

SPECIALIST CONSULTANCY SUPPORT

The Kindergarten Inclusion Support (KIS) Program contributes to the provision of a quality kindergarten program. The KIS Program focuses on enhancing a kindergarten's capacity to provide a program that is responsive to the individual abilities, interests and needs of children with a disability and ongoing high support needs in an inclusive kindergarten environment.

The range of support available through the KIS package program includes:

- Specialist training
- Specialist consultancy support
- Minor building modifications
- Additional staffing support

Kindergartens meeting the eligibility criteria for KIS Program support are eligible to request specialist consultancy support to assist them to plan and implement an inclusive program for all children.

THE FOCUS OF SPECIALIST CONSULTANCY SUPPORT

Specialist Consultancy support focuses on:

- complementing early childhood teacher knowledge and skills, while acknowledging their expertise in supporting children's learning and development
- supporting early childhood teachers to build their capacity to develop and implement an inclusive program
- assisting early childhood teachers to contribute to positive outcomes for all children, as defined in the Victorian Early Years Learning and Development Framework (VEYLDF)
- assisting early childhood teachers to respond to each child's interests, abilities, and needs

- promoting collaboration between the family, other professionals and all educators*
- recognising that early childhood teachers require varying levels of additional support
- implementing a team approach to support inclusion of all children.

PROGRAM AND PLANNING SUPPORT AVAILABLE THROUGH SPECIALIST CONSULTANCY ASSISTANCE

Support available from specialist consultants may assist early childhood teachers to enhance their knowledge, confidence, skills to:

- implement the previously identified adaptations to the program, activities, routines and environment
- plan a program that responds to newly identified learning and development needs of all children
- support all children to access and meaningfully participate in all aspects of the program
- implement a team approach to support inclusion of all children
- respectfully engage with families and respond to families concerns
- link with and collaborate with other professionals.

IDENTIFYING A NEED FOR SUPPORT

Requests for support are:

- underpinned by reflective practice, a key practice principle of the VEYLDF
- informed by completion and or review of the Inclusion Support Plan that supported the request for KIS package support

INCLUSION SUPPORT PLAN

The Inclusion Support Plan is a living document that is intended to be regularly reviewed throughout the kindergarten year.

This reflective process is illustrated in the diagram below.



If you apply for Specialist Consultancy Support the KIS provider will contact the early childhood teacher in response to this request to discuss the level and type of support.

The level and type of support offered will be informed by consultation and collaboration with the early childhood teacher and may include:

- provision of resources and information
- linkages to professional development opportunities (for example training, professional networks)
- one-to-one consultation and coaching sessions (onsite, telephone).

FOR MORE INFORMATION ON THE KIS PROGRAM VISIT

<https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kinderinclusion.aspx>

* In the context of this fact sheet, family may refer to biological, adoptive or step parents, siblings, grandparents or other extended family members, foster carers or other legal guardians of the child with a disability or developmental delay.