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NEW ZEALAND

Final Report 15 June 2006
Evaluation of the Supplementary Learning Support Initiative

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Acknowledgements

Research New Zealand and T&T Consulting would like to acknowledge the following people for their assistance in completing the evaluation of the Supplementary Learning Support Initiative (SLS).

We wish to thank the students, their families and whānau, teachers, resource teachers: learning and behaviour (RTLB) and other school support staff who participated in the evaluation for their time and willingness to share information and personal views about how the initiative is progressing.

We would also like to thank the Ministry of Education staff for their support, particularly district Group Special Education (GSE) staff for assisting the evaluation activities. A special acknowledgement is made to Stephen Macartney and Hannah Cameron for their constant support and assistance as the evaluation progressed.

Glossary

The following terms are commonly used in this report.

ADHD/ADD	Attention deficit hyperactivity disorder/attention deficit disorder.
Allocation	Process for determining which students will receive SLS.
ASTLE	Assessment Tools for Teaching and Learning.
ERO	Education Review Office.
FTTE Full Time Teaching Equivalent	A measure to describe the number of equivalent full time paid hours associated with individual LST positions, typically determined by the number of SLS students each LST is employed to support, e.g. support for seven SLS students is known as a 0.7 FTTE position.
GSE Group Special Education	A division of the Ministry of Education devoted to the provision of services to children and young people with special education needs, their families and whānau, schools and early childhood education centres.
Host principal	Hosts LST. May or may not have student on SLS role.
Host school	Hosts LST. May or may not have student on SLS role.
ICT	Information and communication technologies.
IEP Individual Education Plan or Programme	The Individual Education Plan (or Programme) is a programme developed for school students with special education needs. It outlines the student's goals, the time in which these goals should be achieved and the resources, monitoring, support and evaluation required to enable the student to meet the goals over the defined period. Ideally, the IEP is reviewed at least twice a year.
Kura Kaupapa Māori	Primary schools where teaching and learning is in te reo Māori.
LSF Learning Support Fund	A lump sum provided to RTLB clusters to manage and use to meet the needs of students with learning and behaviour difficulties. For example, the funds could be used to provide release time for classroom teachers to meet with the RTLB, or to prepare an Individual Education Programme.
LST(s) Learning support teacher(s)	LSTs are employed by schools to help classroom teachers adapt the way they teach and develop teaching programmes and resources to provide effective learning opportunities for students who have been allocated SLS.
Managed pool option/ managed pool teachers	Where a student at a school in a remote area or a specialist school such as a kura kaupapa Māori is allocated a 0.1 FTTE LST teacher directly to their school, as additional staffing.
Moderation	Processes used to determine which of the nominated students are most in need of or will benefit most from SLS.
NCEA	National Certificate of Educational Achievement.
NEG National Education Guidelines	Statements for education in New Zealand. Made up of four components: the National Education Goals, the Foundation Curriculum Policy Statements, the National Curriculum Statements and the National Administration Guidelines. First developed in 1990 and substantially revised in 1993.
Nomination	The process of identifying and preparing applications on students to put students forward for consideration for SLS funding.
Non-host Principal	Receives LST support for a student, but does not host LST.
NZCF New Zealand Curriculum Framework	The document which sets out the policy direction for the New Zealand curriculum.
NZEI	New Zealand Educational Institute.
ORRS The Ongoing and Reviewable Resourcing Scheme	The Ongoing and Reviewable Resourcing Scheme provides resources for a small group of students throughout New Zealand who have the highest need for special education. These children have severe difficulties and therefore the highest need for special education.
PDD	Pervasive developmental disorder.
Permanent teachers	LSTs employed in a permanent position to support between six and ten SLS students and their teachers. These permanent positions can be either part time (but no less than 24 hours a week) through to full time and are itinerant positions, typically requiring permanent LSTs to travel between a number of schools to work with their allocated students and teachers. The FTTE of permanent positions vary between 0.6 FTTE and 1.0 FTTE.
Reallocation	Processes for allocating existing or new students to vacancies on an LST roll.

RT: Lit Resource teacher literacy	Specially trained teachers who support and work in schools, assisting staff to meet the needs of students with reading and writing difficulties.
RTLB Resource teachers: learning and behaviour	Specially trained teachers who support and work within schools to assist staff, parents and community members to meet the needs of students with moderate learning and/or behaviour difficulties.
SEG Special Education Grant	A grant provided to all schools to assist students with moderate special education needs. The amount is based on the school's decile ranking and roll size.
SENCO Special Education Needs Co-ordinator	A teacher responsible for overseeing the provision of special education services to students within some (often intermediate or secondary) schools.
SLS Supplementary Learning Support	A Ministry of Education initiative for students who require a level of learning support somewhere between that available through the moderate needs initiatives and that available through ORRS. SLS provides an individual student with access to a new specialist teacher - a learning support teacher (LST) - as well as additional one-on-one specialist support from the Ministry's Group Special Education services (GSE) and is intended to supplement (not replace) the learning support these students are already receiving from existing special education initiatives.
SPELD	Specific Learning Disabilities Federation.
TA Teacher aides	People who help educators support children and young people who have special education needs, also known as kaiawhina and paraprofessionals.
Wharekura	A composite school - a kura kaupapa Māori school that has extended into secondary school and offers Years 1 to 15.

1.0 Executive Summary

… Something like Supplementary Learning Support is timely and … well overdue. … There was this huge gap. The children who had needs that were beyond what could reasonably be expected to be supported from the Special Education Grant, but didn't qualify for ORRS and there was this great big gap. So this is at least one attempt to try to cater for that group of children who … schools were struggling to really meet their needs … but we knew that there was more that needed to be done. (Non-host Principal)

What is SLS?

The Supplementary Learning Support Initiative (SLS) was developed in response to a ministerial review of the Special Education 2000 (SE 2000) framework, which found that students with high level special education needs were not eligible for Ongoing Reviewable Resourcing Scheme (ORRS). The overarching goal of SLS is to improve educational outcomes for these students and can be summarised as follows.

1. To supplement support for individual students where schools cannot assemble adequate support from existing special education initiatives.

2. To encourage greater educational collaboration to ensure support received by students is cohesive and integrated, and to enhance increasing capability amongst teachers to provide appropriate educational opportunities for students through allocation and monitoring of SLS.

3. To ensure that all students (particularly, Māori and Pasifika students and students in low decile schools) have appropriate opportunities to learn and can access the full range of the curriculum to support a broad range of learning outcomes.

Support consists of an additional 0.1 full time equivalent (FTTE) teacher support (i.e. a learning support teacher) and, depending on needs identified in the Individual Education Plan (IEP), access to GSE specialist support. Schools are expected to continue funding students at the same level considered necessary prior to the introduction of supplementary support. Potential students are identified jointly by local GSE and RTLB staff and must be achieving at level one of the New Zealand Curriculum Framework in literacy and numeracy skills to be eligible.

The formal allocation of SLS began with the first 'roll-out' between January and June 2004 and was restricted to 550 students nationally. This provision was extended in 2005 and 2006 by additional allocation of 450 and 500 student spaces respectively, bringing the total number of students allocated SLS to 1500 nationally.

Evaluation

An evaluation of the SLS initiative began in January 2005 and focused on identifying opportunities for enhancing the initiative. The evaluation is based on four objectives, and on informing the development of Ministry of Education policy relating to the provision of learning support in general. The evaluation objectives were as follows.

1. To determine if SLS resource allocation processes facilitate equitable allocation.

2. To describe the function and contribution of learning support teachers (LSTs).

3. To describe the level of collaboration occurring between support staff and the effect this has had on the provision of learning support for students.

4. To assess to what extent SLS students experience additional or improved learning opportunities as a result of SLS and if there is any evidence of improved educational outcomes for these students.

A mixed method, utilization-focused approach[1] was used to understand SLS from multiple perspectives and to gather data from different sources for triangulation. The mixed method design included two workshops with stakeholders during the evaluation design phase, qualitative interviews with stakeholders, a survey of LSTs appointed for the 2005 allocation round, and case studies. The utilization-focused approach enabled key Ministry personnel to be progressively informed by emerging data in order to act on research information. Further details about individual evaluation methods are provided in Appendix B.

Findings

The SLS initiative is achieving substantial successes. In the past three years it has been successfully operationalised to provide additional learning support for students nationally. Personnel and processes in place and functioning well. The key assumptions underpinning the SLS initiative are largely correct and although several challenges have been identified, these are likely to be overcome primarily through refinements to existing processes.

[1] Utilization-Focused Evaluation (U-FE) begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should design any evaluation with careful consideration of how everything that is done (*from beginning to end*) will affect use.
[1] Chelimsky. E., and Grosshans. W. (1990) Case Study Evaluations United States General Accounting Office, Program Evaluation and Methodology Division GAO/PEMD –91-10-1.1.9.

Achievements of SLS against evaluation objectives

There are many accomplishments occurring under SLS. In the past three years the initiative has become operational and has established mechanisms to provide additional learning support to 1500 students nationally.

- **Equitable allocation.** At present, the allocation of the SLS resource appears to be equitable and based on students' level of need, although kura kaupapa schools may be experiencing difficulties in utilising SLS as intended. However, in the future SLS type students may have more limited access to the initiative than those in the current cohort due to the provision of SLS.

- **The role of LST has been fully operationalised.** LSTs who are qualified and experienced have been employed and are working with students, although there is some variability in the understanding of the focus of their role. The SLS model gains considerable strength from the itinerant role of LSTs, which both intensifies and disseminates LSTs' knowledge.

- **Collaborative relationships** are occurring amongst staff involved in supporting many SLS students, and collaboration is key to achieving the flow on effects, of enhancing learning support opportunities for students or increasing capability of those who support them. In many cases, LSTs are able to work collaboratively with others and increase the learning support opportunities for SLS students. Where school contexts support LSTs to work collaboratively, LSTs can enhance the capability of others who work with SLS students.

- **Student outcomes.** SLS is providing many SLS students increased *access to appropriate learning opportunities.* Both *presence* and *participation* outcomes (namely, improved school attendance, and greater *presence* and *participation* in class programmes) are in evidence, and although it was not expected in the short, two year timeframe of the evaluation, most SLS students appear to have made some *academic progress on literacy and numeracy*.

Challenges to SLS

The challenges identified, suggest that the fundamental structure and processes of SLS provision appear to be effective, but that operational procedures and processes may need to be re-emphasised, clarified and supported, to enhance and sustain consistency of SLS outcomes over the long term.

- There are several issues that impact on the equitable use of the SLS resource.
  - Kura kaupapa schools may experience difficulties in utilising SLS as intended, due to a general scarcity of suitable staff and limited efforts to adapt the provision of external specialist support in ways which suit the philosophical values and practices used in kura settings.
  - Furthermore, equity of the allocation is complicated by a lack of clarity about how to implement the exit criteria. There are variations in how exit criteria are used in practice.
  - The degree to which future SLS type students are able to benefit from SLS over the long term could be constrained by the current scope of SLS provision (particularly the number of positions available nationally), given the stable membership of the current cohort.
- There are a variety of views on the ideal focus of the LST role. Many LSTs focus solely on planning and delivering stand alone instruction in literacy and numeracy rather than integrating programmes. Many LSTs also provide support directly to students and work infrequently with teachers.
- LSTs receive limited professional support or formal review and few training opportunities. LSTs would like more support for their role and professional development to expand their knowledge of special education.
- Collaboration between SLS support staff does not occur consistently and can break down. This is particularly evident when IEP processes are not established or supported by school wide systems.

Sustaining SLS

The SLS initiative has been successfully established. Those challenges identified can be addressed to strengthen the initiative's successes to date. SLS resource allocation, the function and contribution of LSTs and collaborative support are the three key areas that require action to sustain and enhance the operations of SLS. The priority actions promoted by the evaluation team are as follows.

- Enhance appreciation for the needs and principles underpinning Māori medium education by GSE.
- Communicate the exit criteria for SLS students to all stakeholders.
- Develop a generic LST job description.
- Provide professional development for LST's.
- Clearly communicate the dual focus role of LSTs to all stakeholders.
- Ensure support staff understand the need for collaboration and the processes required.

In order to build upon and enhance the effectiveness of SLS and the learning opportunities and educational outcomes for students over the medium to long term, priority and additional action based on the evaluation findings are promoted.

Conclusion

The SLS initiative is achieving substantial successes. It has been successfully operationalised with personnel and processes in place and SLS support functioning well.

- Allocation - There is good evidence of equity of access for most students. However, access for kura kaupapa students could be improved.
- LSTs are making a significant contribution, which could be reinforced by further clarification of their role.
- Collaboration is happening, but not universally. It is key to achieving the flow on effects of increasing learning support opportunities for students or enhancing the capability of those who support them.
- Outcomes for students are being achieved. Outcomes of increased *access to learning support opportunities*, student *presence* and *participation* and some *academic achievements* are being seen.

Now that the SLS initiative is established, efforts are best directed towards addressing the challenges identified. These challenges are associated with refinements to the existing operational processes of SLS resource allocation, function and contribution of LSTs, and promoting collaborative support of students.

Given the findings of this evaluation, it is a reasonable assessment of the initiative to say that SLS is moving towards it's overarching goal of improved educational outcomes for students with high level special education needs and this success is contributing towards the intent of SE 2000.

2.0 Introduction

He'd been a non-reader. He had only recognised the letters of the alphabet when I first arrived in and even to midway through the year, but by the end of the year he was reading level 3 books and had an extensive vocabulary, and was, his whole attitude to school had shifted. (LST)

Supplementary Learning Support (SLS) is a new special education initiative designed to provide additional support to students with ongoing significant educational needs but who are not eligible for support under the Ongoing Reviewable Resourcing Scheme (ORRS).

In 2004, Research New Zealand[2] was contracted by the Ministry of Education to evaluate the SLS Initiative and was asked to focus on identifying opportunities to enhance the initiative. The evaluation objectives were (see Appendix B for details):

1. determine whether the SLS resource allocation model facilitates equitable resource allocation

2. describe the function and contribution of LSTs

3. describe the level of collaboration occurring between support staff and describe the effect this has had on the provision of learning support for students

4. assess the extent SLS students experience additional or improved learning opportunities as a result of SLS and if there is any evidence of improved educational outcomes for these students.

[2] Prior to February 2006, Research New Zealand was known as BRC Marketing & Social Research.

A mixed method, utilisation focused approach was used to understand SLS from multiple perspectives and to gather data from different sources for triangulation. The evaluation designed used the intervention logic that had been developed by the Ministry of Education (see Diagram 2). The design was finalised following two planning workshops with SLS stakeholders. The mixed method design included:

- Face-to-face (and telephone) qualitative interviews with SLS stakeholders (n=22), including LSTs, GSE, and RTLBs.
- A mail survey of inviting information from all LSTs appointed for the first roll-out in 2004 (n= 98)
- Six school case studies, including a case study focusing on kura kaupapa.

A utilization focused approach was adopted to enable key Ministry personnel to be progressively informed by emerging data in order to act on research information. Further details about individual methods are provided in Appendix B.

This report presents final evaluation findings and is part of an integrated reporting strategy which includes a previous report (*Early Findings* August 2005), a PowerPoint presentation and ten minute digital story on CD.

2.1 Background

The SLS Initiative was developed in response to growing pressure to better meet the needs of an increasing number of students with special learning needs under the Special Education 2000 (SE 2000) framework. Within this framework, funding is allocated to two groups of students based on their level of need.

1. Those who have 'high' and 'very high' needs – estimated to be approximately 25,000 students. Assistance to these students is currently provided through the ORRS, The Behaviour Initiative and The Speech Language Initiative, and the High Health Needs Fund.

2. Those who have 'moderate' needs – estimated to be approximately 45,000 students. Assistance to these students is currently provided through Special Education Grant (SEG), resource teachers: learning and behaviour (RTLB), Enhanced Programme Funding and the Moderate Contracts (sensory and physical needs).

A Ministerial Review of SE 2000 found that students with high level special education needs were not eligible for ORRS funding. Although these students could access learning support through other special education initiatives (e.g. a Special Education Grant or communication and behaviour services designed for moderate needs), the funding available per student was considerably lower than that available under ORRS. This, and the higher number of providers involved in providing a range of other initiatives meant students with *combined* moderate needs were more likely to receive inadequate learning support (Wylie 2000).

2.1.1 Problem definition

SLS is designed to address three critical issues, which emerged following a review of the ORRS eligibility criteria[3]:

1. Mixed capability of class teachers, specialists and support workers to provide learning opportunities for special needs students.

A number of evaluation and research studies suggest that some classroom teachers are unsure of how to engage special needs students or do not believe that they are able to teach them. Yet research on student learning outcomes shows that effective teaching approaches for students with special education needs are the same as for all students. However they may need to be individualised for those with special needs and these students often need more time engaged in learning[4]. Various constraints (e.g. lack of resources or time) may prevent classroom teachers from having the capacity and/or capability to provide additional support to these students. SLS seeks to support teacher capacity by providing learning support teachers (LSTs) who can work with teachers and other providers to enhance their capacity in this area.

2. No access to specialist teacher time and potentially insufficient specialist support

Other initiatives available to students (ineligible for ORRS) do not include time with a specialist teacher as is provided through ORRS, and may not provide sufficient support. SLS provides GSE with funding for additional specialist support for eligible students.

3. Fragmented provision of learning support

Fragmented provision was found to result from split responsibilities across different providers, e.g. Group Special Education (GSE), schools and specialist providers (including clustered specialist providers such as RTLBs)[5]. SLS seeks to foster greater collaboration between all providers from the beginning of the service provision process by ensuring that local RTLB and GSE specialists who are knowledgeable about (and working with) nominated students are able to contribute to resource allocation decisions. These arrangements are designed to foster greater collaboration between all providers for an increasingly cohesive, consistent ongoing provision of support (across providers) to students with high, ongoing support needs.

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[3] ORRS provides the highest level of education support available to the 1% of students most in need. Eligibility is based on whether students have attained level 2 competencies in literacy and numeracy for their age group.

[4] Gray, A., and Renwick, M. (1998). A study into the effectiveness of teacher education programmes. Wellington: Gray Matter Research and Renwick Consultants. Lewis, A & Norwich, B. (2000) Mapping a pedagogy for special educational needs. Exeter: School of Education, University of Exeter. http://www.bera.ac.uk/publications/pdfs/pedagogyreview.pdf

[5] Other providers could include RT: Lit, SENCOs and those involved in the provision of services such as the Severe Behaviour Initiative, Speech-Language initiative, School High Health Needs Fund etc.

2.2 SLS goal and objectives

The overarching goal of SLS is:

To improve educational outcomes for students who have a range of ongoing, high level special learning needs and who are not eligible for ORRS support.

To achieve this, SLS has the following objectives.

1. To better match learning support to the educational needs of students who have ongoing, high level special education needs.

2. Supplement learning support for individual students where schools cannot assemble adequate support from existing special education initiatives.

3. Ensure that best use is made of all relevant resourcing to support learning.

4. Ensure the capability of teachers to provide appropriate educational opportunities for students through allocation and monitoring of SLS.

5. Ensure students have access to the full range of the curriculum to support a broad range of learning.

6. Ensure that Māori and Pasifika students, and students in low decile schools, have full access to learning opportunities.

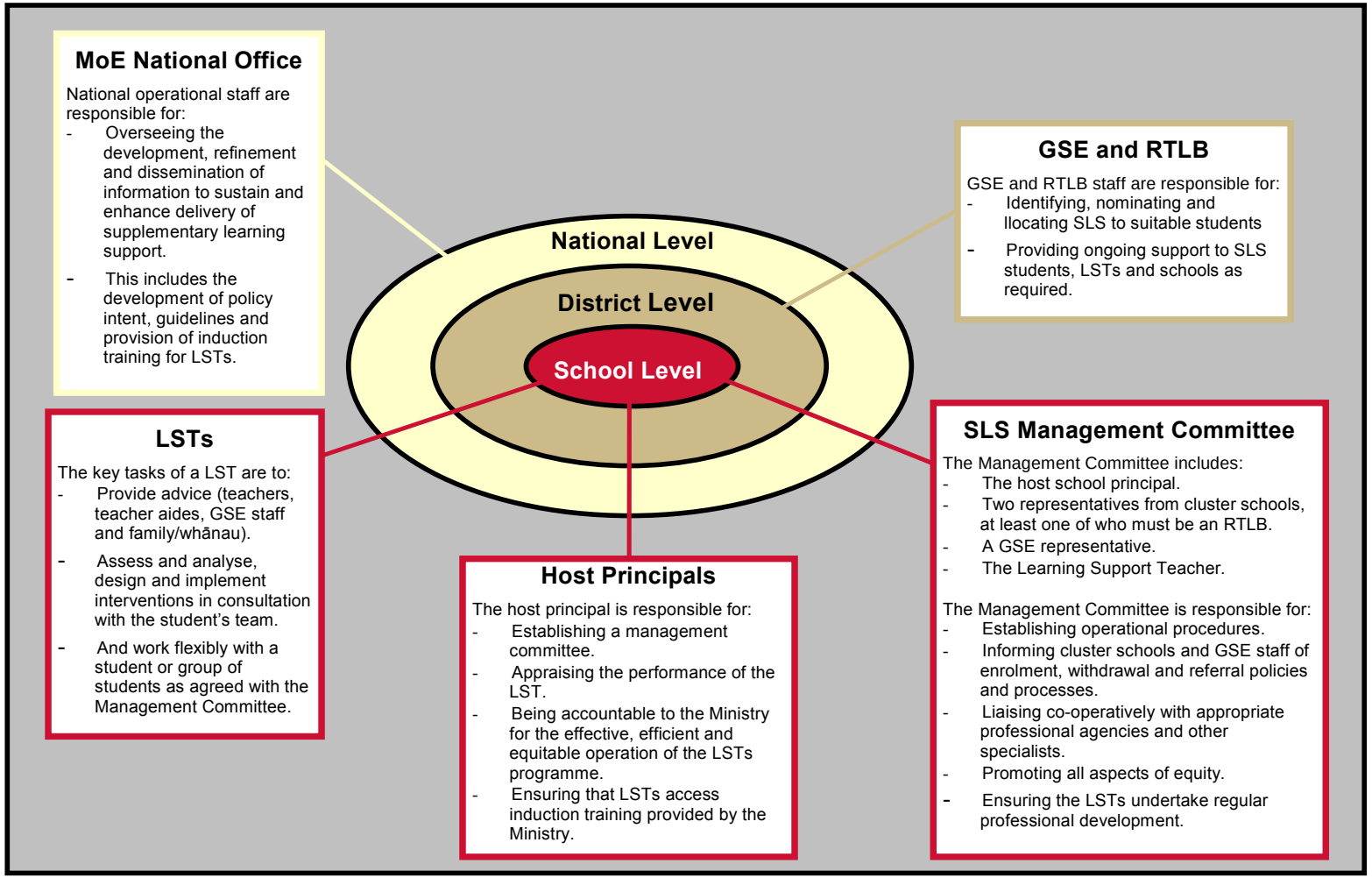
2.3 SLS structure, delivery and outcomes

The SLS initiative has been operational since October 2003 and is currently funded to cater for 1500 students nationally. The key stakeholders, structure and actual processes of SLS provision are described below.

2.3.1 SLS stakeholders

Provision of SLS involves co-ordination between a range of different stakeholder groups at school, regional and national levels:

Diagram 1: SLS Stakeholders



2.3.2 Allocation of SLS funding

To receive SLS, student with high level special education needs must be nominated by GSE and RTLB staff[6]. Nominated students are assessed by a local SLS management committee using SLS eligibility criteria. The allocation process is designed to ensure that specialists who are knowledgeable about (and working with) nominated students are able to contribute to resource allocation decisions and initiate a more cohesive, collaborative approach to the provision of support from the outset. The roll of students receiving SLS is reviewed annually to ensure that allocation remains available to students with the highest need (that is, in the event that changes in a student's learning support needs mean they are no longer eligible for SLS).

2.3.3 Intended delivery of SLS and SLS outcomes

The way in which SLS is expected to achieve the outcomes described above is depicted in the SLS intervention logic diagram (Diagram 2) below. This model depicts the link between SLS resources, the activities of LST (and other educators) and how these are expected to combine to result in improved educational outcomes for students. Note that this logical 'chain of results' is intended to apply regardless of whether the student is supported by a managed pool or a permanent LST.

