



## WHO DO WE NEED?

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# Inclusion is a journey, not a destination



# Inclusion as a broad concept

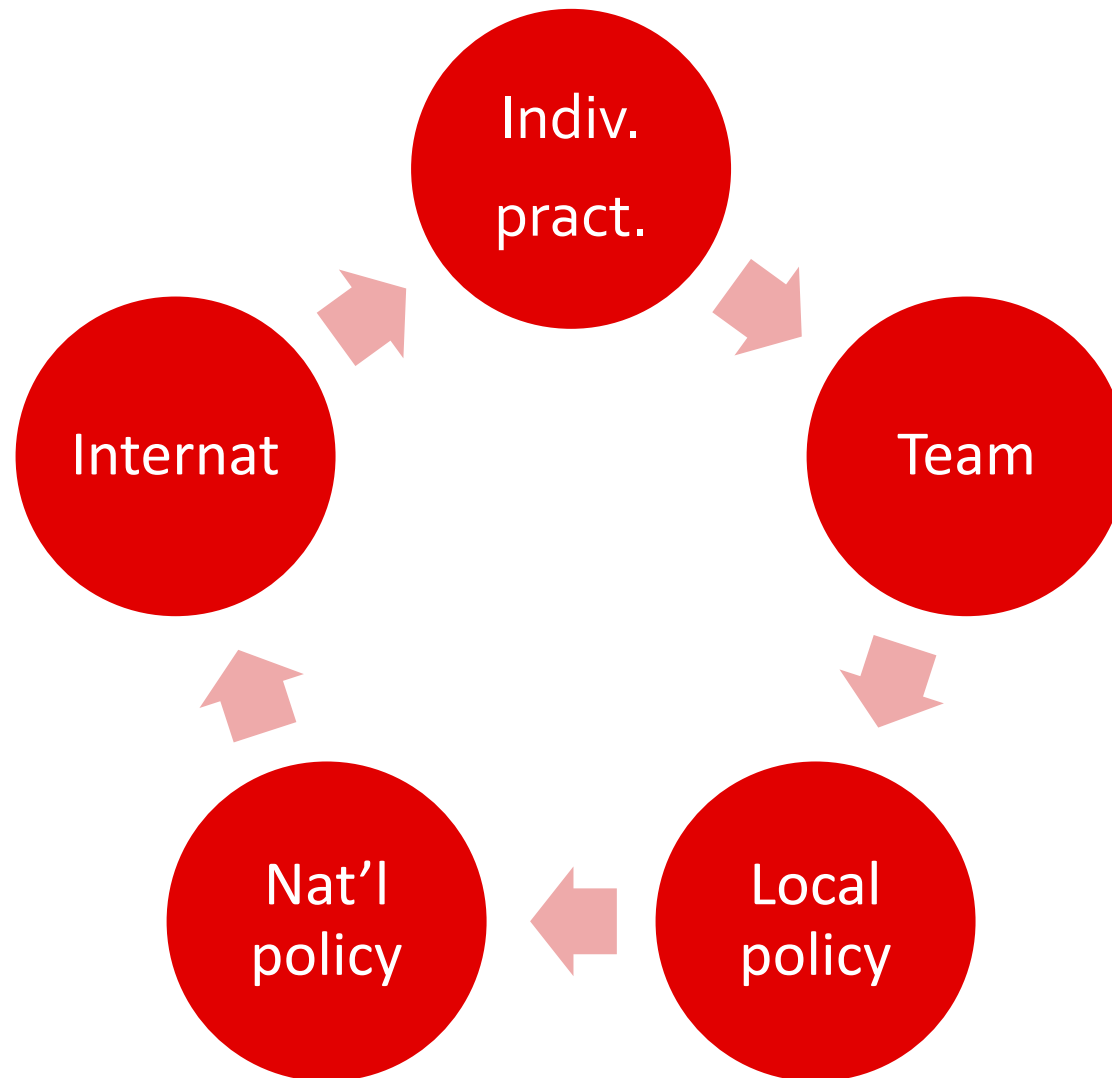
- Children's rights: protection – participation – provision
- European Quality Framework
- Superdiversity , changing demographics
- Progressive universalism
- Professional development – competence debate

(Vertovec, Crul, 2016)

# The competent system

- CoRe (2012) and other competence models
- ECEC quality depends on the competences of people working with children, families and communities
- Inclusive approach: 'how do YOU think WE can help you' (rather than 'This is how WE work')

# A competent system (CoRe, 2012)



# Individual practitioner

- Knowledge and attitudinal competences
- Reflective attitude, willing to change perspective
- Open-minded, diversity as a richness
- Open to new working methods
- Communicative competences
- Reciprocal relation with parents (= partners in education)

(CoRe, DECET/ISSA (2013), PACT (2018), Peeters and Sharmahd (2014), 'agentic' professional)

# Example DECET/ISSA

- Willing to accept diversity in society and respecting other ways of being;
- Being non-judgmental;
- Having an open mind;
- Having empathy and understanding;
- Showing flexibility and adaptability;
- Being sensitive (aware of children's and parent's needs) and responsive (act on awareness);
- Supporting a sense of belonging;
- Having enthusiasm: being engaged and motivated;
- Being creative in order to find alternative solutions and approaches;
- Showing warmth and being loving.



# Team level

- Supportive and coaching leadership
- Support strategies, training opportunities, peer support
- Learning from and with each other, learning from disagreement : team meetings - reflection - PLC - jobshadowing...
- Diversity among staff
- Cooperation - partnerships

(Core (2012), PACT (2018), NESET II (2017), ISSA, Peeters & Sharmahd (2014), Fukkink & Lont (2007))



# Policy level: local – regional – national

- Vision on inclusive ECEC
- Split or integrated systems
- Funding
- Support mechanisms
- Qualification and training
- Supportive working conditions
- Monitoring and quality systems
- Implementing EU regulations



# International level

Clear shift from instrumental approach of ECEC (women's employment, R.O.I.) to full understanding of the fundamental value of ECEC as such.

- EU policies, project funding and inspiration (EQF)
- International support networks (e.g. ISSA, UNICEF, OMEP...)
- Learning through international projects, new perspectives, professional exchange
- Support of professional networks and unions (e.g. DK BUPL)

# Working conditions

- Initial and in-service training of sufficient length and intensity and for all staff
- Resources
- Child free hours
- Adult/child ratio
- Quality systems
- Joint learning and critical reflection

# Concluding

- Importance of competent ECEC staff cannot be underrated in providing high quality, and **THUS** inclusive ECEC
- Competent individuals can't do it on their own
- High time to really support practitioners and provide the working conditions that they need

**THANK YOU**



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