

plan

2009–2010

Special Education Business Plan

All children enjoy high quality education that enables them to participate and contribute socially and economically

Contents

- Introduction 2**
- Our vision..... 2
- Structure of Special Education 3
- Our values 4

- Priorities for 2009-2010..... 6**

- Strategy 9**

- Work programme 10**
- Remove barriers to learning..... 10
- Intervene early..... 14
- Provide quality services 19
- Build and sustain productive partnerships 25

- Resource allocation..... 27**

Introduction

Our vision

Our vision is that every child enjoys high quality education that enables them to participate and contribute socially and economically.

This will help to achieve the vision of the *New Zealand Disability Strategy* of children being able to say they live in, “A society that highly values our lives and enhances our full participation”. We contribute to the Disability Strategy’s objective for education – providing the best education for disabled people by improving education, so that every child, young person and adult learner will have equal opportunities to learn and develop in their local, regular educational centres (New Zealand Disability Strategy, Objective 3).

Achieving this vision relies on raising expectations of what children can do, rather than being influenced by what they cannot do: our focus is on ability and potential, not disability. Every child has the potential to learn.

The policies that guide us

As well as the New Zealand Disability Strategy, the Education Act 1989 and the Special Education 2000 policy framework provide the focus for the education sector to ensure that all learners have equal access to education in relation to their peers. Special education policy also sits within a context of the United Nations Convention on the Rights of Persons with Disabilities, which was ratified by New Zealand in 2008.

The frameworks we operate under

We have put the spotlight on three outcomes for children with special education needs that will contribute to raising their achievement and reducing disparity: presence, participation and learning.

▲ **Presence** in an education setting means the child is:

- ▶ attending an early childhood education service or school in a safe learning environment
- ▶ able to enrol in and access the same range of early childhood education services or schools as other children living in the same location.

This outcome is about the child’s physical presence in a formal education setting – it is about the child being ‘in the door’. If children are to participate and learn, they need to be present.

Part of achieving presence for children is ensuring that they make successful transitions between and across education settings and in the wider community. Achieving our vision of every child enjoying quality education that enables them to participate and contribute socially and economically involves supporting presence among those with disabilities in the wider community. By supporting the transition from school into working life, we are supporting children to participate successfully in the next phase of their lives. Through presence in education we are changing perceptions of disability – from tolerance and accommodation of children with special needs in an education setting, to acceptance of greater diversity in society.

▲ **Participation** within an education setting means the child is positively engaged in:

- ▶ interpersonal relationships
- ▶ social activities
- ▶ shared learning experiences.

This outcome is important because social interaction is central to learning, well-being and valuing difference. It is about children with special education needs belonging and relating to others, including taking part with other children in their school or centre’s activities, cultural events and outings and taking part in activities in the community.

Participation means the child is increasingly self-determining – that is, able to make choices and decisions and to act independently, as appropriate.

Participation also involves fostering interdependence among children – enabling and encouraging children to work together.

Learning means children are engaged in experiences that enable them to gain knowledge or skills and achieve their potential.

Learning takes place in many settings, and it is important to establish a strong foundation for learning for children living with disabilities. This means our services must identify those in need early in life and that we must work in partnership with parents and early childhood education providers and schools to establish that strong foundation.

We must also provide quality learning experiences that encourage children to be competent and confident learners. This requires quality teaching, supported by skilled specialists, where needed.

The expectations that we set for children are also a critical element of learning, as are those we set for ourselves in supporting young people with disabilities to fully realise their potential.

Structure of Special Education

Special Education is responsible for providing specialist education services, providing policy advice to Government, enhancing professional practice, undertaking research and developing the special education workforce. We provide direct support annually to more than 30,000 children aged up to 21 years who have special education needs. We provide funding to schools to support the 40,000-60,000 children with more moderate education needs.

We have a regionally distributed frontline workforce, with more than 2,000 staff working in four regions, 16 districts, 47 service centres and the national office. About 950 of these are frontline specialist field staff working with and for children with special education needs and their families. They include psychologists, speech-language therapists, physiotherapists, occupational therapists, early intervention teachers, kaitakawaenga, advisers on deaf children and special education advisors.

A further 900 staff are part-time support workers, who work directly with children and families to implement the individual plans developed and monitored by field staff. Teams based in national office¹ include professional practice leaders, eligibility verifiers and those working on developing and implementing policy, service development and support, and on Māori service provision.

The way we work

The educational success of children with special education needs is a shared responsibility. The Ministry of Education is one part of a team that surrounds a child. While we may sometimes work directly with an individual child, more often we support schools, teachers, early childhood educators and parents. Children with special education needs may include children with physical or intellectual difficulties, or both; hearing or vision difficulties; children who struggle with learning, communicating or getting along with others; and those who have an emotional or behavioural difficulty.

We have a role as a funder of services, a provider of services, in leading the evidence base and developing policy that delivers the best outcomes for children with special education needs.

Funding services

Under a variety of different schemes, the Ministry provides funding to support schools and early childhood education centres to include children with special education needs in the classroom/centre. The different types of funding may be used by the school or centre for the likes of bringing in resource teachers (behaviour, hearing and vision), teachers' aides, speech-language therapists, physiotherapy and occupational therapy or providing professional development for teachers. In the case of children with very high needs (this term we use relates to how much help a child needs to access the curriculum), funding is allocated to the school to support a particular child. In the case of children with less severe needs, the school receives a grant and can choose how it wishes to spend that grant to support a range of students or an individual student.

In addition, the Ministry provides financial support for property modifications that may need to be made to include a child with special education needs in the nearest school able to meet their needs, and for help with transporting that child to school.

Providing services

The Ministry recognises that teaching has the greatest influence on a child's learning potential. Our psychologists, speech-language therapists, physiotherapists, occupational therapists, early intervention teachers, kaitakawaenga, advisers on deaf children and special education advisors work directly with children and also use their expertise and knowledge to support and develop early childhood educators, teachers, parents and schools. This could include observing and assessing a child's needs, working with the team to develop an Individual Education Plan for the child, providing advice and support when things go wrong, sharing learning techniques and knowledge and monitoring the child's development.

The Ministry also delivers a variety of courses, including *tips for autism* and *Incredible Years* programmes that teachers and parents can attend around the country.

¹ Not all staff within teams based in national office work in Wellington.

Our services and programmes must always be culturally responsive to the background and needs of the children we work with. In many instances, this requires programmes that acknowledge and work within the cultural context of the child and the child's family and whānau.

Our values

Achieving the results we want requires **leadership**, **accountability** and **ownership**. These are the values that underpin our work. This applies to everyone who works with children with special education needs – everyone, whether working with and for these children in Special Education, in other parts of the Ministry, in schools or early childhood education centres, or in the community, has a responsibility to demonstrate leadership, accountability and ownership for what we are doing and for the outcomes achieved by those with special education needs.

Leadership

Special Education is the Ministry group charged with leading the sector to ensure that children with special education needs achieve their full potential through education. We do this through our advice to ministers on policy, in the ways in which we design and shape special education provision and through our frontline work.

Each person in Special Education has a leadership role. Through our leadership, at national and local levels, we ensure that each of the areas of policy advice, the design of special education, its resourcing and the provision of services, all work effectively for the greater good of children with special education needs.

We are also facilitators who bring together agencies and services that support the system at a national level, for the network of schools and service providers at a regional level and for individual schools and those providing services in the case of an individual child.

Leadership in action

▲ On behalf of the Associate Minister of Education, the Ministry will be carrying out a *Review of Special Education*. The aim of the review is to ensure that special education policies and processes are fair and consistent, reach those most in need, make the best use of existing Government funding, make the best use of new Ongoing and Reviewable Resourcing Schemes funding and make the best use of the expertise needed to support children

with special education needs. The review will cover services provided by the Ministry of Education and what happens in ALL schools to support children with special education needs.