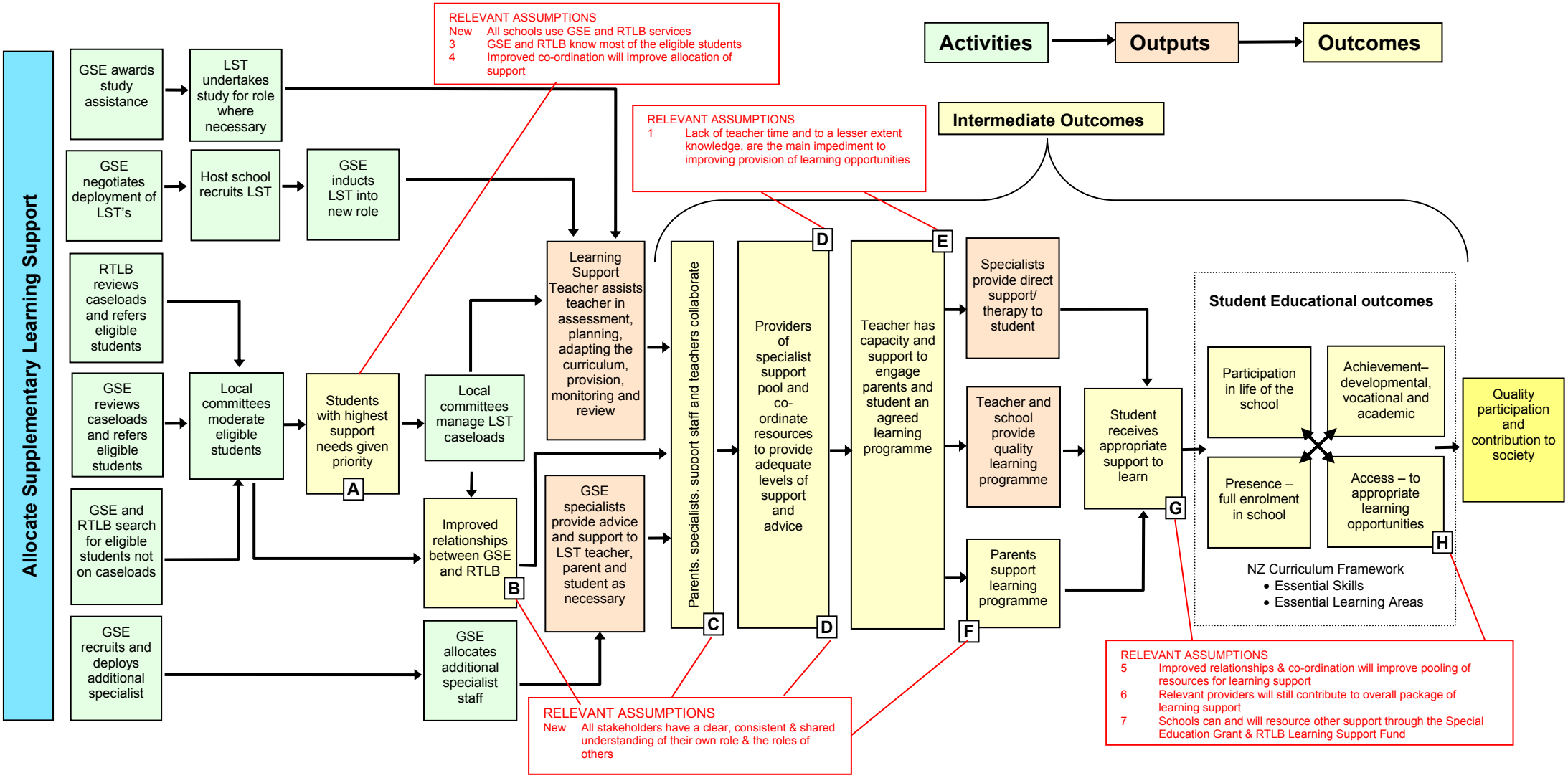
A brief summary of the SLS logic is as follows. The SLS initiative seeks to support better student learning through; appointing experienced, qualified teachers as LSTs; encouraging RTLB and GSE staff to work closely with schools and teachers in their cluster to identify and nominate students for additional support. Following a moderation process, students are allocated SLS funding. Once students are selected, LSTs are expected to work alongside those individuals already supporting the student. The nature of educational support an LST provides is expected to vary but should be determined in active collaboration with a student's class teacher(s), parents, teacher aide(s) and any other educators who are supporting the student; e.g. a special education needs co-ordinator (SENCO), RTLB or GSE staff member.

SLS is therefore intended to achieve four interconnected outcomes: allocation, collaboration, professional capacity/capability and educational. These SLS outcomes map to loosely the four evaluation objectives. To assess the presence of each of these SLS outcomes, a set of indicators to progress in each outcome was developed during the evaluation design process. (See Table 1 below).

[6] GSE and RTLB may work with other providers to identify potentially eligible students.

Diagram 2: Intervention logic

Supplementary Learning Support Intervention Logic (revised post Indicators Workshop 14 October 2004)



Logic developed by Education Management Policy, Management of Education. Revised by Research New Zealand following post Indicators Workshop 14 October 2004.

Table 1: SLS outcomes and change Indicators

SLS outcomes	Indicators of change towards intended outcome
EQUITABLE ALLOCATION Students with highest support needs are given priority (Intervention logic outcome A)	Students in secondary, intermediate and primary school and from all RTLB clusters and GSE districts are represented amongst eligible students Lack of complaints about selection (and associated procedural difficulties) from all stakeholders Very few eligible students are identified after the selection process is completed (i.e. as found through a review or repeat of the selection process in a district) Selection committees provide evidence of moderation of student need
ENHANCED COLLABORATIVE RELATIONSHIPS Collaborative relationships between all involved stakeholders are strengthened (Combines intervention logic outcomes B, C, D, F)	Groups involved include: RTLB, GSE, Class teacher, student, parents/caregivers, SENCOs, LST, Resource Teachers Literacy, management committees, school principals Evidence of joint meetings (files, minutes) and stated sense of 'team' Shared use and creation of teaching and assessment resources, Shared creation and use of Individualised Education Plans (IEPs) for SLS students [maybe – could be too individualised] Each group is knowledgeable about the contributions /activities of others Similar views of changes in student outcomes Provision and take-up of formal and informal professional supervision could also be a potential indicator
ENHANCED TEACHER & SUPPORT STAFF CAPABILITY Teacher confidence and capacity to teach and support special needs students generally increases (Combines intervention logic outcomes D, E)	Class teacher reports more time with students and LST Class teacher is more knowledgeable about the student as a person Class teacher can discuss the elements of the student's education programme Class teacher can clearly link teaching activities to the New Zealand Curriculum Framework (NZCF) in terms of: - curriculum resources developed, changes to the student's IEP and reasons for these, impact on the student's learning Class teacher can identify changes in their own capacity: - confidence in teaching the student, access to specialist support Class teacher reports having impact on the student's learning
IMPROVED EDUCATIONAL ACCESS & LEARNING Students experience increased supported learning opportunities and their educational outcomes improve (Combines intervention logic outcomes G + H)	IEP plans identify work programmes with clear links to the Essential Skills, Essential Learning Areas and Attitudes and Values in NZCF IEPs show evidence of change in the nature of the student's work programme since SLS i.e. broader curriculum (functional and academic), higher order learning goals, more academic challenge, planning for transitions, planning for post-schooling life Non SLS resourcing is also linked to the student's work programme Sustained, ongoing GSE involvement with student and/or their teacher(s), and/or LST and/or parents School staff focus on learning (rather than just on behaviour management or recreation), Student participation in learning improves in terms of: - improved school attendance (reduced truancy), participation in school activities, socialisation with peers - engagement in meaningful learning on similar topics to their classroom peers (i.e. same time, same room) Evidence of learning new knowledge, skills and competencies across social, cultural and academic domains.

2.4 SLS assumptions

There are a number of key assumptions underpinning the SLS model. These are presented here as they have been used, alongside the intervention logic and evaluation objectives, as the basis by which evaluative judgements about the initiative have been made.

Allocation related assumptions:

- All schools use GSE and RTLB services, therefore GSE and RTLB know most of the eligible students.
- Improved co-ordination between GSE and RTLB will improve the equity of allocation processes.

Collaboration related assumptions[7]:

- Improved relationships and co-ordination between multiple stakeholders will improve the pooling of resources for learning support.
- Relevant support staff (providers) will still contribute to the overall package of learning support.
- Schools can and will resource other support through the special education grant and RTLB learning support fund (LSF).
- All stakeholders involved in the initiative will have a clear, consistent and shared understanding of their own role and the roles of others.

Capacity/capability related assumptions:

- Lack of teacher time and, to a lesser extent, lack of teacher knowledge are the main impediments to improving the provision of learning support to SLS type students.

[7] See Appendix D on the theory of collaboration and the value of an agreed definition of collaboration, which is relevant to the SLS initiative.

The following sections of this report describe SLS in operation, the initiative's key accomplishments and the potential challenges ahead. The final chapters consider accomplishments and challenges against the SLS evaluation objectives, SLS assumptions to present recommendations for sustaining the SLS initiative long term.

3.0 Supplementary Learning Support in operation

SLS has been designed as an evolving, flexible model. This section provides a descriptive snapshot of the initiative in operation during the period from February 2005 to April 2006 as based on evaluation findings and includes details about the LST position, current national level information and details of SLS in six case studies.

3.1 LST operations

Support consists of an additional 0.1 full time equivalent (FTTE) teacher support (i.e. a learning support teacher) and, depending on needs identified in the Individual Education Plan (IEP), access to GSE specialist support. Schools are expected to continue funding students at the same level considered necessary prior to the introduction of supplementary support. Identification of students is a joint responsibility of GSE and RTLB staff and to be eligible students must meet the criteria outlined in these guidelines[8].

Extra support for each student is achieved by employing LSTs in permanent positions, which are either full-time or part-time (from 0.6 – 1.0 FTTE). Permanent LSTs are expected to provide support for between 6 and 10 students by working directly with individual students and their class teachers. Where the student attends a school in which the total curriculum is delivered in te reo Māori (e.g. a kura kaupapa or immersion setting), or where the school attended by the SLS student is in a remote area[9], LST funding is provided directly to the school to employ an existing staff member who has suitable special education experience and has capacity to take on an additional 0.1 FTTE role as a LST. This type of LST position is referred to as the 'managed pool option' and the staff member is expected to devote at least four hours per week supporting the student's learning in an appropriate way.

[8] Supplementary Learning Support (SLS) Teacher Induction Pack, 2005. p.1

[9] A remote area is defined by the Ministry as being further than a one hour return trip for an itinerant LST.

3.2 At the national level

As of 2006, funding has been made available to provide 1500 students with 0.1 FTTE from a LST and access to GSE specialist support as needed. This is equivalent to 150 full time teachers employed by schools.

3.2.1 Current status of supplementary learning support provision

The current statistics associated with the initiative correct as of May 4th 2006 are:

- 1500 SLS students (currently nominated and accepted for SLS - however as LSTs are yet be appointed in all cases, some of these students are not yet receiving LST support)
- 90[10] permanently appointed LSTs
- 224 managed pool positions, including six who are working in kura kaupapa schools
- 50 host schools
- 16 GSE District Co-ordinators
- 1 National SLS Co-ordinator.

3.2.2 LST's working role

In general, the role of an LST involves a large amount of planning, teaching and informal monitoring related tasks. While the LST role is shaped predominantly by the needs of individual students, it is also influenced by class teachers and host principals. LSTs tend to plan work and adapt resources mainly on their own, although they do discuss their ideas with a range of other people. The LSTs surveyed reported that their relationships with other groups (i.e. school staff, RTLB and GSE) are consistently positive, although contact between LST and GSE staff is comparatively infrequent.

On a daily basis planning, teaching students and informal monitoring and feedback activities make up the work of LSTs. The LSTs surveyed reported spending most of their time on *searching for appropriate educational resources, developing educational resources using my own expertise* to support student learning, *working 1-1 with students in a separate setting* outside of the classroom, and *discussing ideas and approaches for supporting students* learning with students' teachers and teacher aides (TAs).

[10] This figure is based on LSTs currently appointed for 1000 students to end of 2005 as opposed to the full number of LSTs that are yet to be appointed following successful allocation of support to an additional 500 students in early 2006.

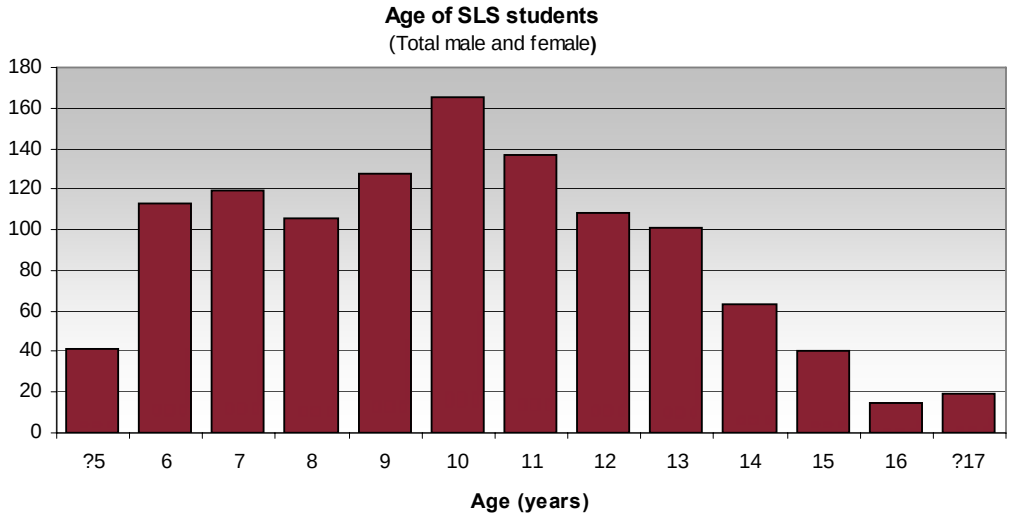
LSTs tended not to explicitly demonstrate teaching practices, strategies or techniques to class teachers - 11% reported regularly *modelling lessons and teaching techniques to class teachers*. However, one quarter (27%) of LSTs support the teacher by *modelling lessons and teaching techniques to teacher aides* regularly.

A number of activities are undertaken on a termly basis only. These include discussions with parents about student progress, IEP meetings, formal assessments of student achievement and administrative reporting; for example documenting student progress and updating learning programmes to guide daily planning and teaching activities.

3.2.3 Profile of students receiving SLS

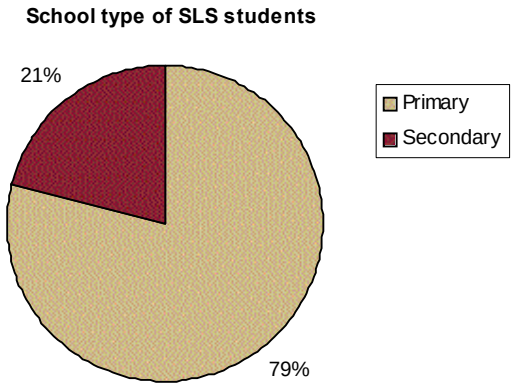
SLS data provided by the Ministry of Education shows that the majority of SLS students currently enrolled (as at April 2006) are male (71%), more than half are aged between 6 and 11 years old (n=768 or 66%) see Figure 1, and most are attending primary school (n=917 or 79%). SLS students are spread around all GSE districts (see Figure 3). Information about the specific diagnosis of SLS students is not available, however case study results indicate that these students typically experience learning difficulties as a result of medical conditions such as epilepsy, Asperger's, autism, pervasive development disorder (PDD).

Figure 1: Age of SLS students – Ministry of Education supplied data



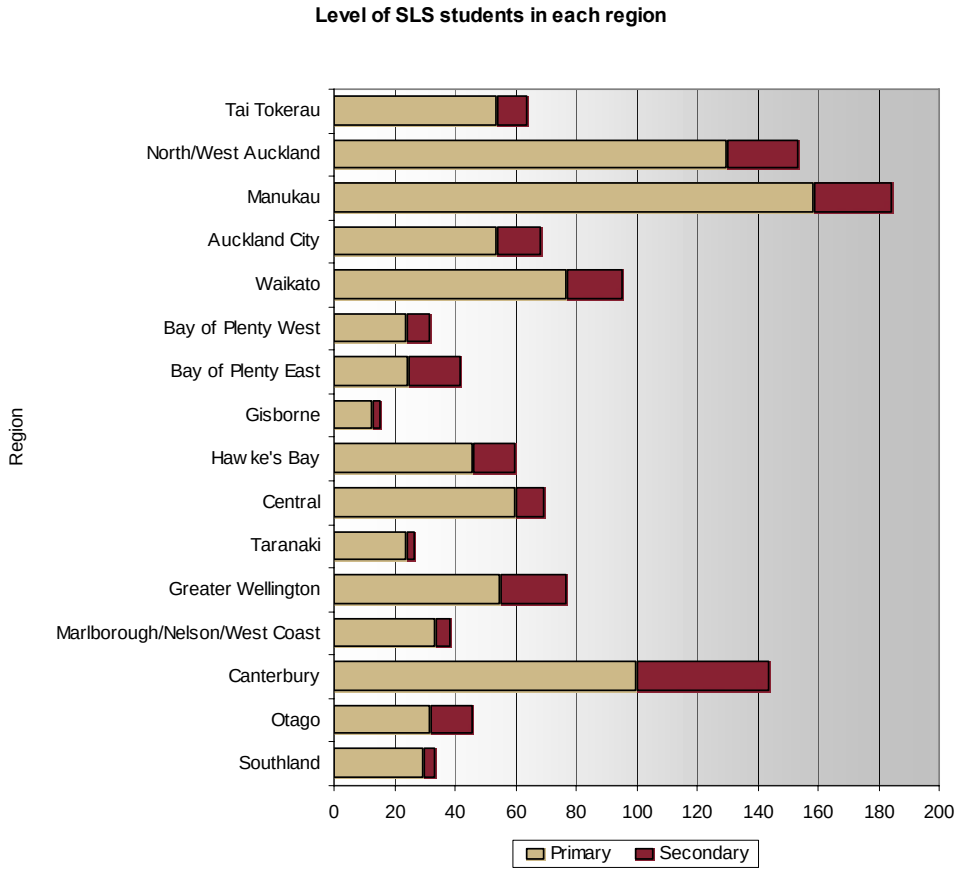
NOTE: Age is at 1January 2006.
Data only counts students entered into Te Pataka who have a current open job as at 3rd May 2006.

Figure 2: School type of SLS students - Ministry of Education supplied data



School sector is determined by age only so is likely to contain errors
(Secondary sector includes students 13 years or over)

Figure 3: School type of SLS students in each region - Ministry of Education supplied data



School sector is determined by age only so is likely to contain errors (Secondary sector includes students 13 years or over)

3.3 At the school level: six case studies

Six case studies were undertaken as part of the evaluation design. Table 2 below summarises the characteristics of the schools included in the case studies. Methodological details associated with case study selection, data collection and analysis are provided in Appendix B.

Deep and light case studies

The six case studies incorporate data from a total of eight schools. To manage resource limitations, the evaluation design allowed for a combination of deep and light case studies to be undertaken. Light case studies involved a single visit to the case study site, while deep studies involved two visits to examine changes in student progress, including student transition, over time. Table 2 below summaries the features of light and deep cases.

Content of case studies

The case studies were structured to meet the objectives of the SLS evaluation. Each of the case studies provides contextual information, descriptive statements of achievement within the four intended SLS outcome areas, a table of data collected and an applied version of the SLS intervention logic to illustrate how SLS is operating in that case study.

Case Study 1 pp 31-35

Case Study 2 pp 36-42

Case Study 3 pp 43-52

Case Study 4 pp 53-56

Case Study 5 pp 57-61

Case Study 6 pp 62-69

Table 2: Case study sample

	Case study 1	Case study 2	Case study 3	Case study 4	Case study 5	Case study 6
Intensity	Light	Deep (2 visits/ 2 schools)	Deep (2 visits/ 2 schools)	Light	Light	Deep (1 visit each/ 2 schools)
School Type						
Primary	✓	✓	✓	✓	✓	✓
Intermediate		✓				
Secondary			✓			
Primary/Secondary						✓
Decile						
Low (1-3)		✓	✓✓			✓
Median (4-7)		✓			✓	✓
High (8-10)	✓			✓		
Size						
Small (<200)			✓			✓✓
Medium (200-600)		✓✓		✓	✓	
Large (>600)	✓		✓			
Geographical spread						
North Island	✓	✓✓		✓	✓	✓✓
South Island			✓✓			
Urban	✓		✓✓	✓		✓✓
Rural		✓✓			✓	
SLS/LST details						
Hosts Permanent LST	✓		✓			
Hosts 0.1 LST						✓✓
Non Host School		✓✓	✓		✓	
Hosts RTLB		✓	✓		✓	

3.3.2 Case study 1: (Light) Urban, Primary school, Decile 10

This case study involved one visit to the primary school focusing on the LST and a selected SLS student. A summary of case study data sources sighted and/or kept, interviews and observations undertaken are given in Table 3 below.

Table 3: Summary of case study data sources sighted and/or kept - case study 1

Background Information			Planning Documentation					Qualitative Interviews									Observation	
ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	(Host) Principal	LST	Class teacher	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
✓	✕	✓	✓	✕	✓	✓	✓	✓	✓	✓	✓	✕	✕	✕	✓	✓	✕	✕

The school context and culture: The school is a large, urban, decile 10, primary school. It caters for students from years 1-8 with a roll ranging annually from 720 through to 810 students, 77% of whom are pākehā. A new principal was appointed in 2001 and Education Review Office (ERO) reports support the strategic direction intended by the new principal. Over the last 18 months (beginning 2004) the school appears to have experienced a degree of staff change and turnover. The school hosts two LSTs (1.0 and 0.7 FTTE equivalent). Both teachers were previously employed as full time staff at the school and both have worked as the SENCO. The 0.7 LST also holds 0.3 other roles, including the SENCO (0.1) position. The school atmosphere is collegial and busy with many staff involved in multiple activities. The principal is particularly proud of being a host school for the SLS initiative.

The SLS student: The student is an 11 year old (in Y7). He has two siblings. He began at the school aged six, following his family's arrival in New Zealand. He was diagnosed with severe dyslexia prior to arriving in New Zealand. His parents are well informed and have been proactive in accessing multiple sources of educational support but believe state funded support available in both NZ and overseas has a limited ability to significantly enhance his educational outcomes and it has reached that limit. Over the last four years the student has had difficulties absorbing new knowledge, understanding routines and fitting in socially with his peers. At times, he has been bullied and has been reluctant to attend school. Staff turnover has meant that he has had three class teachers in 18 months. Academically the student has been at level 1 for reading and maths and has particular trouble understanding concepts of time and sequencing.

The class teacher: The student's current class teacher has been in the position for ten weeks only (at time of visit in term 4, October 2005) and was previously employed at a private school overseas. She is young, used to smaller classes, has not worked with SLS type students before and is very aware of the student's social isolation, both in class and across the school as a whole. She is aware that a range of other staff are involved with the student but has had difficulty meeting these people and the SENCO to access IEPs for the student. She is also concerned about the degree of time the student is withdrawn for instruction, believing that this may be contributing to his social isolation. She works to encourage peers to engage him in class and adapts some strand and unit work to his level for curriculum areas, including, literacy, numeracy and Information and communication technologies (ICT).

> *All these people take him out and that's probably why the class feel like he's got nothing actually to do with them, because he is taken out for so many times of the day. For English at the end of the term the children had to present a speech and a PowerPoint presentation. This school is really ICT orientated and the kids are better at PowerPoint than the teachers, some of them. So it's quite a big thing. That was unique because the children actually wanted to help [the SLS student] with that because they enjoy ICT and…they thought that was quite cool to help [him] make his own PowerPoint. (Class teacher)*

The LST: The LST is a trained primary teacher, with considerable experience (30 years, including 6 years in special education). She has worked at the school for the last eight years and is well known to the student both as SENCO and later as his class teacher in Y6 (immediately prior to beginning as an LST). She assists the current class teacher by focusing on pure reading and numeracy tasks in isolation from the class programme, provides topic related resources for the student's use in class, helps the student complete standardised tests when necessary and provides a workbook of 'other' highly simplified tasks to allow the student to work independently when class topic tasks are beyond his achievement level. These are referred to as 'busy book' tasks and have been developed by the LST reportedly at the teacher's request. The LST and class teacher programmes are not clearly linked to the Curriculum Framework. The LST has no contact with the local RTLB who are hosted at another school and her contact with GSE is currently very sporadic, although she received considerable induction support from the district co-ordinator when beginning in the LST role.

