

## TREATY OF WAITANGI 1840

The National Education Guidelines require schools to operate consistently with the principles of the Treaty of Waitangi. The Treaty of Waitangi defines the relationship between Māori and non-Māori in New Zealand and is a founding document.

## LEGISLATION

Schools' responsibilities towards students with special education needs are set out in legislation and in various guidelines made under legislation. The following all contain material that is of direct relevance to the education of students with special education needs:

### Education Act 1989

Under this Act all children from 5 years old are able to attend their local school full-time (when the school is open) until the end of the school year in which they turn 19. Students with a Section 9 Agreement or who are in the Ongoing and Reviewable Resourcing Schemes (ORRS) can stay in school until the end of the year in which they turn 21.

### New Zealand Bill of Rights Act 1990

This Act provides the right to freedom from discrimination and the right to the observance of the principles of natural justice for everyone, including people with disabilities.

### Human Rights Act 1993

This Act provides protection of human rights in New Zealand in general accordance with the United Nation's Covenants and Conventions on Human Rights.

The Act prohibits discrimination on grounds which include disability.

### Health and Disability Commissioner Act 1994

This Act promotes and protects the rights of all people using health and disability services. It facilitates the fair, simple, speedy and efficient resolution of complaints relating to the infringement of those rights. The Act applies to the quality of services provided, not the quantity. Under this Act the Ministry of Education is registered as a disability service provider.

### The Privacy Act 1993

This Act promotes and protects individual privacy. It establishes a set of principles regarding the collection, use and disclosure of information relating to information and access to such information.

### The Official Information Act 1982

This Act makes more freely available official information held by official organisations, including boards of trustees and schools.

## SCHOOL CHARTERS

School boards are required to take all reasonable steps to ensure that their schools are managed in accordance with their charters\*. Under section 61(2) of the Education Act, school charters contain the National Education Guidelines. These guidelines include the following:

### The New Zealand Curriculum Framework

Foundation curriculum policy statements covering teaching, learning and assessment for all students in New Zealand schools including Kura Kaupapa Māori and special schools. This framework requires schools to be inclusive in their approach to education as illustrated in the following excerpts:

The New Zealand curriculum fosters achievement and success for all students. The school curriculum will recognise, respect and respond to the education needs, experiences, interests and values of all students: both male and female students; students of all ethnic groups; students of different abilities and disabilities; and students of different social and religious backgrounds.

*(Ministry of Education, 1993)*

### Te Aho Matua Statement

This is a statement that sets out an approach to teaching and learning that applies to Kura Kaupapa Māori schools.

### National Education Goals

While all the goals are relevant for students with special education needs, those with specific application include:

- NEG 1.** Advocates programmes that help students to realise their full potential
- NEG 2.** Endorses equality of education opportunity
- NEG 3.** Supports proper identification of and support for students with special education needs.

### National Administration Guidelines

While the guidelines are applicable to all students the following are of particular relevance for students with special education needs. Relevant administrative guidelines for the education of students with special education needs include:

- NAG 1.(i)** Develop and implement teaching and learning programmes (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum.
- NAG 1.(iii)** On the basis of good quality assessment information identify students and groups of students; (a) who are not achieving; (b) who are at risk of not achieving; and (c) who have special needs and (d) aspects of the curriculum which require particular attention.
- NAG 1.(iv)** Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii).
- NAG 5.(i)** Provide a safe physical and emotional environment for students.