- ▲ The Ministry will also lead the implementation of the *Positive Behaviour for Learning Action Plan*, a collaborative initiative between the Ministry and seven education sector partners. The Plan has been developed in response to the evidence presented at Taumata Whanonga, a summit on behaviour, held in March 2009. It is the response to the key recommendations from the 150-plus participants. The Plan is a framework for building positive behavioural and learning outcomes in New Zealand schools and early childhood education services. It identifies the key actions and processes required to be implemented and embedded over the next five years.
- ▲ We have given priority this year to improving our recruitment, training, mentoring, supervision and retention of staff. In particular, we're looking at attracting more Māori and Pasifika staff, getting more applications for Special Education positions and inducting, training and supporting our staff to deliver consistently high quality services.
- ▲ We will continue our traumatic incident management support for schools and early childhood education services including releasing new traumatic incident guidelines and training for schools in traumatic incident management. Ministry staff work closely with schools and early childhood education services to develop plans prior to a crisis and to support them to manage a crisis through to a point of recovery. This is part of the Ministry's contribution to providing safe learning environments. A major aim of traumatic incident support is to reduce further harm to others by helping the school or early childhood education service to continue its day-to-day operations.
- ▲ We will continue to develop an effective network of provision and support for students with disabilities and those with severe behaviour challenges. We continue to demonstrate that when providers of services are able to work together, service provision becomes more efficient and responsive.

Accountability

Accountability means we are answerable for the work that we do and for the success of the education sector in achieving good outcomes for children with special education needs. We are accountable to parents and stakeholders for the services we provide and for the results we achieve. We must also provide value for money and ensure that the wider sector responds to children with special education needs and remains accountable for ensuring that children achieve their potential.

Accountability in action

- ▲ We continue to give priority to improving our core services (by this we mean Behaviour, Communication, Early Intervention, Complex Needs and ORRS services). We want to be sure that children with special education needs have equitable access to these services, that we manage waiting times, and that schools and parents receive appropriate advice and support so that their children access learning opportunities that meet their learning needs.
- ▲ We are producing new and improved resources and information for parents of children with special education needs, and for educators. For educators, this will include a *Quick guide to extra support for schools*. For parents, this will include more detailed and in-depth information about their entitlements, the services provided by a range of government and non-government agencies and practical tips.
- ▲ We will develop and share stories with the education sector, showing how things work in some schools and provide ideas from evidence-based programmes about how schools can and are meeting the needs of children with special education needs.
- ▲ We will start monitoring specialist service providers to check how well they meet the agreed Specialist Service Standards. The Ministry, delegated ORRS fund managers, early intervention trusts and some parent representatives will be involved in this monitoring.

Ownership

Ownership means that Special Education staff take responsibility for seeing an issue through. It means there is 'no wrong door' for parents, early childhood education services or schools to get access to the Ministry's continuum of support or to access core services from across government. At times we may provide a bridge into other government agencies' programmes and services.

We must also take ownership at any time when the system is not working for an individual child and find smart solutions for what may be seemingly intractable problems. If we want early childhood education services and schools to demonstrate ownership in the way they provide for children with special education needs, we need to model ownership ourselves.

Ownership in action

- ▲ The Ministry has responded to the call from schools and principals that we need to be doing more to address behaviour problems at school. We took the lead last year in getting sector representatives and experts together and this year will lead the implementation of the *Positive Behaviour for Learning Action Plan*.
- ▲ A contact register is being set up – one of the improvements we are making to our processes for receiving, handling and acting on complaints about our services or about a child's access to school. This contact register will be used to monitor how complaints about our services, or complaints about support received in schools, are escalated and resolved.

Priorities for 2009-2010

Priorities on our workplan this year include the *Review of Special Education*, the *Positive Behaviour for Learning Action Plan*, continuing to improve our core services, developing our workforce and improving information for parents. These and all other activities in our work plan support five pillars. These pillars give focus to our efforts:

1. removing barriers to learning
2. intervening early
3. providing high quality services
4. building and sustaining productive partnerships
5. building and using the evidence base to ensure that what we are doing is working.

1. Removing barriers to learning

Removing barriers to learning involves breaking down barriers so children with special education needs are welcomed in the same range of schools and early childhood education services as all other children. Our aim is to shift the responsiveness of the sector from tolerance and accommodation to acceptance and valuing the abilities and contribution of children with special education needs.

'Removing barriers' in action

- ▲ This year we will continue to ensure that schools and services understand their obligations and take responsibility for enrolment and access to education support for every child with special education needs. Equally, children and their parents will be better supported with information to help them in their decision-making and in getting access to services and programmes.
- ▲ Through this approach we want to strengthen parents' voices and support their involvement in their children's education.
- ▲ We must also ensure that special education services are responsive to the needs of Māori children, parents and whānau. This includes identifying early those Māori children who have special education needs and giving them and their families the support they require to achieve to the same degree as their non-Māori peers. We take a Māori potential approach by acknowledging the right of tamariki and whānau to help determine the best service outcomes for them.

- ▲ We will continue to roll out our Pasifika cultural training package, Sau Ta O, which supports practitioners to understand their own culture and the various Pacific cultures. It allows staff to explore ways to better respond to the needs of Pasifika clients and communities. A cross-Ministry Pasifika team has been developed in Auckland and they are responsible for providing leadership on the Plan and linking with Pasifika communities and educators.
- ▲ We will continue to provide 'tips for autism' courses that bring together the whole team around a child for learning and development.
- ▲ Our input into the development of National Standards will ensure that they are implemented in a way that supports the achievement of children with intellectual and cognitive difficulties. We will develop a process for these students to report against personalised learning standards within the Individual Education Plan (IEP) framework, rather than against National Standards.
- ▲ We will work with the Deaf Steering Group to develop and implement a Strategy for Deaf Education, which will deliver better coordinated services for Deaf and hearing impaired children.
- ▲ We will use our transition guideline as a framework to consider how the Youth Guarantee programme can support students with disabilities to successfully transition from school to tertiary education.

2. Intervening early

Intervening early emphasises intervening early in the life of the child. It also emphasises intervening early in the life of a problem – that is, intervening at the first signs of an issue, such as a child being stood down or being truant, which could indicate a behavioural difficulty or some other underlying need or learning difficulty. There is now a strong body of research to indicate that, through early identification and appropriate intervention, we can significantly change the course of a person's life, improve their educational outcomes and encourage success.

This area of work has close links with that of Productive Partnerships, and with the Ministry's and Special Education's leadership role – the Ministry may not necessarily be the agency intervening but it can act as a broker to ensure that a family gets access to the appropriate support services.

‘Intervening early’ in action

- ▲ The **Incredible Years** programme is one example of our early intervention work. It is a programme to prevent, reduce and treat behavioural, social and emotional problems in young children. It strengthens families by improving parenting skills, developing teachers’ skills, improving home-school links and developing children’s social and problem-solving skills. In particular, the Incredible Years programme helps parents to develop their skills in playing with children, helping them to learn, providing effective praise and incentives, setting limits and having strategies to handle children’s difficult behaviour. Through our *Positive Behaviour for Learning Action Plan* we expect to deliver more parent programmes this year and also begin to roll out the Incredible Years teacher programme.
- ▲ Another example of our early intervention work is our work with the Ministry of Health and District Health Boards on the implementation of the **B4 School Checks** and on ensuring that children identified with special education needs receive the support they require. The checks, conducted when a child is four years of age, identify any concerns with a child’s health and well-being. The checks include an assessment of health and development, hearing and vision and social and emotional behaviour.
- ▲ We are also continuing to roll out the **Newborn Hearing Screening** programme where, again working in partnership with the Ministry of Health, we work to support children who are born deaf or with a significant hearing loss.
- ▲ The ASD Implementation Plan continues the ASD Early Intervention Development programme.

3. High quality services

High quality services are at the core of what Special Education does. We must place our clients at the centre of everything we do so that their relationship with us is a positive experience. Every aspect of what we do, whether directly or through schools and centres, or through our policy work, is a leadership opportunity and must support learning outcomes. We must be clear about which different professionals interact with children, and when, and we must help develop teachers’ skills and strategies so they can work effectively with children with special education needs.

