

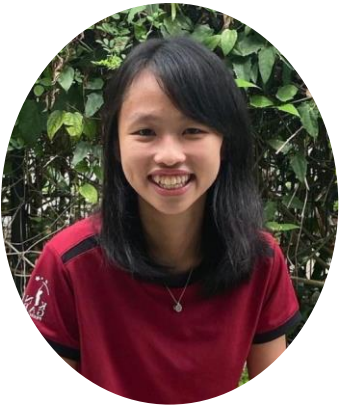
AIES: AWWA Inclusion Experts Series

Everyone, Resourced

Inclusion without Borders



Speakers



Beverley Tan

Kindle Garden Preschool,
Singapore

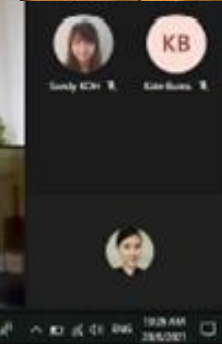
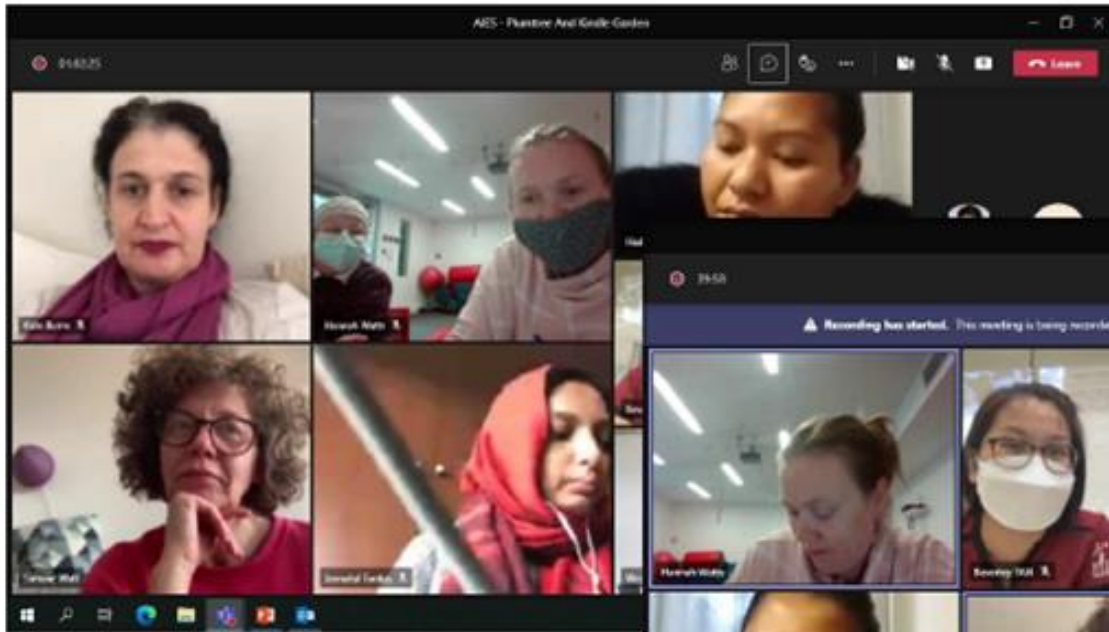


