

The Role of INclusion COordinator (INCO)

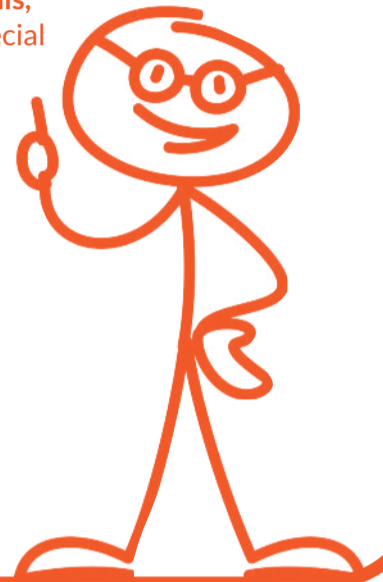
Leading Inclusive Practice and Pedagogy

- **Leading inclusive practice, inclusive pedagogy** and an inclusive culture within the setting and providing support and information to staff and parents on inclusion of all children, with reference to the Diversity, Equality and Inclusion Charter and Guidelines.
- **Cascading learning** throughout the staff in the setting so as to foster an inclusive culture.
- **Supporting staff** in the implementation of inclusive practices in curriculum planning and assessment which supports the regular reviewing of the learning environment, daily routines, activities and social interactions to enable children of all abilities and backgrounds to participate at an appropriate level in both individual and common tasks.
- **Sharing learning and good practice** regarding observations, documentation and curriculum planning and development, modelling good practice and utilising different strategies for collaborating with the team regarding effective communication with children, with reference to Aistear and Siolta principles and guidelines.
- **Engaging with national and local developments** related to inclusion in order to continue to lead the implementation of good practice in the setting.
- **Engaging with ongoing CPD** to ensure adherence to good practice in relation to developments within the disability sector and in relation to the inclusion of children with additional needs.



Access and Inclusion Model (AIM)

- **Disseminating information on AIM**, as well as on inclusion more generally, to parents and staff.
- **Assisting with applications for supports under AIM** and liaising, where necessary, with the Early Years Specialists and other professionals working with the child. This could include meeting with parents through to using the PIP portal for the AIM application.
- **Liaising with Early Years Specialists** to develop strategies to support participation to ensure all children and their families are supported.
- **Working closely with parents and other professionals**, including the Early Years Specialists in cases where a child has complex additional needs which require more targeted supports and/ or additional assistance.
- **Liaising with parents and other professionals**, including the Early Years Specialists and Special Education Needs Organisers (SENOs) as appropriate, to support the transition of children to primary school.
- **Participating in any relevant evaluation or AIM review** to inform future practice and policy developments.

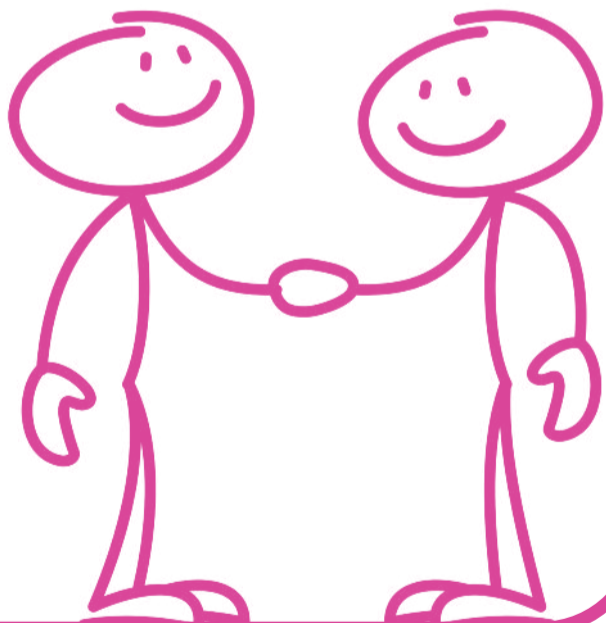


Linc

LEADERSHIP FOR INCLUSION
IN THE EARLY YEARS
CEANNAIREACTH DO CHUIMSIÚ
SNA LUATHBHLIANTA

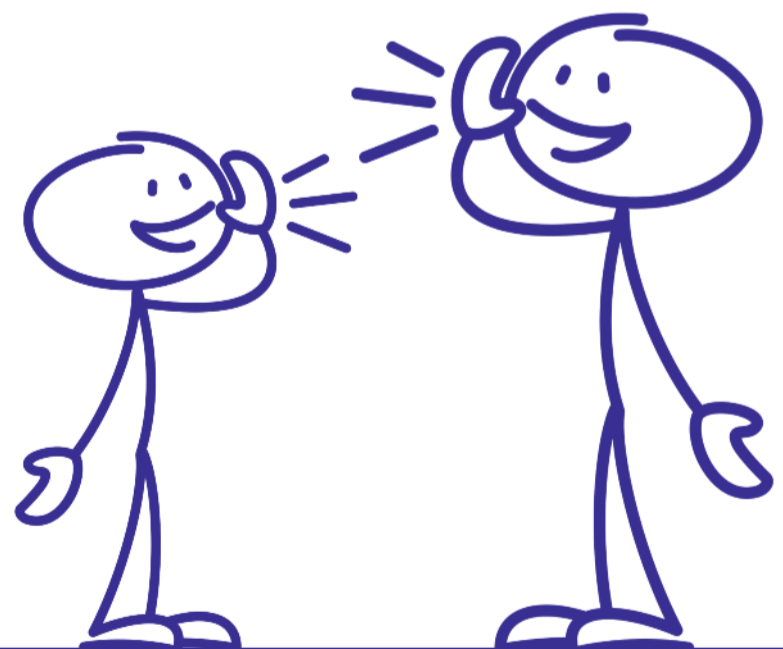
Diversity, Equality & Inclusion Charter and Guidelines

- **Promoting the National Inclusion Charter** and supporting staff to engage with the revised Diversity, Equality and Inclusion Charter and Guidelines 2016. This may involve the INclusion COordinator (INCO) using relevant sections of the Diversity, Equality and Inclusion Guidelines (exercises, critical questions and pointers) to stimulate discussion with staff and as a prompt to consider ideas for practice in facilitating an inclusive programme.
- **Supporting the setting** to complete and regularly review its Inclusion Policy.



