

# The Role of INclusion COordinator (INCO)

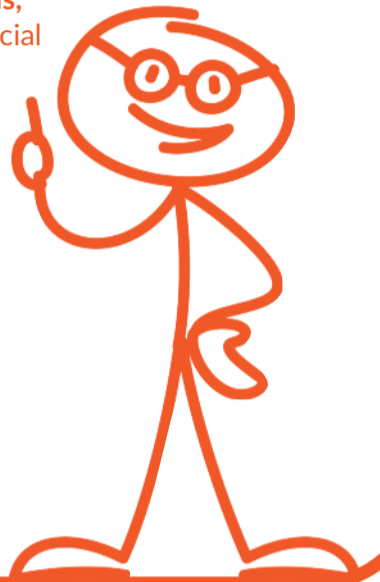
## Leading Inclusive Practice and Pedagogy

- **Leading inclusive practice, inclusive pedagogy** and an inclusive culture within the setting and providing support and information to staff and parents on inclusion of all children, with reference to the Diversity, Equality and Inclusion Charter and Guidelines.
- **Cascading learning** throughout the staff in the setting so as to foster an inclusive culture.
- **Supporting staff** in the implementation of inclusive practices in curriculum planning and assessment which supports the regular reviewing of the learning environment, daily routines, activities and social interactions to enable children of all abilities and backgrounds to participate at an appropriate level in both individual and common tasks.
- **Sharing learning and good practice** regarding observations, documentation and curriculum planning and development, modelling good practice and utilising different strategies for collaborating with the team regarding effective communication with children, with reference to Aistear and Siolta principles and guidelines.
- **Engaging with national and local developments** related to inclusion in order to continue to lead the implementation of good practice in the setting.
- **Engaging with ongoing CPD** to ensure adherence to good practice in relation to developments within the disability sector and in relation to the inclusion of children with additional needs.



## Access and Inclusion Model (AIM)

- **Disseminating information on AIM**, as well as on inclusion more generally, to parents and staff.
- **Assisting with applications for supports under AIM** and liaising, where necessary, with the Early Years Specialists and other professionals working with the child. This could include meeting with parents through to using the PIP portal for the AIM application.
- **Liaising with Early Years Specialists** to develop strategies to support participation to ensure all children and their families are supported.
- **Working closely with parents and other professionals**, including the Early Years Specialists in cases where a child has complex additional needs which require more targeted supports and/ or additional assistance.
- **Liaising with parents and other professionals**, including the Early Years Specialists and Special Education Needs Organisers (SENOs) as appropriate, to support the transition of children to primary school.
- **Participating in any relevant evaluation or AIM review** to inform future practice and policy developments.

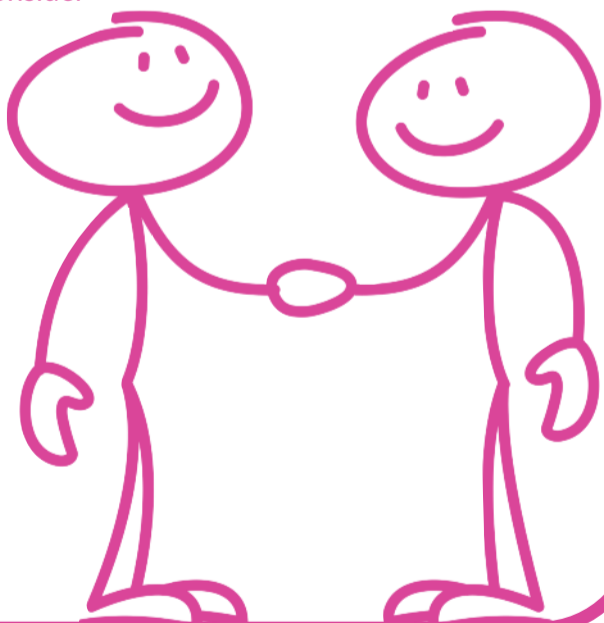


# Linc

LEADERSHIP FOR INCLUSION  
IN THE EARLY YEARS  
CEANNAIREACTH DO CHUIMSIÚ  
SNA LUATHBHLIANTA

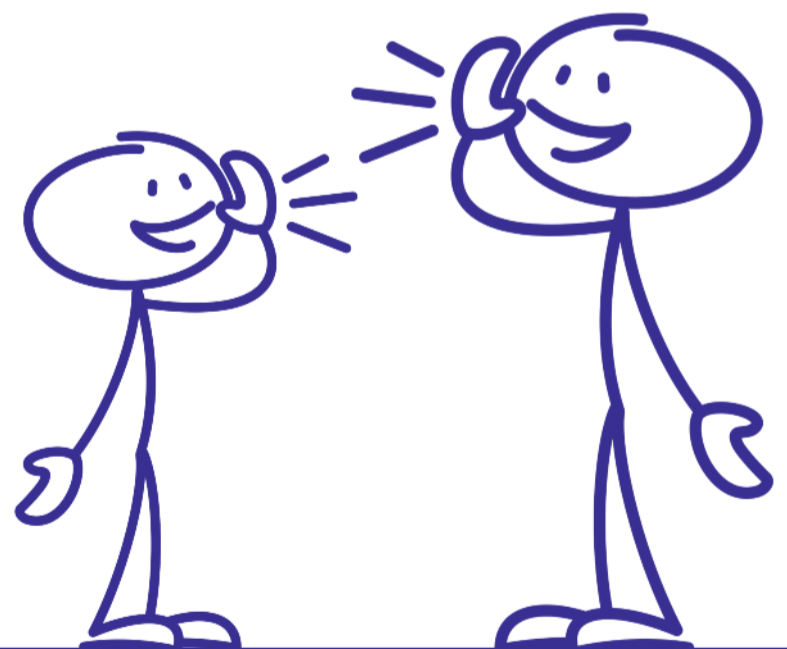
## Diversity, Equality & Inclusion Charter and Guidelines

