

Identify and plan how to meet students' learning support needs

A suggestion for implementing the strategy 'Strategically resourcing for inclusive practices' from the Guide: [Leading inclusive schools](#)

Includes:

- Get the right people around the table
- Deepen understanding of learning needs
- Use circles of evidence
- Make informed decisions
- Use a range of tools
- Record and share information

Inclusive Education

From

Guide: [Leading schools that include all learners](#)

Strategy: [Strategically resourcing for inclusive practices](#)

Suggestion: [Identify and plan how to meet students' learning support needs](#)

Date

19 May 2024

Link

inclusive.tki.org.nz/guides/leading-schools-that-include-all-learners/identify-and-plan-how-to-meet-students-learning-support-needs

Get the right people around the table

Establish a team with the knowledge and skills to support student learning and wellbeing, and set regular times to communicate.

- ✓ ākonga
- ✓ whānau
- ✓ class or home room teachers
- ✓ teacher aides
- ✓ in-school learning support staff, for example, the Learning Support Coordinator, support worker, SENCO or dean
- ✓ external Learning Support services, for example, RTLB, SLT, OT, BLENNZ
- ✓ external specialists
- ✓ other significant external support people, if appropriate, such as church or club leaders.

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Deepen understanding of learning needs

Kohikohi – Gathering information to deepen understanding

Least intrusive, most inclusive



New Zealand Government

Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

<https://hepikorua.education.govt.nz/>

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A culture of care depends on kaiako pre-empting or noticing when a child or group of learners may require specific support on their learning journey.

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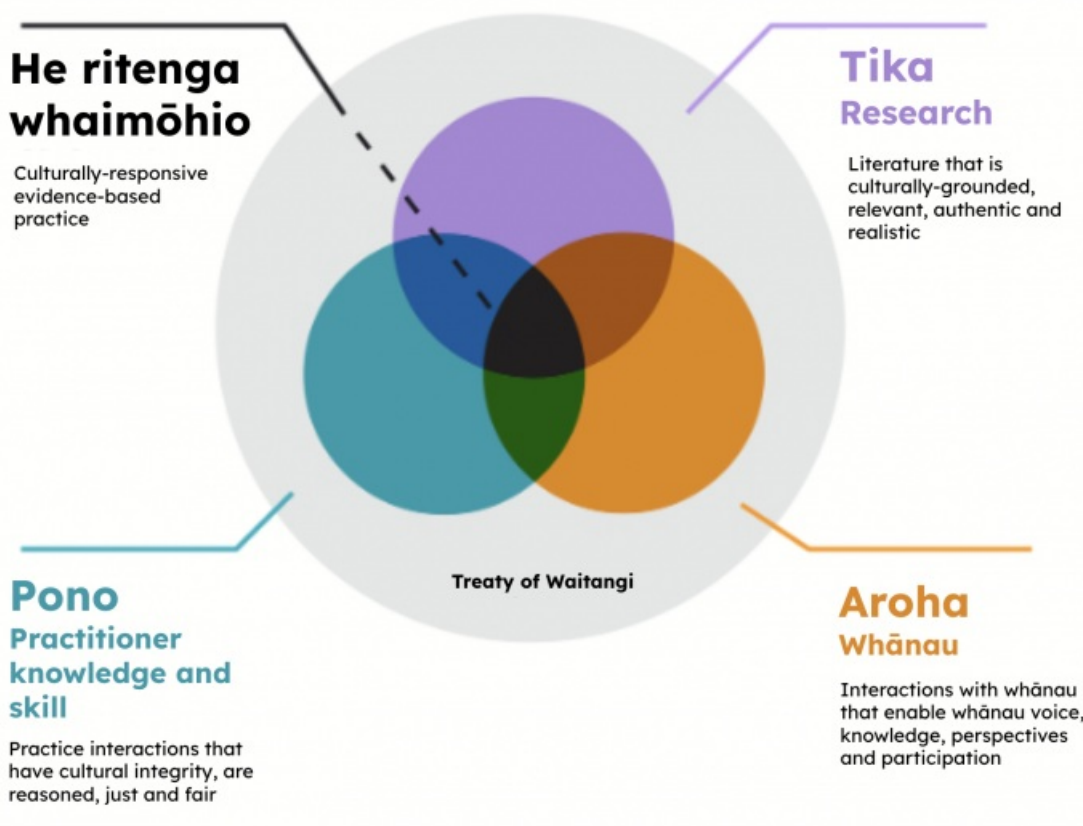
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Use circles of evidence



Source:

Adapted from He Pikorua in action, Ministry of Education

<https://hepikorua.education.govt.nz/he-pikorua/kohikohi-gather-information#circles-of-evidence129>

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Use multiple perspectives when you gather information. Circles of evidence involves 3 key components: whānau, practitioner expertise and research (Macfarlane and Macfarlane, 2013).

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Make informed decisions

Analyse information from a variety of sources to identify student needs and coordinate support across the school.