\* *The Education Standards Act 2001 introduced a change to school charter requirements. From 2003, school charters are required to have a section that sets out the school's strategic plan and an annually updated part that sets out the school's targets and activities for the current year, in addition to the current statements of mission and school values. Each year schools will prepare annual reports that will report on how they have exceeded, met or fallen short of meeting their annual targets. Schools will be required to lodge their annual plans and reports (along with their financial accounts) with the Ministry.*

## SPECIAL EDUCATION POLICY GUIDELINES 1999

These guidelines are built around seven main principles, each of which has implications for practice in schools and early childhood centres. The principles are as follows:

1. Young children and students with special education needs have the same rights to a high quality education as people of the same age who do not have special education needs.
2. The primary focus of special education is to meet the individual learning and developmental needs of the young child and student.
3. All young children and students with identified special education needs have access to a fair share of the available special education resources.
4. Partnerships between students, families/whānau and education providers are essential in overcoming barriers to learning.
5. All special education resources are to be used in the most effective and efficient way possible, taking into account parent choice and the needs of the young child or student.
6. A young child or student's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.
7. Young children and students with special education needs will have access to a seamless education from the time that their needs are identified through to post-school options.

*(Ministry of Education, 1999)*

## SPECIAL EDUCATION POLICY

The aim of the Government's special education policy is to improve learning outcomes for all students with special education needs - at their local school or wherever they attend school. Students with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, sensory or physical impairments. Special education is about providing these students with the support they need to access learning - whether it is therapy, transport, changes to the learning programme or environment, specific teaching strategies, and/or specialised equipment or materials.

The policy affirms the right of every student to learn in accordance with the principles and values of the National Education Guidelines, which include the National Education Goals, the Foundation Curriculum Policy Statements, the National Curriculum Statements and the National Administration Guidelines, as well as the Special Education Policy Guidelines.

Affirming the right of every student to learn requires organisational structures to meet the needs of diverse groups of learners. This concept embraces values, beliefs and attitudes about justice, equality, freedom and human dignity.

## SPECIAL EDUCATION INITIATIVES

### Support for Young Children with Moderate, High or Very High Needs:

**Early Intervention** - support for young children from birth, or the time that they are identified as having special education needs, until transition to school.

### Support for Students with Moderate Special Education Needs:

**Special Education Grant (SEG)** - funding for all schools as part of their operational funding to be used for special education programmes. The SEG is provided to all state schools to assist them in supporting students with moderate to high levels of learning and/or behaviour difficulties. The SEG is allocated on the basis of a school's roll number and decile rating and may be spent on additional staffing (teachers, teacher aides/kaiāwhina), professional development, and the purchase of resources and materials to support students with special education needs who do not receive assistance through any other special education policy component.

**Resource Teachers: Learning and Behaviour (RTL B)** - specially trained teachers who provide support and guidance for classroom teachers in designing and implementing programmes for students with moderate to high levels of learning and behaviour difficulties. The positions are managed by a cluster of schools.

**Specialised Services** - occupational therapy and/or physiotherapy. Advisors on Deaf Children/Itinerant Teachers of the Deaf (AODC/ITOD) and Itinerant Resource Teachers of the Visually Impaired (RVI) provide an itinerant service to students with moderate vision and hearing impairments.

The Ministry of Education contracts a range of service providers throughout New Zealand to provide physiotherapy and occupational therapy for students with moderate physical disabilities who do not meet the Ongoing and Reviewable Resourcing Schemes (ORRS) criteria.

**Learning Support Funding** - funding for clusters of schools, used in conjunction with the Resource Teachers: Learning and Behaviour (RTL B), Advisors on Deaf Children/Itinerant Resource Teachers of the Deaf (AODC/ITOD) and Itinerant Teachers of the Visually Impaired (RVI).

### Support for Students with High and Very High Special Education Needs:

**Ongoing and Reviewable Resourcing Schemes (ORRS)** - funding for extra teaching, specialist programmes, therapy, consumables and education support. In the ORRS, students are verified by a Ministry-appointed panel as having very high, high or combined moderate needs which are likely to be ongoing throughout their schooling years. When it is not clear if a student's needs will be ongoing at the same level throughout their schooling, that student is placed in the reviewable part of the schemes.

