term inclusion support program and your state or territory, into your *search* engine.

The Australian Government-funded ISP is available to all children's education and care services that access the Child Care Subsidy (CCS). The ISP provides free, tailored inclusion support to build the capacity and capability of educators to address participation barriers for all children by implementing quality inclusive practices.

Gumnut Playgroup Statement of Philosophy

Our Philosophy reflects the values and beliefs of the children and leaders of Gumnut Playgroup. We reflect on our philosophy each year to ensure that it continues to express what we do and why we do it. Our philosophy guides our daily operations, policies, procedures and decisions and has 4 key components.

Play

Play is at the heart of our playgroup program. It is the way children learn; connect with people; solve problems and develop relationships. As children play, they can relax, have fun, and experience and express joy.

Gumnut Playgroup aims to provide a wide range of meaningful play opportunities for all children based on their strengths and needs. We plan our indoor and outdoor play environment and provide engaging, safe resources and experiences.

Relationships

Relationships are central to the Gumnut Playgroup Community. Relationships support wellbeing and promote a strong sense of belonging, connection and identity. We aim to build strong and respectful relationships between all children, families, staff and our broader community. We strive to be kind and respectful of others.

Community

Connections to our local neighbours and broader community also support children's wellbeing, belonging and identity. We strive to build strong connections between children, families, staff and our community. We acknowledge the Traditional Owners of the land on which Gumnut Playgroup is located – the Dharug people.

Rights of the child

We believe that all children have rights, and we uphold the United Nations Convention on the Rights of the Child. Gumnut Playgroup promotes the rights of children to be safe and protected, to be healthy, to have an education, to participate, and to play.



Excerpt from the National Quality Standard (NQS) Information Sheet: Reviewing Your Service Philosophy

Why is it important to review your philosophy?

Regularly reviewing your philosophy ensures it meets the needs of the service and all current stakeholders. With changes in children and families at the service, as well as educators, leadership and management, it is essential that the philosophy remains a 'living' document.

A review provides the opportunity to stop, reflect, and rethink about 'what we do and why we do it'. It enables you to consider any new developments and opportunities, such as new research to inform practice, changes in legislation, professional development opportunities, changes to policies and procedures, and conversations between educators, children and families.

Who should be involved?

All those involved in the service should have a voice in the development and review of the statement of philosophy. When the educational leader, nominated supervisor, coordinators and educators all contribute to the review of the statement of philosophy, they will have a better understanding of how the philosophy underpins everyday practices and decision making. Also, their involvement creates ownership – it encourages commitment and willingness to put the philosophy into practice.

Encouraging families, children, educators and key community stakeholders to be meaningfully involved may also be used to demonstrate how NQS Quality Area 6 is met. Inviting children to be involved and incorporating their views will show how their ideas are respected and valued, further developing their sense of agency (QA1).

Session 5:

DDA and the NQF – Focus on your service philosophy – Facilitator Guide



Know

All services must have a statement of philosophy in place which is available to educators and staff of the service, and families of children attending (National Quality Standard (NQS)– Element 7.2.1).

Your service philosophy should be unique to your service, reflect your service’s shared values and beliefs as well as guide the daily operations of your service. The philosophy should reflect a shared understanding of the role your service plays with regards to children, families, and community and guide inclusive practices in your service.



Spotlight on practice: Your service philosophy should guide your everyday practice and support you to meet your obligations under the DDA.

Session 5: DDA and the NQF – Focus on your service philosophy

This session will support your team to answer the following questions:

- What should be included in a service philosophy?
- How does our service philosophy relate to the DDA?
- Who should be involved in the development and/or review of your service philosophy?
- How often should our service philosophy be reviewed?



Provocation: Write your own personal philosophy on inclusion.

Background information

This activity is designed to help the team think through the key elements of philosophy development by writing a brief, personal philosophy on inclusion. The word limit will encourage educators to carefully select the words they use so that all of their key elements are included.

Activity:

Ask the team to write their own personal philosophy about inclusion in 5 minutes using 50 words or less.

Ask for 2 or 3 volunteers to share their philosophy with the team.

