



2023/24學年 澳洲幼稚園考察課程

2023年11月19日至25日



GROUP 4



彼此支持

共同進退

坦誠分享

一起分擔

互相欣賞

CATERING TO LEARNING DIVERSITY

第四組 照顧學習多樣性



INTRODUCTION

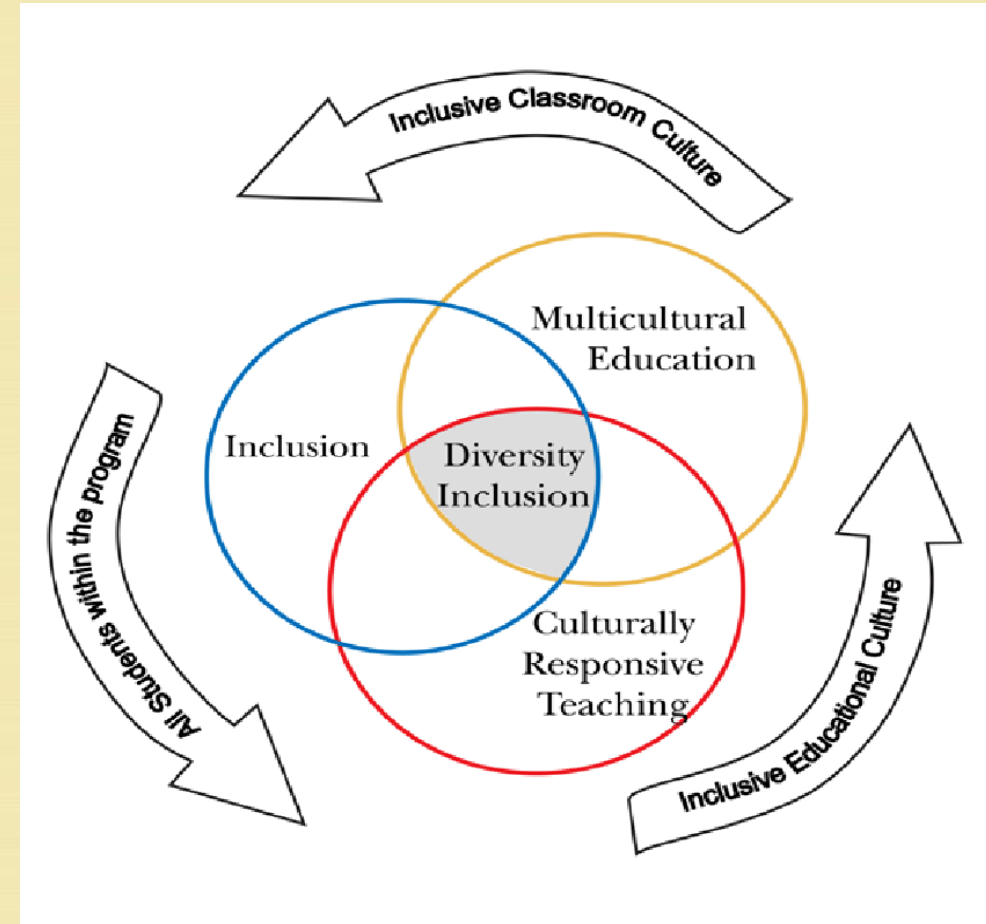
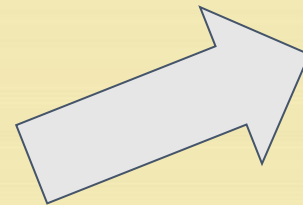
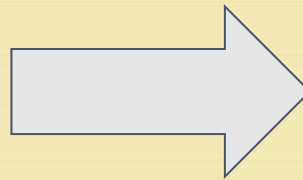
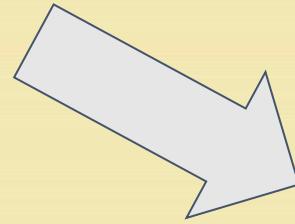
Differentiated Instruction