Host school support: Having been a full time staff member at the school, the LST is entrusted to get on with the job. She requests and receives little direct support from the host principal and is aware that the IEP planning and monitoring systems within the school are not ideal, and that supervision and accountability for her own performance is surprisingly lax (and theoretically could be abused). However the situation is not of central concern to either party.

SLS in the school - ***The IEP process****:* Although IEPs meetings are expected to occur each term, varying reports were given as to who is responsible or accountable for IEPs at the school. At the time of the field visit in term 4, the student's IEP was not current and appears to have been out of date for almost 12 months. The parents and new class teacher were both particularly unclear about the status of the IEP for term 4. Despite repeated requests and agreement, an IEP for the student was not made available to the evaluation team.

> *I think one criticism I would make certainly this term, but I wouldn't say this is normal, normally we're fairly clear on IEP. There has been a bit of a breakdown in the IEP system this term, just, it wasn't done, but I don't know quite why. (Parent)*

Relationships and collaborative educational planning**:** The class teacher, LST, SENCO and TAs are providing support to the student in isolation. This is evident in the long term irregularity of the IEP process, the confusion of roles with regard to IEP planning and a stated understanding amongst senior staff that programme planning and communication should occur in 'free time' - i.e. interval, lunchtime or outside paid work hours. Consequently there is very limited collective understanding about the student's overall learning experience, and no shared sense of 'team' even though, individually, respondents acknowledged a team approach would be more effective.

Enhanced teacher capacity: The class teacher views the LST positively and welcomes her support – which includes the LST's provision of resources suitably adapted for the student to use on class topics. However, the class teacher and the LST do not interact regularly and the LST is avoiding engagement with the teacher on planning related tasks and teaching strategies, citing lack of teacher time or interest in these topics. The class teacher does not report having additional time with the LST or with the student and is not especially knowledgeable about the student as an individual. However she would welcome the LST and TA providing support within the classroom environment.

> *Yes it would be good for [the LST] sometimes to come and work in the classroom, or the teacher aides to come and read with him in the classroom. But I guess, because our classroom is quite a small classroom compared to some of them… teacher aides feel it's quite tricky to do reading or anything with him in the classroom because it's quite noisy. So I guess I can understand why they do want to take him out. (Class teacher)*

***Access to learning opportunities*:** The student has been receiving SLS for 13 months. Prior to SLS, the student had multiple series of RTLB support, three TAs for reading, spelling and writing, SPELD tuition and motor skills therapy. His parents actively support the student at home using school resources and strategies as agreed in previous IEPs and have also sourced phonics based reading resources from an Auckland University programme which the student completes at home. However, at the time of the visit, school staff appeared unaware of this. With the exception of RTLB assistance, all forms of learning support have continued following the student's acceptance onto the LST's roll. At present, the student is withdrawn from the class for 1-1 instruction daily, amounting to a total of 7 hours per week including SLS support (i.e. approximately 31%[11] of his time at school each week). While in class he undertakes a 50-50 split of curriculum related tasks adapted to level one by the class teacher and 'busy book' tasks.

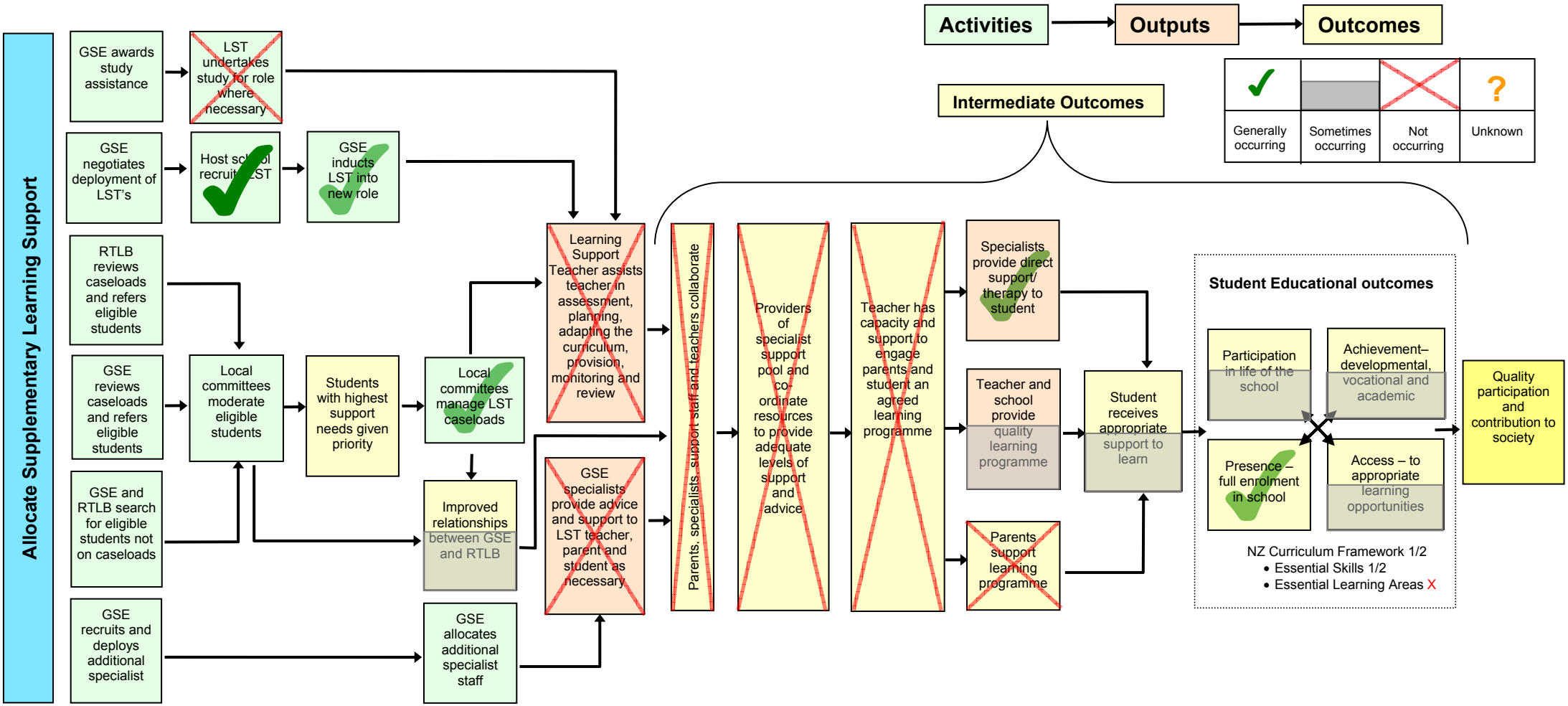
Student outcomes: At the time of the visit (beginning of term 4 2005) the student was observed to have no friends of his own age and is socially isolated in his classroom. He has made minimal academic progress; still reading at level one (green) with increased word knowledge, but limited comprehension. He had recently demonstrated steady improvements in understanding timing and sequencing and was particularly pleased with his PowerPoint presentation;

> *My speech, I liked my speech, because it was just, it is like a hard thing and I just did it. I was like shaking and nervous. I had goosebumps. I did it with my [class] teacher. I felt proud. (Student)*

[11] This figure is calculated based on an assumption that students spend a total average of 22.5 hours per week at school engaged in some form of learning activity, excluding a 30 minute interval and a one hour lunch break each day.

Diagram 3: Case study 1 intervention logic

Supplementary Learning Support Intervention Logic - Case Study 1 (Host School)



Mediating Influences

✓	Positive impact on student learning
?	Potentially a +/- influence
✖	Inhibiting student learning
-	Not a key mediating influence in this case

- Potentially eligible Students not known to GSE or RTLB
- Limited availability of assessment tools to aid selection
- Poor quality information about students' learning
- Staffing change ✖
- IEP Processes ✖
- Allocation of planning time ✖
- TA support
- Operational misunderstandings ✖
- Quality of current GSE, RTLB and local school relationships ✖
- Differing GSE and RTLB practices across regions
- Fit of itinerant LST model for secondary schools
- Self-managing schools use of their own resources rather than networks of providers
- LST performance appraisal processes ✖
- Lack of teachers for LST positions
- LST's experience, knowledge and skills ✓
- Teacher's prior knowledge, skills and attitudes ✓
- Lack of additional specialists (rural, Kura, Pacifica)
- GSE capacity to deploy specialists small scale incentive ✖
- School's capacity to support teacher and student ✖
- Travel time to students in rural and urban areas
- Inadequate time, resourcing or training to enable LST's to develop or access teaching resources
- Parent's capacity and willingness to engage in education ✓

3.3.3 Case 2: (Deep) Rural Primary school, Decile 3, and Rural Intermediate, Decile 7

This case study involved two visits to two different schools. This case study focuses on one LST and a selected student. The first visit in 2005 was to a non-host primary school and the second visit was in 2006 to the intermediate school the student now attends. A summary of case study data sources sighted and/or kept, interviews and observations undertaken are given in Table 4 and Table 5 below.

Table 4: Summary of case study data sources (cited or received) – case study 2: primary school

Background Information			Planning Documentation					Qualitative Interviews									Observation	
ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	Principal	LST	Class teacher	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
✓	✕	✓	✓	✕	✓	✓	✓	✓	✓	✓	✕	✕	✕	✕	✓	✓	✕	✓

Table 5: Summary of case study data sources (cited or received) - case study 2: intermediate school

Background Information			Planning Documentation					Qualitative Interviews									Observation	
ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	(Host) Principal	LST	Class teacher	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
✓	✓	n/a	✕	✕	✕	✓	✓	✕	✓	✕	✓	✕	✕	✕	✓	✓	✕	✓

The school context and culture in 2005: The school is a small, rural, decile 3, primary school, (years 1-6). It caters for 200 students, 31% of whom are Māori. A new principal was appointed in 2001 and ERO reports favourably on the leadership of the school, particularly in terms of professional development, use of enquiring learning strategies, cultural respect, consultative and collaborative culture and high expectations and celebration of student achievement. The principal is extremely well regarded by staff, has a strong professional and personal interest in special needs education and hosts two RTLBs co-located with an RT-Lit. Although the school does not host the LST, the principal acts as an informal professional mentor for the LST. The staff room atmosphere is friendly and open.

In 2006: The student began preparing to transition to a new school during term 4 2005. The new school is a medium sized, rural, decile 7, intermediate with a predominantly Pākehā population. 17% of students are Māori. The ERO report describes curriculum and assessment management as a strength of the school and notes the school's promotion of three core values: courtesy, common sense and consideration for others - known as the three C's. The school offers additional literacy support through an Extra Assistance in Reading and Language (EARL) programme, delivered by two qualified teachers (one of whom also holds the SENCO position) with approximately seven TAs who are based in a separate classroom devoted to this purpose. Students requiring EARL support typically leave their home class to attend 45 minute sessions up to four times weekly in the EARL room. However, in 2006 an unexpected increase in the number of students requiring EARL support (including eight kura kaupapa students with limited English literacy) resulted in the operation of the EARL room as a permanent full time class in its own right.

> *So three days into the term the Principal made a decision that because our class numbers were now at 36, 37 that we would create a class of 27 children … across the school who had needs of one sort or another and who were basically operating at Level 1. Whilst they would have a homeroom, which they went to first thing in the morning and they went to for music and dance and PE and all the rest, they would come to [the EARL] Room for literacy and numeracy. That room would operate basically full time. (SENCO)*

The SLS student in 2005: The student is an 11 year old (Y7) of Māori ethnicity. She has four siblings. She moved to the school aged six, based on the Principal's reputation for supporting students with special needs. She has been diagnosed with autism – (Asperger's) and her older brother is also autistic. Her parents are extremely aware of her approaching adolescence and are focusing on developing her social, emotional and intellectual independence. They are satisfied with the school based support and have a close relationship with the Principal. During her time at the school, the student has slowly progressed from being emotionally withdrawn, dependent on adults, possessive and engaged in attention-seeking behaviour, towards more frequent and socially appropriate interaction with her peer group. These changes have been marked in the school context, but are less apparent at home. Academically, she has moved from emergent literacy and numeracy to hover between (upper) level 1 and (lower) level 2 in both areas but consistently struggles with complex, abstract problem solving tasks in both. She enjoys her 'special' status and commonly avoids tasks demonstrating learned helplessness.

In 2006: Initially confident and talkative during her transition visits to the school in 2005, the student has been noticeably quiet, withdrawn and socially under confident during term 1. This has been partly ascribed to a family death, parental illness and time off school during the early part of the term. Most recently, the student has re-engaged in attention seeking 'tattle-tale' behaviour, which is viewed by staff as a sign of her increasing confidence in the new school setting. Academically she is the most able EARL student in terms of concrete literacy skills, but continues to struggle with inferential and abstract reading comprehension. Conversely, her abstract numeracy skills are strong, particularly in geometry and algebra but she continues to have difficulty with concrete level one number skills, particularly multiplication. She has recently queried her placement in the EARL room and has demonstrated interest in spending more time amongst peers in her home class. She is not observed to be participating socially and has yet to establish a clear set of personal friendships.

The class teacher in 2005: The student's current class teacher is passionate about education and has a diverse occupational background, prior to moving into education. She has been teaching for five years at the school but has been somewhat disillusioned by the challenging behaviour of students and anxious about her professional abilities. She frequently uses enquiry learning approaches, expects the student to tackle class topics at a modified level with TA support and has deliberately ignored the student's possessive, attention-seeking behaviour out of necessity rather than principle. She has only recently recognised that her TA is supporting the student's learned helplessness.

In 2006: The student's new class teacher is effectively the senior teacher who manages the EARL room and holds the SENCO role. She has an extensive background in supporting the schools ORRS students and oversees the individually tailored adaptation of all curriculum subjects for all EARL supported students, including the SLS student. Although supportive of mainstreaming education principles, she believes that intermediate level teaching experience is frequently insufficient to enable staff to adapt the curriculum to a level suitable for SLS students. She addresses this by adapting resources to support the topic based curriculum instruction being delivered by other teaching staff;

> *I find that in intermediate, if a teacher has never taught children who are at a lower level, like five, six, seven, or eight year olds, they're not particularly capable of actually adapting the programme because they haven't got the skills to do that. EARL staff have always made adaptations of work that the children could take back into the classroom for certain areas. (SENCO)*

The structure and high level of resources available in the EARL room have meant that the class teacher has made only limited use of the LST support for the student, mainly as a source of information about the student's emotional wellbeing. She prefers the LST to work with the eight kura students based in the EARL room, but speaks highly of the LSTs teaching ability, having worked with her as a former colleague at the school.

The LST in 2005: The LST is a trained primary teacher (0.7 FTTE). She does not fit the typical LST profile, being younger, Samoan Māori, with seven years teaching experience at intermediate (local) and tertiary level (in Denmark). She lives in the school community, knows the student's family through teaching her older brother and is admired by staff and parents for her focused and reflective teaching style. She assists the class teacher by reinforcing aspects of the class programme with the student as directed weekly by the teacher, and has developed a literacy programme which she implements co-jointly with the TA. She is also modelling appropriate support techniques to the TA to ensure that the TA supports the student to tackle modified in-class tasks independently. She has considerable contact with the RTLB and RT-lit based at the school, and is informally mentored by the school principal. Her contact with GSE is positive but not regular.

In 2006: The LST continues to support the student in a reduced capacity; mainly completing additional assessments the student has missed due to absence. She is also working directly with the eight kura students on English literacy. She believes this provides indirect support to the SLS student as it helps address the potential level of class disruption associated with a group of students who are confused by changes in their educational setting. Although the LST has adapted to the student's new educational arrangements at the intermediate, she is concerned that supporting the student in a fully adapted educational environment will have a negative impact on her social and emotional independence long term and also allows other class teachers to avoid responsibility for working inclusively with students, undermining the inclusive principles of the SLS initiative.

> *It defeats the purpose of trying to uphold the Ministry directive of getting teachers to take more responsibility for their students for whatever needs they have and having that inclusive umbrella to work under. Although it's giving them one-on-one attention and it really does help, research states that that sort of assistance isn't conducive in the long run. The kids actually need to be a part of a classroom of mainstream kids where they're actually learning and other kids around them are role modelling for them. They do achieve, like it does help; I'm not saying that it's not helping [and] it sounds great to parents - that it's an individualised programme, you know, it's addressing their needs. But it has also taken the responsibility away from the teachers; - in order for those kids to survive it's all about the holistic way that that child can learn and the environment that that child works in. I think it's soul destroying and I think that the kids become heavily reliant on teacher aides and they lose independence. (LST)*

Host school support in 2005: Professional support for the SLS initiative and the LST was initially strong and proactive, but changes at the host school have resulted in a new principal who has a limited understanding of the initiative. As no SLS students are located at the host school, host support consists primarily of physical space and formal obligations to undertake LST performance reviews. The bulk of collegial support is provided through informal mentoring with the Principal at the case study school and through contact with the GSE district co-ordinator as needed.

In 2006: Host school support has not changed substantially from that provided in 2005.

SLS in the school -*The IEP process in* 2005*:* IEPs occur termly and are co-ordinated by the Principal and RTLB, although the LST is being mentored to take up the Principal's role in this. IEP minutes show meetings are well attended, describe student progress against some essential skill areas (art, writing, reading comprehension, oral language, maths, self management and independence) but not clearly linked to the curriculum strands or the class programme. Planned activities and staff responsibility for actioning these including planning for school transition and social stories are also described. A Learning Support Plan (LSP) developed by the LST for literacy and numeracy is also referred to in the minutes. This plan presents assessment results from multiple tests, student learning goals, teaching procedures, resources, staff responsibility for teaching and monitoring and also lists a set of LST goals.

***In 2006*:** The IEP meetings are held regularly at the intermediate and co-ordinated by the SENCO. The student's first IEP for 2006 had been delayed due to school absences and a desire to accommodate the research process. An IEP meeting held during the research visit focused on describing the student's adjustment to the new school and her achievement in numeracy and literacy. Assessment results and work examples were presented, although goal setting and specific activities to support goals were not discussed.

Relationships and collaborative educational planning in 2005: There is a strong sense of collaboration particularly between the LST, class teacher and TA with input from RTLB, RT-Lit, principal and parents to guide student learning. Each group has consistent perceptions of the student's progress at home and at school and there is consistent agreement over the need for her to be more independent. Each group is also aware of the others' activities and how they are contributing to this goal. The LST appears to be a driving force in shaping the collaboration, with the Principal's support and supervision. This is evidenced by the LST role in facilitating IEP processes and use of a collaborative action plan or CAP.

***In 2006*:** Collaboration between LST, SENCO, RTLB, GSE and parents in the intermediate context is noticeably lower compared with the collaboration between staff at the primary school. Although each is aware of the other's activities and have similar views about the student's academic progress, interpretations of the cause of the student's behaviour over the first term and educational needs differ significantly and have resulted in differences of opinion over how best to support the student.

Enhanced teacher capacity in 2005: LST and class teacher interaction occurs weekly. The class teacher uses LST support to reinforce her teaching programme and to address 'gaps', including gaps in TA capacity. However she does not report additional time working with the student. Despite this, she is somewhat knowledgeable about the student as an individual and keen to extend this knowledge. She can discuss her learning programme, its links to the class topics and how these links will contribute to the student's agreed IEP/educational goals. She is aware of the student's academic and social progress, but considers herself to have contributed mainly to the student's social progress and this has occurred by accident rather than design.

***In 2006*:** The new class teacher is sufficiently able to support the student's academic learning needs without additional LST assistance but has acknowledged that the LST provides a valuable source of insight into the student's emotional and social wellbeing having worked with her for a longer period and in different settings. Both the LST and class teacher are aware of the need to enhance the capacity of other teaching staff to support SLS type students through curriculum adaptation.

Access to learning opportunities in 2005: The student has been receiving SLS for 18 months. Prior to SLS, she has been declined ORRS support, but received RTLB support, 10-12 hours of TA assistance and some speech language therapy assistance. She has also been attending Riding for the Disabled (RDA) one morning per week to gain 'quiet time' outside the class/school environment. This support has continued in addition to SLS, although she is now a 'sleeper' on the RTLB roll. The class teacher and LST have raised concerns about the quality of TA support who is over assisting the student in completing tasks and when undertaking assessments. This is seen to encourage dependence and possessive behaviour in the student and is resulting in inaccurate assessment results.

***In 2006*:** The student is permanently based in the EARL room but attends a home class for roll call each morning and rotates to specialist classes for manual options such as woodwork and baking.

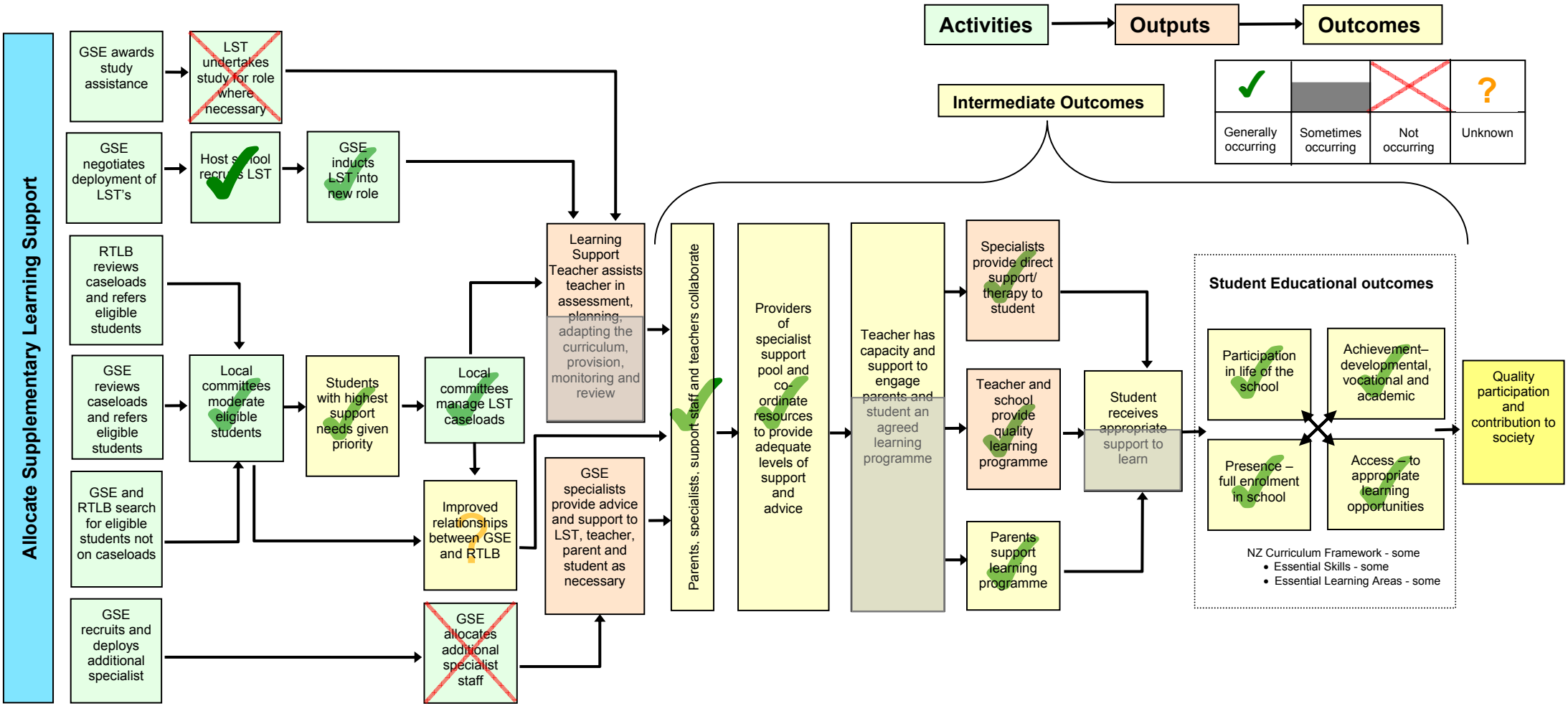
Student outcomes in 2005: At the time of the visit (beginning of Term 4 2005) the student was observed to be socially active and had established a strong personal friendship with another student who is deaf, learning sign language in order to communicate. She has continued to make very gradual but steady academic progress. She is reading at 8.5 years, although continues to struggle with comprehension and abstract numeracy tasks such as basic multiplication. Her parents believe she has made very noticeable social progress over the last 18 months and has improved her numeracy knowledge (to lower Level 2) since LST support became available. The student has received consistent sources of educational support over the last four years and more focused learning support in the last 18 months. Over the same period she has made considerable social progress, including management of a degree of learned helplessness and reliance on TA support which has gone undetected and unaddressed until relatively recently. She has also made academic progress in literacy skills, particularly reading, although her inferential comprehension remains limited and concrete numeracy understandings have increased.