Hannah Watts

Plumtree Preschool,
Australia

Meeting of Teams

28th June 2021





AIES: INCLUSION WITHOUT BORDERS

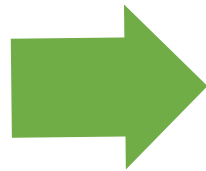




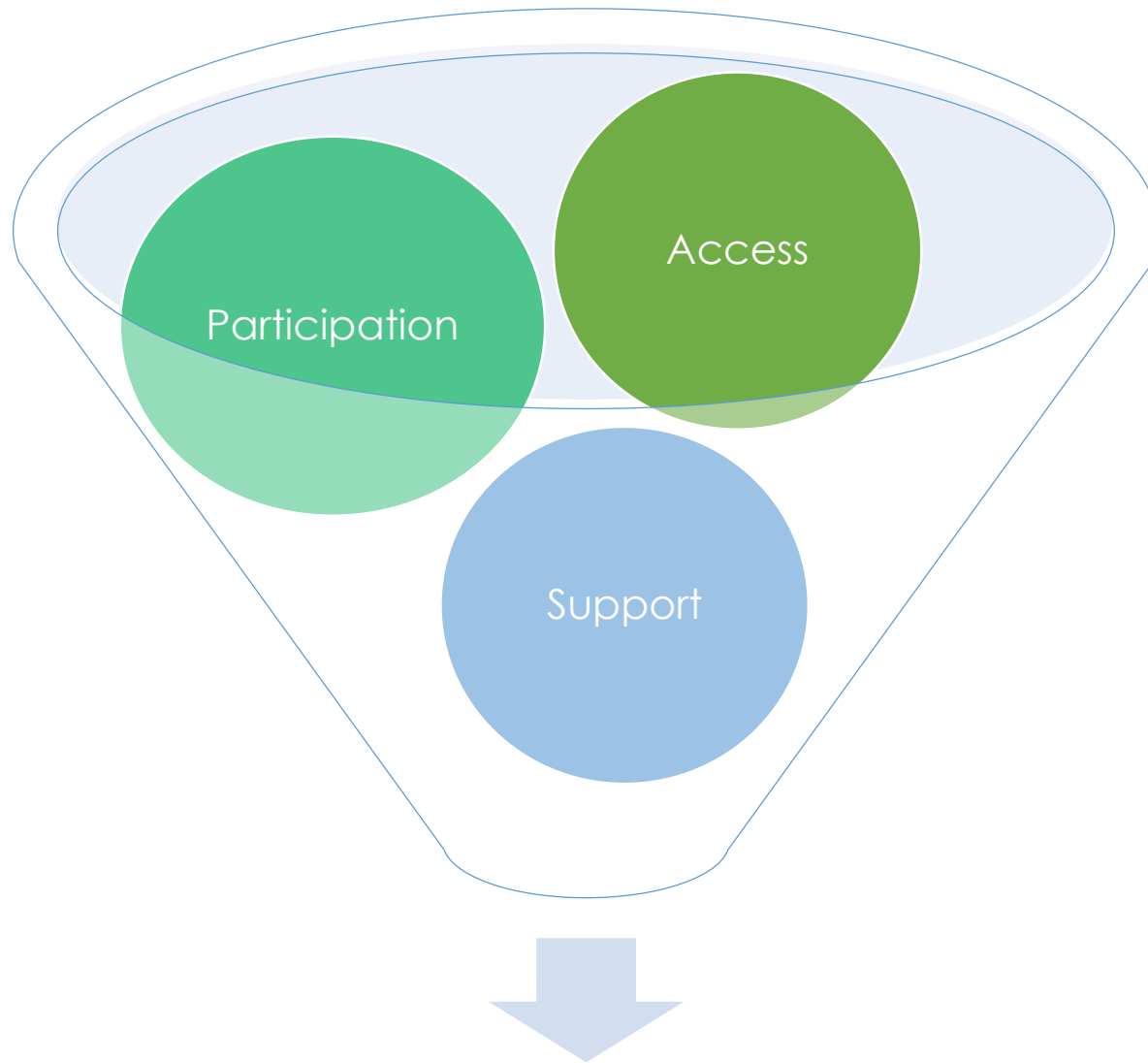
30% children
with
Additional
Needs



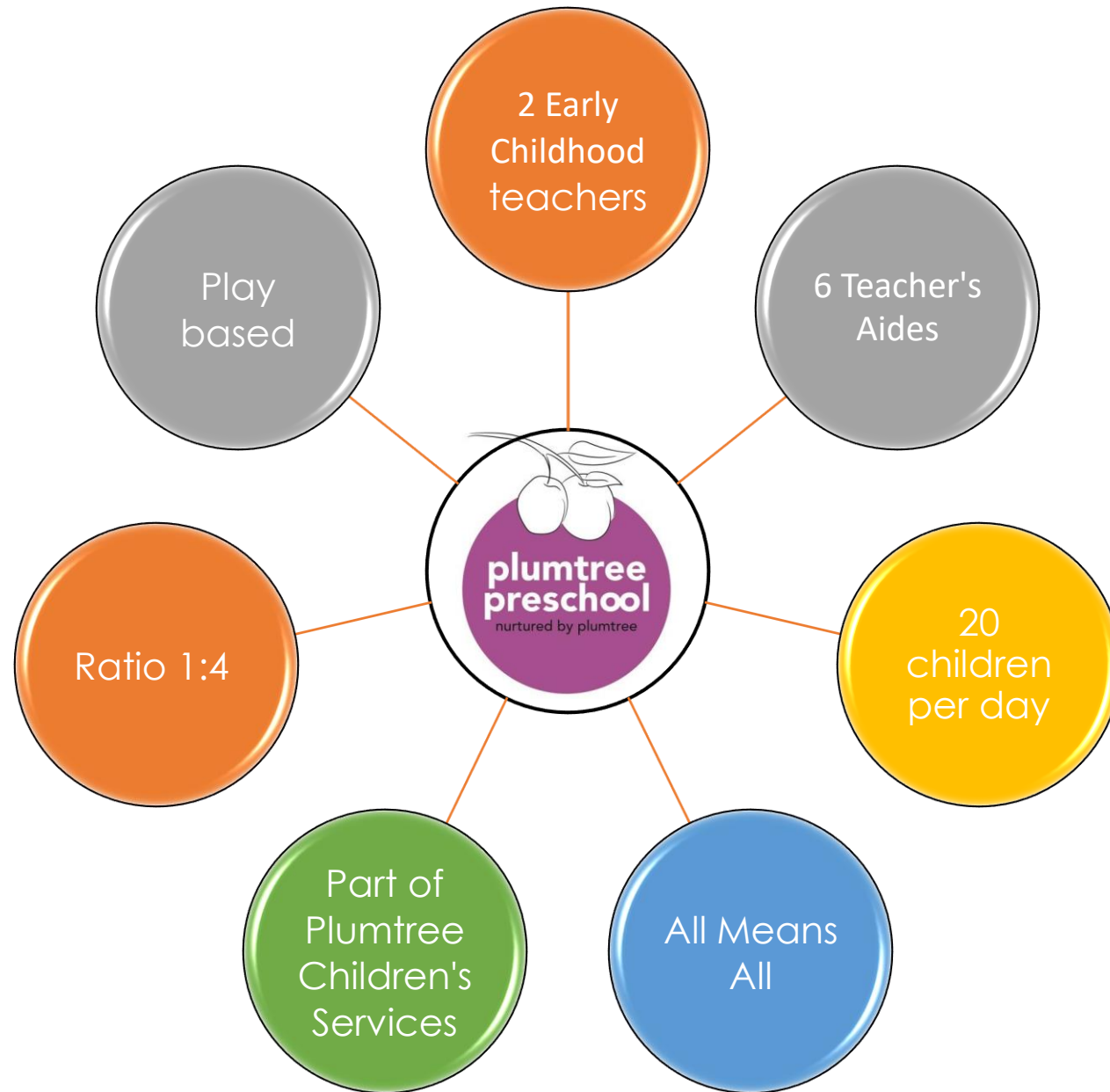
70%
Typically
Developing

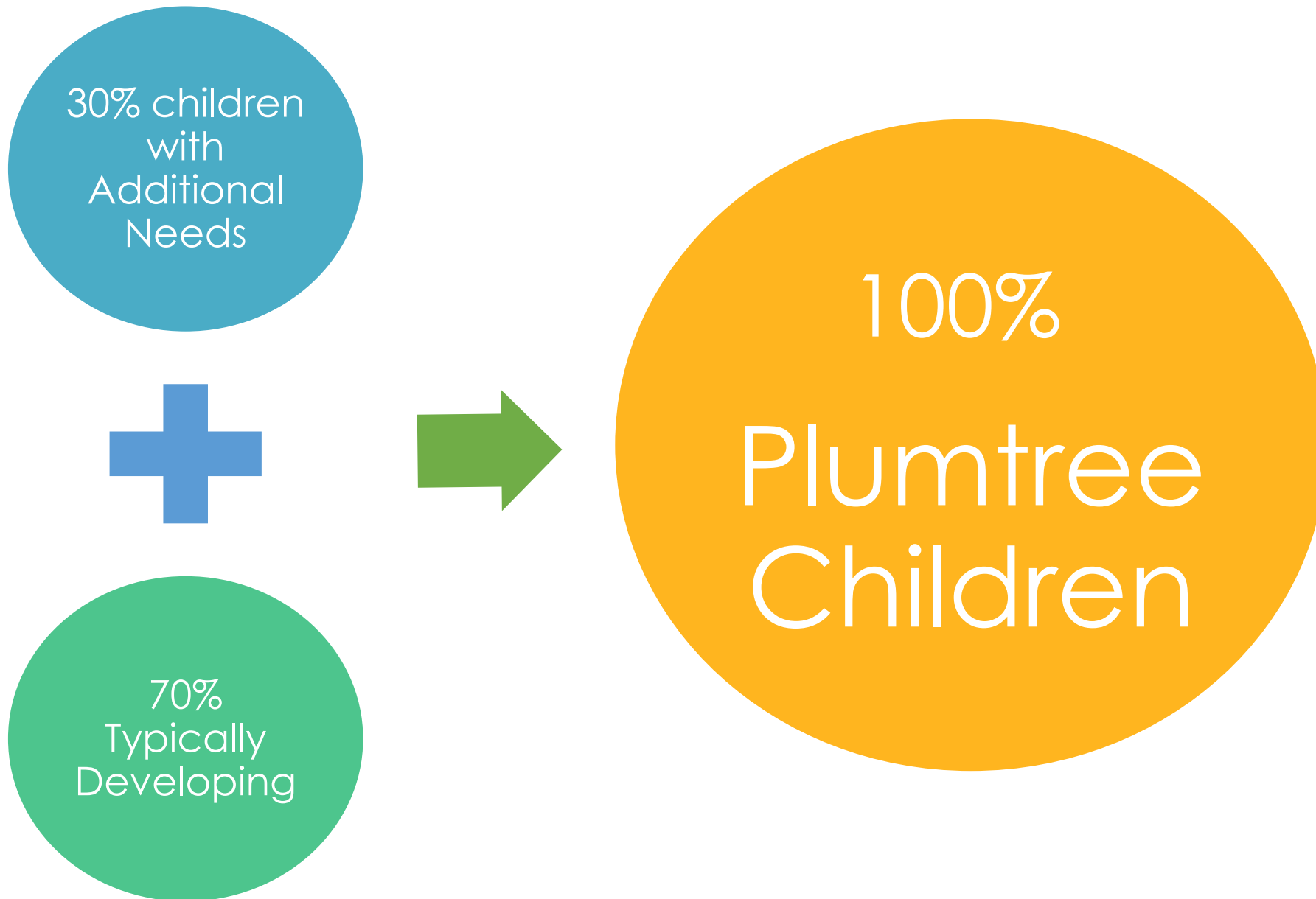


100%
KG
Children



Inclusion in Kindle Garden

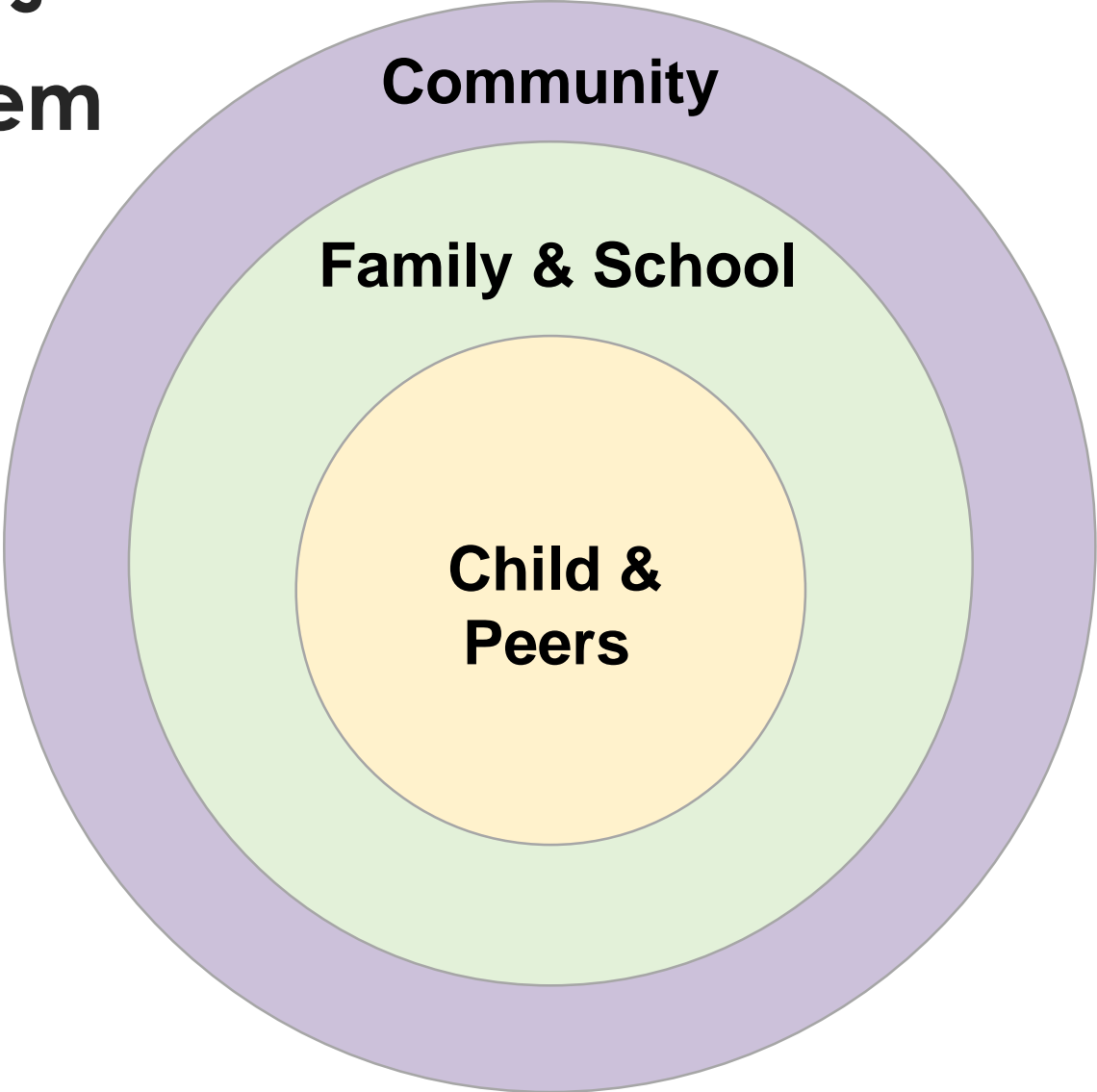




