



MODULE 1 ASSESSMENT

This topic has been developed with Dr. Sharon Colilles, a Senior Lecturer in Early Childhood Studies at Bath Spa University, a Trustee on Froebel Trust Council, Vice Chair on the Executive for Early Childhood Studies Degrees Network (ECSDN) and an associate trainer for Early Education. The course introduces what inclusive pedagogy is and why it is so important in the early Years. Educators will learn what activities best support this approach to learning, as well as the opportunity to reflect on their own practice to become more inclusive in their approach to teaching.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

What does inclusive Early Years practice mean?

Answer 1 (Please note, the below are examples and answers may vary)

QUESTION 2

Which legislation and guidance was highlighted in relation to inclusive Early Years Practice?

Answer 2 (Please note, the below are examples and answers may vary)





MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Which area of the EYFS curriculum needs to be considered first when reviewing inclusive pedagogy/practice and why?

Answer 3 (Please note, the below are examples and answers may vary)

QUESTION 4

The Early Years is such an important stage of learning; why is it so fundamental that we get it right in those first few years of life and why does inclusive practice need to be a focus before learning can begin?

Answer 4 (Please note, the below are examples and answers may vary)

QUESTION 5

It was referenced in the podcast that there will never be an endpoint to inclusion and instead, inclusion will be an ongoing journey; why is this?

Answer 5 (Please note, the below are examples and answers may vary)





MODULE 2 ASSESSMENT

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QUESTION 1

Focusing on The Voice of the child. How can practitioners learn and adapt their practise based on children's knowledge and language shown?

Answer 1 (Please note, the below are examples and answers may vary)

QUESTION 2

Participation is vital; in the podcast, participatory approaches were discussed. Can you explain what is included in these approaches?

Answer 2 (Please note, the below are examples and answers may vary)





MODULE 2 ASSESSMENT CONTINUED

QUESTION 3

Bilingual children can often become withdrawn and exhibit selective mutism; what can you do as a practitioner to support and enable these children who may withdraw and give minimal communication?

Answer 3 (Please note, the below are examples and answers may vary)

QUESTION 4

What is a reflexive pedagogy?

Answer 4 (Please note, the below are examples and answers may vary)

QUESTION 5

Inclusion, Equality and Equity as an ethos and in a curriculum are vital; what do you need to do as a practitioner to encourage an inclusive ethos?

Answer 5 (Please note, the below are examples and answers may vary)





MODULE 3 ASSESSMENT

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QUESTION 1

Why is reflective practice important, especially when ensuring an inclusive approach?

Answer 1 (Please note, the below are examples and answers may vary)

QUESTION 2

What is celebration reflection and why is this important?

Answer 2 (Please note, the below are examples and answers may vary)





MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Every setting has a diversity and inclusion policy; how often should practitioners be reviewing this policy and what else can you do to ensure the policy is embedded in practice?

Answer 3 (Please note, the below are examples and answers may vary)

QUESTION 4

The voice of the child has been highlighted; however, why is it also important to listen and reflect on the voice of the practitioners in relation to inclusive practice?

Answer 4 (Please note, the below are examples and answers may vary)

QUESTION 5

Finding reflection time can be challenging; what are some strategies to ensure there is time for reflection within your setting?

Answer 5 (Please note, the below are examples, and answers may vary)





MODULE 4 ASSESSMENT

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QUESTION 1

What were the practical tips given to practitioners trying to implement an inclusive pedagogy in their settings?

Answer 1 (Please note, the below are examples and answers may vary)

QUESTION 2

What reflection questions can you ask yourself when reviewing culturally appropriate resources?

Answer 2 (Please note, the below are examples and answers may vary)





MODULE 4 ASSESSMENT CONTINUED

QUESTION 3

Why is having culturally appropriate resources within your continuous provision so important for the children?

Answer 3 (Please note, the below are examples and answers may vary)

QUESTION 4

Parent partnership in relation to inclusivity is vital. Can you explain why this is and give examples of how this partnership can support an inclusive practice and approach?

Answer 4 (Please note, the below are examples and answers may vary)

QUESTION 5

Inclusive pedagogy and the principles that are situated around that is key for practitioners, why is this?

Answer 5 (Please note, the below are examples and answers may vary)





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- What have you learnt and how this will impact your practice?
- What changes you intend to make in your setting from the knowledge you have gained from this module?
- What is the desired impact of the changes you intend to make for the children?

Please also ensure to give a copy of this assessment including your reflection section to your senior leader; this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED





ANSWER SHEETS





MODULE 1 ASSESSMENT

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QUESTION 1

What does inclusive Early Years practice mean?

