

Title	Plan for and carry out an observation of a young person with learning support needs in an education context		
Level	3	Credits	5

Purpose	<p>This unit standard is for those who intend to work, or are working, in education settings or organisations with young people.</p> <p>People credited with this unit standard are able to: demonstrate knowledge of the purpose of observation and techniques for gathering data; plan, under supervision, an observation of a young person with learning support needs in an education setting or organisation; and conduct and analyse an observation of a young person with learning support needs in an education setting or organisation.</p>
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Classification	Inclusive Education > Inclusive Education Intervention and Support
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Available grade	Achieved
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Guidance Information

- This unit standard may contribute to the New Zealand Certificate in Education Support and Care (Level 3) [Ref: 2962].
- This unit standard should be interpreted in accordance with any relevant Ministry of Education inclusive education guidance, which can be accessed via the Ministry of Education's Learning Support webpage – <http://www.education.govt.nz/quick-links/special-education>.
- References
Guidance on supporting teacher aides to gather useful data is available at: <https://www.inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/support-ta-to-gather-useful-data>.
Ministry of Social Development. *New Zealand Disability Strategy*. The latest version of this publication can be accessed via the Office for Disability Issues' website <http://www.odi.govt.nz>.
Resources for teachers and teacher aides working together are available at <http://teachersandteachersaides.tki.org.nz>.
- Legislation and conventions relevant to this standard include:
 - Children's Act 2014
 - Education Act 1989
 - Health and Safety at Work Act 2015

- Health and Disability Commissioner Act 1994
 - Human Rights Act 1993
 - Oranga Tamariki Act 1989
 - Privacy Act 1993
 - United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) 2006
 - United Nations Convention on the Rights of the Child (UNCRC) 1989
 - Treaty of Waitangi Act 1975.
- 5 Candidates for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the learning support sector.
- 6 Showing evidence of practical experience or suitability for employment requires the candidate to meet the requirements of a safety check consistent with the requirements of the Children's Act 2014. For more information on the Children's Act 2014 safety checking see <https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/safety-checking>.
- 7 Evidence of work practice or practical experience must be demonstrated in accordance with organisational requirements. This includes working in a manner appropriate to different cultural groups, including Māori as tangata whenua.
- 8 Definitions
Education support worker may refer to teacher aides or other types of support workers found in education settings or organisations.
Ethical requirements include confidentiality, consideration of cultural implications, and may include signed consent by the parent/legal guardian.
Organisational requirements refer to an education setting or organisation's policies, practices, and procedures.
Specialist may include but is not limited to Special Education Needs Coordinator (SENCO), physiotherapist, occupational therapist, speech language therapist, Resource Teacher: Learning and Behaviour (RTL), psychologist, interpreter.
Whānau/family may be parents, guardians, or members of the extended family who have an interest in the young person.
Young people or person refers to children and adolescents with learning support needs.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of the purpose of observations of young people with learning support needs in an educational setting or organisation, and of techniques for gathering data.

Performance criteria

- 1.1 Purpose of observation is described in terms of informing planning for learning.

- 1.2 The roles, rights and responsibilities of those involved in an observation are described.
- Range must include – education support worker, the young person, their whānau/family;
and any two of – teacher, early intervention teacher, specialist.
- 1.3 Types of observation techniques are described in terms of their application to gathering data in an education setting or organisation.
- Range observation techniques may include but are not limited to – diary records, anecdotal records, time sampling, incident sampling, learning stories, digital recording, event recording, duration recording, photographs;
evidence of three observation techniques is required.

Outcome 2

Plan, under supervision, an observation of a young person with learning support needs in an education setting or organisation.

Performance criteria

- 2.1 An observation of a young person is planned under the guidance of a supervising teacher or specialist, and in accordance with organisational requirements.
- Range planning must include – communication with whānau/family, strengths and interests of young person, method of observation, tools required for observation, time of day, consideration of ethical requirements;
planning may also include – obtaining permission if required, any supervision requirements.

Outcome 3

Conduct and analyse an observation of a young person with learning support needs in an education setting or organisation.

Range evidence of at least three observations.

Performance criteria

- 3.1 The observation is conducted in accordance with previous planning.
- 3.2 The behaviour observed during the observation is recorded in accordance with organisational requirements.
- 3.3 Observation data is analysed and recommendations for future learning of the young person are made in accordance with organisational requirements.

Planned review date	31 December 2023
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	24 October 2019	N/A

Consent and Moderation Requirements (CMR) reference	0100
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.