Te Tāhuhu o te Mātauranga
Ministry of Education

Briefing Note: Learning Support Action Plan Update 1 April – 30 June 2023

To:	Hon Jan Tinetti, Minister of Education		
Cc:			
Date:	24 July 2023	**Priority:**	Medium
Security Level:	In Confidence	**METIS No:**	1314471
Drafter:	Rahma Siraj	**DDI:**	s9(2)(a)
Key Contact:	Michelle Ashby	**DDI:**	s9(2)(a)
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.

Michelle Ashby
General Manager, Learning Support
Te Pae Aronui

24 July 2023

Hon Jan Tinetti
Minister of Education

28 / 07 / 2023

Proactively Released

Purpose of Report

1. This report provides a quarterly progress update on the Learning Support Action Plan 2019-2025 (LSAP) for the period 1 April – 30 June 2023.

2. **Annex 1** includes information on the status, progress, and next steps for each LSAP priority.

Background

3. On 13 May 2023 you received a progress report on implementation of the LSAP from its inception in 2019 to 31 March 2023 [METIS 1309431 refers].

4. Following the first LSAP progress report, it was agreed by your office that we provide quarterly progress updates for each LSAP priority. Changes to the format of the LSAP quarterly progress report were not required.

5. 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.

6. 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.

Next Steps

7. Your office will receive a further LSAP quarterly progress report for the period 1 July – 30 September 2023 in October 2023.

8. Please indicate to us, through your office, if you want us to make any changes to the LSAP quarterly progress report for the next quarter.

Annexes

Annex 1: Learning Support Action Plan 2019-2025 Quarterly Progress Report 1 April - 30 June 2023

Proactively Released

Learning Support Action Plan 2019-2025

Reporting Period: to 30 June 2023

Te Mahau

Progress Report

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

2019	2020	2021	2022	2023	2024	2025

Priority 1

Learning Support Coordinators (LSCs)

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	✓	No update – this action is complete.	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	✓	No update – this action is complete.	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	✓ ●	$40 million was secured through Budget 23 to build learning support coordination in Kaupapa Māori and Māori Medium education. The initiative provides funding for the Māori-led design and delivery of solutions to strengthen the capacity and capability of these schools and kura to plan and coordinate responses to the learning support needs of ākonga in partnership with whānau.	Commence engagement with iwi and Māori Education peak bodies and recruit Ministry kaimahil.

Priority 2

Screening and early identification of learning support needs

Develop evidence-based screening tools reflecting Māori concepts and focused on learning needs (rather than diagnosis) [subject to funding]:				
Screening for dyslexia, dyspraxia and giftedness » 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	● ●	**Giftedness** - The Early Learning Curriculum team have taken an approach to provide supports that build kaiako knowledge, understanding and capability to identify and respond the needs of gifted learners. To date we have focused on building knowledge and understanding of giftedness located in Aotearoa. We have developed learning that aligns with the bicultural framing of Te Whāriki, the Early Childhood Curriculum, positioning first a Te Ao Māori view of giftedness and then widening our lens to include western and socially constructed perspectives. **School Entry Kete** - Concept tools for the School Entry Kete (SEK) tool (for English medium settings) have been completed by providers and shared with several internal and external groups. Aro Matawai Urunga-ā-Kura (for Māori Medium settings) project is still in an exploratory stage. However due to concerns about sequencing and alignment with the refreshed NZ curriculum and redesigned Te Marautanga o Aotearoa, and a re-prioritisation of funds in Budget 2023, work has been ceased on both projects.	**Giftedness** - To build on our approach of increasing the knowledge and understanding of kaiako about giftedness located in Aotearoa, we are developing a tool for kaiako that supports them to identify giftedness, within a broad spectrum of gifts and perspectives and decide on an appropriate response. Any response would be constructed with family and whānau, consider the ability of the kaiako and the service environment to meet their learners' particular needs and, as appropriate, may include targeted and specialist interventions. **School Entry Kete** - The School Entry Kete and Aro Matawai Urunga-ā-Kura projects, have both been ceased in their current form. Insights gained from the projects will be leveraged as part of Te Poutāhū's overarching curriculum, assessment and aromatawai workplan. This ensures Te Poutāhū produces tools that support and align to its wider curriculum assessment and aromatawai work programme, strengthening the teaching, learning and identification of needs of new entrants. We acknowledge the mahi many people have put into these projects to date and want to reassure them their contribution has helped lay the foundation for future work in the new entrant learning support area.
A consistent set of tools to establish a baseline at school entry » 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	●	Planning for trials of concept individual tools created by providers to better inform advice and guidance and the design of the online platform commenced. However, due to concerns about sequencing and alignment with the refreshed NZ curriculum and redesigned Te Marautanga o Aotearoa, and a reprioritisation of funds in Budget 2023, work has been ceased.	The Ministry will advise stakeholders of the projects' status. Those messages are prepared and are intended to be sent in July 2023.
Actions for early childhood measurement and teen health screening » 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	●	This is a Te Whatu Ora run initiative and MoE participation now sits in the Auckland region. The Ministry were asked to provide feedback on health initiatives, particularly regarding common language across health and education.	Continue to support Te Whatu Ora and provide feedback on health initiatives as required.