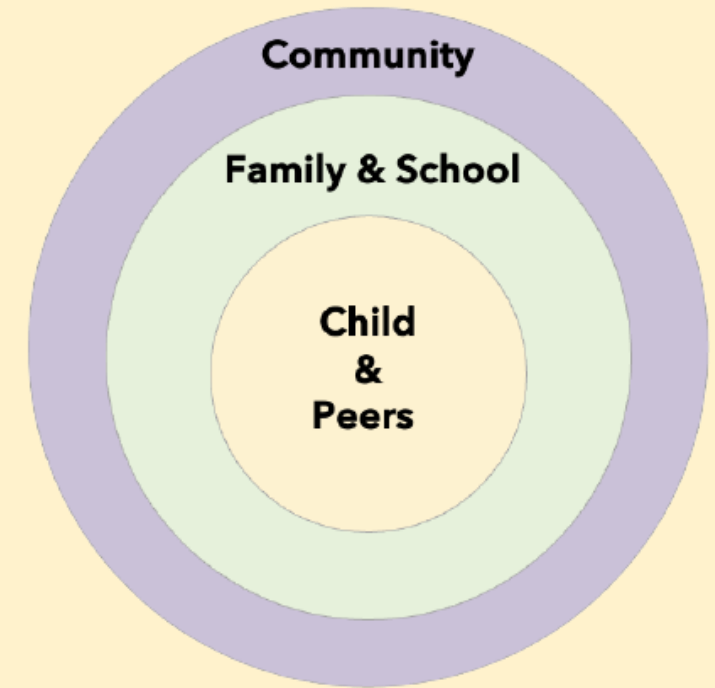


Inclusion in Plumtree

Bronfenbrenner's Ecological System

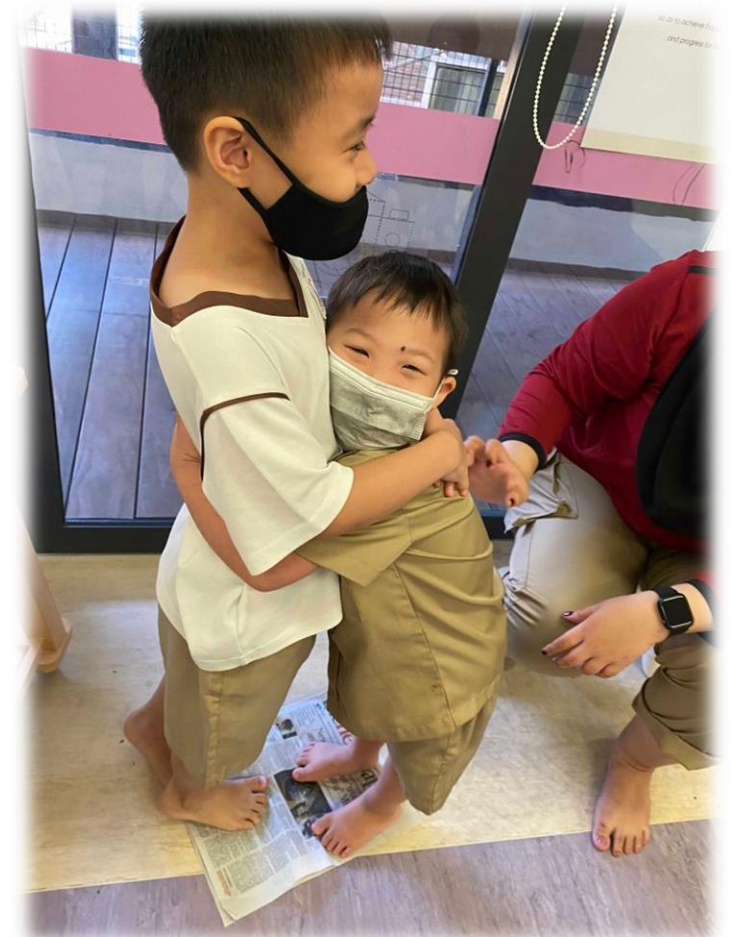


Child & Peers

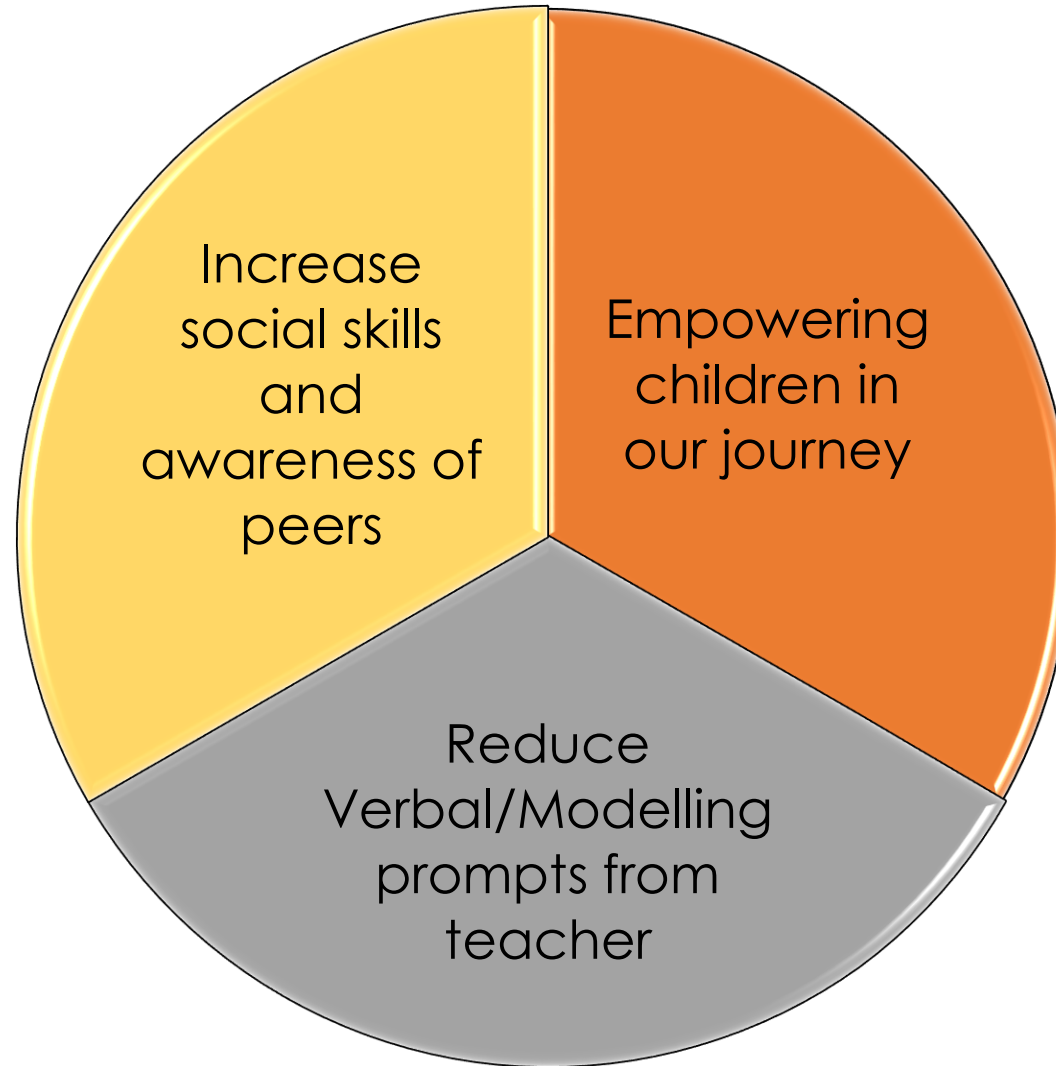




Buddy System



Why?



Encourage children to work with each other



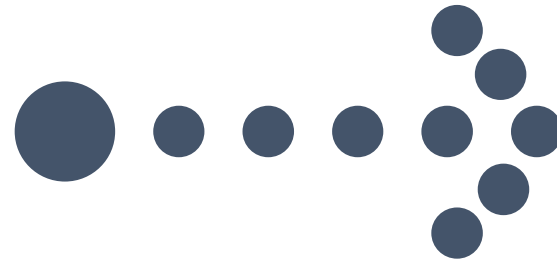
Increase social skills and awareness of peers



Promotes friendship

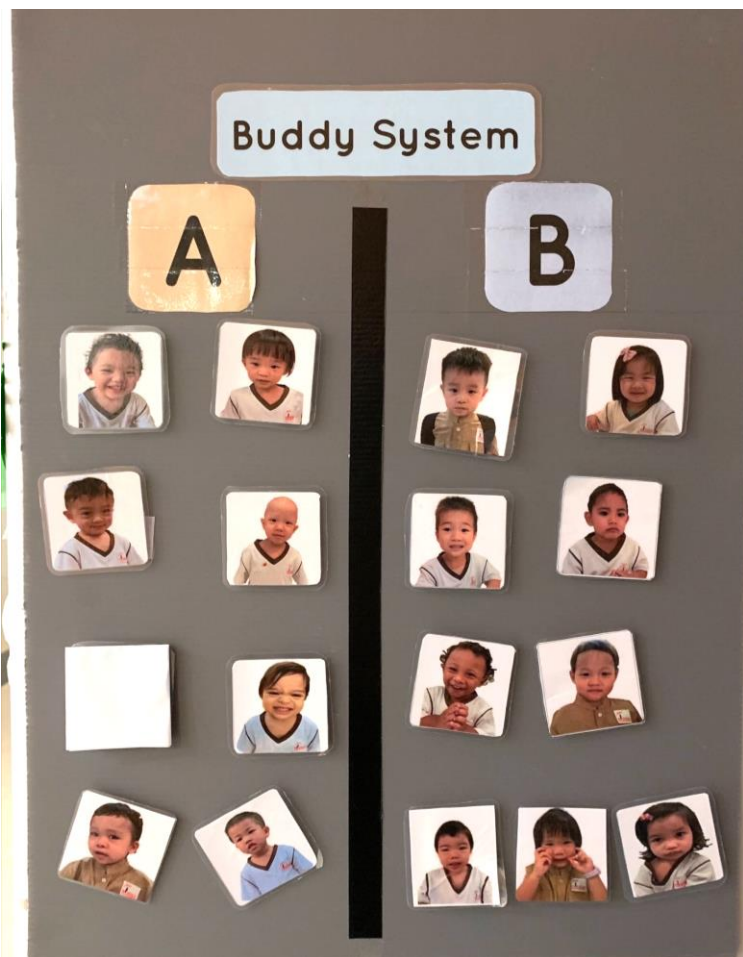


Buddy System

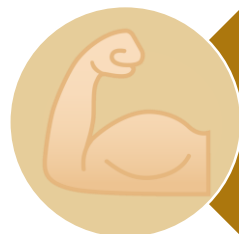


Inclusive Culture

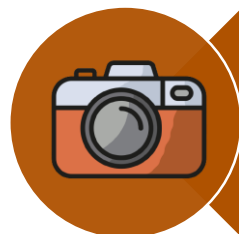




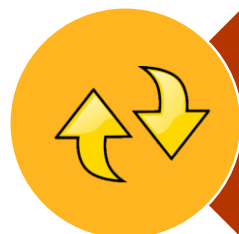
Children are observed over a period of time



Pairing are based on child's strengths and areas of needs



Visuals are prepared for children to refer to after buddy system is formalised



Buddies are changed termly to allow opportunities for children to interact with everyone.

Example...

