

Briefing Note: Learning Support Action Plan Quarterly Progress Update

To:	Hon Jan Tinetti, Minister of Education		
Date:	11 May, 2023	Priority:	Medium
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Messaging seen by Communications team:	No	Round Robin:	No

Proactive Release

Agree that the Ministry of Education release this briefing in full once it has been considered by you.

☒ **Agree** / ☐ **Disagree.**



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11 / 05/ 2023



Hon Jan Tinetti
Minister of Education

13/05/2023

Purpose of Report

1. Your office has requested a quarterly progress report on the Learning Support Action Plan 2019-2025 (LSAP).
2. The attached LSAP progress report provides an update on implementation of the LSAP from its inception to the 31st of March 2023. It includes information on the status, progress, and next steps for each priority. Following this first progress report, we will provide an update on progress each quarter.
3. Note this information is valid as of Friday 5 May. Due to the current fluid nature of some of these work programmes going out through different phases.

Background

4. The purpose of the LSAP is to drive progress towards an inclusive education system with a range of learning environments where ākonga with learning support needs are welcome and where their achievement, progress, wellbeing, and participation are valued and supported.
5. The LSAP brings together what we heard from stakeholders about improvements needed for learning support. These included:
 - 2016 select committee Inquiry into Identification and Support for Students with Dyslexia, Dyspraxia and Autism Spectrum Disorders.
 - 2018 Kōrero Mātauranga Education Conversation.
 - October 2018 public consultation on the draft Disability and Learning Support Action Plan.
6. Significant progress has been made since the LSAP was launched in 2019 as set out in the attached progress report. One of the significant programmes of work is the Highest Needs Review Change Programme. The Highest Needs Review provided a high-level direction for change, and seven key shifts in the education system, which all of our Learning Support programmes, including the Change Programme, will align with as they are developed.

Next Steps

7. Note progress on the implementation of the LSAP.
8. Indicate if you want us to make any changes to this LSAP quarterly progress report for the next quarter.

Annexes

Annex 1: Learning Support Action Plan 2019-2025 Progress Report to 31 March 2023

Proactively Released

✓ Complete ● On track ● Not on track but expected to be achieved
● Not expected to be achieved ○ Subject to funding

2019	2020	2021	2022	2023	2024	2025
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What has been achieved to date?

What are the next steps?

Learning Support Coordinators (LSCs)

Priority 1	Introduce new Learning Support Coordinator roles in schools and kura:					
	Design the first tranche, including decisions on allocation priorities, the final role description, competencies and implementation approach for the role, recruitment, systems and processes, induction and training support for schools and kura.	Apr – Dec 2019	✓	Design of the LSC role was completed in time for implementation in January 2020. It included the LSC Role Description, national LSC Forums to support the induction of the LSCs, Boards and Principals and the development of the Learning Support Network with Massey University to provide ongoing training and development for LSCs.	We will continue to enhance the design of the first tranche of LSCs, taking account of the LSC evaluation findings.	
	Implement first tranche in schools and kura.	From Jan 2020	✓	The first 623 LSCs were allocated to 124 learning support clusters, covering 1052 schools and kura, to start from January 2020.	We will continue to implement the first tranche of LSCs, using the Learning Support Network to support progress against the five outcome areas for LSCs.	
	Monitor/evaluate the implementation of the first tranche of LSCs. Design and implement the second tranche [subject to funding].	Jan 2020 to 2025	✓○	The third and final phase of the LSC Evaluation Phase 3 was published on 28 October 2022.	Subsequent LSC tranches will be subject to future Budget decisions.	

