



# ROLE OF THE ADDITIONAL WORKER

Training Package  
2<sup>nd</sup> Edition  
2007

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## Competencies/Elements addressed in this training kit

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### National Competencies - Children's services

**CHCIC12A**

**Plan the inclusion of children with additional needs.**

**Element 3.** *Implement strategies to meet the child's additional needs*

**Element 4.** *Consult with others about ongoing issues that arise*

**Underpinning Knowledge/Skills.**

*Team work*

*Negotiation skills*

*Disability Discrimination Act*

*Interpersonal skills*

*Planning*

# Content

Aims of workshop	5
Introduction	5
Indicators of Inclusion	6
Group Exercise 1	6
Barriers to Inclusion	6
Brief Overview of IPSP	7
Role of the Additional Worker	8
Group Exercise 2 & 3	9
Strategies	10
Summary	11

## Overhead transparencies 1- 16

OHT 1	Aims of workshop	12
OHT 2	Inclusion	13
OHT 3	Group exercise 1	14
OHT 4	IPSP Objectives	15
OHT 5	Relationships between ISA's, Services & Families	16
OHT 6	Primary Role	17
OHT 7	Additional Worker	18
OHT 8	Team Questions	19
OHT 9	Outdoor Area Child Care Centre	20
OHT 10	Indoor Area Child Care Centre	21
OHT 11	Indoor Area Child Care Centre	22
OHT 12	Indoor Area OSH	23
OHT 13	Indoor Area OSH	24
OHT 14	Outdoor Area OSH	25
OHT 15	Additional Strategies	26
OHT 16	Summary	27

## Handouts 1- 4

Handout 1	Barriers	28
Handout 2	Relationship between ISA's, Services and Families	29
Handout 3	IPSP Program	30
Handout 4	Role of the Additional worker	31



- Present competencies that are to be addressed in this training
- Talk through the aims of the session with the group using OHT 1.

## **ROLE OF THE ADDITIONAL WORKER**

### **Aims**

- To gain an understanding of inclusive childcare
- To gain an understanding of the ISS Program and funding.
- To develop practical strategies to use the support effectively

### **Introduction**

Inclusive practices are words that we hear throughout the children's services industry. All childcare staff are now having to develop ideas and strategies to include children with additional needs into their services. To be able to include all children we need to think about the meaning of inclusion.



Discuss with the group what they view as inclusion.

OHT 2

Use group exercise 1 to identify what barriers to inclusion may be present within their own work environment.

OHT 3

## **Indicators to inclusion**

If we want inclusion to happen we need to know what it is that tells us that it is happening. These are called indicators.

Inclusion is a process which enables each individual; opportunities for acceptance, belonging and participation within the childcare community

## **Barriers to Inclusion**

It is very important for us as professionals working with children with additional needs that we identify and are alert to the possible barriers to inclusion.

## **Group exercise 1**

List the possible barriers to inclusion under the following headings

### **Environment**

*( furniture, lighting, glare, design of room/building)*

### **People**

*(Prejudices, stereotypes & negative attitudes e.g. reflected through inappropriate words that people use - 'spazzo', 'retard')*

### **Disability**

*(Impairments associated with the disability e.g. limited language, limited motor control for toileting /self feeding)*



- Introduce next segment of workshop with the brief overview. This may be used to refresh peoples minds what the whole program is about.
- Place objectives up on OHT 4
- Present OHT 5 to show relationship between the ISF worker and the Children's Service. This enables you to then lead into the ISS component and the role of the additional worker
- Talk through using OHT 6 - primary role and OHT 7 "The additional worker is"

## Brief overview of Inclusion Support Subsidy

The IPSP (Inclusion and Professional Support Program) aims to promote and maintain high quality care and inclusion for all children.

Inclusion Support Subsidy (ISS) funding is a contribution towards the costs associated with including a child or children with ongoing high support needs in childcare and is a part of the Australian Government's IPSP. This funding may be used for the following purposes:

- Engaging an additional worker to increase the staff to child ratio when a child or children with high ongoing support needs are in care.
- Engaging relief staff while carers attend training or professional support relating to the inclusion of a child or children with high ongoing support needs
- As a capacity payment to Family Day Care carers in recognition of the additional care and attention required by a child or children with ongoing high support needs in their care and the impact of this on the carer
- As an additional payment to In Home Care carers in recognition of the additional care and attention required by a child or children with ongoing high support needs in their care and the impact of this on the carer
- To engage an additional worker to accompany Family Day Care carers or In Home Care carers caring for a child or children with ongoing high support needs on out-of home excursions or other special activities.



- Discuss the role of the additional worker.

## **The role of the Additional worker**

The primary role of the additional worker, employed by the childcare service with ISS funds, is to increase the staff/child ratio when the child with ongoing high support needs is in care and is additional to standard licensing requirements for services.

Childcare staff support all children in the service and all staff in the service may be involved in providing support to the child with high on going support needs.

### **The additional worker is;**

- ❖ a team member;
- ❖ one who can share tasks and assists other members of the caring team with the day to day responsibility, this allows all child care staff to be involved in the support of the child with ongoing high support needs.
- ❖ supporting all children in the service

The additional worker should not:

- assist the child with high ongoing support needs on a one-to one basis
- provide specialist assistance (e.g. medical assistance, physiotherapy etc)
- provide support that would otherwise be provided by the Inclusion Support facilitator (ISF)

## Including the Additional worker

### Group exercise 2

Who needs to be on the team?

