

Sector Capacity Building Program



Inclusion Ready News

Issue 5 – 4 May 2021



Term 1 face to face workshops with Wendy Shepherd

IN THIS ISSUE

We hope term 2 is off to a good start for you. In this newsletter we reflect on a busy term 1 and recap some of the learning and resources shared at our training events including 'The Why and How of ILPs' and 'Responsive Routines and Transitions'.

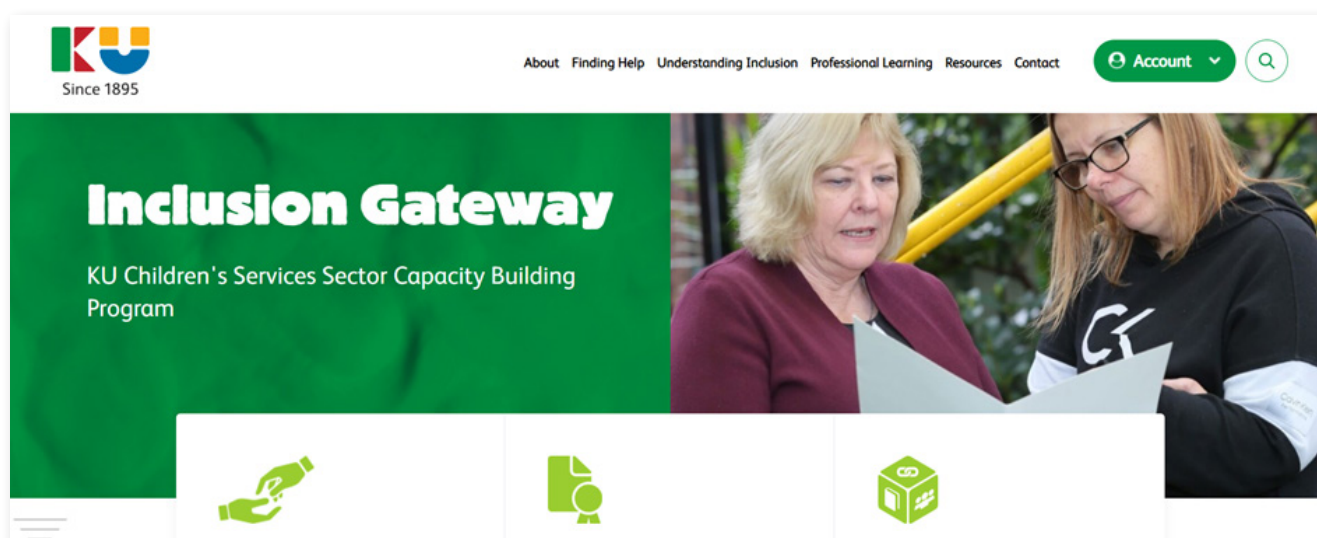
In term 1, we proudly launched our new 'Inclusion Gateway' website and we are looking forward to supporting you to make the most of this great resource.

We are also introducing our new 'Nurturing Communication' Toolkit which we will be delivering to all preschools this term.

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Inclusion Gateway website launched



There has been a great response to our new website as educators begin to explore and discover the wide range of information and resources available.

The 'Inclusion Gateway' website is designed for all educators in your preschool to support you to include children with disabilities and additional needs. Each preschool supported by the KU Sector Capacity Building team has their own individual login and matching password.

What you will find on the website:

- ▶ Evidence about the benefits of inclusion
- ▶ Information about the National Disability Insurance Scheme (NDIS) and Early Childhood Intervention Approach (ECEI)
- ▶ Professional development such as recorded webinars and podcasts on a range of inclusion topics
- ▶ Teaching resources including social stories, observation and reflection tools
- ▶ Support for responding to developmental concerns

Take a video tour of the website [here](#) or go exploring yourself: <https://kudisabilityinclusion.com.au/login>. You will find your preschool's name in the dropdown list on the login page. Your password must be entered exactly the same way as your preschool's name is typed in the dropdown list.

The website will be regularly updated with new content. We would love to hear from you about what you find useful and what you would like to see included.

Upcoming professional development face to face events



Raising Concerns with Families

Presented by Marina Bailey, Psychologist

- ▶ Illawarra region: Tuesday 4 May
[Learn more and register](#)
- ▶ Penrith/Hawkesbury region: Wednesday 12 May
[Learn more and register](#)

This workshop will outline helpful strategies to reach successful outcomes with families, and includes the 'how', 'when' and 'where' of raising concerns, from identification of concerns, through to building a positive ongoing partnership with families.

