

Title	Describe and apply relevant guidelines for working with young people with learning support needs		
Level	4	Credits	6

Purpose	<p>This unit standard is for those who work in education settings or organisations with young people who have learning support needs.</p> <p>People credited with this unit standard are able to: describe the purpose of education setting or organisation guidelines relevant to an education support worker working with young people with learning support needs; and describe and apply relevant guidelines for working with young people with learning support needs.</p>
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Classification	Inclusive Education > Inclusive Education Practice
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Available grade	Achieved
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in Education Support (Level 4) [Ref: 2761].
- 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
Guidance on reviewing and refining the education support worker's role and responsibilities is available via the Inclusive Education website. This includes:
 - <https://www.inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/#review-and-refine-the-tas-role-and-responsibilities>.
 - Teacher aide effective practice video series:
 - *Planning and supporting effective ways of working* – <https://vimeo.com/159138436>
 - *Valuing support staff in an inclusive school* – <https://vimeo.com/159138184>
 - *The valued role of support staff in an inclusive school* – <https://vimeo.com/showcase/3852400/video/159137926>.

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 unit 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 safety checking and the Children’s Act 2014 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
- Confidentiality* refers to personal information shared with an attorney, physician, therapist, or other individual that generally cannot be divulged to third parties without the express consent of the client. On the other hand, *privacy* refers to the freedom from intrusion into one's personal matters, and personal information. While confidentiality is an ethical duty, privacy is a right rooted in common law. (Sourced from <https://criminal.findlaw.com/criminal-rights/is-there-a-difference-between-confidentiality-and-privacy.html>).
- 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.
- Guidelines* may refer to guidance documentation within an education setting or organisation – such as job descriptions, policies, procedures, strategic plans.
- Learning support* refers to the additional support some young people need to engage and achieve in education.
- Young people or person* refers to children and adolescents with learning support needs.

Outcomes and performance criteria

Outcome 1

Describe the purpose of education setting or organisation guidelines relevant to an education support worker working with young people with learning support needs.

Performance criteria

1.1 Purpose of guidelines is identified and described in accordance with legislation relevant to the role of an education support worker.

Range must include – confidentiality, privacy, health and safety.

1.2 Legislation, policy statements, guidelines and/or procedures, and legal requirements are described in terms of the relevance to the role of an education support worker.

Range evidence of three.

Outcome 2

Describe and apply relevant guidelines for working with young people with learning support needs.

Range guidelines must include those related to – young person's rights, legal requirements, confidentiality, health and safety, privacy, procedures for dealing with risks and concerns; they may also include but are not limited to those related to – intimate care, advocacy, safety processes in relation to young person.

Performance criteria

2.1 Guidelines are described in terms of an education support worker's interaction with young people with learning support needs.

2.2 Guidelines are applied to a real situation in accordance with education setting or organisational requirements.

Replacement information	This unit standard replaced unit standard 9135.
Planned review date	31 December 2023

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

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.