Culturally Responsive Teaching

Individualised Learning Plan

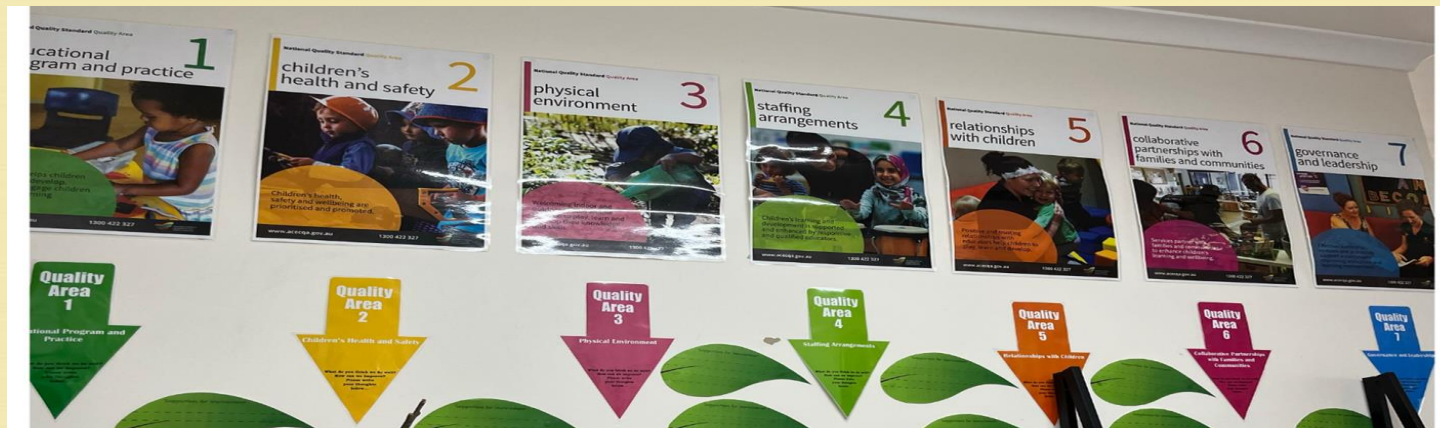
Professional Development of Educators

Collaborative Learning and Peer Support



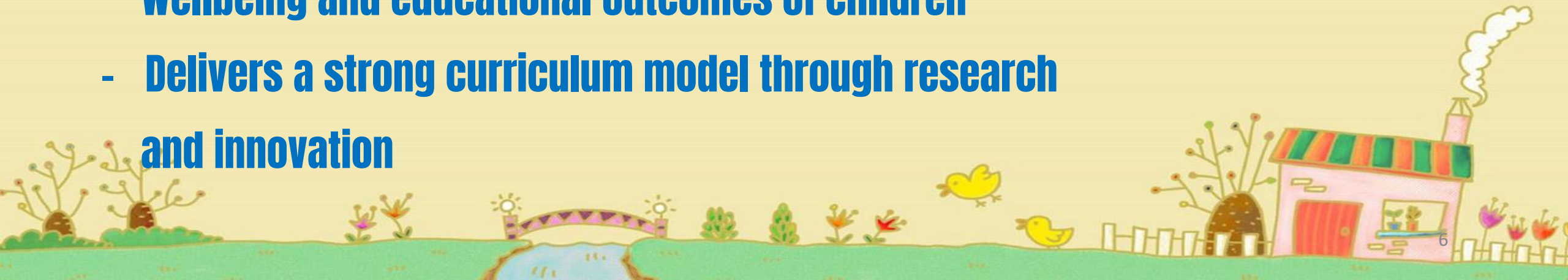
1. ATTITUDE

- Respect children with diverse educational and developmental needs
- Labeling children with special needs may cause stereotyping, discrimination
- Every child is unique, no “one size fits all” teaching approach
- Parents are open-minded and accepting of own child and others’ differences



1. ATTITUDE

- **Government invests significantly in the education sector, strong emphasis on providing high-quality education**
- **Strong commitment to providing equal education opportunities for all students**
- **Students feel a strong sense of belonging despite race, background and socioeconomic status**
- **Well-developed system that ensures the health, safety, wellbeing and educational outcomes of children**
- **Delivers a strong curriculum model through research and innovation**



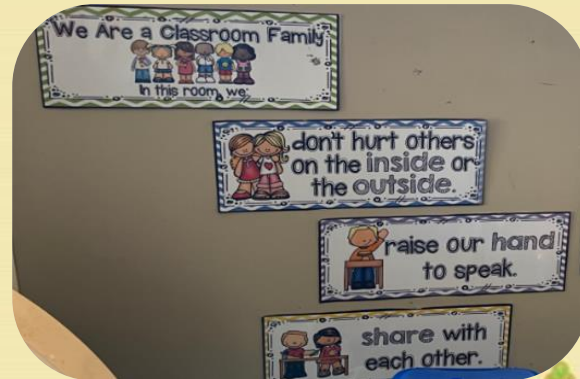
1. ATTITUDE

- Australia provides world class education
- Provides high quality programs to enhance children's learning and developmental outcomes
- Internationalization of the education sector reflects the global reputation of Australian educational institutions
- Prepares students for the challenges of the modern world



2. CURRICULUM

- Learning is related to real life situations
- Encourage self-care, independence, social / emotional development
- Student-directed activities
- In order to cater to each child's educational needs, individualized activity plans are set in place
- Flexible timetable if children are interested in their current activity and not ready to move on to the next





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Professional Development, Resources and Customised Support
for Educators

the fun cup

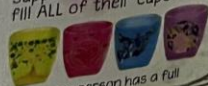
Every person has a Fun Cup that they are driven to fill - children included.

