

Special Education Update projects

22 Special Education update improvement projects are being set up around New Zealand. The Ministry of Education is working in partnership with the Resource Teachers for Learning and Behaviour (RTLB) service and will collaborate with educators and health and social service agencies. Four of the project teams will work with established Communities of Learning (CoL) and others will establish relationships as opportunities arise.

The problem or opportunity	What we'll do	Outcomes
<p>Tai Tokerau - Kaikohe township & rural area</p> <p>Many primary school new entrants transition from early childhood with inadequate language and social skills</p>	<p>We'll train and coach early childhood educators to:</p> <ul style="list-style-type: none"> • help children develop the oral language and social skills needed to participate successfully at primary school • pass on skills and tips to parents and whānau <p>Age 4 & 5 years</p> <p>Schools - to be confirmed in term 1, 2016</p>	<p>Children progress to primary school with better language and social skills</p> <p>Early childhood educators can better support language and social skills development</p> <p>Educators, parents and whānau and others are more confident to offer additional learning support</p>
<p>Tai Tokerau - Kaikohe township & rural area</p> <p>Many students arrive at intermediate or high school needing additional support and this demand is not adequately met</p>	<p>We'll better engage students transitioning to intermediate and secondary school and their educators with:</p> <ul style="list-style-type: none"> • a simpler more joined up process for educators to access support • a range of useful and easy to access resources for educators and more tailored professional development • clearer and managed pathways for Kaikohe students as they transition to intermediate and college in 2017 <p>Age 12 & 13 years</p> <p>Schools - to be confirmed in term 1, 2016</p>	<p>Simpler, more joined up support for students, educators, parents and whānau</p> <p>Increased educator confidence in teaching diverse learners</p> <p>Increased joint ownership of decision making</p> <p>Smoother transitions</p>
<p>Auckland city</p> <p>Transitions from early childhood to primary school are sometimes poorly supported for children with moderate needs</p>	<p>We'll target early childhood centres that have children enrolled with identified moderate need for learning support and:</p> <ul style="list-style-type: none"> • help early childhood educators to understand how to identify and respond to diverse learning needs, including through targeted professional development • closely involve educators, parents, whānau and specialists in each child's transition to primary school <p>Age 4 & 5 years</p> <p>ECE and schools:</p> <p>3 schools & 3 early childhood centres in Mt Eden /Mt Albert/Mt Roskill</p> <p>3 schools & approximately 5-6 early childhood centres in Penrose/Mt Wellington/St Heliers</p> <p>Māngere/Otāhuhu to be confirmed</p>	<p>Simpler, more joined up support and seamless transitions for children with moderate needs</p> <p>Improved educator understanding of the links between the EC and primary school curricula</p> <p>Increased educator confidence in identifying and teaching diverse learners</p> <p>Stronger relationships with educators and other agencies so concerns are more easily addressed</p>

