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## INTRODUCTION

Early childhood intervention is essential in ensuring children with high support learning needs are supported in their developmental journey. At Koorana, our **integrative approach** to early childhood education has been developed based on the four quality areas in the **National Guidelines for Best Practice in Early Childhood Intervention** and the **Early Years Learning Framework (EYLF)**.

## AIM

This approach aims to support children in reaching their developmental milestones, preparing for school, and fostering positive relationships with their peers.

Additionally, this approach aims to develop the skills and introduce the principles of inclusion to all children, nurturing abilities that enable them to support their peers.

Lastly, this approach aims to develop the capacity of both early intervention and early education teams in supporting children with diverse learning needs while empowering families to implement strategies at home.

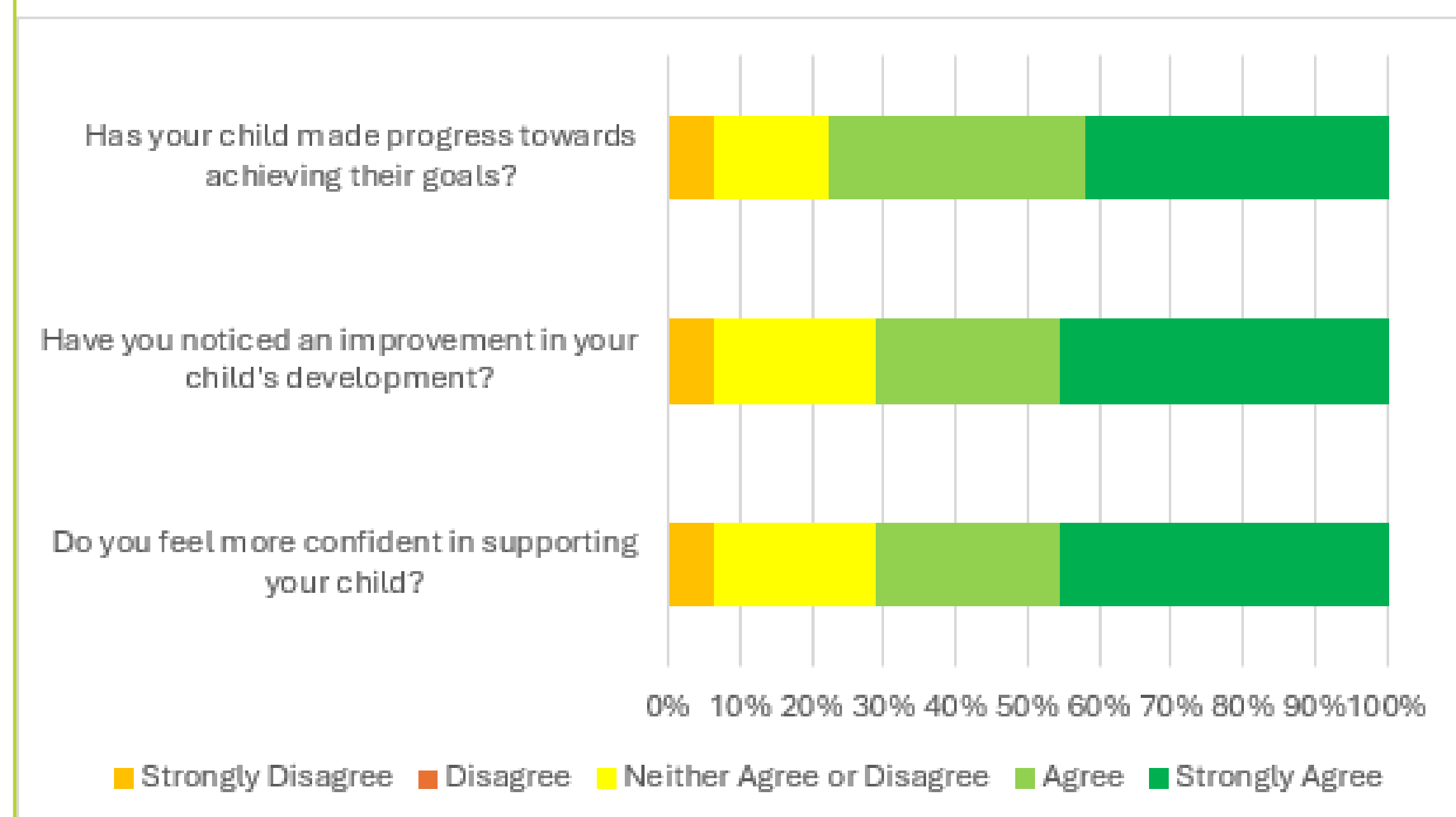
## METHOD

How the approach looks in practice:

- We reserve 25% of our preschool places each day for children with high learning support needs.
- The approach involves our early intervention team embedding within the preschool setting to deliver interventions 'on the floor.'
- Interventions are delivered collaboratively and integrated into the classroom routine, resources, and other children can participate where they have interest.
- The early intervention team and educators support each other in capacity building.
- Families participate in a Team Around Child (TAC) meetings led by a representative from both teams.