Students verified under ORRS generate funding at two levels (for high and very high needs). This funding is pooled to support students according to their specific needs. It is used for teacher aide/kaiāwhina support, any therapies required and specialist support such as a psychologist. Schools receive 0.2 (very high needs) or 0.1 (high needs and combined moderate needs) of full-time equivalent teacher time for each student who is ORRS-verified on the school roll.

**Speech-Language Initiative** - therapy usually provided at school for students with high communication needs. This initiative is for students with communication difficulties who are not funded under ORRS. Support is provided to students with the most severe needs in motor speech difficulties, voice/resonance disorders, language difficulties or significant language delay, or fluency disorders. The speech-language initiative is targeted at, but not exclusive to, students in years one to three at school.

Training courses are also run for teachers so they can identify communication difficulties and arrange programmes to meet students' needs.

**Severe Behaviour Initiative** - advice and specialist support for students with severe behaviour difficulties, their schools, families and whānau.

The severe behaviour initiative is directed at students with the most severe and challenging behaviours. Support for these students and their teachers and families are provided by Behaviour Support Teams. There are a number of these teams around the country and team members include education psychologists, special education advisors, and teachers with significant experience in working with students with behaviour difficulties.

A second component of the severe behaviour initiative is the Centres for Extra Support. These operate differently from region to region, however, all the facilities offer short-term support (up to 40 weeks) for the small number of students with behaviour difficulties who cannot be managed within their local schools.

**High Health Needs Initiative** - special education support provided in two parts:

1. Regional Health Schools - these schools have been established in Auckland, Wellington and Christchurch and have responsibility for managing a teaching service for students with high health needs in their respective regions. The criteria to access the health schools are ten or more consecutive days absence from school because of high health needs and/or six or more admissions to hospital in one year and/or a total of 40 school days absence because of high health needs.
2. School High Health Needs Fund (SHHNF) - this fund provides resourcing for teacher aide/kaiāwhina care and supervision for students with high health needs so they can attend school safely.

**Other Support Available may Include:**

- **Transport assistance** - a subsidy or allowance for taxi or bus for travel between home and school
- **Property modifications** - capital works such as alterations or additions to school property to enable children and young people with special education needs to enter and carry out regular activities within state schools
- **Assistive equipment** - a wide range of tools for students to help them access the learning curriculum.

These components have been supported by two overall initiatives: (a) research, monitoring, and evaluation; and (b) professional development for boards of trustees, principals and teachers, and teacher aides/kaiāwhina. The components of the policy are outlined in the following diagram.

**SPECIAL EDUCATION POLICY FRAMEWORK FOR SCHOOLS**



## FURTHER OPTIONS FOR PROFESSIONAL DEVELOPMENT

**VARIETY OF  
PROFESSIONAL  
DEVELOPMENT  
OPTIONS**

To access further professional development opportunities:

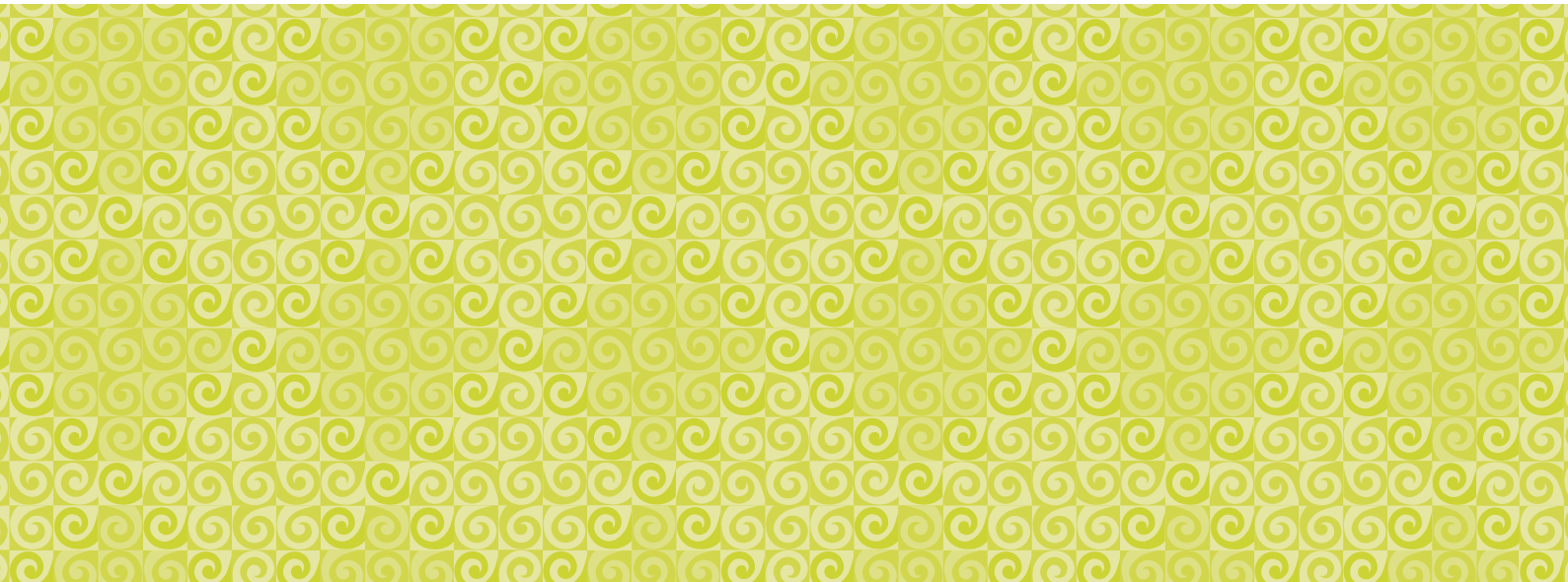
- seek advice from teachers, the principal, special needs co-ordinator or other teacher aides/ kaiāwhina regarding possible opportunities, courses and funding
- connect with the local Ministry of Education to ascertain the range of short courses and qualifications available
- contact your local College of Education, Institute of Technology, Polytechnic, University or private provider regarding courses and qualifications
- contact your local NZEI Te Riu Roa. The New Zealand Educational Institute - NZEI Te Riu Roa is the union for teacher aides/kaiāwhina and other support staff in primary, secondary and special schools.

**VALUED STAFF  
MEMBER**

Ongoing professional development is an important component of the provision of quality support services within schools. Discuss with your principal or head of special needs how this will apply to you.



▶ SECTION FOUR: | Reference Materials



## REFERENCE MATERIALS

### COMMONLY USED ABBREVIATIONS

<b>AODC</b>	Advisor on Deaf Children
<b>BOT</b>	Board of Trustees
<b>BST</b>	Behaviour Support Team
<b>BSW</b>	Behaviour Support Worker
<b>CMN</b>	Combined Moderate Needs
<b>CSW</b>	Communication Support Worker
<b>EIT</b>	Early Intervention Teacher
<b>ESW</b>	Education Support Worker
<b>IBSP</b>	Individual Behaviour Support Plan
<b>ICP</b>	Individual Care Plan
<b>IEP</b>	Individual Education Programme/Plan
<b>ITP</b>	Individual Transition Plan
<b>MOE</b>	Ministry of Education
<b>NAGs</b>	National Administration Guidelines
<b>NEGs</b>	National Education Goals
<b>NZEI</b>	New Zealand Educational Institute
<b>NZSTA</b>	New Zealand School Trustees' Association
<b>ORRS</b>	Ongoing and Reviewable Resourcing Schemes
<b>OT</b>	Occupational Therapist
<b>PT</b>	Physiotherapist
<b>PPTA</b>	Post-Primary Teachers' Association
<b>RTLb</b>	Resource Teacher: Learning and Behaviour
<b>SEA</b>	Special Education Advisor
<b>SE2000</b>	Special Education 2000 - Special Education Policy
<b>SEG</b>	Special Education Grant
<b>SENCO</b>	Special Education Needs Co-ordinator/Committee
<b>SHHNF</b>	Schools High Health Needs Fund
<b>SLT</b>	Speech-Language Therapist
<b>TA</b>	Teacher Aide/Kaiāwhina
<b>TKR</b>	Te Kohanga Reo
<b>TKKM</b>	Te Kura Kaupapa Māori