The problem or opportunity	What we'll do	Outcomes
<p>North West Auckland</p> <p>A joint approach between the Ministry, the RTLB service and local special schools will provide better more coordinated, streamlined support for a cluster of schools.</p> <p>A joint approach will also be adopted to improve transitions from early childhood education to primary school for children with moderate need for additional learning support.</p>	<p>1. We'll target a Community of Learning with one RTLB cluster, one special school and one Ministry specialist support team. We'll:</p> <ul style="list-style-type: none"> • identify everybody's role in responding to a need for additional learning support • clarify what schools in the cluster think would best support them to be a confident and competent learning environment for all students in their cluster and building a collaborative plan to achieve it • clarify the skills expertise and strengths of each of the support providers and how these can work in a joined up model <p>Age - school aged (potentially across all years)</p> <p>Schools – the Ko Tuitui Community of Learning (schools in the New Lynn, Green Bay area). Individual schools still to be confirmed.</p> <p>2. We'll target about 20 – 30 children in early childhood centres already receiving a moderate level of early intervention support who will transition to school in the first 6 months of 2016. We'll:</p> <ul style="list-style-type: none"> • partner with the RTLB service and involve the early childhood centres with schools in the cluster to improve transitions. We'll: • phase improvements in West Auckland, then Hibiscus Coast and finally the North Shore, learning from each phase to inform the next • provide a point of contact, liaison and information for the parents, whānau and educators of each child needing additional support <p>Age 5 & 6 years</p> <p>ECE and schools: - Approximately 8 early childhood centres and 4 schools</p>	<p>Multi faceted and joined up approach from the outset, providing a single pathway for the family</p> <p>A single point of entry and continuity of support for more children with additional support needs</p> <p>Increased educator confidence in identifying and teaching diverse learners</p> <p>Improved educator understanding of the links between the early childhood and primary school curricula</p> <p>Stronger relationships with educators and other agencies so concerns are more easily addressed</p> <p>Stronger relationships between parents/whānau and the school</p> <p>Simpler, more joined up support and seamless transitions for children identified in early childhood with moderate needs</p>
<p>Counties Manukau and Franklin</p> <p>Transitions for children from early childhood education to primary school need to be better supported. A joined up approach to improve transitions will be adopted for children with moderate need for additional learning support.</p> <p>Māori and Pasifika students are over represented in their need for additional learning support and will be a focus group for the Manukau District.</p>	<p>We will collaborate with educators, parents and whānau and special school outreach services to:</p> <ul style="list-style-type: none"> • partner with the RTLB service and the early childhood sector across Manukau so we can improve transitions • this includes supporting the transition of a high number Māori and Pasifika children with moderate to complex needs as they transition from early childhood education to school. <p>Age 4 & 5 year olds</p> <p>ECE and schools - confirmed for Term 1, 2016, more may join in 2016</p> <p>Manurewa: 5 schools and 4 early childhood centres</p> <p>Papatoetoe: 2 schools 2 early childhood centres</p> <p>Pakuranga/Howick/Flatbush/Otara: 11 schools and 8 early childhood centres</p> <p>Papakura/Franklin: 4 schools and 4 early childhood centres</p>	<p>Simpler, more joined up support and seamless transitions for children with moderate needs, including Māori and Pasifika</p> <p>Improved educator understanding of the links between the EC and primary school curricula</p> <p>Increased educator confidence in identifying and teaching diverse learners</p> <p>Stronger relationships with educators and other agencies</p>

The problem or opportunity	What we'll do	Outcomes
<p>Franklin</p> <p>Many early childhood centres aren't confident teaching children who need additional learning support and children can transition to primary school with learning difficulties that could have been addressed sooner</p>	<p>We'll work with a local special school, early intervention educators and an initial 20 ECE centres, kōhanga reo and kindergartens to:</p> <ul style="list-style-type: none"> • support early childhood educators to easily access specialist help and build their capability and confidence over time • provide tips and guidance for educators, parents and whānau • support children whose transition to school needs additional support • support whānau and educators where needs are complex and ongoing <p>Age children 2 years - 4 years, 11 months</p> <p>ECE and schools - Approximately 70 kindergartens and early childhood centres, kōhanga reo could refer children. In term 1 2016 we will likely work with at least 20 of these kindergartens and centres</p>	<p>Early identification of need and reduced waiting times</p> <p>Increased support options through a team approach</p> <p>Educators are confident, skilled and fully include children with additional needs</p> <p>Parents and whānau are better informed</p> <p>Specialist time is freed up to work with children who have more intensive need for support</p>
<p>Hamilton – Fairfield</p> <p>Transitions from early childhood to primary school are sometimes poorly supported for children with moderate needs</p>	<p>We'll work with a cluster of schools and early childhood centres in Fairfield to jointly provide additional learning support to:</p> <ul style="list-style-type: none"> • clarify and understand expressed concerns in the cluster • identify support needs of children and educators earlier, providing immediate interim assistance • develop more comprehensive plans to support students, schools and EC centres in the cluster to jointly resolve more issues independently <p>Age early childhood to new entrant</p> <p>Schools - 15 schools in the Hamilton South East area</p>	<p>Clearer, shared understanding of needs in cluster EC and schools and better tailored responses, including professional development</p> <p>Quicker responses to support immediate needs</p> <p>Increased educator confidence in teaching diverse learners</p> <p>Smoother transitions for children through the cluster of schools</p>
<p>Coromandel Peninsula</p> <p>Remote, predominantly Māori communities are transitioning to primary school with unmet needs</p> <p><i>This project is on hold until Term 1, 2016 as the key players are not available.</i></p>	<p>We'll collaborate with the local RTLB service, kura, a new early childhood centre and the community to raise everyone's knowledge and skills to identify and meet need.</p> <p>The proposed initial focus is a small community on the Coromandel Peninsula. We'll:</p> <ul style="list-style-type: none"> • clarify and understand how greater collaboration can work • provide tailored EC and school support into homes, kōhanga reo and kura <p>Age early childhood to new entrant</p> <p>Schools - to be confirmed in term 1, 2016</p>	<p>The Ministry and RTLB service will better understand how to deliver effective support to remote, rural and predominantly Maori communities</p> <p>Educators, parents and whānau and others will be more capable and confident in addressing needs for additional learning support</p> <p>Children will be better prepared to progress and achieve in primary school</p>
<p>Tauranga peninsula</p> <p>More support is needed to better support students with the highest needs and challenging behaviour</p>	<p>We'll work with the RTLB service and a cluster of 7 schools to help educators and parents better meet the learning needs of children and young people with the highest needs and challenging behaviours. We'll:</p> <ul style="list-style-type: none"> • simplify processes for educators, students, parents and whānau • use existing PB4L processes to identify students who need extra help • change how behaviour support is delivered within this cluster of schools • train, coach and better support approximately 30 adults supporting the young people <p>Age 8 – 12 years</p> <p>Schools - 7 schools in the Tauranga Community of learning</p>	<p>Smoother pathways for children parents and whānau as they progress through the cluster of schools.</p> <p>Simpler processes and quicker access to immediate and/or interim support</p> <p>Clearer, shared understanding of needs and better tailored responses</p> <p>Increased educator confidence in teaching diverse learners.</p> <p>An approach to planning and prioritising needs in a Community of Learning</p>