Children are still learning ways to fill their Cup without impacting on the needs and rights of others. This learning is a normal and natural part of childhood.

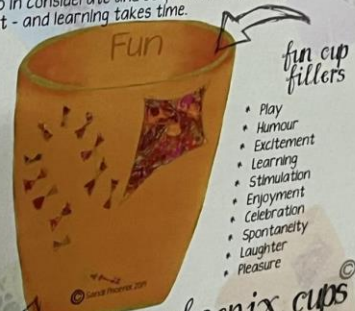
Children are actually very effective Cup fillers, they just need information from you about how to fill their Cup in considerate and cooperative ways. They're not born knowing this, they learn it - and learning takes time.

While the Fun Cup is important, according to the Phoenix Cups Framework, we not only have one Cup but five Cups including: Safety, Connection, Mastery, and Freedom.

We need to consider supporting children to fill ALL of their cups.



When a person has a full Fun Cup, they have a sense of Joy.



fun cup fillers

- Play
- Humour
- Excitement
- Learning
- Stimulation
- Enjoyment
- Celebration
- Spontaneity
- Laughter
- Pleasure

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The Phoenix Cups

the mastery cup

Every person has a Mastery Cup that they are driven to fill - children included.

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We need to consider supporting children to fill ALL of their cups.



When a person has a full Mastery Cup, they have Self-Competence



mastery cup fillers

- Empowerment
- Challenge
- Success
- Visibility or status
- Control
- Validation
- Growth
- Achievement
- Efficacy
- Affirmation

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the freedom cup

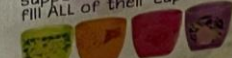
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When a person has a full Freedom Cup, they have a sense of autonomy



freedom cup fillers

- Choice
- Liberty
- Freedom From
- Freedom To
- Free Speech
- Self-expression
- Creativity
- Discovery
- Agency
- Nature

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the safety cup

Every person has a Safety Cup that they are driven to fill - children included.

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We need to consider supporting children to fill ALL of their cups.



When a person has a full Safety Cup, they have a strong sense of security



safety cup fillers

- Food, air, and water
- Rest and sleep
- Health and wellness
- Shelter
- Exercise and movement
- Order
- Predictability
- Trust
- Psychological safety
- Physiological safety

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the connection cup

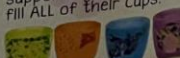
Every person has a Connection Cup that they are driven to fill - children included.

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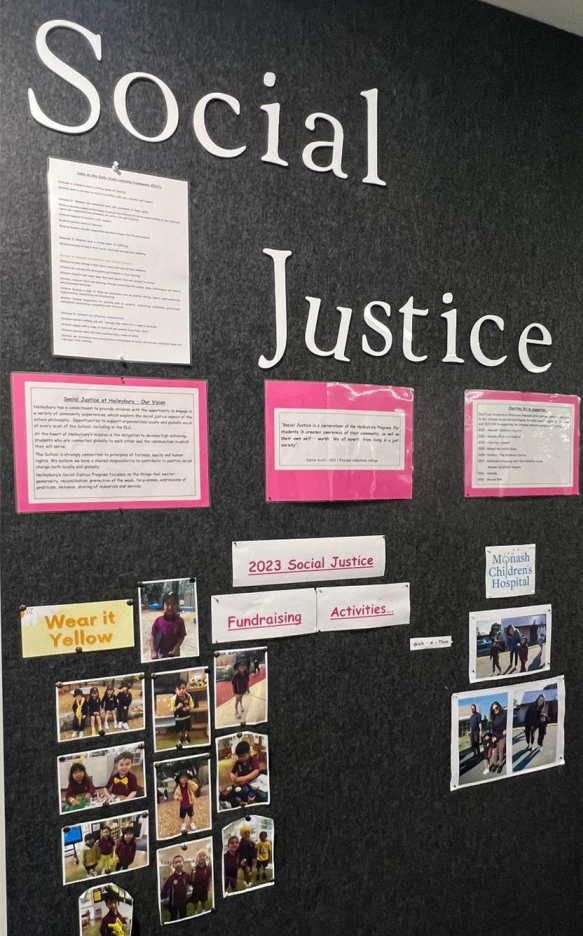
When a person has a full Connection Cup, they have Self-Worth



connection cup fillers

- Inclusion
- Belonging
- Kindness
- Acceptance
- Love
- Loyalty
- Participation
- Affection
- Communication
- Positive Interactions

