

# IN THE FAIR WORK COMMISSION

**Matter no:** AM2018/9

**Applicant:** Independent Education Union of Australia

*Fair Work Act 2009 s 158 – Application to Vary a Modern Award*

## STATEMENT OF LAUREN HILL

I, Lauren Hill, of [REDACTED], say:

1. Since I prepared my statement signed on 18 December 2017, my employment has changed. Since February 2018 I have been working as a casual early childhood teacher employed by an agency, Hamilton's Education and Care. I work in different preschools and long day care centers in Sydney as required.
2. As a causal Early Childhood Teacher, I am often called in when a center is struggling to fill a vacancy when an ECT has left. I have had many discussions with Directors in these centers, and they have told me that they find it very difficult as there are not enough candidates to fill the roles, and turnover can be high.
3. In my original statement, I discuss Independent Education Plans I have prepared for children. Examples of these, with the children's details removed, are annexure **LH-1** to this statement. These are widely recognized documents in the sector and, as mainstreaming increases, are much more common. They can be long documents, and involve discussion with parents and external healthcare providers such as speech therapists and occupational therapists. While they are usually prepared for children with special learning needs, I have recently worked in preschools where similar, less formal documents are developed for all children by teachers in consultation with the parents, to focus on the parent's goals for the children.

[REDACTED]  
LAUREN HILL

11/6/2019

# Annexure LH-1

Individual Education Plan: Student Name Removed DOB:

**Background Information:** Student Name Removed is the younger of two boys. Student Name's brother Name removed attended the CELC two years ago and presented speech issues. Student Name Removed currently sees a speech therapist and is also engaging in an early intervention program. Currently Children's First are observing Student Name Removed in the classroom, along with an Occupational Therapist to assess his progress and develop strategies to assist him.

**Strengths:** Cognitive skills, letter recognition, sorting by colour

**Interests:** Play dough, water, sensory, cars, trains, paint, magnetic letters

**Needs:** Language needs, focus and attention, social skills

**Speech Therapist:** Professional name removed – Speech Pathologist, Baulkham Hills – Ph no removed

**Learning Support (Children's First):** Professional name removed (Behaviour Specialist), Professional Name Removed (Occupational Therapist) – Ph no Removed

Long Term Goals	Short Term Goals	Support- Teaching Strategies/Resources	Review of targets
<p>Parent Goals:</p> <ul style="list-style-type: none"> <li>- To be able to participate in group experiences.</li> <li>- Develop friendships within his peer group and interact in play.</li> <li>- Articulate words clearly and speak in sentences. Express himself and use his words.</li> <li>- Transition to school in the following year (2017).</li> </ul>	<p>To sit in small groups for short periods of time times, increase joint attention.</p> <p>For Student Name Removed to play 1:1 or with small groups of peers.</p> <p>For Student Name Removed to use words and increase his vocabulary and feel confident when using new words.</p> <p>Planning and discussions between CELC St John XXIII and St John XXIII Primary for Student Name' transition</p> <p>Develop a collaborative approach in planning and monitoring strategies to assist Student Name' transition to school</p>	<p>Educator to sit with Student Name Removed and use sensory toys to keep his focus.</p> <p>Provide small and large group games where Student Name Removed can have a turn to share an idea or participate in a social environment.</p> <p>Reading stories, (1;1 with educator, small or large groups.) Encourage Student Name Removed to sit through stories and group times. Gradually extend to larger group times.</p> <p>Educator to prompt Student Name Removed with visuals of routines or expectations using Peppa Pig reward system and other routine visual cards.</p> <p>Meeting with special education teachers from St John XXIII, [REDACTED]. Meeting with [REDACTED], Student Name' future educator for kindergarten in 2017.</p> <p>School visits to St John XXIII</p>	<p><b>Feb 2016</b> Student Name's interests in letters have been incorporated into a group game to encourage him to interact and take turns with his peers, however Student Name Removed prefers to play independently and often walks away from these experiences. Will continue to incorporate his interests in group experiences to encourage social interactions.</p> <p><b>March 2016</b> Student Name Removed has been using Peppa Pig rewards/visuals to assist him in understanding group time expectations. This has shown some success (see observation 31.3.16)</p> <p><b>May 2016</b> Student Name Removed is working towards using words to express his feelings or ideas. Student Name Removed frequently uses, "No thanks", "No way", "That's better", "I-pad", "Pillow room"... An example of Student Name Removed engaging in brief verbal interactions and cooperative play with peers (see observation 28.4.16)</p> <p><b>August 2016</b> Student Name' mum, discussed some of Student Name' speech therapy strategies to use in the classroom. This includes using gestures to indicate</p>

each word in a simple sentence (e.g. raise one finger as a word is stated to emphasise each word).  
This has been an effective way to communicate with Student Name Removed and encourage him to speak in a sentence.

