



INCLUSION IN THE EARLY YEARS: PROMISING PRACTICES PROVINCIAL SYMPOSIUM

Monday, December 6, 2010

Facilitator Guide for Table Talk

Debra Mayer Morning Keynote



Thank you for being a facilitator and supporting “Table Talk Time” for *Have you got Attitude?* (Debra Mayer Morning Keynote)

We would appreciate your assistance in ensuring:

- Everyone at your table has a chance to share
- You “facilitate” table conversation (move the conversation along)
- Forward any feedback, response or questions for the table to the tech leads in your session that are compelling questions to share with Debra



During Debra’s morning keynote presentation she will stop several times to allow for “Table Talk time”. She has identified slides with this image to identify “table talk time”.

1. Slide titled “Personal Experience with Persons with Disabilities”

Personal Experience with Persons with Disabilities

Do you know someone with a disability, (extended family member or friend)?

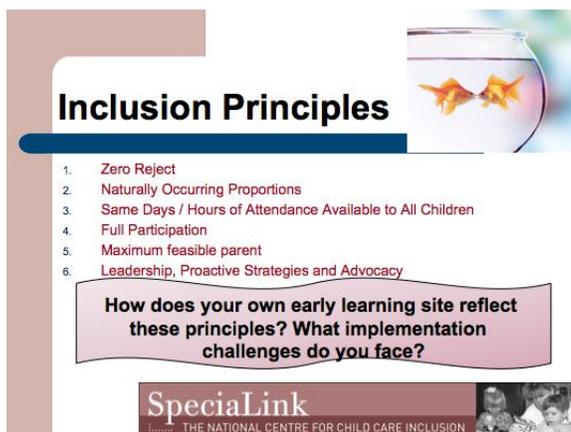
Have you ever actually discussed their disability with this person (or persons) at some point? How did that go for you?

Specialink
THE NATIONAL CENTRE FOR CHILD CARE INCLUSION

The first “table talk” allows time for you to introduce yourself to the group as the facilitator (thanks for volunteering!) and ask the table participants to introduce themselves. Then please begin a conversation around the questions Debra poses in the slide above. E.g., Individually/private think if you know of someone with a disability. In our conversation, would you be willing to respond to this question - *Have you ever actually discussed their disability with this person (or persons) at some point? How did that go for you?*

Debra’s note: “There are no right or wrong answers here, this icebreaker is intended to get people reflecting on any personal connection to disability and talking to one another. “

2. Slide titled “Inclusion Principles”



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
6. Leadership, Proactive Strategies and Advocacy

How does your own early learning site reflect these principles? What implementation challenges do you face?

SpeciaLink
THE NATIONAL CENTRE FOR CHILD CARE INCLUSION

Ask table participants to “turn and talk” with someone beside them (or groups of three) to reflect on these questions.

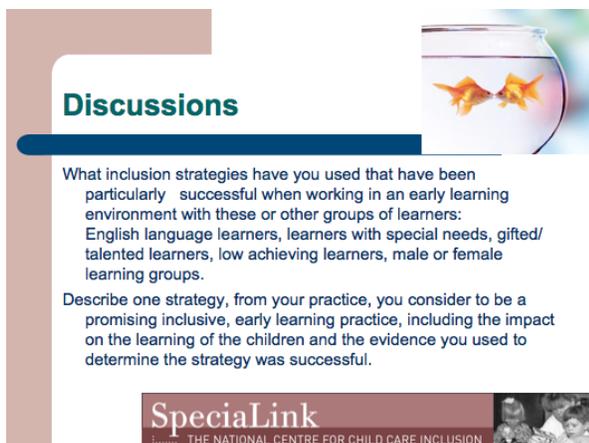
How does your own early learning site reflect these principles?

What implementation challenges do you face?

After half of the time has elapsed bring the group back together to share a list of challenges identified. Record these on the notepaper provided and consider submitting your groups’ challenges to the technology lead at your site to be collected.

15 min Break – thank you for sharing your table groups’ “challenges” with the tech lead.

3. Slide titled “Discussions”



Discussions

What inclusion strategies have you used that have been particularly successful when working in an early learning environment with these or other groups of learners: English language learners, learners with special needs, gifted/ talented learners, low achieving learners, male or female learning groups.

Describe one strategy, from your practice, you consider to be a promising inclusive, early learning practice, including the impact on the learning of the children and the evidence you used to determine the strategy was successful.

SpeciaLink
THE NATIONAL CENTRE FOR CHILD CARE INCLUSION

Please facilitate a table conversation around **one** of the ideas on the slide above. If time permits, consider sharing stories from various table conversations with the larger group at your site. Send any questions that arise from your conversations/discussions to your tech lead to forward to Debra Mayer.

4. Slides titled “Reflect on Individual Needs”

The image shows two presentation slides side-by-side. Each slide has a title 'Reflect on individual needs' in a blue box at the top left, followed by a blue horizontal bar. To the right of the title is a small image of two goldfish in a bowl. Below the title and bar are three questions. At the bottom of each slide is the SpeciaLink logo, which includes the text 'SpeciaLink' and 'THE NATIONAL CENTRE FOR CHILD CARE INCLUSION' next to a small photo of children.

Reflect on individual needs

What do we provide for children on a daily basis & how independently can all children involve themselves in what we offer?

What constitutes quality programming for those of us that offer early learning programs for children, & what are the implications for all families/children enrolled here?

SpeciaLink
THE NATIONAL CENTRE FOR CHILD CARE INCLUSION

Reflect on individual needs

Can all children participate in activities that assist them in making friends & feeling good about themselves?

How do all interactions in the centre look, feel, & sound? What is the tone of this centre?

Do we see the strengths of all children & do we see the child first & the needed support second?

SpeciaLink
THE NATIONAL CENTRE FOR CHILD CARE INCLUSION

Depending on time at this point in the presentation, you may wish to ask a different person to respond to each question. Debra will provide directions to the activity she wants to engage the group in. The questions are on two slides – and listed here for you to share with the group. Table groups may want to choose one or two questions most relevant to them to focus on. Send any questions that arise from your conversations/discussions to your tech lead to forward to Debra Mayer.

Supplementary Questions for Conversation

Time permitting, or if your site loses connectivity, you may wish to engage your participants in a focused conversation using the following questions.

1. What are your initial reactions to the information shared today? What strikes you as hopeful? Where do you feel most challenged?
2. After listening to Debra Mayer today, and considering your own early learning practice, what might be **3 key points** you want to remember about early learning and inclusion?
3. Practitioners working with children in the early years, often discuss *learning through play* and *play-based learning*. What are **2 important ideas** we need to remember about play and the learning of children birth to age eight?
4. What did Debra Mayer say that made you stop and reflect on your own inclusive, early learning practice? **OR** What did Debra Mayer say that confirmed what you do in your own early learning practice, in terms of inclusion?
5. If you were asked to take the lead to facilitate a community of learners within your school community around inclusive play, what would be the key element that you would like your team to focus on for the next 12 months in facilitating an inclusive play environment for children participating in an early learning environment?

Another opportunity for supplementary conversation would be the documents in your program book on page 11-13 focused on Setting the Direction and Building an Inclusive Education System in Alberta.

Thanks for facilitating the “Table Talk” today.