

Qualities of an Inclusive Educator

Solution-focused and able to model effective communication skills to achieve goals collaboratively.

Recognises the need for predictability and flexibility within the program, the environment and in practice.

Shares joy and finds fun in every day.

Possesses an unquestioning belief that every child has a right to an education, and they will find a place in and be a part of their program and centre community.

Sees each child as an individual with valid thoughts, strengths and feelings who deserves comfort and support through every emotion.

Values the wishes and opinions of families first and foremost when it comes to matters concerning their child.

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A teacher’s behaviour has a **significant** link to student achievement.
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Loves sharing positives and builds strong relationships with all stakeholders.

Prepared for life-long learning and embracing change.

Finds flexible and creative ways to showcase children’s learning and demonstrated knowledge.

Understands a child’s diagnosis does not pre-determine the limits of their accomplishments and capabilities. Each child has their own interests, skills and talents, and there are no limits when these are recognised and fostered.

QUOTE: (Englert, C. (1983). Measuring Special Education Teacher Effectiveness. Exceptional Children, 50(3), 247-254.)

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