Priority 3

Strengthening early intervention

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. » Progressively implement multi-year plan.	Jul to Dec 2019 Jan 2020 to Dec 2025	✓ ●	A multi-year plan has not been formalised however implementation of Te Tūāpapa has continued through practice networks and regional hui to support timely access to early intervention. Te Tūāpapa o He Pikorua provides a foundation for inclusive learning communities and includes working proactively in early childhood settings. A waitlist project highlighted improvements in some regions as each region continues to focus on wait times. Within the Ministry, Learning Support are working closely with the curriculum team to better embed inclusive practices within Te Whāriki (the early childhood curriculum) online. The focus of this work is to position quality teaching and learning for all tamariki within Te Tūāpapa o He Pikorua. This is an example of a proactive approach. 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. In June 2023, the Ministry workshopped Te Tūāpapa o He Pikorua with members of the Early Childhood Advisory Council. Te Tūāpapa o He Pikorua aligns with Kōwhiti Whakapae which is designed to support kaiako to notice, recognise and respond to learners.	Develop plans within Takiwā by connecting with the Chief Advisors on the continued implementation of Te Tūāpapa o He Pikorua. These plans will have a specific focus on strengthening early supports to reduce waiting times by shifting to more proactive approach. Continue support to Takiwā and the early childhood sector to make the shift to Te Tūāpapa. Planning includes developing success indicators with a specific focus on early intervention. Continue to work closely with the curriculum team within the Ministry to embed learning support within teaching and learning. Implementation of Kōwhiti Whakapae social and emotional tools to notice, recognise and respond to learners. The updated Te Whāriki inclusive practice page to go live as part of the new curriculum hub.

Proactively Released

Learning Support Action Plan 2019-2025

Reporting Period: to 30 June 2023

Te Mahau

Progress Report

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

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025

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. » 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	Jan to Dec 2019	✓ ✓	Focus has continued on strengthening relationships with the Ministry and Kōhanga Reo at a local level with planned hui. This includes strengthening genuine ongoing relationships within Takiwā and Kōhanga Reo with a focus on embedding access for supports for learning for mokopuna. Wānanga have continued to support implementation of resources with a focus on sharing the resources with Kōhanga Reo and Takiwā learning support practitioners within Takiwā	Continue partnership with Te Kōhanga Reo National Trust and Te Pae Aronui. Further wānanga are planned to support implementation of resources and grow relationships with Takiwā kaitakawaenga and Kōhanga Reo.
» 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	●	Outcomes for tamariki within the Te Tūāpapa model continue to be a focus as part of implementation, including embedding the social and emotional skills and communication 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 was completed 30 June 2023. He Māpuna online modules have gone live on Te Whāriki Online. Olli initiative is being embedded through a shift in how communication services are delivered in the early years.	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. Implementation of the 4 I's to socialise HANEN programme will start in August 2023 with a focus on evaluation of impact of this approach from an equity lens on whānau Māori.
» 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	●	Regular hui occur between the Ministry of Health and the Ministry of Education. Connections have been made with early childhood curriculum, learning support and disabled voices group around an action plan in response to the ERO report on inclusion of disabled children.	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 agencies' services and supports.

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. » 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.	Jul 2019 to Jul 2020 Sept 2019 to Mar 2020	● ●	There is opportunity to align support with the New Zealand Curriculum (NZC) refresh Te Mātaiaho and the Common Practice Model. We also support the development of living guidelines for Autism.	No further work is planned at this stage outside of the High Needs Change Programme.
» Build a comprehensive set of resources [subject to funding]	Jul 2020 to Dec 2021	●○	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. Completed trial and refine stage and resources updated. Evaluation report and Briefing Note to the Minister in progress. Connected modules into the wider sector New Zealand Curriculum refresh as part of a suite of resources that will support schools to implement Te Mātaiaho.	Kaupapa Māori resources for dyslexic ākonga will be trialled and refined within the Tainui Kāhui Ako. By the end of Term 3, 2023 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. This work has been handed over to Te Poutāhū Achievement, Professional Capability & Leadership The Inclusive Design Modules will be launched by Hon Tinetti at the RTLB forum on 14 August 2023. Resources will be published online and communicated within the Ministry and throughout the sector. We will also maintain a facilitator network.
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]. » Progressively implement new specialist supports and programmes [subject to funding].	May to Dec 2020 Jul 2020 to Dec2022	●○ ●○	Taonga Takiwātanga Charitable Trust has held two Taonga Takiwātanga wānanga for Iwi led Education, Alternative Education and Attendance Service providers to build iwi capacity to support takiwātanga ākonga and their whānau. Tilting the Seesaw (Autism training) has been provided to LSCs and the evaluation plan has been agreed with Autism NZ.	Taonga Takiwātanga Charitable Trust will continue to deliver Taonga Takiwātanga wānanga for Iwi led Education Service providers to build capacity to support takiwātanga ākonga and their whānau. These are a collaboration between iwi, the trust and the Ministry. Continue to offer Tilting the Seesaw for LSCs with 320 additional places over 2 years. Evaluate over longer timeframe to measure 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. » Implement agreed improvements with the Resource Teacher: Literacy Service [subject to funding].	Jun to Dec 2020 Jul 2021 to Jun 2022	○	No update - this action remains subject to funding.	Note that reviewing and strengthening the role and functions of Resource Teachers of Literacy is included in the Literacy & Communication and Maths Action Plan. Further details have not yet been developed.
» 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. » Implement changes from review [subject to funding].	Jan 2021 to Dec 2022 Jan 2023 to Dec 2025	✓ ○	A progress report was provided to Cabinet in June 2023.	Engagement with Māori, Pacific people, disabled people and their communities and the education sector to develop a partnership approach. Confirmation of the work programme and scope of work to deliver on the building blocks for change and programmes and projects within that work programme.