Child A

- Active
- Cheerful
- Adjusting to routines in the school

Objectives

- Increase awareness of peers in his class
- Increase language input and opportunities to interact with buddy/peers

Child B

- Helpful
- Independent
- Mild mannered

Objectives

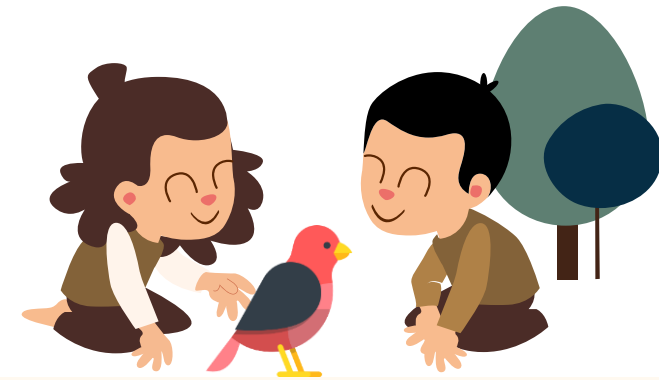
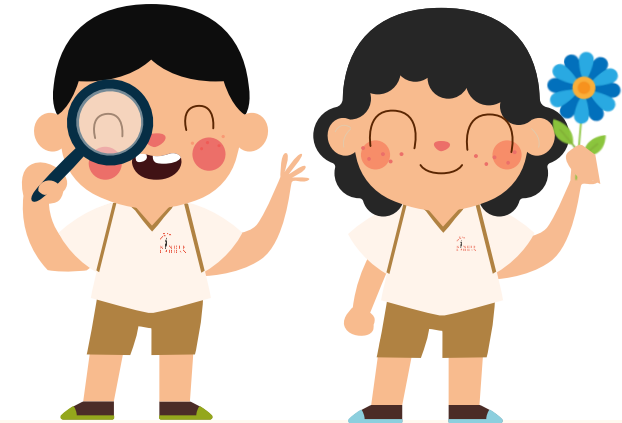
- Demonstrate confidence
- Encourage helpful personality



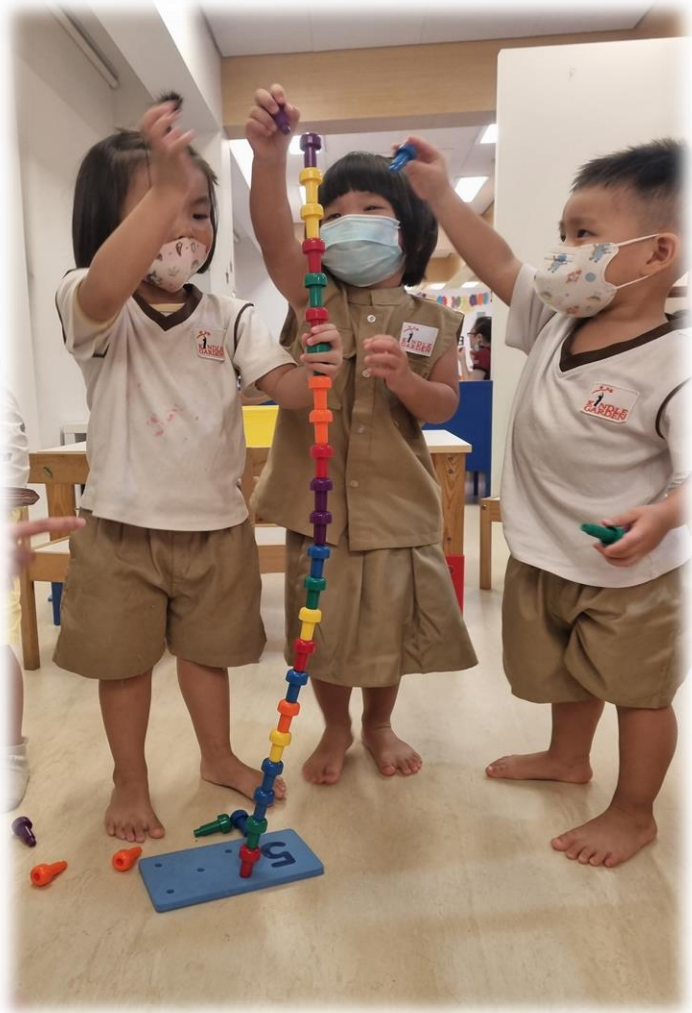


KINDLE GARDEN

Skills we impart to the children...



Implementation of Buddy System - Play



Implementation of Buddy System – Small Group

Opportunities for children to work on their skills in small groups

Working together with buddies for various activities during class activities (table top, outdoor, etc.)



Implementation of Buddy System – Field Trip



Strategies for implementation

- Teacher's behaviour can serve as a model for children and contribute to positive/negative peer experiences in the classroom
- Teachers play an important role in the buddy system such as facilitating, choosing of partners and ongoing observation is required to ensure positive outcomes of the buddy system

Without any prompt, children used KWS to communicate with peers



Children of mixed abilities playing a memory game together with the facilitation of the teacher.

Strategies for implementation

- Teachers need to provide ample opportunities for buddies to engage purposefully and meaningfully
- Purposeful pairing to ensure reciprocal engagement
- Flexibility for partnership to evolve

Children paired up to ferry each other during outdoor tricycle play time!



Children working together to water the plants in their garden!



Strategies for implementation

- Rotating buddies and peers to allow for interactions with different peers
- Ongoing observation of both buddies to facilitate interaction and support



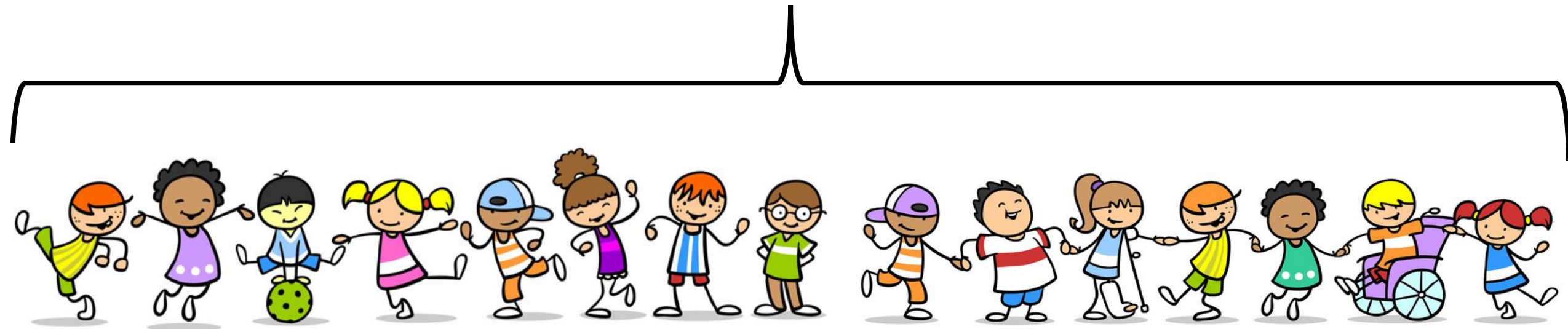
Impact on Inclusion

Children	Parents
<ul style="list-style-type: none">• Showed more empathy towards friends who needs help• Displayed increased initiative to approach friends of all abilities• Observed strengths of peers (e.g. A is very good in drawing!)	<ul style="list-style-type: none">• Initiated conversations about friends at home• Focus attention on social-emotional development• Conversations about carefully planned and structure experiences and how to extend these skills



Focus Group System

Teacher



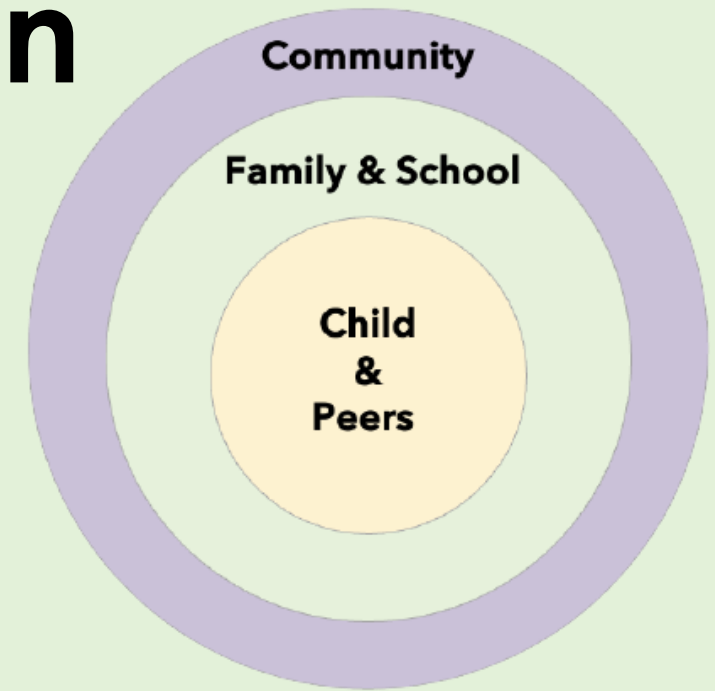
Teacher's aide

Teacher's aide

Teacher's aide

Teacher's aide

Supporting inclusion in School





Using Visuals

- To communicate
- Support behaviour
- Share ideas
- Settle a child
- Give a child choices



Communication



Communication board designed to suit the classroom discussion for anyone who needed during participation in classroom activities. Teachers also provide pictures that are related to the topic to facilitate with the discussion.