The problem or opportunity	What we'll do	Outcomes
<p>Whakatāne</p> <p>Work with a Community of Learning to improve additional learning support planning and continuity of support for groups of students</p>	<p>We'll work with the RTLB service and schools and early childhood centres in the Whakatāne Community of Learning to:</p> <ul style="list-style-type: none"> • identify all sources of additional learning support funding and economies of scale for the professional development • agree a service delivery plan that identifies the best ways of providing additional learning support and all available funding <p>Age early childhood secondary years</p> <p>ECE and schools - 8 schools and feeder early childhood centres</p>	<p>More planned, joined up and responsive services for students, educators, parents and whānau</p> <p>More focused specialist support where it's needed including building educator knowledge, skills and confidence</p> <p>Better shared understanding of inclusive education and how to achieve it</p> <p>Schools better identify and address the needs of students</p>
<p>Hawkes Bay</p> <p>Work with a Community of Learning to improve additional learning support planning and continuity of support for groups of students</p>	<p>We'll work with the RTLB service, special schools and the Hastings and Napier Communities of Learning to:</p> <ul style="list-style-type: none"> • agree a service delivery plan to improve support for staff and students • deliver seamless transitions for children and young people within the Community of Learning • build educator knowledge, skills and confidence to meet needs in a sustainable way <p>Age early childhood secondary years</p> <p>Schools - Havelock North Community of Learning - Lucknow, Primary, Te Mata Primary, Havelock North Primary, Haumoana Primary, Clive School, Havelock North Intermediate School, Havelock North High School.</p> <p>Tamatea Community of Learning - Porritt Primary, Tamatea Primary, Tamatea Intermediate, Tamatea High School, Onekawa Primary, Fairhaven Special School.</p> <p>Early childhood centres to be confirmed in term 1, 2016</p>	<p>More planned, joined up and responsive services for students, educators, parents and whānau</p> <p>More focused specialist support where it's needed including building educator knowledge, skills and confidence</p> <p>Better shared understanding of inclusive education and how to achieve it</p> <p>Schools better identify and address the needs of students</p>
<p>Rotorua</p> <p>Transitions from early childhood education to primary school are sometimes poorly supported for children with moderate needs and behavioural difficulties</p>	<p>We'll focus initially on urban Rotorua early childhood centres and primary schools (and then more broadly) to:</p> <ul style="list-style-type: none"> • develop a transition plan for each child outlining how they'll be supported and their expected learning support needs • assign one person for each child and their parents and whānau as the point of contact during and after their transition • work with new entrant educators in primary schools to understand their needs and help them develop knowledge, skills and confidence to teach children with moderate learning and/or behavioural needs <p>Age 4 and 5 years</p> <p>Schools - 97 early childhood centres and 27 schools</p>	<p>Smoother transition pathways for children, parents and whānau</p> <p>Quicker responses by working with educators, parents and whānau on support they can immediately provide</p> <p>Increased educator confidence in teaching diverse learners and a positive impact on other children in the classroom</p>