‘High quality services’ in action

- ▲ We will give priority to improving our core services to ensure that children with special education needs have equitable access to our services, that we manage waiting times and that parents feel listened to and well informed about how things work.
- ▲ Through the *Positive Behaviour for Learning Action Plan*, we will develop and test a rapid response service (linked to the current interim response fund) to help stabilise a behavioural crisis in a school if it occurs.
- ▲ Maintaining a highly skilled and committed specialist workforce continues to be a priority for the organisation. Staff will receive a nationally consistent induction programme when they begin with the organisation. This will include training in cultural responsiveness, the specialist service standards and the model of practice used within the organisation.
- ▲ Over the past three years literature reviews have been undertaken to examine the current national and international evidence base around services provided by Special Education. This has led to a number of changes in the way services are provided so that they are informed by the current evidence base. Professional development opportunities have been put in place to enhance staff skills and knowledge around these new ways of working. This includes training all staff who deliver behavioural interventions through a programme developed and delivered in partnership with Victoria University called Effective Intervention for Behaviour Challenges. Over the 2009-10 year staff will continue to access the online EIBC programme through Victoria University. We will work with speech-language therapists around a new model of practice and assessment. We will continue to upskill early intervention staff in using the SCERTS framework – a framework for understanding and teaching new skills to children who have autism spectrum disorder (ASD).
- ▲ We will continue to prioritise recruiting more Māori and Pasifika specialist staff into the organisation. This will be achieved through providing high quality targeted information to school leavers and university graduates and providing scholarships for people training to be speech-language therapists, sign language interpreters, early intervention teachers, advisers on deaf children or psychologists.

4. Building and sustaining productive partnerships

The education of children is a shared responsibility. If we are to achieve the Ministry's mission of raising achievement and reducing disparity in education, we must work effectively with the wider education sector, iwi, families and whānau, communities, the disability community and other social sector agencies.

If we are to help children with special education needs to be present, participating and learning (the three outcomes that we have set), we need to take a collaborative approach. This will help overcome the fragmentation of services and build cooperation and coordination among the many people who may be involved with a child with special education needs. Such a collaborative approach will help ensure that children in need of our support are identified early and that we stop students 'falling through the cracks'.

'Building and sustaining productive partnerships' in action

- ▲ Examples of our work in building and sustaining productive partnerships are working with the Ministry of Health on the national **B4 School Checks** and the **Newborn Hearing Screening programme**, also developed in partnership with the Deaf community. **Supplementary Learning Support** is another example of a Ministry project based on a strong collaborative approach. This is a fund that supports individual students with additional needs, which is allocated through a collaborative process involving Ministry staff, RTLB (Resource Teachers: Learning and Behaviour) and school staff at a local level. Other examples of collaboration include: building iwi partnerships; the RTLB Māori working group; our work with the sensory sector and the High and Complex Needs groups; the **Strengthening Families** programme and the **Youth Offending Teams**.
- ▲ While the Ministry of Education is responsible for ensuring the *Positive Behaviour for Learning Action Plan* is implemented, this will be achieved through a joint commitment to the Plan by the leadership of key education sector organisations.
- ▲ After undertaking a review of services in the Auckland metropolitan area, we have developed an Auckland Strategy that supports efficient and effective delivery of quality services and working effectively with other government agencies. In the 2009-10 year we will consult on the strategy, and finalise and implement it based on feedback.

5. Building the evidence base

We must ensure that our services and practice are founded on the best understanding of what works and in which circumstances and contexts. This involves using international and national research to inform our work, as well as information on local programmes that show which programmes are making a difference for children. Investigating all of our activities in the light of best evidence will ensure that the way we invest our time and resources is the most effective way to get the best results for children. For specialist staff, this means that we will collect and analyse evidence on the achievement of individual students and use this evidence to guide our work with each student and to guide our wider work and decisions.

'Building the evidence base' in action

- ▲ We will develop and trial a process for identifying and measuring the individual learning outcomes for the children who receive our services.
- ▲ We will update the Individual Education Plan national guidelines to take account of the latest New Zealand and international research on best practice and also to align them with National Standards and the New Zealand Curriculum Framework.
- ▲ The *Positive Behaviour for Learning Action Plan* supports the nationwide implementation of programmes and initiatives that have been proven through evidence to work and allows us to evaluate the results. In addition, we will develop a portfolio of evidence-based intervention methods and programmes for our behaviour practitioners.
- ▲ The *Review of Special Education* will also call on evidence to inform decisions around how to ensure better outcomes from our education system for those with additional needs.
- ▲ The ASD Action Plan establishes a national network of 'Go To' people and mentors to support specialists who work with teachers. Their support and advice will be founded on the evidence base gathered for the *New Zealand ASD Guideline*.
- ▲ We will gather evidence and use it to develop resources and initiatives to help schools prevent youth suicide through recognising and managing young people at risk.

Strategy

The following diagram shows how Special Education's values and work programme will help us to achieve the goals of the wider education system strategies and plans.



Work programme

REMOVE BARRIERS TO LEARNING

1. Enrolment and access information provision – implementation

Objectives	<ul style="list-style-type: none">▲ To ensure that schools, early childhood education services and other service providers understand and are appropriately supported to deliver on their rights and obligations to provide a high quality education to all students.▲ To ensure that children and young people with disabilities and their families understand their rights to a high quality education.▲ Suitable processes are in place to address and monitor all instances where the rights of children and young people with disabilities and their families are not met.▲ Encourage and promote success in education for all students.
Outcomes/results	<ul style="list-style-type: none">▲ Schools, early childhood education services and other service providers ensure the needs and rights of all students to a high quality education are met.▲ Children and young people with disabilities and their families have their rights to education and support to access the curriculum met.▲ Demonstrate a reduction in complaints and enrolment issues for children and young people with special education needs.▲ Develop ways to encourage and promote success in education for all students and develop a plan for implementation.
Ministry priorities	<ul style="list-style-type: none">▲ Every child has the opportunity to participate in high quality early childhood education.▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none">▲ Roll out of the Quick Guide to provide information to educators on their obligations and support available to ensure the needs of all students are met.▲ Ongoing development of parent information.▲ Roll out contact register and monitor escalation process to relevant Ministry staff and provide training to support staff in using these.▲ Examine ways to encourage and promote success in education for all students.
Key deliverables	<ul style="list-style-type: none">▲ Develop and test information for parents to ensure that it is tailored for parents.▲ Review all information provided by the Ministry to parents and educators to guarantee that it is appropriate. Ensure information is not bureaucratic and uses plain English.▲ Contact register developed and rolled out.▲ Plan to encourage and promote success in education for all students ready for implementation.
Success indicators	<ul style="list-style-type: none">▲ Reduction in parents' concerns about enrolment access and a reduction in the number of complaints received by the Ministry.▲ More enquiries and fewer complaints to the Ministry from early childhood education services, schools and tertiary providers of their obligations and how they can support children, young people and students with disabilities to achieve.▲ More enquiries and fewer complaints to the Ministry from parents and families of children and young people with special education needs.

2. Enrolment and access information provision – regional

Objective	<ul style="list-style-type: none"> ▲ To ensure that parents and the sector understand the services provided by Special Education to support children and young people with special education needs.
Outcome/result	<ul style="list-style-type: none"> ▲ Families and educators understand the services and how to access them.
Ministry priorities	<ul style="list-style-type: none"> ▲ Every child has the opportunity to participate in high quality early childhood education. ▲ Every young person has the skills and qualifications to contribute to their and New Zealand's future.
Key actions	<ul style="list-style-type: none"> ▲ Develop and share information sheets for parents and for the sector, which explain the four Special Education core services, moderate needs services and other funding for special education held by schools. ▲ Publish documents and disseminate these to staff for them to use with clients and the sector. ▲ Collect information about the questions clients are asking and provide information and training for frontline staff to enable them to confidently answer the questions.
Key deliverables	<ul style="list-style-type: none"> ▲ Information sheets on core services. ▲ Information on other provision for moderate needs students.
Success indicators	<ul style="list-style-type: none"> ▲ Parents and educators report in client surveys that they have information that enables them to access our services. ▲ Analysis of the referral data indicate that 85% of the referrals coming to Special Education are appropriate.