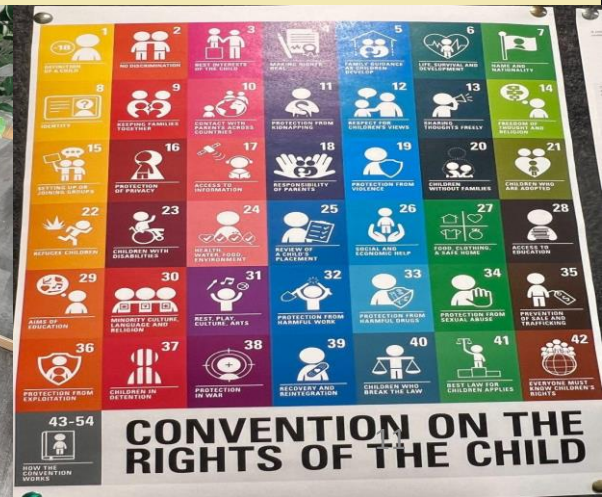
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3.LEARNING ENVIRONMENT

Definition of an inclusive classroom:

- An inclusive classroom that creates a supportive environment for all learners, including those with learning differences and one that can also challenge and engage gifted and talented learners by building a more responsive learning environment.
- Inclusion also means respecting people from all backgrounds and cultures.
- It can only be successful when all students feel they are truly part of the school community. This can only happen through open, honest discussion about differences and understanding and respecting people from all abilities and backgrounds. An inclusive environment is one where everyone feels valued.



3. LEARNING ENVIRONMENT

Characteristics of an inclusive classroom setting:

Building an awareness of nationalism

- Set up an Australian corner to share its geographical location, arts and culture

Respecting different cultures

- Making both indoor and outdoor spaces welcoming to children from different backgrounds, communities and abilities through learning corners, wall display and teaching materials

Creating a nurturing, home-like environment

- Decorate the classroom with a personal touch such as framed pictures, flowers, plants, rugs can help create a cozy and home-like environment
- Use calmer, natural colours indoors that are more soothing to children





3.LEARNING ENVIRONMENT

Taking care of insects and pets

- Taking care of insects or pets, like butterfly or guinea pigs help children to focus and release their pressure

Arrangement of classroom furniture

- Support physical movement and social interaction so children can practice skills like collaboration and negotiation
- Reduce the clutter of objects, produce aesthetically pleasing setting, simplicity and cut down on overstimulation, a combination of effects that is helpful to SEN children (Rankin et al.,1993)

Inviting and accessible materials

- Using natural materials for open-ended play such as pine cones can be used as a prop for dramatic play or items for construction
- Easy access to supplies and learning materials, consistently inspired and encouraged to direct their own learning

