

**The Early Years Learning Framework in early intervention**

**e-learning**

Learner journal

## C:\Users\lkelly112\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\74D2A0B4.tmpUser guide

This professional learning supports early intervention teachers to embed the Early Years Learning Framework (EYLF) in their practice. Throughout the session there is demonstration of the convergence of principles and practices of the EYLF and best practice in early intervention. This journal consists of a range of tasks to support you in consolidating, contextualising and extending your learning. It is a tool to support ongoing learning, collaboration, and capacity building.

The learner journal can be used as evidence of your active participation in this professional development. Importantly, as an assessment for learning resource, it can be used in collegial conversations with your school supervisor, principal, and P-2 initiatives officer.

It contains key actions as detailed below:

* **Reflection on content** – these provocations are required tasks that support learners to consider key learning covered in this professional learning.
* **Resources** – this section provides links, references, readings and so on referred to in the presentation and is also a space for you to add any other resources that you find valuable as you work through the learning.
* **Notes** – this section encourages the learner to use the journal itself as a resource by providing space to record:
	+ notes from reflection tasks within the online module
	+ questions
	+ ideas
	+ connections you make with your current program and practice

You might also like to copy and paste any presentation content, for future reference.

* **Keeping up to date, inspired and connected** – this section provides additional resources to deepen and continue your learning. It also provides information about department staff who can support you.

Throughout this professional learning you will need to refer to the Early Years Learning Framework document. Before commencing the presentation make sure you have a copy available to refer to or download it now.

[Early Years Learning Framework document](https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia)

## Best practice in early intervention

### Task 1 - Reflection on content

Reflect on the [ECIA National Guidelines Best Practice in Early Intervention](https://re-imagine.com.au/practitioner/what-is-best-practice/) document and briefly comment on each quality area in relation to your context.

|  |  |
| --- | --- |
| **Quality area** | **Comments:*** **Provide examples of how this is evident?**
* **Could this be improved?**
 |
| **Quality area 1: Family** |  |
| 1. Family-centred and strengths-based practice
2. Culturally responsive practice
 |  |
| **Quality area 2: Inclusion** |  |
| 3. Inclusive and participatory practice4. Engaging the child in natural environments |  |
| **Quality area 3: Teamwork** |  |
| 5. Collaborative teamwork practice6. Capacity building practice |  |
| **Quality area 4: Universal principles** |  |
| 7. Evidence base, standards, accountably and practice8. Outcomes based approach |  |

## Quality teaching and learning in early childhood education

### Task 2 - Reflection on content

From your understandings of the principles and practices of the Early Years Learning Framework, consult with a colleague to complete the Y chart below. What do these principles and practices look like, sound like and feel like in your context?

### Looks like

### Feels like

### Sounds like

## Quality teaching and learning in early intervention

### Task 3 - Reflection on content

#### Specialist strategies to support play and learning

Play-based learning is a key component of the Early Years Learning Framework. Educators constantly draw on their professional understanding of the importance of play and how best to support all children, including children with support needs, to learn through play.

In the table below add in a scenario of your own to complete the table. Work with as many colleagues as you can to gain the benefit of sharing scenarios and possible solutions and strategies.

|  |  |  |
| --- | --- | --- |
| **Scenario** | **Possible strategy** | **How it might work** |
| Ali has an intellectual disability and autism. He loves a particular Thomas the tank engine puzzle. He gets very upset and frustrated that he cannot finish the puzzle. | Backward chaining – reinforcing a part response to successfully complete the puzzle. | Introduce the puzzle to Ali with just some of the last pieces out and have him put them in to complete the puzzle. You may even just leave out one piece and celebrate the completion of the puzzle – then try with two missing and so on. |
| George has a severe intellectual disability and autism. He loves the big red truck, and he knows it is in the outside storeroom. George is non-verbal. He screams and bangs on the storeroom door.  | Replacement behaviourFunctional Communication TrainingYou have high motivation here. George really wants that truck! | Create a visual of the truck – probably a photo. Teach George to point to the picture of the truck. You may need to use physical prompts to help George point. As soon as he points- open the storeroom and give him the truck. You can build on this gradually by adding visuals of more favourite things for George to choose from. Later you might add a first then visual sequence for George to play with something else then get the truck. |
| Evelyn loves the balloon colour game and is just starting to name the colours that face up when she rolls the dice.  | Prompt fading and constant time delay | The educator waits for at least two seconds for Evelyn to name the colour before saying the name of the colour. Could also be described as “the speech therapist expectant wait.” |
| Other educators complain that Scarlett is being very disruptive in the outdoor play environment. | Observation using an observational tool such as Antecedent-Behaviour-Consequence (ABC) chart | Clarify the exact behaviour that is an issue – What does “very disruptive” actually mean? For example, “Scarlett grabbing materials that other children are using.”The aim of the ABC chart is to better understand what the behaviour is communicating – What is the function of the behaviour?  |
| Add your own scenario and step out what strategies you might use and how it might work/ |  |  |