What are your expectations of teamwork?

What roles do you see each person needs to have?

What is it, that each worker needs to know, when working in a service? (Including Relief staff and an additional worker through ISS funding)

### Additional workers role

Having identified the child in your service and successfully received additional funding through ISS for an additional worker it is important to think about including that person in the team and clarifying their role.

### Group exercise 3

Who should respond to the child with an additional need?

Look at the OHT of a child care room.

The child with an additional need requires guidance and assistance. Who should attend?



- As a large group, brainstorm what constitutes a team using the questions of OHT 8
- Use OHT 9,10,11 for a large group discussion to relay the point of all staff having responsibility of all children in their care.
- Repeat using OHT 12,13,14 for OSHC scenario



- Ask specific Children's Service that you know who uses their additional worker well to give some of their ideas to the group.
- Utilise the comments to encourage questions and create open discussion.
- Present OHT 15 to show some other suggestions/strategies when including the additional worker into the service so that their skills can be utilised.

## **Strategies for effectively using your additional worker**

How are you currently using the additional worker funded through ISS?

### **Additional strategies**

Induction of additional worker

Planning as a team

Clarifying roles

Adapting activities/environment

Look at your programming (Flexibility)

All staff trained to work with all children

Routines clearly displayed

Allocate time for new staff to familiarise themselves

Think about expectations of how room is run-behaviour guidance

Use other children as support

Contact with parents as a resource

Use SUPS for feedback/support



- Summarise using OHT 16

- Provide an opportunity at this point for further questions or comments.

## Summary

- ❖ **Inclusion is an ongoing process**
- ❖ **Inclusion Support Subsidy is a tool that can be used by the Inclusion and Professional Support Program to assist in the inclusion of a child with additional needs**
- ❖ **The primary role of the additional worker is to increase the staff/child ratio when a child with high ongoing support needs is attending.**
- ❖ **The additional worker is a part of the team and needs to have all information in regards to working as a team.**
- ❖ **There are a number of pro-active strategies that can be developed to ensure that the additional worker is utilised effectively.**

- To gain an understanding of inclusive childcare
- To understand how ISS supports the IPSP program
- To develop practical strategies to use the support effectively



*NOAH'S ARK CHILDREN'S SERVICES RESOURCE UNIT*  
**OHT 1 AIMS**

Inclusion  
is a process which  
enables each  
individual,  
opportunities for  
acceptance, belonging  
and participation within  
the childcare  
community



*NOAH'S ARK CHILDREN'S SERVICES RESOURCE UNIT*  
OHT 2 Inclusion

# Environment

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# People

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# Disability

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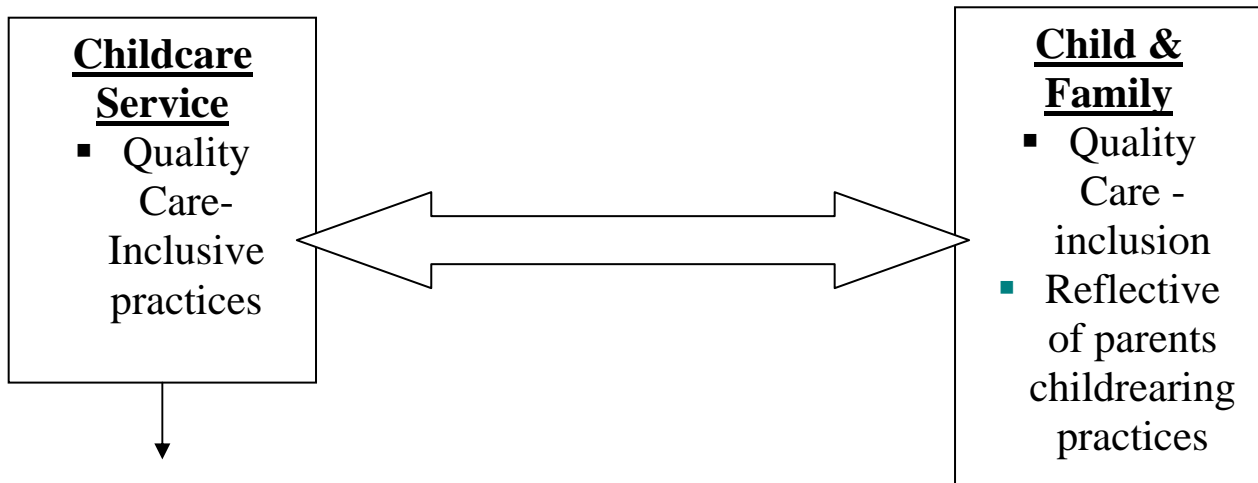
*NOAH'S ARK CHILDREN'S SERVICES RESOURCE UNIT*

**OHT 3 Group Exercise 1**

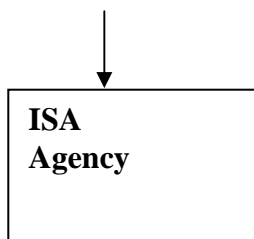
The Inclusion and Professional Support Program (IPSP) aims to promote and maintain high quality care and inclusion for all children