Screening and early identification of learning support needs

Priority 2	Develop evidence-based screening tools reflecting Māori concepts and focused on learning needs (rather than diagnosis) [subject to funding]:					
	<i>Screening for dyslexia, dyspraxia and giftedness</i> » Identify existing tools to help with the identification of dyslexia and make available to coincide with the roll-out of first tranche of Learning Support Coordinators » Staged roll-out across all schools and kura [subject to funding].	Jul 2019 – Dec 2020 From 2021	○	The School Entry Kete (SEK) will be an online platform that consists of five different tools across four foundational areas of learning (Relationships for Learning, Self/Co-Regulation & Empathy, Literacy & Communication, Numeracy). The tools that sit within these four domains are contracted to providers for development. The tools primarily focused on in the first quarter of 2023 were Literacy & Communication, Numeracy, and Self/Co-Regulation & Empathy. NZCER (Literacy & Communication and Numeracy tools) completed their contract with delivery of full sets of progressions frameworks with accompanying teacher resources, the final report from Term 3 and 4, 2022 trial, the technical report (psychometrics). Methodist Mission South (the Self/Co-Regulation & Empathy tool) had previously completed the first phase of their two-phase contract at the end of 2022. This first quarter focused on the design and documentation of a psychometric testing/trialling process for the second phase of this work. As outlined the individual tools are created by independent contractors. Therefore, there is a potential need to trial these tools in conjunction with each to better inform advice and guidance and the design of the online platform. In response to this need, the SEK project team began designing a Manageability and Usability trial for the second half of 2023. This included a Proof of Concept for data input.	Due to re-prioritisation, there is an opportunity to cease further work on both the School Entry Kete and Aro Matawai Urunga-ā-Kura and not progress with the development of the digital platform for the School Entry Kete. The work completed to date would be leveraged within the Curriculum and Assessment work programme as part of developing a suite of supports to help teachers notice, recognise and respond to learner progress.	
	<i>A consistent set of tools to establish a baseline at school entry</i> » Research, initial development and testing (with a small group of schools and kura receiving the first tranche of LSCs). » Stage roll-out across all schools and kura [subject to funding].	Jul 2019 – Dec 2020 From 2021	○			
	<i>Actions for early childhood measurement and teen health screening</i> » Explore (through Ministry of Health initiatives) early childhood measurement (around age 3) and teen health screening: amending existing tools, design of service response, and implementation [subject to funding]	From 2020 Roll out to be confirmed	●	Ministry of Education officials are part of the Early Years Working Group, coordinated by Te Whatu Ora. Discussions this quarter centred on tool development and information sharing across both Ministries of Health and Education.	This working group continues to focus on early childhood measurement.	

Strengthening early intervention

Priority 3	Reduce waiting times for existing early intervention services:					
	» Research best practice on waiting times, set new targets and develop a multi-year plan for meeting the new targets.	Jul to Dec 2019	●	A literature review (2020) on Early Intervention in specific countries has been completed. Due to the complexity of understanding waiting times, the 6-month original timeframe was not adequate to complete this, however we continue to develop plans to meet set targets. Implementation of Te Tūāpapa through practice networks and regional hui to support timely access to early intervention continues. Te Tūāpapa o He Pikorua provides a foundation for inclusive learning communities and includes working proactively in early childhood settings. Te Whāriki online has been updated to include the shift in approach to Te Tūāpapa as part of information on inclusive practice and proactive approaches in the early childhood sector. This will go live on the new curriculum hub.	Develop plans within Takiwā through the Chief Advisors on the continued implementation of He Pikorua o Te Tūāpapa. These plans will have a specific focus on strengthening early supports to reduce waiting times by shifting to more proactive approaches. Continue support to Takiwā and the early childhood sector to make the shift to Te Tūāpapa. This will ensure a more sustained and evidence based approach to meeting need. Chief Advisors Learning Support will be able to connect directly within Takiwā.	
	» Progressively implement multi-year plan.	Jan 2020 to Dec 2025	●			



Learning Support Action Plan 2019-2025

Reporting Period: to 31 March 2023

Progress Report

- ✔

Complete
- On track
- Not on track but expected to be achieved
- Not expected to be achieved
- Subject to funding

2019	2020	2021	2022	2023	2024	2025
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What has been achieved to date?

What are the next steps?

