

# Learning Support Delivery Model: working together

A description for Ministry of Education staff, specialists, RTLB, schools leaders, teachers, SENCOs, other agencies and providers implementing the Learning Support Delivery Model.

The Learning Support Delivery Model (LSDM) brings local early learning services, kōhanga reo, schools and kura together as a learning support community to identify and respond to the learning support needs of all ākonga (learners) and their whānau.

They work with the Ministry of Education (MOE), other learning support providers and agencies to decide how to best use available resources to meet local learning support needs. The contribution of whānau is valued – they are included in important decisions so support is provided in ways that work for them and reflects their identity, language and culture.

Each community will plan how they work together, when and how they meet, and establish any decision making protocols they need. From 2020, approximately 600 new Learning Support Coordinators will help implement the delivery model.

Each local community will have an agreed person from the Ministry who acts as a facilitator, supporting and promoting joint decision-making and planning. This function brings the right people together, and connects the community to all available supports and services in the area, including Ministry specialists, Resource Teachers: Learning and Behaviour (RTLB), and other agencies and service providers.

## Identify local needs and gather available resources



A learning support community works together to understand the learning support needs of children and young people, their families and whānau, and the other adults around them.

They decide the information to be shared to create a full picture of the needs of both individual children and young people, and groups of learners across their community. They also agree how to share and store that information safely. They may establish a learning support register for this purpose.

The learning support community then identifies all the resources, skills and knowledge available in their community. This includes those based within schools, kura and early learning services that they can share, RTLB, Ministry of Education specialist services, and local providers. When needed, the learning support facilitator function will connect them to wider agencies and services and broker supports.



## Collaborate to make decisions

Using their knowledge of local needs and resources, everyone involved can collaborate to put together the right way to respond to identified needs, based on what is best for individual learners, or groups of children and young people.

An inquiry approach helps them explore solutions that can support children and young people's learning, strengthen the capability and confidence of the adults around them, and make the best use of resources.

They can build on existing good practice, whether that's supporting teachers in the classroom, improving advice to whānau, or providing individualised specialist support.

Improvements in practice will be shared across the community to help improve outcomes for children, young people and their whānau, and to better support teachers, RTLB, and specialists.

Each community's needs are different. What matters is that by working together, local communities can be more responsive and flexible, and provide joined-up support.

## Successful implementation is supported by:

- Strong ongoing agreement amongst education leaders in the community to work together.
- Safely sharing data to inform local decisions and provide a full picture of needs across the group and community.
- Knowing the skills, experience, resources and services available in the community and planning how best to use them.
- Collaborative decision-making in the learning support community about the priorities for children and young people in that community and how best to respond to these.
- Ongoing monitoring and review processes for continuous improvement.

## Strengthen support across a range of needs

### Build the confidence and capability of adults

Evidence shows that building the confidence and capability of the adults who support a learner means that more children can access support earlier and closer to where they are learning.

Using the delivery model, the learning support community can work with RTLB and other specialists on ways to help whānau and teachers create responsive, inclusive environments, whilst still providing specialist support to individual children who need it.

### Taking a tiered approach to support for all learners

Schools and early learning services will be supported to meet the diverse needs of all children and young people by creating environments where all children can thrive.

Specialists provide input where they can have the greatest impact on outcomes. Solutions could be system-wide, targeted or involve individual support, such as changing classroom routines, providing professional development to educators, or giving advice to whānau on ways to support their child at home.

A child or young person, their family or whānau, may be involved with specialists at different times and in different ways, depending on what is best for the child.