Views of Children and Parents

- **Advocating on behalf of children** and engaging in regular consultation with children to allow their ideas, feelings and thoughts to contribute to service provision and delivery. Using feedback from children and their parents to inform the settings inclusion procedures, evaluation and to input into wider policy developments, as appropriate.



| Free to participate |

| Extra €2 per week in capitation per ECCE-eligible child in a pre-school room |

| €200 student grant | Room leader status |



Leadership for INClusion in the Early Years

The Leadership for INClusion in the Early Years programme, LINC, is a Level 6 Special Purpose Award (Higher Education). The programme is designed to enhance inclusion of children with additional needs in early learning and care (ELC) settings through the development of the role of INClusion COordinator (INCO). The programme is part of a Government commitment to the provision of high-quality education and training in the field of Early Childhood Care and Education, and was introduced as part of the Access and Inclusion Model (AIM) in 2016.

Early learning and care settings that employ an Inclusion Coordinator (INCO) who has graduated from LINC will receive an extra €2 per week in capitation per ECCE-eligible child in a pre-school room. The programme is fully funded and is free to participants. Additionally, all students will receive a contribution of €200 towards costs. Graduates who receive this qualification will now be recognised for room leader status under the DCYA qualification guidelines.

LINC is delivered by a consortium led by Mary Immaculate College (MIC) and including Early Childhood Ireland and Maynooth University-Froebel Department of Primary and Early Childhood Education.

It is expected that the programme will commence in January and finish in early July. LINC will be delivered entirely online for the 2021 academic year. Participants should ensure they have access to a laptop/PC and a good internet connection in order to complete the programme.



"My experience with the LINC programme has been very positive and enjoyable. I have found the online learning system very easy to use. The course content has been very interesting and quite manageable in my busy lifestyle, and has brought lots of new ideas to improve inclusion in my service. By training as an Inclusion Coordinator I have also added to the quality of my service for families to benefit from in the future."

Yvonne O'Keeffe LINC Graduate, 2016/17

PROGRAMME STRUCTURE

The LINC programme comprises 6 modules delivered over 2 semesters (spring and summer) and amounting to 60 credits (ECTS).

Module Title	Credits	Semester
Inclusion in Early Years Settings: Concepts and Strategies	12	Spring
Child Development*	6	Spring
Promoting Collaborative Practice for Inclusion in Early Childhood Care and Education	12	Spring
Leadership for Inclusion	12	Summer
Curriculum for Inclusion*	6	Summer
Portfolio Module	12	Spring/Summer

*Students may qualify for exemptions on this module dependent on past recognised qualifications.

Students will have one live online session with their assigned tutor per module and these will be recorded and made available should they not be able to attend.

Students will engage in a virtual mentoring visit with their individual tutor, to help them to apply the concepts and theories from LINC to their practice through exploring inclusive culture, inclusive practice and inclusive pedagogy.

Assessments include: written assignments, multiple-choice quizzes, and the development of practical materials. Assessments will focus on linking practical knowledge of working in ECCE settings to the module content.

The programme is embedded in Aistear – the Early Childhood Curriculum Framework, and Síolta, the National Quality Framework within the ECCE field.



ENTRY REQUIREMENTS:

Any setting contracted with Pobal for any DCYA Early Years programme can nominate a manager or employee for LINC. If employees do not wish to do the programme then an owner/manager can nominate themselves. Candidates must have a Major Award at Level 5 or higher in a related discipline to be eligible for the programme.

Further information around eligibility, specifically if your setting has had a previous participant, can be found on www.lincprogramme.ie/about/eligibility-exemptions.

Candidates must be comfortable accessing the internet, sending an email, downloading and uploading a document, and posting to an online forum.

HOW TO APPLY:

Applications must be made online at www.lincprogramme.ie. Evidence of the applicant's relevant qualification (copy of certificate or transcript) is required at the time of application. Please note: Programme places will not be allocated on a first-come, first-served basis.

"I am delighted that I had the opportunity to participate in LINC. It has really given me a new insight and energy to continue to provide an inclusive culture in my setting. The blended-learning process is flexible and allowed me to learn when and where it suited me, which, as a practitioner and busy parent, was essential. The lessons are well planned and organised, and the content very relevant and up-to-date. Tutors and staff are extremely supportive and informative. I will carry all that I have learned through both my professional and personal life."

Leonora Herlihy, LINC Graduate, 2016/17

Contact Information

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EDUCATION AWARDS 2020

Become an INClusion COordinator with



Certificate in Leadership for Inclusion in the Early Years
Level 6 Special Purpose Award

Free to participate

Extra €2 per week in capitation per ECCE-eligible child in a pre-school room

€200 student grant | Room leader status | 100% Online for 2021