The problem or opportunity	What we'll do	Outcomes
<p>Gisborne district</p> <p>Additional learning support is compartmentalised and needlessly bureaucratic, complex and confusing</p>	<p>We'll work with the RTLB service and other agencies to:</p> <ul style="list-style-type: none"> establish a single process for identifying and responding to children's needs and agree a plan and funding for each child jointly make decisions about the best use of available funds and how to best build educator capability engage with educators and tailor professional development to better support them <p>Age 5 – 14 years</p> <p>Schools - 60 schools</p>	<p>A single simple process for all requests for support, earlier identification of need and quicker responses</p> <p>Smoother transitions for children, parents and whānau</p> <p>Increased educator confidence in teaching diverse learners and a positive impact on other children in the classroom</p> <p>Better use of joint resources</p>
<p>Gisborne city</p> <p>Improving poor language skills in ECE so children adapt well to school, progress and achieve</p>	<p>We'll work with a group of early childhood centres and schools that report new entrants with poor good language skills to improve oral language development. We'll:</p> <ul style="list-style-type: none"> Support educators to complete intensive Learning Language and Loving It training and coaching in Term 1, 2016 <p>If successful we'll extend delivery to clusters of other early childhood centres and schools</p> <p>Age 4 – 6 years</p> <p>ECE and schools - 8 Early Childhood Centres and 3 schools</p>	<p>Children will transition to school with better language skills</p> <p>EC educators will be better able to support language skill development</p> <p>Educators, parents and whānau and others will be more confident in addressing needs for additional learning support</p>
<p>Wellington region (Porirua, Hutt Valley, Masterton, Wellington city)</p> <p>Additional learning support is compartmentalised and needlessly bureaucratic, complex and confusing</p>	<p>We'll work with RTLB and other agencies and listen to what 80 early childhood, primary and secondary school children and their parents and whānau want to achieve. We'll:</p> <ul style="list-style-type: none"> develop and regularly adapt plans to support each learner to progress and achieve identify and address service gaps and duplication raise teachers' ability to teach a range of student with diverse learning needs <p>We will phase the plans in during Term 1, 2016 with the intention that plans will be established for all new requests for service from July 2016 onwards.</p> <p>Age 3-21 years</p> <p>ECE and schools - 80 children will be selected from early childhood centres and schools in the Wellington region</p>	<p>Smoother transitions for children, parents and whānau</p> <p>Quicker responses with immediate interim responses</p> <p>Increased educator confidence in teaching diverse learners and a positive impact on other children in the classroom</p>
<p>Porirua</p> <p>Earlier identification and support for Māori and Pasifika children in Pasifika early childhood and kōhanga reo</p>	<p>We'll send four appropriately skilled staff in to support 53 diverse early childhood centres in Porirua to:</p> <ul style="list-style-type: none"> be present on site to answer questions and give immediate advice provide support in the context of students' language and culture <p>Depending on impact, this approach will be rolled out more widely later in 2016.</p> <p>Age 0-6 years</p> <p>ECE - Licensed early childhood services in Porirua (7 kōhanga reo, 27 education and care services (one is Māori medium), 16 kindergartens and 3 play centres)</p>	<p>Earlier identification and tailored responses to need, including working with the cultural strengths of the children's early childhood centres</p> <p>Increased educator confidence in teaching diverse learners and a positive impact on other children in the classroom</p> <p>Average age at referral to reduce over the longer term and align with other ethnicities</p>