### Task 4 - Reflection on content

#### Some key ideas of the EYLF

Reflect on the questions posed for each key idea. Choose one key idea and write down some thoughts in response to the questions– work with a colleague or colleagues if you have the opportunity.

##### Agency

*How do you support children to develop a sense of agency?*

*What opportunities are there in your setting for children to make meaningful decisions and choices about things that affect them?*

*What aspects of their day can children control themselves?*

##### Sustained shared thinking

*Think about the opportunities for children in your service to become involved in sustained shared thinking - where and when do they happen?*

*How often are you able to become deeply involved in shared focus with a child or group of children?*

##### Inclusion

*Think about what inclusion means for you - how do you make sure no one is left out?*

*Are there ways that your early intervention could have a stronger focus on inclusion?*

*Think about your own expectations for children to be included in mainstream education and how you commutate these to families and other professionals.*

*Take a close look at the* [NSW Department of Education Statement on inclusion](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/our-disability-strategy/inclusive-education) *and consider how this relates to your context.*

##### Intentional teaching

*Think about your own workplace.  How much of what you do is “intentional”?*

*Think about how you are “intentional” - what are the reasons behind what you do?*

##### Cultural Competence

*Think about your own cultural background - how does it shape your beliefs and ways of doing things?*

*Where can children and families in your service find their culture reflected in the environment and interactions every day?*

### Task 5 - Reflection on content

There has been a convergence of principles and practices in early childhood education and early intervention. Read the content in the table below and consider how the Early Years Learning Framework aligns to Best Practice in Early Intervention. Use colour coding or draw lines to demonstrate the alignment.

|  |  |
| --- | --- |
| The Early Years Learning Framework | Best Practice in Early Intervention |
| **Principles*** Secure, respectful and reciprocal relationships
* Partnerships
* High expectation and equity
* Respect for diversity
* Ongoing learning and reflective practice

**Practices*** Holistic approaches
* Responsiveness to children
* Learning through play
* Intentional teaching
* Learning environments
* Continuity of learning and transitions
* Cultural competence
* Assessment for learning
 | **Quality area 1: Family*** Family-centred and strengths-based practice
* Culturally responsive practice

**Quality area 2: Inclusion*** Inclusive and participatory practice
* Engaging the child in natural environments

**Quality area 3: Teamwork*** Collaborative teamwork practice
* Capacity building practice

**Quality area 4: Universal principles*** Evidence base, standards, accountably and practice
* Outcomes based approach
 |

Reflect on how the Early Years Learning Framework principles and practices naturally embed in best practice for Early Intervention. Comment on how one of these links is evident in your context.

### Task 6 -. Reflection on content

#### Individual Education Plans

Choose a sample goal from an individual education plan.

Write the goal here:

Take a moment to consider whether the goal is:

* necessary and functional for the child’s and the family’s life
* based on the family’s priorities and concerns
* reflective of real-life contextualised settings
* jargon-free, clear and simple?

Use your copy of the EYLF to find where your chosen goal sits in the expanded outcomes of the EYLF and record your responses below:

### Resources

#### Professional learning

[The Early Years Learning Framework e-learning modules](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/professional-learning/early-years-learning-framework-modules)

[Preschool programming and planning modules](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/professional-learning/preschool-programming-and-planning-)

[Individual planning for young children with disabilityyoung-children-with-disability.nameAsc.1.grid](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/professional-learning.main-education--category---catalogue---additional-needs---young-children-with-disability.nameAsc.1.grid)