Priority 3 ctd.	Strengthening early intervention ctd.							
	Improve early intervention for young children and their whānau/family:							
	» Co-design and deliver with Te Kōhanga Reo National Trust an awareness campaign to ensure that kaiako, parents and whānau are aware of (and confident to access) learning support.	Jan to Dec 2019	✔	This work was completed on time and continues through Hohoutia ko Tamaariki. A number of wānanga occurred in local communities. Wānanga with learning support kaimahi working in Kōhanga Reo have also taken place. Local relationships continue to be strengthened at the Takiwā level to build sustainability through these wānanga.	Focus on strengthening relationships with the Ministry and Kōhanga Reo at a local level with planned hui.			
	» Co-design with Te Kōhanga Reo National Trust capability building resources and professional learning and development for staff, whānau and kaiako to support children with learning support needs		✔	Resources (puka puka and the korowai taio set of resources) launched on time. Several wānanga to support the implementation of the resources with Kohanga Reo kaimahi have occurred	Continue to strengthen relationships within Takiwā to build sustainability with local Kōhanga Reo. Further wānanga to support implementation of resources.			
	» Identify what additional types, mix and volume of services are needed to provide timely interventions to children and identify and implement any improvements that can be made or new services that might be needed [subject to funding].	From 2020	●	The Early Intervention outcomes evaluation is currently on hold. Since 2021-22, the Ministry has been piloting three social and emotional learning programmes (The Alert Program, ENGAGE and Incredible Beginnings) to build self-regulation, resilience and social skills for young children. Social and emotional skills are foundational and can contribute to longer term wellbeing outcomes. Collectively, and over two years, these supports are on track to reach 560 early learning services (19,600 tamariki) by 30 June 2023. The design and development of He Māpuna te Tamaiti online modules for kaiako on Education Learning Management System (LMS) to support social and emotional competency of all tamariki including those with additional needs has been completed.	Outcomes for tamariki within the Te Tūāpapa model will continue to be a focus as part of implementation, including embedding the social and emotional skills as part of everyday teaching and learning. Initial thinking has identified the need for a progression framework with a variety of tools. The Social and Emotional Literacy pilot will be completed by 30 June 2023. Cabinet has committed \$19.7 million to deliver ENGAGE to 1,830 early learning services over the next four years, Incredible Beginnings will become part of the Incredible Years suite currently offered, the learnings and resources from The Alert Program will be shared with regional offices to use. He Māpuna online modules to go live on Te Whāriki Online.			
» Improve alignment with Ministry of Health, Ministry of Social Development, Oranga Tamariki and other agency supports, including: › working with Ministry of Health to develop a more seamless, flexible and coordinated approach to providing disability services and support through the disability system transformation prototype in Mid Central DHB (Mana Whaikaha) › identifying other priority changes to improve seamless delivery of supports and services.					Jan 2019 to Dec 2020	●	Within the solution options being considered as part of the Highest Needs Review (HNR), there will be actions to improve collaboration and integration with other agency's services and supports. Regular across agency hui are now occurring regularly to improve information sharing and a more collaborative approach to providing supports.	The nature, extent and timing of the changes will be part of the Cabinet decision making process in response to the HNR business case being presented in June 2023
Priority 4	Flexible supports for neurodiverse children and young people							
	Create a comprehensive set of tools and resources that teachers and other educators, and parents and whānau can use to better meet the needs of neurodiverse children and young people (building on what we already have):							
	» Update existing materials: resources on dyslexia, guidance on teaching neurodiverse children and young people, positive behaviour guidance.	