**September 2016**

Meeting with educators from St John XXIII Primary, (Names removed) - this discussion opened communication between preschool and future primary school. Meeting discussed Student Name' current learning needs and strategies in place to support him. Also discussed upcoming school visits for Student Name Removed with his focus teacher as support. (1/9/16)

Student Name' is developing his ability to express himself verbally and this has progressed to simple sentences with his educators.

An example of Student Name Removed engaging in conversation with his educator (see observation 15.9.16)

**November 2016**

Student Name Removed has participated in additional visits to the kindergarten classrooms at St John XXIII. This is to assist his transition into his new learning environment and invite him to engage in primary school activities and routines.

Discussions between , Student Name' focus teacher and support educator from St John XXIII, have been held to communicate Student Name' learning needs, learning preferences and strategies that help support him during the day.

**Dates of Kindergarten Visits:**

17/11/16

30/11/16

15/12/16

**December 2016**

			<p>Student Name' <i>Transition to School Statement</i> was sent to St John XXIII to assist his future educators to develop an understanding of his learning needs and preferences. It also provided strategies to support Student Name Removed in kindergarten next year.</p> <p>Discussion held with Student Name' focus teacher , and St John XXIII teachers (names removed). This was to provide support strategies to assist future educators with supporting Student Name Removed when he begins attending primary school next year. (15/12/16)</p>
<p>Teacher Goals:</p> <ul style="list-style-type: none"> <li>- For Student Name Removed to communicate his wants and needs with his teachers and peers.</li> <li>- For Student Name Removed to extend his concentration span and engage in experiences for an extended amount of time.</li> <li>- Engage in social play with his peers and build friendships.</li> <li>- For Student Name Removed to follow instructions and engage in group times.</li> <li>- Develop fine motor skills and strengthen his muscles.</li> </ul>	<p>For Student Name Removed to use his words to communicate and not react physically.</p> <p>For Student Name Removed to regulate his emotions in a positive way.</p> <p>For Student Name Removed to focus on one activity for a period of 10 minutes.</p> <p>Encourage Student Name Removed to play in 1 on 1 situations with other peers.</p> <p>For Student Name Removed to apply in his own sunscreen on in a positive way.</p>	<p>Praise Student Name's attempts to use his words.</p> <p>Support from educators when Student Name Removed has difficulty in social situations.</p> <p>Encourage Student Name Removed to engage in meaningful play.</p> <p>Encourage him to pack away resources.</p> <p>Sit with Student Name Removed and assist him to communicate and share with his peers.</p> <p>Support Student Name Removed to engage in experiences that interest him.</p> <p>Educator to prompt Student Name Removed with visual of his sunscreen using Peppa Pig reward system</p>	<p><b><u>Feb 2016</u></b></p> <p>Student Name' Mum, has purchased his own sunscreen that has the image of <i>Peppa Pig</i> on it in (Dec 2015). Student Name Removed is sometimes happy to apply this but other times he can react physically at the educator who is helping him. At times, Student Name Removed hits himself to remove sunscreen from his skin.</p> <p>Continue to support Student Name Removed during these times and develop positive strategies to help him feel calm and happy when he is applying his sunscreen.</p> <p>During times of frustration or when reacting to particular situations, Student Name Removed rapidly swings his arms up and around his body. Encouraging Student Name Removed to 'take a deep breath' has assisted in reminding him to calm down and regulate his emotions, however this is often temporary.</p> <p>Student Name Removed has been using Peppa Pig rewards/visuals to apply his sunscreen. This has worked successfully in a positive way once.</p> <p><b><u>April 2016</u></b></p> <p>Student Name Removed hesitates to apply sunscreen and becomes frustrated, however is beginning to rub sunscreen onto his skin independently and appears happy once he receives Peppa Pig reward token.</p>

