# **Part 1 | The IEP process (7:15 mins)**

Andrea Smart, Practice Advisor Complex Needs, Northern region, sets the scene on what recommendations emerged from the 2010 IEP Literature Review.

She discusses updates to the guidelines and who was involved in the advisory and consultation.

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| **Audio** | **Visual** |
| **No narration** | [on the left side of the screen]cover of *Collaboration for Success*[on the right side of the screen]Collaboration for SuccessPresentation ExampleThis video series is a guide on how to present the CFS PowerPoint presentation to groups such as a school community or a child’s IEP team.There are six parts in this video series.Part 1 | Working as a team (7:15 mins) |
| **Andrea:**We’re here to discuss *Collaboration for Success* and the Individual Education Plans, the new IEP guidelines.Today in the presentation, we’re going to look at what’s new in *Collaboration for Success*.So, what’s the difference? We know what IEP is all about, so what’s the difference?What we’re going to share with you is what the literature says and how that might improve the IEP process for our schools, for our families, and for whānau themselves.And then we’re going to be looking at what makes a successful IEP process.And you’ll note that I’m saying process now. So, IEP isn’t just a document, it’s now just the meeting itself, it’s actually a whole process.That’s a little bit of a shift in thinking in that we’re looking at the process of how it all comes together and what that might mean.We’re going to be looking [at] how the team around the student works, how the classroom environment is adapted to meet the students’ needs, and where to from here. | [speaker is on the right side of the screen][on the left side of the screen]*Collaboration for Success* book cover[appears on the screen]In this presentation:What’s new?* using the evidence or what the literature says

What makes a successful IEP process?* working with teams
* in the classroom

Where to from here?IEP Online website |
| **Andrea:**So, *Collaboration for Success* – this actually replaces the 1998 [version], so … we realise how old it is when we say 1998 guidelines.It doesn’t require new systems; it does require a little bit of new thinking, but it advocates what IEPs need to be to emphasise and strengthen to make IEPs work more effectively … for everybody.The guidelines were looked at by a Sector Advisory Group, and they had representatives nationally from NZEI, Parent to Parent, an RTLB representative, SLS, University, Te Akatea, secondary schools, primary schools, Te Kura, special schools, and Ministry of Education Curriculum and Policy.So, there’s quite a big group looking at the guidelines and [making] revisions around that.The new changes are all based on the international and the national literature review, so it’s best practice. It’s pulling together everything from the review and making some changes within the guidelines to reflect that. | Collaboration for Success* replaces the 1998 IEP Guidelines
* developed by a sector advisory group
* based on international and national literature review
* reflects changes in the education and disability sectors
* based on what we know works
* supported by web tips and tools

<https://seonline.tki.org.nz/IEP> |
| **Andrea:**… If you think [back to] 1998 and what’s happened in education [since then], lots and lots of changes have happened, that that’s just the main changes. So, this document now is going to reflect those changes. | Scrolls up on screen:**Reflects changes in the education and disability sectors … the strategies and policies underpinning [Collaboration for Success] include:*** NZ Disability strategy 2001
* *New Zealand Curriculum* 2007
* *Te Marautanga o Aotearoa* 20008 (Māori medium curriculum)
* UN Convention of Rights of Persons with Disabilities ratified by NZ 2008
* National Standards 2009
* Success for All, Every School Every Child 2010
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| **Andrea:**In your hand-outs we’ve given you – we’ve given you a copy of the guidelines themselves, so that’s a hard copy of the guidelines, and if anybody wants any more copies of these, you can order them from “Down the Back of the Chair”. Is everybody familiar with “Down the Back of the Chair”?There’s an order code in the front of the booklet. So that’s the code that you need to order. | *Collaboration for Success* book cover[appears on the screen]Order at no charge from the Ministry’s online catalogue[Down the back of the chair](https://www.thechair.co.nz/login/moe-thechair)Item number: 33820 |
| **Andrea:**We’ve also put in your pack a family, parent, and educator leaflet – that’s like a little summary. Again, this can be ordered [from] “Down the Back of the Chair”.In your clusters you can order a bulk of these, and when you go around into the schools and you talk about the IEPs and the processes, you don’t necessarily have to take the guidelines, you could take the fact sheets for families, whānau, and schools. | [screen of a page *Collaboration for Success*]Individual Education Plans – working as a team [appears on the screen]Order at no charge from the Ministry’s online catalogue[Down the back of the chair](https://www.thechair.co.nz/login/moe-thechair)Item number: 710606On the IEPonline website:[Phase 1 Rollout kit](https://seonline.tki.org.nz/IEP/Need-to-know/Rollout-plan-kit/What-is-in-the-guidelines)A package of downloadable materials (PDF and Word doc) you can use as you develop your own rollout plans. |
| **Andrea:**I’d just like to bring your attention to the “Collaboration for Success” handout here. It’s the black-and-white document that I put in your pack. These are the key messages.Today’s presentation will cover these key messages, and what we wanted to have is one page – a one-pager – so that you could ago away, and you would be able to reflect on these straight away. (pause) These are the key messages.It's also a document that you may be useful – again you can take out to the schools and talk to the schools around what key messages are and you can even talk to families and whānau.  | **Key messages for the roll-out of the new IEP guidelines – *Collaboration for Success*: Individual Education Plans**These key messages about the IEP process were agreed by the sector advisory group who met to revise the Ministry of Education IEP Guidelines (1989)The classroom teacher* All teaching and learning for all students occur within *The New Zealand Curriculum* and Te *Marautanga o Aotearoa:* these curricula are relevant to all students, including those with special education needs. Overall Teacher Judgment will shape assessment and next step teaching and learning for students, including those with special education needs. This is reflected in the collaborative process and the Individual Education Plan.
* The teacher is the leader of learning within their classroom and has full responsibility for all the students in their class, including students with special education needs
* The IEP’s primary purpose is as a teaching and learning plan.