Ask the team the following questions:

- How did you decide which elements to include in your philosophy?
- After hearing the philosophies of several colleagues, is there anything you left out that you think should be included?
- Is your philosophy inclusive of all children?

Activity (Session 5: Resource A)

Read the philosophy for Gumnut Playgroup on the activity resource sheet.

Background information

There are some key elements missing in the Gumnut Playgroup philosophy that would help to guide the playgroup's policies and practices including:

- perspectives of and partnerships with families
- cultural responsiveness
- set up of environments mentions children's strengths and needs but not their interests
- continuous improvement
- environmental practices.



Think

Reflect as a team

- What everyday practices would you expect to see based on this philosophy?
- What does the Gumnut Playgroup philosophy tell you about service practices for children with disability?
- Is there anything that is unclear about the service's practices based on this philosophy?
- Do you think there are any key elements missing from this philosophy?

Read excerpt from ACECQA on reviewing your philosophy (Session 5: Resource B)

Thinking about the reasons for reviewing your service philosophy and who should be involved in the process, **read** your own service philosophy.

Background information

Resource B is an excerpt from an ACECQA Information sheet 'Reviewing your service philosophy'. It outlines the reasons for reviewing your service philosophy and who should be involved in the review.



Think

Reflect as a team

Ask your team to think about your service philosophy from the perspective of a family who is enrolling their child with disability into your service.

- What does the philosophy tell you about educator views on disability?
- What practices would you expect to see that would support your child to participate, belong and be safe?

Record any questions you have or thoughts that you want to explore further.



Next steps

Review your service philosophy

- Whose voices are reflected in the service philosophy and how were they captured?
- How does the philosophy actively promote the inclusion, participation and valuing of children, families and educators with disability?
- How does your philosophy guide your practice of including children with disability?

Revise and share your draft philosophy with families and children and ask them for input.

For children

- What do they think makes the service special?
- What do they think is important to have or do at the service?
- How do they want to feel and want others to feel when they come to the service?

For families





- Does the philosophy reflect the unique context and identity of the service?
- Does the philosophy help them to understand why the service operates in the way it does?
- Does the philosophy reflect the diversity of the service community?







For services approved for Child Care Subsidy, your Inclusion Agency may be able to support you to reflect on inclusive practice and your service philosophy.

Notes

Notes area containing ten horizontal grey bars for writing.



 <p>Resources</p>	<ul style="list-style-type: none"> • Facilitator guide • Glossary of terms • Computer, phone or smart device • Pen and paper
 <p>Key points</p>  <p>Know</p>	<ul style="list-style-type: none"> • Language is powerful. It is our main way to express ourselves, communicate with and understand each other. • The language we use can promote a positive view of people’s capacity and capability or can be hurtful and reinforce unhelpful stereotypes. • The language we choose to use about disability reflects our own view and perceptions of disability. • Our understanding of respectful language in relation to disability has changed over time and will continue to change in response to the lived experience and preferences of people with disability.
 <p>Subtopics</p>	<ul style="list-style-type: none"> • What do some of the words used in the DDA mean? • How do we know what language to use about disability?

 <p>Provocation</p>	<p>Video provocation that can be viewed on computer, phone or smart device.</p> <p><i>Not Special Needs</i></p> <p>https://www.youtube.com/watch?v=kNMJaXuFuWQ</p>
 <p>Activities</p>  <p>Think</p>	<p>Read the People With Disability Australia (PWDA) Language Guide written by people with disability to assist people when talking about disability.</p> <p>https://pwd.org.au/wp-content/uploads/2021/12/PWDA-Language-Guide-v2-2021.pdf</p> <p>Reflect as a team</p> <p>Ask the team the following questions:</p> <p>When thinking about inclusive language and the PWDA Language Guide:</p> <ul style="list-style-type: none"> • Was there anything in the Language Guide that was new information for you? • What 2 actions could you take in response to what you have read?
 <p>Spotlight</p>	<p>There is no one size fits all approach to inclusive language. It is respectful to ask a person with disability about their personal preference.</p>
 <p>Extension</p>  <p>Do</p>	<p>Next steps</p> <ul style="list-style-type: none"> • Think about whether the language you currently use in your policies or practice promotes a positive view of children’s capacity and capability or if it could be hurtful and reinforce unhelpful stereotypes? • As a team, identify some alternative words you could use that are more inclusive. • Consult with families in your service or your community who have lived experience of disability and ask them about their perception of the language you are planning to use. • Include a place in your service orientation that prompts you to ask families who have children with disability about their language preferences relating to disability.