3. Culturally responsive services – regional implementation

Objective	<ul style="list-style-type: none"> ▲ To ensure Special Education services are responsive and appropriate to the cultural contexts and needs of all children and young people whom we work with.
Outcomes/results	<ul style="list-style-type: none"> ▲ Māori and Pasifika families engage with special education early and remain engaged with the education of their children. ▲ Culturally responsive services are provided by Special Education staff to children, young people and their families.
Ministry priorities	<ul style="list-style-type: none"> ▲ Māori enjoying education success as Māori. ▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<p><i>Internal</i></p> <ul style="list-style-type: none"> ▲ Staff self-review their current competency against Te Hikoitanga framework and have documented evidence of their professional development and learning. ▲ Provide opportunities for staff to access professional development to develop/enhance their competencies as outlined in Te Hikoitanga framework. ▲ Provide opportunities for staff to access the attestation process. ▲ Make Māori cultural supervision available and accessible, in accordance with current framework around cultural supervision and current capacity. ▲ Deliver a cultural induction package to all new staff. ▲ Deliver Te Hikoitanga (Māori responsiveness training) to all current staff and all new staff. ▲ Deliver Sau Tau O (Pasifika cultural responsiveness training) to all current staff and all new staff. <p><i>External – culturally responsive services</i></p> <ul style="list-style-type: none"> ▲ Provide opportunity for cultural profiles to families who identify as Māori. ▲ Provide opportunity for cultural profiles to families who identify as Pasifika.

3. Culturally responsive services – regional implementation continued...

Key deliverables	<ul style="list-style-type: none"> ▲ All existing staff and all new staff have undertaken Māori cultural responsiveness training (Te Hikoitanga) by June 2010. ▲ All new and existing staff who work with Pasifika families have undertaken Pasifika cultural responsiveness training (Sau Tau O) by June 2010. ▲ Māori cultural supervision, te reo courses and cultural induction opportunities are accessible in all districts. ▲ Cultural profiles offered to all families who meet the criteria for comprehensive services.
Success indicators	<ul style="list-style-type: none"> ▲ Whānau/families report high level of satisfaction with services and that their cultural needs are met (client surveys including face-to-face additional surveys for Māori and Pasifika whānau). ▲ Review of individual services show that staff offer culturally responsive services. ▲ New staff surveyed after receiving cultural induction have increased confidence and skills (cultural induction evaluation forms). ▲ Staff report that cultural supervision increases their confidence in providing culturally responsive services (cultural supervision evaluation).

4. Autism spectrum disorder work programme

Objective	<ul style="list-style-type: none"> ▲ Increase the knowledge, skills and confidence of parents, whānau, teachers and specialist staff in using effective, evidence-based approaches that improve learning, social and cultural outcomes for children and young people with autism spectrum disorder (ASD).
Outcomes/results	<ul style="list-style-type: none"> ▲ Increased knowledge, skills and confidence of parents, whānau, teachers and specialist staff in providing effective, evidence-based support for children and young people with ASD. ▲ Improved valued outcomes (learning, social and cultural) of children whose parents, whānau, teachers and specialists have been involved in any of the ASD-specific professional learning and development programmes and/or who have accessed the ASD-specific information. ▲ Up-to-date evidence base of ASD-specific effective interventions and approaches.
Ministry priority	<ul style="list-style-type: none"> ▲ Every young person has the skills and qualifications to contribute to their and New Zealand's future.
Key actions	<ul style="list-style-type: none"> ▲ The ASD work programme is captured in a comprehensive ASD Action Plan that includes Special Education's contribution to implementing the NZ ASD Guideline. The ASD Action Plan includes: <ul style="list-style-type: none"> ▶ establishing and supporting a national network of 'Go To' people and a national mentor team ▶ funding ASD-specific parent education programmes (jointly funded and co-purchased with the Ministry of Health) ▶ leading the ASD Early Intervention Development programme (using the SCERTS™ framework) ▶ running 'tips for autism' whole-team professional learning and development for those supporting primary school-age students – the volume of courses will increase through a funding contribution from the Ministry of Health ▶ independent evaluation of 'tips for autism' (scheduled for completion June 2010) ▶ developing and distributing practical resources for early childhood education services and schools ▶ developing and maintaining up-to-date, accurate information on ASD, available through websites and email distribution, including the main Ministry of Education website and community websites (previously TKI).

4. Autism spectrum disorder work programme continued...

Key deliverables	<ul style="list-style-type: none">▲ ASD-specific parent education programme provided to at least 84 families/whānau.▲ At least 75 early interventionists take part in Phase Two of the ASD Early Intervention Development Programme, developing resources and refining professional learning and development processes.▲ Independent evaluation of 'tips for autism' milestone reports (final report due June 2010).▲ NZ ASD Guideline and ASD booklet for teachers made freely available and promoted.▲ All ASD information on the various websites is up-to-date and accurate (checked every two weeks).
Success indicators	<ul style="list-style-type: none">▲ Independent evaluations demonstrate improved knowledge, skills and confidence of parents, whānau and educators who have taken part in ASD-specific professional learning and development activities and/or accessed ASD information.▲ IEP reviews demonstrate improvement in valued outcomes.

5. Disruptive and challenging behaviour – the Taumata Whanonga action plan

Objective	<ul style="list-style-type: none">▲ Improving behaviour to improve educational achievement.
Outcomes/results	<ul style="list-style-type: none">▲ Students remain engaged in education.▲ Greater capability of teachers and schools in managing their classes in order to reduce incidence of low level disruptive behaviour.▲ Greater focus on evidence-based strategies across the sector to deal with behavioural issues.▲ Current funding and initiatives align more effectively to support teachers, schools, and early childhood education in managing and responding to disruptive behaviour.▲ More responsive specialist services and support.▲ A shift to more proactive and preventative approaches.
Ministry priorities	<ul style="list-style-type: none">▲ Every young person has the skills and qualifications to contribute to their and New Zealand's future.▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none">▲ The implementation of a plan for the sector on how to deal with disruptive and challenging behaviour, developed out of the March 2009 Taumata Whanonga.▲ Research report on Incredible Years completed and information disseminated.▲ Development of financing strategy and options to further fund Incredible Years initiative.
Key deliverables	<ul style="list-style-type: none">▲ Behaviour action plan agreed by Minister.▲ Action plan translated into implementation project plan:<ul style="list-style-type: none">▶ key actions and milestones identified for monitoring and reporting▶ engagement of sector groups in joint governance of plan.▲ Implement sector-wide action plan developed to provide a continuum of effective provision for responding to and reducing disruptive and challenging behaviour – June 2010.▲ Continue to work with sector group to achieve consensus and sector mandate for action plan.
Success indicators	<ul style="list-style-type: none">▲ Planned milestones are achieved on time and in full.▲ Teachers/schools who are involved in 'Taumata-sponsored programmes' report changes in practice.▲ Satisfaction with programme.▲ Sector representatives report satisfaction with implementation plan.▲ Increase in proportion of younger students and their teachers having access to behaviour support and programmes.

INTERVENE EARLY

6. B4 School Check national roll out

Objective	<ul style="list-style-type: none">▲ To ensure that all children with additional learning needs are identified early, and that they and their parents receive the appropriate advice and support required to maximise their learning outcomes.
Outcomes/results	<ul style="list-style-type: none">▲ Average age of first behaviour intervention is reducing.▲ Children with severe speech and language needs are identified and supported.
Ministry priority	<ul style="list-style-type: none">▲ Every child has the opportunity to participate in high quality early childhood education.
Key action	<ul style="list-style-type: none">▲ Implement intervention for children identified with needs at the B4 School Checks.
Key deliverables	<ul style="list-style-type: none">▲ Monitor B4 School referral flows and impact on Special Education capacity to respond, and inform future resource planning.▲ B4 School providers well informed as to the Special Education referral pathway and able to make referrals that meet Special Education access criteria.▲ Ministry's information systems are able to get information to schools for enrolling students on vision and hearing tests – undertaken on children when they are four years old.▲ Early childhood education providers and schools informed of the value of B4 School Checks.▲ Information for teachers about hearing and vision tests – what the tests do and do not tell us and what else teachers need to know.▲ Input into Ministry of Health on the evaluation of B4 School Checks.
Success indicators	<ul style="list-style-type: none">▲ Specialist services resourcing requirements arising from B4 School checks have been quantified.▲ Referrals from B4 School providers are well aligned with Special Education access criteria.