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**OHT 4 IPSP Objectives**



**Needs support to include child & meet the needs of the family.**



- Assistance in development of AIR plans (Assisted Inclusion Readiness Plan)
- Providing ideas, strategies for inclusion
- Observing
- Assistance in Service Support Plans (SSP)
- Assistance in applications for ISS funding
- Resources (internal/external)

**The ISF worker is also required to:**

- Promote the ISA Service to the Community
- Monitor local needs
- Identify available resources within the Community



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**OHT 5 Relationships between ISA, Services and Families**

**The primary role of the additional worker, employed by the childcare service with ISS funds, is to increase the staff/child ratio when the child with ongoing high support needs is in care and is additional to standard licensing requirements for the service.**



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**OHT 6 Primary Role**

## **The additional worker is;**

- ❖ **a team member;**
- ❖ **one who can share tasks, assist other members of the caring team with the day to day responsibility, allowing all child care staff to be involved in the support of the child with ongoing high support needs.**
- ❖ **supporting all children in the service**



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**OHT 7 Additional Worker**

Who needs to be on the team?

What are your expectations of team work?

What roles do you see each person needs to have?

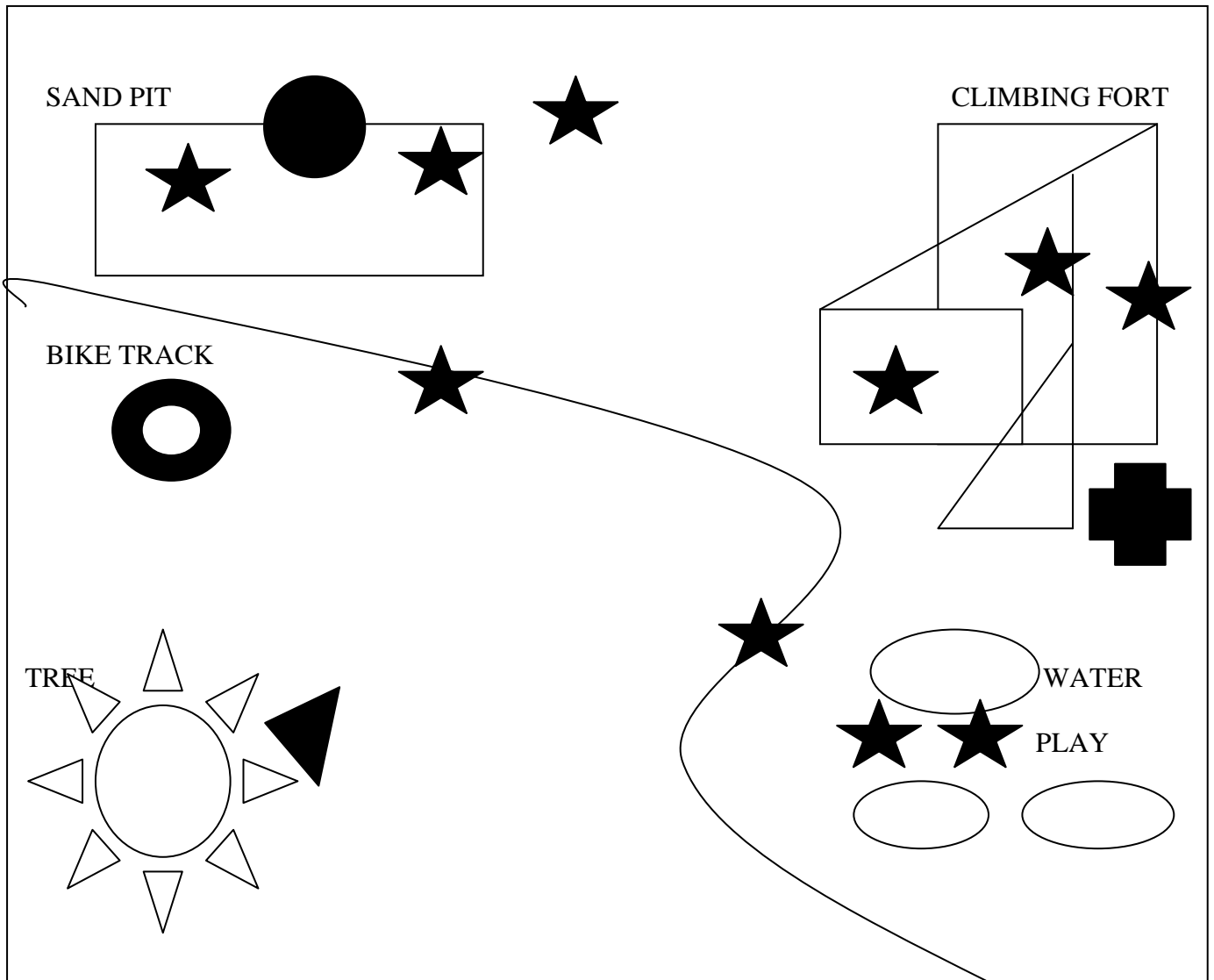
What is it that each worker needs to know when working in a service?( Including

Relief staff and additional worker through ISS funding)



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OHT 8 Team Questions

The child with high ongoing needs has found the books set up under the tree. Who will read to the child?