			<p>A visual has been made which shows a photo of Student Name’ actual sunscreen bottle. This has been attached to reward/token visual. Student Name Removed is also offered a two choice reward such as a sensory toy or his favourite book. This has been working successfully so far and Student Name Removed has even applied his sunscreen on himself! (8.4.16)</p> <p><b><u>August 2016</u></b> Sunscreen visual is losing its’ effectiveness and Student Name Removed often becomes upset during sunscreen times. Educators and support aides are offering Student Name Removed the sunscreen bottle with visual and encouraging him to apply sunscreen on himself. Educators spoke to mum, , and asked to try other sunscreen alternatives for Student Name.</p> <p><b><u>September 2016</u></b> Student Name Removed is trialling a spray sunscreen and this appears to be working successfully. Student Name Removed is currently happy to apply this sunscreen on independently and it has helped to make this time more positive.</p> <p>Replaced Peppa Pig visual reward with a Jenny the Teenage Robot visual - this is working very effectively and is a positive motivator for Student Name Removed to engage in applying his sunscreen or engaging in group times.</p>
<p>Children’s First (Learning Support) Assessment Goals:</p> <p><b>Play:</b> - For Student Name Removed to engage in functional play scenarios</p>	<p>For Student Name Removed to engage in functional play scenarios</p> <p>Building Student Name’ concentration in order for him to begin to participate in a range of play</p>	<p>Educators to model functional appropriate play whilst narrating actions to Student Name.</p> <p>Educators to encourage Student Name Removed to participate in activities starting with small tasks then building to more complex (e.g. begin with 5-piece puzzle almost completed and allow Student Name Removed to add final pieces – then eventually build</p>	<p><b><u>March 2016</u></b> Student Name Removed is beginning to explore some functional play scenarios (see March observation 16.3.16). Student Name Removed engaged in pretend play using basic props. Continuing to encourage Student Name Removed to include other peers in this play.</p> <p><b><u>March/April 2016</u></b></p>

