

Specialist Service Standards

CONTENTS

Message from Barbara Disley	2
Acknowledgements	3
Whakatauki	4
Introduction	5
About the Specialist Service Standards	6
The Valued Practices	7
Our Service Pathway: Poutama – The Way Services Work	8
The Specialist Service Standards	9
Monitoring and Review Systems	22
Glossary	23

MESSAGE FROM BARBARA DISLEY

May 2006

Tēnā koutou Katoa

I am very pleased to introduce these Specialist Service Standards. They have been developed to ensure consistent quality specialist provision for all children and young people with special education needs.

The Specialist Service Standards have been developed within the context of the government's policy and to reflect the Ministry of Education's goals:

- ▲ excellence in teaching,
- ▲ community engagement, and
- ▲ quality providers to achieve the best possible outcomes for all children and young people.

Specialists working effectively with teachers, families and communities and providers support children and young people to be:

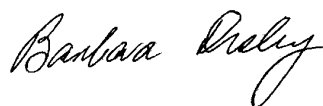
- ▲ present,
- ▲ participating, and
- ▲ engaged in experiences that maximise learning.

This work contributes to the important outcomes we are seeking: achievement, wellbeing, and community and workforce participation.

Representatives from the Specialist Service Providers, education stakeholders, students and parents have been involved in the development of the standards. The collaboration, from the beginning of the development phase, has been a unique feature of the process and has contributed to the success of the project and the quality of the standards.

By working collaboratively and in partnership within special education, together we can offer the best support possible to children and young people, helping them to reach their potential and achieve meaningful learning outcomes.

Naku noa na,



Barbara Disley

Group Manager, Ministry of Education, Special Education

ACKNOWLEDGEMENTS

The Ministry of Education would like to acknowledge the children and young people, parents, specialists and educators who contributed to the development of the Specialist Service Standards at so many different levels. In particular, we would like to acknowledge those people who gave of their time as Project team, Focus group and Advisory group members. These people brought many and varied skills and knowledge to the process, combined with their commitment to working collaboratively to achieve quality outcomes for children and young people.

We wish to particularly acknowledge the contribution Pam Croxford made to the development of the standards. Pam was a strong advocate of using a collaborative process to develop the standards from participants' shared values. Pam died shortly before the standards were completed.

WHAKATAUKI

Ma te tauihu o tou waka

E u te waiora

Kia mahue atu

Nga mea whakahirahira

I roto i te koriporipo

May the prow of your canoe

Cleave the waters of life

And leave in its wake

Mighty deeds

INTRODUCTION

The purpose of service standards is to contribute to the Ministry of Education's mission of 'raising achievement and reducing disparity' by promoting consistent, quality specialist services for children and young people with special education needs.

The Specialist Service Standards apply to the full range of specialist services funded by the Ministry of Education (MoE). Within the full range, there are specific specialist services that may require more comprehensive and intensive standards to guide professional service delivery. One such example is the Behaviour Service Standards developed for GSE staff to provide specialist behaviour interventions to children and young people.

The Specialist Service Standards include a process for ongoing monitoring and review. Monitoring will ensure standards are being met or, if not being met, that processes are put in place to address identified difficulties. The review process aims to ensure that the standards maintain their relevance for specialist service provision. The concept of what constitutes quality is not static. Monitoring and review processes will inform the ongoing development of the Specialist Service Standards.

ABOUT THE SPECIALIST SERVICE STANDARDS

The Specialist Service Standards have been developed by specialist service providers, parents, specialists, young people and educators through a process of collaboration and consultation. This process has taken place at all levels and through all the phases of the project, and has been a unique feature of the development of the standards.

The Specialist Service Standards have been developed through a process that reflects the principles of

Te Tiriti o Waitangi:

- ▲ partnership,
- ▲ protection, and
- ▲ participation.

They also align with the New Zealand Disability Strategy and support the concept of a non-disabling society.

The Specialist Service Standards are:

- ▲ intended to support children and young people to achieve better outcomes,
- ▲ based on valued practices identified during the development process,
- ▲ built around the Ministry of Education, Special Education, Service Pathway: Poutama – The Way Services Work, and
- ▲ practice standards for all specialists working with children and young people with special education needs.

The Specialist Service Standards comprise:

- ▲ Professional Practice Standards – standards that describe quality professional practice, and

- ▲ Management and Organisational Standards – management standards that support professional practice. Policies and procedures form a major component of the Management and Organisational Standards. The development of the policies and procedures may be a function of either governance or management, depending on the Specialist Service Provider.