7. Deliver Behavioural services, including Incredible Years programme – regional implementation

Objective	<ul style="list-style-type: none"> ▲ Deliver Behavioural services to students and families.
Outcomes/results	<ul style="list-style-type: none"> ▲ Children and young people are able to attend school. ▲ Children and young people are able to participate in the life of the school. ▲ Children and young people are able to participate socially with their peers. ▲ Children and young people are able to access learning opportunities that meet their learning needs. ▲ Children and young people achieve in curriculum areas in ways that are meaningful. ▲ Traumatic incident management support for schools and early childhood education services contributes to providing safe learning environments. ▲ Increase in number of children returning to a pro-social pathway resulting from the Incredible Years programme.
Ministry priorities	<ul style="list-style-type: none"> ▲ Every child has the opportunity to participate in high quality early childhood education. ▲ Every child achieves literacy and numeracy levels that enable their success. ▲ Every young person has the skills and qualifications to contribute to their and New Zealand's future.
Key actions	<ul style="list-style-type: none"> ▲ Deliver behavioural services to the 4,000 students with the most severe behavioural challenges. ▲ Train staff to deliver the Incredible Years programme. ▲ Train staff to certification level in the Incredible Years parenting programmes and teacher programmes. ▲ Work collaboratively with other Incredible Years providers and potential providers to develop a network of provision for Incredible Years. ▲ Deliver services that reflect the current evidence base and the Taumata Whanonga outcomes.
Key deliverables	<ul style="list-style-type: none"> ▲ Deliver individual behaviour services to 4,000 – 6,000 students. ▲ Deliver services that meet the Specialist Service Standards. ▲ Review of individual services undertaken on at least 10% of cases. ▲ Respond to all traumatic incidents (usually 130-140 per year). ▲ Implement the Action Plan developed from the Taumata Whanonga. ▲ Undertake systemic training for educators. ▲ At least 12 staff nationally delivering the Incredible Years programme achieve certification level – June 2010. ▲ Ongoing delivery of Incredible Years training programmes to parents.
Success indicators	<ul style="list-style-type: none"> ▲ Special Education Behavioural services meet the Service Standards and reflect the evidence base. ▲ Children and young people receiving Special Education comprehensive behaviour services remain engaged in education (matching Te Pataka and suspension/exclusion data). ▲ More than 60% of children whose parents attend Incredible Years programmes are reported to have returned to a pro-social pathway (Eyberg pre and post data). ▲ Incredible Years Pilot Evaluation by Professor Fergusson indicates the results being achieved by Special Education are similar to that achieved by other providers. ▲ 90% of clients who are surveyed rate the services received as satisfactory or higher (client survey). ▲ No more than 5% of eligible children wait for more than 90 days from referral to service (national indicator report).

8. Deliver Communication (speech and language therapy) services – regional implementation

Objective	<ul style="list-style-type: none"> ▲ Deliver Communication services to students.
Outcomes/results	<ul style="list-style-type: none"> ▲ Children and young people are able to attend school. ▲ Children and young people are able to participate in the life of the school. ▲ Children and young people are able to communicate and participate socially with their peers. ▲ Children and young people are able to access learning opportunities that meet their learning needs. ▲ Children and young people achieve in curriculum areas in ways that are meaningful.
Ministry priorities	<ul style="list-style-type: none"> ▲ Every child achieves literacy and numeracy levels that enable their success. ▲ Every young person has the skills and qualifications to contribute to their and New Zealand's future.
Key actions	<ul style="list-style-type: none"> ▲ Deliver Communication (speech and language therapy) services to students aged 5 - 8 years who have the 1% most severe speech and language disorders (eg, articulation difficulties, fluency disorders, voice resonance disorders, language disorders). Deliver training to schools to support them in meeting the needs of students with moderate speech and language needs.
Key deliverables	<ul style="list-style-type: none"> ▲ Deliver individual services to 5,500 - 7,000 students. ▲ Deliver services that meet the Specialist Service Standards and reflect the evidence base. ▲ Provide training to schools around moderate speech language needs and ways to support students. ▲ Review of individual services undertaken on at least 10% of cases. ▲ The new access criteria are implemented in all districts. ▲ Training in the new practice model is delivered and model is implemented. ▲ Comprehensive services are delivered within 90 days of referral.
Success indicators	<ul style="list-style-type: none"> ▲ The 1% of students aged 5 - 8 years with the most severe speech and language disorders receive comprehensive services that meet the Specialist Service Standards and are evidence based (Review of Individual Services). ▲ 90% of clients surveyed rate the services received as satisfactory or higher (client surveys). ▲ No more than 5% of eligible children wait for more than 90 days from referral to service (national indicators report).

9. Deliver Early Intervention services – regional implementation

Objectives	<ul style="list-style-type: none"> ▲ Deliver Early Intervention services to infants and children, ensuring Māori and Pasifika children have equitable access to our services and are present, participating and learning. ▲ To ensure that children with additional learning needs are identified early and that they and their parents receive the appropriate advice and support required to maximise their learning outcomes. ▲ To ensure all children under the age of three identified as deaf or hearing impaired receive the support they need to address long-term barriers to learning.
Outcomes/results	<ul style="list-style-type: none"> ▲ Children are able to attend their local early childhood education centres. ▲ Children are able to participate in the life of their early childhood education centre. ▲ Children are able to communicate and participate socially with their peers. ▲ Children are able to access learning opportunities that meet their learning needs. ▲ Children achieve in curriculum areas in ways that are meaningful. ▲ Children access intervention at an earlier age.

9. Deliver Early Intervention services – regional implementation continued...

Outcomes/results continued...	<ul style="list-style-type: none"> ▲ Outcomes for Māori children with special education needs are enhanced through early identification of need and the provision of Early Intervention services. ▲ Outcomes for Pasifika children with special education needs are enhanced through early identification of need and the provision of Early Intervention services. ▲ Average age of first behaviour intervention is reducing. ▲ Children with speech and language needs are identified and supported. ▲ All children referred through the phased national Newborn Hearing Screening roll out receive the new Early Intervention programme.
Ministry priority	<ul style="list-style-type: none"> ▲ Every child has the opportunity to participate in high quality early childhood education.
Key actions	<ul style="list-style-type: none"> ▲ Provide Early Intervention support and services to children with moderate to severe special educational needs from the time they are born until they are settled in school (this includes Early Intervention specialists and support staff and other providers accredited by the Ministry). ▲ Work with other providers and communities to increase the number of Māori children with special educational needs accessing Early Intervention services, and find them earlier. ▲ Work with other providers and communities to increase the number of Pasifika children with special educational needs accessing Early Intervention services, and find them earlier. ▲ Implement intervention for children identified with needs at the B4 School Checks. ▲ Complete the national roll out of universal Newborn Hearing Screening Early Intervention programme. ▲ Offer Incredible Years parent and teacher training programmes. ▲ Review individual services undertaken on at least 10% of cases. ▲ Implement the new access criteria in all districts.
Key deliverables	<ul style="list-style-type: none"> ▲ Deliver services to 11,000-13,000 children. ▲ Deliver services which meet the Specialist Service Standards and reflect the evidence base. ▲ Children who meet the criteria for services receive comprehensive services within 90 days. ▲ Deliver services to children who are identified as a result of the B4 School Check and who meet the Special Education criteria for service. ▲ Provide professional development and information to B4 School testers to enable them to make accurate referral decisions for children with communication problems. ▲ The universal Newborn Hearing Screening Early Intervention programme is available in all districts by June 2010.
Success indicators	<ul style="list-style-type: none"> ▲ Special Education Early Intervention services provided meet the Service Standards and reflect the evidence base (Review of Individual Services). ▲ 10% increase in numbers of Māori children accessing Early Intervention services by June 2010 or when per population proportion for district is reached (national indicator data). ▲ Average age Māori children receive Early Intervention decreases, on average, by three months by June 2010 (national indicator data). ▲ Increase the number of Pasifika Early Intervention referrals by at least 10% (or 70 children) by 2012 or when population proportion for district is reached (national indicator data). ▲ Average age Pasifika children receive Early Intervention decreases, on average, by three months by June 2010 (national indicator data). ▲ 90% of clients surveyed rate the services received as satisfactory or higher (client survey). ▲ No more than 5% of eligible children wait for more than 90 days from referral to service (national indicator data).