Proactively Released

Learning Support Action Plan 2019-2025

Reporting Period: to 30 June 2023

Te Mahau

Progress Report

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

2019	2020	2021	2022	2023	2024	2025

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) First round complete (April). Second round opens Aug Nov to Dec 2019	✓ ✓ ○ ✓ ✓	Te Mahau is in the initial stage of procuring a provider to develop webinar resource on gifted ākonga for LSCs and kaiako that will sit on the TKI gifted website. 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 extending the existing MindPlus One Day Schooling contract with New Zealand Centre for Gifted Education (NZCGE) until 31 January 2024. The other initiatives are ongoing, except for Events and Opportunities. Contracts for Events and Opportunities finished in December 2022, and we are redesigning and procuring new contracts to start in 2024. (See further comments below.)	Consult with Gifted Expert group to receive their advice and guidance on the key points to be included in the webinar for LSCs.
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.	Nov 2019 to Dec 2020 From Jul 2019 From Jan 2020 From Jan 2020 Ongoing	✓ ✓ ✓ ✓ ✓	Te Mahau is currently procuring support for three gifted initiatives: Events and Opportunities projects, One Day Schooling, and Gifted Identification. We have consulted with members of the Gifted Expert group to receive their advice and guidance on the future direction of the initiatives. Their input has significantly influenced our approach. The evaluation has focused on Events and Opportunities. The other initiatives, including identification, are ongoing.	The evaluation will now focus on Awards and Early Learning. We aim to release the tender for all three initiatives in Q3 2023.

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	✓ ✓ ✓○	Budget 23 provides a total of $41 million over four years to: • increase the per place funding rate for Alternative Education (AE) by 30% taking effect from 1 Jan 2024. This increase will alleviate immediate cost pressures for providers • continue funding for Te Tupu managed moves in Napier • fund the regional development of localised responses to support primary and intermediate aged learners. An Education Review Office (ERO) review published on 27 June 2023 includes recommendations for the Ministry to improve AE. These recommendations are consistent with the direction of travel agreed to by Cabinet in 2019 and reaffirm the vision for a redesigned system of support. New contracts were signed for 2023, however the implementation of new provision (AE redesign) continues to be subject to funding.	Implementing the recent Budget 23 funding increase for AE providers through contract variations by the end of this year. Providing advice to the Minister on progressing the development and implementation of options for localised responses to support primary and intermediate aged learners. Progressing a review of transitions on from AE and options available. Working towards developing a further budget bid to progress the redesign and respond to the ERO recommendations.
» Review the stand-downs, suspensions, exclusions and expulsions guidelines	Feb to Jul 2020	●	Stand-downs or suspensions, exclusions, and expulsions (SSEE) guidelines have been through a Kaimahi Māori working group who have overlaid the Ka Hikitia – Ka Hāpaitia framework with the practice guidance. This has been reviewed and approved by the Ministry's legal team. The guidance has been through an independent editor and now with the designer for lay out. User testing has been contracted to BERL. The organisation of this user testing has begun including identifying and inviting participants to user testing hui in August 2023. BERL will provide feedback and recommendations to the Ministry following user testing.	Next steps for the Stand-downs or suspensions, exclusions and expulsions guidelines are for the draft guidelines to be tested by a range of sector users including board representatives, principals from a range of different school settings The Ministry will develop learning modules to support the implementation of the guidelines and will work with NZSTA (New Zealand School Trustees Association) and NZPF (New Zealand Principals Federation) to support boards and principals implement these guidelines in their schools We expect the SSEE guidelines to be ready for schools in Term 4 of this school year to give them the opportunity review and plan for implementation. Our plan is to have the SSEE guidelines to be used in schools from Term 1 2024.

Proactively Released