The Specialist Service Standards apply to all specialist services funded by the Ministry of Education.

The following specialists may provide services:

- ▲ speech-language therapists,
- ▲ early intervention teachers,
- ▲ psychologists,
- ▲ special education advisors,
- ▲ physiotherapists,
- ▲ occupational therapists,
- ▲ advisers on deaf children,
- ▲ conductive education conductors,
- ▲ sign interpreters,
- ▲ orientation and mobility specialists,
- ▲ registered music therapists,
- ▲ Māori advisors, and
- ▲ Pasifika advisors.

Each specialist service provider signs a Memorandum of Agreement with the Ministry of Education which specifies the specialists relevant to their service.

VALUED PRACTICES

children and young people

We value all children and young people as learners and seek to maximise their potential and participation through:

- ▲ valuing their diversity,
- ▲ valuing their contribution,
- ▲ providing opportunities,
- ▲ adapting the curriculum,
- ▲ promoting a joyful quality of life, and
- ▲ recognising their place within the family.

access, participation and learning

We recognise and value all children and young people:

- ▲ participating in our society,
- ▲ accessing a range of environments,
- ▲ being included in an early childhood service or school,
- ▲ learning through engaging with the curriculum,
- ▲ accessing support,
- ▲ having their voices heard, and
- ▲ being who they are.

parents, families and whānau

We value parents, families and whānau through:

- ▲ recognising their expertise and knowledge about their children and young people,
- ▲ recognising and respecting their priorities and choices,
- ▲ engaging them in decision-making,
- ▲ recognising and respecting their differences, and
- ▲ recognising their role in their children and young people's development and learning.

Valued practices identified during the development process

Our way of working reflects the practices valued by parents, educators and specialists, in the development of the Specialist Service Standards Ministry of Education 2006.

specialists

We value specialists who:

- ▲ are open, honest and trustworthy,
- ▲ communicate well, share their knowledge with all participants,
- ▲ are sensitive, empathetic, respectful and responsive,
- ▲ are consistent and reliable, yet also flexible,
- ▲ have integrity and are ethical, and
- ▲ are reflective and accountable.

learning environments

We value learning environments that:

- ▲ are socially, emotionally and intellectually stimulating,
- ▲ have high expectations of children and young people,
- ▲ adjust goals and expectations as children and young people develop and change,
- ▲ provide for choices, and
- ▲ welcome and accept children.

culture

We recognise and value the role of culture in the lives of our children and young people, their families and whānau through:

- ▲ recognition of Māori as tangata whenua,
- ▲ sensitivity and responsiveness to diverse cultures,
- ▲ culturally appropriate, collaborative ways of working,
- ▲ valuing of diverse communicative cultures e.g. Deaf Culture, and
- ▲ interventions that are culturally and contextually evidence-based for the New Zealand context.

services

We value services that are:

- ▲ child and family-centred,
- ▲ inclusive,
- ▲ holistic and wrap-around,
- ▲ collaborative and empowering,
- ▲ strengths-based,
- ▲ evidence-based,
- ▲ ecological, and
- ▲ effective.

insert
“Our Service
Pathway: Poutama
– The Way Services Work”
(A3 landscape folded to A4)

THE SPECIALIST SERVICE STANDARDS

Access

Service Expectation – Access

Families and whānau* and educators make informed choices using relevant up-to-date information about the range of services and service providers in their area.

* Denotes words in the Glossary

Professional Practice Standards

ACCESS STANDARD 1

Specialists:

- ▲ contribute to the development of accurate, appropriate information about the service that is provided by their employing specialist service provider,
- ▲ are familiar with information about the organisation and services for children and young people and their families and whānau,
- ▲ may facilitate access to service where a child or young person is likely to be eligible for such service,
- ▲ present information to the children and young people and their families and whānau, concerning services relevant to their needs, and
- ▲ build strong relationships and networks with Māori, including educational and other social service providers, community organisations, iwi and hapū through “kanohi ki te kanohi” or face-to-face communication.

GOOD PRACTICE WILL ENSURE

THAT PRACTITIONERS:

Have information that:

- ▲ is detailed, comprehensive and current, and
- ▲ outlines clear criteria* for services.

Share that information in a way that:

- ▲ is easily understood by families and whānau and other referral agencies, for example, health practitioners,
- ▲ promotes participation of Māori and Pacific peoples,
- ▲ gives options to assist decision-making, and
- ▲ is culturally appropriate*.