The problem or opportunity	What we'll do	Outcomes
<p>Wellington, Manawatu and Taranaki</p> <p>Parents and whānau find accessing additional support for their children complicated and confusing and want more information about their child's education and what support they can access</p>	<p>We'll establish parent and whānau groups that are representative of diverse communities to:</p> <ul style="list-style-type: none"> • initially listen and seek to deeply understand parent and whānau aspirations for their children, the barriers they face and how we can be more responsive • understand what they want from ongoing engagement • provide relevant information, advice and guidance that's of interest and value • involve parents and whānau more in decisions about additional support <p>Age to be confirmed in term 1, 2016</p> <p>Schools - to be confirmed in term 1, 2016</p>	<p>Better and more timely support for parents and whānau</p> <p>Better support for children through immediate help for their parents and whānau in addressing aspects of their children's additional learning support needs.</p> <p>Improved access to information, advice and guidance</p> <p>Improved engagement processes with reduced isolation for some parents and whānau</p>
<p>Taranaki</p> <p>Raising knowledge and skills in EC communities to better meet increasingly diverse needs amongst children</p>	<p>We'll work with the Kindergarten Association and a community of 4 early childhood centres to:</p> <ul style="list-style-type: none"> • deliver workshops so all educators develop a shared understanding of inclusion and knowledge and skills to support children with diverse needs, including Māori and Pasifika children, those from low income families and others with diverse needs • adapt services so all children who need it will receive some form of service, rather than just the 3 - 5% with most severe needs <p>Age 0-6 years</p> <p>ECE - 4 early childhood centres</p>	<p>Increased educator confidence in teaching diverse learners</p> <p>Improved support for a wider group of children leading to some freeing up of specialists to work with a wider range of children</p>
<p>Top of the South Island</p> <p>Transitions from ECE to primary school are sometimes poorly supported and we need to better support all learners with behavioural difficulties and/or who are at risk of disengaging</p>	<p>We'll collaborate to establish a one service approach on the West Coast, Marlborough, and Nelson to:</p> <ol style="list-style-type: none"> 1. Improve transitions for students receiving an early intervention service from the Ministry of Education <p>Age 3-5 years</p> <p>Schools - all schools across West Coast, Marlborough, and Nelson</p> 2. West Coast: Improve transitions from early childhood to primary school for children with moderate to severe needs <p>Age 3-5 years</p> <p>ECE and schools - all schools and early childhood centres on the West Coast</p> 3. Nelson: support schools to retain and engage priority learners who are at risk, including those suspended or excluded <p>Age 13-18 years</p> <p>Schools - Nelson College, Nelson College for Girls, Nayland College, Waimea College and Garin College</p> 	<p>A simple, single process for all requests for additional learning support</p> <p>Smoother transitions for children, parents and whānau</p> <p>Better joint use of education sector and other resources</p> <p>Stronger relationships so concerns are more easily identified and addressed</p> <p>Better understanding of educator needs and more tailored professional development</p>

The problem or opportunity	What we'll do	Outcomes
<p>Canterbury</p> <p>Transitions from early childhood education to primary school are sometimes poorly supported for children with moderate needs.</p>	<p>We'll implement a transition framework to support all children who need additional learning support and ensure:</p> <ul style="list-style-type: none"> • parents and whānau are informed and supported to lead the transition for their child, with the support of informed staff in early childhood centres and schools • roles in the months prior to transition are clear for the child's first weeks/months at school <p>Age 5-6 years</p> <p>ECE and schools - 5 Learning Community Clusters: Woolston, Leeston, Lyttelton, Kaiapoi, Burnside, and a Timaru group of schools</p>	<p>Simpler, more joined up support with smoother transitions</p> <p>Increased engagement so everyone on the child's team is confident to say "We are ready!" on their first day at school</p> <p>Stronger relationships so concerns are more easily identified and addressed</p> <p>Better understanding of educator needs and more tailored professional development</p>
<p>Otago - Cromwell</p> <p>Work with a Community of Learning to improve additional learning support planning, transitions and continuity of support for groups of students</p>	<p>We'll work with the Cromwell Community of Learning to build understanding of inclusive education and to:</p> <ul style="list-style-type: none"> • agree a service delivery plan to improve support for learners and educators • improve information sharing between early childhood centres and primary schools • identify and address needs earlier • improve transitions for all students, and particularly those needing support • deliver professional learning and development in a cross sector community of practice, establishing available resourcing and specialist support <p>Age 4 – 6 years primarily but likely wider</p> <p>ECE and schools - Goldfield Primary, Cromwell Primary, Cromwell Kindergarten, Barnardos, Early Learning, Little Wonders, Cromwell Early Learning Centre and Molyneux Educare</p>	<p>More responsive services across the Community of Learning</p> <p>More planned, joined up and responsive services for students, educators, parents and whānau</p> <p>More focused specialist support where it's needed</p> <p>Improved educator knowledge, skills and confidence to address needs</p>
<p>Southland - Gore/Mataura</p> <p>Transitions from early childhood education to primary school are sometimes poorly supported for children with moderate needs.</p>	<p>We'll increase engagement between Gore/Mataura educators, parents, whānau and specialists to improve understanding among educators of the links between early childhood education and primary school and:</p> <ul style="list-style-type: none"> • identify children with additional learning needs sooner • agree planned responses for children with everyone involved • establish the process and communication to better managed transitions <p>Age 0-5 years</p> <p>ECE and schools - West Gore, East Gore, Gore Main, St Mary's, Mataura Primary, a Mataura kōhanga reo, several kindergartens, and 9 early childhood centres</p>	<p>Earlier identification of children in Gore/Mataura who have additional needs</p> <p>Simpler, more joined up support and smoother transitions</p> <p>Stronger relationships and increased educator confidence in teaching diverse learners</p> <p>Improvements will benefit other children not currently receiving Ministry support</p>