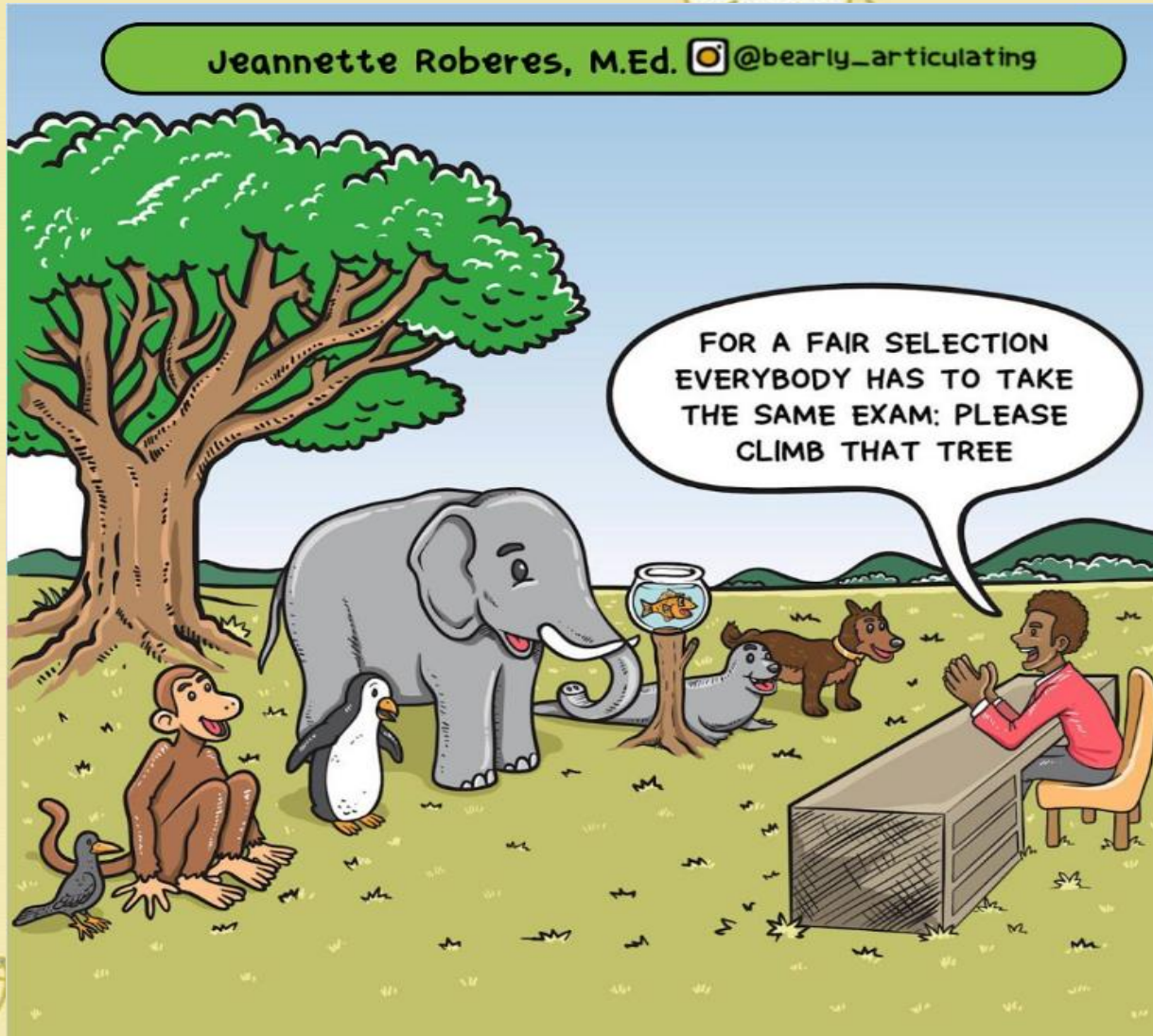
Rankin, B., Cannon, N., Corsaro, P., Damian, B., Perry, E., Rollo, D., & Rochwarg, I. (1993). Another way of seeing things: We're still learning. In C. Edwards, L. Gandini, & G. Forman (Eds.), *The hundred languages of children: The Reggio Emilia approach to early childhood education* (pp. 269–282). Norwood, NJ: Ablex.

4. ASSESSMENT

- **Early childhood assessment is a tool used to gather and provide educators, parents and families with critical information about a child's development and growth, skills and interests**
- **Observation record**
- **Photos and videos of interactions with educators and other children**
- **Portfolio entries**
- **Artwork**



