

# BELONGING BY DESIGN: LEADING THE INFRASTRUCTURE OF INCLUSION

with Emily Mostovoy-Luna

This leadership series helps leaders in early childhood education and community care move inclusive beliefs into action. Built on Dr. Shelley Moore's Infrastructure of Inclusion and the Bridge 2 Inclusive Practices 4 Cs, leaders will discover the conditions that help ensure all learners participate, contribute, belong, and are planned for at the outset of their time together. Throughout the series, leaders will explore the conditions necessary for protecting inclusive practices as they encounter system pressures.

| DATE                                        | SESSION TOPIC                                                                                                                     |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>September 23, 2026</b><br>1:00–2:30pm ET | <b>Session 1:</b> Leading the Conditions for Presumed Competence<br><i>Rightful Presence Starts Here</i>                          |
| <b>October 13, 2026</b><br>1:00–2:30pm ET   | <b>Session 2:</b> Leading the Conditions for Place<br><i>From Program Access to Design</i>                                        |
| <b>October 28, 2026</b><br>1:00–2:30pm ET   | <b>Session 3:</b> Leading the Conditions for Proximity to Peers and Belonging<br><i>Protecting Belonging and Shared Ownership</i> |
| <b>November 17, 2026</b><br>1:00–2:30pm ET  | <b>Session 4:</b> Leading the Conditions for Purpose<br><i>Protecting the Why Before Systems Get Pressured</i>                    |
| <b>December 10, 2026</b><br>1:00–2:30pm ET  | <b>Session 5:</b> Leading the Conditions to Plan for All<br><i>Technical and Adaptive Leadership When Systems Get Pressured</i>   |

Register here!



**Emily Mostovoy-Luna** is an educational leader deeply committed to equity and inclusive practices. With over 15 years in educational leadership and expertise in special education and general education, having held positions as a teacher, school counselor, principal, district and executive director of special education, and as an Associate Superintendent. She believes every student deserves compassionate, equitable, high-quality, and inclusive instructional environments that foster the joy of learning, rightful presence, student voice, and agency.



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## Session Descriptions

| DATE                                 | SESSION TOPIC                                                                                            | SESSION DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| September 23, 2026<br>1:00–2:30pm ET | <b>Session 1:</b> Leading the Conditions for Presumed Competence<br><i>Rightful Presence Starts Here</i> | <p>Rightful presence begins with presumed competence. Leaders in early childhood education and community care determine what children are presumed capable of, communicative about, curious to know, and filled with potential.</p> <p>During this session, leaders will explore the beliefs, language, assumptions, routines, and family partnerships that affect access, participation, behaviour responses, and programming. Using the 4Cs framework, leaders will explore how compassion, curiosity, creativity, and collaboration can help us name the barriers, presume competence, and plan for dignity and inclusion.</p> <p>Leaders will:</p> <ul style="list-style-type: none"><li>• Recognize the role of presumed competence in early childhood inclusion.</li><li>• Examine the impact of assumptions on access, participation, behavior responses, family conversations, and programming.</li><li>• Identify language and leadership behaviors that communicate dignity, belonging, and high expectations.</li></ul> |

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| DATE                                      | SESSION TOPIC                                                                                                                     | SESSION DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>October 13, 2026</b><br>1:00–2:30pm ET | <b>Session 2:</b> Leading the Conditions for Place<br><i>From Program Access to Design</i>                                        | <p>Place means much more than which program or setting the child attends. Leaders in early childhood education and community care must consider where in the program and community, through play, relationships, and routines, the child learns and belongs.</p> <p>During this session, leaders will consider the data, observations, and information gathered from family and community members. Leaders will practice asking condition-based questions instead of child-deficit questions to move towards designing opportunities where all children can belong.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Examine data, observations, family/community connections through the lens of access, placement, and participation.</li> <li>• Shift away from child-deficit questions toward condition-based questions.</li> <li>• Recognize high-leverage leadership moves to increase access to programs and routines that facilitate inclusive early childhood learning experiences.</li> </ul>                                                                                                                                   |
| <b>October 28, 2026</b><br>1:00–2:30pm ET | <b>Session 3:</b> Leading the Conditions for Proximity to Peers and Belonging<br><i>Protecting Belonging and Shared Ownership</i> | <p>Proximity does not equal participation. In early childhood and community care settings, leaders have to look beyond whether children are near peers and ask whether adult roles, routines, supports, and environments are helping children interact, play, communicate, and belong with one another.</p> <p>In this session, leaders will examine the leadership conditions that protect peer participation. This includes clarifying adult roles, noticing when support creates separation, strengthening collaboration across educators, support staff, specialists, families, and community partners, and designing routines where children have natural opportunities to connect throughout the day.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Examine peer participation and belonging as leadership responsibilities in early childhood settings.</li> <li>• Identify how adult roles, support routines, and environmental design can either strengthen or limit peer connection.</li> <li>• Recognize leadership moves that clarify roles, support collaboration, and protect shared ownership for belonging.</li> </ul> |

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| DATE                                               | SESSION TOPIC                                                                                                                           | SESSION DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>November 17, 2026</b><br/>1:00–2:30pm ET</p> | <p><b>Session 4:</b> Leading the Conditions for Purpose<br/><i>Protecting the Why Before Systems Get Pressured</i></p>                  | <p>Purpose requires leaders to think beyond access and ask whether each child has a meaningful role, contribution, voice, and sense of agency within the early childhood community.</p> <p>In this session, leaders will examine how goals, services, routines, and family partnerships can either strengthen meaningful participation or unintentionally reduce inclusion to placement and compliance. Through the lens of the 4 Cs framework, leaders will consider how to keep the child’s strengths, experiences, family priorities, and opportunities for contribution at the center of decision-making.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Examine purpose as a leadership responsibility connected to participation, contribution, voice, agency, and belonging.</li> <li>• Identify how goals, services, routines, and partnerships can either strengthen or limit meaningful participation.</li> <li>• Recognize leadership questions that help teams keep each child’s purpose at the center of inclusive decision-making.</li> </ul> |
| <p><b>December 10, 2026</b><br/>1:00–2:30pm ET</p> | <p><b>Session 5:</b> Leading the Conditions to Plan for All<br/><i>Technical and Adaptive Leadership When Systems Get Pressured</i></p> | <p><i>Plan for All</i> refers to the need to build the structures, routines, partnerships, and collaborative practices that ensure we are meeting the needs of ALL learners.</p> <p>During this final session, leaders will explore how things like schedule, staffing, role clarity, partnerships, service delivery, collaboration, and UDL impact plans for all learners. In addition, leaders will consider what kinds of guardrails they can put in place to protect the process during times of increased pressure.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Explore Plan for All and UDL in early childhood and community care programs.</li> <li>• Differentiate between technical challenges and adaptive challenges in implementing inclusive practices.</li> <li>• Identify guardrails that will allow leaders to keep working towards Plan for All in early childhood and community care programs.</li> </ul>                                                                                                                              |