

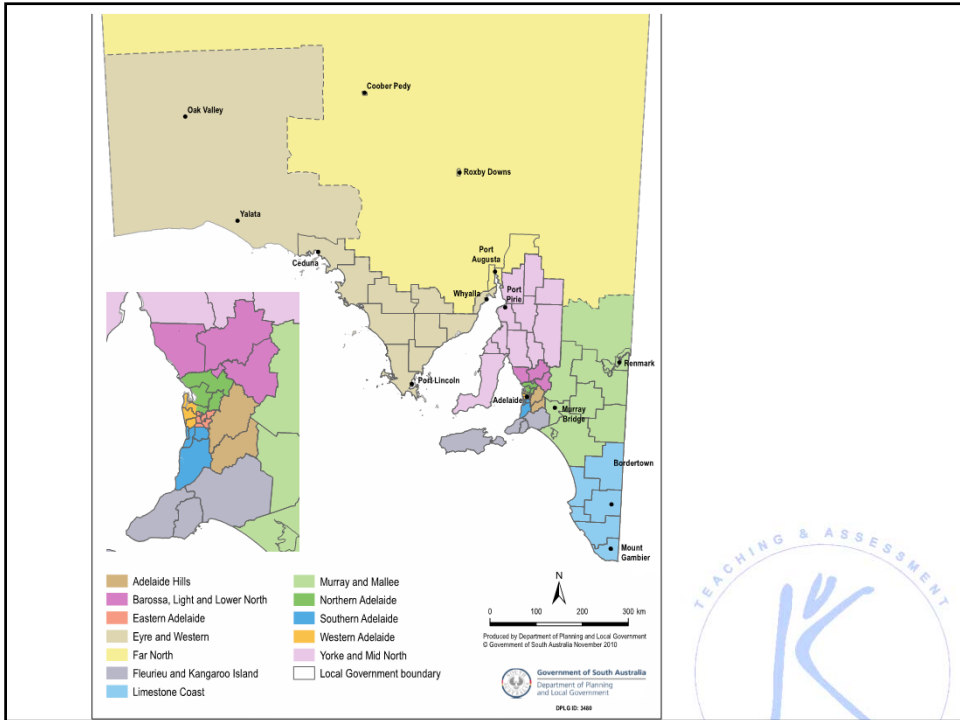


# **Creating and Maintaining Strong Connections - A Case Study**

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Kilparrin Teaching and  
Assessment School & Services







## Initial referral

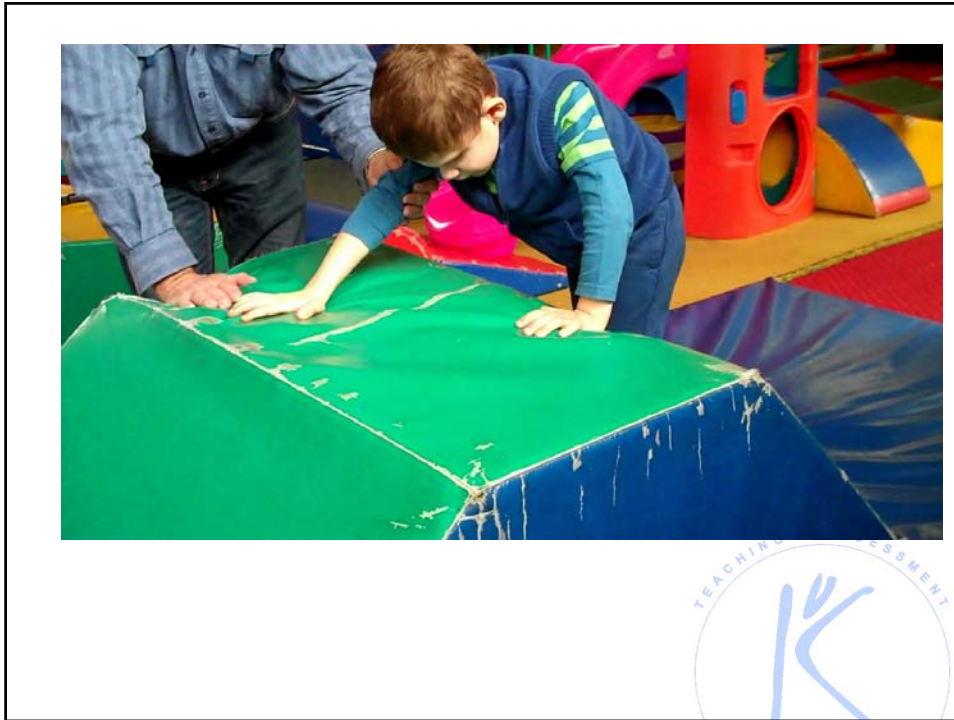
- DOB 18/02/05
- September 2008
- 'Blind' micro-ophthalmic; delayed development
- Kindy referral Oct 2008