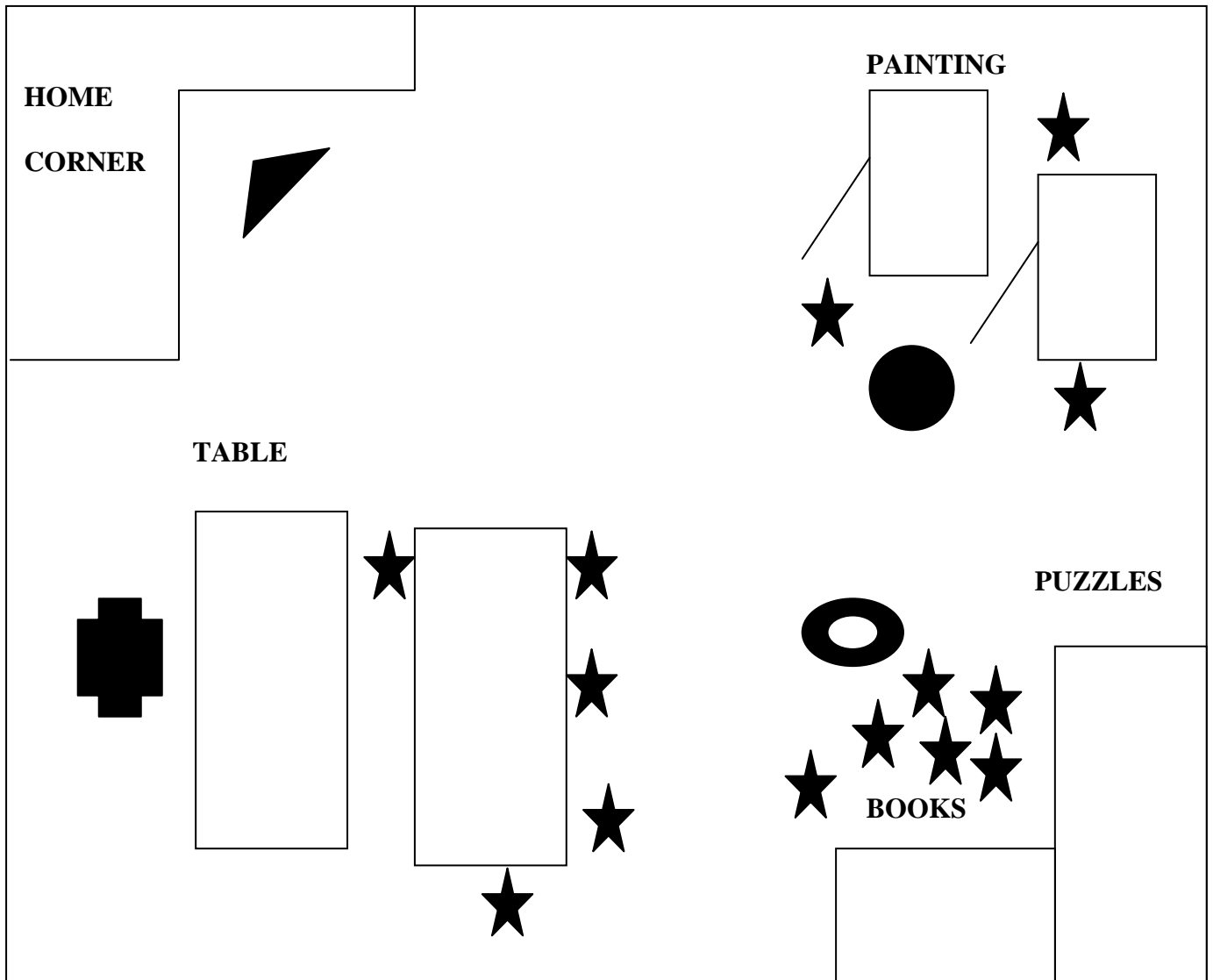



- ★ = OTHER CHILDREN    ▲ = CHILD    ● = ADDITIONAL WORKER
- = CHILDCARE ASSISTANT    ✚ = GROUP LEADER




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**OHT 9 Outdoor Area Long Day Care**

The child with high ongoing needs is playing alone in home corner. What will be the actions of the carers?



