

Success for All Learners within the New Zealand Education System

*For the 2017 Community Core Leaders Development Program
Delegation to New Zealand 10 October 2017*

Learning Support: Ministry of Education New Zealand
Matauranga House
Wellington, New Zealand



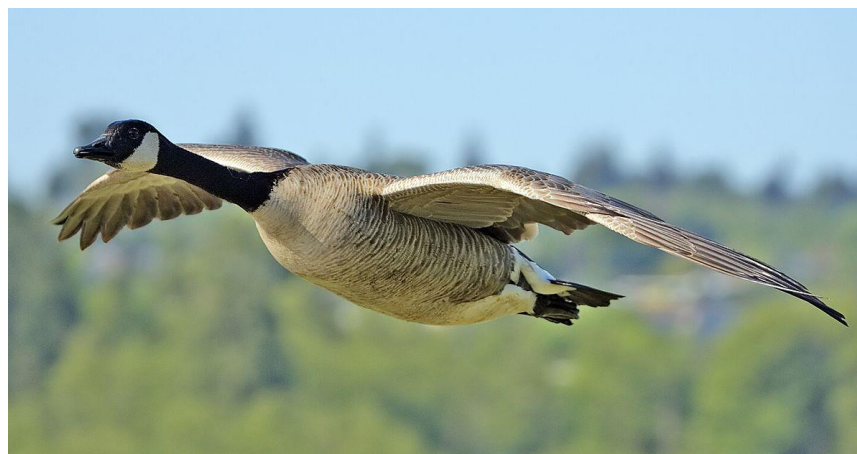
Agenda:

1. Introductions and Welcomes
2. The New Zealand Education Context
3. System Policies and Strategies
4. Learning Support Services and Support

Whakatauki



Mā te huruhuru te manu karere
With feathers a bird flies



Education Act 1989



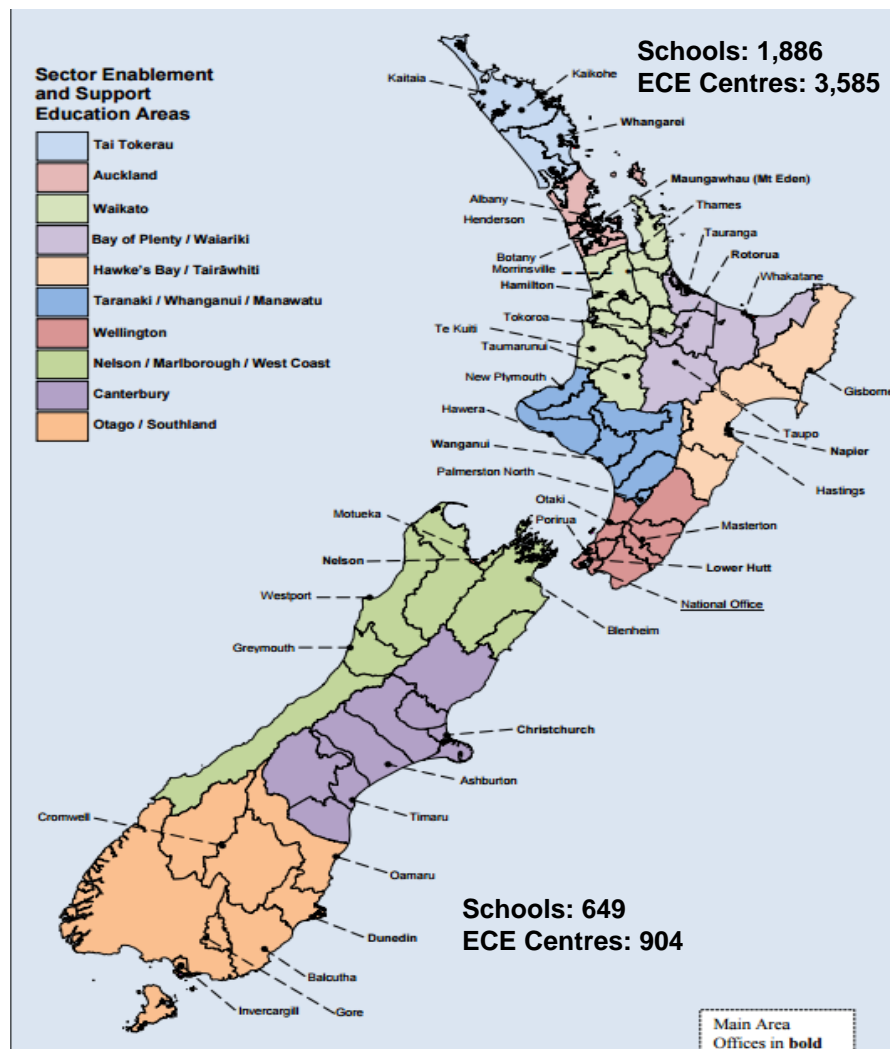
Education Regions in NZ

North Island:

- Tai Tokerau
- Auckland
- Waikato
- Bay of Plenty, Waiariki
- Hawkes Bay, Tairāwhiti
- Taranaki, Whanganui, Manawatu
- Wellington

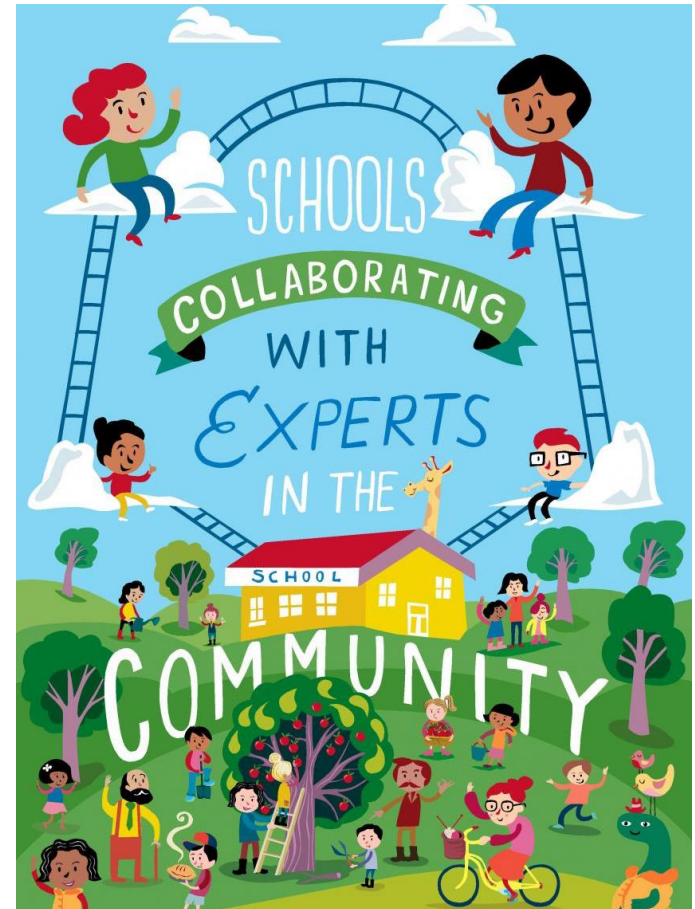
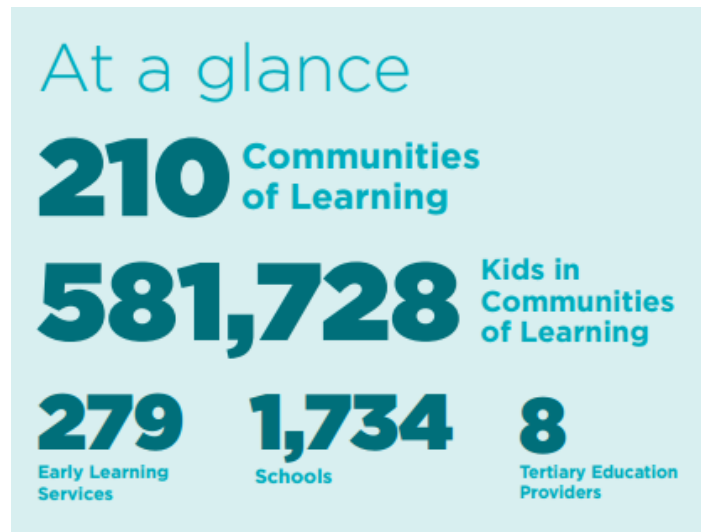
South Island:

- Wellington
- Nelson, Malborough, West coast
- Canterbury
- Otago, Southland



Communities of Learning | Kāhui Ako

Groups of education and training providers that form around children and young people's learning pathways, and work together to help them achieve their full potential.



Our Curricula



What do our children say?



NZ Disability Strategy

Disabled children are growing up wanting the same things as non-disabled children.

Expectations of disabled adults have changed.

Disabled people are experts in their own lives.

They have a right to be involved in the decisions that impact on them and will lead to better outcomes.