4. ASSESSMENT



- Adjust the evaluation to cater to different children

4. ASSESSMENT

- **Assessment based on the learning framework**

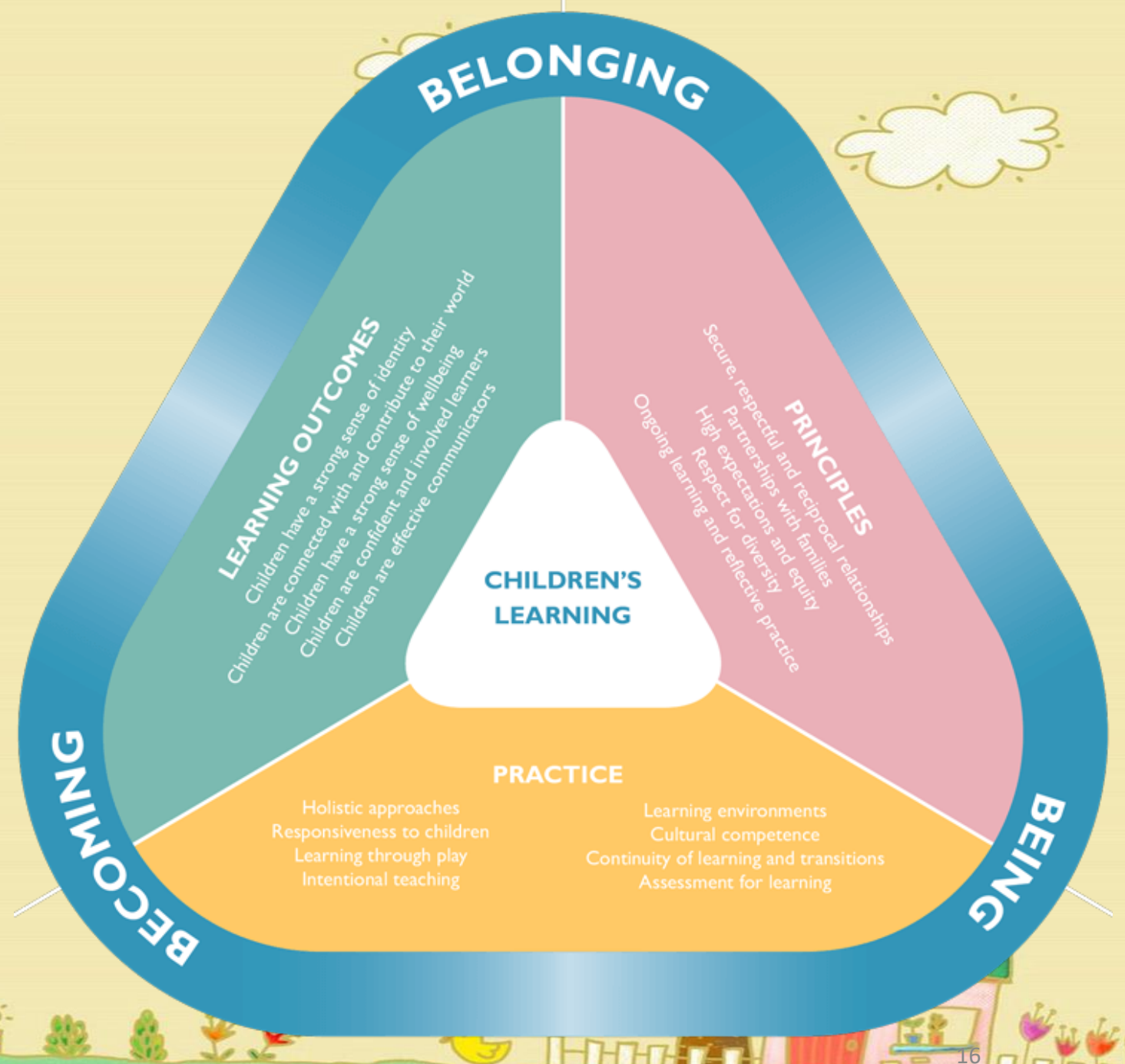


Figure 1: Elements of the Early Years Learning Framework

4. ASSESSMENT



NCCD

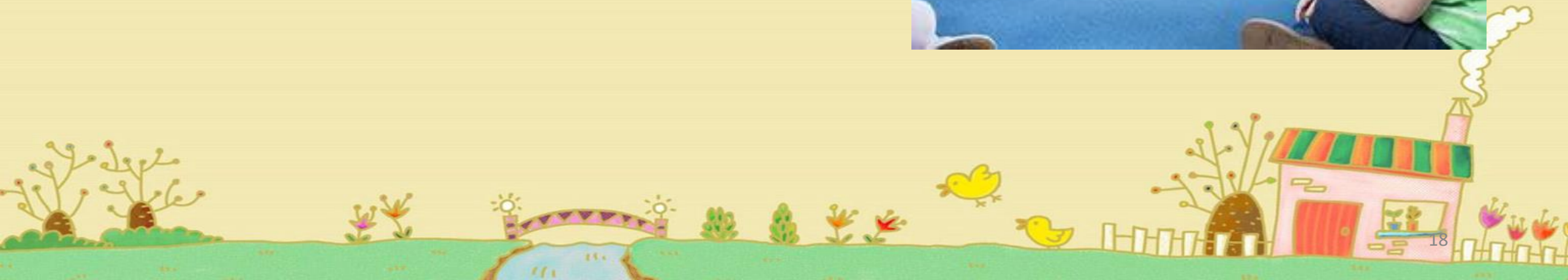
NATIONALLY CONSISTENT COLLECTION OF DATA
ON SCHOOL STUDENTS WITH DISABILITY

- **NCCD ~ functional needs assessment for diverse learners**



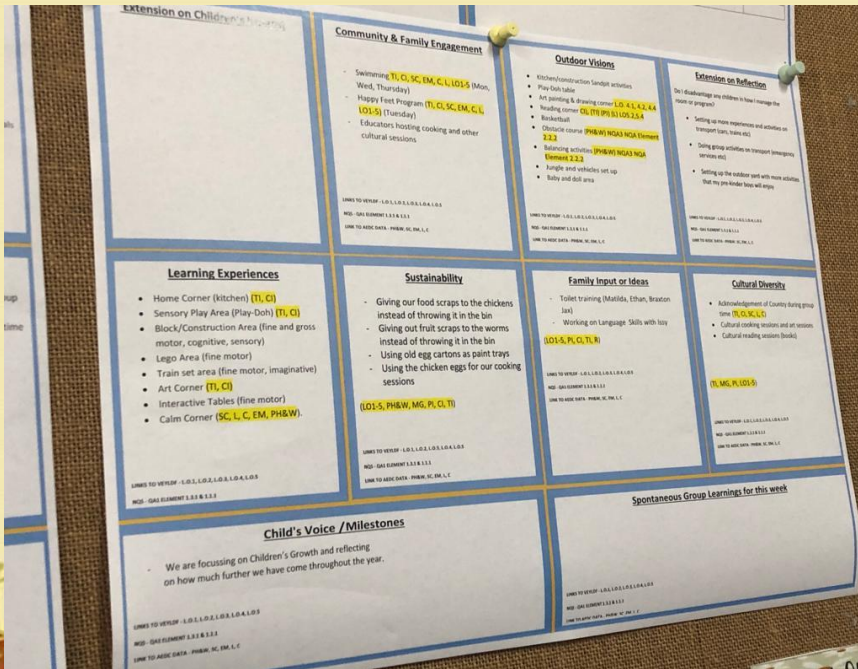
5. HOME SCHOOL COOPERATION AND COMMUNICATION

- **Good ratio of educator to child**
 - **1 : 4 (Under 36 months)**
 - **1 : 11 (36 months including preschool)**



5. HOME SCHOOL COOPERATION AND COMMUNICATION

- Display of learning journey, activities, educational information
- Clearly outlined instructional objectives to make sure that what is taught in the program matches the intended outcome



5. HOME SCHOOL COOPERATION AND COMMUNICATION

- **Parent volunteers (representatives) are asked to support the classroom**
- **Parents are invited to do storytelling sessions, share about their community work with the children**
