

Using Early  
ABLES for  
continuity of  
learning  
**Early ABLES-**

A practical workshop

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*Together We Grow*  
*Conference*  
*26 May 2017*





## Why?

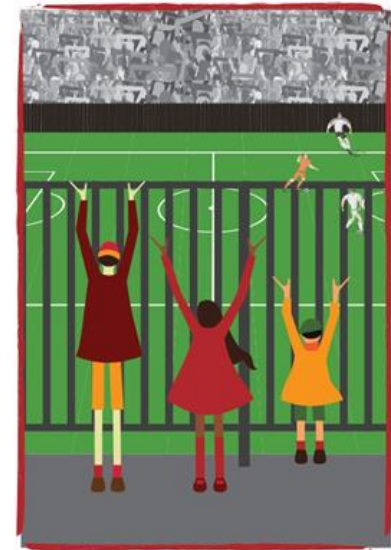
To fully support children with developmental delay or disability it is imperative that:

- **transitions are effective** (between services and into school)
- **continuity** of learning is maintained
- the focus is on **what the child can do** and is an enabling (not disabling) approach
- families, educators, specialists, and teachers **work together** to authentically assess and plan for learning and work together with a **common purpose**
- **understandings are strengthened** between prior to school and school professionals about the Victorian Early Years Learning and Development Framework (VEYLDF) as part of the Victorian Curriculum F-10



## Equality vs Equity

Equity means providing enough support to ensure that everyone is at the same level, it is not necessarily providing the same amount of support to everyone.





## High Expectations for Every Child

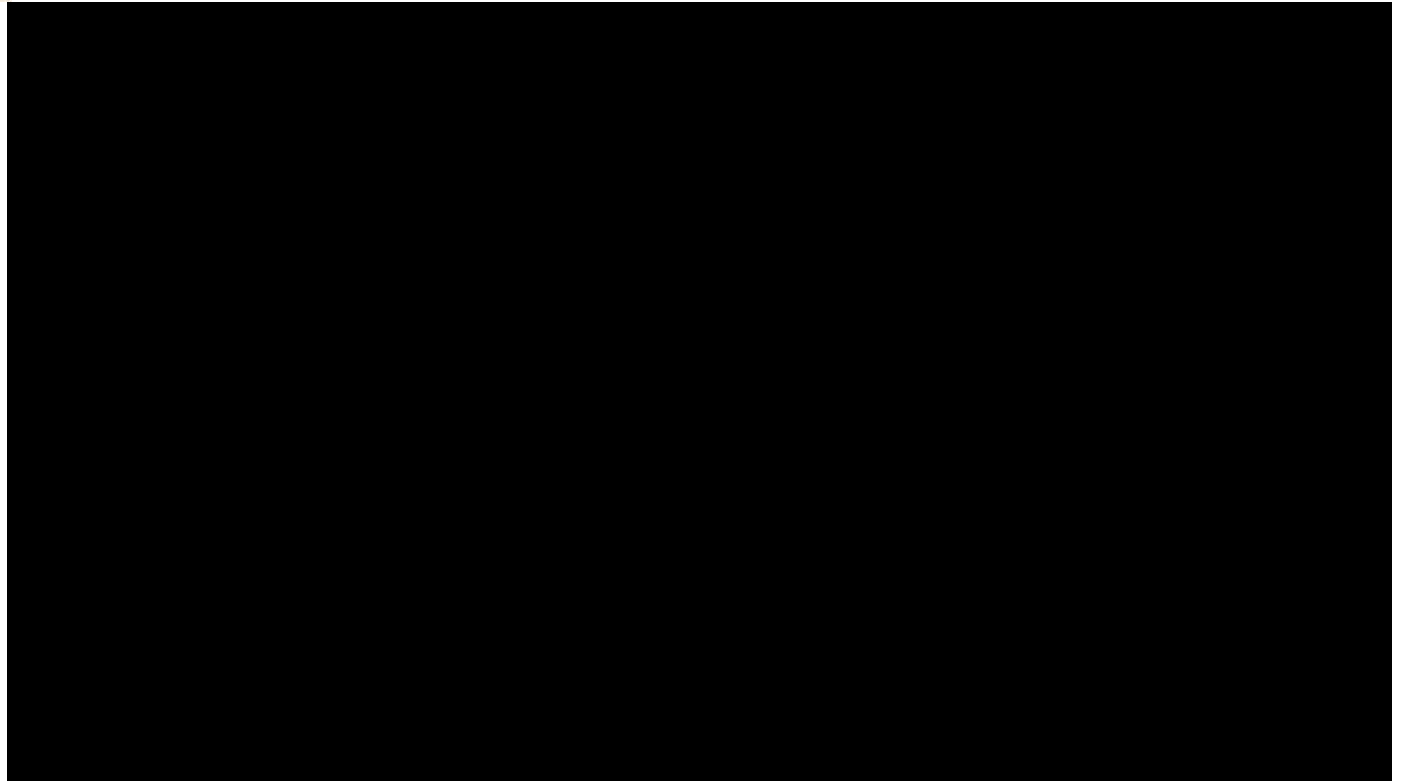
In enacting high expectations for every child and in applying an equitable approach...