- ✓ Take a team approach to enrich understanding of data.
- ✓ Design your information collection to include multiple perspectives, types of information and voices.
- ✓ Include the learner, their whānau and wider support team as well as the Learning Support Coordinator, if you have one.
- ✓ Use ethical means of data collection and seek approval when appropriate.
- ✓ Maintain privacy of data and apply privacy policies when using sensitive information.
- ✓ Make it easier to understand and share data, using graphs, charts and infographics.
- ✓ Split data by groups to inform school resourcing or PLD needs.
- ✓ Establish processes and timelines for reporting to groups such as the school board, whānau, students and other stakeholders.

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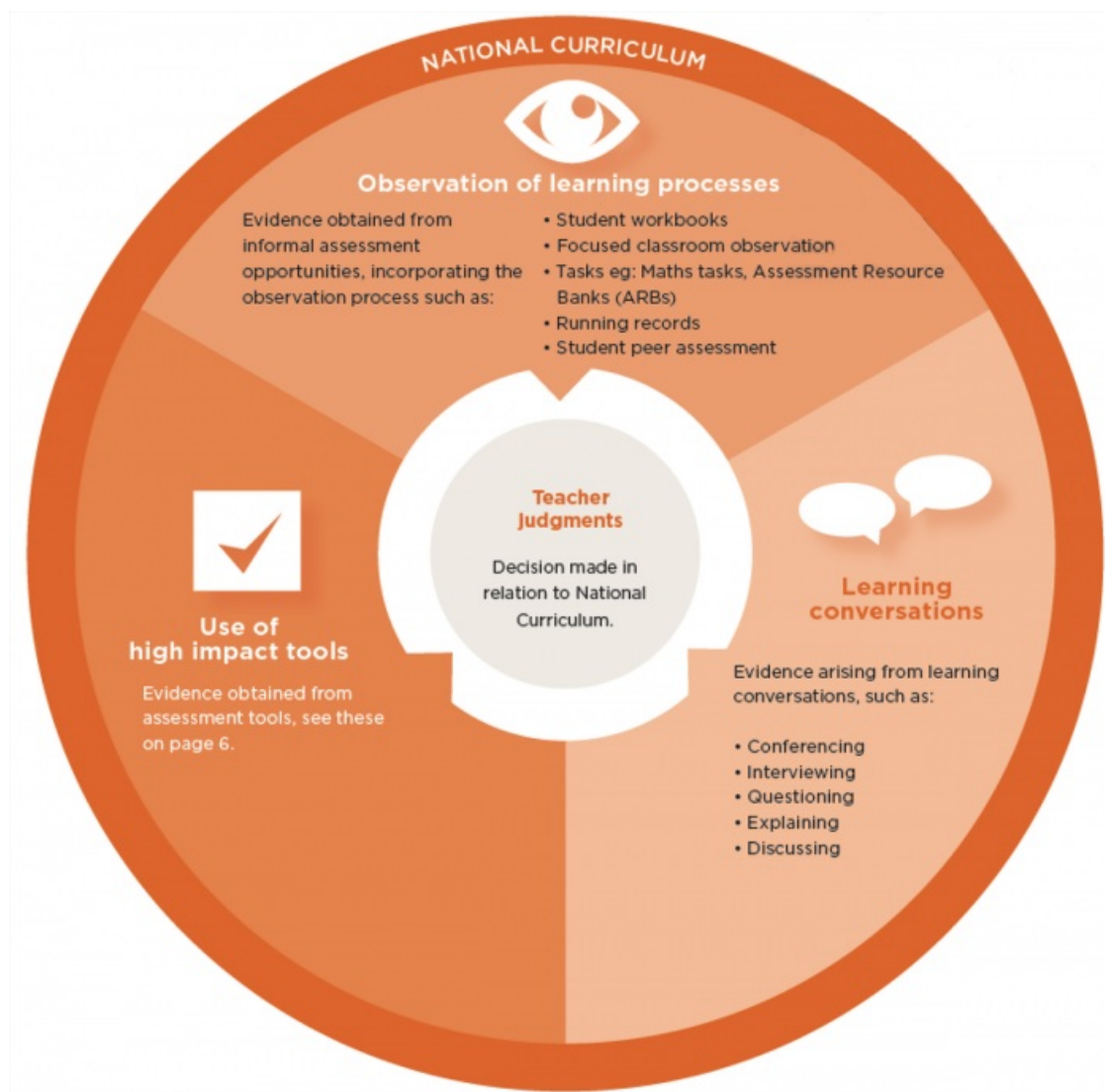
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Use a range of tools



Source:

NZ Curriculum Online

<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Assessment-for-learning>

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Record and share information

John Robinson reflects on the value of using the SMS to share information about students between staff and using e-portfolios to share information with parents.



Video hosted on Vimeo <http://vimeo.com/100662394>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/showcase/2950799>

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