## RESULTS

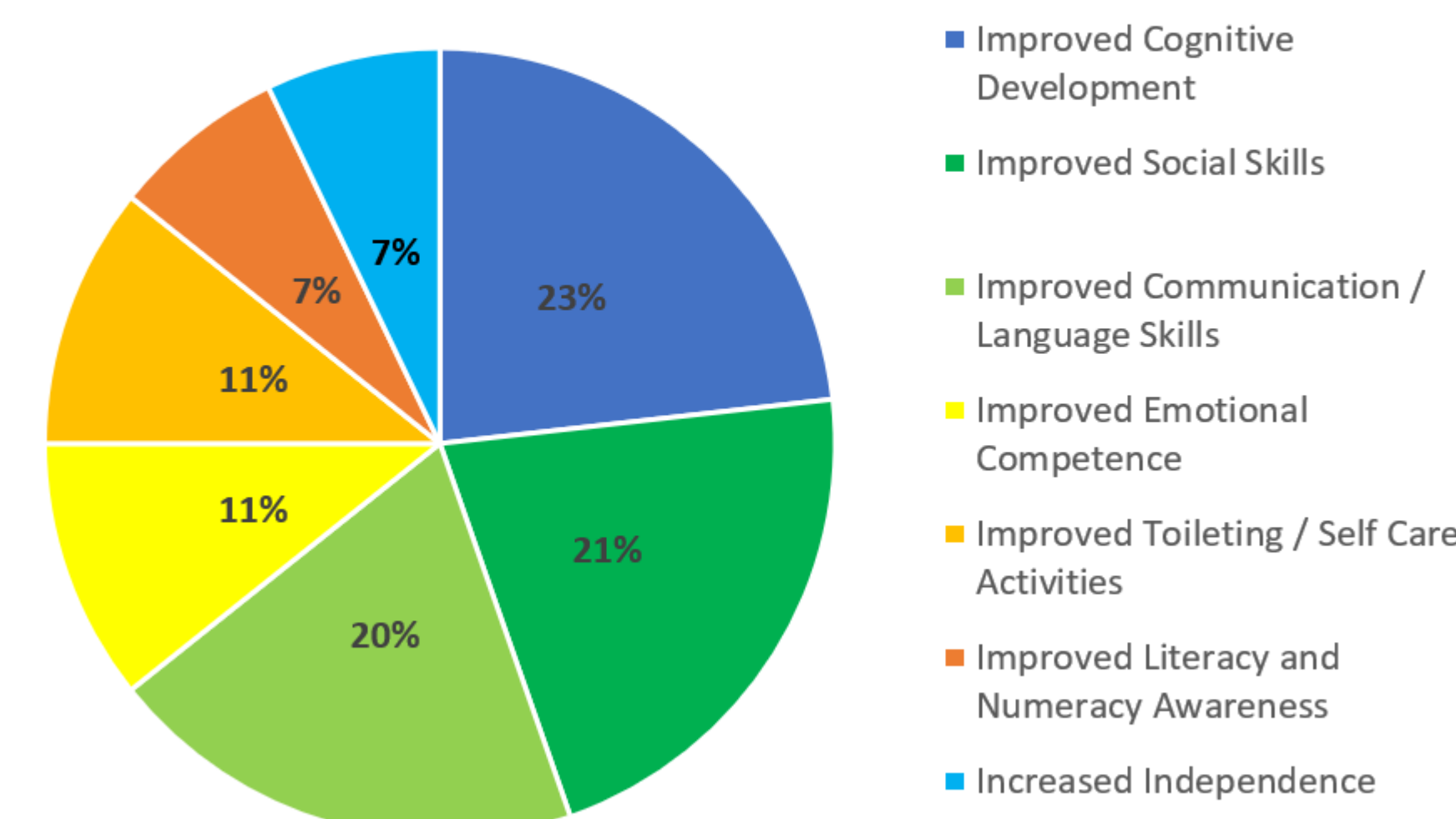
**Our Clients survey results on children's outcomes:**



The Integrative Approach allows for the sharing of strategies between Koorana teams and the child's family, enabling the children's educational and developmental goals to be achieved in a timely manner.