Communication



Communication board for specific activities are placed near the area of activity to allow easy access for anyone who needs it during the engagement of the activity.

Communication

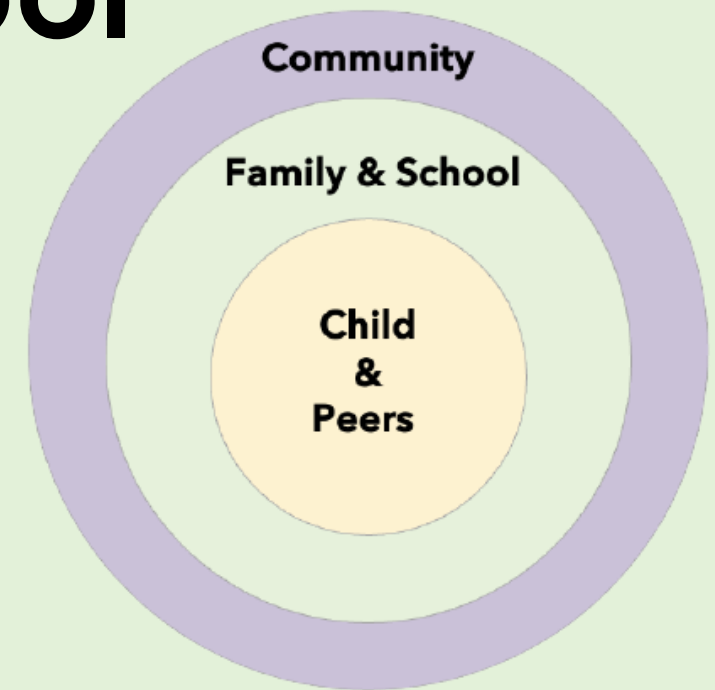


Key Word Signs (KWS) are used in our daily communication. During songs, mealtime, we introduce KWS to the children.

KWS are not just for children who are non-verbal but for everyone in the class.

We have observed children using KWS to communicate their needs with their friends, adults and family

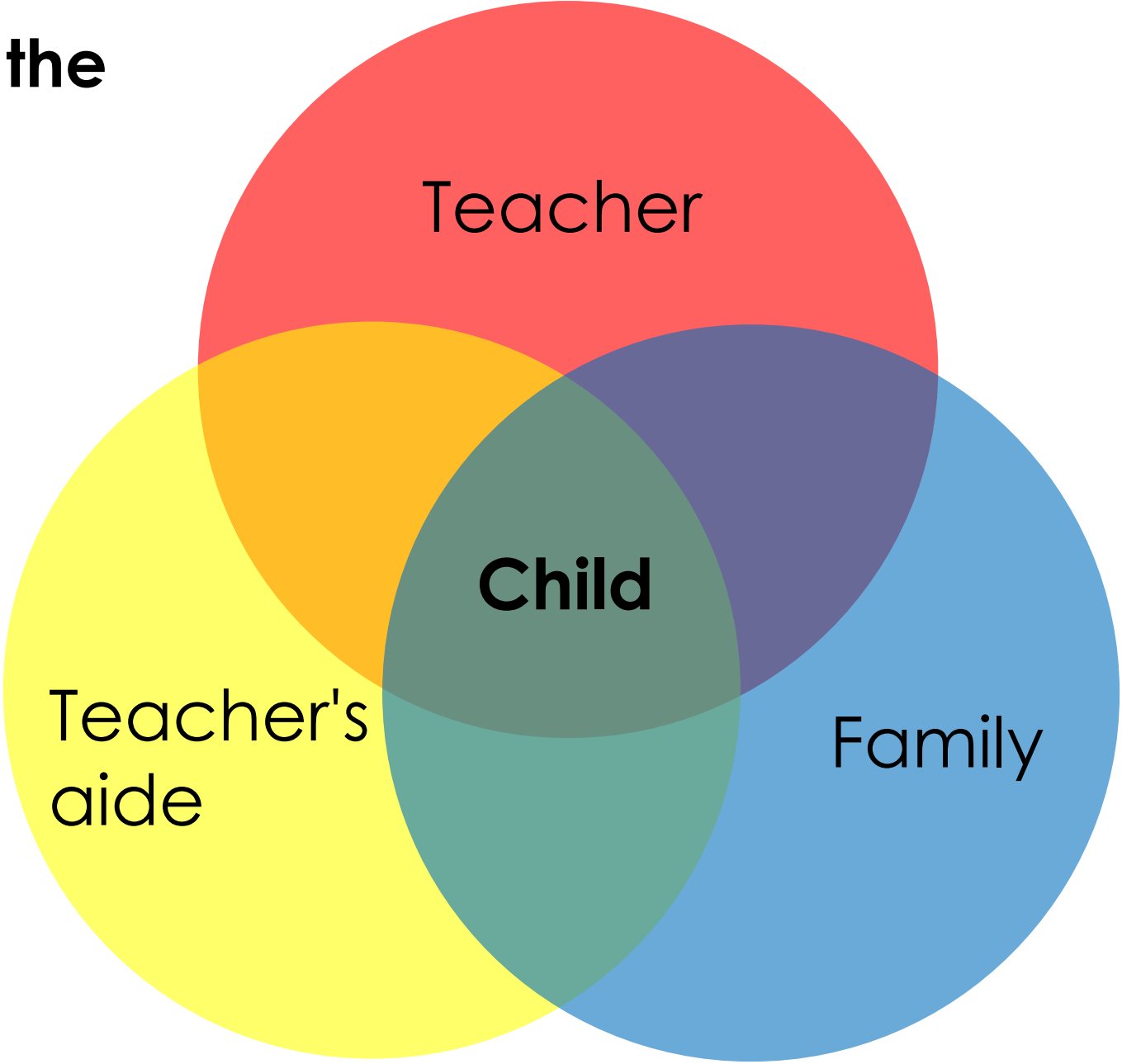
Families and School



Including family and school;
Supporting the child by gaining support
and knowledge from their *Microsystem*.

To plan and create goals

Who supports the child?



Child's Full Name: Date of Birth:

Additional Needs/Diagnosis:

Team Members/Services working with Child:

Your Child:

Strengths, Gifts, Learning Style, Communication/Sensory Profile, Likes, Dislikes, Recent Achievements, etc

My Priorities for My Child:

Long term goals and outcomes

Areas you would like to work on/ Short Term Goal:

Teaching Strategies:

Areas you would like to work on/ Short Term Goal:

Teaching Strategies:

Transition to School:

Our child is likely to start school in

Signature of parent:

Date:

Signature of Plumtree Preschool's Director:

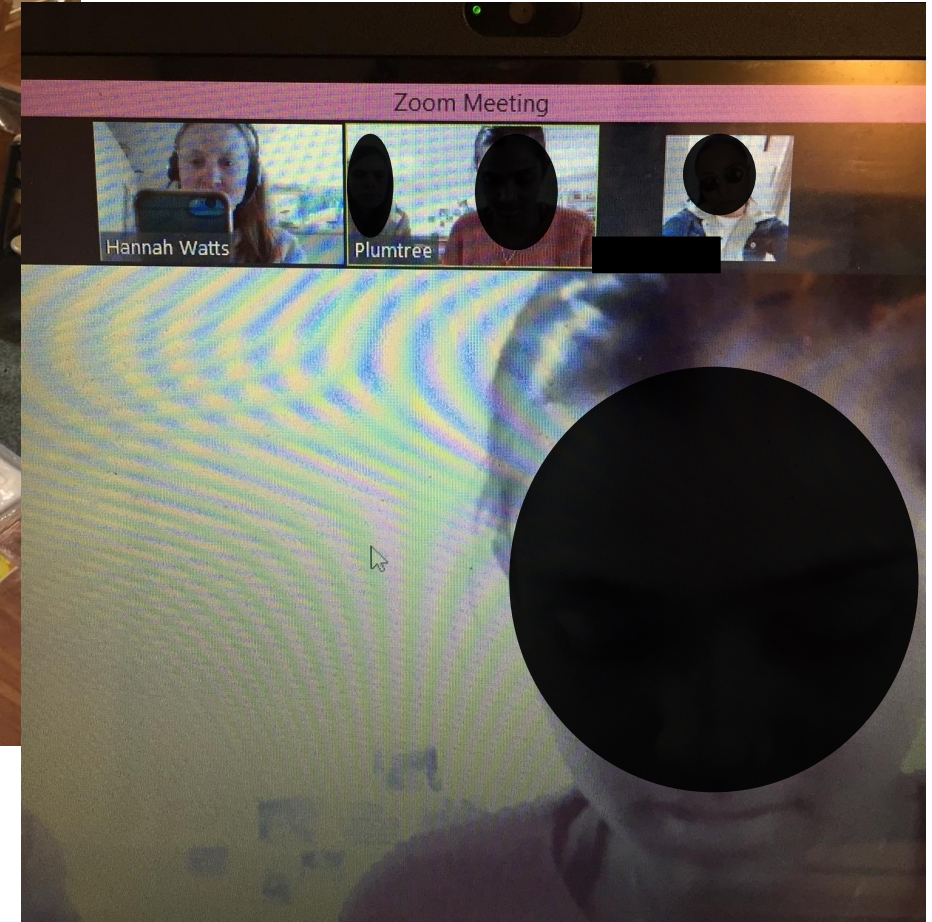
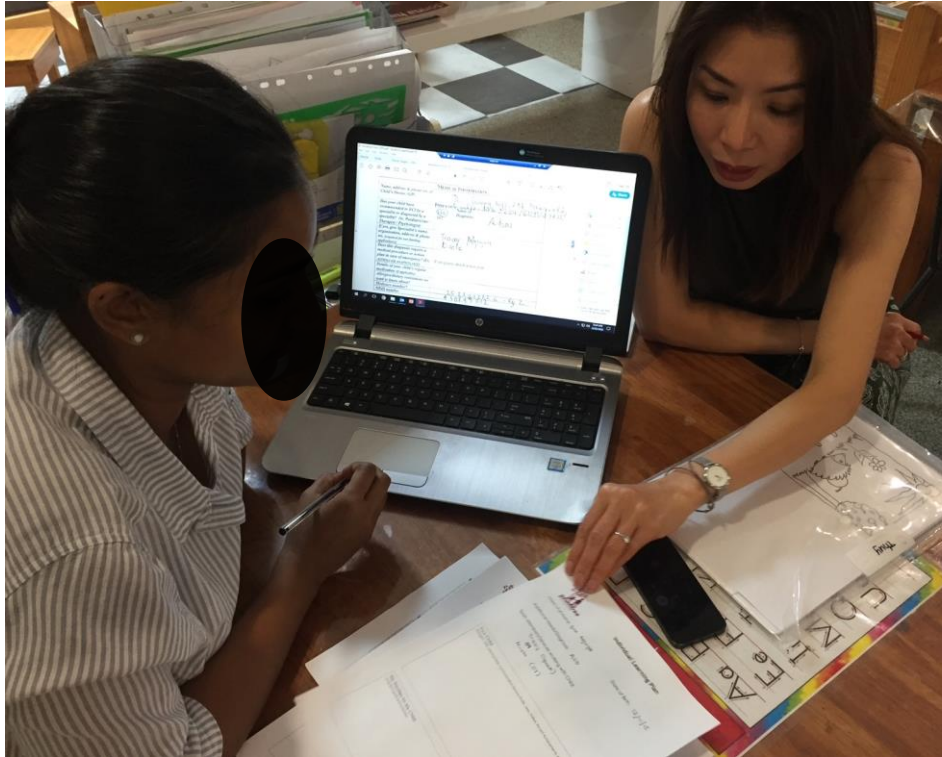
Individual Learning Plan Meetings

These meetings consist of:

- The early childhood teacher
- Focus educator
- Parent

They can include:

- Therapist
- Grandparents
- Preschool director
- Case worker



Face to face and via Zoom during COVID

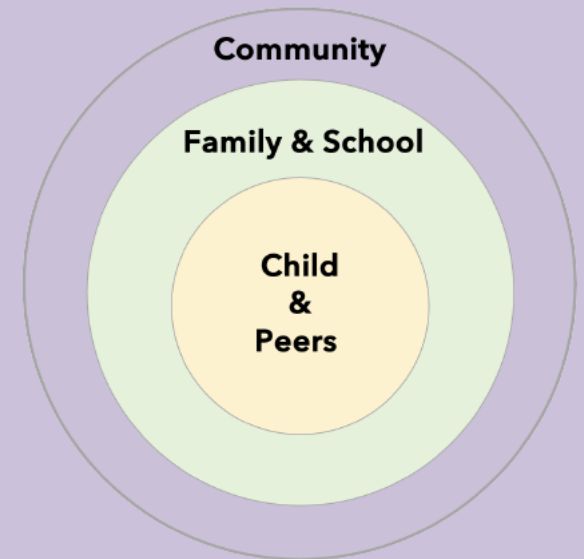
Team meetings day – putting ILPs into action



Run through each child that attends looking at:

- Revisit what goals were set
- What happened last term
- What do we want to happen next term

Community



Excursions

Excursions and making connections with the community:

- Starting small with the park
- Building connections with our greater community
- Being welcomed everywhere we go!



Incursions



Examples

- Dentist
- Eye screening
- Child protection training
- Hair cutting
- Aboriginal artist
- Free bread

Opportunities

- Children feel safe and secure allowing them to participate more than they would in an unfamiliar environment.
- The staff coming in see a successfully working preschool with an inclusive process.
- Families trust us and allow for their child to have great exposure to different things that they may not have had exposure to.
- Build community connections
- Everyone wants to come back!

Building connections with the broader Early childhood community



- Networking and trouble shooting with other centres
- Sharing stories of the opportunities when being inclusive
- Sharing resources and strategies
- Inviting ministers to visit and demonstrate inclusion
- Lecturing to University students
- Presenting to TAFE NSW teachers who are teaching the next generation of early childhood educators to have an inclusive mindset



Celebrations

- All communities have things to celebrate
- We are proud of our diverse community
- By embracing this diversity and sharing our successes, Plumtree is helping to pave the way to abolish stigma and judgment