## The reality

- The family situation
- Early intervention support (Miriam High – Special Needs Centre)
- Lack of infrastructure, services available
- Crisis situation
- The child





### What did the support look like?

- Curriculum support - The EYLF / The Australian Curriculum
- Expanded Core Curriculum
  - Orientation and Mobility
  - social skills
  - independence
- Family Support
- Became part of the team around the child



## Our support?

- Positive
- Friendly
- Sensitive
- Responsive
- Collaborative
- Inter-disciplinary



## Collaborating with Parents

### Key Points

- Parents' support for their child's program is considered a crucial factor in success.
- In order to meet the needs of all family members parents *must* be able to remain in command of their family life.
- Parents might require a range of services during their child's early years,

Louise Porter pg 19



## Information sought by *the* families

- Their child's additional needs
- Their emotional reactions and those of other family members
- Typical and atypical development
- Their child's learning characteristics and future potential prognosis



## Information sought by families

- How to support their child at home?
- How to play with their child at home?
- The range of available services such as respite care?
- Behaviour management strategies?
- Parent support groups?

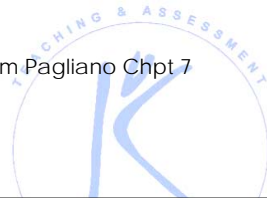
Adapted from Louise Porter



## Initiating partnerships

- building on the child's innate sensory framework
- the language we use can be either empowering or devaluing
- careful observation
- listening to the child
- following the child's lead

Adapted from Pagliano Chpt 7



## Initiating partnerships

Strong working relationships





## Pre-School

- Transitions
- Emotions
- Changes - service providers, systems
- Goals
- Staff
- The EYLF *Belonging, Being, Becoming*







## The Early Years Learning Framework for Australia

### Belonging, Being, Becoming



Fundamental to the Framework is a view of children's lives as characterised by *belonging, being, becoming.*

Children are connected to family community culture and place.

Their earliest development and learning takes place through these relationships, particularly within families.

(Pg 7. EYLF)

## The EYLF Principles

- 1 Secure, respectful & reciprocal relationships
- 2 Partnerships
- 3 High expectations and equity
- 4 Respect for diversity
- 5 Ongoing learning and reflective practice



## The EYLF Learning Outcomes

- **Outcome 1** Children have a strong sense of identity
- **Outcome 2** Children are connected with and contribute to their world
- **Outcome 3** Children have a strong sense of wellbeing
- **Outcome 4** Children are confident and involved learners
- **Outcome 5** Children are effective communicators



## The EYLF and planning

- EYLF supports a model of curriculum planning as an ongoing cycle
- Working in partnership with families
- Learning through play
- Intentional teaching



## Transition to school

- Our role
- The choices
- The outcome
- Different challenges arise
- Vision diagnosis
- Intellectual disability
- Australian Curriculum