- **Parents may observe classes and communicate with educators anytime**
- **Educators work very closely with universities and the Australian government for ongoing professional training such as Strategies for Improving Home and School Communication, Early Childhood Education in Leadership Training, Supporting Children with Additional Needs, Health and Wellbeing**



5. HOME SCHOOL COOPERATION AND COMMUNICATION

- Family-centred principles by ACER

All people:

- are basically good
- have strengths
- need support and encouragement
- have different but equally important skills, abilities and knowledge



5. HOME SCHOOL COOPERATION AND COMMUNICATION

- Family-centred principles by ACER

Families:

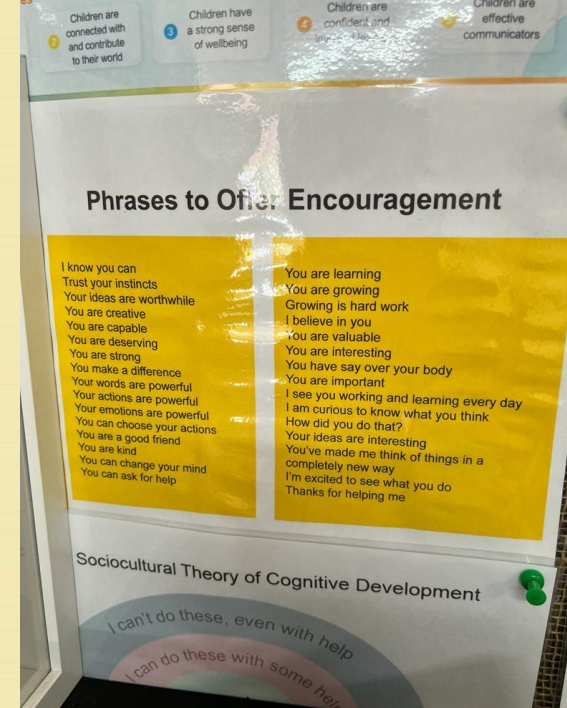
- have hopes, dreams, and wishes for their children
- are resourceful, but all families do not have equal access to resources
- should be assisted in ways that help them maintain their dignity and hope
- should be equal partners in the relationship with service providers.



REFLECTION

What great things did we learn?