Collaborations with Families and Community Partners



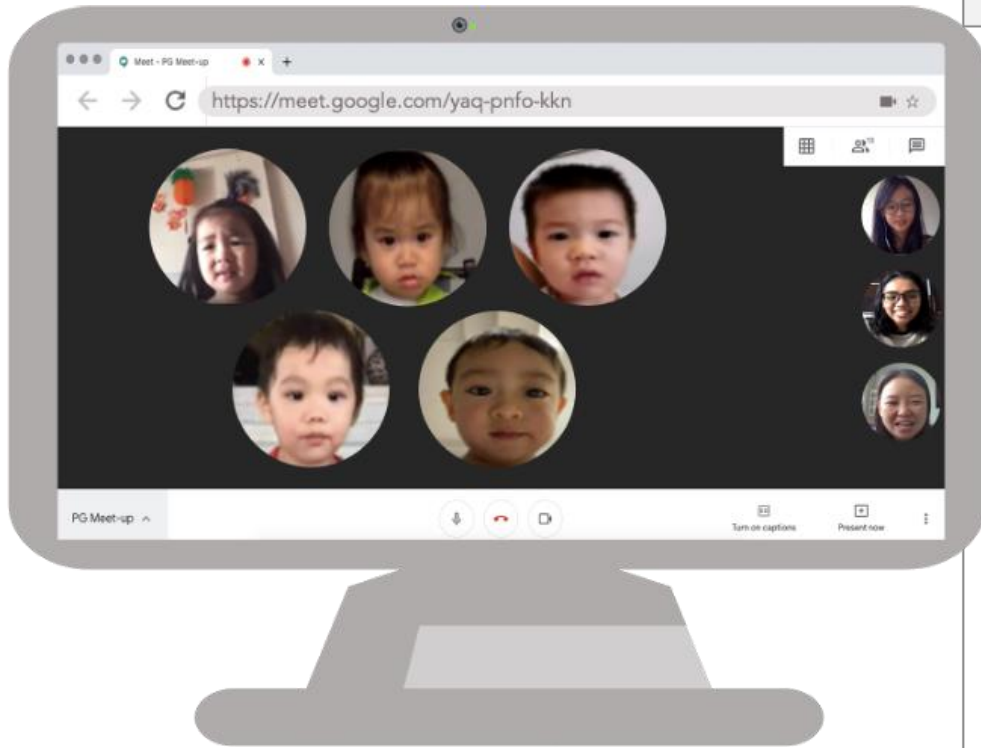
Surviving Covid-19

What we have done to continue during COVID 19

- Online zoom sessions
- Online Professional development sessions
- Preschool packs sent home
- Parent only group discussion
- Updated policies to be in line with government regulations
- Updated policies from feedback from staff and the community
- Welcomed every child that has attended



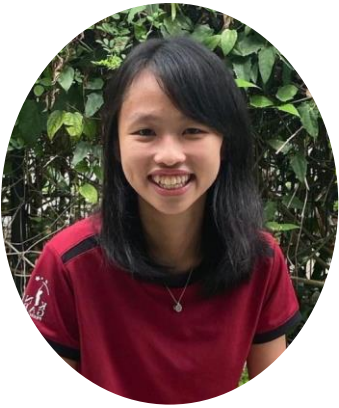
Surviving COVID-19



Police - Traffic Lights			
Objectives	<ul style="list-style-type: none"> • Create awareness of traffic light • Identify shapes and colours 		
Materials	<table border="1"> <tr> <td> <p>For Activity 2</p> <ul style="list-style-type: none"> • Any plain crackers that are square, rectangular, circle shaped • M&M chocolates • Flavoured spread of choice (Nutella, Jam, Peanut Butter) </td> <td> <p>For Activity 3</p> <ul style="list-style-type: none"> • Construction Paper (Red, Yellow, Green) • 3 ice cream sticks • Glue / Tape • Scissor • Markers </td> </tr> </table>	<p>For Activity 2</p> <ul style="list-style-type: none"> • Any plain crackers that are square, rectangular, circle shaped • M&M chocolates • Flavoured spread of choice (Nutella, Jam, Peanut Butter) 	<p>For Activity 3</p> <ul style="list-style-type: none"> • Construction Paper (Red, Yellow, Green) • 3 ice cream sticks • Glue / Tape • Scissor • Markers
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Activities	<p>Activity 1 Sing along to the "Traffic Lights" song together. Pretend to be pedestrians or cars and follow the actions sung in the song (<i>stop when red, slow down when yellow, go when green</i>)</p> <table border="1"> <tr> <td> <p>Activity 2 Directions to create traffic light crackers:</p> <ul style="list-style-type: none"> • Spread the spread of your choice onto the cracker • Have your child to pick our red, green and yellow M&M chocolates and carefully place them onto the cracker, according to the colour of the traffic light • Invite them to prepare one for you or their siblings too! </td> <td> <p>Activity 3 :</p> <ul style="list-style-type: none"> • Cut out a red, yellow and green circle • Paste the red, yellow & green circle on one ice cream stick each • Invite your child to dance to any of their favourite songs and have him to respond to the different signs you put up • Red: Stop dancing • Yellow: Dance in a slow motion • Green: Continue dancing </td> </tr> </table>	<p>Activity 2 Directions to create traffic light crackers:</p> <ul style="list-style-type: none"> • Spread the spread of your choice onto the cracker • Have your child to pick our red, green and yellow M&M chocolates and carefully place them onto the cracker, according to the colour of the traffic light • Invite them to prepare one for you or their siblings too! 	<p>Activity 3 :</p> <ul style="list-style-type: none"> • Cut out a red, yellow and green circle • Paste the red, yellow & green circle on one ice cream stick each • Invite your child to dance to any of their favourite songs and have him to respond to the different signs you put up • Red: Stop dancing • Yellow: Dance in a slow motion • Green: Continue dancing
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Inclusion without Borders



Beverley Tan

Kindle Garden Preschool,
Singapore



Hannah Watts

Plumtree Preschool,
Australia

Q&A and Discussion



HAVE YOU HEARD ABOUT OUR NEW INCLUSION RESOURCE PORTAL?



Sharing AWWA's Experiences and Materials



Understanding & Explaining Inclusive Education



Learning from International Practices



Self-Assessment Toolkits



Other Local Resources



Scan QR code to learn more about Inclusion

Something for **EVERYONE!**



Videos



Printables



Blogs

NEW RESOURCES EVERY MONTH

Dec '21



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EVERYONE, RESOURCED

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Buddying-up in an Inclusive Preschool
An initiative by ANWA
Authors: Lee Wai Ling (Senior Teacher), Beverley Tan (Preschool Teacher)
Published: 8 December 2021

Kindle Garden
Kindle Garden, Singapore's first inclusive preschool, was established in 2010 with the aim of providing an environment for children with diverse needs to learn and play together in natural settings. Providing full-day inclusive childcare programmes, our enrolment is made up of a ratio of 70% children who are of typical development, and 30% of children with additional needs. The children learn, play and work together, and participate in the same routines within the same setting where additional support is provided on a needs basis.

Webinar video - Kate Brierton, speaker, 8th AIES

Activity - Building meaningful teacher-student relationship and class culture

Positive class culture
Checklists

Why is compassion important in schools?

- We have the highest levels of anxiety and depression in young people ever recorded
- We have high levels of burn-out in teachers and a crisis in teacher recruitment and retention

We want everyone in a school to be working from a sense of safety, security and belonging rather than from a place of fear and exhaustion

Monthly Teacher-student relationship and Class culture (Level 2) Teacher's Checklist

Teacher's Name: _____	Class: _____	
Did I do ...	Yes	Could have done better to ...
1. Took the time to plan ahead the activities to meet the objectives of the lesson?		
2. Spoke to the students for objectives of the lesson?		
3. Encouraged students to share their ideas and opinions and listening to their opinions and setting in learning?		
4. Encourage students to share their ideas and opinions and listening to their opinions and setting in learning?		
5. Encourage students to listen carefully to others' verbal contributions?		
6. Foster for our students to always something about myself in the classroom was with the activities and setting their opinions to share in the learning process?		
7. Foster for our students to always something about myself in the classroom was with the activities and setting their opinions to share in the learning process?		
8. Foster for our students to always something about myself in the classroom was with the activities and setting their opinions to share in the learning process?		
9. Foster for our students to always something about myself in the classroom was with the activities and setting their opinions to share in the learning process?		

What's new this month?

GET IN TOUCH WITH US



include@awwa.org.sg

SEE YOU AT AIES 2022!



MARCH

**Celebrate the 10th
AIES session with us!**

JUNE

SEPTEMBER

DECEMBER

Look out for more information on the upcoming sessions in 2022 via include.sg.

We look forward to having you join us, alongside international and local keynote speakers, as we build a more inclusive society.