Link to DDA resources

DDA Information Sheet (<https://www.acecqa.gov.au/media/34366>)



Further information

People With Disability Australia Disability Language Guide video (3 min 19 sec)

<https://www.facebook.com/PWD.Australia/videos/pwda-disability-language-guide/272327047041252/>

Gowrie Australia Reflections publication issue 2 2019

<https://gowriesa.org.au/docs/Reflections-2019-2.pdf>

Inclusion Support Program (ISP)

Inclusion Support Program - Department of Education, Australian Government (dese.gov.au) (<https://www.dese.gov.au/child-care-package/child-care-safety-net/inclusion-support-program>)

You can find your local inclusion support program by entering the term inclusion support program and your state or territory, into your *search* engine.

The Australian Government-funded ISP is available to all children's education and care services that access the Child Care Subsidy (CCS). The ISP provides free, tailored inclusion support to build the capacity and capability of educators to address participation barriers for all children by implementing quality inclusive practices.

Session 6: Language matters – Facilitator Guide



Know

Language is powerful. It is our main way to express ourselves, communicate with and understand each other.

The language we use can promote a positive view of people's capacity and capability or can be hurtful and reinforce unhelpful stereotypes.

The language we choose to use about disability reflects our own view and perceptions of disability.

Our understanding of respectful language in relation to disability has changed over time and will continue to change in response to the lived experience and preferences of people with disability.



Spotlight on practice: There is no one size fits all approach to inclusive language. It is respectful to ask a person with disability about their personal preference.

Language matters:

This session will support your team to answer the following questions:

- What do some of the words used in the DDA mean?
- How do we know what language to use about disability?



Provocation/ice breaker: *Not Special Needs*

To get the team ready to think about the language we use around disability, ask them to look at the following YouTube clip. <https://www.youtube.com/watch?v=kNMJaXuFuWQ>

Background information

This video was part of a campaign for World Down Syndrome Day.

The video focuses on the language we use around disability and challenges the idea that people with Down Syndrome have 'special needs' when in fact they have the same human needs as everyone else: the need for friendships, education, jobs and opportunities.

Following the clip, ask the team the following questions as a quick debrief:

- Is there anything that surprised you in the clip?
- Do you have any thoughts or comments to share with the team after watching the clip?

Activity:

Read the People With Disability Australia (PWDA) Language Guide written by people with disability to assist people when talking about disability. The resource can be downloaded and printed through the link or accessed online. You may want to divide your team into small groups and ask them to focus on a particular section the language guide. Each group could share their thoughts by responding to the reflective questions section below.

PWDA Language Guide (<https://pwd.org.au/wp-content/uploads/2021/12/PWDA-Language-Guide-v2-2021.pdf>).

Background information

The PWDA Language Guide was written to help people and the media when talking about or reporting on disability. It was written by people with disability and includes helpful tables about what to say and what not to say. It also highlights that there isn't a one size fits all approach.

**Think****Reflect as a team****Ask the team the following questions:**

When thinking about inclusive language and the PWDA Language Guide:

- Was there anything in the Language Guide that was new information for you?
- What 2 things could you do in response to what you have read?

Record your thoughts and any questions you want to explore further.

**Do****Next steps**

- Think about whether the language you currently use in your policies or practice promotes a positive view of children’s capacity and capability or could it be hurtful and reinforce unhelpful stereotypes?
- As a team, identify some alternative words you could use that are more inclusive.
- Consult with families in your service or your community who have lived experience of disability and ask them about their perception of the language you are planning to use.
- Include a place in your service orientation that prompts you to ask families who have children with disability about their language preferences relating to disability.

Further Information

The People With Disability Australia (PWDA) website includes a video about the Language Guide which runs for just over 3 minutes.