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The Ministry of Education has published a number of relevant resources. Schools have copies or contact your Local Ministry of Education office and/or refer to the websites:

**[www.minedu.govt.nz](http://www.minedu.govt.nz) and [www.tki.org.nz](http://www.tki.org.nz)**

## MEETING OUTLINE

### Topic

Teacher aides/kaiāwhina as a resource to assist teachers to support students with special education needs.

### Themes

Clarifying the roles of the teacher aide/kaiāwhina;

Systems that build teamwork; and

Identifying and problem-solving any issues.

### Rationale

Schools need to be clear about what they are trying to achieve and develop systems that support effective practice.

### Main ideas

Teachers have overall responsibility for the learning programmes of all the students in their class;

Teacher aides/kaiāwhina and teachers need regular opportunities for clarifying expectations;

The goal of working towards student independence should be an overriding consideration in all teaching programmes;

Effective teamwork involves teachers, parents, whānau, teacher aides/kaiāwhina, and where possible, students regularly sharing information, establishing mutual goals and reviewing progress to guide teaching programmes;

Systems need to be in place that include teacher aides/kaiāwhina in the professional and social network of the school;

Concerns and issues, which arise from time to time, are best solved through a whole school problem-solving approach.

### Organisation

A short (approx. 11 minutes) video with three breaks to relate the themes to this school/kura. Small group activities are included at each break.

### Vocabulary

Teacher aide, kaiāwhina, paraeducator, paraprofessional, teacher assistant, special education assistant.

### Outcomes

By the end of this session we will be able to:

- describe how this school is using teacher aides/kaiāwhina as a resource to assist teachers to support the learning of students with special education needs
- identify questions or issues for this school to continue to research or review or develop further.

## THEME 1: ROLES AND RESPONSIBILITIES

<< Play the Video to the End of “Theme 1” >>

Participants are to complete Activity 1. Participants could begin by discussing the first question with a partner and then join with another pair to share ideas and complete further questions.

Collect papers for further consideration and problem-solving. This is the first set of data for ongoing review.

### VIDEO ACTIVITY 1: Supporting Learning - Teacher Aides/Kaiāwhina

#### Roles and Responsibilities

#### *Nga Mahi me te Mana Whakahaere*

Consider the following questions:

*Whakaarohia ēnei pātai*

- a) What are the different roles of teacher aides/kaiāwhina in this school?  
*He aha ngā tūmomo mahi o te kaiāwhina i tēnei kura?*
- b) What are the strengths and weaknesses of this support?  
*He aha ngā hua me ngā painga kua kitea? Otirā, he aha ngā rerekētanga, ā, me pēhea te whakatika?*

Complete the following statements:

*Whakaarohia ēnei pātai*

- c) A teacher aide/kaiāwhina can best support a teacher by...  
*Ka taea e te kaiāwhina te pouako te tautoko ma te...*
- d) A teacher can best support a teacher aide/kaiāwhina by...  
*Ka taea e te pouako te kaiāwhina te tautoko ma te...*
- e) Teachers and teacher aides/kaiāwhina best support students by...  
*Ka taea e ngā pouako me ngā kaiāwhina ngā tauira te tautoko ma te...*
- f) We know we are helping students to develop independence when...  
*Me pēhea tātōu e ārai atu i te maurutanga...*

**THEME 2:  
TEAM WORK**

<< Play the Video to the End of “Theme 2” >>

Participants are to complete Activity 2 individually, then share their responses with the group.

Collect in papers for further consideration and problem-solving.

This is the second set of data for ongoing review.

