



Humanising language used to

describe children's lived

experiences. Language should

empower not stigmatise.

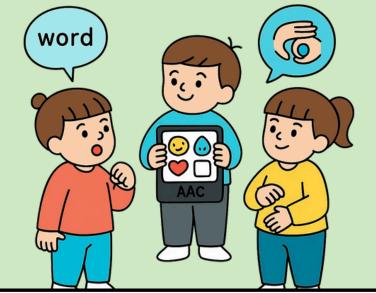


"All ways of being are valid and contribute to an early childhood community"

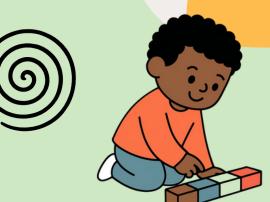
Early educators recognise that neuroaffirming knowledge leads to opportunities to unravel deficit systems.

> **Neurodiversity affirming** practice is rooted in allyship where parents, carers, specialists and educator collaborate to dismantle barriers and system that do not work

Solidarity



All forms of communication are valid and lead to a multi-modal environment where each child's communication identity is respected including speaking, non-speaking, echolalia, sign, visuals and AAC



Children are enabled to pursue their diverse play patterns recognising that there is no ideal or right way of playing. Rather play serves many functions including learning, regulating, resting and processing.

Stamme



Environments are designed with diversity in mind recognising that emotional, physical, sensory and social spaces empower different ways of engaging and interacting.

Unhurried childhoods are advocated for where children can have time to enter flow states.



Altered States



Self-regulation exists within the context of relational and environmental co-regulation. Children are understood to have a repertoire of regulation responses including regulating up and down.











Every opportunity is taken to ensure children feel a sense of community which embraces their differences and supports needs

Autistic

ADHD

Dyslexia