ACCESS STANDARD 2

Specialists will:

- ▲ assist management in the design of the referral process,
- ▲ be knowledgeable about the referral process, and
- ▲ follow the referral process as developed by management.

GOOD PRACTICE WILL ENSURE THAT:

- ▲ specialists work with management to ensure that referral procedures meet professional ethical guidelines, and
- ▲ specialists are familiar with, and follow, the referral process.

Management and Organisational Standards

ACCESS STANDARD 1

Management supports equity of access by ensuring:

- ▲ relevant up-to-date information about the range of local specialist services* for children and young people with special education needs is available:
 - ▲ in a range of settings and media,
 - ▲ in a culturally appropriate format,
 - ▲ to assist parents and caregivers to make informed choices, including choices about culturally relevant service pathways where available,
 - ▲ in a comprehensive and current form with clear criteria for services and the availability of the services,
 - ▲ in a format designed to be easily understood by families and whānau and other referral agencies,
 - ▲ in a format that seeks to promote participation of Māori and Pacific peoples, and
 - ▲ in a person's first or preferred language, wherever possible.
- ▲ strong relationships and networks are built with Māori, including educational and other social service providers, community organisations, iwi and hapū through “kanohi ki te kanohi” or face-to face communication, and
- ▲ specialist input into the development of information about the services available.

ACCESS STANDARD 2

Management has clear referral policies or procedures in place to ensure:

- ▲ specialists contribute to the design of the referral procedure,
- ▲ there are clearly delegated responsibilities within the referral procedure,
- ▲ management and specialists follow the referral procedures,
- ▲ referral processes are easy to action by families and whānau and other referral agencies,
- ▲ referral processes are equitable, time-framed*, straight forward and respectful,
- ▲ informed consent for the referral has been obtained from the parent or legal guardian,
- ▲ referral processes are culturally appropriate*,
- ▲ referrals are acknowledged, and
- ▲ access to service may be facilitated where a child or young person is likely to be eligible for such service.

Engagement

Service Expectation – Engagement

Children and young people, their families and whānau, and educators are welcomed and empowered* as partners in their relationships with specialists and specialist service providers.

* Denotes words in the Glossary

Professional Practice Standards

ENGAGEMENT STANDARD 1

Specialists ensure each child, young person, family and whānau is welcomed, valued and respected, and their needs are acknowledged.

GOOD PRACTICE WILL ENSURE THAT:

- ▲ building positive relationships underpins service provision,
- ▲ initial informed consent* is obtained (informed consent is an ongoing process throughout service provision),
- ▲ engagement is culturally appropriate,
- ▲ where the service provider is unable to provide a service, the reasons are clearly explained and possible options are discussed,
- ▲ collaborative* teams are developed for the child or young person,
- ▲ family and whānau and service provider roles and responsibilities are clarified, agreed and reviewed as necessary,

- ▲ if serious risk to the child, young person, family and whānau or service provider becomes apparent, risk management procedures are followed,
- ▲ all contacts with the child, young person, family or whānau are recorded and retained in the child or young person's file,
- ▲ the procedures for storage and sharing of information are made clear to the child or young person, family and whānau, and
- ▲ ethnicity and iwi data is on file and cultural support is offered.

Management and Organisational Standards

ENGAGEMENT STANDARD 1

Management supports engagement through policies or procedures that ensure:

- ▲ safe, respectful and responsive practice,
- ▲ suitably qualified staff, and
- ▲ regular reviews of policies and procedures.

Where applicable, policies and/or procedures will need to comply with relevant legislation and/or codes of ethics.

Policies or procedures include those related to:

- ▲ initial informed consent,
- ▲ ongoing informed consent,
- ▲ privacy,
- ▲ storage and sharing of information,
- ▲ complaints,
- ▲ employment of qualified staff,

- ▲ provision of culturally respectful and responsive services,
- ▲ collection and recording of ethnicity and iwi affiliation data,
- ▲ case management that enables the building and maintaining of positive relationships with families and whānau,
- ▲ collaborative planning and co-ordination of service,
- ▲ child protection and safety,
- ▲ occupational health and safety,
- ▲ transportation of children or young people and family or whānau members by specialist staff, and
- ▲ provision of appropriate working spaces for specialists, including when working with children and young people and their families and whānau.

