



CLM Child Care  
Inclusion Committee

# **Vision, Policies and Practices: On the Road to Inclusive Child Care**

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# Naming Inclusion

**CACL recommends that measures of inclusion must be built in alongside other elements that are considered to be a part of 'high quality' early learning and care.**

**High quality childcare IS  
inclusive childcare.**

# Inclusion, According to CACL

The term INCLUSION comes from the meaning of “to include” which means “to hold, to embrace, to involve, to count among.”

For children, it means to be meaningfully involved with families, friends and neighbours and to have opportunities to learn, play and recreate with other children and community members. The fact that at times some children may need extra support must never be used as an excuse to exclude a child from participating and contributing.

The truth is that we ALL need  
‘special supports’ from time to time.

# Inclusion, According to CCAAC

Child care inclusion means that all children can attend and benefit from the same child care programs.

Inclusion, as a core principle in a pan-Canadian child care system would eliminate any exclusion based on disability and would go beyond non-discrimination - assuring that children with disabilities get the supports they need to benefit from child care.

The principle of inclusion fully incorporates basic values that promote and advance participation, friendship and a celebration of diversity.

# SpecialLink's Inclusion Practices Profile & Principles Scale



Help assess inclusion quality in child care centres.

Used together, they provide a picture of sustainable and evolving inclusion quality.

# Inclusion Principles

1. Zero Reject
2. Naturally Occurring Proportions
3. Same Days / Hours of Attendance Available to All Children
4. Full Participation
5. Maximum feasible parent participation at parent's comfort level
6. Leadership, Proactive Strategies and Advocacy for High Quality Inclusive ELCC

# **Inclusion Practices**

- 1. Physical Environment and SN**
- 2. Equipment and Materials**
- 3. Director's Role as an Inclusion Leader**
- 4. Staff support within the centre**
- 5. Provisions for staff training**
- 6. Therapies, collaboration**
- 7. IPPs**
- 8. Parents of Children with Special Needs**
- 9. Involvement of Typical Children**
- 10. Board of Directors or similar units**
- 11. Preparation for the transition to school**

# One Thing Leads To Another

- Your Vision
- Your Mission Statement
- Your beliefs and values
- Your goals
- Your objectives
- Your action plan





# Our Vision Statement



All children bring gifts  
and have the right to be  
valued, accepted and included.



We embrace inclusion and celebrate diversity as  
the means to foster the well being of every child,  
and thereby enrich our communities.

All are entitled to full participation and support to  
meet their individual needs using a strength-  
based, family-centred approach, whereby we all  
learn from each other.

# Inclusion Vision

- The clarity of an organization's inclusion vision and the extent to which learning about inclusion is part of the vision play important roles in creating and sustaining a learning organization—leading to inclusion and quality.



# Inclusion Vision

Inclusion leaders:

- communicate a clear vision of the organization's direction and goals
- ensure that learning more about inclusion is part of the vision



# Your Mission

- This is your public declaration of your vision for your centre.
- Reflects your values and beliefs.
- Clarifies what you will accomplish.



# Your Mission



- This is your commitment and determines the way you conduct your “business”
- Guides your hiring practices, the way you set up your environment, the policies and procedures you develop, and daily decision making
- Everyone is on the “same page” and this inspires us to participate in, actualize and expand the vision of the centre

# On The Road to Full Inclusion

Toronto Children's Services advises that:

- Developing an independent inclusion policy or embedding inclusion principles in an access and equity policy is an important step on the road to full inclusion.
- Together with your Philosophy Statement, your Inclusion Policy describes the “culture” of your program.



# On The Road to Full Inclusion

Toronto Children's Services advises that your policy:

- Is unique to your centre.
- Establishes expectations and clear roles for staff, parents, board members, support agencies and the community.
- Is consistent with government legislation.





# Key questions



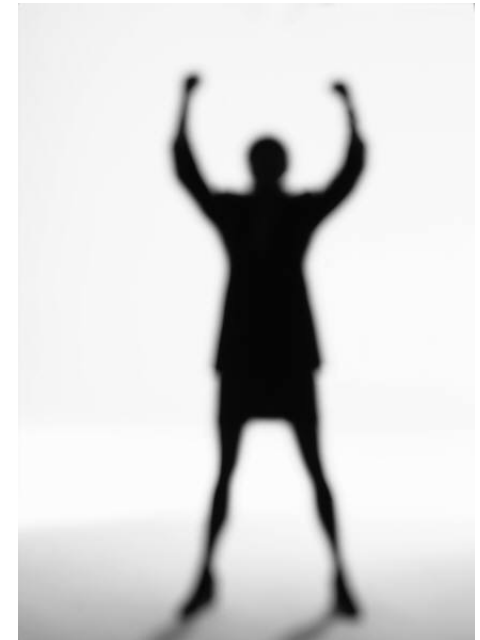
- What principles, goals or policies guide your centre with regard to the inclusion (or exclusion) of children with special needs?





# No Legs of Their Own

- Policy statements cannot stand on their own.
- They must be supported by procedures that are consistent with your guiding principles and congruent with other program policies.



# Visioning the Successful Ingredients for Change



Let's Start Now!

Personnel policies  
Parent policies  
Job descriptions

# Closing Conversation

- What insights did you gain today?
- How will you use this information?
- How will you share this with others?