Jul 2019 to Jul 2020	●	Research to inform new resources include the Donald Beasley report Responding to neurodiversity in the education context: An integrative literature review and Poipoia ngā ākonga kanorau ā roro by Dr Melanie Riwai-Couch. The second report provided insights into a culturally responsive education system for neurodiverse ākonga and provided a reflection on our work programme to focus on prioritising knowledge and supports for Māori kanorau-ā-roto (neurodiverse and establishing relationship with ākonga and whānau). We also support the development of living guidelines for Autism. In 2020, a kete of Dyslexia specific resources was provided to all schools for use by kaiako and learning support staff to build knowledge about supporting learners with dyslexia or dyslexic-type traits. For Māori medium specifically, Tipaopao – Kauwhata Reo – is an introductory resource for supporting ākonga with dyslexia. There is already a number of learning guides available for kaiako to understand teaching and learning for neurodivergent ākonga. With available funding, we have supported Tainui Kāhui Ako to develop and test new resources for dyslexic ākonga in Māori Medium. Resources developed to date and include two screening tools, guide booklets targeted at different audiences, presentations with audio, a personal learning profile template and structured literacy text for years 9-13. Developed Inclusive Design Modules with a kaitiaki ropu and video resources that will build understanding of neurodiversity and sector capability for inclusive education.	There is opportunity to align support with the New Zealand Curriuculum (NZC) refresh Te Mātaiaho.			
	» Work with the education sector, learning support professionals and parents to identify the full range of tools and resources needed, and priorities for developing new tools.	Sept 2019 to Mar 2020	●		Resources for dyslexic ākonga will be trialled and refined within the Tainui Kāhui Ako. By the end of Term 3, it is intended the resources will be ready to share with the Ministry. Following this, we will consider sharing the resource across Māori Medium contexts, with Resource Teachers Learning and Behaviour (RTLb) and LSCs.			
	» Build a comprehensive set of resources [subject to funding]	Jul 2020 to Dec 2021	○●		Complete trial and refine stage. Update and publish resources online with supporting advice. Connect modules into the wider sector NZC refresh as part of a suite of resources that will support schools to implement Te Mātaiaho. Communicate within the Ministry and throughout the sector.			
	Strengthen specialist supports for children and young people with ongoing needs who don't qualify for the highest level of support and resourcing, including the Ongoing Resourcing Scheme:							
	» Co-design with a user group (including young people, parents, Māori and teachers and other educators) a flexible range of specialist supports, building on existing supports and programmes [subject to funding].	May to Dec 2020	●	Partnered with Taonga Takiwātanga Trust to host 5 marae-based wānanga for learning support specialists, RTLb, LSCs, teacher aides, education leaders and kaiako including whānau to explore the Māori world view of autism. Tilting the Seesaw (Autism training) for 272 LSCs over 2020 – 2022.	Taonga Takiwātanga Charitable Trust will deliver takiwātanga training for Iwi led Education, Alternative Education and Attendance Service providers to build iwi capacity to support takiwātanga ākonga and their whānau alongside presence, participation and progression elements.			
	» Progressively implement new specialist supports and programmes [subject to funding].	Jul 2020 to Dec2022	○●		Continue to offer Tilting the Seesaw for LSCc with 160 places over 2 years. Will enable evaluation over longer timeframe of the sustained impact.			
	Specialist teacher support for teachers of children and young people with dyslexia or ongoing literacy needs:							
	» Design improvements with the Resource Teacher: Literacy Service to better support teachers of children and young people with literacy difficulties, including dyslexia.	Jun to Dec 2020	○	The two RTLit Manuals (Professional Guidance, and Administrative Processes) were amalgamated into one document. There was editing for accessibility but no significant content editing, or changes to roles. This task was completed early 2021. Funding has not been received to design and implement improvements to the RTLit service.	Note that reviewing and strengthening the role and functions of Resource Teachers of Literacy is included in the Literacy & Communication and Maths Action Plan.			
» Implement agreed improvements with the Resource Teacher: Literacy Service [subject to funding].	Jul 2021 to Jun 2022	○						
» Review supports for children and young people with the highest levels of need, including the Ongoing Resourcing Scheme, to ensure they are meeting needs of children and young people, and delivering the intended outcome.	Jan 2021 to Dec 2022	✔	The HNR and report back to Cabinet on the results and recommendations for change have been completed. Cabinet has agreed the high-level direction and seven building blocks for change in the system. Cabinet requested a Business Case and two-, five- and ten-year work plan by June 2023. A recent Treasury Gateway 0 review has advised that the Ministry is not ready to deliver a whole of programme start up business case. Recent engagement shows that key partners and stakeholder groups are not supportive of the current plan.	We are preparing advice for you on next steps and timing. A recovery action plan is in development.				
» Implement changes from review [subject to funding].	Jan 2023 to Dec 2025	○●						