<https://www.odi.govt.nz/nz-disability-strategy/>

Figure 1 | Disability Strategy Framework



Success for All: Building an inclusive education system



Value everyone

Respect diversity

Equity for all

Learning Support Update



1 Improve support for teachers and parents as the primary providers of additional learning support.

2 Deliver child centred, easy to access, prompt, early and uninterrupted additional learning support, for as long as it's needed.

3 Strengthen collaboration between specialists, educators, students, parents and whānau.

4 Provide quality information about additional learning support to inform sound, timely decisions.

Learning Support Model



Collaborative practice:

schools and early learning providers working together to better support children and young people.

Better Facilitation:

a facilitator within each Kāhui Ako to provide a point of contact and coordination for learning support

More Flexibility:

enabling specialists and decision makers to use their judgment about the supports required for a child or young person

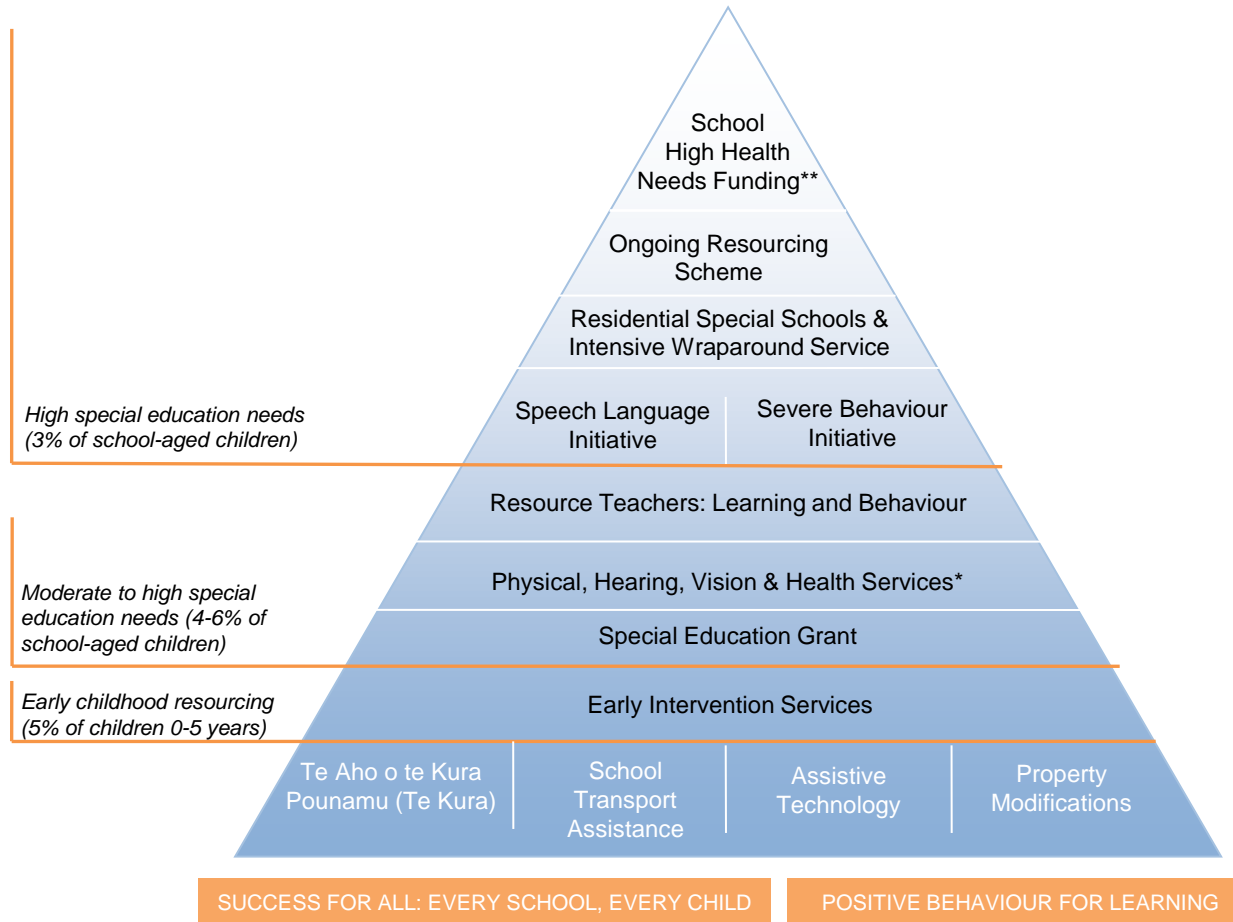
A single point of contact:

a key worker to be the primary point of contact for each child or young person receiving individualised learning supports

A move to one plan

having one plan for each child or young person receiving individualised learning support services.

