

Guiding Principles of Intervention¹- Preschool

High levels of learning and growth for each child

All children can learn and our actions must guide this belief. Successful sites maximise learning for each child, through engagement, challenge and differentiation with the goal that every child makes at least 12 months progress every year. This reinforces the value of effort, persistence and a growth mindset. Families are children's first and most influential educators. Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families². Developing meaningful connections with child care and schools to strengthen continuity of learning and development for children, is a strategy to strengthen high levels of learning for each child.

Whole Site Approach to continuous improvement in Literacy and Numeracy

The development of the whole child through wholistic practices drives optimal learning outcomes for children. The more educators focus on the core business of teaching and learning, the greater the influence on children's outcomes³. A WSA is most effective when it embraces: *purpose* – beliefs, values, understandings; *practice* – pedagogy; *policy* – programs, assessment and, *people* - professional learning, performance development. Developing and maintaining a coherent, consistent, responsive and effective whole-site focus on Literacy and Numeracy⁴, should include (1) an explicit improvement agenda (2) use of evidence research (3) implementation of effective pedagogical practices (4) Intervention for ALL learners (5) a clear sense of purpose and shared understandings (6) targeted use of resources (7) strategies to strengthen key partnerships with families and the broader community. This focus on continual improvement in Literacy and Numeracy is fundamental and can significantly reduce the need for intensive intervention⁵.

Intervention is for ALL learners

Intervention for all learners is one aspect of the whole site approach to continuous improvement. Educators who use high quality approaches are intervening with every child, every day. Education is most effective when we treat children as individuals with different levels of readiness, learning profiles, and interests with educators having a professional obligation to empower **all** children succeed. The key to children's Literacy and Numeracy progress is intentional teaching - deliberate, purposeful and thoughtful in decisions and action and fostering high level thinking skills in social contexts⁶. This requires educators to value and build upon all children's strengths, abilities and interests, identify learning needs through multiple-sources⁷ and be responsive to children by asking open ended questions, providing feedback, challenging their thinking and guiding their learning⁸. Play is the vehicle through which this best occurs.

Systematic analysis and use of data

Preschools need to commit to intentionally using the *Indicators of Preschool Numeracy and Literacy*⁹ to inform planning and teaching, and monitor children's literacy and numeracy development. Other tools include *Respect Reflect Relate*¹⁰ for Assessing for Learning and Development in the Early Years using Observational Scales and those for Oral Language and Phonological Awareness. These need to be balanced with educator judgement of learning through reflective practice as a form of ongoing learning that involves engaging with questions of practice to gather information and gain insights that support, inform and enrich decision-making about each child's learning.¹¹ Educators need to be equipped with the time, tools and training to use this information to inform their teaching practice and drive improvement in achievement and wellbeing outcomes.

3-Wave Model

The 3 Waves of intervention model is used by educators and sites in response to data analysis and monitoring. The waves are represented as a model of increasingly focussed support, personalised teaching and intervention. The waves are not discrete; they are fluid and flexible and work concurrently to build momentum and effectiveness of intervention and support actions, and successful engagement with, learning pathways. This model is transferable to behaviour and wellbeing.

¹ Intervention is anything a site does, above and beyond what all children receive that helps a child succeed at school. This additional support can be a practice, method, strategy or program.

² Commonwealth of Australia 2009 Belonging Being and becoming The Early Years Learning Framework p12

³ Robinson Viviane 2007 <http://research.acer.edu.au/cgi/>

⁴ ACER National School Improvement Tool https://www.acer.edu.au/school-improvement/improvement-tool?fa_1_success=1#form-one

⁵ Refer ACER Whole Site Literacy and Numeracy Improvement Tool

⁶ Commonwealth of Australia 2009 p15

⁷ NSW Education & Communities October 2014 p21

⁸ Commonwealth of Australia 2009 p15

⁹ <https://www.decd.sa.gov.au/sites/g/files/net691/f/implementation-guidelines-indicators-preschool.pdf?v=1465356423>

¹⁰ <https://decd-sa.govcms.gov.au/teaching/curriculum-and-teaching/curriculum-early-years/reflect-respect-relate>

¹¹ Commonwealth of Australia 2009 p13

References

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