[Disability Standards for Education for early childhood (school)](https://myplsso.education.nsw.gov.au/mylearning/catalogue/index?menu=Home#/detail?page=1&pageSize=10&openSessionsOnly=false&search=disability%20standards&details=%2Fmylearning%2Fcatalogue%2Fdetails%2Faf5abff5-0789-ea11-86e9-0003ff147eae)

[Disability Standards for Education for early childhood (prior to school)](https://myplsso.education.nsw.gov.au/mylearning/catalogue/index?menu=Home#/detail?page=1&pageSize=10&openSessionsOnly=false&search=disability%20standards&details=%2Fmylearning%2Fcatalogue%2Fdetails%2F8bb27d0b-0489-ea11-86e8-0003ff149052)

NSW Department of Education policy

[NSW Department of Education Inclusive education for students with disability](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/our-disability-strategy/inclusive-education)

Documents referred to in presentation

[ECIA National Guidelines Best Practice in Early Intervention](https://re-imagine.com.au/practitioner/what-is-best-practice/)

[Disability Standards for Education (2005](https://www.education.gov.au/disability-standards-education-2005)

[Belonging, Being and Becoming: The Early Years Learning Framework for AustraliaEarly Years Learning Framework](https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia)

[Living Practice with the Early Years Learning Framework](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwij1Lu-nK7uAhVJxDgGHXSOADMQFjAAegQIAhAC&url=https%3A%2F%2Fdocs.education.gov.au%2Fsystem%2Ffiles%2Fdoc%2Fother%2Fliving-practice-with-the-eylf.pdf&usg=AOvVaw2LbHT9Y4lEHVctIHl-gHZZ&cshid=1611273229886240)

[Practice Based Resources for the Early Years Learning Framework](https://docs.education.gov.au/collections/practice-based-resources-early-years-learning-framework)

[Developmental milestones and the Early Years Learning Framework](https://www.dss.gov.au/sites/default/files/documents/05_2015/developmental-milestones.pdf)

References

McWilliam, R.A Routines Based Early Intervention: Supporting young children and their families

### Notes

## Keeping up to date inspired and connected

This section provides links to websites and documents as well as information on where to get more support.

### We’re here to help!

P-2 Initiatives Officers and the Early Learning team work collaboratively to provide support schools.

You can contact your P-2 Initiatives Officer or any of the Early Learning advisors via the [Early Learning website contact page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning)

Websites provide useful and relevant information:

* The [Early Learning website](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning) provides access to the templates and guidelines.
* The [Inclusive Education support resources](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/our-disability-strategy/inclusive-education) provides the inclusive education statement and related resources.
* The [Disability, Learning and Support webpage](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support) provides the disability strategy and related resources.
* [Inclusive Learning Support hub](https://education.nsw.gov.au/parents-and-carers/inclusive-learning-support) is a parent/carer information hub which staff can share with parents of students with disability beginning their schooling journey
* [Online Training Australia](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/professional-learning) provides links to various relevant training

Resources to support the EYLF

* Thinking about the Early Years Learning Framework (EYLF) - thoughts to inspire

<https://docs.education.gov.au/documents/postcards-0>

Newsletters that you can subscribe to for up-to-date news and content:

* Early Learning e-newsletter
* [NSW DoE Early Childhood Education Directorate EC Extra newsletter](https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news-and-events/ec-extra)

 Statewide staffroom

* [Early Learning statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5keIx8n3IrPtCtxHTfBz7j2NURUczNkNJS0NSSlFQMzg0MldERVBHQTlWVyQlQCN0PWcu)

Social media is a great way to connect with others around ideas and discussions:

* Follow us on Twitter #doepreschools
* Join the conversation in our [Yammer group – NSW DoE Preschools and Early Intervention Classes.](https://www.yammer.com/det.nsw.edu.au/)

Blogs are a great way to be exposed to new ideas and thought-provoking content:

* [The Spoke: Early Childhood Australia](http://thespoke.earlychildhoodaustralia.org.au/)
* [Amplify: Community Early Learning Australia](https://www.cela.org.au/amplify/)

Podcasts can be accessed while you are on the go:

* [The Early Education Show](https://podcasts.apple.com/au/podcast/the-early-education-show/id1147429172?mt=2)
* [Early childhood research podcast](https://itunes.apple.com/au/podcast/the-early-childhood-research-podcast/id1039178520?mt=2)

Local network of Early Childhood services (of all types – within and beyond NSW DoE)