NOTE:

- ▲ It is recognised that these policies and/or procedures apply throughout the Service Pathway.
- ▲ It is recommended that management involve specialist staff in the development and review of the above policies and/or procedures.

Assessment and Analysis

Service Expectation – Assessment and Analysis

All children and young people have ongoing, systematic and appropriate assessment* which provides a range of data to inform programme planning and decision-making.

* Denotes words in the Glossary

Professional Practice Standards

ASSESSMENT AND ANALYSIS* STANDARD 1

Assessment provides an accurate and comprehensive picture of the child or young person and their progress in their learning environment.

GOOD PRACTICE WILL ENSURE THAT:

- ▲ an assessment plan is developed in collaboration* with the child or young person's team*,
- ▲ the assessment process can be articulated by the specialist and understood by the family and whānau and by the child or young person (where developmentally appropriate),
- ▲ individual specialist assessments contribute to the ongoing, comprehensive overview of the child or young person,
- ▲ assessment processes are planned, purposeful, systematic, useful, ecological* and collaborative,
- ▲ assessment is underpinned by a strengths-based* perspective,

- ▲ assessment processes are culturally appropriate, and take into account the language background of the child or young person,
- ▲ assessment is undertaken across key settings and ensures a range of sources of information is used. This includes the child or young person's history, observations, and information from the parents and educators, and the child or young person,
- ▲ assessments look at the child or young person's functioning across curriculum areas,
- ▲ assessment processes are as unobtrusive as possible
- ▲ the initial assessment is completed within a timeframe negotiated with the family and whānau and education provider,
- ▲ all assessments are recorded and retained in the child or young person's file,
- ▲ assessment is an ongoing process,
- ▲ assessment documentation is shared with the child or young person's team,
- ▲ assessment reports are clear and concise, and
- ▲ specialists use up-to-date assessment methodology and practice.

ASSESSMENT AND ANALYSIS STANDARD 2

Assessment information is analysed and synthesised and used to inform all aspects of planning and decision-making.

GOOD PRACTICE WILL ENSURE THAT ANALYSIS AND SYNTHESIS*:

- ▲ provides the framework for organising and evaluating the assessment information,
- ▲ takes into account all the data collected from the child or young person and their team,
- ▲ identifies key factors and how they impact on the child or young person,
- ▲ considers the influence of people and settings on the child or young person,
- ▲ highlights both emerging* and independent skills,
- ▲ provides information on key strengths, interests and activities,
- ▲ is solutions-focused,
- ▲ is recorded,
- ▲ leads to shared hypotheses* that inform planning,
- ▲ takes into account cultural factors relevant to the child or young person and their family and whānau.

Management and Organisational Standards

ASSESSMENT AND ANALYSIS STANDARD 1

Management supports accurate and comprehensive assessment and analysis through ensuring:

- ▲ policies or procedures and contractual arrangements are in place that mean:
 - ▲ staff are suitably qualified, registered with current practising certificates, where appropriate

- ▲ staff are skilled in the use of relevant assessment tools and practices
- ▲ staff competence is maintained and enhanced through:
 - ▲ staff induction
 - ▲ professional development*
 - ▲ performance management
 - ▲ professional supervision and support
- ▲ assessment tools are current, evidence-based*, appropriate for the New Zealand context and assessment purpose, and meet current practice standards for the relevant professional body,
- ▲ assessment practice is culturally responsive and competent,
- ▲ file management systems are consistent with the Privacy Act (1993) and Archives Act (1957), and
- ▲ workload management procedures are documented.

Programme Planning

Service Expectation – Programme Planning

All children and young people have current documented individual programme plans that contain meaningful learning outcomes and promote achievement.

* Denotes words in the Glossary

Professional Practice Standards

PROGRAMME PLANNING STANDARD 1

Specialists contribute to and support the planning of a child or young person's individual programme across settings.