 = CHILD

 = OTHER CHILDREN

 = Group Leader

 = ADDITIONAL WORKER

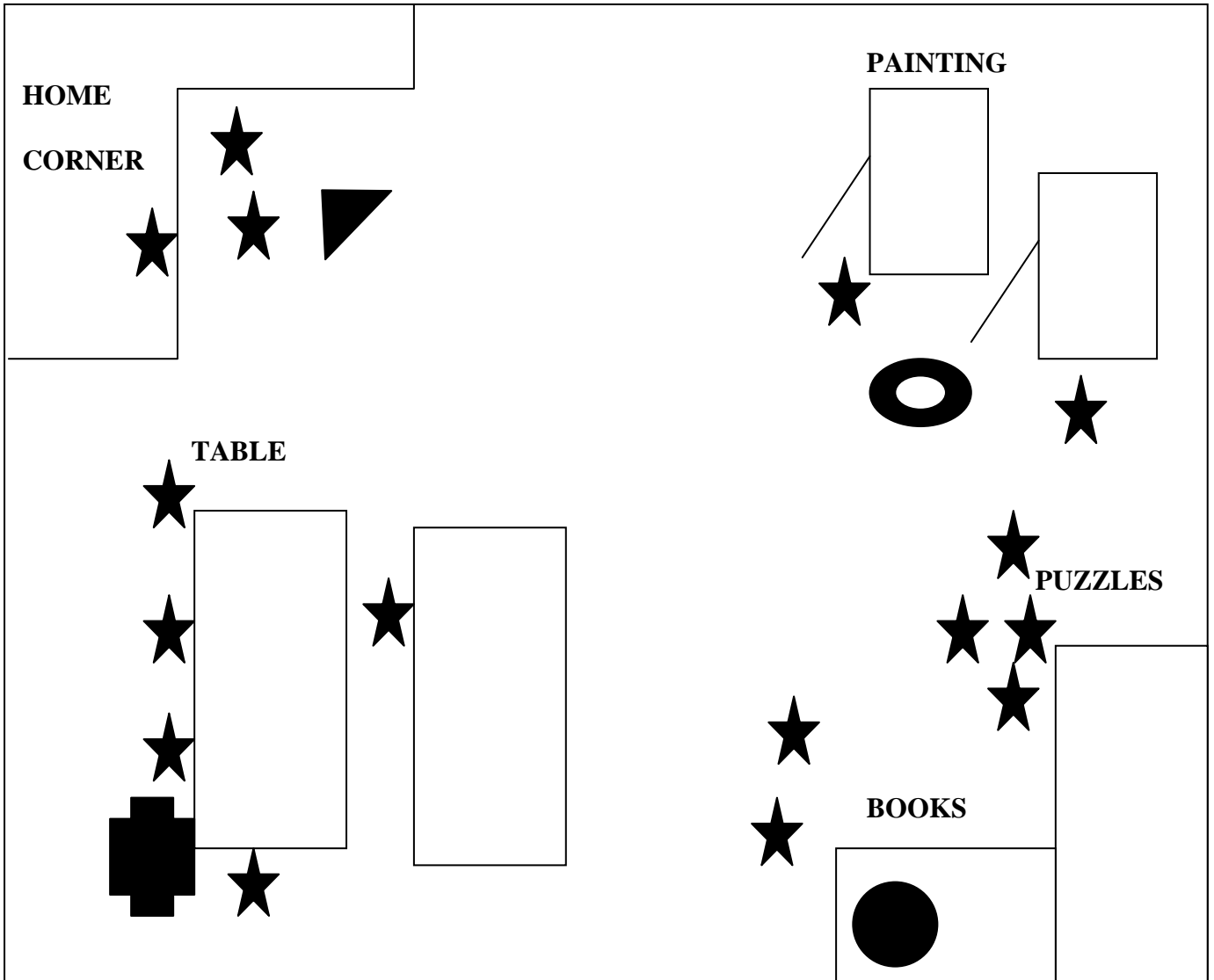
 = CHILDCARE ASSISTANT



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OHT 10 Indoor Area Long Day Care

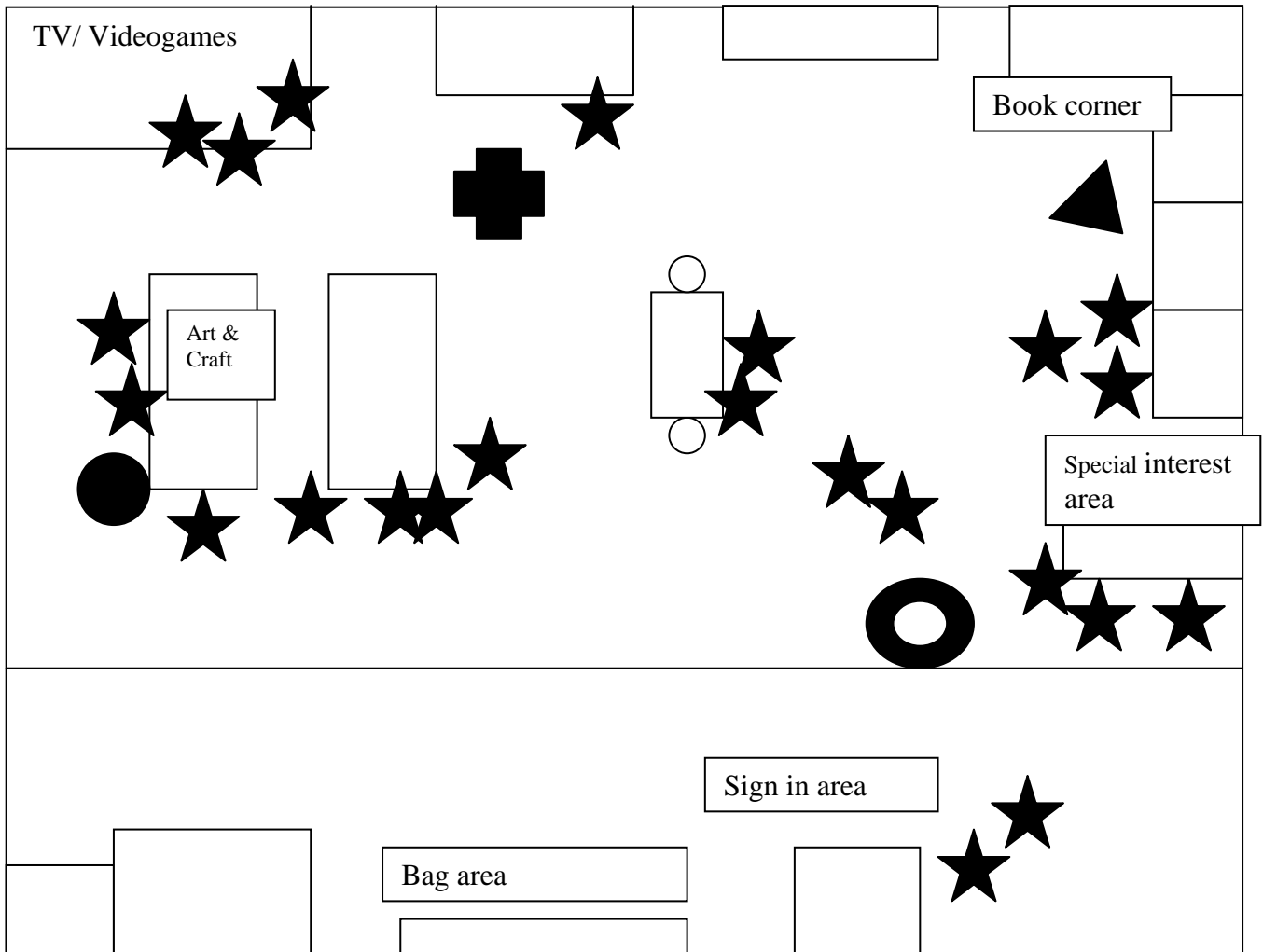
The child with high ongoing needs tries to enter home corner where other children are playing. What will be the actions of the carers? Who should assist?