The student* The student with special education needs is an active, capable learner.
* The special education needs of many students can be met by class and school- wide strategies. Not all students with special education needs require an IEP, and few need one that captures every aspect of their learning.
* Some students with special education needs require particular teaching and learning strategies, for example, differentiations to the school and classroom curriculum instruction or adaptations. The IEP should only outline those differences.
* Student engagement, learning and achievement depend on the relationship between the teacher and the student.
* Student voice (or supported voice) will shape the IEP so [that] the sense of the person is not through prescriptive goals. Students can monitor their own learning through their IEP goals.
* Schools’ and teachers’ attitudes and willingness to ‘stand in the shoes’ of the student with special education needs are critical to students’ progress and achievement.
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| **Andrea:**All teaching and learning for student in New Zealand schools are included in the *New Zealand curriculum* and the Māori curriculum.The teacher is the leader of all classroom learning. And, we know that, but we actually forget about that when we’re specialists, and when we’re going into schools, we really need to be focused on that. | Key points* All teaching and learning for all students in New Zealand schools, including those with special education needs, takes place within the *New Zealand Curriculum* and *Te Marautanga o Aotearoa*
* The teacher is the leader of all classroom learning
* Al students are recognised as active, capable learners
* Listen to students’ views (stand in their shoes)
* Student engagement, learning, and achievement depend in part on the relationship between the teacher and the student

Collaborate – the student, their parents, whānau, the school team, and specialists are all valued team members. |
| **Andrea:**The teacher is responsible for the whole class and for inclusive practice that includes our children with special needs.We need to [reflect] that the teacher is the centre, the leaders of the child’s learning. | “The teacher is responsible for the whole class … and for inclusive practice that includes our children with special needs.”  |
| **Andrea:**All students need to be recognised as active, capable learners.There is more emphasis in the guidelines to be standing in the students’ shoes or looking to find different ways or representing student voice and whānau voice in the IEP process.It’s recognised by the literature research that student engagement, learning, and achievement is actually dependent – in part – on the relationship between the teacher and the student.It that relationship isn’t a strong relationship, then the learning will be compromised.Collaborate. The document says, “Collaboration for Success”, and we’ve talked about collaboration already. Collaborate is the most key important factor … that the student, the parents, the whānau, the specialists, the school team are all valued team members. | Key points* All teaching and learning for all students in New Zealand schools, including those with special education needs, takes place within the *New Zealand Curriculum* and *Te Marautanga o Aotearoa*
* The teacher is the leader of all classroom learning
* Al students are recognised as active, capable learners
* Listen to students’ views (stand in their shoes)
* Student engagement, learning, and achievement depend in part on the relationship between the teacher and the student
* Collaborate – the student, their parents, whānau, the school team, and specialists are all valued team members.
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| **Andrea:**So, why do we need the new IEP guidelines? Many IEPs are excellent, but we do know for some, they’ve been asked in the past to provide [or to] serve too many purposes, such as resourcing. So, IEPs won’t be used to resource for assistive technology … IEPs will not be used to support or to say how many teacher aide hours we might get for a student. We have separate processes for that now, and so it’s going to be for goal setting for the student.The IEP meeting was used as a tick-box exercise that we’ve actually gone through the process, and yes, we’ve done IEPs for the students, and how many IEPs once we’ve done the process, then they get put in the drawer, and then they get pulled out at the next IEP.Classroom teachers have actually often found it really difficult to find time for an IEP process or an IEP meeting, and sometimes the classroom teacher isn’t always included in that meeting – the SENCO takes that role – and so we just said the classroom teacher is the centre of the child’s learning and is responsible and the leader of that learning. So, we need to be very careful [and] change that [practice of excluding the classroom teacher from the IEP meeting]. In the *Special Education Review*, it was identified that especially parents didn’t feel that they’re being heard or kept well-informed, and that needs to change. | Why do we need new IEP guidance?Many IEPs are excellent. But for some:* IEPs have been asked to serve too many purposes, such as resourcing
* the IEP meeting was used as a tick box exercise
* classroom teachers have struggled to make the time available
* teams (especially parents) have not always felt they have been heard or kept informed
* IEPS can set students apart and make them different
* IEP goals were often not seen as part of the classroom programme.
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