> *Verbally she would probably be Level 2. For independent writing and problem solving she's Level 1 and emotional stuff she's probably Level 1, maybe getting up to Level 2 now. She problem solves a lot better now. (Class teacher)*

In 2006: At the time of the second visit (end of term 1 2006) the student was reported to be making similar academic progress to that observed in 2005 with particularly improved numeracy skills in algebra. However, socially, the student had become increasingly quiet and withdrawn and was beginning to re-engage in similar attention seeking behaviour demonstrated under times of stress at primary school.

Diagram 4: Case study 2 intervention logic

Supplementary Learning Support Intervention Logic - Case 2 (Non-host School)



Mediating Influences

✓	Positive impact on student learning
?	Potentially a +/- influence
✖	Inhibiting student learning
-	Not a key mediating influence in this case

- Potentially eligible Students not known to GSE or RTLB –
- Operational misunderstandings –
- Lack of teachers for LST positions –
- School's capacity to support teacher and student ✓
- Limited availability of assessment tools to aid selection –
- Quality of current GSE, RTLB and local school relationships ✓
- LST's experience, knowledge and skills ✓
- Travel time to students in rural and urban areas –
- Poor quality information about students' learning –
- Differing GSE and RTLB practices across regions –
- Teacher's prior knowledge, skills and attitudes ✖
- Inadequate time, resourcing or training to enable LST's to develop or access teaching resources –
- Staffing change ✓
- Fit of itinerant LST model for secondary schools –
- Lack of additional specialists (rural, Kura, Pacifica) –
- IEP Processes ✓
- Allocation of planning time –
- TA support ✖
- Self-managing schools use of their own resources rather than networks of providers ✓
- LST performance appraisal processes –
- GSE capacity to deploy specialists small scale incentive ?
- Parent's capacity and willingness to engage in education ?

3.3.4 Case 3: (Deep) Urban, Primary school, Decile 1a and (Light) Urban Secondary School, Decile 2

This case study involved two visits to two different schools. This case study focuses on two LST's based at one host primary school and two selected students. The first visit in 2005 was to the host primary school focusing on one LST and one student attending the host primary school. The second visit, in 2006 had two areas of focus. These included a second visit to the host primary school and same primary school student and LST and additionally a visit to a secondary school with a second LST and a secondary school student at the intermediate school the student now attends. A summary of case study data sources sighted and/or kept, interviews and observations undertaken are given in Table 6 and Table 7 respectively.

Primary School

Table 6: Summary of case study data sources (cited or received) – case study 3: primary school

Background Information			Planning Documentation					Qualitative Interviews									Observation	
ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	(Host) Principal	LST	Class teacher	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✗

The school context and culture in 2005: The school is a small, urban decile 1a school with a diverse student population (54% Māori, 14% Pacific Island), which is highly transient (up to 50% turnover). The school places considerable emphasis on student health and behaviour, running a daily breakfast club and weekly health meetings to address these issues. The school is establishing systems for curriculum planning, professional development and management and has been annually reviewed by ERO for the last 5 years. The Principal was appointed in 2003 from existing staff. They view her positively and support the approach she has taken as Principal. The staffroom atmosphere is energetic, upbeat and supportive, demonstrating the high level of staff commitment to working with the needs of students in a low decile school. Over the past 18 months, the school appears to have experienced a degree of staff change. The school hosts two LSTs (1.0 and 0.8 FTTE equivalent although staff in the 1.0 position has been replaced). The Deputy Principal holds the SENCO position.

In 2006: The school has re-appointed a second LST to the full time position (1.0 FTTE) in December 2005 and staff appear settled and positive after a recent ERO visit.

The SLS student in 2005: The student is a Pākehā, 10 year old (Y6). He has siblings who also have special learning needs. He began at the school aged six, in 2001 and is diagnosed with attention deficit hyperactivity disorder (ADHD). Over the last four years he has been highly distractible, has struggled to interact in socially appropriate ways with his peers and has been unable to access ADHD medication regularly. He has made limited academic progress due to his difficulties concentrating and operates at emergent level only. However his behaviour, self-confidence and concentration have improved noticeably following the successful implementation of school based systems to monitor regular medication. His mother is supportive of the school and support provided to date. The student is very responsive to praise and reward systems and following input from the LST, has demonstrated increased interest in learning, a strong work ethic and an ability to concentrate for longer periods. Academically he has maintained emergent level literacy but is making steady progress toward Level 1 numeracy skills.

In 2006: The student has smoothly transitioned into Y7 and is very settled in his new class. His behaviour, concentration and interest in learning continue to improve and he is spending more time participating in class-based curriculum activities than previously. Academically, he is now working on Level 1 numeracy tasks and showing some progression within emergent level literacy tasks.

The class teacher in 2005: The student's current class teacher is in his first full time teaching position with a whānau based (i.e. multi-level) class, which has a general TA attached. He has been part time relieving in the student's class for six months moving to fulltime in July 05. He has focused on building a knowledge of the student's personal interests and managing his behaviour before addressing academic skills, and is slowly becoming aware of additional school based systems to support his students and his own teaching practice. He is not providing homework for the student or the class at this point. He is taking his teaching lead from the LST's goals for the student, but does not plan activities for the student's TA and remains unfamiliar with the nature of support the TA is providing.

In 2006: The student's new class teacher has been with the school for the last four years and is taking a firm, directive approach in supporting the student. This includes engaging the student in a full class based curriculum programme and planning work for the new TA to undertake with the student in a small group setting. The class teacher is unsure of the function of the LST role but aware of the tasks the LST is undertaking with the student and is beginning to build upon these in class.

The LST in 2005: The LST (0.8 FTTE) is a trained primary teacher, fitting the typical LST profile. She has considerable experience (23 years), including 6 years in special education, with prior experience as an ORRS teacher. She has been in the LST position for three months (to October 2005) and has been given significant responsibility for establishing systems to support a range of special needs students within the school. She has developed a literacy and numeracy plan for the student which she implements co-jointly with the TA. She has also established a comprehensive system of rewards and praise for the student. She has no contact with the local RTLB and, although she received a considerable level of initial support from the district co-ordinator, this contact is now sporadic but remains positive.

In 2006: The LST continues to focus on direct 1-1 literacy and numeracy instruction with the student and has developed a new literacy and numeracy plan for 2006. However following the student's transition to a new class teacher for Y7, she now works more independently than previously, having a similar level of limited contact with the new class teacher and significantly less contact with the student's new TA (see relationships and collaborative planning below).

Host school support in 2005: Support provided by the host school appears to be collegial and positive with a strong emphasis on clarifying and documenting roles, responsibilities and reflecting these in performance appraisal processes. However the LST is aware that the development phase the school is in, may result in a desire to expand her responsibilities for special needs students throughout this school (and others) in ways which compromise her effectiveness and may be beyond the intended scope of the LST role.

In 2006: The Principal remains strongly supportive of the two LST positions but has begun actively seeking further formal clarification about LST responsibilities including the development and co-ordination of IEPs. Although two LSTs are hosted (and physically co-located) at the school they work entirely independently using widely contrasting approaches to teaching, planning and documenting student needs and achievement.

SLS in the school -*The IEP process in 2005:* Contradictory reports were given as to the existence and general nature of the school's IEP processes. At the time of the first field visit in Term 4, 2005 the student did not have an IEP but did have a literacy and numeracy plan, established by the LST, which was viewed as an appropriate equivalent to an IEP. The plan dated September 2005 identified the student's present literacy and numeracy status and needs and included formal assessment results, broad achievement goals, specific strategies and responsibilities for these and intended learning outcomes, although no long term aims were documented and the plan did not make reference to other essential learning areas or skills.

In 2006: A revised literacy and numeracy plan developed by the LST continues to act in lieu of an IEP. Few changes have been made to the 2006 literacy and numeracy plan. Changes made include revised assessment results and the removal of a number of the previously intended learning outcomes. Broad achievement goals, strategies and responsibilities remain identical and no long term aims are documented.

***Relationships and collaborative educational planning in 2005*:** Collaborative planning to support the student's learning is occurring in 'pockets' between some individuals rather than collectively between all those involved. This is evidenced by the inconsistent or patchy knowledge many individuals have of one another's activities with the student, and there are few examples of shared resources. The LST and TA are an exception to this. Both meet regularly to adapt, monitor and reflect upon the student's learning and a TA report describing work planned and completed is sent to the student's mother each week. Collaboration between the TA and the LST is reflected in their detailed knowledge of one another's activities with the student, a shared timetable and their use of a 'communication' book, which they exchange during the week. Collaboration also occurs between the SENCO and the student's mother but is mainly concentrated on medication related issues. However, although the class teacher is not participating in collaboration planning and instruction, all individuals have a consistent perception of the student's progress.

In 2006: Collaboration continues to occur in pockets but between different individuals reflecting the different goals and teaching style of the student's new class teacher for Y7. The class teacher now takes full responsibility for setting the TA programme and communicates regularly with the student's mother. The LST documents the student's work and progress in a notebook, which is reviewed by the class teacher. Although the LST and class teacher do not jointly plan the student's learning programme, the class teacher is slowly beginning to build on the aspects of the LST programme when working with the student in class. However all individuals have a more thorough understanding of the student's learning programme and his progress, suggesting that that the level of collaboration occurring is collectively, higher than the previous year.

Enhanced teacher capacity in 2005: The class teacher views the LST positively and welcomes her support. However the two do not interact regularly and the class teacher does not report having additional time with the LST or with the student. The class teacher is becoming more knowledgeable about the student as an individual but appears happy to allow the LST and TA to take responsibility for the student's learning programme.

***In 2006*:** The class teacher is not aware of the purpose of the LST role and sees herself as the key party responsible for supporting the student as effectively as possible. However, she is trying to define a role for the LST in her practice and acknowledges that at times she has been able to reinforce elements of the LSTs programme to good effect with the student. The LST is simultaneously reconsidering ways in which she can support the teacher more directly, given the teacher's evident confidence in supporting the student.

***Access to learning opportunities in 2005*:** The student has been receiving SLS for three months. Prior to SLS, the student had had multiple support from RTLB (two series of active support focused on learning and on social appropriateness), general TA support in class as well as being withdrawn for 1-1 TA support. Teacher aide support has continued alongside SLS, although the student now has RTLB 'sleeper' status only. At present, the student is withdrawn from the class for 1-1 instruction four days, amounting to a total of three hours per week including SLS support (i.e. approximately 13%[12] of his time at school each week). While in class he undertakes curriculum related tasks adapted to his level by the class teacher and supported by the TA.

In 2006: The student now spends more time in the classroom undertaking a full curriculum programme adapted by the class teacher. This programme is supported by the TA who works with the student in a smaller group of four in a break-out room linked to the main classroom. The student receives LST support for two hours a week.

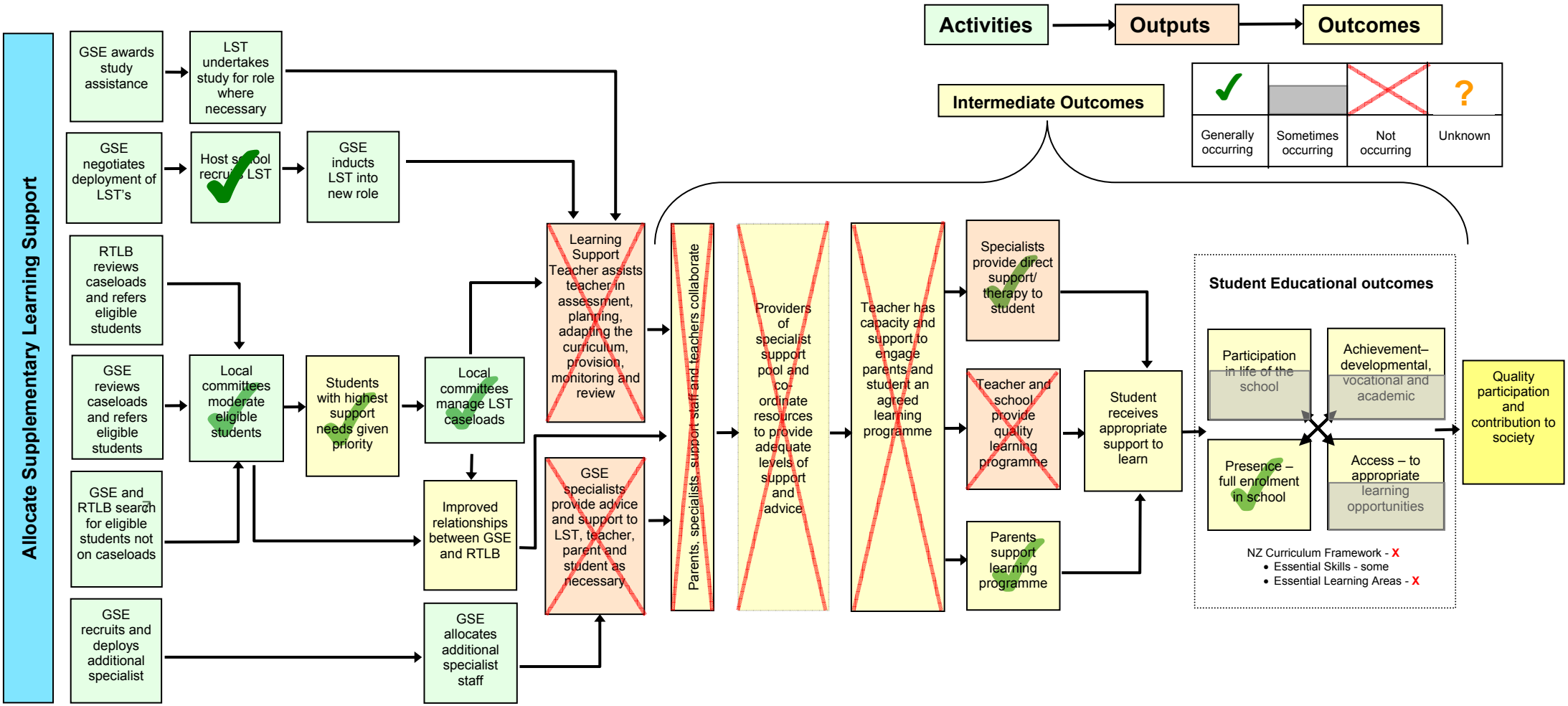
Student outcomes in 2005: At the time of the first visit (beginning of term 4, 2005), the student was observed to have become more able to play constructively with other students than previously and has become significantly more engaged in learning and actively seeking opportunities to undertake class work. He has made minimal academic progress - only slowly increasing his word knowledge and maintaining literacy skills between emergent and Level 1. Numeracy skills are improving at a slower rate.

In 2006: The student continues to display a high level of interest in learning and remains appropriate in his behaviour towards others so long as his medication is well managed. He is now working at Level 1 across the curriculum with support, and continues to make small gains in literacy – particularly reading, and numeracy.

[12] This figure is calculated based on an assumption that students spend a total average of 22.5 hours per week at school engaged in some form of learning activity, excluding a 30 minute interval and a one hour lunch break each day.

Diagram 5: Case study 3 intervention logic

Supplementary Learning Support Intervention Logic - Case 3 (Host School)



Mediating Influences

✓	Positive impact on student learning
?	Potentially a +/- influence
✖	Inhibiting student learning
-	Not a key mediating influence in this case

- Potentially eligible Students not known to GSE or RTLB –
- Operational misunderstandings ✖
- Lack of teachers for LST positions –
- School's capacity to support teacher and student ✖
- Limited availability of assessment tools to aid selection –
- Quality of current GSE, RTLB and local school relationships –
- LST's experience, knowledge and skills ✓
- Travel time to students in rural and urban areas –
- Poor quality information about students' learning –
- Differing GSE and RTLB practices across regions –
- Teacher's prior knowledge, skills and attitudes ✓
- Inadequate time, resourcing or training to enable LST's to develop or access teaching resources –
- Staffing change ✖
- Fit of itinerant LST model for secondary schools
- Lack of additional specialists (rural, Kura, Pacifica) –
- IEP Processes ✖
- Allocation of planning time ✖
- TA support ✓
- Self-managing schools use of their own resources rather than networks of providers –
- LST performance appraisal processes –
- GSE capacity to deploy specialists small scale incentive –
- Parent's capacity and willingness to engage in education ✓

Secondary School

Caveat: The student described below received SLS support during 2005 but was suddenly removed from the LST roll prior to the field visit in March 2006. School staff were unaware of this change prior to the field visit and were unable to advise the evaluation team. This consequently prevented the team from making arrangements to explore an alternative secondary school setting

Table 7: Summary of case study data sources (cited or received) – case study 3

Background Information			Planning Documentation					Qualitative Interviews									Observation	
ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	(Host) Principal	LST	Class teacher	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
✓	✓	✕	n/a	✕	✕	✕	✕	✓	✓	✓	✓	✕	✕	✕	✓	✓	✕	✕

The school context and culture: The school is a large, urban decile 2, secondary school. The school has a diverse roll with Māori (30%), Pasifika (10%), Asian (4%) and Pākehā (55%) students attending. The school has had a troubled history with ERO reviews occurring every three years since 1992 and at least two periods of statutory management. A new Principal has been appointed recently (2006) and is seeking to review and restructure school operations to support more effective financial and academic outcomes. The school includes a special needs unit in which students complete core subjects and are mainstreamed for other essential skills. This unit is currently under review. The school also runs a 'Whānau' – a bilingual immersion unit for students, which includes a full marae. The Whānau provides core classes as well as pastoral care, and cultural language classes for Māori students in the school. The Whānau appears to operate largely as a separate learning environment, sometimes at odds with general standards and practices used elsewhere within the school. The school atmosphere is strained and disjointed and staff appear to be exhausted and constrained by limited financial resources.

The SLS student: The student is a Māori, 15 year old (Year 11) who is based in the 'Whānau' and has been supported by the special needs unit also. He lives with his relatives and is diagnosed with ADHD, severe dyslexia and suffered a head injury in 2004. He has attended the secondary school since 2004 (following injury) and is unable to read or write. He has had significant difficulty maintaining stable attendance at school and concentration in class. He is very receptive to Māori centred protocols, reacting negatively to situations or environments which are culturally foreign. During Y9 the student was based in the whānau and received ACC funded TA support alongside assistance from the special needs unit. During this time student attendance at school became more stable. In 2005, the student was allocated SLS, which was provided consecutively by three different LSTs (due to appointment difficulties at the host school). However, cultural differences rendered LST support ineffective – with the student refusing to engage with Pākehā teachers and being absent during LST visits. ACC TA support also ceased in January 2005 as a result of a staff departure and the school did not pursue replacement staff until the beginning of 2006.

The class teacher: The student is most frequently supported by the class teacher who oversees the 'Whānau' in addition to the maths and science curriculum within the school. He has been with the school for eight years and has taught the student in all three contexts. He is providing an adapted science and mathematics programme for the student as far as is possible within the constraints of NCEA standards, but observes that this material is still beyond the student's achievement level. He is aware that the student has been accepted for LST support but has not received any direct contact or assistance from the LST.

The LST: The current LST (0.1 FTTE) is a trained RTLB teacher, who, although male, fits the typical LST profile (with 25 years' teaching experience). He has been in the LST position for three months (to March 2006). He has drawn his RTLB experience in working with the student, focusing initially on life skills including assisting the student gain his driver's licence by studying the Road Code. He has focused on building a rapport using social stories which allow the student to describe his recent experiences and knowledge of tikanga. He has also provided some in class support for the student in maths and science classes, but has not planned a specific learning programme.

Host school support: The host school is aware of the students on the LST's roll at the secondary school. However there appeared to be limited involvement or knowledge of the role of the LST in this secondary setting. The appraisal process for this teacher had not been initiated in this term.

SLS in the school -*The IEP process*: There is no clear evidence of an IEP process in place for this student or within the Whānau or special needs unit and mixed reports were given as to who holds responsibility for IEP processes overall. There is also very limited understanding or appreciation of the SLS initiative amongst those interviewed.

Relationships and collaborative educational planning: Overall, there are limited signs of collaborative planning or contact between school staff involved with the student and the LST. Parental interactions with support staff and knowledge of school staff activities is also extremely limited.

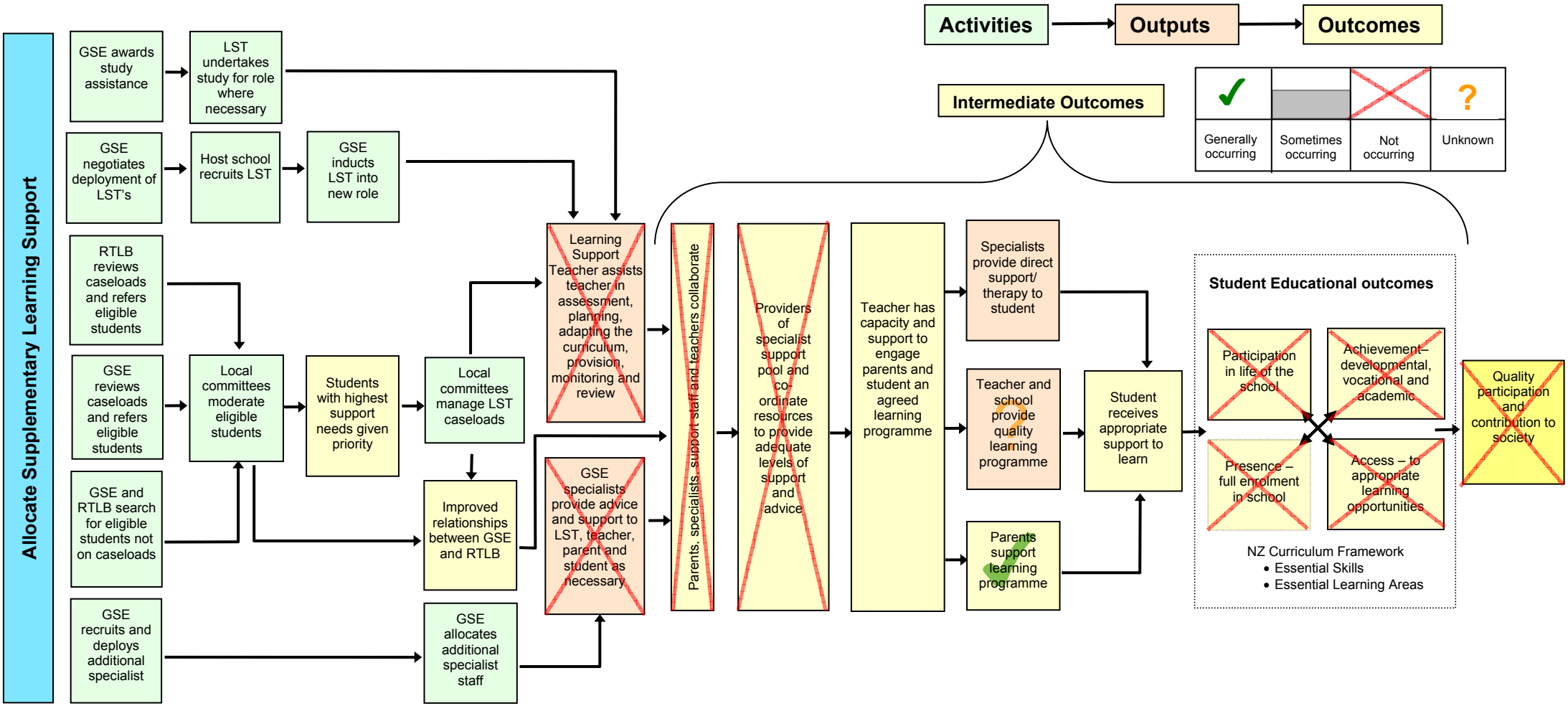
Enhanced class teacher capacity: No evidence of contact or direct support for the class teachers was provided or referenced in data collected as part of the field visit.

***Access to learning opportunities*:** The student has been officially receiving SLS for 12 months however actual support has only been provided for a month during term 4 in 2005. Prior to SLS, the student received consistent support through the ACC funded TA, and periods of RTLB support. While in the Whānau he undertakes NCEA tasks at an adapted level in maths and science.