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OHT 11 Indoor Area Long Day Care

The child with high ongoing needs wants to join in with other children in book area.  
Who shall assist?



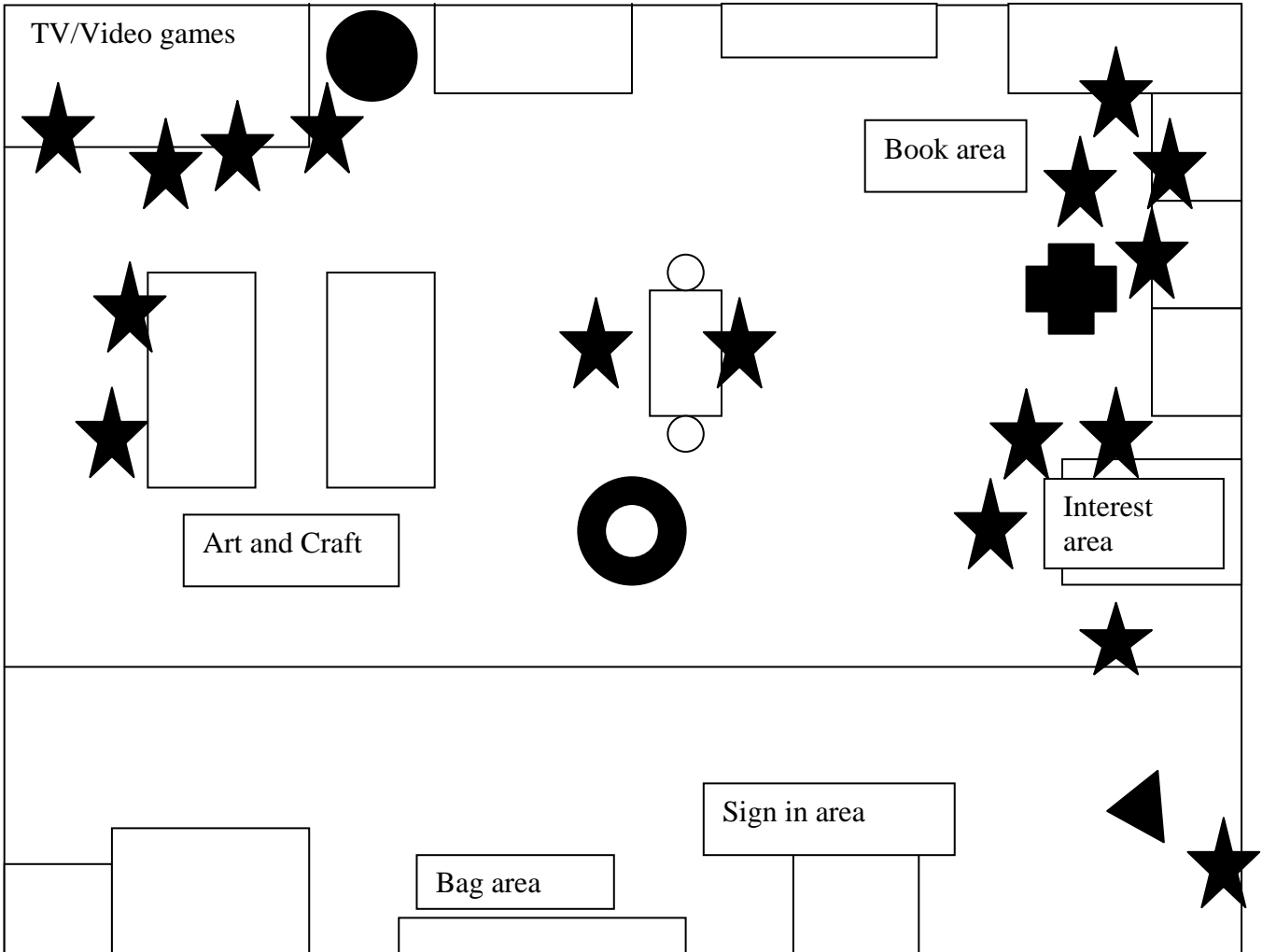
- ▲ = CHILD
- = CO-ORDINATOR
- = ADDITIONAL WORKER
- ★ = OTHER CHILDREN
- = CHILDCARE WORKER