GOOD PRACTICE WILL ENSURE THAT THE SPECIALIST'S CONTRIBUTION TO THE PROGRAMME PLAN*:

- ▲ will be through shared planning processes eg IEP, IP,
- ▲ evolves out of the assessment and analysis and is referenced to the *NZ Curriculum** or *Te Whāriki**,
- ▲ values and expresses family and whānau and/or the child or young person's priorities,
- ▲ supports culturally appropriate and affirming practice,
- ▲ is based on a strengths-based framework and is underpinned by evidence-based practice,
- ▲ identifies intended outcomes that are specific, measurable, achievable, relevant and reviewed six monthly (or more frequently if required),
- ▲ identifies realistic resources needed to support the programme,
- ▲ identifies short and long term goals that take into account the child or young person's age, interests, learning dispositions* and the family and whānau's aspirations,
- ▲ assists the child or young person to generalise learning, maintain changes and increase independence,
- ▲ ensures that the programme is planned to be undertaken in the context of the child or young person's daily activities,
- ▲ ensures all team members have the necessary skills and knowledge to understand, articulate and successfully implement the programme,
- ▲ uses non aversive* learning and behaviour management strategies,
- ▲ identifies roles and responsibilities – who is to do what and by when,
- ▲ supports all team members to share responsibility for the outcomes,
- ▲ is responsive to changes in the child or young person and the environment,
- ▲ integrates interventions in the child or young person's daily activities to the maximum extent possible,
- ▲ identifies how progress is to be recorded – what is to be monitored, how, where and how often, and who will record it and how, and
- ▲ is retained in the child or young person's file.

Management and Organisational Standards

PROGRAMME PLANNING STANDARD 1

Management supports programme planning through:

- ▲ ensuring policies and procedures are in place that mean specialists support the development of programme plans for children or young people that are:
 - ▲ current,
 - ▲ based on assessment and analysis information,
 - ▲ individualised,
 - ▲ outcomes-focused,
 - ▲ realistic and achievable,
 - ▲ responsive to the child, young person, family and whānau's aspirations,
 - ▲ developed collaboratively by the child or young person's team,
 - ▲ reviewed six-monthly (or more frequently if required) to identify progress towards, or achievement of identified outcomes,
 - ▲ reviewed to identify barriers, and
 - ▲ clearly and accurately documented and maintained in the child or young person's file.

Implementation

Service Expectation – Implementation

All children and young people have regularly monitored individual programmes* that are implemented in the context of daily activities, are age-appropriate, motivating, and meaningful.

* Denotes words in the Glossary

Professional Practice Standards

IMPLEMENTATION STANDARD

The specialist contributes to, and supports, the implementation of the programme across settings as stated in the agreed plan.

GOOD PRACTICE WILL SUPPORT IMPLEMENTATION THAT:

- ▲ is undertaken in the context of the child or young person's daily activities,
- ▲ uses non-aversive learning and behaviour management strategies,
- ▲ respects the child or young person and maintains their dignity and wellbeing,
- ▲ ensures all team members have the necessary skills and knowledge to successfully implement the programme,
- ▲ ensures programme activities are age-appropriate, motivating and meaningful for the child or young person,

- ▲ includes regular referral to the programme plan
- ▲ monitors, reviews and records progress regularly, and
- ▲ adjusts goals and strategies accordingly, in consultation with relevant team members.

Management and Organisational Standards

IMPLEMENTATION STANDARD

Management supports implementation through:

- ▲ policies or procedures that ensure implementation is:
 - ▲ timely,
 - ▲ evidence-based,
 - ▲ monitored, and
 - ▲ supported by specialists.

Review

Service Expectation – Review

Children and young people have programmes that are current and relevant.

* Denotes words in the Glossary

Professional Practice Standards

REVIEW STANDARD

Specialists contribute to reviews that are planned and recorded, and undertaken at regular and agreed intervals relevant to the child or young person's needs. There may be a return to the assessment and planning phases as new goals are set or the programme is modified.

GOOD PRACTICE WILL ENSURE THAT REVIEWS:

- ▲ link programme goals with the ongoing monitoring information, and identify next learning steps,
- ▲ are a collaborative process involving the child or young person, where appropriate, and their team,
- ▲ identify barriers to achievement and work towards solutions, and
- ▲ provide an opportunity to recognise strengths and celebrate success.

Management and Organisational Standards

REVIEW STANDARD

Management supports review through:

- ▲ policies or procedures that ensure reviews are:
 - ▲ ongoing,
 - ▲ at agreed intervals of no greater than six months,
 - ▲ evidence-based using ongoing assessment information,
 - ▲ documented and placed in the child or young person's file,
 - ▲ collaborative, and
 - ▲ used to inform ongoing programming.

Closure

Service Expectation – Closure

Closure* processes are positive for children and young people their families and whānau. Achievements are noted and celebrated and transitions carefully planned.

* Denotes words in the Glossary

Professional Practice Standards

CLOSURE STANDARD 1

Transitions* should be planned, prepared for and documented.