**VIDEO ACTIVITY 2:**

**Supporting Learning - Teacher Aides/Kaiāwhina**

**Team Work**

**Roopu Mahi**

Complete the following statements:

*Whakaarohia ēnei pātai*

- a) The teacher aide/kaiāwhina is actively involved in IEP meetings and other meetings between team members (ie, parents, whānau, teacher, teacher aide/kaiāwhina, student).

*Ka uru atu te kaiāwhina ki ngā hui IEP me ngā tūmomo hui e tika ana māna, (mātua, whānau, pouako, akonga).*

- |                              |  |   |                              |
|------------------------------|--|---|------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Planned For   | <input type="checkbox"/> Developing     | <input type="checkbox"/> No  |
| <input type="checkbox"/> Ae  | <input type="checkbox"/> Ku whakaritea | <input type="checkbox"/> Kei te whanake | <input type="checkbox"/> Kao |

Comment:

*Kōrero*

- b) There is a written plan for teachers and teacher aides/kaiāwhina to use for supporting learning and to provide feedback.

*Kua whakaritea ā tuhi nei te huarahi mo ngā pouako me ngā kaiāwhina hei tautoko i te akoranga, ā, hei whaka-mārama atu hoki.*

- |                              |  |   |                              |
|------------------------------|--|---|------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Planned For   | <input type="checkbox"/> Developing     | <input type="checkbox"/> No  |
| <input type="checkbox"/> Ae  | <input type="checkbox"/> Ku whakaritea | <input type="checkbox"/> Kei te whanake | <input type="checkbox"/> Kao |

Comment

*Kōrero*

- c) Opportunities are provided for teacher or teacher aide/kaiāwhina to plan and evaluate together.

*Kei te wātaka ngā wā e wātea ana te pouako, te kaiāwhina rānei.*

- Yes       Planned For       Developing       No  
 Ae       Ku whakaritea       Kei te whanake       Kao

Comment  
*Kōrero*

- d) The teacher aide/kaiāwhina is invited to attend staff meetings.

*Ka tae atu te kaiāwhina ki ngā hui kura, whānau ohu hoki mehemea e tika ana māna.*

- Yes       Planned For       Developing       No  
 Ae       Ku whakaritea       Kei te whanake       Kao

Comment  
*Kōrero*

- e) The teacher aide/kaiāwhina is included in systems which provide information about students and school/kura activities.

*He mema te kaiāwhina o te pūnaha whakamōhio o te kura, (arā ka whiwhi pānui ia).*

- Yes       Planned For       Developing       No  
 Ae       Ku whakaritea       Kei te whanake       Kao

Comment  
*Kōrero*

- f) There is an integrated system in place comprising job descriptions, appraisal and professional development for the teacher aide/kaiāwhina.

*He mema te kaiāwhina o te pūnaha kaimahi o te kura, arā kei a ia tōna ake whaka-māramatanga mahi, ka uru ia ki ngā mahi whaka-whanake ngāiotanga, ā, ka arotakengia āna mahi.*

- Yes       Planned For       Developing       No  
 Ae       Ku whakaritea       Kei te whanake       Kao

Comment  
*Kōrero*

### THEME 3: PROBLEM-SOLVING

<< Play Video to End >>

Participants are to:

- brainstorm the issues brought up in the video recording on whiteboard or chart
- add other concerns and issues relevant to this school
- select one issue of common interest and complete Activity 3.

Collect in papers for further consideration and problem-solving. This is the third set of data for ongoing review.

#### VIDEO ACTIVITY 3: Supporting Learning - Teacher Aides/Kaiāwhina

##### Identification and problem-solving issues

##### *Tāutungā me ngā raruraru whakatika*

- a) Write one sentence describing the issue:  
*Tuhia tētahi rerenga hei whakamārama i te kaupapa.*
- b) Write one sentence describing what you would like to happen to resolve the issue.  
*Tuhia tētahi rerenga hei whakamārama i ōu hiahia.*