<p>- For Student Name Removed to participate in a range of skill appropriate play experiences</p> <p>- For Student Name Removed to engage in play with other children</p> <p><b>Routines/Instructions:</b></p> <p>- For Student Name Removed to move fluently from one step to another independently</p> <p>- For Student Name Removed to use visuals to understand expectations and routines</p> <p>- For Student Name Removed to transition positively during routine</p> <p><b>Group Times:</b></p> <p>- For Student Name Removed to positively engage in group time experiences</p> <p>- For Student Name Removed to sit down and concentrate on group time activity Sensory Processing:</p> <p>- For Student Name Removed to engage in movement activities in order to calm down</p> <p>- For Student Name Removed to apply his own sunscreen independently and positively</p> <p><b>Attention:</b></p>	<p>For Student Name Removed to engage in play with other children</p> <p>Building Student Name' independence in completing routine steps</p> <p>For Student Name Removed to have choice throughout the day</p> <p>For Student Name Removed to use visuals to understand expectations and routines</p> <p>For Student Name Removed to sit with his legs crossed for 10 seconds using Peppa Pig rewards system – gradually increase target time, e.g. 20 seconds, 30 seconds...</p> <p>For Student Name Removed to engage in movement activities</p> <p>For Student Name Removed to use sensory toys as a calming down strategy when feeling frustrated</p> <p>For Student Name Removed to apply sunscreen on positively</p> <p>For Student Name Removed to complete simple activities with a definite end-point.</p>	<p>to Student Name Removed completing whole puzzle independently.</p> <p>Educators to re-direct Student Name' attention to another peer during play episodes</p> <p>Educators to obtain Student Name' attention before instruction. Reducing educator's verbal prompts in order for Student Name Removed to independently complete routine steps</p> <p>Educators to implement visual expectations (Peppa Pig reward system) and explore other visual aids/prompts. (17.3.16)</p> <p>Include minor choices - offering only two choices e.g. "red ball or blue ball?" "Sit on this chair or that chair?"</p> <p>Educators to outline clear expectations prior to group time with visual aids. Use praise.</p> <p>Educators to use Peppa Pig reward system and visual expectations to remind Student Name Removed of routine and expectations. Once completed, provide Student Name Removed with preferred item e.g. sensory toy...</p> <p>Educators to provide 'warm-down' activity prior to group time e.g. song</p> <p>Educators to provide cosy spaces for Student Name Removed to sit in during group times</p> <p>Educators to provide opportunities for movement activities prior to group times to wake up or calm down</p> <p>Encourage Student Name Removed to do a calming activity prior to sunscreen times, then encourage him to use sunscreen</p>	<p>Student Name Removed responds really well to two choice system and has been enjoying selecting his sensory toys. He has also been using sensory toys and weighted relaxation toy as a calming strategy during group times, alongside Peppa Pig rewards/visuals. (see March observation 31.3.16)</p> <p><b><u>April 2016</u></b></p> <p>Student Name Removed has engaged in a small puzzle experience. He completed a simple puzzle by adding the last piece. This was then extended to adding the final two/three pieces. (see April observation 1.4.16)</p> <p><b><u>April 2016</u></b></p> <p>Student Name Removed appears to be enjoying using pillows as a cosy comfort. Sensory toys have been a calming influence.</p> <p>"Warm-Down" song has not been successful in engaging Student Name Removed to remain in group time so far (Puppet/Song experience). Continue to explore other warm-down strategies.</p> <p>Student Name Removed has engaged in a small puzzle experience. He completed a simple puzzle by adding the last piece. This was then extended to adding the final two/three pieces. (see April observation 1.4.16)</p> <p>Student Name Removed engaged in one on one play with a peer, whilst supported by an educator - Student Name Removed co-constructed with a peer building with the wooden blocks. (See observation 28/4/16)</p> <p><b><u>May 2016</u></b></p> <p>Student Name Removed has recently been enjoying in engaging in music group times. His participation in music times is becoming increasingly more involved and for longer periods. At times Student Name Removed may walk away from the group. (see observation 12.5.16).</p>
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<p>- For Student Name Removed to engage in and attend to group experiences. Fine motor:</p> <p>- For Student Name Removed to develop his fine motor skills in order for him to complete tasks independently</p>	<p>- For Student Name Removed to engage in learning experiences that extend his fine motor skills.</p>	<p>Encourage Student Name Removed to apply sunscreen using Peppa Pig reward system and sunscreen visual</p> <p>Educators to limit the use of loud sounds</p> <p>Educators to secure Student Name' attention before speaking to him – by facing him, getting down to his level and providing both visual/verbal instruction.</p> <p>Provide quiet spaces with limited visual distractions</p> <p>Provide activities with a definite end-point and offer praise when he completes them. Over time provide activities with increasing duration.</p> <p>Encourage Student Name Removed to focus on the same object as someone else e.g. throwing a ball to a partner</p> <p>Educators to use topics of interest to engage Student Name Removed to develop his coordination and fine motor skills</p> <p>Educators to provide hand-over-hand guidance when teaching Student Name Removed a new task</p> <p>Encourage Student Name Removed to engage in tasks that involve precise movements with the thumb and index finger and supportive movements with other fingers</p>	<p>Student Name Removed completed a whole puzzle independently. He initiated this and he was happy to sit and complete the task. 12.5.16</p> <p>Student Name Removed engaged in a library visit. He was able to follow the class to the library in a calm manner. He joined the group reading experience briefly, but preferred to look at a book by himself in the reading nook. 27.5.16</p> <p><b><u>June 2016</u></b> Student Name Removed initiated setting up the prayer space independently for group time (see observation 23/6/16).</p> <p>Student Name Removed engaged in a game of cricket with his peers. The children threw the ball as Student Name Removed batted. Here Student Name Removed is focusing on the same object as someone else. (see photo in portfolio)</p> <p><b><u>August 2016</u></b> Using Student Name' interests and play has allowed him to temporarily engage in group time. Student Name Removed engaged in a group science experiment (see observation 24/8/16)</p> <p>Student Name Removed initiated play experience with his educator by verbally inviting a teacher to play. This was extended when Student Name Removed engaged in an one on one play experience with a peer, whilst supported by an educator - Student Name Removed co-constructed with a peer building with the wooden blocks. (See observation 12/8/16)</p> <p><b><u>September 2016</u></b> Changed Peppa Pig rewards/visuals to Teenage Robot visuals in response to Student Name' change in interests. Teenage Robot has been a very motivating topic to engage Student Name Removed to participate in aspects of preschool program.</p>
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			<p>Student Name Removed is demonstrating increasing skill in communicating his ideas verbally in clearer and short sentences. This is evident in his dramatic play. (see observation 15/9/16).</p> <p>Visual cards are assisting Student Name Removed with carrying out and completing many routine steps. Student Name Removed is currently avoiding hand washing using water (this may be a sensory processing issue). Currently he is using hand wipes as an alternative, however educators are continuing to encourage Student Name Removed to use soap and taps provided and Student Name Removed will engage in hand washing at times. (Ongoing goal).</p> <p><b><u>October 2016</u></b></p> <p>Student Name Removed demonstrated an increasing capacity to engage in a play experience for a period of over ten minutes and also followed teacher instruction positively. (see observation 19/10/16).</p> <p><b><u>November 2016</u></b></p> <p>Student Name Removed is demonstrating increasing skill in communicating his ideas verbally in clearer and short sentences, as well as creatively through the visual arts. Student Name Removed is also developing his fine motor skills. This is evident in his painting play. (see observation 9/11/16).</p>
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## Weekly Jobs Roster Term 3