GOOD PRACTICE WILL ENSURE THAT:

- ▲ planning is sensitive to the stress on the child or young person, their family and whānau, that may be associated with transitions,
- ▲ transitions are agreed to and documented by the team,
- ▲ transition planning will involve members of the team into which the child or young person is transitioning,
- ▲ transitions are a collaborative process that are planned in advance and implemented within an agreed timeframe, and
- ▲ a written summary is shared and discussed at transitions.

CLOSURE STANDARD 2

Closure should be planned, prepared for and documented.

Good practice will ensure that:

- ▲ closure plans are agreed to and documented by the team, of which the family and whānau are a critical part,
- ▲ where appropriate, the child or young person is included in the closure process,
- ▲ closure is a collaborative process that is planned in advance,
- ▲ information is provided regarding the process for seeking future support should it be needed,
- ▲ a written summary of progress made, support provided and strategies found to be effective is completed at closure,
- ▲ the child or young person and family and whānau know where the file is to be stored and the process for accessing copies of the information in the file,
- ▲ where closure results from the death of the child or young person the closure process will be sensitive to the needs of family and whānau, as well as to other members of the team, and
- ▲ files will be managed consistent with the Privacy Act 1993.

Management and Organisational Standards

CLOSURE STANDARD 1

Management supports the closure process, which can be in the form of a transition, through:

- ▲ policies or procedures that ensure transitions and closures:
 - ▲ are timely,
 - ▲ are collaboratively planned and implemented,
 - ▲ record the outcomes of the service provided,
 - ▲ are documented and placed in the child or young person's file,
 - ▲ support file management that is consistent with the Archives Act 1957 and the Privacy Act (1993),
 - ▲ provide information about the process for seeking future support, and
 - ▲ are sensitive to the needs of family and whānau in times of grief.

Follow-up and Reflection

Service Expectation – Follow-up and reflection

Feedback and reflection informs future practice and the ongoing development of specialist services.

* Denotes words in the Glossary

Professional Practice Standards

FOLLOW-UP AND REFLECTION STANDARD

Reflective practice is demonstrated throughout service provision.

GOOD PRACTICE WILL ENSURE THAT:

- ▲ regular review of service provision is occurring,
- ▲ barriers to effective service are taken to systematic review and/or supervision, and
- ▲ family and whānau and educators are invited and encouraged to provide feedback on practice and service provision. This feedback is passed on to management.

Management and Organisational Standards

FOLLOW-UP AND REFLECTION STANDARD

Management supports follow-up and reflection through policies or procedures that ensure:

- ▲ the outcome of the service is evaluated and informs future practice and the ongoing development of the service. This includes undertaking client surveys and the aggregation of review data on outcomes, and
- ▲ there is support for peer and client review processes and supervision (may include cultural supervision).

MONITORING AND REVIEW SYSTEMS

Ensuring the Specialist Service Standards provide nationally consistent quality specialist services requires quality assurance processes. This will be done through monitoring and review. Monitoring will consist of both internal and external processes.

Internal Monitoring

Internal monitoring is an integral part of the quality assurance process. Internal monitoring will enable managers of Specialist Service Providers funded through the Ministry of Education, to assess the quality of the services being delivered and identify areas for further development. This quality assurance cycle is an ongoing process of monitoring, planning, and implementation.

Providers of specialist services will need to ensure they have a documented process of internal systematic review of their services. The self-review process will provide data to:

- ▲ determine the effectiveness of practices, policies and procedures in making a difference for children and young people with special education needs,
- ▲ identify barriers to effective service provision,
- ▲ inform future practices, policies and procedures to achieve ongoing quality improvement, and
- ▲ inform the external monitoring process.

External Monitoring

External monitoring provides assurance for the Ministry of Education, as funder, that there is consistent quality across all specialist education services, and that the services are being provided in line with the Specialist Service Standards.

Recommendations made by specialist service providers are being used to develop a national monitoring process. National monitoring will be undertaken by a core, suitably qualified, skilled and trained team. The national monitoring will take a formative approach whereby specialist service providers who are experiencing difficulties meeting the standards are supported to improve their services. There will also be a focus on the sharing of good practice.

Specialist Service Providers will be informed of the details of the external monitoring process when they are finalised.

Review of the Specialist Service Standards

The review process aims to ensure that the standards maintain their relevance for specialist service provision.

Recommendations made by specialist service providers will be used to develop a Standing Committee that will review both the Specialist Service Standards and the external monitoring process. The Standing Committee will represent providers and the review process will begin after the first round of external monitoring has been completed.