- **Promoting the National Inclusion Charter** and supporting staff to engage with the revised Diversity, Equality and Inclusion Charter and Guidelines 2016. This may involve the Inclusion Co-ordinator using relevant sections of the Diversity, Equality and Inclusion Guidelines (exercises, critical questions and pointers) to stimulate discussion with staff and as a prompt to consider ideas for practice in facilitating an inclusive programme.
- **Supporting the setting** to complete and regularly review its Inclusion Policy.



## Views of Children and Parents

- **Advocating on behalf of children** and engaging in regular consultation with children to allow their ideas, feelings and thoughts to contribute to service provision and delivery. Using feedback from children and their parents to inform the settings inclusion procedures, evaluation and to input into wider policy developments, as appropriate.



**Free to participate** | Early years settings that employ an INclusion COordinator (INCO) who has graduated from LINC will receive an additional €2 per week in capitation per ECCE child | Students receive a €200 contribution towards costs.

Applications will open on 12 March 2018 and can be made online at [www.lincprogramme.ie](http://www.lincprogramme.ie)  
Closing date for applications is Thursday 12 April 2018.



A mentoring visit to participants' early years settings is provided to support students' professional learning. Assessments include: written reflections, multiple-choice quizzes, and the development of practical materials. Assessments will focus on linking practical knowledge of working in ECCE settings to the National Quality Framework within the ECCE field.

Module Title	Credits	Semester
Inclusion in Early Years Settings: Concepts and Strategies	12	Autumn
Child Development	6	Autumn
Promoting Collaborative Practice for Inclusion in Early Childhood Care and Education	12	Spring
Curriculum for Inclusion	6	Spring
Leadership for Inclusion	12	Summer
Portfolio Module	12	Summer

The LINC programme comprises 6 modules delivered over 3 semesters (autumn, spring and summer) and amounting to 60 credits (ECTS). Based on the blended-learning model, students will be required to engage weekly with a range of reflective activities, videos and discussion forums. Each module will have one Saturday classroom session, plus a compulsory orientation day (seven Saturdays in total).

#### PROGRAMME STRUCTURE

#### ENTRY REQUIREMENTS:

Early years settings that hold a contract to deliver the ECCE Programme, funded by the Department of Children and Youth Affairs, are eligible to nominate a candidate. Candidates must hold a Level 5 Major Award in a relevant area. Candidates must be comfortable accessing the internet, sending an email, downloading and uploading a document, and posting to an online forum.

#### HOW TO APPLY:

Applications must be made online at [www.lincprogramme.ie](http://www.lincprogramme.ie). Evidence of the applicant's relevant qualification (copy of certificate or transcript) is required at the time of application. Please note: programme places will not be allocated on a first-come, first-served basis. Places in centres that are oversubscribed will be allocated by random lottery.

*"I am delighted that I had the opportunity to participate in LINC. It has really given me a new insight and energy to continue to provide an inclusive culture in my setting. The blended-learning process is flexible and allowed me to learn when and where it suited me, which, as a practitioner and busy parent, was essential. The lessons are well planned and organised, and the content very relevant and up-to-date. Tutors and staff are extremely supportive and informative. I will carry all that I have learned through both my professional and personal life."*

Leonora Herlihy, LINC Graduate, 2016/17

**Contact Information**  
[www.lincprogramme.ie](http://www.lincprogramme.ie)  
 E: [linc@mic.ul.ie](mailto:linc@mic.ul.ie)  
 T: +353 61 204545



"My experience with the LINC programme has been very positive and enjoyable. I have found the online learning system very easy to use. The course content has been very interesting and quite manageable in my busy lifestyle, and has brought lots of new ideas to improve inclusion in my service. By training as an Inclusion Coordinator I have also added to the quality of my service for families to benefit from in the future."

Yvonne O'Keefe, LINC Graduate, 2016/17

Early years settings that employ an Inclusion Coordinator (INCO) who has graduated from LINC will receive an additional €2 per week in capitation per ECCE child. The programme is fully funded and is free to participants. Additionally, all students will receive a contribution of €200 towards costs. LINC is delivered by a consortium led by Mary Immaculate College (MIC) and including Early Childhood Ireland and Maynooth University-Department of Primary and Early Childhood Education. The programme will commence in September, finish at the end of June, and in 2018/19 will be delivered in the following 11 locations around Ireland: Donegal; Dublin City; Dublin South; Dublin West; Galway; Louth; North Wexford; Offaly; West Cork; Sligo and Tipperary. Locations may vary in future years to ensure nationwide access to the programme.

The Leadership for Inclusion in the Early Years programme, LINC, is a Level 6 Special Purpose Award (Higher Education). The programme is designed to enhance inclusion of children with additional needs in early years settings through the development of the role of Inclusion Coordinator (INCO). The programme is part of a Government commitment to the provision of high-quality education and training in the field of Early Childhood Care and Education and was introduced as part of the Access and Inclusion Model (AIM) in 2016.

## Leadership for Inclusion in the Early Years



**Certificate in Leadership for Inclusion in the Early Years**

**Level 6 Special Purpose Award**

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