## Practical Issues

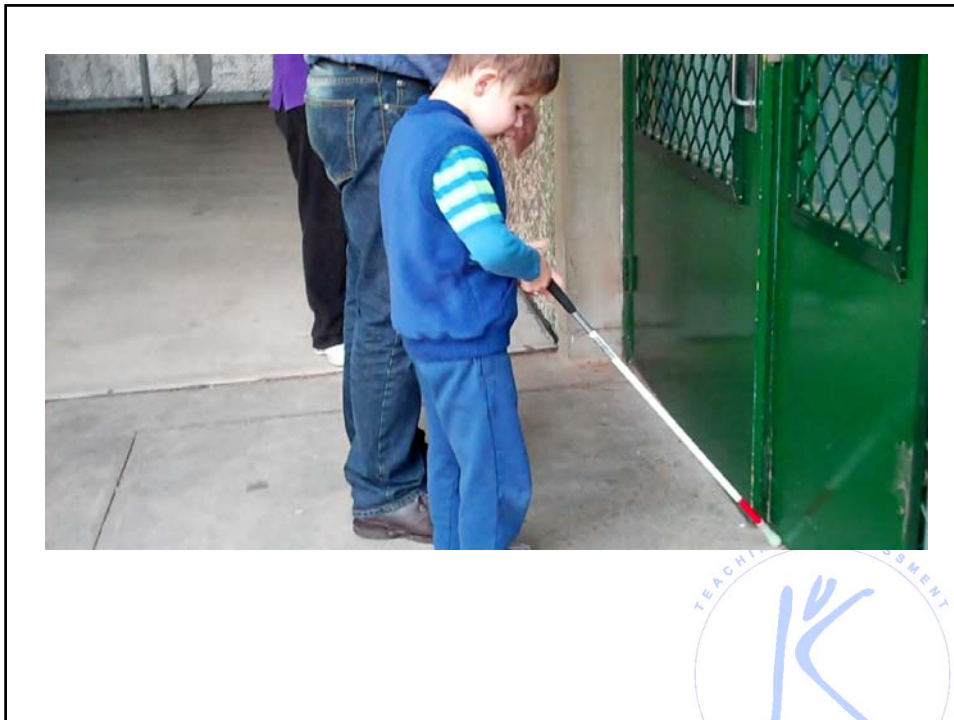
### Flexible support

- o timely
- o 2 staff / continuity of personnel
- o responsive
- o reflective

### Non Judgmental

Listen to the stories of all the individuals involved



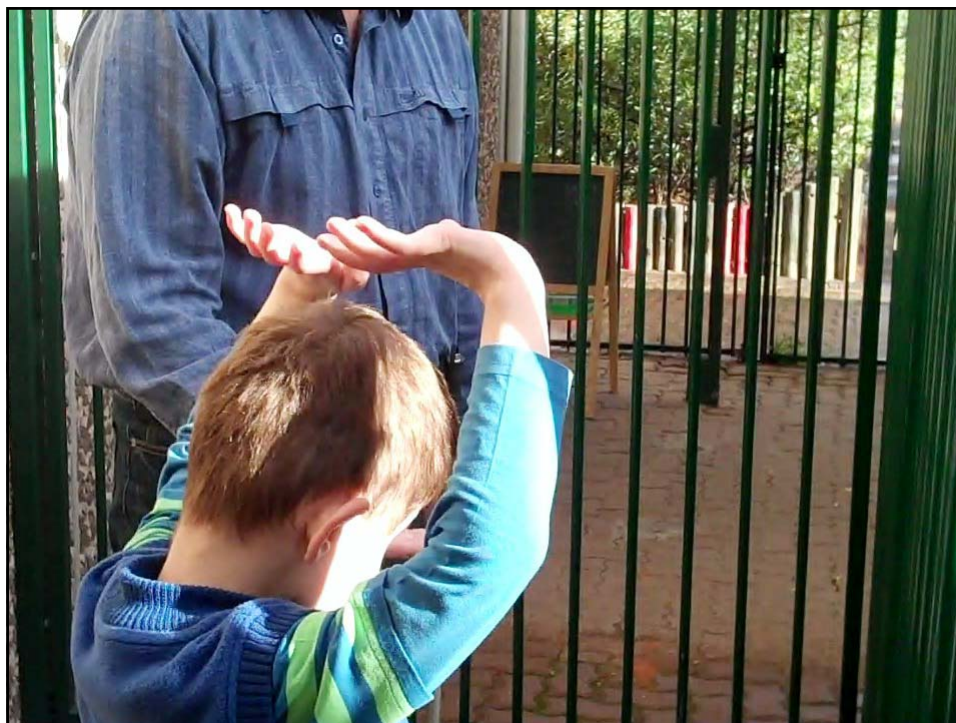


## Key Messages

- Being available at all times of transition
- Supporting the *team* involved with transition
- Shifting support of the family to the local pre/school staff
- Empower parents/family & local pre/school staff
- Partnerships

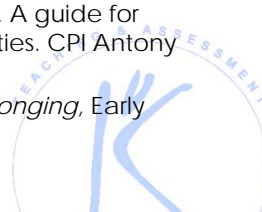






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We would like to acknowledge and thank the families for their permission to use photos and information for this presentation.

*Roley and Lea 2013*

