

Title	Demonstrate and apply knowledge of learning and strategies to support a young person with learning support needs		
Level	3	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 who have additional support needs.</p> <p>People credited with this unit standard are able to: identify factors and characteristics that may influence learning for a young person; demonstrate knowledge of strategies to support individual learning for young people; demonstrate knowledge of adaptations to support learning and promote independence of young people; and support a young person throughout an individual learning session.</p>
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Classification	Inclusive Education > Inclusive Education Practice
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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
Guides related to specific student needs are accessible via the Inclusive Education website: <https://www.inclusive.tki.org.nz/guides/>. These include:
 - Illustrations of effective teacher aide practice: <https://www.inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/#identify-areas-to-build-teacher-aide-understanding-and-confidence>.
 - Everyone's In* teacher planning tool section on adaptations and differentiations: <https://everyones-in.tki.org.nz/adaptation-and-differentiation>.
 - Teacher aide effective practice videos:
 - Ways to support peer interaction* – <https://vimeo.com/159138431>
 - Support staff: roving, scanning, supporting attention, asking open questions* – <https://vimeo.com/159137924>.

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
 - 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 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 learning* refers to an education process whereby a young person with additional support needs is given tasks and assistance separate from that given to his or her peers. Some of the programme may take place in a separate or withdrawal setting.
- Organisational requirements* refers to an 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.
- Supporting* in this context may include activities like observing, providing activities from a plan developed with a teacher, offering support and encouragement, giving feedback.
- Young people or person* refers to children or adolescents with learning support needs.
- 6 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.
- 7 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>.
- 8 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.

Outcomes and performance criteria

Outcome 1

Identify factors and characteristics that may influence learning for a young person.

Performance criteria

- 1.1 Environmental factors are identified in terms of how they may influence learning.
- Range environmental factors may include but are not limited to – layout of buildings and furniture, playground, equipment, classroom organisation, sensory considerations; evidence of four factors is required.
- 1.2 Interaction factors are identified in terms of how they may influence learning.
- Range interaction factors may include but are not limited to – positive and negative responses, degree of encouragement and positive attention, clarity and level of communication to young person, feedback; evidence of four factors is required.
- 1.3 Learner characteristics are identified in terms of how they may influence learning.
- Range characteristics may include but are not limited to – prior knowledge, experiences, motivation, skill level, sensory needs, health and wellbeing, level of engagement; evidence of four characteristics is required.
- 1.4 Cultural factors are identified in terms of how they may influence learning.
- Range cultural factors may include but are not limited to – group work, rote learning, older children teaching younger children, learning from elders, practical tasks; evidence of four factors is required.

Outcome 2

Demonstrate knowledge of strategies to support individual learning for young people.

Performance criteria

- 2.1 Strategies for supporting a young person who is not making progress are described in terms of barriers to engaging with learning.
- Range evidence of four strategies is required.

Outcome 3

Demonstrate knowledge of adaptations to support learning and promote independence for young people.

Performance criteria

3.1 Adaptations are described in terms of materials or equipment that can support learning and promote independence.

Range evidence of four adaptations is required.

3.2 Adaptations are described in terms of the education support worker supporting learning and promoting independence.

Range evidence of four adaptations is required.

Outcome 4

Support a young person throughout an individual learning session.

Performance criteria

4.1 Learning environment and prepared materials are used to support the needs of the young person.

4.2 Strategies planned by the supervising teacher or specialist are implemented during the session to support a young person to experience successful learning.

Range strategies may include but are not limited to – providing encouragement, opportunities to practise, motivation, positive reinforcement;
evidence of four strategies is required.

4.3 Progress of the young person during the session is monitored and feedback on progress is given to the supervising teacher or specialist, in accordance with education setting or organisation 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	21 March 1997	31 December 2010
Revision	2	14 August 2002	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

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.