

<b>Title</b>	<b>Demonstrate knowledge of individual education plans for young people with learning support needs</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>2</b>

<b>Purpose</b>	<p>This unit standard is for those who are working, or intend to work, in education settings or organisations in a supporting role with young people.</p> <p>People credited with this unit standard are able to demonstrate knowledge of individual education plans for young people with learning support needs.</p>
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<b>Classification</b>	Inclusive Education > Inclusive Education Practice
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in Education Support and Care (Level 3) [Ref: 2962].
- 2 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>.
- 3 References
 

Macfarlane S. 2009. *Te Pikinga ki Runga: Raising Possibilities*. Set: Research Information for Teachers (2): 42-50, available from [https://www.nzcer.org.nz/system/files/journals/set/downloads/set2009\\_2\\_042\\_0.pdf](https://www.nzcer.org.nz/system/files/journals/set/downloads/set2009_2_042_0.pdf).

Ministry of Education. 2011. *Collaboration for Success: Individual Education Plans*, available from <http://seonline.tki.org.nz/Media/Files/A-K/IEP-Online/Collaboration-for-Success-Individual-Education-Plans>.

Ministry of Education. 2008. *Te Marautanga o Aotearoa*. Wellington: Learning Media.

Ministry of Education. 2007. *The New Zealand Curriculum*. Wellington: Learning Media.

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>.
- 4 Legislation and conventions relevant to this standard include:
  - Children's Act 2014
  - Education 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 Definitions

*Education setting or organisation* refers to where a young person is learning.

*Education support worker* may refer to teacher aides or other types of support workers found in education settings or organisations.

*Individual education plan* is a plan that is developed for a young person at school or kura. It may include any of the following types: individual development plan, individual family plan, individual behaviour plan, individual health plan, individual transition plan.

*Specialists* may include but are not limited to – Special Education Needs Coordinator (SENCO), physiotherapist, occupational therapist, speech language therapist, Resource Teacher: Learning and Behaviour (RTL), psychologist, interpreter.

*Whanau/family* is defined as parents, guardians and 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 individual education plans for young people with learning support needs.

### Performance criteria

1.1 Different types of individual education plans are described in terms of their purpose and components.

Range components may include – summary of current assessment, learning goals, responsibilities for participants, adaptations, monitoring, time of review, whanau/family aspirations, organisational requirements; at least two types of individual education plan.

1.2 The roles, rights and responsibilities of those involved in the preparation and implementation of an individual education plan are described.

Range must include – education support worker, the young person, their whānau/family; and any two of – teacher, early intervention teacher, specialists.

1.3 Benefits of using an individual education plan are described.

Range must include benefits for – young person, whānau/family, education setting or organisation environment, teacher aide; at least two benefits for each.

1.4 Purpose and ways of including cultural considerations in individual education plans are described.

<b>Planned review date</b>	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

<b>Consent and Moderation Requirements (CMR) reference</b>	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](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.