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Complete
- On track
- Not on track but expected to be achieved
- Not expected to be achieved
- Subject to funding

2019	2020	2021	2022	2023	2024	2025
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What has been achieved to date?

What are the next steps?

Priority 5	Meeting the learning needs of gifted children and young people				
	Increase access to supports for gifted children and young people:				
	» Implement an initial package of support for gifted children and young people: › expand online learning modules › partially fund access to One Day Schools › provide and promote out of school experiences and extension events for children and young people who are gifted › establish awards for gifted children and young people › continue to work with the gifted education expert group to monitor and evaluate the gifted learner package of supports	Complete (Jan 2019) Complete (Jan 2019) Underway (since May 2019) Underway Complete (March 2019) Ongoing	<div>●</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	One day school is provided by the New Zealand Centre of Gifted Education called MindPlus One-Day schooling. The Ministry funds curriculum development and more online provision for ākonga who cannot attend in person. MindPlus provides extension, challenge and social connection with ākonga with like minds. Events and Opportunities are community-based projects that offer ākonga the opportunity for challenge and extension outside of the classroom and in a group environment. Providers deliver project-based learning to enable gifted ākonga to connect and collaborate with each other in a range of forums and settings, in person or online. These often take a practical workshop and competition format. The Awards for Gifted Learners are monetary grants that support ākonga who are seeking challenge and extension outside their regular classroom learning. They can apply as individuals or as groups. The Awards for Teachers of Gifted Learners are monetary grants that support access to learning opportunities for kaiako to increase their skills for supporting gifted ākonga. Kaiako can apply as individuals or as groups. The funding is flexible to enable learning opportunities that are more accessible for busy classroom kaiako, fitting in with their timetables and locations.	Te Mahau is planning a new webinar resource on gifted ākonga for LSCs and kaiako. This is in response to a request from the Gifted Expert Group to refresh the Gifted Manual (2012) and the gifted website. Te Mahau is focusing on aligning work for gifted ākonga with the Curriculum Refresh, support for changes in teaching practice and changes to learning supports. This approach will provide gifted ākonga with a satisfying learning experience within their school and class environments alongside their peers, rather than being singled out. We will continue the work on identification of gifted ākonga. The identification guidance and supports will encourage schools and kura to respond to gifted ākonga within their own learning environments.
	Increase access to supports for gifted children and young people:				
	» Implement an extended package of support for gifted children and young people: › establish study awards to allow gifted learners to undertake extension study and projects › establish study awards to build teacher capability in gifted education › extend current supports to early childhood education services (including the transition into primary school) › increase access to One Day Schools or similar and mentored online learning opportunities where One Day Schools cannot be accessed › continue to work with the gifted education expert group to monitor and evaluate the gifted learner package of supports.	Complete (March 2019) From Jul 2019 From Jan 2020 From Jan 2020 Ongoing	<div>✓</div> <div>✓</div> <div>●</div> <div>●</div> <div>●</div>	There have been seven Awards for Gifted Learners rounds to date. There have been six Awards for Teachers of Gifted Learners rounds to date. Te Mahau has begun an evaluation of the initiatives in the gifted package that are new to Aotearoa New Zealand. These are the Events and Opportunities projects, the awards for ākonga and kaiako and the early learning project. Te Mahau will share the learning from these initiatives with the school sector. The evaluation has a focus on provision for ākonga Māori and Pacific learners and includes ākonga and whānau voices.	Te Mahau will continue the evaluation of the packages of gifted supports, progress identification guidance, and use learning from the evaluation to inform future development of supports for gifted children and young people.

Priority 6	Improving education for children and young people at risk of disengaging				
	Improve the provision of education for children and young people at risk of disengaging from education:				
	» Review options, drawing on leading practice overseas and in New Zealand. » Co-design with teachers and other educators, disengaged young people, Māori, Pacific peoples, families and whānau, and communities, a more adaptable, flexible system of at risk provision that better meets individual needs and is integrated with schools. » Implement new provision, including negotiating new contracts for service provision [subject to funding].	Feb to Jul 2019 Feb to Oct 2019 Jul 2020 to Jan 2021	<div>✓</div> <div>✓</div> <div>✓</div>	Following sector and ākonga engagement and a review of the research on good practice, an Ideal State for an end-to-end system of support was designed by the Ministry and approved by Cabinet in 2019. The Ideal State sets the direction of travel for redesigning Alternative Education including Alternative Education (AE), Activity Centres and Te Kura At Risk gateways. Incremental improvements towards the Ideal State have included: <ul style="list-style-type: none">Budget increases to support cost pressuresUpdating guidance, eligibility criteria and entry processNew contracts in 2023 supporting local decision making.	Further improvements towards the Ideal State, Budget dependant. The Ministry’s response to the ERO recommendations following the June 2023 AE Evaluation publication will be a high priority. Focus in the coming years will include: <ul style="list-style-type: none">Further Budget increases to support quality provisionTransitions for ākonga from AE to their next best stepExploring opportunities for supporting younger ākonga who are at risk of disengaging from education.
	» Review the stand-downs, suspensions, exclusions and expulsions guidelines	Feb to Jul 2020	<div>●</div>	The first draft of the revised guidelines on stand-downs, suspensions, exclusions and expulsions (SSEE) is out for feedback from the SSEE Advisory Group and Ministry groups. These updated guidelines will help educators to better recognise and understand ākonga experiences to reduce the prevalence of SSEE, by providing best practice for managing and de-escalating situations that might otherwise result in SSEE.	SSEE guidelines have been reviewed by internal stakeholders and we have been working with a Kaimahi Māori group and the Ministry’s legal team. The feedback provided to the draft is currently being used for the second draft of the guidelines. IN June we have contracted an independent firm to help conduct user testing and feedback workshops with key groups through the motu. We expect the final draft to be available for schools to review in term 4 2023 for their sign off an implementation term 1 2024