10. Deliver Complex Needs services – regional implementation

Objective	<ul style="list-style-type: none"> ▲ Deliver Complex Needs services to students.
Outcomes/results	<ul style="list-style-type: none"> ▲ Children and young people are able to attend school. ▲ Children and young people are able to participate in the life of the school. ▲ Children and young people are able to communicate and participate socially with their peers. ▲ Children and young people are able to access learning opportunities that meet their learning needs. ▲ Children and young people achieve in curriculum areas in ways that are meaningful.
Ministry priorities	<ul style="list-style-type: none"> ▲ Every child achieves literacy and numeracy levels that enable their success. ▲ Every young person has the skills and qualifications to contribute to their and New Zealand's future.
Key actions	<ul style="list-style-type: none"> ▲ Provide services to students with complex needs. This covers a range of services including those verified in the Ongoing and Reviewable Resourcing Schemes (ORRS), a resource for a small group of children (about 1% of the school population) with complex needs and therefore the highest need for special education. ▲ Provide funding for teachers' aides, specialist support and consumable items, such as audio tapes and disposable gloves. ▲ Provide teacher's aide support to students in the High Health Fund, which meets the needs outlined in their Care Plans. ▲ Provide services to children with moderate physical needs and moderate hearing loss. ▲ Assess the need for assistive equipment and provide equipment to the children with the highest needs. ▲ Review of individual services undertaken on at least 10% of cases. ▲ Implement any actions from the <i>Review of Special Education</i> or additional ORRS funding. ▲ Fund schools to deliver the Special Education Itinerant Teacher (SEIT) service.
Key deliverables	<ul style="list-style-type: none"> ▲ Number of Complex Needs services comprising: <ul style="list-style-type: none"> ▶ Ministry-provided ORRS students – 3,600 - 3,800 students ▶ specialist service providers ORRS students – 2,950 - 3,150 ▶ High Health – 550 students ▶ other moderate services – 2,200 - 2,500. ▲ Special Education Complex Needs services provided meet the Service Standards and reflect the evidence base. ▲ The new national moderation criteria for allocating teacher's aide funding are implemented in all districts. ▲ Implementation plan for any actions from the <i>Review of Special Education</i> or additional ORRS funding. ▲ Increase in number of children attending regular school with SEIT support.
Success indicators	<ul style="list-style-type: none"> ▲ Special Education services provided to students receiving ORRS meet the Service Standards and reflect the evidence base (<i>Review of Individual Services</i>). ▲ 90% of clients surveyed rate the services received as satisfactory or higher (client survey). ▲ No more than 5% of eligible children wait for more than 90 days from referral to service (national indicator report). ▲ Funding is allocated in a transparent way that is equitable (regional moderation). ▲ Where appropriate, children with special education needs are able to access SEIT services to enable them to attend their local, regular school with SEIT support.

11. Deliver workshops

Objective	<ul style="list-style-type: none"> ▲ Workshops for family and whānau and/or education providers increase the knowledge, skills and confidence of parents, whānau, teachers and staff in using effective, evidence-based approaches that improve learning, social and cultural outcomes for children and young people.
Outcomes/results	<ul style="list-style-type: none"> ▲ Family and whānau and education providers are provided with workshops appropriately targeted to their needs.
Ministry priorities	<ul style="list-style-type: none"> ▲ Every child has the opportunity to participate in high quality early childhood education. ▲ Every young person has the skills and qualifications to contribute to their and New Zealand's future.
Key actions	<ul style="list-style-type: none"> ▲ Deliver 550 - 650 workshops. ▲ Deliver Incredible Years workshops. ▲ Districts assess needs and develop and deliver workshops including: <ul style="list-style-type: none"> ▶ for teachers or teachers' aides working with children with hearing impairments, physical disabilities, sensory disabilities ▶ on early language development ▶ on strategies for parents to use for children with delayed/disordered language ▶ on non-violent crisis intervention for schools ▶ on tips for dealing with children with autistic spectrum disorder ▶ on traumatic incidents preplanning for schools and the early childhood education sector. ▲ At least 18 'tips for autism' programmes provided nationally by 30 June 2010 (each programme involves 20-40 participants).
Key deliverables	<ul style="list-style-type: none"> ▲ 550 - 650 workshops completed. ▲ Eighteen 'tips for autism' programmes completed.
Success indicator	<ul style="list-style-type: none"> ▲ Course evaluations demonstrate improved knowledge, skills and confidence of parents, whānau and educators who have taken part (collation of course evaluation data).

PROVIDE QUALITY SERVICES

12. Service development – National Office

Objective	<ul style="list-style-type: none"> ▲ To ensure our specialist staff are supported by having the training, resources, systems and processes they need to deliver services to children.
Outcomes/results	<ul style="list-style-type: none"> ▲ New and changed initiatives are implemented by specialist staff in a planned and consistent way, and service models are aligned to evidence of best practice and outcomes.
Ministry priority	<ul style="list-style-type: none"> ▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none"> ▲ Develop visual communications service training and resources package for advisers on deaf children. ▲ Develop options for measuring outcomes in line with the Literacy and Numeracy standards. ▲ Plan and implement the roll out of the revised Equipment & Therapy Health/Education Protocols. ▲ Develop further the operational detail of Health/Education protocols (speech-language therapy, assistive technology, and occupational and physiotherapy). ▲ Develop and implement operational guidelines around transition from school for ORRS-verified children. ▲ Strengthen models of professional practice, including ensuring that available resources and tools are well evidence-based, clearly articulated and accessible to staff delivering specialist services.

12. Service development – National Office continued...

Key deliverables

- ▲ Roll out visual communications training and resource package for advisers on deaf children – June 2010.
- ▲ Input is provided when required to ensure an intellectual or cognitive disability perspective is included in the National Literacy and Numeracy standards project – June 2010.
- ▲ More detailed operational guidance developed for the Health/Education protocols in the areas of speech-language therapy, assistive technology, and occupational and physiotherapy – June 2010.
- ▲ Transition guidelines agreed to and in place by end of 2009 and Implementation Plan developed in conjunction with NGOs, Ministry of Social Development, Accident Compensation Corporation, Ministry of Health – Oct 2009.
- ▲ Coordinate national access criteria implementation and development of national client engagement guidelines.
- ▲ For Early Intervention, Communication, Severe Behaviour and Complex Needs services:
 - ▶ further develop the portfolio of appropriate practice tools and methods for use across the service pathway
 - ▶ develop a portfolio of specific evidence-based intervention methods and programmes for use by behaviour practitioners
 - ▶ further develop, externally review and begin implementation of the assessment model for speech-language therapy
 - ▶ advice for management/prevention of suicide, mental health and child abuse is updated and accessible for specialist staff and schools
 - ▶ options for measuring outcomes are fully developed and evaluated by June 2010.
- ▲ Practice leaders develop new or update existing professional induction packages for specialist staff.
- ▲ Twelve staff are supported to attain accreditation standards in evidenced-based manualised programmes – Incredible Years Parent, Incredible Years Teacher, Positive Behaviour Support.
- ▲ Traumatic incident coordinators are trained in delivering the schools and early childhood education sector traumatic incidents pre-planning course.
- ▲ Staff working with children/students who have severe behaviour disorders and who have not completed the Effective Intervention for Behaviour Challenges training will enrol in the Victoria University online behaviour paper.