GLOSSARY

- ▲ **Analysis** involves the critical examination of information to lead to understanding and insight. (See synthesis.)
- ▲ **Assessment** is the process of obtaining and interpreting information on children’s learning and development by probing, observing, recording, and documenting what children do and how they do it. It includes evaluation of the cultural, social and physical contexts within which learning and development occur. Assessment is cumulative and involves multiple sources of information. Assessment methods should have ecological validity.
- ▲ **Closure** occurs for the specialist service provider when the key outcomes of the intervention for the child or young person have been achieved or when there is a transition from one learning environment or team to another. This step of the service pathway involves discussion with the team that supports the child or young person, and for any significant transitions, the new team that will be involved. For transitions, such as from an early childhood education service to school, a plan is developed, written and implemented prior to service closure.
- ▲ **Collaboration** involves working with another or others on a joint activity or project, sharing information and expertise to create new ways of problem-solving, planning and decision-making. Collaboration involves the development of positive, respectful, egalitarian relationships.
- ▲ **Criteria** are documented sets of requirements for accessing a service, for example, the Ongoing and Reviewable Resourcing Schemes (ORRS) have a published set of criteria.
- ▲ **Culture** is a shared system of relationships among people from which they assign meaning to their actions. Metge (1990) describes culture as a system of symbols and meanings, in terms of which a particular group of people make sense of their worlds, communicate with each other, and plan and live their lives. Different cultures have different child-rearing patterns, beliefs, and traditions, and may place value on different knowledge, skills and attitudes.
- ▲ **Culturally appropriate** practices are ways of relating to people that promote respect for cultural diversity. Culturally appropriate practice supports a child or young person and their family and whānau’s place and potential within their cultural context. Cultural diversity is not limited to people from other ethnic backgrounds and includes, for example, the Deaf Culture.

- ▲ **Disability** is a concept that may be socially constructed in language, attitudes and ideas, and socially created in policy and practice, in ways that either oppress and segregate, or support and include individuals for whom there are barriers to participation.
 - ▲ **Early Intervention** refers in this document to specialist education services in the early years from birth until a child starts school. It is based on the premise that interventions that begin as early as possible after a need has been identified have the greatest benefits for the child or young person.
 - ▲ An **ecological approach** to assessment recognises that context, which includes complex social systems and surroundings, impacts on abilities and needs. Ecological assessment includes the study of a child or young person's physical environment and their interactions with the people in close contact with them, and recognises that interventions involve changes in the entire social system. Ecological approaches emphasise relationships between family, educational and specialist settings. Assessing children in naturally occurring environments, rather than clinical settings, reflects ecological principles.
 - ▲ **Emerging skills** are those skills that a child or young person is able to complete partially when they have not yet mastered the whole of the skill.
- Recognition of emerging skills, during assessment of a child or young person, is useful when planning the next steps to be learned.
- ▲ **Empowerment/Whakamana** is one of the four broad principles around which *Te Whāriki* aims and goals are woven. Empowerment/*whakamana* contributes towards children and young people, families and whānau becoming independent and able to direct their own lives.
 - ▲ **Evaluation** is the process of using assessment information and other data to form a judgement about the quality and effectiveness of an individual programme to make decisions about change. It focuses on a child or young person's progress rather than comparisons with other children or the use of checklists or inventories.
 - ▲ **Evidence-based** approach incorporates professional knowledge and judgement, children and young people and their families and whānau's participation and relevant and current research.
 - ▲ The term **families and whānau** includes the concept of *aiga* (the Samoan extended family and its support network) as well as similar concepts used by other cultures. In the case of Māori and Pasifika families, specialists may work with grandparents, aunts, uncles, caregivers or brothers and sisters as well as with the child's parents.

