

# Preschool Field Officer Service Newsletter Term One 2020

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## AREA LEADER UPDATE

Hello Wyndham Educators

Welcome back to Term One!

The PSFO Team are starting off 2020 with Educator Consultation Visits as an alternative to the *Meet & Greet Visits* that we have provided in the past. It is anticipated that these visits will be more specific and tailored for each individual educator based on their needs.



The aims of the Consultation Visit include:

- To set up educator success for the year
- A proactive approach - not reactive as often represented in referrals and requests for support
- The promotion and importance of inclusive classrooms and the participation of all children

Towards the end of 2019, you would have received a questionnaire to express an interest in engaging in a consultation visit. If you don't recall this or have overlooked it, please get in contact with us as soon as possible by phone or email.

In addition to the Consultation Visits, there is still the option to submit either an individual or group *Request for Support*

In this edition of the newsletter you will find information on a new website, AllPlay Learn, which provides resources and on-line training for disability and inclusion. There is also an article on Learning Styles and information on Learn to Play professional development coming up later in the year.

I hope everyone has an encouraging start to the year and it continues to be inspiring, abundant and satisfying 😊

Narelle Keleher  
PSFO Area Leader



"While [inclusion] surely requires readjustment and considerable effort on the part of educators, and on the part of the community in general, it is a small price to pay to increase the opportunity of individuals with disabilities to become fully-functioning, productive, and co-equal members of society, and of individuals without disabilities to learn in a world where individuals with disabilities are so included."

-Oberti v. Board Of Education (D.N.J. 1992)

# AllPlay Learn

Having some time to have a look through this website over our 'quieter' period, ***our PSFO team would highly recommend you get on to have a look at the information and resources contained:***

<https://allplaylearn.org.au/>

The Early Educator section has resources and online training regarding Inclusion and Disability, a number of Social stories (available to print), posters, support with communicating with parents, visuals and strategies to implement within your class rooms.

It is so important that Inclusion is embedded into our daily routines, interactions and experiences for all children, true inclusion becomes everyday practice.

## Making education fit for all kids

Deakin University, in partnership with the Victorian Department of Education and Training, is proud to present the AllPlay Learn program.

AllPlay Learn helps to create inclusive education environments for children and young people with developmental challenges and disabilities through practical online information, courses and resources for teachers, as well as information and resources for parents, children and the community.

AllPlay Learn's online information and courses focus on strengths- and evidence-based research to support teachers, educators and other education professionals working with children, young people and families across Victorian early childhood education and care settings, primary schools and secondary schools. Our online resources are easy to download and print for use across homes, long day care, kindergarten and schools.



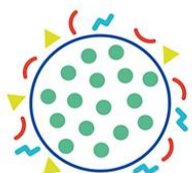
*"One of the most important steps in creating an inclusive environment, is defining what inclusion is and looks like. Inclusion is about providing equal access and opportunity to all, and involves removing discrimination and other barriers so that all individuals feel that they belong and are connected. Unlike integration, which expects children with disability to adapt to the regular learning environment, inclusion creates a learning environment that adapts to each child."*

*When not everyone can be included it's usually because of the structures and the systems in place, and a lack of understanding, not because of the abilities of children. By tackling these structures and systems we can lead a social movement of inclusion to make the world fit for all, rather than changing the child."*

(source: <https://learn.allplaylearn.org.au/topic/change-the-world-not-the-child-2/>)



Inclusion



Exclusion



Segregation



Integration

Adapted from: United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4  
(http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc)

(source: <https://allplaylearn.org.au/early/educator/educator-guide/>)

## Three Inclusive Questions

"The following questions can help educators develop individualised, strengths- and evidence-based approaches to learning and teaching. The questions can be used when an educator identifies a situation where a child may require extra support to participate.

1. What are the child's unique strengths and what has been helpful so far?
2. What is the goal and why is it important?
3. What evidence-based strategies can be used to reach the goal?

(source: <https://learn.allplaylearn.org.au/topic/three-inclusive-questions-2/>)

### DOWNLOAD A GREAT 'INCLUSION' POSTER FOR YOUR RESOURCES...

<https://allplaylearn.org.au/wp-content/uploads/2019/03/primary-being-different-poster-a3.pdf>

### RESOURCES FOR YOUR INTEREST...

<https://www.education.vic.gov.au/documents/childhood/professionals/support/egsls.pdf>

<https://elearning.suelarkey.com.au/459423-89/?cid=34814>

<https://www.sourcekids.com.au/are-you-really-ready-to-include-me/>

A few reminders for you all at the start of the year .....