Student outcomes: At the time of the visit (beginning of term 1 2006), the student was reported to have made no academic or social progress.

Diagram 6: Case study 3 intervention logic

Supplementary Learning Support Intervention Logic - Case 3 (Non-host School)



Mediating Influences

✓	Positive impact on student learning
?	Potentially a +/- influence
✖	Inhibiting student learning
-	Not a key mediating influence in this case

- Potentially eligible Students not known to GSE or RTLB –
- Limited availability of assessment tools to aid selection –
- Poor quality information about students' learning ✖
- Staffing change –
- IEP Processes ✖
- Allocation of planning time –
- TA support ✖
- Operational misunderstandings ✖
- Quality of current GSE, RTLB and local school relationships ✖
- Differing GSE and RTLB practices across regions –
- Fit of itinerant LST model for secondary schools ✖
- Self-managing schools use of their own resources rather than networks of providers –
- LST performance appraisal processes ✖
- Lack of teachers for LST positions –
- LST's experience, knowledge and skills ✖
- Teacher's prior knowledge, skills and attitudes ✓
- Lack of additional specialists (rural, Kura. Pacifica) –
- GSE capacity to deploy specialists small scale incentive –
- School's capacity to support teacher and student ✖
- Travel time to students in rural and urban areas –
- Inadequate time, resourcing or training to enable LST's to develop or access teaching resources –
- Parent's capacity and willingness to engage in education ✓

3.3.5 Case study 4: (Light) Urban, Primary school, Decile 10

This case study involved one visit to the host primary school focusing on the LST and a selected SLS student. A summary of case study data sources sighted and/or kept, interviews and observations undertaken are given in Table 8 below.

Table 8: Summary of case study data sources (cited or received) – case study 4: primary school

Background Information			Planning Documentation					Qualitative Interviews									Observation	
ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	Principal	LST	Class teacher	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
✓	✕	✓	✓	✕	✓	✓	✓	✓	✓	✓	✕	✓	✕	✕	✓	✓	✕	✕

The school context and culture: The school is a medium sized, urban, decile 10, primary school. It has a predominantly Pākehā roll (81%) but includes students from diverse range of ethnic groups (Pacific, Indian and Asian students). The school has used its SEG, additional GSE funding and contributions from parents to develop an enhanced professional role for the school's TAs to support skill development and long term retention of these staff. Systems are overseen by the SENCO and include training and professional development for TAs and the appointment of a senior TA. The staffroom atmosphere is quiet, reserved, and not noticeably inclusive. The SENCO is on maternity leave and this role is being managed by a senior teacher as a 0.1 role. The current principal has been with the school for the last 10 years, and recently returned from six months' study leave. He is appreciative and supportive of the SLS initiative.

The SLS student: The student is a Pākehā 9 year old, held back to remain in Year 3 for 2005. He has four siblings. He has had TA support since starting school. He began at the case study school in 2001, aged six. He is diagnosed with PDD, dyspraxia, Asperger's and attention deficit disorder (ADD) and is also physically uncoordinated. Over the last three years he has been highly anxious, disruptive and socially aggressive (spitting on peers, running taps in school toilets). He has excellent recall of complex information but is very sensitive to emotional and circumstantial change and struggles to understand consequences of actions, particularly social actions. In the last 12 months his behaviour, self-confidence and literacy levels have improved noticeably following combined support from the class teacher, the LST, TA, speech language therapy and parental support at home. The student is very responsive to emotional stability and praise, and following input from the LST, has demonstrated increased skill and active interest in reading.

The class teacher: The student's current class teacher is a newly qualified teacher who completed a training posting at the school. She has held a permanent position for the last 9 months, has 2 years' experience teaching overseas and is very highly regarded by the Principal, LST and parents. She has focused on building the student's understanding of social norms and setting clear social expectations which emphasise mutual responsibilities for the whole class and the student, before addressing the student's academic skills. She has a strong, close rapport with the student and parents and is highly committed to supporting them both, providing adapted homework and resources at parental request. She is very receptive to LST suggestions, especially admiring the focus and strategies used by the LST. She works hard to ensure that the student tackles the same class and curriculum topics as his peers, adapting the structure more than the content of his tasks and uses the TA to supervise student completion of these.

The LST: The LST (1.0 FTTE) is a trained primary teacher, fitting the typical LST profile. She has considerable experience (21 years, including 13 years in early childhood education) and has been in the LST position for 18 months (to Oct 2005). At the SENCO's request she has focused on literacy, and has developed an IEP for this to complement the full IEP. She works closely with the TA and class teacher, paying particular attention to emotional stability of the student, discussing coping strategies and reinforcing social norms clarified by the teacher.

Host school support: host principal support was initially comprehensive. A high level of support and commitment to the initiative resulted in proactive management of issues and active affirmation of the LSTs personal skills and role. However the performance appraisal process was underdeveloped and hastily completed and support waned after pressures placed on the school resulted in the departure of the Principal in August/September – end of term 3. An acting Principal with limited knowledge of the SLS initiative has since been appointed (pending a permanent appointment) and support for the LST has remained minimal as a consequence. However she is co-located with RTLB in her host school and receives considerable support from this group.

SLS in the school - ***The IEP process:*** Consistent feedback was given as to the existence and general nature of the school's IEP processes. IEPs are co-ordinated and written up by the SENCO termly. The SLS student's IEP meetings are well attended and at the time of the visit were up to date. The IEP records learning goals, achievement criteria and clear responsibilities for parents, student, and teacher but does not refer to essential skills or curriculum areas. The LST's literacy IEP makes clear reference to literacy skills, goals, strategies and resources. The class teacher, TA and LST regularly refer to both documents and develop new goals to replace those achieved.

***Relationships and collaborative educational planning*:** Collaborative planning to support the student's learning is occurring consistently within the school between the LST, TA, class teacher, parents, and SENCO. Each is actively playing a role to support one another to support the student. Examples include the LST provision of resources for the class teacher and parents, homework resources created by the teacher for parents, a 'social communication' book which travels between home and school documenting social progress and issues, SENCO and senior TA support to assist the current TA in developing appropriate support strategies (as requested by the class teacher). The LST has developed a diary for the student, which records learning goals, the student's written work, assessments and notes on student progress. It is used to keep parents, TA and Class teacher aware of the LST work and student progress. The LST also makes contact with teacher and the TA before and after each instructional session with the student.

Enhanced teacher capacity: While the LST is circumspect about her role in directly supporting the class teacher it is evident that she often does this by means of discussion, affirmation and anticipatory provision of suitable resources. The class teacher views the LST very positively and actively seeks LST support to help initiate or flesh out her educational instincts. She sees no viable distinction between the LST support she receives and the LST's instruction of the student:

> *Well isn't it the same thing really, I mean if she's there for [SLS student], its really for me, and if she's there for me, its for him, if that makes sense. To me it's the same thing really. (Class teacher)*

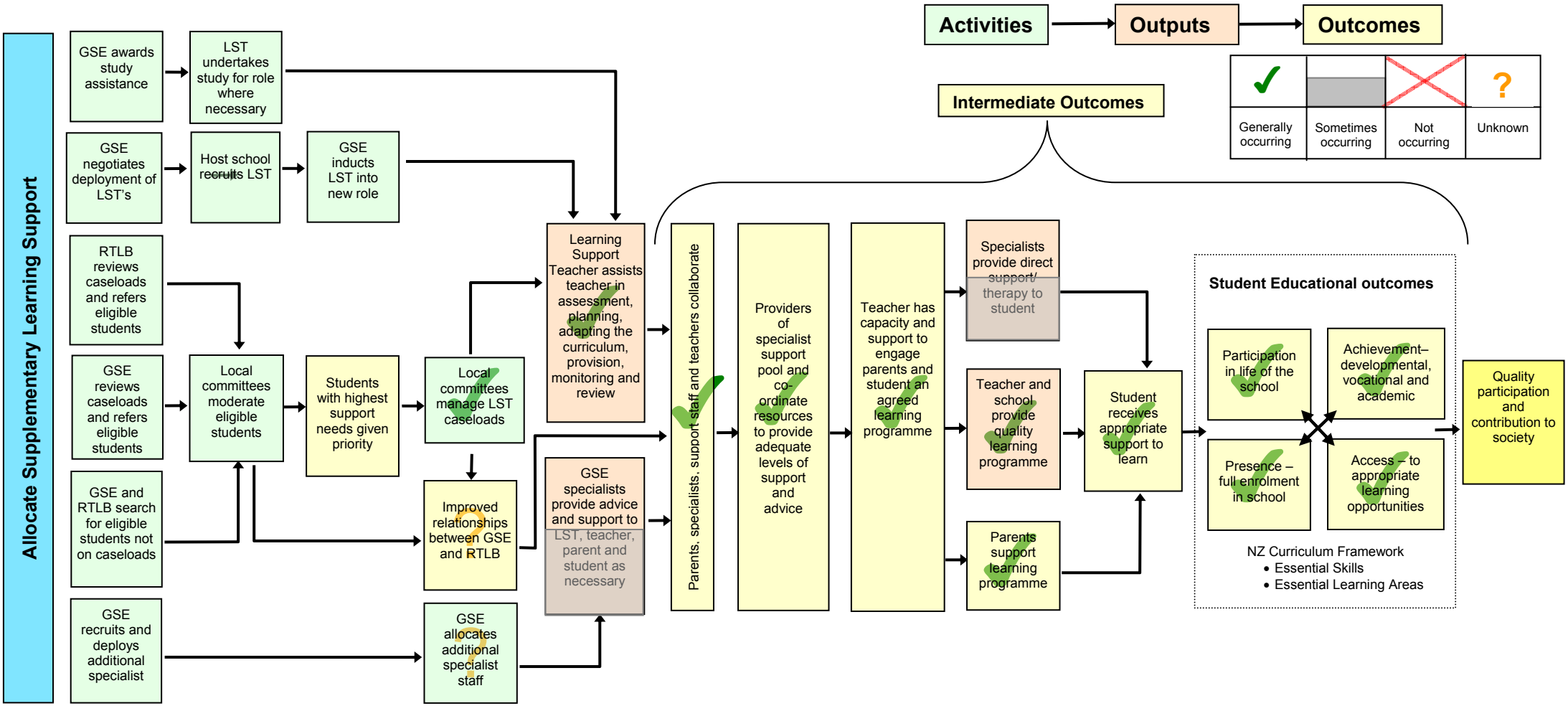
Access to learning opportunities: The student has been receiving SLS for 18 months. Prior to SLS, the student had consistently received TA support, but provided by three different staff over time. In the last 9 months a single TA and LST support has been supplemented by eight weeks of speech language therapy (during Term 2) and an increased level of parental support to complete homework. At present, the student is only withdrawn from the class for two hours of 1-1 LST instruction per week (i.e. only 8% of his time at school). An inclusive environment is highly valued by the class teacher. While in class he undertakes curriculum related tasks alongside his peers. These are adapted by the class teacher to allow greater focus and longer time for completion and are overseen by the TA.

> *I wouldn't have him taken out for anything else because he needs to be in that social environment of understanding that there's noise going on around you. The kids have to also understand, 'sorry they're working together and they're talking because that's what happens when you work together and you just have to focus on your own work. (Class teacher)*

***Student outcomes**:* At the time of the visit (beginning of term 4 2005), the student was observed to have become increasingly mature, organised in class and increasingly socially appropriate in his engagement with peers. Academically, the student is more actively interested in learning, particularly in reading related activities. He is continuing to operate at level one in both literacy and numeracy and making progress within these areas, particularly with reading strategies including increased word recognition, decoding ability and has moved up a reading level.

Diagram 7: Case study 4 intervention logic

Supplementary Learning Support Intervention Logic – Case 4 (Non-host School)



Mediating Influences

✓	Positive impact on student learning
?	Potentially a +/- influence
✖	Inhibiting student learning
-	Not a key mediating influence in this case

- Potentially eligible Students not known to GSE or RTLB –
- Limited availability of assessment tools to aid selection
- Poor quality information about students' learning –
- Staffing change ?
- IEP Processes –
- Allocation of planning time –
- TA support ✖
- Operational misunderstandings ✖
- Quality of current GSE, RTLB and local school relationships –
- Differing GSE and RTLB practices across regions –
- Fit of itinerant LST model for secondary schools –
- Self-managing schools use of their own resources rather than networks of providers ✓
- LST performance appraisal processes –
- Lack of teachers for LST positions –
- LST's experience, knowledge and skills
- Teacher's prior knowledge, skills and attitudes ✓
- Lack of additional specialists (rural, Kura, Pacifica) –
- GSE capacity to deploy specialists small scale incentive ✖
- School's capacity to support teacher and student ✓
- Travel time to students in rural and urban areas –
- Inadequate time, resourcing or training to enable LST's to develop or access teaching resources –
- Parent's capacity and willingness to engage in education ✓

3.3.6 Case study 5: (Light) Rural Primary school, Decile 4

This case study involved one visit to one primary school. This case study focuses on one LST and a selected student. The visit in 2005 was to a non-host primary school which the selected student attends. A summary of case study data sources sighted and/or kept, interviews and observations undertaken are given in Table 9.

Table 9: Summary of case study data sources (cited or received) – case study 5: primary school

Background Information			Planning Documentation					Qualitative Interviews									Observation	
ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	(Host) Principal	LST	Class teacher	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
✓	✓	✓	✓	✕	✕	✕	✓	✓	✓	✓	✓	✕	✓	✓	✓	✓	✓	✕

The school context and culture: The school is a medium sized, semi-rural, decile 4, primary school. The role is largely Pākehā (at 72%), with Māori students accounting for a quarter of the roll. The school is highly committed to helping students who need additional learning support. Aware of the initially limited availability of specialist teachers and resources in the area, the school has developed a policy of dually enrolling these students (typically ORRS students) with the Correspondence School's Special Education Unit. Over time the school has also established a permanent reading recovery position, a special needs committee which meets fortnightly, and a specialist teacher who oversees the learning programmes for these students and also holds the SENCO role. The school hosts an RTLB and employs 2-3 TAs who have a high level of responsibility for implementing students' reading and maths programmes with Correspondence School resources. The school initially employed the LST in a managed pool position, later negotiating for the local intermediate to host the LST when the position was aggregated into a permanent position. This school atmosphere is upbeat, collegial and professional, with one wall of the staffroom entirely devoted to advertising professional development opportunities in subjects and specific skill areas. The Principal is also very appreciative and supportive of the SLS initiative.

The SLS student: The student is a Pākehā 10 year old (Y5). She has a brother who also attends the school and the two are very supportive of one another. She is diagnosed with epilepsy and typically has a number of very small, mild (petit-mal) daily seizures morning and evening. She has limited physical co-ordination, struggles with fine motor control and displays some characteristics of ADHD, dyslexia and autism, but not sufficient to be diagnosed. During her time at school she has received TA support for maths and reading, although not consistently. She is dually enrolled with the Correspondence School. She also experienced a period of noticeable decline in academic progress after changing epilepsy medication. She has been easily frustrated and suddenly aggressive at times, reportedly hating school. In the last 2 years she has become increasingly able to temper her emotional responses and more positive about attending school. She has an emergent numeracy and literacy skills reading at an equivalent of 5 and a half years. Her parents are proactive in supporting her at home, but have limited contact with school staff outside of IEP meetings.

The class teacher: The student's current class teacher has been with the school for two years. She has focused on including the student in all class topic work, modifying tasks where necessary and encouraging other students to assist and support the student during group work. Although aware of the additional support the student receives from the Correspondence School, TAs and LST, she has limited direct knowledge or involvement in the planning, delivery and assessment of these tasks, with the exception of reading, where she actively plans and provides resources for the TA to use when working with the student.

The LST: The LST (0.8 FTTE) is a trained primary teacher, fitting the typical LST profile. She is extremely experienced, with a total of 36 years' teaching at different levels, including early childhood, primary, intermediate and adult literacy. She has previously taught the student as a class teacher and had been in the LST position for 18 months (to October 2005). She has drawn on her multiple teaching experiences to establish her sense of the LST role and places primary importance on understanding student experiences and perceptions of learning before determining a suitable learning programme. She works predominantly with the student in short 30 minute blocks, supplementing support provided by others in physical co-ordination, numeracy and literacy, particularly writing. She has close contact with the student's two TAs, but has less contact with the class teacher and the student's parents.

Host school support: A close working partnership between the primary and intermediate Principals has enabled both schools to alternately host the LST, with the primary school providing host support for the first year (2004). The intermediate assumed host responsibilities in 2005 to enable the Primary to concentrate on delivering other professional development programmes. Both Principals conceptualise the LST role as 1-1 student instruction and strongly support the initiative. Both Principals have set up positive working conditions for the LST, including the establishment of daily period of administrative time and a 0.2 FTTE allocation to accommodate the considerable travel time required.

The LST also receives positive regular support from RTLB and GSE staff in the area as a result of both schools' historically close relationships with these groups. However the LST performance appraisal process is informal only. Concerns about this and the ability of the LST to maintain professional registration in a part-time roll are recognised as issues which require more rigorous attention.

SLS in the school -*The IEP process*: The school's focus in providing special education support for ORRS students has resulted in a well established and mutually understood IEP process which is co-ordinated by the SENCO and written up by GSE staff. Reported frequency of meetings varied, but IEP meetings are held at least twice annually; at the start and end of each year, are attended by the SENCO, LST, RTLB, GSE, class teacher, TAs and parents, although any stakeholder can initiate additional meetings. The IEP dated June 2005 identifies student progress against some essential learning areas (self management, reading, maths, writing and health) and also documents a limited number of goals; staff responsibility and strategies for achieving these. No formal assessment results are recorded as part of the IEP.

Relationships and collaborative educational planning: Overall, collaborative planning and contact between all stakeholders involved with the student is mixed, with individual staff holding different/contradictory expectations about the need for collaborative educational planning. For example, although the LST has scheduled an hour each day for contact and planning, both host principals expect the LST to focus primarily on 1-1 instruction of the student, while the SENCO and RTLB both see the LST role as a conduit for enhancing class teacher knowledge of special needs students. While the LST and the reading recovery teacher work closely together, alongside the TAs to support the student to undertake her Correspondence School tasks, the LST and the class teacher have only ad hoc, irregular interaction and there is no evidence of jointly developed planning documentation. Parental interaction with support staff and knowledge of their activities is also limited.

Enhanced class teacher capacity: There is an implicit belief within the school that it is not necessary to enhance class teacher strategies for supporting special needs students in the classroom. Both host principals are confident about class teachers' abilities in this area, but feel strongly that the additional time this requires makes it more feasible to direct resources into enhancing the skills and knowledge of specialist staff such as TAs and other support staff, including the LST. Consequently both RTLB and GSE are arranging ongoing professional development in special education for TAs, the LST and other school staff. The class teacher values the support that specialists are able to provide for the student and appreciates that she does not need to spend valuable teaching time adapting resources to support the student in a range of areas;

> *No, I think it's ideal how it is. Because we're using the Correspondence School stuff, it doesn't mean that I'm having to plan a million other things for [the LST] to do or anything like that. You know really correspondence comes in, it gets done. I don't have to, because planning sometimes is the hugest part. It takes up sometimes more time than you're actually sitting down teaching. (Class teacher)*

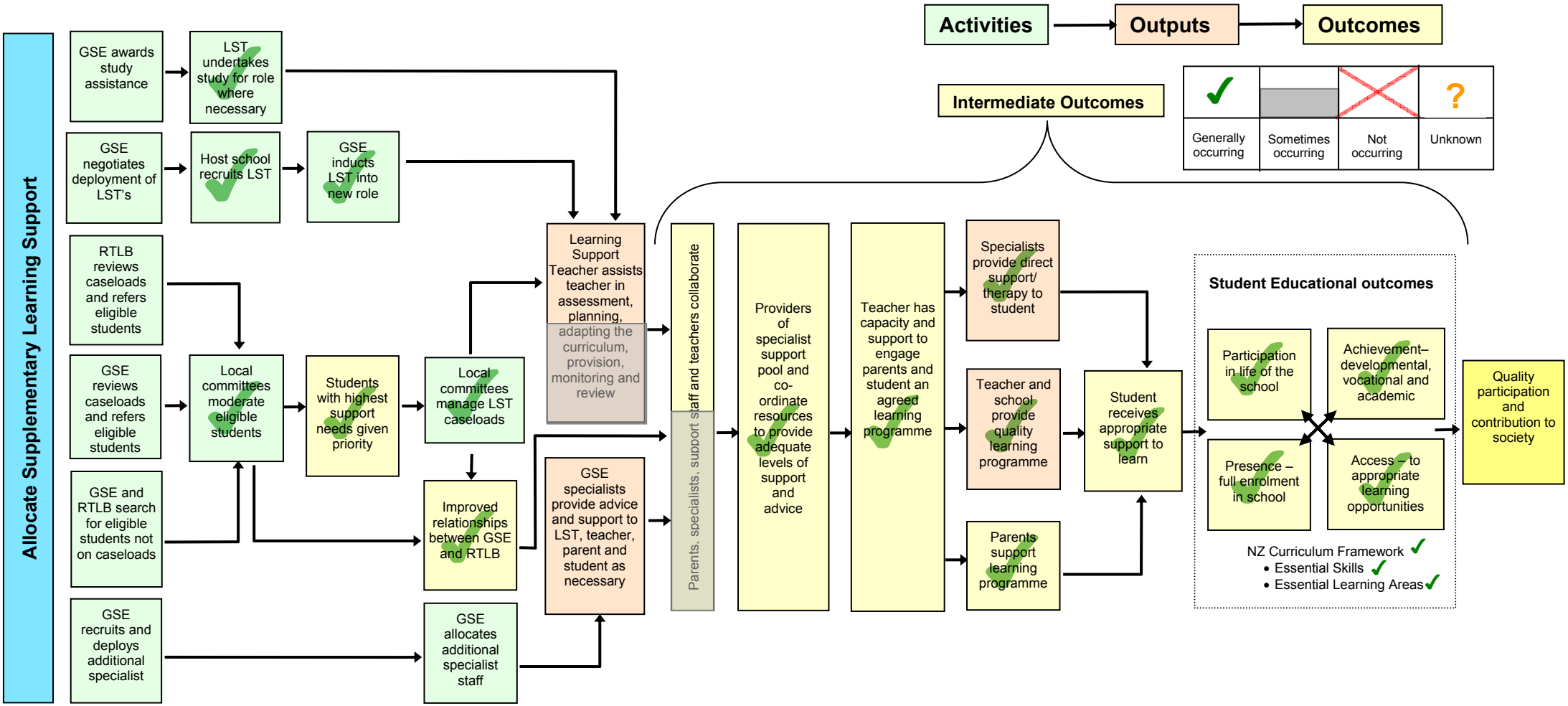
***Access to learning opportunities*:** The student has been receiving SLS for 18 months. Prior to SLS, she received support from a range of different sources, although not consistently. Support has included TA assistance with maths and writing, reading recovery, Correspondence School resources and a short period of RTLB support. The student has also been participating in a physical exercise programme designed to stimulate visual and sensory functions for a period of approximately 12 months. This is funded by the parents and involves completing exercises twice daily and bi-monthly specialist visits. With the exception of RTLB support, the student has continued to receive assistance from all these sources following her enrolment on the SLS programme. At present, the student is withdrawn from the class for 7.5 hours instruction per week (i.e. 33%[13] of her time at school each week). This includes LST instruction focused on writing and motor skills, reading and maths. While in class she undertakes curriculum related tasks alongside her peers. These tasks are adapted by the class teacher who uses a combination of her own support and that of peers to enable the student to interpret and complete tasks.

Student outcomes: At the time of the visit (beginning of term 4 2005), the student was reported to have become significantly calmer when engaging in tasks and more adept at controlling her reactions towards others. She remains at level one across all curriculum subjects, but has made some academic progress in reading and spelling moving up a number of segmented levels on various reading and spelling tests.

[13] This figure is calculated based on an assumption that students spend a total average of 22.5 hours per week at school engaged in some form of learning activity, excluding a 30 minute interval and a one hour lunch break each day.

