

Reflect on
getting started

What skills do we need to start ELLA?



National Quality Standards

- 1.1.1 Approved learning framework
- 1.2.3 Child-directed learning
- 4.2.1 Professional collaboration
- 6.1.1 Engagement with the service
- 6.1.2 Parent views are respected
- 7.1.2 Management systems

Australian Professional Standards for Teachers

- 2.3 Curriculum, assessment and reporting
- 3.7 Engage parents/carers in the educative process
- 4.5 Use ICT safely, responsibly and ethically
- 7.3 Engage with the parents/carers



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Reflect on
implementing
ELLA

How are we introducing ELLA?



National Quality Standards

- 1.1.3 Program learning opportunities
- 1.2.1 Intentional teaching
- 1.3.2 Critical reflection
- 3.2.2 Resources support play-based learning
- 4.2.2 Professional standards
- 5.1.1 Positive educator to child interactions
- 6.1.2 Parent views are respected
- 6.2.2 Access and participation

Australian Professional Standards for Teachers

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.6 Strategies to support full participation of students with disability
- 3.3 Use teaching strategies
- 4.1 Support student participation
- 4.2 Manage classroom activities



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Reflect on
language
learning

When do we use additional languages in our program?



National Quality Standards

- 1.1.2 Child-centred
- 1.1.3 Program learning opportunities
- 1.2.1 Intentional teaching
- 1.3.2 Critical reflection
- 5.1.1 Positive educator to child interactions
- 5.2.1 Collaborative learning

Australian Professional Standards for Teachers

- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.7 Engage parents/carers in the educative process
- 4.2 Manage classroom activities
- 7.4 Engage with professional teaching networks and broader communities

Reflect on
technology
in play

How do tablet devices develop play and learning?



National Quality Standards

- 1.1.3 Program learning opportunities
- 1.2.1 Intentional teaching
- 1.2.2 Responsive teaching and scaffolding
- 1.2.3 Child directed learning
- 1.3.2 Critical reflection
- 3.2.1 Inclusive environment
- 3.2.2 Resources support play-based learning
- 5.1.1 Positive educator to child interactions
- 5.2.1 Collaborative learning
- 5.2.2 Self-regulation

Australian Professional Standards for Teachers

- 3.4 Select and use resources
- 4.1 Support student participation
- 4.3 Manage challenging behaviour
- 7.4 Engage with professional teaching networks and broader communities



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Reflect
on family
engagement

How can we use ELLA to develop partnerships with families?



National Quality Standards

- 1.1.3 Program learning opportunities
- 1.3.3 Information for families
- 6.1.1 Engagement with the service
- 6.1.2 Parent views are respected
- 6.1.3 Families are supported
- 6.2.1 Transitions
- 6.2.3 Community engagement

Australian Professional Standards for Teachers

- 3.4 Select and use resources
- 4.1 Support student participation
- 4.3 Manage challenging behaviour
- 7.4 Engage with professional teaching networks and broader communities



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Reflect
on quality
practice

How can ELLA strengthen our program?



National Quality Standards

- 1.1.3 Program learning opportunities
- 1.3.1 Assessment and planning cycle
- 1.3.2 Critical reflection
- 6.2.1 Transitions
- 6.2.3 Community engagement
- 7.1.1 Service philosophy and purpose
- 7.2.1 Continuous improvement

Australian Professional Standards for Teachers

- 5.1 Assess student learning
- 5.4 Interpret student data
- 6.1 Identify and plan professional learning needs
- 6.3 Engage with colleagues and improve practice
- 7.4 Engage with professional teaching networks and broader communities