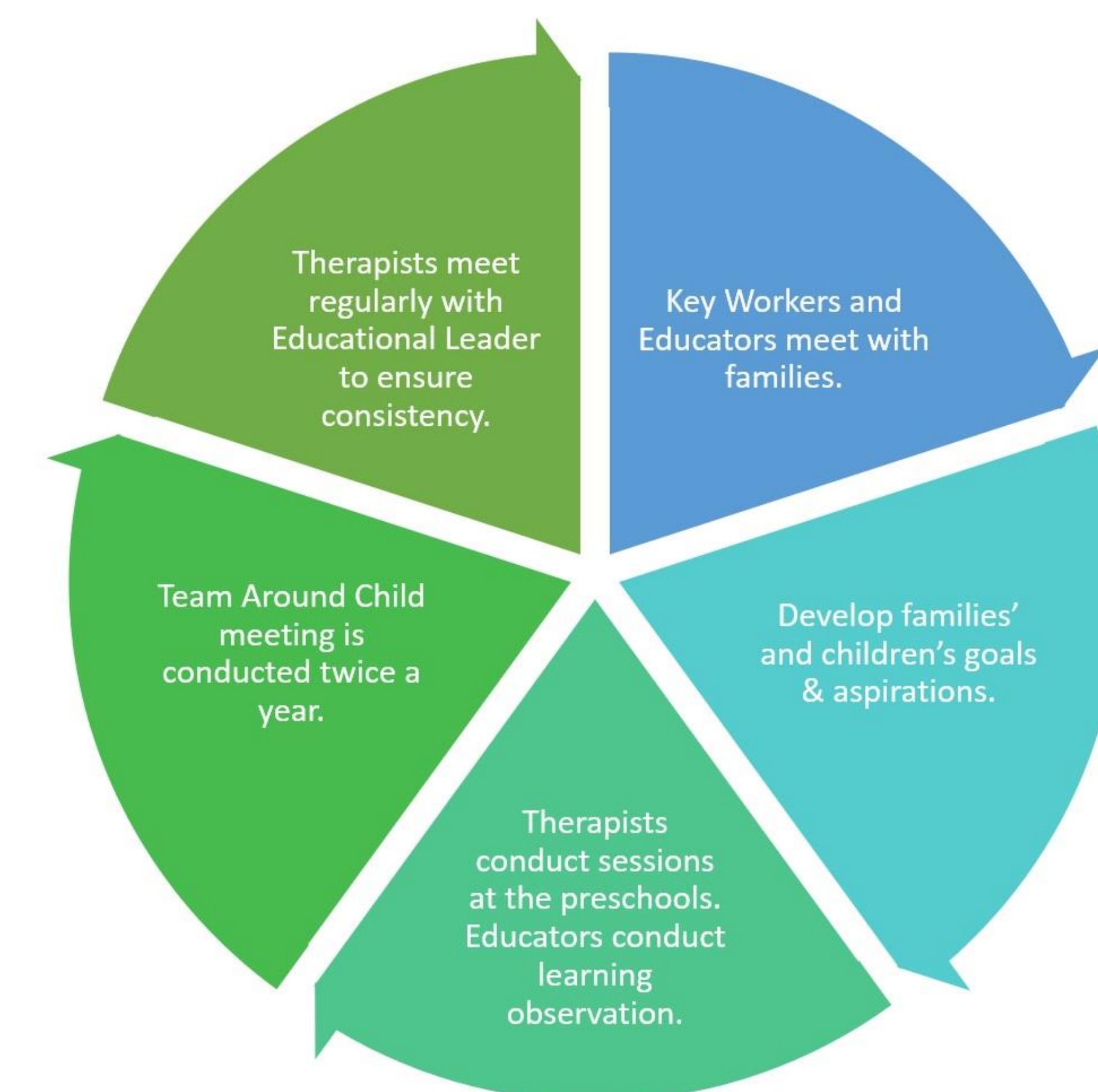
Families demonstrate excellent satisfaction with the model with an overall True Net Promoter Score of 84.

**Tell us about activities or skills your child can do now that they could not before?**



Excellent service  
involve the parents  
help in learning areas  
learning opportunities  
Help children catching up  
Supporting Parents  
supported preschool program  
Support Development  
feeling supported  
working together  
supporting disabilities  
support education  
satisfied  
inclusion program  
helpful

Overall, this approach has fostered collaboration, and information sharing between the two sectors. Capacity building enables early childhood educators to support the continuity of strategies between therapy sessions. TAC meetings enable families to be involved in capacity building. Children show significant progress towards their development goals.



## CONCLUSIONS

The Integrative Approach has demonstrated positive outcomes for children and families. Further, early intervention and early education staff report increased capacity and confidence. Observed benefits are seen for all children.

The model of Integrated Approach is subject to ongoing development and evolution. We continually implement insights gathered from reflective practice sessions, staff and clients' surveys and observations.

We believe this approach is transferable to thinking about how we can create an inclusive and supportive education environments in the wider community. All children benefit from inclusion.

## REFERENCES

Department of Education. (2022). *Belonging, being & becoming: The early years learning framework for Australia V2.0*.  
<https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

ECIA, EAG. (2016). *National guidelines: Best practice in early childhood intervention*. 1<sup>st</sup> Ed.  
<https://www.eciavic.org.au/documents/item/1419>

## ACKNOWLEDGEMENTS

We would like to acknowledge our preschool Directors, educators, and the early intervention team members for their continuing commitment to quality service delivery and positive children's experiences and outcomes.

## CONTACT INFORMATION

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