- ▲ **Family-focused services** see the child or young person as inseparable from their family. They emphasise empowerment, focusing on family members and the strength of their experiences, to encourage and support the progress of the child or young person.
- ▲ **Holistic:** the concept of a child as an integrated being, with all dimensions of their learning and development interconnected and interrelated.
- ▲ A **hypothesis** is a set of assumptions regarding the nature of a problem which serves as a tentative explanation.
- ▲ **Inclusion** in education is about valuing all students and staff. It involves supporting all children and young people to participate in the cultures, curricula and communities of their local school. Barriers to learning and participation for all children, irrespective of their ethnicity, culture, disability or any other factor, are actively reduced, so that children feel a sense of belonging and community in their educational context.
- ▲ An **individualised plan** is developed and written by a team which will include the child or young person wherever appropriate, their family and whānau, teachers, and relevant specialists. It includes short- and long-term goals that reflect and accommodate the assessed needs and abilities of the child or young person, and expected learning outcomes.
- ▲ An **individualised programme** includes strategies for fully including the child or young person in their regular programme, and the specialist services, adapted materials and instructional or assessment methods, required to meet the learning outcomes established in the individualised plan.
- ▲ **Informed consent** is an ongoing process in which a person is able to provide consent for specialist activities. Informed consent implies: having enough information to make a decision, the information is understood, the person is able to make a choice and is competent to decide, and is not forced or pushed into deciding (coercion or pressure). A person needs to know what the choices are, when/how the action is going to happen and what the anticipated outcomes are.
- ▲ **Learning Dispositions** are behaviours that are identified by researchers as central to children becoming competent and confident learners and communicators. Learning dispositions acknowledge the significance of children's beliefs about themselves and their disposition to learn, and the skills and knowledge associated with that. Dispositions associated with *Te Whāriki*, and used in assessment, include curiosity, trust, perseverance, confidence, and responsibility for fairness. Dispositions integrate and reflect the whole child.

- ▲ A **Legal guardian** is the person with the legal right and responsibility to provide for and make decisions about the care (including education and health) of a child or young person. This definition includes the child or young person’s biological or adoptive parents, testamentary guardian, or court-appointed guardian.
- ▲ The **New Zealand Curriculum** sets out the Essential Learning Areas and Essential Skills that underpin the curriculum for children and young people in the school sector. It is the official policy for teaching, learning and assessment in New Zealand schools. *Te Aho Matua* is a Memorandum of Understanding signed between *Te Runanganui o ngā Kura Kaupapa Māori* (TRN) and the Ministry of Education (Ministry) (1997). It gave *kaitiakitanga* of this document to TRN with an agreement that the Ministry would support initiatives incorporated in TRN to support *Kura Kaupapa Māori*.
- ▲ **Non-aversive** interventions usually positively reinforce desired behaviours. Non-aversive interventions do not use real or imagined painful or aversive consequences following a behaviour, to reduce the frequency or probability of it recurring.
- ▲ **Professional development** describes training courses, readings, and other sources of information that specialists, managers and teachers access to improve their performance or the operation of their service.
- ▲ The **Service Pathway** describes the steps or stages of specialist service provision. Progress through the Service Pathway is not necessarily a linear, sequential, or cumulative process. A child or young person, and their family and whānau, may be involved at different times and in different ways with specialist teams.
- ▲ **Specialist Services** are those specialist services funded by the Ministry of Education.
- ▲ **Strengths-based** assessment and programme planning focuses on the strengths of the individual, the team for the individual and the environment – the positive foundations which can be built upon to support and maintain change.
- ▲ **Synthesis** follows analysis. Synthesis is the process of drawing together the discrete threads of assessment to form a coherent whole. Analysing and synthesising assessment information identifies current skills, key strengths and leads to a shared working hypothesis and identifiable and achievable goals for a child or young person’s learning.
- ▲ **Te Whāriki** is the national curriculum for early childhood education. In *Te Whāriki* learning is an integrated experience. Skills are interactively synthesised, and dispositions to learn are developed and woven together. The principles, strands, goals and learning outcomes set *Te Whāriki* curriculum framework. *Te Korowai* is the guiding principles document for *Ngā Kohanga Reo*.

- ▲ **Tangata whenua** means ‘people of the land’. Tangata whenua are the indigenous people of New Zealand.
- ▲ **Teams** are made up of parents (or caregivers in the parental role), families and whānau, educators and others whose knowledge, expertise, experience and training are required to effectively plan for and support a particular child or young person. Teams may include professionals from other sectors, such as health.
- ▲ **Timely/timeframes** Different services may have different timeframes. However, there are good practices that determine when things should happen, e.g. referrals should be acknowledged promptly, an initial assessment timeframe should be negotiated, monitoring and reviewing of progress should happen regularly.
- ▲ **Transitions** occur when the child or young person changes setting or experiences a change in circumstances. Transitions may be major ones for the child or young person, such as the change from home to an early childhood education service, or from school to vocational and support services. For many children changes of teacher or classroom may also require careful planning and support.

