

Title	Contribute to developing and implementing individual education plans for young people with learning support needs		
Level	4	Credits	4

Purpose	<p>This unit standard is for those who intend to work, or are working, 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 and contribute to the development, implementation and review of an individual education plan for a young person 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

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.

Ministry of Education. 2011 *Collaboration for Success: Individual Education Plans*. Wellington: Learning Media. 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>.

Resources for those interested in inclusive education in New Zealand are available at <https://www.inclusive.tki.org.nz>.

- 4 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 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
- Contribution* is the agreed level of participation between the learner and the supervising teacher or specialist in relation to activities undertaken as part of this unit standard.
- Education setting or organisation* refers to where a young person is learning.
- Individual education plan* is a plan that is developed for a young person at school or kura. It may include any of the following: individual development plan, individual family plan, individual behaviour plan, individual health plan, individual transition plan.
- Specialist* may include but is not limited to Special Education Needs Coordinator (SENCO), physiotherapist, occupational therapist, speech language therapist, Resource Teacher: Learning and Behaviour (RTLb), psychologist, interpreter.
- Whānau/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.
- 9 It is recommended that people wishing to be assessed against this unit standard have prior knowledge of individual education plans. One way this knowledge can be demonstrated is through achievement of Unit 31907, *Demonstrate knowledge of individual education plans for young people with learning support needs*.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of and contribute to the development of an individual education plan for a young person with learning support needs.

Performance criteria

- 1.1 An individual education plan is described in terms of its purpose, components and expected outcomes for the young person.
- 1.2 Own role is described in terms of contributing to the development of an individual education plan for a young person.
- 1.3 An individual education plan for a young person is developed with assistance from supervising teacher or specialist.

Outcome 2

Contribute to and review the implementation of the developed individual education plan for a young person with learning support needs.

Performance criteria

- 2.1 Teaching strategies for identified learning goals are discussed with supervising teacher or specialist.

Range teaching strategies may include but are not limited to – modelling, prompting, providing encouragement, reinforcement, setting achievable tasks, interaction, redirection, refocusing, questioning, assisting only when necessary, pace of instructions; evidence of six is required.
- 2.2 Key teaching strategies selected by supervising teacher or specialist are reinforced in the daily implementation of the plan.
- 2.3 Feedback on the achievement of learning goals is obtained from the young person, and subsequently described and reported to the supervising teacher or specialist for inclusion in future plans.

Range verbal and non-verbal feedback.
- 2.4 The teaching strategies used are reviewed, and areas for improvement in own support practice and for potential modification of the plan are identified.
- 2.5 Own practice in terms of family and whānau engagement is identified and reviewed.

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 June 1996	31 December 2010
Revision	2	16 January 2001	31 December 2010
Review	3	25 July 2006	31 December 2012
Review	4	22 October 2010	31 December 2021
Rollover and Revision	5	20 August 2015	31 December 2021
Review	6	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.