Learn about:

- ▶ Planning required to have a potentially difficult conversation
- ▶ Managing your own emotions and those of the family
- ▶ How to manage situations where high levels of emotion are involved

These skills can be used in a variety of situations not exclusive to raising concerns, but also in interactions with colleagues, external professionals or in your personal life.

Reflecting on your routines and transitions

It was great to hold our first live events in almost a year recently! How wonderful it was to see people face to face, and do some important networking.

We heard from Wendy Shepherd and the KU Sector Capacity Building team, and took time to reflect on our daily routines and transitions using the new Responsive Routines and Transitions tool.

Routines and transitions can become more inclusive when we are purposeful, aware, and intentional in both our planning and our practice. Through critical reflection we can create routines and transitions that consider the needs of the individual within the routine, nurture relationships and create opportunities for learning.

You can download the Responsive Routines and Transitions tool on the Inclusion Gateway website at <https://kudisabilityinclusion.com.au/resources/responsive-routines-and-transitions-tool>

To learn more about this tool, please contact your Preschool Inclusion Consultant.



Disability and Inclusion Program (DIP) funding dates

Quarter 3 (July to September 2021) assessment cut-off dates for High Learning Support Needs and Minor Capital Works funding must be submitted by **5:00pm Friday 28 May 2021**.

The 2021 Disability and Inclusion Program Guidelines can be accessed at:

<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/disability-and-inclusion-program/guidelines>

Please let us know if you need any support with the application process.

Individual Learning Plans and setting SMART goals and objectives

The Department of Education requires an Individual Learning Plan (ILP) for every child for whom you receive HLSN funding. Dr Coral Kemp delivered an informative webinar on the 'Why and How of Individual Learning Plans' in term 1. If you missed the webinar you can view the recording at <https://kudisabilityinclusion.com.au/resources/the-how-and-why-of-ilps>

Dr Kemp shared research showing that one vital key to an effective ILP is in setting SMART goals and objectives. SMART stands for:

- ▶ **Specific:** Make the objectives small and achievable, e.g. sit during mealtimes for two minutes at a time by the end of this term.
- ▶ **Measurable:** Progress towards the objective must be objectively measurable. Avoid general phrases such as “improve behaviour” or “looks happy”. Use measurable terms that use time and the specific behaviour, e.g. requests a toy verbally, at least once a day.
- ▶ **Achievable:** Take into account a child’s challenges and disabilities. Not everything can be achieved by the end of a term (short term objectives) or the year (long term goals). Concentrate on the small steps needed to move towards larger goals.
- ▶ **Relevant:** The smaller goals should be in line with the bigger picture or larger goals and relevant to the preschool context. They should also align with the EYLF, e.g. If the larger goal is “to be able to make friends”, smaller objectives need to include relevant social skills that will move towards achieving this goal.
- ▶ **Time:** State when the objective will be achieved by, e.g. by the end of the term. This helps us to measure and adapt any objectives and teaching strategies to make sure objectives are achievable.

Here are some examples of SMART objectives:

- ▶ *During free play, Joey will say “Can I play?” to a peer with verbal reminders from an educator at least once a day for three days.*
- ▶ *When beginning to feel anxious or overwhelmed, Zane will move himself to the calming space and practise at least one calming strategy from the ‘Calm Down Chart’ at least once before the end of the term.*
- ▶ *During outdoor play, and with support and encouragement from an educator, Eliza will walk across the balance beam at least once a day by the end of the term.*

The KU Sector Capacity Building team have developed an ILP template to help you with this process.

Download our ILP template: <https://kudisabilityinclusion.com.au/resources/individual-learning-plan-template>

Term 2 Focus – Supporting Communication and Language

In response to a need identified by many preschools seeking assistance to support children’s communication and language development, we have arranged a suite of free resources to support educators that we will be delivering to every preschool in Term 2. This has been made possible due to funding from the NSW Department of Education Sector Capacity Building Program.

Nurturing Communication Toolkit

The toolkit includes:

- ▶ Our new board game and Nurturing Communication card set
- ▶ Nurturing Communication Guidebook
- ▶ Communicating with Friends resource



The new **board game** is a fun way to learn as a team and includes a card set with scenarios designed to boost educator knowledge and confidence in using specific teaching strategies to support children’s communication skills.



The new **'Nurturing Communication' Guidebook** for educators provides a range of practical strategies for stimulating children's language and communication development.

This information has been designed to supplement the board game and communication card set.



'Communicating with Friends' is an educator manual that includes a set of sample visual supports and provides detailed information about using a total communication approach developed by KU.

Your Preschool Inclusion Consultant will arrange to share these important new resources with you. This may be through a visit, a team meeting or at a networking event.

Please let us know of any specific support you may be needing.

*The Sector Capacity Building Program is funded by the
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