

Package Six: Observing, Documenting, Reflecting and Planning for Inclusion Package

Duration 10 hours

Objectives

- To understand the central role of observation for children's learning and development.
- To develop a range of strategies to document children's achievements.
- To appreciate the role of planning/review in creating inclusive ELC settings.
- To understand the child's agency in the planning process.

Summary of Content

The central role of observing, documenting and planning for inclusion will be interrogated and located within the framework of Síolta, The National Quality Framework for Early Childhood Education; Aistear: The Early Childhood Curriculum Framework; Aistear Síolta Practice Guide, the Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education and the Ecosystem Model (Centre for Early Childhood Development and Education (CECDE) 2006; National Council for Curriculum and Assessment (NCCA) 2009; 2015; Department of Children and Youth Affairs (DCYA) 2016; EASNIE 2017a; 2017b; 2017c; 2017b.). The role of individual care and learning plans in supporting children will be discussed with reference to the work of Dunleavy-Lavin, Heaney and Skehill (2018). The 'individual access and inclusion plan' and associated guidelines developed to support the implementation of AIM and to promote the effective inclusion of children with diverse abilities through identifying 'access and participation goals' and providing the supports needed to achieve these goals will be explored. The plan will be promoted in terms of a live document requiring collaboration and 'frequent reviews', documenting children's strengths and interests and identifying the child's needs through 'goal themes' which are located under access, participation and supports. It will be stressed that these 'goal themes' can then be 'linked to the Pillars of Practice in the Aistear Síolta Practice Guide.

Key References/Sources

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