# Early Childhood Intervention Service Strategic Plan 2014 - 2018

## Our Vision
In partnership for early life learning

## Our Mission

**Children:** To promote the active learning and participation of all children with a disability or significant developmental concern in the Early Years.

**Families:** To promote and strengthen family enjoyment and engagement in positive interactions with their child while increasing their capacity to feel confident in supporting their child’s specific needs.

**Communities:** To promote understanding and inclusiveness of all children with additional needs within school and community settings.

## Our Values

<table>
<thead>
<tr>
<th><strong>Learning</strong></th>
<th><strong>Excellence</strong></th>
<th><strong>Equity</strong></th>
<th><strong>Respect</strong></th>
<th><strong>Relationships</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasmanians are engaged in positive, productive and supported learning experiences; and encouraged towards lifelong learning.</td>
<td>We have high expectations for our learners and a strong commitment to the pursuit of excellence and innovation in our people, in our programs and in our resources.</td>
<td>We all have the right to challenging and engaging learning opportunities in appropriate settings.</td>
<td>Positive and effective interactions, with each other and with our environment, are conducted on the basis of responsibility, integrity and accountability.</td>
<td>We achieve growth and strength through partnerships and connections with our learners, their communities and the world.</td>
</tr>
</tbody>
</table>

## Our Guiding Principles

<table>
<thead>
<tr>
<th><strong>Family Centred Practice</strong></th>
<th><strong>Natural Environments</strong></th>
<th><strong>Trans-disciplinary Approach</strong></th>
<th><strong>Partnership with families</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The family takes an active role in the decision-making about planning, implementation and evaluation of the service they receive.</td>
<td>The child and family’s everyday routines, activities and places of daily life are settings that provide the best opportunity to promote early childhood learning and development as well as strengthening the family’s capacity to support their child’s growth.</td>
<td>In the trans-disciplinary model, all team members (including the family) teach, learn and work together to accomplish a mutually agreed upon set of intervention outcomes.</td>
<td>Working in partnership with families acknowledges their unique contribution and ensures parents feel respected and involved.</td>
</tr>
</tbody>
</table>

## Our Priorities

<table>
<thead>
<tr>
<th><strong>Autism Spectrum Disorder</strong></th>
<th><strong>Facilitating Transition to School</strong></th>
<th><strong>School Education</strong></th>
<th><strong>Connecting with Communities and other Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish networks to ensure meaningful educational outcomes for children with ASD both within their family and as they transition into the community.</td>
<td>Ensuring that positive Transition to School processes are implemented in the pre-kindergarten year.</td>
<td>Implement and support the Australian Curriculum and ensure teachers are provided with appropriate and high-quality resources to support the delivery of learning and thinking.</td>
<td>Developing strong interagency approaches with other early intervention and support services 0-4 year olds.</td>
</tr>
<tr>
<td>Ensuring best practices are incorporated in ECIS ASD programmes and staff are supported to develop their professional knowledge and skills.</td>
<td>Capacity building within school community to ensure a positive transition from ECIS for children and their families.</td>
<td>Work within the organisation-wide framework for teaching and learning of literacy growth throughout their education.</td>
<td>Strengthen community awareness of ECIS across the state.</td>
</tr>
</tbody>
</table>

### EARLY YEARS

<table>
<thead>
<tr>
<th><strong>Bright Beginnings</strong></th>
<th><strong>School Education</strong></th>
<th><strong>Connecting with Communities and other Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure children and families obtain the skills needed in their early years to arrive at school ready and prepared for learning.</td>
<td>Implement and support the Australian Curriculum and ensure teachers are provided with appropriate and high-quality resources to support the delivery of learning and thinking.</td>
<td>Developing strong interagency approaches with other early intervention and support services 0-4 year olds.</td>
</tr>
<tr>
<td>Engage with children and families in a cohesive way through integrating services.</td>
<td>Work within the organisation-wide framework for teaching and learning of literacy growth throughout their education.</td>
<td>Strengthen community awareness of ECIS across the state.</td>
</tr>
<tr>
<td>Develop strong relationships between schools, families and the broader community which are maintained through the early years and beyond.</td>
<td>Establish networks of schools and colleges to work to improve outcomes through meaningful, creative and innovative programs so students are engaged in learning, motivated to complete their studies and equipped with the skills required to be citizens in a dynamic and global world.</td>
<td></td>
</tr>
</tbody>
</table>