PWDA Disability Language Guide | Facebook (<https://www.facebook.com/PWD.Australia/videos/pwda-disability-language-guide/272327047041252/>)

People with Disability Language Guide (<https://pwd.org.au/wp-content/uploads/2021/12/PWDA-Language-Guide-v2-2021.pdf>)

Gowrie Australia Gowrie Reflections (<https://gowriesa.org.au/docs/Reflections-2019-2.pdf>)

In their Reflection series, Gowrie Australia included an article about the use of language and a reflection on labelling which includes practical ideas for educators and services.

Remember, children’s education and care services approved for Child Care Subsidy (CCS) can access support through the Inclusion Support Program (ISP).

Word	Definition	Source
Ableism	Ableism is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require ‘fixing’ and defines people by their disability.	https://www.accessliving.org/newsroom/blog/ableism-101/
Access Accessibility	Ensuring that persons with disabilities have access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas (Convention on the Rights of Persons with Disability, Article 9).	https://www.un.org/en/content/disabilitystrategy/assets/documentation/UN_Disability_Inclusion_Strategy_english.pdf
Barrier	Anything used or acting to block someone from going somewhere, or from doing something or to block something from happening.	https://dictionary.cambridge.org/dictionary/english/barrier
Bullying	Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.	https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying/
Collaboration	Working together collaboratively towards common goals. Collaboration is achieved through information sharing, joint planning and the development of common understandings and objectives (Framework for School Age Care p 12).	Guide to the NQF (https://www.acecqa.gov.au/nqf/about/guide)
Direct discrimination	Direct discrimination happens when someone with disability is treated less favourably because of their disability. It can also occur when a person fails to make reasonable adjustments to allow a person with disability to be treated as favourably as a person without disability.	DDA information Sheet (https://www.acecqa.gov.au/media/34366)

Word	Definition	Source
Disability	Disability is defined broadly in the DDA and does not rely on a formal diagnosis of disability. Disability can be visible or non-visible. Some people are born with disability, others may acquire a disability during their lives.	Adapted from https://www.un.org/en/content/disabilitystrategy/assets/documentation/UN_Disability_Inclusion_Strategy_english.pdf
Disability discrimination	Any distinction, exclusion or restriction on the basis of disability that has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation (Convention on the Rights of Persons with Disabilities, Article 2).	https://www.un.org/en/content/disabilitystrategy/assets/documentation/UN_Disability_Inclusion_Strategy_english.pdf
Education and care service	Any service providing or intending to provide education and care on a regular basis to children under 13 years of age (Education and Care Services National Law). See Section 5 of the National Law for services excluded from this definition.	https://www.acecqa.gov.au/nqf/national-law-regulations/national-law Source: Guide to the NQF (page 622) (https://www.acecqa.gov.au/nqf/about/guide)
Exclusion	A situation in which someone or something is prevented from entering a place or taking part in an activity.	Adapted from https://dictionary.cambridge.org/dictionary/english/exclusion
Harassment	Harassment occurs when someone makes you feel intimidated, insulted, humiliated or places you in a hostile environment. Harassment because of a disability, such as insults or humiliating jokes, is against the law if it happens in a place of employment or education, or from people providing goods and services.	https://humanrights.gov.au/our-work/disability-rights/know-your-rights-disability-discrimination

Word	Definition	Source
Imputed disability	An ‘imputed’ disability is something that someone believes another person has. To impute a disability, the team must have reasonable grounds to make such a judgement.	Adapted from (https://www.nccd.edu.au/wider-support-materials/definitions-disability-and-nccd-categories)
Inclusion	<p>Involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes.</p> <p>The intent is to ensure that all children’s experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference (Early Years Learning Framework, p 45: Framework for School Age Care, p 41).</p>	Guide to the NQF (https://www.acecqa.gov.au/nqf/about/guide)
Indirect discrimination	Indirect discrimination can occur when a rule or policy that is the same for everyone has an unfavourable impact on a person with disability. In particular, it could occur when a child in ECEC services could not [meet a requirement necessary to] participate in an activity because of their disability, or would be able to [meet that requirement] if reasonable adjustments were made.	DDA information Sheet (https://www.acecqa.gov.au/media/34366)
Integration	Integration, expects children with disability to adapt to the regular learning environment, whereas inclusion creates a learning environment that adapts to each child.	Adapted from https://allplaylearn.org.au/early/educator/educator-guide/ (adapted from www.hchr.org)
Medical model of disability	The medical model of disability prompted the view that people with disability are broken. They are disabled by something that is wrong with their body or mind. Under the medical model, people with disability are in need of a cure to make them like everybody else.	https://www.yacvic.org.au/ydas/resources-and-training/together-2/values-and-ideas/two-models-of-disability/

