

Qualities of an Inclusive Team

Shared Understandings

A strong **shared understanding of children's rights** to a quality education is developed and upheld. Team members are supported to become familiar with relevant legislation and guidelines related to inclusive practice.

A **shared belief in all children** as competent, able to learn and deserving of comfort is established and maintained.

Educators collaborate to develop a shared '**vision for inclusion**', along with short and long term goals for enhancing practice.

Shared, consistent approaches to learning, behaviour and communication are developed, documented and maintained through an ongoing reflective process.

Team members share a **positive attitude** towards change and life-long learning.



Shared Processes & Practices

Each team member's **strengths** are recognised and built upon to enhance outcomes for all.

Systems for **open, respectful communication** between team members are established and maintained.

Educators' individual preferences for learning and receiving feedback are honoured.

Team members collaborate to develop **predictable daily routines** and roles within these, while planning for **flexibility**.

All educators are encouraged and supported to develop **strong, trusting connections** with children and families.

Regular opportunities are provided for both **individual and team reflection** upon practice and access to professional learning.

Team members **support each other** to overcome challenges and access opportunities for self-regulation when needed.

Successes are acknowledged and celebrated, no matter how small.