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OHT 12 Indoor Area – Outside School Age Care

The child with high ongoing needs arrives at care. Who should greet and settle?



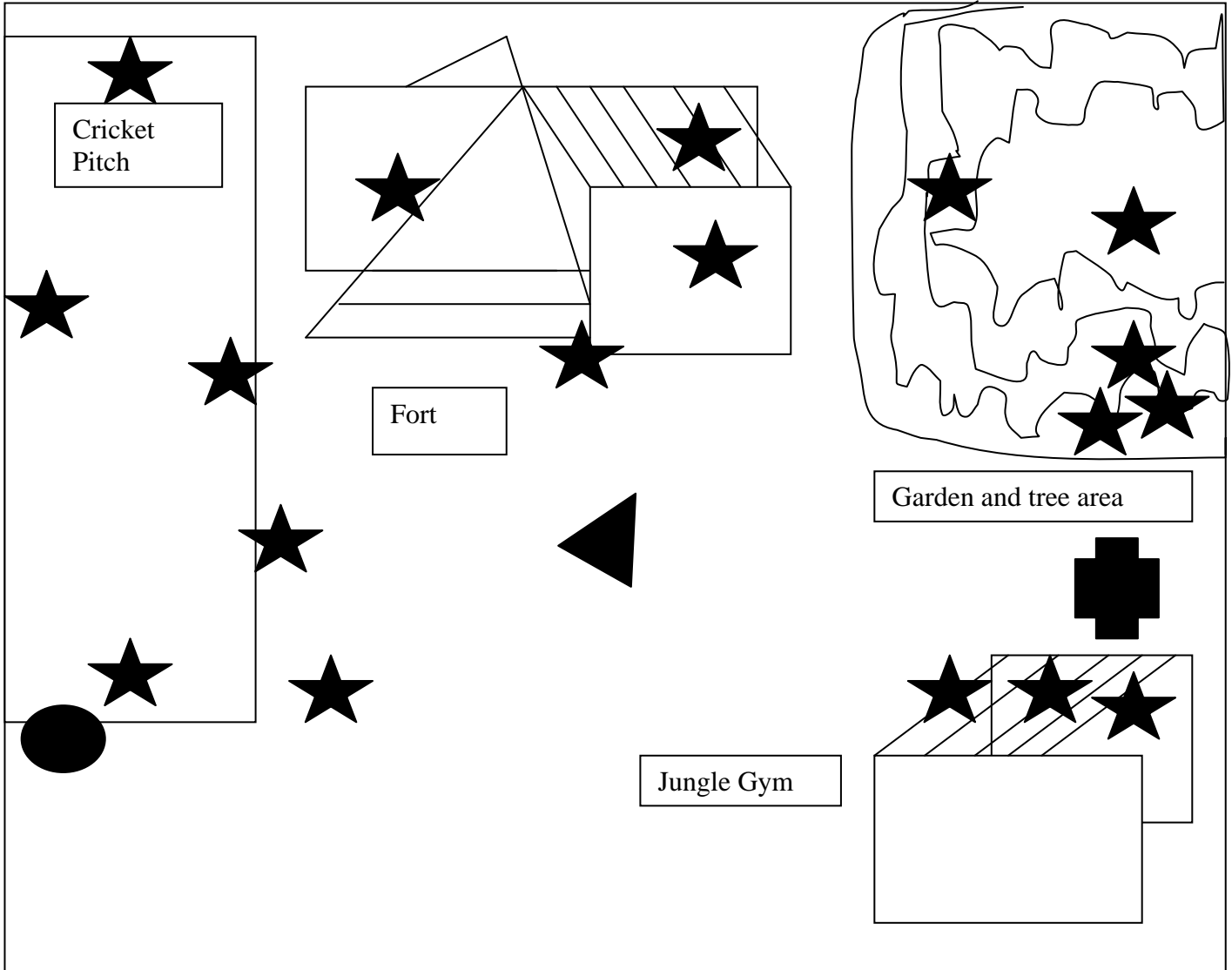
- = CHILDCARE WORKER
- ★ = OTHER CHILDREN
- = ADDITIONAL WORKER
- ⊕ = CO-ORDINATOR
- ▲ = CHILD



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OHT 13 indoor Area – Outside School Age Care

The child with high ongoing needs is wandering - unsure of what to do. Who can assist?