Success indicators

- ▲ Advisers on deaf children have resource package available that supports their work with young Deaf and hearing impaired children and their families.
 - ▲ Literacy & Numeracy standards are implemented in a way that takes account of issues for some children with special education needs.
 - ▲ More detailed operational guidelines for the Health/Educational protocols are available to staff in Health and Education.
 - ▲ Special Education staff, students and their families report better managed transitions from school to further education and training, employment and more independent living.
 - ▲ All districts are using the national access criteria.
 - ▲ Professional Practice website statistics demonstrate that specialist staff are accessing the online practice support guidance and that lead practitioners report that specialist staff are using tools and programmes consistent with those being promoted on the practice website.
 - ▲ The assessment model for speech-language therapy is documented, externally peer reviewed and the implementation plan is under way.
 - ▲ Updated advice regarding management of suicide, mental health and abuse is available on Ministry websites.
 - ▲ Staff joining Special Education have access to good professional induction.
 - ▲ Behaviour specialists achieve competency goals set in behaviour training.
 - ▲ Twelve staff will become accredited trainers in selected evidence-based manualised training approaches.
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13. Workforce development

Objectives	<ul style="list-style-type: none"> ▲ To ensure skilled and qualified staff provide high quality services through better processes to support recruitment, training, mentoring, supervision and retention. ▲ To ensure our workforce reflects the communities we provide services to, in particular, Māori and Pasifika.
Outcomes/results	<ul style="list-style-type: none"> ▲ A greater number of Māori and Pasifika staff being recruited and retained in Special Education. ▲ Increased number of applicants for vacant positions and greater retention of existing staff. ▲ Staff inducted, trained and supported to deliver a consistently high performance of workforce services.
Ministry priority	<ul style="list-style-type: none"> ▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none"> ▲ Processes are developed to recruit and develop Māori and Pasifika staff. ▲ Design the psychologist assistant and psychologist intern roles, recruitment and management processes. ▲ Develop processes to recruit and develop Māori and Pasifika staff into speech-language therapy positions. ▲ Design processes to recruit and develop Māori and Pasifika staff into occupational therapy and physiotherapy positions. ▲ Redesign scholarships and study awards for improved uptake and efficiency. ▲ Revise contracted specialist training provision and explore alternative options. ▲ Develop promotional material to attract a greater number of people into special education careers. ▲ Work with Human Resourcing and Communications to redesign corporate recruitment website. ▲ Participate in career fairs and work with universities to elevate specialist role profiles. ▲ Collaborate with NZEI to develop a framework that encourages skills building within our field staff workforce, and investigate how the Lead Practitioner role might link into a future attestation process.
Key deliverables	<ul style="list-style-type: none"> ▲ Intern and psychologist assistant roles implemented, recruited and promoted by 2010. ▲ Voluntary bonding scheme in place to attract Māori and Pasifika staff into speech-language therapy positions by 2010. ▲ Optional process in place for regions to recruit Māori and Pasifika occupational therapy and physiotherapy, and hard-to-staff areas under voluntary bonding scheme. ▲ Improved study award and scholarship in place by 2010, which attracts a larger pool of people entering the special education workforce. ▲ High quality specialist training provision, which is value for money, with a better quality assurance design, in place by 2011. ▲ Career promotional material for specialist roles (speech-language therapists, occupational therapists, physiotherapists, early intervention, special education advisors, psychologists, advisers on deaf children and resource teachers vision and deaf) available for local and international recruitment. ▲ Corporate recruitment website and vacancy information are redesigned with improved functionalities. ▲ Ongoing presence at career fairs, and within universities, via career promotion material, physical attendance or increased information to universities about opportunities within the wider special education sector. ▲ Framework and performance management models developed to encourage building of skills in our field staff workforce to inform upcoming collective agreement negotiations. ▲ Reframed lead practitioner roles.
Success indicators	<ul style="list-style-type: none"> ▲ More skilled, qualified Māori and Pasifika staff and these staff will stay longer in Special Education. ▲ Increase in applicants for vacancies and study awards and scholarships.

14. Workforce development – staff recruitment, training, mentoring and supervision – regional implementation

Objectives	<ul style="list-style-type: none"> ▲ To ensure skilled and qualified staff provide high quality services through better processes to support recruitment, training, mentoring and supervision. ▲ To increase the number of Māori specialist staff. ▲ To increase the number of Pasifika specialist staff.
Outcomes/results	<ul style="list-style-type: none"> ▲ A greater number of Māori and Pasifika staff being recruited and retained in Special Education. ▲ Non-Māori staff have the skills to provide a culturally responsive service to Māori children and their families. ▲ Non-Pasifika staff have the skills to provide a culturally responsive service to Pasifika children and their families. ▲ Special Education staff have the skills to work with children with severe and challenging behaviour. ▲ Speech-language therapists have the skills to deliver to the new practice model. ▲ Early intervention practitioners have the skills to be able to work earlier and in more evidenced-based ways with children who have special education needs. ▲ More Māori specialists in training.
Ministry priority	<ul style="list-style-type: none"> ▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none"> ▲ Implement regional induction programmes and training opportunities for staff. ▲ Develop and implement Gallup action plans for each team. ▲ Provide opportunities for staff to attend the Victoria University Effective Intervention for Behaviour Challenges programme. ▲ Recruit and develop Māori and Pasifika staff. ▲ Service development groups recommend/develop training programmes for practitioners. ▲ Professional development conference attendance is monitored in the new environment, maintaining access to up-to-date research and practice. ▲ Implement professional learning and development for speech-language therapists regarding practice model. ▲ Implement Early Intervention assessment training and practice guidelines and tools. ▲ Implement professional learning and development for kaitakawaenga regarding practice model. ▲ Provide culturally responsive practice tools and training.
Key deliverables	<ul style="list-style-type: none"> ▲ Deliver induction programmes to all new staff. ▲ Gallup action plans for all teams. ▲ Pasifika cultural responsiveness programme delivered to current staff who have not had the training and all new staff who are working with Pasifika families. ▲ Te Hikoitanga training provided for all existing and new staff. ▲ Implementation of professional development opportunities organised by the service development teams. ▲ Staff delivering behaviour training should have completed Effective Intervention for Behaviour Challenges training or are enrolled for current programme. ▲ All speech-language therapists have the opportunity to engage with the new practice model/assessment model. ▲ All staff working in Early Intervention have the opportunity to engage in the practice model. ▲ Māori and Pasifika staff are engaged in specialist training programmes.

14. Workforce development – staff recruitment, training, mentoring and supervision – regional implementation continued...

Success indicators	<ul style="list-style-type: none"> ▲ Gallup results for 2010 show higher levels of engagement across Special Education. ▲ Numbers of qualified Māori and Pasifika staff remain the same or increase. ▲ All staff have the skills to deliver culturally appropriate services to Pasifika children and their families (Sau Tau O evaluation). ▲ All staff have the skills to deliver culturally appropriate services to Māori children and their families. ▲ Behaviour specialists achieve competency goals set in behaviour training (EIBC evaluation). ▲ Special Education specialists increase their skills in the new practice models.
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15. Effective 21st century service delivery

Objective	<ul style="list-style-type: none"> ▲ To enhance our services through the adoption of 21st century technology, processes and practices as appropriate.
Outcomes/results	<ul style="list-style-type: none"> ▲ Staff are able to work in an effective and efficient manner making use of the resources available to them.
Ministry priority	<ul style="list-style-type: none"> ▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none"> ▲ Develop a 'model office'. ▲ Use the information from the case management system proof of concept work to develop the specifications for the full case management system and to identify technology to support staff in the way they work. A pathway forward will then be developed to advance this work.
Key deliverables	<ul style="list-style-type: none"> ▲ A 'model office' concept. ▲ A case management system specification.
Success indicator	<ul style="list-style-type: none"> ▲ Staff consider the case management system specifications and supporting infrastructure meet their needs to deliver a good or high level of service in an efficient and effective way.

16. Specialist Service Standards monitoring

Objective	<ul style="list-style-type: none"> ▲ To implement the monitoring process for the Specialist Service Standards for 14 providers in relation to Early Intervention and the ORRS.
Outcomes/results	<ul style="list-style-type: none"> ▲ Monitoring providers against the Specialist Service Standards will increase accountability and lead to improvements in quality service provision.
Ministry priority	<ul style="list-style-type: none"> ▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key action	<ul style="list-style-type: none"> ▲ Implement the Specialist Service Standards reviews for practitioners and managers.
Key deliverables	<ul style="list-style-type: none"> ▲ Updated guidelines and support material available by October 2010. ▲ Training of additional reviewers completed by November 2009. ▲ First 14 reviews completed by 30 June 2010.
Success indicators	<ul style="list-style-type: none"> ▲ Reviews are completed on time. ▲ Clear information on the strengths and areas for development are identified.

