



Glossary

The following list defines the terminology that is used in the Early Years Connect resources. Many of these align with the Early Years Learning Framework, the My Time, Our Place: Framework for School Age Care and the National Quality Standard.

Access:

the provision of a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

Allied health professionals:

people who hold a health qualification (but does not include medical, nursing or dental professionals). Allied health professionals may include speech language pathologists, occupational therapists, physiotherapists, psychologist and psychiatrists.

Approved provider:

a person who holds a provider approval under the Education and Care Services National Law.

Children with disability:

children with disability may have physical, intellectual, psychiatric, sensory, neurological or learning impairments. Disability may be diagnosed or undiagnosed.

Collaborative practice:

collaboration between professionals from different disciplines or fields, working together to achieve shared goals, based on shared values and commitment.

Complex additional needs:

needs based on a person's disability; significant developmental delay; or complex social, emotional or behavioural needs.

Developmental delay:

a delay in a young child's development, compared with the child's peers. Developmental delay may be transient (temporary) or persistent (ongoing).

Disability Action Plan:

a tool for eliminating direct and indirect discrimination against people with disability, as set out in the Disability Discrimination Act 1992 (Cwlth).

Discipline:

a distinct area of professional knowledge.

Early childhood education and care (ECEC) services:

all services for children that are subject to the Education and Care Services National Law, including: kindergartens (the year prior to the first year of school), long day care services, family day care services and outside school hours care services.



Early intervention:

the planned provision of experiences and opportunities to young children to promote the development of their competencies and their meaningful participation in their environment.

Family:

parents or others who have primary responsibilities for the care of a child.

Family support services:

services or agencies that provide assistance to families to support their functioning and the wellbeing and development of their children.

Inclusion:

the means by which every child has access to, and meaningful participation in, early childhood education and care (ECEC) programs.

Individual Education Plan:

a document that describes the adjustments and strategies that will be used to enable a child with disability to participate in learning on the same basis as their peers, as set out in the Disability Standards for Education 2005.

Integrated service delivery:

Integrated service delivery brings together different disciplines and services into a more comprehensive service delivery system, underpinned by a common purpose.

Parents/carers:

parents who have primary caring responsibilities for a child.

Participation:

engagement in play and learning experiences, generating a sense of belonging for each child.

Prosocial behaviour:

a group of behaviours intended to help others (such as sharing and cooperating), which assist children in forming and maintaining social relationships, including friendships.

Quality Improvement Plan (QIP):

A QIP helps approved services self-assess their performance in delivering quality education and care and plan future improvements. The QIP is a requirement of all approved services under the National Regulations.

Reasonable adjustment:

a change to a process, practice or environment that balances the interests of all parties affected, and that does not impose an unjustifiable hardship on the person required to make the change, as described in the Disability Discrimination Act 1992 (Cwlth).

Reflective practice:

a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice.

Regulation:

the management of a person's emotions and behaviour.

Service supervisor:

a person who is a Nominated Supervisor or Service Supervisor under the Education and Care Services National Law.



Support agency:

the organisations and people with a wide range of qualifications and experience of working with children with disability including inclusion support facilitators, therapists, psychologists, social workers, welfare workers and family systems therapists.

Supports:

broader aspects of the system (such as professional learning, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high-quality inclusion).

Transdisciplinary practice:

close and ongoing collaboration between professionals from different disciplines in support of a child, guided by the needs, interests and participation of the child.

Unjustifiable hardship:

the detrimental effect of a proposed adjustment, based on an assessment of all of the likely positive and negative effects on individuals and the community as a whole, as described in the Disability Discrimination Act 1992 (Cwlth).