▲ = CHILD      ★ = OTHER CHILDREN

⊕ = CO-ORDINATOR      ● = ADDITIONAL WORKER

○ = CHILDCARE WORKER ( SUPERVISING CHILDREN INSIDE)



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## **Additional strategies**

Induction of additional worker

Planning as a team

Clarifying roles

Adapting activities/environment

Look at your programming  
(Flexibility)

All staff trained to work with all  
children

Routines clearly displayed



- ❖ **Inclusion is an ongoing process**
- ❖ **Inclusion Support Subsidy is a tool that can be used by the Inclusion and Professional Support Program to assist in the inclusion of a child with additional needs**
- ❖ **The primary role of the additional worker is to increase the staff/child ratio when the child with high-ongoing support needs is attending.**
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- ❖ **There are a number of pro-active strategies that can be developed to ensure that the additional worker is utilised effectively.**



## **Barriers to Inclusion**

### **Environment**

*( furniture, lighting, glare, design of room/building)*

### **People**

*(Prejudices, stereotypes & negative attitudes e.g. reflected through inappropriate words that people use - 'spazzo', 'retard')*

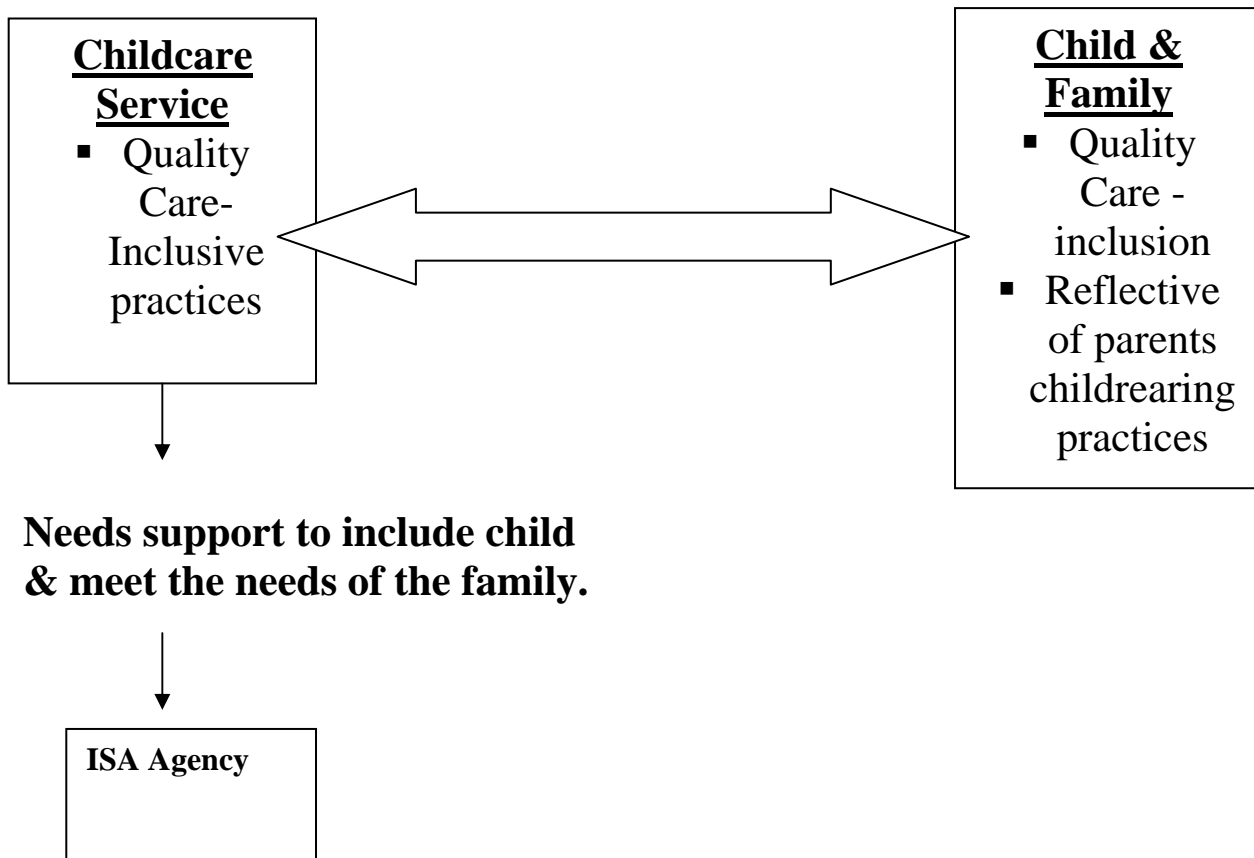
### **Disability**

*(Impairments associated with the disability e.g. limited language, limited motor control for toileting /self feeding)*



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**Handout 1  
Barriers to Inclusion**



- Providing ideas, strategies for inclusion
- Observing
- Assistance in development of AIR plans (Assisted Inclusion Readiness Plan)
- Assistance in Service Support Plans (SSP)
- Assistance in applications for ISS funding
- Resources (internal/external)

The ISF worker is also required to:

- Promote the ISA Service to the Community
- Monitor local needs
- Identify available resources within the Community



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**Handout 2 Relationships between ISA'S, Services and Families**

## **Brief overview of the Inclusion and professional Support Program Program.**

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### **Handout 3 IPSP Program**

## **The role of the Additional worker**

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- provide support that would otherwise be provided by the Inclusion Support facilitator (ISF)



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### **Handout 4 Role of additional worker**