Diagram 8: Case study 5 intervention logic

Supplementary Learning Support Intervention Logic - Case 5 (Non-host School)



Mediating Influences

✓	Positive impact on student learning
?	Potentially a +/- influence
✖	Inhibiting student learning
-	Not a key mediating influence in this case

- Potentially eligible Students not known to GSE or RTLB
- Operational misunderstandings
- Lack of teachers for LST positions
- School's capacity to support teacher and student ?
- Limited availability of assessment tools to aid selection
- Quality of current GSE, RTLB and local school relationships ✓
- LST's experience, knowledge and skills ✓
- Travel time to students in rural and urban areas
- Poor quality information about students' learning
- Differing GSE and RTLB practices across regions
- Teacher's prior knowledge, skills and attitudes ✓
- Inadequate time, resourcing or training to enable LST's to develop or access teaching resources
- Staffing change
- Fit of itinerant LST model for secondary schools
- Lack of additional specialists (rural, Kura, Pacifica)
- IEP Processes ✓
- Allocation of planning time ✓
- TA support ✓
- Self-managing schools use of their own resources rather than networks of providers
- LST performance appraisal processes
- GSE capacity to deploy specialists small scale incentive ✓
- Parent's capacity and willingness to engage in education ✓

3.3.7 Case study 6: (Deep) Urban, Primary school, Decile 5 and Urban, Primary/Secondary school, Decile 1

This case study involved two visits to one kura and additional communication with a wharekura. A summary of case study data sources sighted and/or kept, interviews and observations undertaken are given in Table 10.

Table 10: Summary of case study data sources (cited or received) - case study 6 - kura

	Background Information			Planning Documentation					Qualitative Interviews									Observation	
	ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	(Host) Principal	LST	ICT	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
Received	✓	✗	✓	✓	✗	✗	✗	✗	✓	✗	✗	✓	✗	✓	✗	✗	✗	✗	✗

Kura

The school context and culture: The school is a small to medium sized, primary, decile 5 kura. It is situated in an urban setting and caters for 135 students, 100% of whom identify as having Māori ancestry. The reigning philosophy of the school is holistic, very inclusive and supportive. All students are considered to have special needs, with some having more needs than others and the use and organisation of resources reflects this philosophy. The Principal is well respected by staff and external specialists including RTLB in the district. She is passionate about supporting students with special learning difficulties, having specialised in working with deaf students early in her teaching career. The school employs a general needs TA in every classroom, an ICT specialist English learning discovery teacher, and a kui, who provides cultural expertise. Students identified as needing additional support are discussed collectively by the classroom teacher, TA, kui, SENCO and Principal in order to ascertain which member(s) of staff are best able to provide assistance in relation to the identified need. Agreed staff then provide direct extra support to the student and are supported in this by all other staff, including TAs who may relieve for them during this time. Class teachers also share their specialist expertise by taking curriculum specific classes in the afternoons, similar to the structure of a secondary school programme.

The 2002 ERO report commented favourably on the leadership and collaborative approach which operates throughout the kura noting that it supports and empowers the board, staff, parents and students to provide appropriate learning programmes. All programmes include cultural and spiritual aspects and within the seven essential learning areas there are policies and procedures which link directly to the national curriculum statements, Te Aho Matua and Te Ao Māori. The Principal has a strong background in mainstream special needs education (particularly for the deaf) and Māori centred education. She was initially appointed acting

Principal when the kura first opened in 1990. After working elsewhere, she returned to the position permanently in 1997. She is well respected by staff and others for her ability to manage limited resources to support inclusive practice.

The LST role is funded using the managed pool option. In line with the inclusive, holistic philosophy of the kura, the actual provision of SLS is provided by a range of staff and the funding has been used to ensure a paid TA is available for each class. However, the LST role is nominally fulfilled by an experienced TA who is providing extra support for the student alongside other kura staff.

The SLS Student: The student is a 12 year old (Y8) involved in sport and kapa hakā. The student lives with his relatives, who are very supportive and intimately involved in his education, to which the kura staff attribute his very calm and mature demeanour. The student has bilateral deafness and on first attending the kura was unable to communicate clearly or be understood in te reo or English. He has attended the kura for eight years and, as of January 2006, transitioned to a non-kaupapa Māori local secondary school.

The LST: The LST role is funded using the managed pool option. The LST role has been shared between a number of staff at different times and was initially held by an experienced class teacher fitting the typical LST profile. At the time of the field visit (early term 1 2006) the LST role was held by a TA with five years' experience. The TA fits the typical LST profile in terms of gender and age, but does not hold any formal teaching qualifications. The LST support is directed by the IEP and is supplemented internally with specialist support from an ICT English teacher and a class teacher who initially held the LST role in addition to her work as a poutaki reo/poutaki tikanga[14]. The current LST supports the student within the classroom environment and in withdrawn sessions. Support includes actively discussing ideas and approaches with class teachers, other TAs and GSE specialists, modelling lessons and teaching techniques to other TAs and taking classes in order to provide the student's main class teacher with support to work 1-1 with the student. Student progress is observed and achievements recorded.

Host school support: The holistic philosophy of the kura provides its teachers with many layers of internal support. The provision of SLS and appointment of a managed pool LST has provided another layer within the existing support network. Due to the managed pool nature of the LST position classroom teachers are able to discuss on a daily basis, the needs of the student with the LST/TA, kui, SENCO and Principal in order to ascertain which member of staff is best able to provide assistance in relation to an identified need. Aside from the new entrant teacher, the student has been taught by all the other teachers within the school. Therefore, the kura is highly knowledgeable about his needs and strengths.

[14] Māori language & customs expert

SLS in the school -*The IEP process:* Consistent reports were given as to the existence and nature of the IEP processes which are co-ordinated by the SENCO and reviewed formally on a termly basis. The student's most recent IEP is up to date, includes clear links to the curriculum and has focused on the transition to the local secondary school. The most recent IEP meeting was attended by a comprehensive range of key stakeholders, including whānau, staff from the kura, specialist and staff from the local secondary school and GSE. The kura would like to see GSE having a more tangible and visible role in leading the IEP processes used in the school overall including taking minutes, contacting all relevant parties and providing follow up. The reasons put forward in support of this request were:

- the demanding nature of the SENCO role which is held in addition to a full-time teaching position, along with other responsibilities within the kura

- existing GSE knowledge of the SLS Initiative which could be used to guide and inform staff understanding of the initiative and provide regular opportunities for GSE staff to become more familiar with kura principles and practice – i.e. fostering a sense of community.

Relationships and collaborative educational planning: The kura philosophy is holistic and collaboration and communication within the kura is highly cohesive and effective. Aside from the new entrant teacher, the student has been taught by all the other teachers within the school and most are knowledgeable about his needs and strengths. The LST also maintains regular contact with the whānau of the student in order to discuss progress, ideas and approaches. The student's whānau have a close relationship with staff at the school, being one of mutual respect, support and information sharing. However limited collaboration between GSE and the kura is occurring and is not limited to the SLS initiative.

Enhanced class teacher capacity: The LST supports the student's various class teachers by sourcing, adapting and/or creating appropriate assessment tools and educational resources. Where possible the LST adapts these for use with the student and when the need arises, creates her own educational resources and assessment tools. Regular discussion about student progress and assessment results occur daily, formally and informally, between all key support persons involved with the student including the student's whānau and kura staff.

***Access to learning opportunities*:** The student has been receiving SLS over a period of 12 months. Prior to SLS, the student received a broad range of support from a TA (pouāwhina), ICT specialist, the kui, speech language therapy though GSE along with visits from a language communicator and advisor for the deaf in addition to adapted classroom programmes provided by his class teacher and other class teachers responsible for different curriculum areas. Current school support consists of a mix of withdrawn 1-1 instruction (total of 2.5 hours a week or 10% of his total hours at school excluding any extra curricula activity), group work in class and full class participation at an adapted level. The level of staff commitment to supporting the student was best illustrated by the Kui who privately paid for night classes in sign language for a year in order to communicate better with the student. Although not officially on the RTLB Māori roll, an RTLB-Māori has worked directly with the kura to establish different strategies to enhance his achievement.

***Student Outcomes*:** The student has received consistent sources of support throughout his 8 years at the kura. Lately the SLS funding has enabled more intensive educational support to occur. Despite the learning difficulties experienced by this student, kura staff report that his desire to learn and participate is on a par with peers and the kura and his whānau have supported him in all his endeavours. The accounts given by staff indicate that the student is well accepted by his peer group, both within the school and externally. This is substantiated by his high level of participation in a number of extra curricula sporting and cultural activities. The student's self motivation and willingness to learn has not been restricted to classroom learning, seeking out staff in the playground during breaks to reinforce learning. Alongside social progress, the student has made academic progress in the areas of literacy, numeracy, te reo Māori, maths and English, which the kura has tracked through ASTLE assessments and individual teachers who have also carried out their own diagnostic assessments. Since his time at the kura he has made significant progress in being able to communicate clearly and has now reached level 2 literacy in te reo, and is holding at level 1 in English literacy, and numeracy. The student has also performed very well in science & technology as part of the Learning Discovery Programme, alongside his peers and in ICT he has performed a little better than his peers.

Wharekura

Caveat: The information presented below is not an independent case study but considered contributory to case study 6. The information was collected to supplement and triangulate data from that case. A summary of case study data sources sighted and/or kept, interviews and observations undertaken are given in Table 11 below.

Table 11: Summary of case study data sources (cited or received) – case study 6

	Background Information			Planning Documentation					Qualitative Interviews									Observation	
	ERO report	School website	LST survey	Student IEP	Class unit lesson plans	Diary or communication records	Assessment results	Examples of student work	Deputy Principal	LST	Class teacher	SENCO	TA	RTLB	GSE	Student	Parents/whānau	Student in class/playground	IEP process
Received	✓	✕	✓	✕	✕	✕	✕	✕	✓	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕

The school context and culture: The school is a composite, decile 1, urban based kura, organised into three teaching areas - Years 1 to 6, School Tēina (Junior School); Years 7 to 10, School Waenganui (Middle School) and Years 11 to 13, School Tuakana (Senior School). A member of the school's senior management team pouārahi leads each area. The junior or primary school is medium sized, and all students are of Māori descent. The philosophy of the kura is founded on Te Kīngitanga.[15] All students are assessed upon enrolment to identify their individual specialties and/or talents so as to pinpoint quickly the needs of the student and then the pathway for appropriate support. For example, the kura carries out an initial assessment at enrolment time, based on external reports from kōhanga reo and/or other kura as well as information gleaned from parent interviews. After four weeks the kura carries out another informal assessment to be clear that the students' needs have been assessed correctly and are being appropriately provided for. To achieve this, the Board of Trustees has committed the necessary resources, staffing and monetary support for those children who require extra help within the kura. Significant emphasis is placed on professional development with hui held between kura staff and whānau to discuss and share new information, techniques and ideas.

[15] Te Kīngitanga refers to the Māori sovereignty movement of self determination, which originated in, and remains a core principle of, Māori who live in the Tainui rohe – often referred to as the 'King' movement. In an educational context, Te Kīngitanga is a philosophy which requires school staff to provide all resources and support possible to realise the full potential of a student – whatever that potential may be.

Management practices within the kura were reported upon favourably in the 2000 ERO report. The Principal provides a positive leadership model, empowering staff through delegation of tasks and use of individual strengths. Day to day management of the three teaching areas has been delegated to the three pouārahi who meet weekly with the Principal to report on all aspects of curriculum and pastoral management and all staff demonstrate a high level of commitment to working for the benefit of students.

The SLS student: The student is a 14 year old, who was identified at kōhanga reo as having language delay problems, remaining in kōhanga reo until the age of 6 due to these difficulties. He is described as being a wonderful, quiet boy who lives with his nuclear whānau. During the student's last year at kōhanga, his current TA/LST worked with him to help prepare him for the kura and has continued to support the student throughout the kura tēina. His parents are in regular contact with the kura in relation to his educational needs. He is currently achieving at Level 2 across the board and moved up into the middle school in January 2006.

The LST: The LST role is funded using the managed pool option and is staffed by an experienced TA (15 years with ten years spent focusing on support for students with special needs). She fits the typical LST profile in terms of age and gender but does not hold any formal teaching qualifications. The LST support is guided by the IEP and is internally supplemented with; 1-1 support with the class teacher, withdrawn participation in group intervention programmes for te reo, numeracy and literacy. The LST is providing support to the student and the class teacher within the classroom environment and is also withdrawing the student for support. This support includes discussion with the class teacher and other TAs about ideas and approaches, modelling lessons and teaching techniques on a daily basis as well as taking classes in order to provide the class teacher 1-1 time to work with the student. Student progress is observed and achievements recorded. She also locates educational resources and assessment tools and adapts these for use with the student, creating her own resources when the need arises.

SLS in the school -*The IEP process:* The pouārahi for the kura tēina is the school wide co-ordinator for their 'at risk programmes'. IEPs, for students who are receiving GSE funding, are formally reviewed on a 6 monthly basis with the student's whānau, GSE, LST/TA, class teacher and pouārahi. The pouārahi writes up and distributes the IEP to all of the support team and this becomes the working document. Although the IEP is curriculum focused, it is extremely modified to meet the needs of the student. Where possible the student does a lot of work with the class, but also receives intimate support in identified areas. The classroom teacher discusses the type of programme which is running in the classroom and how, with the assistance of the TA/LST, the student will be incorporated into it. The TA/LST also provides an overview of the student's progress. The student's whānau is able to comment on the types of support the student has and will receive, as well as give feedback on how they feel the student is doing.

Relationships and collaborative educational planning: The LST/TA, class teachers and pouārahi-kura tēina have provided the main support to the student during his primary education and they have consistently communicated with each other about the student's needs and strengths. Curriculum foci and reviews are a successful feature of the junior school. In the last 5 years, the junior school has had a strong focus on literacy and numeracy, which the student has also benefited from. The kura has a record of providing school wide professional development for all staff in order to enhance all levels of teaching and provide staff with additional strategies to assist with empowering students. Information sharing and on-going dialogue with the student's whānau is a further example of the holistic working approach of inclusiveness and support which operates across the whole kura. The pouārahi of the junior and middle school will hui to discuss the needs of the student, now that he has moved into the middle school. The kura has an established working relationship with GSE which is on-going. However, over the years the kura has experienced some difficulties with GSE meeting the needs of the kura and its students in relation to the appropriateness and/or skills of GSE staff to provide support in Māori medium education. The kura acknowledges that the relationship they have with the RTLB could also be improved through more regular contact and utilisation of the RTLB's networks and skills.

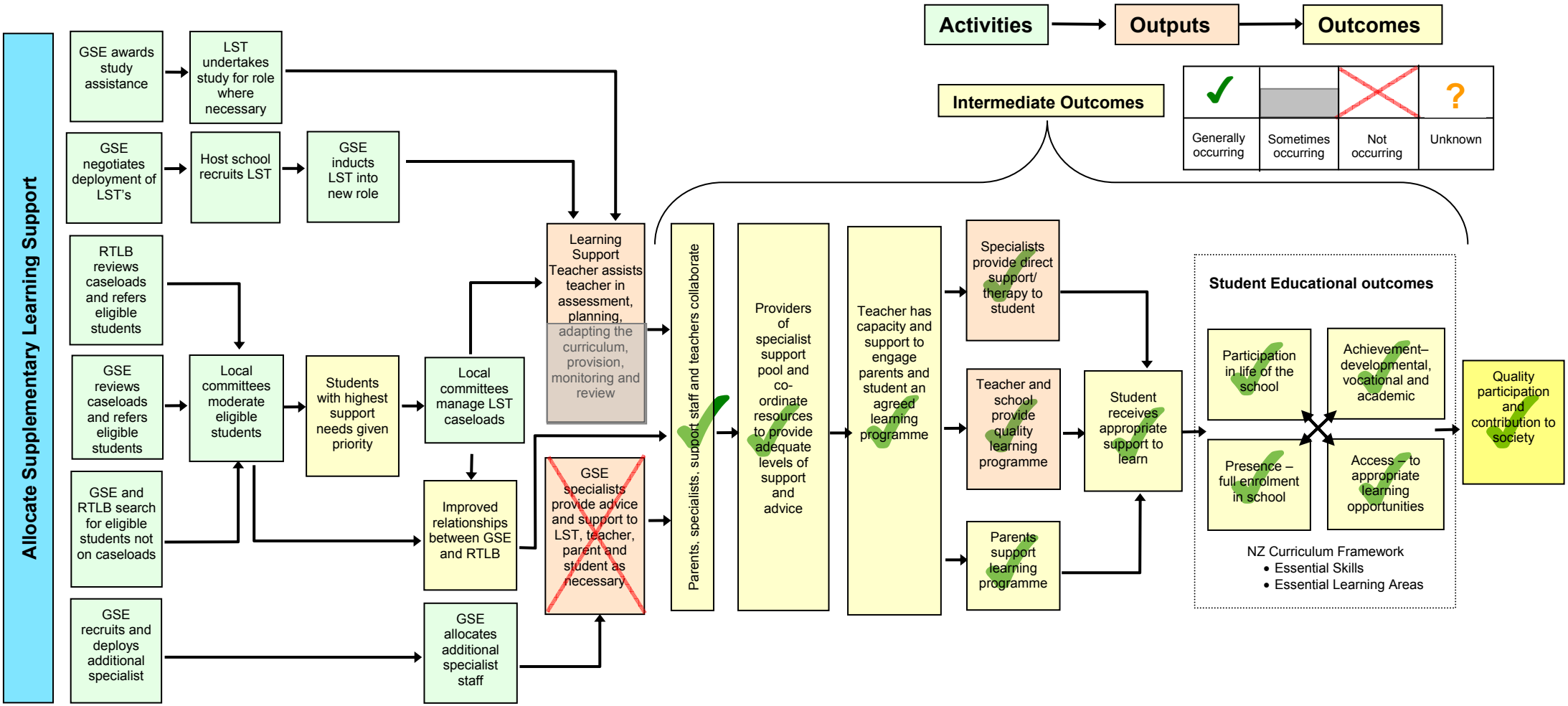
Enhanced teacher capacity: The managed pool funded nature of the LST appointment functions well along side the holistic working approach of inclusiveness and support which operates across the whole kura. On a daily basis the LST is able to support the class teacher and other TAs both in the classroom and during withdrawn sessions. This support takes the form of; actively discussing ideas and approaches, modelling lessons and teaching techniques as well as taking classes in order to provide the class teacher one-on-one time to work with the student. Student progress is observed and achievements recorded. Searching for educational resources and assessment tools, both independently and collegially, is another feature of the support provided by the LST.

Access to learning opportunities: The kura has always had some form of internal support in place for the student. The student has had TA support since the age of 6 (when he started school), intervention support programmes (1-1 and small group) in Māori language, maths, English, alphabet and spelling as well as homework packages of many descriptions and resources, which have been explained to his whānau and completed. The school has also arranged support hui for parents and counselling as result of report evenings.

Student outcomes: The student has received consistent support throughout his eight years at the kura and the SLS funding continues to enhance his educational opportunities. In the IEP hui held in December 2005, the TA/LST reported that the student's class participation had increased as he was willingly talking more in class. His bookwork has also improved as his writing had become more legible and he had also made tracked gains in numeracy. The TA/LST also observed that the student is increasingly aware of his own position in comparison with his peer group and is experiencing some awkwardness about receiving extra learning support. However, he remains responsive to the extra support and the TA/LST and class teacher have been sensitive to his competing needs and have acted to deliver the extra support lessons in a manner which acknowledges these feelings. This has been done, for example, by withdrawing the student from class for certain activities which require significant additional support and by modifying tasks to enable the student to undertake these with support in a small group of peers, within the class.

Diagram 9: Case study 6 intervention logic

Supplementary Learning Support Intervention Logic - Case 6 (Host School)



Mediating Influences

✓	Positive impact on student learning
?	Potentially a +/- influence
✖	Inhibiting student learning
-	Not a key mediating influence in this case

- Potentially eligible Students not known to GSE or RTLB ?
- Limited availability of assessment tools to aid selection –
- Poor quality information about students' learning –
- Staffing change –
- IEP Processes ✓
- Allocation of planning time –
- TA support ✓
- Operational misunderstandings –
- Quality of current GSE, RTLB and local school relationships ✖
- Differing GSE and RTLB practices across regions –
- Fit of itinerant LST model for secondary schools –
- Self-managing schools use of their own resources rather than networks of providers –
- LST performance appraisal processes –
- Lack of teachers for LST positions ✖
- LST's experience, knowledge and skills ✖
- Teacher's prior knowledge, skills and attitudes –
- Lack of additional specialists (rural, Kura, Pacifica) ✖
- GSE capacity to deploy specialists small scale incentive –
- School's capacity to support teacher and student ✓
- Travel time to students in rural and urban areas –
- Inadequate time, resourcing or training to enable LST's to develop or access teaching resources ✖
- Parent's capacity and willingness to engage in education ✓

4.0 Accomplishments of Supplementary Learning Support

This section describes the accomplishments of the SLS initiative as compared with its intended outcomes. These achievements should be considered as cumulative in that they occur within the complex social context of schools and educational districts. Each accomplishment is therefore likely to contribute simultaneously to several other intended outcomes

The key accomplishments of the SLS initiative are:

- operational establishment and delivery
- targeted, transparent allocation processes which suggest equity of allocation of the resource
- effective educational collaboration between LSTs and others who support students
- some enhanced professional capability for those who work with LSTs
- increased learning opportunities and progress in educational outcomes for SLS students.

4.1 Operational establishment and delivery

The SLS initiative has been successfully operationalised. Over the last three years 1500 students with ongoing moderate to high learning needs have been identified and allocated learning support. Processes for fairly allocating support have been designed and progressively modified. Approximately 315 additional staff have been recruited and appointed as LSTs[16]. Supporting information, including operational guidelines, induction training and promotional information has been developed, refined and disseminated through a variety of sources. Overall, significant time and effort has been devoted to establishing the SLS initiative and the resulting implementation represents an accomplishment in its own right.

> *We had guidelines but still had to establish clear criteria to identify students who could access the resource. Once we had this we needed to build some tools that we could use through the moderation/selection process. Once we did that things became simpler. Overall I think the response has been pretty good in the end. (GSE)*

4.2 Targeted, transparent allocation processes

Overall, the evaluation shows that SLS is being received by students who have a range of ongoing, moderate to high learning needs. At present primary age students appear to be overrepresented in the SLS student population although this may reflect the age at which most students begin to demonstrate limited progress in comparison to their peers. Access to other forms of learning support does not appear[17] to have restricted student eligibility for SLS. Furthermore, qualitative research and the case studies indicated that the moderation processes used to allocate supplementary support are thorough and as equitable as possible given the logistical arrangements necessary to implement the provision of SLS as intended.

[16] There are known to be n=90 permanent LSTs and approx. 224 managed pool LSTs.

[17] The evaluation design did not explore the SLS allocation processes in detail.

4.2.1 Targeted at students with high to moderate learning needs

Qualitative research and case study results indicate that the students receiving SLS support do have a range of ongoing, moderate to high learning needs. Table 12 below provides a descriptive summary of the learning needs and characteristics of SLS students participating in evaluation case studies.

Access to other forms of learning support does not appear to have restricted student eligibility for SLS. The evaluation design did not explore SLS allocation processes in detail because of confidentiality concerns and because these processes occurred over different periods in each region for each successive rollout. Consequently, while the evaluation has not collected data specifically to determine the level of consideration given to existing sources of support during SLS moderation processes, survey and case study data show that SLS students were already receiving learning support from a number of sources prior to being allocated SLS. In most cases this support continued in addition to support available under the initiative.

Table 12: Summary of students' diagnoses – case study data

School Type	Case study	Student Characteristics				
		Age	Year Level	Ethnicity	Gender	Diagnosis
Primary	Case study 1	11	Y6	European	Male	Severe dyslexia.
Primary Intermediate	Case study 2	11	Y7	Māori	Female	Autism - Asperger's.
Primary	Case study 3	10	Y6	Pākehā	Male	ADHD.
Secondary		15	Y11	Māori	Male	ADHD, severe dyslexia and head Injury.
Primary	Case study 4	9	Y3	Pākehā	Male	PDD, dyspraxia, Asperger's & attention deficit disorder (ADD).
Primary	Case study 5	10	Y5	Pākehā	Female	Epilepsy with subtle indications of ADHD, dyslexia & autism.
Primary Secondary	Case study 6	12	Y8	Māori	Male	Severe bilateral hearing loss.

4.2.2 Equitable processes used for nomination, moderation and allocation

Evaluation findings indicate that the moderation processes i.e. processes used to determine which of the nominated students are most in need of or will benefit most from SLS, are 'best but not fair'. That is, the processes used are very thorough and appear to be as equitable as possible given the logistical arrangements necessary to implement the provision of SLS as intended.

