TSC Category	Early Intervention Care and Education					
TSC	Individualised Intervention Planning and Implementation					
TSC Description	Develop and implement intervention plans that integrate the goals, needs, interests and capabilities of children with the desired functional outcomes					
TSC Proficiency Description	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
		ECC-DCH-2006-1.1-1	ECC-DCH-3006-1.1-1	ECC-DCH-4006-1.1-1	ECC-DCH-5006-1.1	ECC-DCH-6006-1.1
		Apply appropriate strategies to plan and deliver developmentally appropriate teaching and learning approaches to meet the needs of children	Integrate a range of teaching and learning approaches and adapt activities to meet the diverse needs of children	Implement teaching and learning approaches according to evidence-based practices and early intervention principles to meet diverse needs of children	Lead the development and implementation of teaching and learning approaches and Centre-wide early intervention practices	Drive enhancements to teaching and learning approaches and organisation-wide early intervention practices
Knowledge		• Child developmental stages • Basic principles and practices of early intervention • Theories underpinning differentiated teaching and learning approaches • Strategies to engage young children as active participants • Methods to evaluate teaching and learning approaches • Current research and key trends in early childhood education pedagogy, and teaching and learning approaches • Activity-based interventions • Components of the Individualised Educational Plan (IEP)	• Early intervention principles, practices and interventions • Strategies to integrate teaching and learning approaches with daily classroom practice • Guiding principles for observation and documentation of children's learning • Methods to review observations and documentation of children's learning • Guiding principles to develop, customise and implement activity plans • Range of teaching and learning approaches • Strategies to individualise and embed IEP goals within activity plans	• Strategies to customise teaching and learning approaches to cater to the diverse needs of children • Factors impacting selection of tools to guide observation and documentation of the children's learning • Approaches to curriculum design • Supervision and coaching models used by the Centre	• Implementation science • Methodologies to analyse and evaluate teaching and learning approaches • Current research and key trends in child development, teaching and learning in early intervention and early childhood care and education • Strategies to lead in the design of teaching and learning approaches • Indicators of effective Early Intervention practices • Strategies to evaluate evidence-based practices • Strategies to align Standard Operating Procedures to evidence-based practices • Supervision and coaching frameworks	• Underlying principles of successful implementation of quality teaching and learning approaches • Current research and key trends in Early Intervention practices • Professional learning platforms and knowledge sharing forums • Strategies to build networks and collaborations with other Centres or professionals
Abilities		• Recognise family or caregiver priorities and children functional needs • Integrate information from the transdisciplinary team and families for input to	• Design and select new teaching and learning resources • Evaluate and align daily classroom practices to evidence-based practices	• Evaluate and refine teaching and learning approaches of early intervention teachers and other professionals under their supervision	• Align the teaching and learning approaches to the Centre's strategic goals, drawing on relevant current research and evidence-based practices	• Set direction of teaching and learning approaches based on current research and evidence-based practices • Design Centre-wide or organisation-wide early

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		the planning process for the child • Individualise teaching and learning approaches to support the holistic development of children • Plan routines, lessons and activities that embed objectives aligned with the goals in the children's IEP • Deliver lessons and activities that promote children's engagement in meaningful and appropriate activities and achieve the goals in the children's IEP • Facilitate opportunities for children to be active participants in the learning process • Conduct observation and documentation of children's learning and participation using assessments	• Identify areas of focus for observations and documentations of children's learning based on family or caregiver priorities and children's needs • Adapt activity planning to meet the functional learning goals, objectives, needs and interests of children • Review observations and documentations of children's functional participation to refine teaching and learning strategies • Assess effectiveness of teaching and learning approaches	• Lead the implementation and evaluation of evidence-based early intervention practices within the Centre • Translate current research and evidence-based practices into potential teaching and learning approaches • Refine the individualised teaching and learning approaches to further support the holistic development of children	• Design evaluation processes to review teaching and learning approaches • Establish frameworks and processes for continuous review and enhancement of early intervention practices in the Centre • Align Centre-wide early intervention practices to evidence-based practices and the goals and objectives of the Centre • Foster a culture of collaborative learning across Centres in the sector • Drive the implementation and evaluation of evidence based early intervention practices within the Centre • Develop new teaching and learning approaches based on current research and evidence-based practices	intervention practices based on current research and evidence-based practices • Facilitate professional and learning communities to improve teaching and learning practice • Establish frameworks and processes for continuous review and enhancement of early intervention practices across the organisation • Drive the implementation and evaluation of evidence based early intervention practices across the organisation

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