Answer 1 (Please note, the below are examples and answers may vary)

- Considering children's rights in early childhood
- Inclusive play in our curriculum
- Gives voice to the children and their perspective in decisions that are made within the curriculum
- Thinking about the diverse learner and what the curriculum and learning means to them
- Right-spaced approach and incorporating play in line with children's rights and needs.

QUESTION 2

Which legislation and guidance was highlighted in relation to inclusive Early Years Practice?

Answer 2 (Please note, the below are examples and answers may vary)

- United Nations Convention. This is deeply rooted in the Rights of the Child and demonstrates that diverse learning is so important when we're thinking about inclusive pedagogy.





MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Which area of the EYFS curriculum needs to be considered first when reviewing inclusive pedagogy/practice and why?

Answer 3 (Please note, the below are examples and answers may vary)

- Personal, social and emotional development as a child needs to have a strong sense of self, a strong sense of their own identity, how they fit and feel within their environment and how they can be seen within curricular approaches.

QUESTION 4

The Early Years is such an important stage of learning; why is it so fundamental that we get it right in those first few years of life and why does inclusive practice need to be a focus before learning can begin?

Answer 4 (Please note, the below are examples and answers may vary)

- Early Years is about igniting that curiosity and finding a space in which children are encouraged in play-based approaches to have conversations about themselves.
- The child needs to have a really strong sense of wellbeing, belonging and particularly a relationship of trust in their environment before they can learn and thrive.

QUESTION 5

It was referenced in the podcast that there will never be an endpoint to inclusion and instead, inclusion will be an ongoing journey; why is this?

Answer 5 (Please note, the below are examples and answers may vary)

- Children's needs, home environments and situations continuously change, and therefore practitioners' knowledge and understanding also needs to develop. Reviewing each child and their real-life experiences needs to be demonstrated and highlighted within their nursery environment, meaning that inclusive practice is a continuous journey of review and reflection.





MODULE 2 ASSESSMENT

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QUESTION 1

Focusing on The Voice of the child. How can practitioners learn and adapt their practise based on children's knowledge and language shown?

Answer 1 (Please note, the below are examples and answers may vary)

- Observation is key because as children are playing, they become deeply involved; by observing this practitioners will gain a better understanding and knowledge of the voice of the child and these observations will support inclusive practice needing to be implemented.

QUESTION 2

Participation is vital; in the podcast, participatory approaches were discussed. Can you explain what is included in these approaches?

Answer 2 (Please note, the below are examples and answers may vary)

- Participatory approaches are processes to support children, to have a voice, to build confidence, to build their own confidence around how they understand contexts and words and language that is used in the home environment.
- These approaches enable children to share their own perspectives because they're coming from a position of confident. So, giving voice and promoting voice is about developing your approaches for listening.





MODULE 2 ASSESSMENT CONTINUED

QUESTION 3

Bilingual children can often become withdrawn and exhibit selective mutism; what can you do as a practitioner to support and enable these children who may withdraw and give minimal communication?

Answer 3 (Please note, the below are examples and answers may vary)

- Practitioners need to be observant of behaviours, these behaviours could be where children will lay down, withdraw from interaction and play or they'll walk away from the play as well.
- It can also be observed in what could be described as disruptive behaviour, but that's not what's going on. The child is trying to find a form of expression.
- So, instead of going into a behaviour management strategy appropriate to that setting, try and establish why.

QUESTION 4

What is a reflexive pedagogy?

Answer 4 (Please note, the below are examples and answers may vary)

- A reflexive pedagogy is based on participation and participatory approaches. In essence, it is about practitioners examining their own practice to incorporate each child's ethnic and cultural experience in the context of the setting.

QUESTION 5

Inclusion, Equality and Equity as an ethos and in a curriculum are vital; what do you need to do as a practitioner to encourage an inclusive ethos?

Answer 5 (Please note, the below are examples and answers may vary)

- The practitioner needs to address their own knowledge so that they don't inadvertently discriminate, and they don't limit the experiences of the ways in which those children understand.
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- Focus on open-ended questioning and observing - How could those wonderful open-ended questions rather than closed discussions allow the children to explore and express themselves?





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QUESTION 1

Why is reflective practice important, especially when ensuring an inclusive approach?