### And... ANOTHER USEFUL SITE

There is a huge amount of contacts on this site for Educators to use with families if complex needs present:

<http://capss.org.au/resources-for-families-wyndham/>

## Self-Care for Educators



Connect with uplifting colleagues



Do physical activities you enjoy



Treat yourself when you need it



Remember to start fresh every day



Take a break when you need one



Use positive self-talk



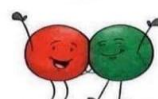
Go for a walk or spend time outside



Read a good book (just for you)



Plan an activity to look forward to



Spend time with friends and family



Leave work at school for the night or weekend



Spend less time on social media



Bring healthy snacks and meals



Be comfortable saying "no" to more obligations





**Learn to PLAY**  
*Workshops*  
learntoplayevents.com

# The Learn to Play program for Kindergarten Teachers

## 1 Day Workshop 14 SEPTEMBER 2020

Siobhan Casey

**MON 14th SEPTEMBER 2020**

9:00am - 4:30pm

**Rendezvous Hotel Melbourne**

328 Flinders St, Melbourne VIC 3000

### ABOUT

Many children come to kindergarten who are not yet ready to learn. For other children it becomes clear over their time at kindergarten that they are not ready for school and need extra resources or extra time at kindergarten. The Learn to Play program for Kindergarten Teachers is designed to support teachers in a deeper understanding of pretend play, how it develops, and why pretend play is important for literacy, narrative understanding, social competence, and self-regulation.

Alignment to the Victorian Early Years Learning and Development Framework will be explained in reference to the evidence base for the Learn to Play program.

This practical workshop will take teachers through the Pretend Play Checklist for Teachers with case studies for practice. The Pretend Play Checklist for Teachers is an assessment to assist teachers to observe and report on the pretend play ability of children in their care. It provides a framework to assist teachers identify targeted activities at kindergarten, information to pass onto parents, and specific observations of a child's play to inform report writing and transition reports.

The workshop provides for small group work to design play activities within group settings and to identify how these play activities build foundational skills for children's school readiness.

### Outline of the workshop

**9 – 10.30am:** A framework for understanding pretend play

**11 – 12pm:** Why pretend play is important for school readiness  
Alignment to the Victorian Early Years Learning and Development Framework

**12 – 1pm:** The Pretend Play Checklist for Teachers

**2 – 5pm:** The Pretend Play Checklist for Teachers  
Planning play activities for groups of children 3 – 4 years  
Planning play activities for groups of children 4 – 5 years

### PRESENTER'S PROFILE

Siobhan Casey is a paediatric occupational therapist with experience in working with children, their families and teachers in a variety of settings. In 2018, Siobhan was awarded a Doctor of Philosophy from Deakin University. Her research primarily focused on understanding the developmental processes that occur for self-regulation and pretend play capacities in supporting resilience in children. Her prior research included identifying important markers and processes for change, for children with Autism participating in the Learn to Play program. Siobhan has presented on pretend play development at conferences both nationally and internationally and enjoys delivering training to a wide range of audiences interested in promoting the opportunity for pretend play development in children. Siobhan has previously worked in early intervention community settings, private practice and specialist development schools. She is currently working within a mainstream school setting, supporting the implementation of pretend play within the curriculum. Siobhan continues to research the impact of pretend play development on global developmental functioning and has further interests in researching the role of pretend play development in supporting positive health and wellbeing across the lifespan.

### COST

**\$350 (GST incl.)** includes pre-workshop refreshments, morning tea, lunch, afternoon tea, and all workshop resources.

**Registration now open. Please register online at [www.learntoplayevents.com/events](http://www.learntoplayevents.com/events)**



# Learning Styles by Caroline Roberts

## When considering inclusion, a successful strategy that works 'hand in hand' is providing a curriculum that matches your children's learning styles

### As an Educator, do you know how you learn?...

Do you like things in a structured manner – do you set up a calendar/diary for yourself to note down when tasks are due? What does your desk look like? Is the space all collated and ordered? Or is it a bit 'all over the place' – you know where things are? Do you like to see things visually? Do you need to write things down to help you remember? Do you listen and process directions intently? Do you take things in better when you are moving eg: do you go for a run and listen to a podcast – is this how you retain things in your brain? Do you have to have a quiet environment for learning – or do you prefer a bit of background noise eg: music?