> *I think the present system that's in place that, you know they're within clusters and if they move out of the cluster they lose it…I don't know that that's actually fair or ideal, looking at it ethically, but I think to manage it, it's probably the best. We've got to try to get a balance between what is it, what we can manage and what is fair, realistic, I suppose is the word… so I think to manage it, it's probably the best. It's not fair, but it's best [and] at this stage I wouldn't change anything. (RTLB)*

The equity of the allocation processes is also reflected in the limited number of complaints made about actual procedures used. For the most part, qualitative research and case study data indicated that the majority of those involved were comfortable with the fairness and transparency of specific allocation processes. During case study visits the only consistent allocation related complaint was that the initiative was too limited in its scope. At the time of these visits, SLS provided support for 1000 students and was due to expand to accommodate a total of 1500 in 2006.

> *I was very happy that the process was so transparent. Everybody was doing that process, so there would have been a dozen of us doing it with all different backgrounds. We were all pretty happy that it was done in the fairest way possible, given what the task was, so in that sense we were happy. (GSE)*

Parameters for establishing equitable nomination and moderation procedures were developed as part of the 2003 trial and have been progressively refined through each successive rollout. Evaluation findings, across the different methods of investigation utilised, showed that the following procedures were commonly used to ensure allocation equity:

- developing a comprehensive scoring system to rank nominated students,
- using multiple moderation teams to cross-score nominated students,
- ensuring moderation committee members do not score students nominated from their own school,
- placing increasing emphasis on 'progress made' versus 'support provided' as a criterion to identify students who have made the least progress despite multiple forms of support rather than emphasising the degree of disparity from the achievement norms of peers.

> *The criteria was basically who hasn't, with the assistance of the classroom teacher and then the pouāwhina who hasn't moved, and then you suddenly get a little group. Then out of this here, who hasn't moved, and with the support of the whānau at home, who now hasn't moved and then you get another little group. (Host Principal)*

Deliberate involvement of different individuals (GSE, RTLB and non-host Principals) in successive moderation rounds in order to generate broad knowledge of the issues arising from incomplete applications and to address possible concerns about the transparency of decision-making procedures used.

Limited regional variations in nomination, moderation and allocation

The SLS initiative is designed to accommodate local and regional variations. In terms of allocation, these variations typically manifest as slight differences in the processes used to transfer current SLS students between GSE districts. While re-allocation processes do vary for example, LST survey data found SLS vacancies were mostly managed by initiating a new round of nominations but in some cases the space was awarded to the student with the next highest need as indicated by the most recent moderation. However student transfers out of a GSE district were infrequent, with fewer than a quarter of LSTs (23%) reporting occurrences of this in the first 12 months of the initiative.

4.3 Effective educational collaboration

I think they've done an amazing job. I think they got to know [her] very quickly and they put things in place to help her in her behavioural issues, in her academic issues. I think they really worked together to help her, because within the last year she's totally different. (Parent)

Collaborative relationships are occurring amongst staff involved in supporting SLS students. This was evident from the LST survey and was investigated further during the case studies. (See Appendix D on the theory of collaboration and the value of having an agreed definition of collaboration which is relevant to the SLS initiative.) Several collaborative indicators were observed across case studies. Three factors particularly support effective SLS collaborative activity. These were; the establishment and maintenance of regular IEP processes, the participation of multiple staff with different perspectives, and regular time and space for key staff to exchange ideas which enable their collaborative activities to reflect a student's changing needs and educational progress.

Furthermore, there is evidence that collaboration between multiple staff is resulting in more opportunities for learning support for students, that is students are receiving increased *access* to appropriate learning opportunities.

4.3.1 Collaboration amongst staff involved in supporting SLS students

Relationships between LSTs and other key groups such as class teachers, host Principals, RTLB and GSE staff have been established and are resulting in collaborative interactions to support student learning.

Both the qualitative research and the LST survey indicated that LSTs have regular contact with colleagues involved with the SLS students they work with. From the LST survey – LSTs reported meeting *regularly* with class teachers (88%), TAs (83%) and other school staff (78%), including host principals (67%). Contact with RTLBs varied with about half of LSTs (46%) reporting they met with RTLB *regularly*, and a quarter reporting these meetings are *termly* (25%). Furthermore, in describing their regular activities, LSTs surveyed reported that they *regularly,* rather than *termly* or *never, discussed ideas and approaches with the class teacher* (87%), *discussed ideas and approaches with teachers aides (73%),* or *adapted educational resources in consultation with others (e.g. RTLB, GSE, class teacher, teachers aides) (65%).*

Contact between LSTs and GSE appears to be more limited with about half of LSTs reporting no contact or any frequency (contact with *GSE specialists was regularly* 21% or *termly* 31%; contact with *GSE representative on SLS management committees - regularly* 21% or *termly* 23%). However, the following comment captures the general nature of the relationships, even those which are less frequent:

> *Definitely, definitely… in most cases the RTLB and the learning support teachers share an office, they share resources, and they're in constant communication with each other. It's worked extremely well. As far as the GSE works contacting the learning support teachers, it happens less frequently, but still happens at the IEP level, when the GSE workers are involved with a particular student over their specialist needs …and also when they meet with the particular students themselves together. So yes, there's a lot of collaboration and it's working just as we had hoped it would. (GSE)*

The nature of LSTs collaborative interaction with others was investigated further during the case studies.

Table 13 below summarises the characteristics of collaborative activity evident across all six of the case study environments. Case studies reveal that multiple individuals are involved in supporting SLS students have similar understanding about students' wellbeing and progress and are to a lesser extent, aware of each other's activities. IEP meetings are generally well attended and in most cases the IEP was referred to as a guide for planning and monitoring student progress. Furthermore, in most cases students were receiving integrated learning support, with class teachers adapting a range of curriculum topics for students to manage in class, supplemented by LST provision of resources and instruction in literacy and numeracy.

Overall, collaboration is occurring, although somewhat inconsistently across case studies. There is a tendency for staff to work individually rather than collectively to support students. For example, although multiple staff are involved in supporting SLS students, instances in which staff meet formally outside of IEP meetings to jointly create or use teaching and assessment tools, occurred inconsistently across the case studies. Indicators of collaborative activity were most consistently observed in case study 6.

Table 13: Indicators of collaborative relationships observed - case study data

Collaborative Change Indicators	Case study schools					
	1	2	3	4	5	6
Multiple groups involved in supporting student	✓	✓ ×	✓✓	✓	✓	✓
Integrated provision of learning support	×	✓ ✓	✓×	✓	×	✓
Similar views of student outcomes (including changes in these)	×	✓ ×	✓✓	✓	✓	✓
Each group is knowledgeable about each others' activities	×	✓ ×	××	✓	×	✓
Shared creation and use of IEPs	×	✓ n/a	××	✓	×	✓
Shared creation and use of teaching and assessment resources	×	× ×	✓×	✓	×	✓
Stated sense of team	×	✓ ×	××	×	×	✓
Evidence of joint meetings (outside of IEPs)	×	✓ n/a	××	×	×	×

*'n/a' indicates situations in which the observation is not applicable due to short time the students had been at their current school.
Note: Case study 2 researched student at two different schools. Case study 3 researched two separate LSTs based at one school. Case study 6 researched one student in a primary setting.

4.3.2 Strong internal collaboration within the kura

The most comprehensive definition and effective example of collaboration was observed in case study 6 – a kura kaupapa. This example reflects many aspects of collaboration described in the change indicators and other literature, which defines collaboration as a generative, creative process which produces something distinctly new[18]. Staff working in this setting emphasised and demonstrated inclusive communication, shared knowledge about multiple aspects of students' wellbeing, and had a very strong sense of reciprocal teamwork.

> *We look upon children with special needs as being special and tamariki motuhake – extra special children you know. We see it as an opportunity to support them. It's not a burden. We work from a collaborative sort of base and say, well let's all share the information, te taha hinengaro, taha whānau, taha tinana, taha wairua[19] – the facets of the person, mind, family, body, spirit, and that's the framework in which we want to operate and hear from everyone involved with the student, even himself, how things are going. We didn't restrict the person to work with him to one person. It was actually predominantly [Poutaki Reo, ICT-English teacher and teacher aide]… a three-pronged approach support, over and above what the pouako[20] in the akomanga[21] was doing…He had his home room teacher, and then in the afternoon teachers rotate and take up one curriculum area, speciality, not unlike I suppose what a high school does. So every teacher in this kura could say, I have taught him, I know what he's like. That gave us a very good picture; the teachers would engage in dialogue about his progress and had a good understanding of how he was coping across the board. So it's true to say, we were all touched by him and he was touched by all of us. (Host Principal for managed pool LST)*

These following aspects of collaborative behaviour were evident in the practical, everyday understanding and actions of school staff in this case (as well as other case studies such as 2 and 4).

- **Clearly defined need for collaborative effort**: kura staff viewed educational collaboration as a cornerstone of Māori pedagogy and considered SLS as an opportunity to make a significant educational contribution. The reflective, reciprocal nature of the kura's collaborative approach was evident in the comment 'we were all touched by him and he was touched by all of us.'

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[18] See Appendix D on the theory of collaboration and the value of agreeing on an agreed definition of collaboration, which is relevant to the SLS initiative.

[19] Staff mention of te taha hinengaro, taha whānau, taha tinana, taha wairua refers to the Te Whare Tapu Whā model (Durie, 1994) in which a person's health is understood as the four walls of a house – each wall is required to ensure the stability of the house and likewise, the stability and source of an individual's wellbeing.

[20] Pouako - Class teacher

[21] Akomanga - Classroom

- **Small, diverse, skilled team available**: kura staff were clear that multiple people needed to provide direct instructional support and exchange insights about their actions and the student's response. The need for contrasting professional perspectives in the kura included ICT, English language, cultural awareness and broader curriculum engagement.

- **Shared psychological space available:** in the kura setting, the Te Whare Tapa Whā framework represents a form of shared 'psychological' space which is shared and understood by all staff involved with the student. Good examples of collaboration in other case study settings occurred when support staff, particularly class teachers, were explicitly open about their desire for broad professional assistance in supporting SLS students.

  Oh God! Bring it on. Absolutely. I mean that's, you see I can't compare it, because I know when a lot of the teachers here started, they didn't have that kind of support at all. (Class teacher)

  There's a series of books…they've been specifically designed for children that display signs of dyspraxia and stuff like that. So she printed off the entire list of all the titles and all of that to say to use this. So she'll do stuff like that, because I didn't even think to look up what specific books I should be using for him. I'd have a gut feeling and that's how the word family thing came about. But she'll print off lists of stuff like that and say, did you know that this exists, and this is why it exists and would that be useful to you. That sort of stuff. (Class teacher)

- **Sufficient time devoted to collaboration:** The *nature* of learning support provided to the student since his arrival at school had not changed with the availability of SLS funding. Kura staff had been working together and had been providing this student with a considerable amount of support. However, the new resources meant that some advances in the *efficacy* of the support had been made. Staff had been able to invest additional time in developing skills to enhance opportunities for collaboration. For example, one staff member privately paid for and attended sign language classes in order to communicate better with the student and share this information with others.

- **Mechanisms for disseminating results exist:** IEP processes are established within the school and are supported by an open desire to increase professional knowledge associated with supporting special needs students by actively sharing ideas and seeking information and resources from other kura kaupapa and English speaking schools.

  We do have good relationships also with other schools within our area, not just kura kaupapa Māori, because we have parents who are teachers in other kura. All our staff are very instrumental in Aronui Tōmūa, which is the NZEI branch for primary and early childhood kōhanga reo. We're mentoring. Some of our staff are assigned to other people to mentor teachers outside in other kura kaupapa. There's a lot of support gained from other schools and other teachers who aren't necessarily following a similar kaupapa to ours. …Good strategies and good ideas can come from anywhere and we don't want to close ourselves off to those ideas by being insular. (Host Principal for managed pool LST)

4.3.3 Benefits of SLS collaboration

Evaluation findings, across the different methods of investigation utilised, indicate that collaborative activity between multiple staff involved in supporting SLS students is building understanding amongst all staff involved and enabling more integrated provision of learning support for SLS students (i.e. students are being provided *access* to appropriate learning opportunities). These benefits are described in greater detail below.

1. Building understanding

Where educational collaboration around a student is occurring, there is clear evidence of enhanced understanding and knowledge amongst all support staff, which contributes to enhanced professional capacity. Examples of enhanced understanding include:

- new insights which can support a particular student and/or multiple students
- awareness of new teaching techniques or resources
- understanding ways to support other professionals
- development of new tools and techniques; i.e. for assessment, planning and/or professional review and performance assessment.
- increased parental understanding of student achievement and reassurance about the level of support and the opportunities ahead for the student
- professional enjoyment and satisfaction.

2. Integrated learning support

Where collaboration is occurring between the multiple individuals involved, students are receiving a more integrated package of learning support; that is, a range of support from multiple sources which collectively provide learning opportunities for students in a range of areas. The nature of this support as observed across case studies is as follows:

- **literacy and numeracy**: case study findings indicate that the majority of LSTs are focusing predominantly on literacy and numeracy support for students

- **other essential skill areas**: class teachers are typically covering the other essential skills areas with the student by adapting aspects of their class programme for the student, sometimes, with supporting resources provided by the LST. In many cases TAs implement the majority of the adapted work programme with the student providing the student with support both in class as well as withdrawing them

- **task interpretation and self organisation**: TAs typically support students to act appropriately in class by helping them to interpret class tasks and to stay motivated to complete work

- **independence and life skills**: SLS students typically experience some form of 'social' learning support designed to develop a student's ability to understand and effectively undertake everyday tasks. Examples include Riding for the Disabled, physical activities to enhance motor skills (such as swimming) specific life skills programmes including baking, shopping etc. These tasks are also intended to provide students with a break from academic tasks

- **reinforcing specialist support**: Extra, specialist support provided by GSE, RTLB or privately outside of school by parents. This support tends to reinforce support already provided to students by others including speech language therapy, behavioural support and physical motor skills. Examples across case studies include a phonics based reading programme run by the University of Auckland and a physical exercise and sensory stimulation programme.

In some instances, particularly where educational collaboration is consistently robust, learning tasks planned and delivered by one support person are built upon and reinforced by others in different settings.

> *When [LST] and I spoke with [his] Mum we talked about trying to, I thought that it was a good idea to try to bring as much of what [LST] and I were doing into the class, so it's continuity for him, but still to tie in with the class teacher, what the class was doing, but maybe modify it a wee bit, so that he can still be, he's not singled out if you like but he's still doing, yes he's still achieving in class, because that's where a lot of the kids feel inferior and they can't do it, everyone else is doing it, and that's when the behaviour stuff kicks in. So the likes of spelling and things like that, I know definitely, well as far as I'm aware we're going ahead and I'm sure there's other things going on there. The class teacher is very open to carrying on. (Teacher aide)*

4.3.4 Conditions which support collaboration

Evaluation findings, including case studies and the LST survey data, indicate that collaboration within SLS occurs. Analysis of case study data shows that it is particularly effective when a regular IEP process is in place and when an inclusive approach to supporting students with SLS type needs is explicitly expressed and demonstrated in the values and behaviour of school staff.

Use of IEP processes

The case studies suggest that IEP processes provide a forum for joint educational planning and a basis for collaborative activity; i.e. IEPs *contribute to rather than stem* from collaborative activities. The existence of an IEP process contributes to establishing conditions for collaboration in three main ways.

- **Clearly define a need for collaborative effort**. IEP meetings are premised on the belief that students with special learning needs are best supported by gathering knowledgeable individuals together to discuss multiple aspects of a student's learning needs. Ideally, an IEP will also define the specific purposes of collaborative activity - i.e. the student's immediate learning and long term needs; strategies needed to address these and the types of tasks team members will undertake in supporting the student. Ministry guidelines state that IEPs are needed to:

  > *Unite those directly involved with the student by sharing information; identifying outcomes; selecting priorities; planning actions; agreeing on responsibilities; determining teaching and support strategies and deciding on resources (materials and personnel).*

- **Shared physical and psychological space is available**. By gathering knowledgeable individuals together, an IEP meeting creates a shared physical and psychological space for collaboration.

- **A mechanism for disseminating results of collaborative activity**. Although IEP plans vary in content (see Table 14 below) case studies show that the IEP document provides a physical mechanism for disseminating information about the nature and impact of collaborative activity to others. IEPs typically specify learning areas to focus on a student's educational achievements and needs and responsibilities for meeting these needs. IEPs do not consistently document broader achievement objectives or specific learning outcomes for students and none of the case study IEPs identified long term aims for the student.

Table 14: Elements covered in the IEPs* collected - case study data

Elements covered	Case study schools					
	1	2	3	4	5	6
Specific focus areas identified	✓	✓ n/a	✓ n/a	✓	✓	✓
Present status and needs of student identified	✓	✓ n/a	✓ n/a	×	✓	✓
Responsibilities (i.e. resources and strategies) identified and detailed across individuals	✓	✓ n/a	✓ n/a	×	✓	✓
Intended specific learning outcome documented	✓	× n/a	✓ n/a	✓	✓	×
Broad achievement goals documented	×	× n/a	✓ n/a	✓	×	×
Long term aims for student identified	×	× n/a	× n/a	×	×	×

*IEPs and other related documentation, including IEP equivalents as developed by LSTs were considered
'n/a' indicates situations in which the observation is not applicable due to short time the students had been at their current school, IEP (or equivalent) not available.
Note: Case study 2 researched student at two different schools. Case study 3 researched two separate LSTs based at one school. Case study 6 researched one student in a primary setting.

4.4 Enhanced professional capability

I must say out of my eight students, of course, I've got eight classroom teachers. There's only that one person that I'm disappointed in. So the other seven are always willing to sort of ask me or say, is there anything you could do, or can I do something to make that work better and I give them suggestions, or I hand out some more resources, or say let her have more practice with that. (LST)

Class teachers' and others' (such as TAs and parents) capability to support learning by SLS students appears to be enhanced by the activities of the LSTs. This effect on others' capability was evident first in the LST survey and was corroborated to some extent through the more in-depth investigation of the case studies. The ways in which LSTs work to enhance the professional capability of class teachers and others and the associated benefits of enhanced capacity is presented below.

4.4.1 Professional capability across case studies

Indicators of enhanced professional capability of class teachers were observed in some case studies (see Table 15 below). Some class teachers can describe the changes in their capability to support an SLS student. This includes working with LSTs on adapting resources and observing lesson modelling. Class teachers were generally circumspect about their impact on student outcomes and attributed student progress to the team of people working with the student. Few class teachers stated they were more confident about their ability to support SLS students from working alongside LSTs. Some class teachers stated that, as they came to understand the role of the LST, they were more able to utilise the LST's knowledge and experience. It was also apparent from the case studies that the professional capability of the TAs was enhanced by the LSTs involvement in areas such as programme delivery and resource development.

Table 15: Indicators of enhanced class teacher capability- case study data

Enhanced Capability Indicators	Case study schools					
	1	2	3	4	5	6
Class teacher can identify changes in their own capability regarding access to specialist support	✓	✓ n/a	✓ ×	✓	✓	n/a
Can clearly link teaching activities and use of resources to the New Zealand Curriculum Framework (NZCF)	✓	✓ ×	✓ ×	✓	×	✓
Class teacher reports more time with student and LST	×	× ✓	✓ ×	✓	×	✓
Class teacher can discuss elements of student's education programme	✓	✓ ✓	✓ ×	✓	×	×
Concerns about TA support identified and addressed (new indicator)	n/a	✓ n/a	× ×	✓	×	n/a
Can clearly link teaching activities to the NZCF regarding impact on student learning	×	✓ ×	✓ ×	✓	×	✓
Class teacher reports impact on student learning	×	× ✓	× ×	✓	×	✓
Class teacher more knowledgeable about student as a person	×	× ×	✓ ×	✓	×	✓
Can clearly link teaching activities to the NZCF regarding changes to IEP and reasons for these	×	✓ ×	× ×	✓	×	×
Class teacher can identify changes in confidence about supporting these students	×	× n/a	× ×	✓	×	n/a

'n/a' indicates where a of a lack of an IEP process or other feature has meant that some indicators were not considered applicable
Note: Case study 2 researched student at two different schools. Case study 3 researched two separate LSTs based at one school. Case study 6 researched one student in a primary setting.

4.4.2 How LSTs enhance professional capability

LSTs support class teachers and TAs to develop additional knowledge which extends their ability to support student learning in three main ways.

1. Act as a conduit to understanding a student's learning experiences.

2. Demonstrating strategies – modelling approaches and techniques.

3. Providing appropriate resources that are developed by the LST alone or in collaboration.

1. Act as a conduit for understanding student learning experiences

LSTs are able to devote time to understanding SLS students' learning experiences and share this so other staff can appreciate how students' experiences shape their behaviour, achievement and needs. Class teachers, LSTs and other support staff recognise that demands on class teacher time may have prevented them from accurately gauging underlying causes of a student's achievement, behaviour and subsequent need. Although SLS students have typically received other forms of support prior to SLS, this support has not always focused on examining how students are interpreting – or misinterpreting - learning tasks. Consequently, understanding how students are experiencing learning has provided useful insights which help the class teachers, TAs and LSTs in planning appropriate support. It is also a first step, which many LSTs consider essential to their role:

> *I took on the job because … I really like to see the underlying problems. Because children are easily called defiant or behaviour problems and over the years I have learned that behaviour problems are often a defence mechanism because they can't handle the task. So if I pick up those children and I take my time and talk and say, do you like this, or why do you think so and so is happening and you see that there's a lot of misunderstanding of a lot of given instructions or language they don't understand. [One] of my students … did a crayon picture and the teacher said, 'now you go and dye it'. Children with special needs have restricted understanding of language, so 'dyeing' - that's dying, that's dropping dead! She wasn't really going to do that. But you know there's 28 other children, so she sat there [thinking] I'm not going to die am I -really? Then I can see the problem for the child and… a class teacher hasn't got time to sit there and try to work it all out. (LST)*

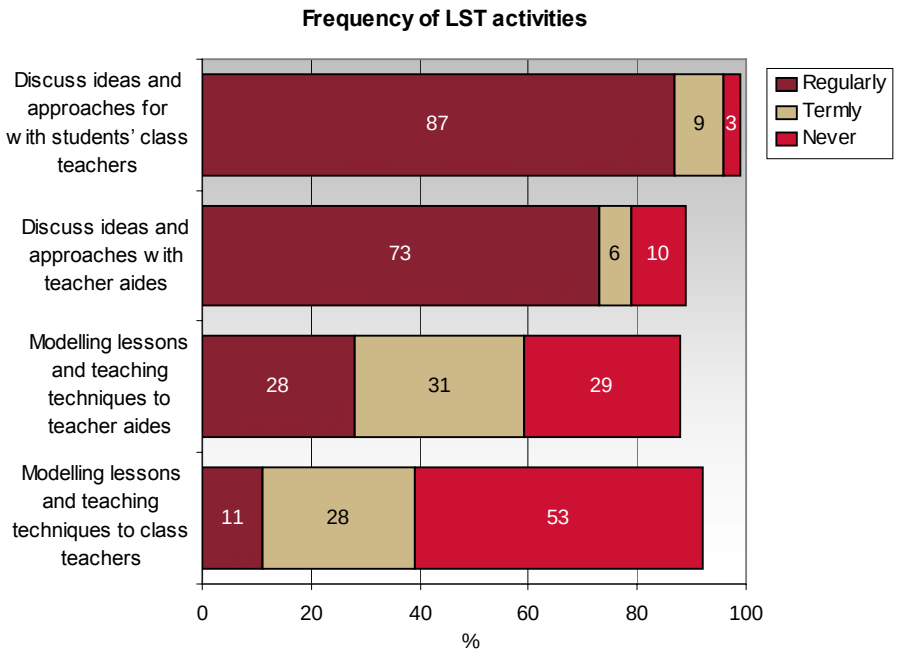
In uncovering this information and sharing it with others, LSTs enable class teachers to adapt and react to the needs of students with special learning needs in a more informed and confident manner over the long term.

2. Demonstrate appropriate strategies to TAs and class teachers

The LST survey and the cases studies both indicate that LSTs are supporting TAs and, to a lesser extent, class teachers and parents by demonstrating teaching, assessment and support strategies (see Figure 4).