Answer 1 (Please note, the below are examples and answers may vary)

- Standing still for a moment, really taking time away from the day-to-day routines, the day-to-day ways of being within the setting to observe and reflect on the activities and interactions to ensure inclusivity is embedded; if not, then adaptations are crucial.
- Diversity of children that we're working with is fluid, and it changes all the time. So that means that the routine and the environment need to change and adapt, which can only be recognised upon reflection.
- Reflection will be key because it's around developing your knowledge of the child.

QUESTION 2

What is celebration reflection and why is this important?

Answer 2 (Please note, the below are examples and answers may vary)

- Instead of looking at what hasn't gone well, it's important to reflect on what has worked well; celebrating areas and instances that children and practitioners are proud of is key for motivation and supports further positive implementations.





MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Every setting has a diversity and inclusion policy; how often should practitioners be reviewing this policy and what else can you do to ensure the policy is embedded in practice?

Answer 3 (Please note, the below are examples and answers may vary)

- The policy should be reviewed at least annually.
- Reflect on your policy in team meetings and ensure parts of the policy are in your planning documentation and map the journey that you're on and reflect on it as a team. If team members lack knowledge in inclusive practice and pedagogy, then including this policy in meetings and planning enables the team to support each other and improve training and inclusive ethos.

QUESTION 4

The voice of the child has been highlighted; however, why is it also important to listen and reflect on the voice of the practitioners in relation to inclusive practice?

Answer 4 (Please note, the below are examples and answers may vary)

- Practitioners come with rich cultural knowledge, richly lived experiences and an understanding of their own ethnic origin and the traditions and cultures that are embedded within those origins. Creating a space for their voice to be heard is equally as important as reviewing the voice and experiences of the children.

QUESTION 5

Finding reflection time can be challenging; what are some strategies to ensure there is time for reflection within your setting?

Answer 5 (Please note, the below are examples, and answers may vary)

- Staff meetings should always cover reflection.
- Giving staff time throughout the day to sit, evaluate and reflect is important but difficult to manage; making a rota depending on ratios for reflection can have a huge benefit to the practice.
- Devote training sessions or days incorporating reflection techniques on areas of your provision.
- Ensuring staff are completing CPD on inclusion and diversity but then feeding back to the wider team on the knowledge gained and ideas they believe should be implemented from the learning they have undertaken.





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The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

What were the practical tips given to practitioners trying to implement an inclusive pedagogy in their settings?

Answer 1 (Please note, the below are examples and answers may vary)

- Create spaces to be less hurried within routines, have a look at your routines and your transitions and see if you can create space for thinking and reflection time.
- Audit and review culturally appropriate resources as these provocations are practical.

QUESTION 2

What reflection questions can you ask yourself when reviewing culturally appropriate resources?

Answer 2 (Please note, the below are examples and answers may vary)

- Do the resources enable children to consider their ethnic origin and culture?
- Can they see themselves in them?
- Can they see themselves in their environment?
- Instead of a diversity box or a celebration day, these resources should be a part of continuous provision.





MODULE 4 ASSESSMENT CONTINUED

QUESTION 3

Why is having culturally appropriate resources within your continuous provision so important for the children?

Answer 3 (Please note, the below are examples and answers may vary)

- This offers children a variety of ways to explore and engage with a positive sense of their ethnic self.
- The curricula needs to mirror the external experiences that children are having. So, by ensuring your continuous provision represents culture, you're creating a bridge through the resources so that when children walk in, they can relate to their culture and real-life experiences and then they can have that narrative and discussion.
- Implement resources that reinforce stereotypes but also those resources and materials that challenge stereotypes.

QUESTION 4

Parent partnership in relation to inclusivity is vital. Can you explain why this is and give examples of how this partnership can support an inclusive practice and approach?

Answer 4 (Please note, the below are examples and answers may vary)

- Parents understand the languages that they're using, and their culture and can support in appropriate ways to represent this in the provision and acknowledge their ethnic origin.
- Holding an inclusivity parents' evening is a good way to gather information and/or send an ethnicity sheet out to ask for ideas to ensure their origin is reflected.
- Conversations with parents are key. The conversations at the start of the day, at the end of the day, at induction, transitioning from room to room, so that practise is passed on and practitioners understand the understanding around the child.

QUESTION 5

Inclusive pedagogy and the principles that are situated around that is key for practitioners, why is this?

Answer 5 (Please note, the below are examples and answers may vary)

- Having an appropriate inclusive pedagogy, practitioners being knowledgeable in this pedagogy and practice builds confidence in practitioners to challenge bias, implement inclusivity and monitor interaction effectively – this then leads to an inclusive ethos that is flexible and adaptable through communication and reflection.