**I personally like to see things written down to read myself, and if I am attending a Professional development training, I find things easier to process when I write them down. I like things relatively ordered, but I have developed coping skills that if things go a bit 'pear shaped' I am flexible and use my problem solving skills to come up with a different idea. I like a quiet environment to learn, and prefer to be sitting at a desk/still space.**

### Let's think about the learners in your class room...

We need to intentionally teach children when they are in their most 'ready to learn' state – and this is the fun part of teaching – you get to work out when this might be! For some children it may be when they are moving on the swing/climbing; could be in a small/large group, one to one; maybe it's when they are eating or playing with a sensory experience such as slime; or is it through music.

Particularly for children who have a disability, we need to really consider how they learn to support inclusion and engagement. Often children with Autism Spectrum Disorder have difficulty with their imagination skills – consider drawing experiences within your class room.

To be able to draw on a blank piece of paper, the child is required to have a certain level of imagination and abstract thinking to plan, process and get their thoughts on paper in an 'abstract' form of drawing. So, sometimes these children avoid drawing. How can we encourage their participation in this experience alongside their peers?

Firstly, we need to consider their developmental skills, strengths and interests, **what can they do?**








**What are their special interests?** This is where we can scaffold children's learning, start at where they are at, you may need to provide a picture of their interest eg: Paw patrol; PJ Masks – support them to practice the shapes and master the steps of drawing. With use of 'backward chaining' – ie: start the activity with more (to achieve success), break down the task and build it up. It is ok to use more structured templates and supports to help children learn and develop their skills.

Considering child's strengths and learning style leads to a child centred approach to curriculum. "A Child-Centred Approach to Curriculum...

- Is a curriculum designed to build on the unique needs, interests, disposition and strengths of each child
- Is where educators constantly notice individual and groups of children and use this information to recognise and respond with a relevant curriculum
- Is where the environment and experiences provided are matched to children's developing skills and interests
- Provides opportunities for choice and decision-making
- Enables children to initiate and direct their own play
- Consists of experiences that are mainly open-ended, enabling children to develop creativity and problem solving skills
- Is where the educators structure the environment to encourage positive social interactions amongst children and adults
- Uses many opportunities to develop self help skills, independence and responsibility
- Is inclusive and responsive to diversity"

(Source: <https://www.ecrh.edu.au/docs/default-source/resources/ipsp/child-centred-curriculum-planning.pdf?sfvrsn=4>)

# Learning Styles

<b>Visual</b>  <b>* You prefer using pictures, images, and spatial understanding.</b>	<b>Musical/Auditory</b>  <b>* You prefer using sound and music.</b>	<b>Verbal</b>  <b>* You prefer using words, both in speech and writing.</b>	<b>Physical/Kinesthetic</b>  <b>* You prefer using your body, hands and sense of touch.</b>
<b>Logical/Mathematical</b>  <b>* You prefer using logic, reasoning and systems.</b>	<b>Social</b>  <b>* You prefer to learn in groups or with other people.</b>	<b>Solitary</b>  <b>* You prefer to work alone and use self-study.</b>	<b>What is your learning style?</b>

(source: [https://www.google.com/search?q=learning+styles&rlz=1C1GCEB\\_enAU861AU863&source=lnms&tbn=isch&sa=X&sqi=2&ved=2ahUKEwjZoZ\\_rpf\\_B-EQ\\_AUoAXoECBEQAw&biw=1920&bih=888&imgdii=PKU6\\_ZEM3IVIAM:&imgsrc=EjDPnFVla5DiWM:](https://www.google.com/search?q=learning+styles&rlz=1C1GCEB_enAU861AU863&source=lnms&tbn=isch&sa=X&sqi=2&ved=2ahUKEwjZoZ_rpf_B-EQ_AUoAXoECBEQAw&biw=1920&bih=888&imgdii=PKU6_ZEM3IVIAM:&imgsrc=EjDPnFVla5DiWM:) )

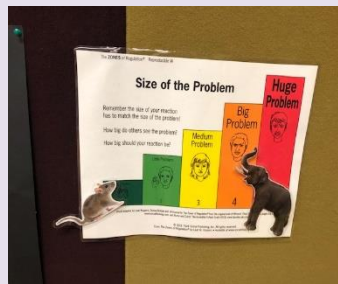


## PROFESSIONAL DEVELOPMENT

Late in 2019 a trial of centre based professional development was held out at The Grange Kindergarten. Laura, supported by her Team Leader Nikki, hosted 15 educators and shared the journey of implementing The Zones of Regulation.



The centre based professional development approach not only allowed educators from other services see the environment set up and activities that supported the Zones of Regulation, but it also prompted other discussions about inclusive education and how to support it.



Keep a look out for the WCFSN 2020 Professional Development Training Calendar which will be out soon