Week	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
<b>Morning Tea Supervision</b>	✓ Outside	✓	Float	✓ Inside	✓
<b>Lunch Break</b>	11.30-12.00	12.00-12.30	12.30-1.00	1.00-1.30	1.30-2.00
<b>Group time</b>	Music	Music <i>Numeracy</i>	Meditation	1 <sup>st</sup> Relaxation <i>Literacy</i>	2 <sup>nd</sup> Relaxation
<b>Jobs</b>	<ul style="list-style-type: none"> <li>• Open Checklist</li> <li>• Clean construction area</li> <li>• Morning Library visit</li> </ul>	<ul style="list-style-type: none"> <li>• Close Checklist</li> <li>• Clean home corner area and cushions</li> <li>• Morning library visit</li> </ul>	<ul style="list-style-type: none"> <li>• Bathroom Cleaning</li> <li>• Safety Check-indoor/outdoor</li> <li>• Clean table top activities</li> </ul>	<ul style="list-style-type: none"> <li>• PM Sunscreen</li> <li>• Clean outdoor activities</li> <li>• Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>• AM Sunscreen</li> <li>• Washing</li> <li>• Afternoon</li> <li>• Clean craft areas and setup for following day</li> </ul>

Term: 3 2017

FOLLOW UP TRACKING SYSTEM

CHILD	DAYS	DATE	OBSERVATION ACTIVITY	EYLF	FOLLOW UP ACTIVITY	DATE	ARTWORK SAMPLE	PRAYER	RAINBOW WRITING
	M,T	24/7	Dolls House Family	1.1 1.3 2.1 3.1 3.2 4.1 5.1	Family drawing	14/8			
		11/9	Mr Chicken	1.1 1.2 2.1 4.1 4.3 5.2	Post Card Writing	11/9	✓	T1	✓
	F	28/7	Counting	3.1 4.1 5.1 5.4	Bingo	18/8			
		11/8	Cooking Naan Bread	1.1 1.2 1.4 4.1 5.2	Hearty Eating book + puzzle	24/8	✓	T2	✓
	F	14/9	Painting	1.1 1.3 4.1 5.1	Family	14/9			
		14/9	Mr Chicken	1.1 1.2 2.1 4.1 4.3 5.2	Post Card	14/9	✓	T3	
	M,F	11/9	Mr Chicken	1.1 1.2 2.1 4.1 4.3 5.2	Post Card Writing	11/9			
		18/8	Italian Song	1.1 1.3 2.1 3.2 5.1	Italian Song - A visit to Grandma	8/9	✓	T1 T3	✓
	M,T	17/7	Family drawing	1.1 1.3 3.2 4.1	Prayer	11/9			
		29/8	Batman Cave	1.1 1.2 1.3 1.4 2.1 4.1 4.2	Batman Cave with Sticks	11/9	✓	T1	✓
	Th,F	11/8	Cooking Naan Bread	1.1 1.2 1.4 4.1 5.2	Hearty Eating book + puzzle	24/8			
		4/8	Kite planning	1.1 1.3 2.1 3.1 3.2 4.1 4.2 4.3 5.1	Kite making	4/8	✓	T1	✓
	M,F	17/7	Role play Friendships		Stick + Stone Story re Friendship	31/7			
		14/9	Mr Chicken	1.1 1.2 2.1 4.1 4.3 5.2	Post Card	14/9	✓	T1	✓
	M,F	7/8	Kite Bldg		Drawing Kites	7/8			
		21/8	Tower Bldg	1.1 1.2 2.1 2.4 3.1 4.1 4.2	Brij Khalifa	21/8	✓	T1	✓
	M,T	17/7	News Transformers		Transformers Drawing	17/7			
		29/8	Batman Cave	1.1 1.2 1.3 1.4 2.1 4.1 4.2	Nat Resource Cave	12/9	✓	T1	✓
	Th,F	17/7	Bldg Church	1.1 1.3 3.1 3.2 4.1 4.2 4.3 5.1	Write prayer		✓	T1	✓
		21/8	Tower Bldg	1.1 1.2 2.1 2.4 3.1 4.1 4.2	Brij Khalifa	21/8			