*Early childhood professionals work with all families, **in particular those experiencing vulnerability and disadvantage**, to promote high expectations for their children*

VEYLDF p.10



# ABLES Introductory Video





## What is Early ABLES?

- it is an **assessment, reporting and pedagogical approach** which determines a child's progress in relation to the VEYLDF and the Victorian Curriculum F -10
- it is an **online tool** that is easy to use and will take about half an hour once users become familiar
- it suggests **teaching and learning strategies** to guide individual and group program planning



## How and when would I use it?

- use for educational planning and monitoring of progress
- relies upon educators knowing the child
- families are intrinsic to the process, particularly for children with disabilities and developmental delay, they know their child best and what future they aspire to on their behalf
- as a transition approach, the best time to use it is when transition is in the early planning stage



## Planning cycle







# Aligning VEYLDF to Early ABLES

Victoria Department of Education and Early Childhood Development

ables

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Select from any of the following instruments

- English, Speaking and Listening
- English, Reading and Writing
- Personal Learning
- Interpersonal Development
- Main Menu

## Learning and Development Outcomes

COMMUNICATION

LEARNING

COMMUNITY

IDENTITY

WELLBEING

Emotional: Recognising and coping with emotions





## Help and support- Early ABLES

- assessment guidance
- assessment tool
- teaching and learning strategies
- case study Individual Learning Plans (ILP)
- fact sheet
- free online professional learning (recognised VIT registration)



## Opening page....

State Government  
**Victoria** Department of Education & Training

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Select from the options below

Educator Registration	Produce Reports
Register Children	View Records
Assign Groups	Guidance Materials
Complete Assessments	Change Password
Exit	

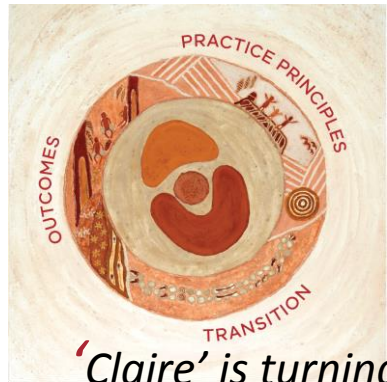


## Screen shot....

Assessment Research Centre | XXXX | Communication - Interactions | XXXX | Exit

### Q1. Requesting an object or activity

- Uses gestures, vocalisation, objects, photographs or pictures to request an object/activity (e.g., asks for a drink by pointing to a cup)
- Uses and combines names, words, signs, and/or symbols to make requests
- Makes requests that demonstrate understanding of other people's expectations of politeness, timing and reasonableness
- Is moving towards but has not yet achieved these skills/behaviour



## Hypothetical ....

*‘Claire’ is turning five years old this year. Her paediatrician describes as being ‘slow to develop’, she is small for her age, and has a conductive hearing loss with some language delay. Claire began at her local kindergarten program this year....*

*Claire’s family are concerned with her progress and wonder whether she displays some characteristics of autism including, with a preoccupation with buttons.*

*She has two older brothers whose own development raised no serious concerns apart from the usual array of colds and gastrointestinal issues. The brothers are very protective of her, tend to ‘speak’ and interpret her wants and needs for familiar and unfamiliar adults.*

*At kindergarten, Claire does not readily engage with her peers but stands by and observes interactions. She is often frustrated by tasks that do not come easily but the triggers for those reactions are difficult to anticipate because she can be surprisingly adept at other times.*



## What can 'Claire' do?



EC professionals use this report to understand the sorts of **skills and understandings that a child has and is ready to strengthen.**

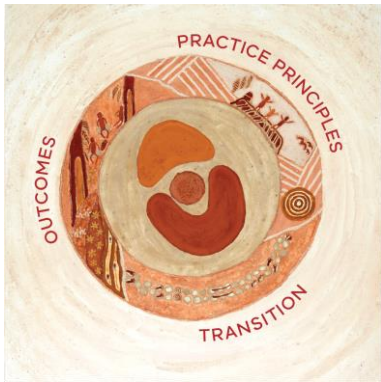
Looking ahead on the report, the sorts of skills other similar children develop next.

**It describes a learning progression starting at a very beginning level of capacity extending to increasingly higher levels of capability.**



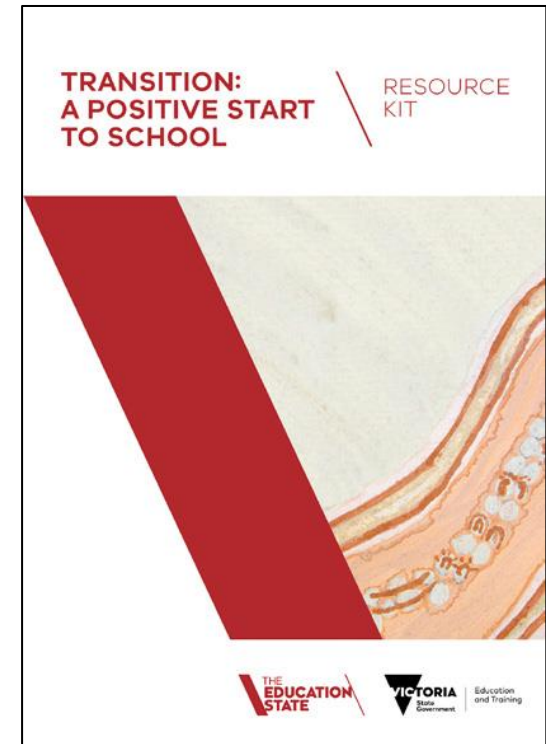
## Characteristics of effective partnerships with families

- mutual respect and trust
- reciprocity
- shared power and decision making
- open communication and responsive listening
- shared goals
- clarity about roles and responsibilities
- complementary expertise and contributions
- negotiation



## New Transition to School resources

- refreshed Transition to School Resource Kit
  - sections aligned with the VEYLDF
    - relationships
    - equity and diversity
    - assessment
- revised Transition to School Statement section for enhanced transition planning- referencing the use of Early ABLES







## Key Contacts

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### Early ABLES

<http://www.education.vic.gov.au/childhood/professionals/profdev/Pages/earlyables.aspx>

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