Word	Definition	Source
Micro exclusion	Micro exclusion is where, for example, a child is enrolled in a mainstream setting, but is segregated into a separate area of the group, classroom or school for all or part of the day; only permitted to attend for part of the day; is present but not participating in the activities along with the other children in the setting; or is present but viewed as a burden and not an equally valued member of the group, class or setting.	Adapted from https://www.mq.edu.au/thisweek/archives/2015/08/inclusive-education-means-all-children-are-included-in-every-way-not-just-in-theory/#.YbffY71ByUk
Obligation	An obligation is an act or course of action to which a person is morally or legally bound; a duty or commitment.	https://www.lexico.com/definition/obligation
Participation	Participation is the active involvement and attendance of a person in experiences or activities that are meaningful or important to them.	Adapted from ‘Participation’: a systematic review of language, definitions, and constructs used in intervention research with children with disabilities - Imms - 2016 - Developmental Medicine & Child Neurology - Wiley Online Library (https://onlinelibrary.wiley.com/doi/10.1111/dmcn.12932)
Partnership	A partnership is when families and educators work together by communicating freely and respectfully with each other. In a partnership you value each other’s knowledge of the child and use this to create a shared understanding that meets a common goal of supporting the child to reach their full potential.	Adapted from QA6 Building Partnerships With Families (https://www.acecqa.gov.au/media/22976)
Reasonable adjustments	Reasonable adjustments are changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. An adjustment will be ‘reasonable’ unless the provider can show that making the adjustment would impose an unjustifiable hardship on them.	DDA information Sheet (https://www.acecqa.gov.au/media/34366)

Word	Definition	Source
Reflective practice	A form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Its intention is to gather information and gain insights that support, inform and enrich decision-making about children’s learning. As professionals, early childhood educators examine what happens in their settings and reflect on what they might change (Early Years Learning Framework, p 13).	Guide to the NQF (https://www.acecqa.gov.au/nqf/about/guide)
Social model of disability	<p>The social model is an updated way of considering disability. It promotes the view that people with disability aren’t disabled by their impairments, but by the world around them. It focuses on barriers that prevent people with disability from participating in society.</p> <p>Rather than identifying that the problem lies with the individual, the social model argues that the problem is that society is not accessible or inclusive. Under the social model, society needs to be more accessible and inclusive to ensure that people with disability can participate just like everyone else.</p>	Adapted from (https://www.yacvic.org.au/ydas/resources-and-training/together-2/values-and-ideas/two-models-of-disability/)
Unjustifiable hardship	<p>Unjustifiable hardship is based on an assessment of what is fair and reasonable in the circumstances. If the proposed adjustments are likely to cause hardship, it is up to the person or organisation to show that they are unjustified.</p> <p>The definition of unjustifiable hardship can be found in section 11 of the <i>Disability Discrimination Act 1992</i> (DDA).</p>	<p>Unjustifiable Hardship Australian Human Rights Commission (https://humanrights.gov.au/quick-guide/12105)</p> <p>DISABILITY DISCRIMINATION ACT 1992 - SECT 11 Unjustifiable hardship (http://www5.austlii.edu.au/au/legis/cth/consol_act/dda1992264/s11.html)</p>
Victimisation	Victimisation occurs when a person with disability (or their associate) is treated less favourably because they complained, or indicated they may complain, about the treatment they receive due to their disability.	Adapted from (https://www.nccd.edu.au/wider-support-materials/harassment-and-victimisation)

Notes

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Notes

Notes

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Team Meeting Package

Disability Discrimination Act 1992



Australian Children's
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Quality Authority

This project was
funded by the
Australian Government.

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Fairness

Equity

Inclusion