- **Positive reinforcement and words of encouragement**
- **The importance of play-based learning and how it enhances communication and language, including early literacy and numeracy, and social and emotional development**
- **Educators are highly responsive to the individual differences among students in terms of ability, readiness and interests**
- **Educators appropriately address children's diversities by adjusting their teaching content, instructional strategies and assessment schemes**
- **Emphasis on child-initiated activities in which case children choose what they want to learn and their area of interest**
- **Teachers themselves are from a diverse background so they embrace difference**
- **Lots of support from families and high involvement in community works**



REFLECTION

The Value of Outdoor Space

- Every centre we have visited in Melbourne has an outdoor playground or play area for children to explore
- Outdoor activities naturally help young children develop essential motor skills like coordination, agility, balance, and dexterity
- When children play outside, they can also enhance their mental well-being, developing their sense of self, and feeling soothed by nature
- It provides opportunities for learning that aren't available indoors, including physical literacy and spatial knowledge
- Exploring the world outdoors can help children with SEN to overcome challenges and learn new skills, building their resilience, and boosting their self-confidence



CONCLUSION

Tips for Supporting Inclusion in Education & Care Settings

- See each child as a unique individual
- Identify whether every child in your care environment is authentically included
- Where inclusion barriers are identified, reflect on strategies and solutions
- Come up with strategies, adaptations and modifications to support every child's educational or developmental needs
- Ongoing collaboration and communication with families and support professionals
- Love, teach and protect each child like they are your own!

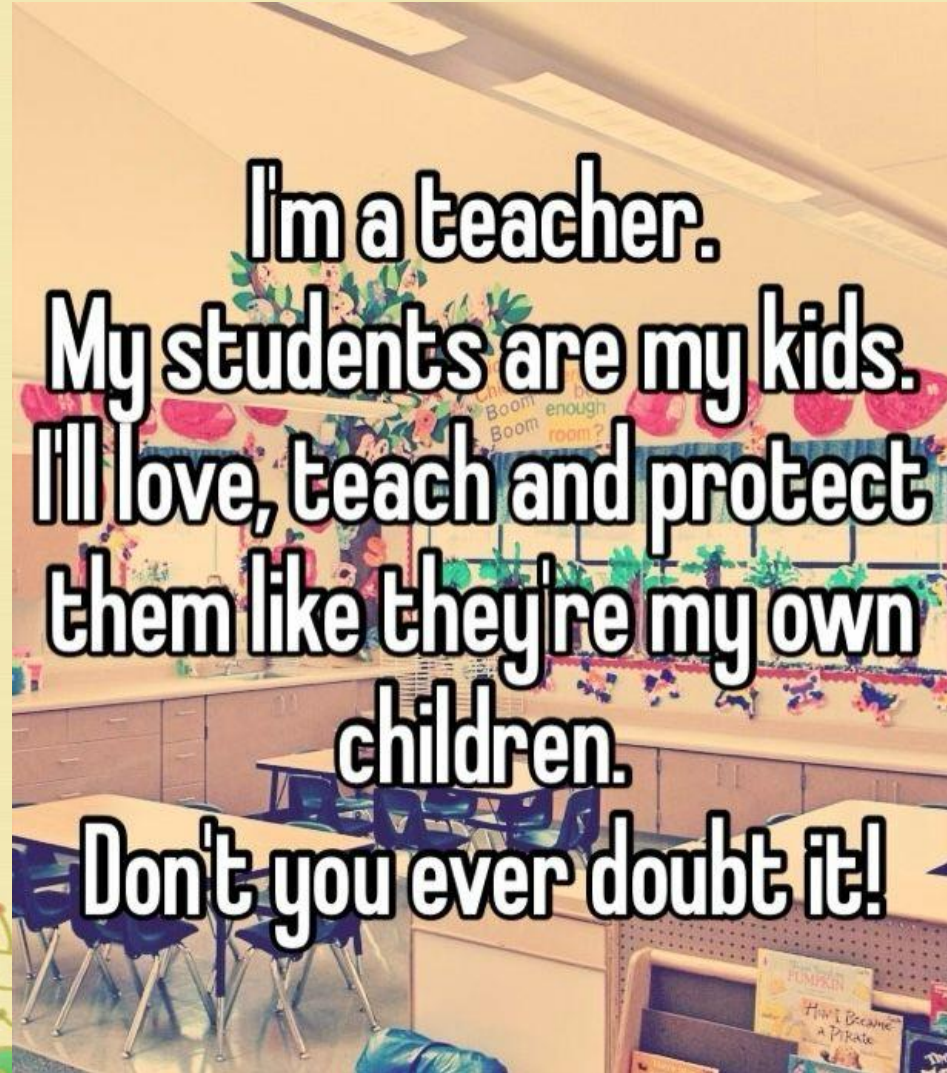


'Inclusion is a right for all children and is about meaningful participation and equal access.'

– Emma Pierce

CONCLUSION

Love, teach and protect each child like they are your own!



**Thank you Dr. Chan, Dr. Shwan & EDB for
this wonderful learning opportunity!**



THANK YOU

