



New Learning Support Delivery Model: six elements

Family and whānau connection points

1

Learners, families and whānau have someone they can rely on who has information and knowledge about their learning needs and who will co-ordinate support when they need it.

What parents value is knowing there is someone available who doesn't have to be told their story repeatedly...

Bay of Plenty Pilot



▶▶ what will be different

- ▶▶ Known contact points enable families and whānau and learners to be informed and gain access.
- ▶▶ Local learning support team agree with families and whānau on contact points.
- ▶▶ A regular and known liaison point who is trusted and responsive is able to provide ongoing support throughout a child's learning journey.
- ▶▶ Faster, simpler access – parents and whānau will not have to navigate a complex system alone.

One plan

2

The single plan provides joined up and tailored services to better support the child or young person's individual needs and is a single point of reference to monitor progress.

One child may currently have multiple different 'plans' for services they are receiving...

Manager, Learning Support

▶▶ what will be different

- ▶▶ Agreement between professionals and family and whānau on learning goals.
- ▶▶ One plan about the child. Sets out agreed goals consistent across all settings – supporters are clear on their role and actions.
- ▶▶ One plan is owned by child, family and whānau, and travels with them throughout their learning.



Working together

3

Schools, kura, early childhood education (ECE) me ngā kōhanga reo, Kāhui Ako, specialists, RTLB and other providers (e.g. alternative education) work together to identify needs across their community, and make decisions on how best to use available resources. Like-needs can be identified and better decisions made for a range of different results for learners. By working together, learners are better supported, learning support needs can be addressed early, learning environments improved and transitions better supported.

We need something different. We need the opportunity to come to the table and participate as partners to create better support for children...

Kāhui Ako

▶▶ what will be different

- ▶▶ Inclusive practices, support and resources will be utilised to strengthen the way schools work to improve outcomes for children and young people.
- ▶▶ Parents and whānau will have a voice and input that can be harnessed.
- ▶▶ Decision-making is respectful of expertise and knowledge. People do what they do best.
- ▶▶ Wider Ministry team actively involved.

More flexibility

4

More flexibility ensures that specialists and decision-makers have the ability to make decisions about the best learning support for that child or young person, rather than relying on rules-based access to support. Local specialists and decision-makers use their judgement and knowledge of the learner to tailor learning support.

We can find innovative solutions to meet a learner's needs more effectively by relaxing tight criteria for access to support where possible...

Ministry of Education staff member

▶▶ what will be different

- ▶▶ Practice will manage emerging issues earlier and reflect local needs.
- ▶▶ Tailored support available for a range of learners.
- ▶▶ A range of earlier and simpler solutions will be available.

Better facilitation

5

A designated facilitator convenes local learning support service providers and connects to wider social services. The purpose is to ensure local co-ordination and co-operation to support collaborative practice and improve efficiency and the effective use of resources.

A coalition of the willing is only the starting point...

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▶▶ what will be different

- ▶▶ Facilitator function will be provided by Ministry.
- ▶▶ Facilitator to provide overview of learners' needs and local resources.
- ▶▶ Able to bring providers together to consider all requests for support and build a more inclusive, flexible and responsive service.
- ▶▶ Teams of equal partners who can contribute openly.
- ▶▶ Facilitation provides schools, kura, early childhood education (ECE) me ngā kōhanga reo, and Kāhui Ako access to a full range of learning support resources available in the local community.



Sharing data

6

Schools and ECE services share data and information on learning support needs and services to build a clear picture of the strengths and priorities of local learners.

Our IT systems don't speak the same language...

RTLB

▶▶ what will be different

- ▶▶ Information sharing will strengthen new delivery model, with the appropriate steps to protect the security and privacy of student information.
- ▶▶ Clarity across providers and the sector about data collection and use.
- ▶▶ Clear, online information systems using consistent language.
- ▶▶ Greater ability to assess local demand, arrange support that meets local demand, and provide feedback to inform system policy.