17. Specialist Service Standards – regional implementation

Objective	<ul style="list-style-type: none"> ▲ To enhance the quality of practices in Special Education districts by developing nationally consistent quality review and management assurance methodologies.
Outcomes/results	<ul style="list-style-type: none"> ▲ Monitoring against the Specialist Service Standards will lead to improvements in quality service provision. ▲ All Special Education quality reviews will be undertaken using nationally consistent methodologies.
Ministry priority	<ul style="list-style-type: none"> ▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none"> ▲ Implement national access criteria. ▲ Implement the Specialist Service Standards for practitioners and managers (focus access, informed consent, service agreements and review of individual services). ▲ Monitor the Specialist Service Standards implementation using the nationally agreed rubrics. ▲ Undertake quality review in each district by June 2010.
Key deliverables	<ul style="list-style-type: none"> ▲ Collated and analysed results of review of files using Specialist Service Standards rubrics. ▲ Districts provide completed quality review report by June 2010.
Success indicator	<ul style="list-style-type: none"> ▲ Quality reviews, analysis of rubric information and self-review questionnaire enable districts to identify issues and respond to them.

18. Special Education Auckland Strategy

Objective	<ul style="list-style-type: none"> ▲ To implement the strategy developed for Auckland, which supports efficient and effective delivery of services and effectively coordinates provision with other government agencies.
Outcomes/results	<ul style="list-style-type: none"> ▲ Equitable and culturally responsive coordinated service provision across Auckland.
Ministry priority	<ul style="list-style-type: none"> ▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key action	<ul style="list-style-type: none"> ▲ Implement a strategy for Auckland that deals specifically with the unique challenges faced by the region.
Key deliverables	<ul style="list-style-type: none"> ▲ Change management plans developed and implemented. ▲ Positions appointed.
Success indicator	<ul style="list-style-type: none"> ▲ A structure is in place that supports effective and efficient service delivery (improvement in key measures outlined in the strategy eg, decrease in waiting times; decreased duplication; saving in back office costs).

19. Special Education Review

Objective	<ul style="list-style-type: none">▲ To provide Government assurance that maximum value is being gained from its investment in special education and that schools, parents and their children are receiving the best support possible.
Outcomes/results	<ul style="list-style-type: none">▲ Make the best use of Government funding.▲ Increased accountability for outcomes and improved allocation of funding, including additional funding for ORRS.▲ More effectively aligned provision.
Ministry priority	<ul style="list-style-type: none">▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none">▲ Assist the Associate Minister to develop terms of reference.▲ Produce Cabinet advice on terms of reference.▲ Prepare a discussion document.▲ Undertake sector consultation.▲ Analyse results of consultation and prepare advice for the Minister and Cabinet on the findings and recommendations.▲ Implement initial decisions.
Key deliverables	<ul style="list-style-type: none">▲ Cabinet paper on the terms of reference.▲ A discussion document exploring the issues for sector consultation.▲ A report on the findings and recommendations followed by advice to Cabinet.▲ As required, agreement on a plan to implement recommendations.
Success indicators	<ul style="list-style-type: none">▲ Associate Minister and Cabinet accept Ministry of Education recommendations.▲ Implementation plan developed, ready for implementation.▲ Extended ORRS model implemented.

BUILD AND SUSTAIN PRODUCTIVE PARTNERSHIPS

20. Sensory needs

Objective	<ul style="list-style-type: none">▲ To develop and implement strategies with other sensory sector providers to build a coordinated, equitable and consistent specialist service provision for children and young people with sensory impairments.
Outcomes/results	<ul style="list-style-type: none">▲ Students with sensory impairments will benefit from more coordinated services provision, and access to service provision for students with sensory impairments will be clearer for parents, schools and providers. As a strategy for Blind and vision impaired students has been developed in recent years and is now being implemented, the key focus for 2009/10 is on developing a strategy for the Deaf and hearing impaired sector.
Ministry priority	<ul style="list-style-type: none">▲ The Ministry is capable, efficient and responsive to achieve education priorities.
Key actions	<ul style="list-style-type: none">▲ Agree overarching strategy for Deaf education with the sector, via the Deaf Steering Group.▲ Develop work plans to implement the strategy for Deaf education.▲ Implement Cochlear Implant habilitation services review (with regions and Ministry of Health).▲ Coordinate Ministry New Zealand Sign Language implementation plan and annual reporting.▲ Develop template and implementation plan for a review of support for children accessing the curriculum through New Zealand Sign Language by advisers on deaf children.▲ Continue to implement the overarching strategy for vision education.

20. Sensory needs continued...

Key deliverables

- ▲ Release a discussion document for consultation on the Deaf education service provision model – July 2009.
 - ▲ Deaf education service provider model signed by Deaf Education Steering Group – June 2010.
 - ▲ Deaf education work plans to include:
 - ▶ options report on New Zealand Sign Language service models submitted – December 2009
 - ▶ Deaf child/student achievement database collated – December 2009.
 - ▲ Contract variations negotiated with Cochlear Implant Trusts for revised service specifications – June 2010.
 - ▲ New Zealand Sign Language implementation plan agreed across the Ministry and agreed actions being taken.
 - ▲ New Zealand Sign Language implementation plan is reported on to the Office of Disability Issues as part of NZ Disability Strategy annual reporting – May 2010.
 - ▲ Implementation plan and template for advisers on deaf children stocktake of New Zealand Sign Language users – July 2009.
 - ▲ Accessible Format Materials governance board established December 2009.
 - ▲ Orientation and Mobility alternative service model agreed with BLENNZ and contract providers – June 2010.
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Success indicators

- ▲ Buy-in across Deaf and hearing impaired education sector to the project plans and strategy.
 - ▲ Better information available to support future policy and decision-making, including:
 - ▶ student achievement information for Deaf and hearing impaired and Blind and vision impaired learners
 - ▶ success of current supports for New Zealand Sign Language students
 - ▶ tighter specification of agreed service levels for Orientation and Mobility and Accessible Format Materials contracts.
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Resource allocation

	ORRS funding agent					Total \$(000)
	National Office \$(000)	Northern \$(000)	Central North \$(000)	Central South \$(000)	Southern \$(000)	
Operational output budget						
Leadership and learning	421.0	-	-	-	-	421.0
Develop and evaluate student intervention policy	1,228.2	-	-	-	-	1,228.2
Provide Communication services	1,228.9	3,136.7	1,578.5	1,505.9	1,521.1	8,971.1
Provide Behavioural services	792.3	8,546.4	4,634.0	4,137.3	5,535.1	23,645.1
Provide Early Intervention services	114.1	11,732.3	5,487.1	5,368.4	5,707.2	28,409.1
Complex Needs	1,209.6	34,775.0	12,052.1	11,881.9	16,278.6	88,436.7
Direct outputs	4,994.1	34,775.0	23,751.6	22,893.5	29,042.1	151,111.3
Overhead outputs	3,799.1	-	7,132.4	5,245.5	5,589.7	30,009.7
Total operational output	8,793.2	43,898.0	30,884.0	28,139.0	34,631.8	181,121.0
Outputs targets (number of children)						
Provide Communication services	-	2,386	1,369	1,158	1,337	6,250
Provide Behavioural services	-	1,850	1,101	876	1,173	5,000
Provide Early Intervention services	-	4,775	2,508	2,184	2,533	12,000
Complex Needs*	-	2,984	1,602	1,468	1,845	9,650
Total outputs targets	-	2,984	6,580	5,686	6,888	32,900
* Note ORRS extension numbers not included						
2009-10 funding		EI sector \$(000)		School sector \$(000)		Total \$(000)
Special Education service delivery		35,016		66,973		101,989
Third party contracts (incl ORRS, High Health, fundholder schools, alternative providers)		3,493		75,639		79,132
Total operational outputs		38,509		142,612		181,121
Contracts (incl special needs transport)		235		38,721		38,956
Formula based grant funding to schools (incl SEG, School Operations Grant, resident school funding, Correspondence School, RTLB operational component)		-		71,536		71,536
Teacher salaries (incl RTLB, ORRS teachers, SLS)		-		158,450		158,450
Total		38,744		411,319		450,063