Resourcing Framework



High special education needs
(3% of school-aged children)

Moderate to high special
education needs (4-6% of
school-aged children)

Early childhood resourcing
(5% of children 0-5 years)

*Includes schools for students with vision and hearing, behavioural, or cognitive impairments.
**School High Health Needs funding provides teacher's aides support for students with high health needs.

Inclusive Education

Inclusive education is where all children and young people are engaged and achieve through *being present, participating, learning and belonging*.

Inclusive schools:

- have ethical standards and leadership that build the culture of an inclusive school
- have well-organised systems, effective teamwork and constructive relationships that identify and support the inclusion of all students
- use innovative and flexible practices that respond to the needs of all students.



<http://inclusive.tki.org.nz/>

Inclusive Education

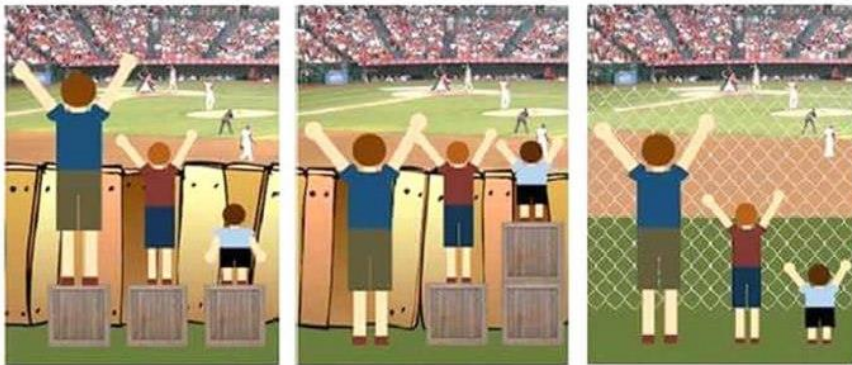
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Universal Design for Learning (UDL)

- research-based
- design more flexible learning environments
- everyone is learning and achieving
- diversity is a strength



<https://vimeo.com/album/2950799/video/220717678>



Positive Behaviour for Learning



Encourage positive behaviour

Strengthen relationships

Increase student wellbeing

Creating caring and inclusive learning environments



Resource Teachers: Learning and Behaviour

Resource Teachers: Learning and Behaviour (RTLB):

- are fully-registered specialist teachers
- have the specialist training and skills
- work with teachers and schools to identify and respond to barriers to learning
- build teacher and school inclusive practice capability



Principles that underpin RTLB practice

Inclusive Teaching

Culturally Responsive

Ecological Approach

Collaborative and seamless model of service

Strengths Based

Reflective

Evidence Based

Professional

Learning Support Services



Communication:

- Speech Language Therapists
- 5 to 8 years of age
- Difficulty with talking and communicating

Behaviour:

- Educational Psychologists
- 5 to 14 years of age
- Affects relationships, learning and safety

Early Intervention:

- Advisors on Deaf Children, Early Intervention Teachers, Psychologists, Speech Language Therapists
- Birth to 5 years old
- Concerns with development, disability, behaviour and/or communication

Physical disability:

- Occupational Therapists and Physiotherapists
- Challenges fine motor skills and mobility to fully participate in learning programmes and everyday tasks



Ongoing Resourcing Scheme (ORS)



ORS:

- Provides support to schools for students with the very highest need for learning support
- 1% of the total schooling population
- High or very high needs in any of the areas of learning, hearing, vision, physical, language use and social communication

Services and support include:

- specialists such as speech-language therapists, psychologists, occupational therapists, physiotherapists, advisers on deaf children, special education advisors
- additional or specialist teachers who work directly with students and prepare resources for them
- teacher aides to support teachers to include students in class programmes and activities

- Transition guidelines for supporting young people out of school
<https://education.govt.nz/school/student-support/special-education/national-transition-guidelines-for-students-with-special-education-needs/>

Specialists Roles

Speech Language Therapists
Occupational Therapists
Physiotherapists
Special Education Advisors
Early Intervention Teachers
Educational Psychologists
Kaitakawaenga
Education Support Workers
Advisors of Deaf Children
Resource Teachers Vision
Resource Teachers Deaf



Equity is when every child and young person has what they need to succeed.



Lifting aspiration and educational
achievement **for every New Zealander**