Furthermore, LSTs surveyed reported that several of the activities they carried out *regularly* had a *direct* impact, rather than a *moderate* or *indirect* impact, on student learning – namely *discuss ideas and approaches with the class teacher* (78%), *discuss ideas and approaches with teachers aides* (76%), *modelling lessons and teaching techniques to teachers aides* (56%) and *modelling lessons and teaching techniques to class teachers* (26%). Observations during case studies provided triangulation of LST opinions from the LST survey, showing that LSTs tended to have documented evidence of this reported impact on student progress (e.g. word recognition, mathematic problem solving).

Figure 4: Frequency of LST activities - LST survey data



Case studies results suggest that including LSTs in the circle of staff supporting these students has also helped to identify situations where TA support is inappropriate. Case study participants including Principals, class teachers, LSTs and SENCOs identified situations in which they felt TAs were over supporting students for example by over-interpreting tasks for students, hurrying students to complete tasks in order to 'keep up' with the class and in some cases use of inappropriate prompting strategies. These forms of support were seen to cultivate student dependence and undermine student efficacy. In these situations, LST teaching experience and knowledge of individual students meant they were well positioned to work directly with TAs to effectively address these concerns.

> *Independence is a huge issue with a teacher aide working with him, in that there's a lot of - sometimes more support - than I think necessary. Just for the sake of moving things along and keeping a momentum. (Class teacher)*

> *[The student] has a teacher aid during writing time and the teacher aid, who is an inexperienced teacher aid really, so either she does too much for her, or not enough. So we're trying to teach the teacher aid, which is difficult. I've talked to [LST] about it and so some of her time has been used working with the teacher aide and [student] together, so she's modelling it. (Class teacher)*

While LSTs are less likely to support class teachers by modelling lessons and techniques, they are willing to do so, and do, although to a lesser extent than they do for TAs. Again an LSTs familiarity with classroom teaching makes them well attuned to identifying opportunities for engaging a teacher in this way and equally aware of when this is not appropriate. Qualitative research and case study findings indicate that, while some class teachers are initially reluctant to accept this kind of support, most are open to this and very appreciative. They recognise that being more confident about how to work alongside individual SLS students has flow-on benefits for their teaching practice.

> *I'm sure it has [changed the way I teach]. I mean it's given me lots of ideas and I mean it's not such a struggle when you have a student that has so many needs, it is not so daunting any more. Lots of ideas…some of the strategies I used with [SLS student] I use with the students in the class I've got this year and I mean they're helpful. (Class teacher)*

There is evidence from the case studies to suggest that parents support students at home by using teaching strategies and resources that LSTs provide for the class teacher. This is particularly the case when the school has a regular, well established IEP process in place which keeps parents sufficiently informed about learning goals and in regular contact with the class teacher, TA and/or LST.

> *We've used, we had Word Sharp and things like that on the computer, sort of reading fun game things. We've done lots of flash card work and things like that. Usually in conjunction, you know from coming out of IEP things we identify what we're going to try to do and we've used things like word lists and the 200 most common words we all use. So we're always banging away at these. (Parent)*

> *I have now just started asking [his class teacher], I'm asking now I want the other homework sheets. I want the homework sheets you're giving the normal kids. You give me those. I want to see if he can do it. So last night we did half that homework sheet. (Parent)*

3. Provide appropriate teaching and assessment resources

Most LSTs are providing adapted resources for class teachers. These resources support the classroom programmes SLS students undertake by reinforcing specific learnings that the LST and student are working on. LSTs surveyed reported that they *regularly adapted educational resources on their own* (91%), or *adapted educational resources in consultation with others* (65%). Case studies yielded many such examples, including LST sourcing specific computer programmes, undertaking specific and school-wide assessments with the student, providing in-class topic texts which were visually age appropriate (i.e. included pictures of children at same chronological age as the SLS student) and used words related to the term topic but were also at the student's literacy level.

> *Actually she's really good in the fact that she finds resources for him, which is basically my job, but she's taken that on board and she's able to go and find his books for him, his reading books and lots of worksheets that are related to what we're doing and things like that. Also when it comes to like assessment and I'm trying to assess the class she'll do the testing I want done on the class. She'll do it with [student] individually one-on-one, so that's a huge burden off me because she can actually sit down in test conditions and take him through the tests, which is really helpful. (Class teacher)*

LSTs were also able to provide resources to help students explore relevant social or emotional issues, which in some instances were impacting negatively on their academic focus. For example, in one case study the impending death of a family member was affecting student learning and parental support at home. This information was well known to all support staff and was addressed by the LST by the provision of appropriate resources to assist all parties.

> *I mean things like [the student's whānau] is not well and [the LST] just, she brought me in a whole thing on children and grieving. One copy for me and one copy for his family. Those are things that, like as soon as she gave it to me, I thought oh God I'm horrible I should have, why didn't I think of that, you know. But I didn't and she did. I actually couldn't fault anything to do with that working relationship at all. I'm grateful to have her and I'm grateful that [the student] has got her. She actually prints off quite a bit of stuff for me and passes it on. I mean always worried about offending me, I don't know why, but I'm quite happy to take it on board. I don't want to sound like I'm sitting here going [she's] fantastic, but she really is, I mean she really is. (Class teacher)*

4.4.3 Benefits of enhanced capability

Professional support provided by LSTs to class teachers and other support staff such as TAs has had a number of benefits. Qualitative research and case study findings suggest that these benefits are:

- **enhanced class teacher understanding** of student needs and learning experiences. By providing continued support to students as they move through the school, LSTs are able to develop detailed understanding of student personality, behaviour and learning needs. Examples of situations in which class teachers, TAs and SENCOs recognise this and actively seek LST knowledge in this area to help them adapt and respond to students' in-class needs were clearly observed in four of the case studies and reported in qualitative research also

  [The LST] knew [student] better than I did and for a long period of time, so I kind of felt that she was able to probably get a more realistic viewpoint from [the student] as to how she really felt. So she would spend time with [the student] and [ask] those things - how is she feeling in herself about school, and what are the areas of stress, then she would feed to me, well this seems to be going well, or she doesn't seem to have any problems, or whatever. (SENCO)

- **increased pedagogical knowledge**: including knowledge of a broader range of teaching strategies, specific tools and resources which can be used to support a teacher's existing and future students. Evaluation findings indicate that class teachers and TAs are more aware of appropriate resources, and, to a lesser extent, appropriate teaching strategies for supporting SLS students in class

  That sort of was the biggest difference - her expertise, she's worked with special needs students before, too, she knew the programme which was lucky that she had - that just seemed to be the right programme for [SLS student] to use. (Class teacher)

  I've got two other students at a secondary school and one of the joys there is I've been able to introduce the Assistive Technology Scheme to one of them - one of the boys had severe encoding difficulties, but he actually could read a lot higher than what he was assessed at. Anyway he's climbed up in the reading, and now from writing totally phonetically, he's now got a laptop with a programme on it that recognises his word approximations. (LST)

- **more appropriate TA support** for SLS students: Including greater awareness of the need to check and monitor the appropriateness of TA support, which may have previously gone unnoticed as described above

- **increased parental reassurance.** In circumstances where collaborative activities are occurring across all parties involved with the student, parents are particularly positive and reassured by the support, and progress their children are making

  It's kind of a funny thing why all of a sudden he's doing so well, in the last two terms. Maybe it's all the work that [LST] and [GSE] have put in and [class teacher] in the first two terms, that all of a sudden it's clicking. Yes, whereas before there was none of that. He had a teacher aide, but teacher aides aren't trained. It's hard to get a teacher aide that is a teacher. (Parent)

- **more integrated provision of learning support** as noted above, where school systems enable this to occur.

4.5 Increased learning opportunities and educational outcomes

He's able to engage with the curriculum more appropriately. He's still well behind for a Year Three, but he's starting to engage better. He's more familiar with the environment; he's got some friends. Anxiety, he had high levels of anxiety in the past. I think [LST's] contribution - yes it's been significant, too. It's good quality one-on-one with a trained specialist person. He's had extensive teacher aide support and his classroom teacher has made a - she's hugely committed and made sure that [he] has got a good programme and that he's getting through it. So I think it's a combination of all of those things. (Non-host Principal)

As described in the intervention logic (see Diagram 2 and section 2.3.3) a key outcome of the SLS initiative is to ensure that *students receive appropriate support to learn.* From this the SLS initiative aims to support change for students in four education outcome areas.

- **Participation** in life of the school
- **Presence** – full enrolment in school
- **Access** – to appropriate learning opportunities
- **Achievement** – developmental, vocational and academic

Under SLS, students have had additional opportunities where they are being provided appropriate support to learn and there is some evidence that they are making educational progress. This section provides examples of the kinds of support to learn typically experienced by students under SLS and the kinds of education outcomes observed.

4.5.1 Appropriate support to learn

Evaluation findings, across the different methods of investigation utilised, indicate that the most common kinds of support to learn SLS students experience are:

- increased instructional opportunities resulting from students receiving more direct 1-1 teaching time with an LST

- reinforcement and integration resulting from LST, TAs, class teachers and parents building upon each other's work to consolidate and extend a student's comprehension in different contexts

- enhanced TA support which promotes independence and learning, where aspects of TA support have been problematic

- positive encouragement and feedback for students, including and enhanced sense of efficacy

- increased support to participate in learning opportunities resulting from a combination of a student's sense of being better understood personally, an enhanced sense of efficacy and greater self-esteem. In each case study, staff noted that as students built trust and began to achieve success, they became more willing to engage with (rather than distract) peers in the classroom as well as in the playground. Both LSTs and class teachers used this willingness actively to build the student's understanding of appropriate social norms, such as maintaining friendships.

  For example, his brothers are both at a different school. He's been on his own for a few terms. His cousins have just started here. I'm very worried that he's just dropped his friends because he plays with his cousins all the time and I've talked to him about it: -that what happens when your cousins are sick one day and you go back to your friends and they say, ah ah, you just left us? He doesn't, really he doesn't understand. He understands that I've spoken to him about it and he can repeat the conversation. He was like, 'so do I have to go and play with so and so now? I was like no you don't have to go and play with so and so, but I'm saying how would you feel if someone just stopped playing with you one day? He just, he can get it, but he doesn't get what the actual end consequence will be. So I mean that's really where my concern is -with his social aspects and abilities. I think he does pick up on the nuances, he does understand if someone is angry or happy or whatever. But he doesn't understand that if I do that they might actually be really upset with me and it might actually have long term consequences. But then that's where someone like [LST] can spend the time with him, where I can't, saying how would you do it, how would you deal with that, how did you, because it's that kind of stuff that makes him start really thinking about it. (Class teacher)

4.5.2 Improved educational outcomes for students

Overall, evaluation findings across the different methods of investigation utilised, indicate that many students are making educational progress under SLS. The LST survey data provided indication that many LSTs were observing or measuring educational progress with their students. Further investigation during the case studies found a range of corroborating evidence to support survey data on student outcomes including records of student testing and student work examples.

Progress is occurring in a range of outcomes for most students in the case studies especially the outcomes of *participation* and *presence*. Typically progress is evident in areas such as enhanced self-confidence, self-management, participation within the classroom and wider school and appropriate behaviour towards others. In many cases, parents, LST and teachers alike considered this type of progress the most important to focus on first. Students needed assistance to be receptive to academic learning support. Most students observed are making gradual academic progress in literacy and numeracy skills and in other curriculum subjects.

In the deeper case studies, it was noted that a students' academic progress could be maintained and developed with the continuity of LST support from the start of the academic year. However this continuity depends on the school's systems, which need to support the LST and the new class teacher to work together to plan and develop the student's programme.

Participation and presence amongst case study students

Prior to SLS, students in the majority of case studies were reported to have been reluctant to attend school, had difficulty focusing in class, been socially isolated and demonstrated inappropriate social behaviour, particularly towards their peers at times.

> *When she first started school initially she would hide under the desk. She didn't know what the bell meant. So she would sit outside and wait for someone to get her. Yes, she would hit other kids, punch, everything you could possibly imagine. (Parent)*

> *…I mean honestly he was horrible to people - kicking people and spitting on people and totally unacceptable stuff. He would go into the toilets and run the water and go into the toilet and lock the door and crawl out. (Class teacher)*

> *Very disruptive, and unable to settle to any task and would wander around and flick things over and disturb other children. He was never rude or insolent, but he was disruptive & found interaction with other children and the teacher very challenging. (LST)*

However, with the exception of the kura where the student was reportedly already well socialised, improvements in social behaviour, focus and engagement in learning following the commencement of SLS support were the most frequently reported changes noted by the support staff involved. The role of the LST was attributed by staff as the key reason for most of these changes. The individual attention, ongoing support and involvement with the student's other support staff, ensured a wider impact on the student's programme. Where collaboration between staff was not occurring, the student progress appeared limited.

> *Yes, yes, everyone is like 'God, I can't believe that's the same boy'. I mean all the relievers that are relievers here, who have been relieving in this school for the last few years have made comments too when they come in. It's like, 'I remember last year that was what I spent half my day doing, pulling my hair out because of him'. You don't even say a thing to him any more. It's nothing. He knows what the routine is, he does it, and follows through with it and the kids are friendly to him and he's friendly to them. I think it's been a huge year for him. (Class teacher)*

> *He's been invited to two birthday parties, he goes to people's houses after school once in a while. Yes, it's been a really really productive year for him socially and understanding people. (Class teacher)*

> *She's got her group of friends and she's always out there active, doing, busy and not just milling around either. Like she's playing gutter ball or she's playing a game nifty fifty, which is shooting up into the netball hoop and they try to get the rebound and if they get the rebound they get another turn. (Non host Principal)*

Improvements in social development appear to be of particular value to parents who are aware of the need for their children to understand and demonstrate appropriate social behaviour which will enable them to live successfully as adults. A number of parents expressed fears that, without social skills, their children risked being misunderstood and unintentionally either hurting or being hurt by others. As a consequence, parents were less concerned with their children's academic success in the long term.

> *[His mother] came to me at the beginning of the year it was. He's never been invited to a birthday party, he doesn't have any friends at lunchtime, he doesn't hang out with anybody at morning tea unless he's getting into trouble. Her focus wasn't on can you please move him five reading levels and up a group in maths, but can you actually really work with the social structure. (Class teacher)*

> *I think it weighs heavy on your shoulders, on your mind constantly, but I mean obviously if she hasn't got a lot of comprehension out there socially then she's not going to be able to make a lot of good choices. So yes Mum is going to have to be there to. It's a lot of responsibility to think, you know you might be doing that when she's still 20 or 30. (Parent).*

Academic progress amongst case study students

Most SLS students appear to have made some academic progress on literacy and numeracy. LSTs surveyed reported that the majority of their students had made progress across a range of skills (see Figure 5 below). This finding was corroborated to some extent during the case studies where multiple sources of evidence showed progress for most case study students. The relative rate of students' progress on literacy and numeracy as compared with other essential skill areas reported during case study visits confirms the LST survey data. In the LST survey, LSTs reported students were making the biggest gains in communication related essential skill areas particularly *social and cooperative skills*, *self-management and competitive skills* and *work and study skills* before progress in other areas such as *problem solving, information and numeracy skills*.

Figure 5: LST perceptions of student progress in essential skill areas – LST survey data

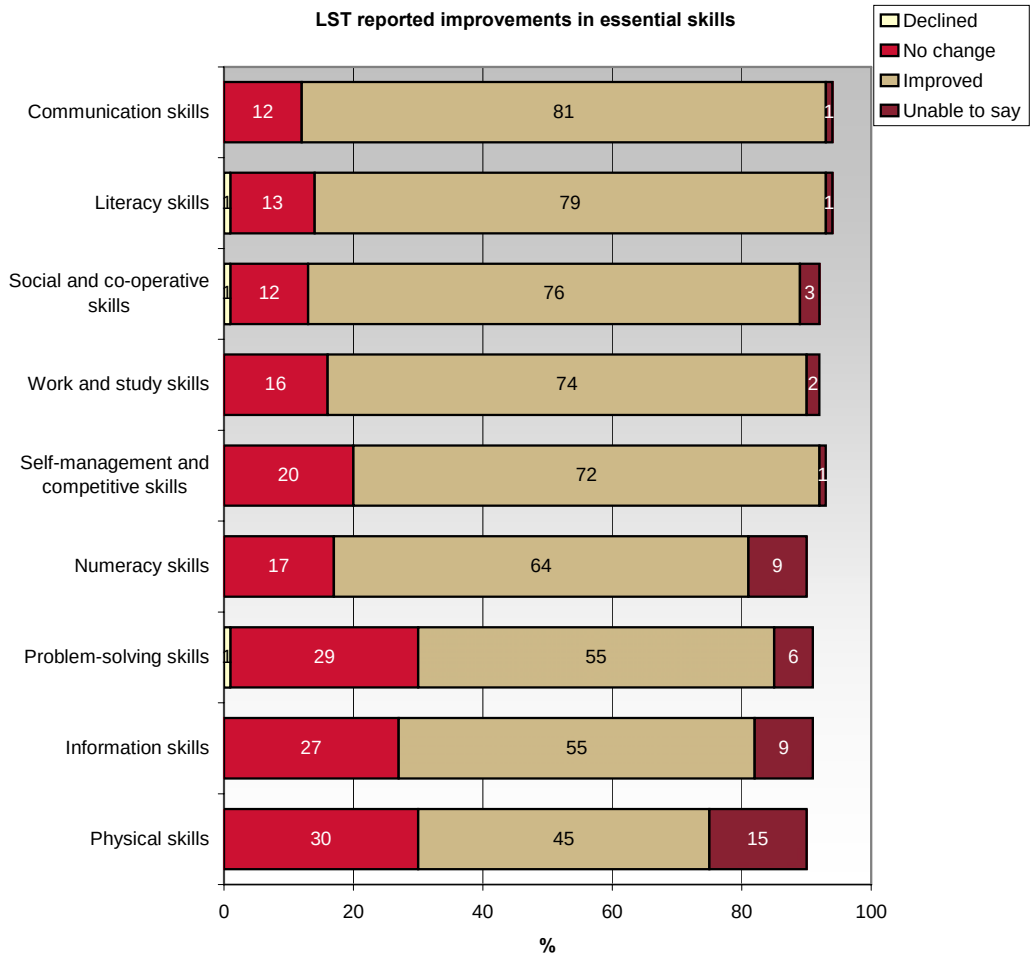


Table 16: Summary of case study students and their progress – case study data

School Type	Case study	Student characteristics			LST Support Period	Presence/participation progress		Academic progress	
		Age	Year	Diagnosis		Pre SLS	Post SLS	Pre SLS	Post SLS
Primary	Case study 1	11	Y6	Severe dyslexia	13 months	Isolated in class/playground, withdrawn, reluctant to attend school	Isolated, less withdrawn, frequently sick but competing in class sports	Curriculum Level 1 Unable to sequence time knows numbers 1-10 only. Limited word recognition and no reading comprehension	Curriculum Level 1 Better knowledge of time, able to retain key points of text and write about them. No change in numeracy skills
Primary Intermediate	Case study 2	11	Y7	Autism - Asperger's	19 months	Emotionally dependent, withdrawn, few friends, attention seeking behaviour	Emotionally less dependent, confident, socialising in playground (B1) Few friends, attention seeking behaviour (B2)	Emergent Level Able to decode basic text but low comprehension. Number recognition and skills good but unable to abstract concepts – e.g. imaging	Curriculum Level 1-2 Improvements in comprehension and abstract number skills still limited but algebra good. Review off SLS considered
Primary	Case study 3	10	Y6	ADHD	4 months	Poor self management - distracted, easily frustrated, aggressive towards peers	Good self management: Focused, settled, engaged, socially appropriate with peers	Emergent Level limited word recognition spelling or grammatical knowledge. Can count 1-100 with support, limited understanding of time	Curriculum Level 1 Slight improvements in word recognition and knowledge of time concepts
Secondary		15	Y11	ADHD, severe dyslexia and Head Injury	3 months	Angry, disruptive, unable to concentrate, frequently truant	Angry, disruptive, unable to concentrate, frequently truant	Emergent Level, unable to read, write	Emergent Level, unable to read, write
Primary	Case study 4	9	Y3	PDD, dyspraxia, Asperger's & ADD	18 months	Anxious, disruptive, aggressive towards peers	Good self management, focused, settled, engaged, socially appropriate with peers	Emergent level Poor knowledge of letters and sounds and no decoding strategies very poor comprehension.	Knows almost all letter names, starting to sound letters and use decoding strategies, improved fluency reading know texts.
Primary	Case study 5	10	Y5	Epilepsy with subtle indications of ADHD, dyslexia & autism	18 months	Poor self management, competitive, easily frustrated, very independent	Good self management, focused, settled, engaged, socially appropriate with peers	Curriculum Level 1 Knows all alphabet and can decode and read known texts fluently makes number sets but unable to retain patterns	Curriculum Level 2 Reading at level 2 with expression and enjoyment, good comprehension. Counting in patterns
Primary-kura	Case study 6	12	Y8	Severe Bilateral Hearing Loss	12 months	Confident, many friends, talented sportsperson, good self management: - focused, eager to learn	Confident, many friends, talented sportsperson, good self management – focused, eager to learn	Curriculum Level 2 – reading and writing and fluent in te reo, Level 1 literacy in English,	Curriculum Level 2 – reading and writing and fluent in te reo, Level 1 literacy in English,

Specific examples of progress reported across case studies include:

- increased engagement in learning

> *Like his learning, his reading, to get him to read used to be a big drama and now he takes an interest in what he's doing. He wants to read the book, he wants to learn the words and he wants to remember what he's learning and actually doing his maths sums as well. When he sits down he's knuckling down and he's doing it, you know. I'm not babying him…he's sitting down and he's doing it because he wants to do it. That's a huge thing for him, huge huge thing. (Teacher aide)*

- literacy: particularly increased recognition of high frequency words, more accurate spelling, improved decoding strategies and changes in reading level ability, increased accuracy, fluency and expression in reading and increased comprehension

> *There was no way at the beginning of the year that he could have read even "this", because he didn't understand that a "t" and a "h" go together. It was painstaking . Now he's just started blends. So as soon as he sees the "th" word the thumb goes up, and he's like, ah, and then he sounds it out after that. (Class teacher)*

- numeracy: recognition and ability to order numbers 1-100, making and joining number sets, identifying number patterns, improved understanding of concepts of time, such as before, after, months of the year and ability to read clocks, improvements in basic computation – addition and subtraction.

> *She was at emergent maths level for years virtually and it's only within the last year or year and a half probably that she's come up to Level 1 to 2. (Parent)*

4.6 Conclusion

There are many accomplishments occurring under SLS. In the past three years the initiative has become operational and has established mechanisms to provide additional learning support to 1500 students nationally.

- The evaluation results indicate that the initiative is operating largely as intended in terms of establishing and maintaining what appear to be equitable allocation processes and generally supporting greater collaboration between support staff to ensure students receive increased learning opportunities.

- There is also evidence to suggest that the class teacher and TA capability to support SLS students is slowly being enhanced through working with the LST (including such activities as LSTs providing adapted teaching resources, LSTs sharing their insights about students' experiences of learning and LSTs modelling techniques).

- Most importantly, students appear to be making gains. This is demonstrated by improved school attendance, *presence* and *participation* in in-class programmes.

5.0 Challenges for Supplementary Learning Support

This section presents a series of challenges as indicated by the evaluation data which need to be addressed, in order to build upon existing accomplishments of the SLS initiative to sustain the effective operational delivery of SLS long term. As stated in the previous chapter, the key intended outcomes of SLS are being achieved. Consequently, the challenges described below relate to the need to refine aspects of SLS delivery rather than any fundamental changes to the structure and intended outcomes of SLS.

Evaluation findings suggest that, although the SLS initiative appears to be achieving at least to some extent, all four intended outcomes (i.e. *presence*, *participation*, *access* and *achievement*), achievement of these outcomes is hindered in some circumstances. These hindering factors suggest that the key challenges facing the SLS initiative are:

- supporting conditions for collaboration between LSTs and others
- supporting SLS within kura kaupapa settings
- providing ongoing professional development for LSTs
- planning for future cohorts of SLS students.

5.1 Supporting collaboration

> *Well I think it's probably a three-way thing, but I don't think it's worked like that. I think it should be a three-way thing with the SENCO contributing, me contributing and the teacher contributing. But the SENCO hasn't been here very often and has a new job. It's just, it has worked better. (LST)*

Case study findings show that effective collaboration is not occurring consistently and even once established, can break down. However, case studies have also provided insight into the factors associated with supporting collaboration. The challenge is to encourage and support conditions for collaborative activity, including understanding the factors that contribute to collaborative breakdown, namely a lack of IEP processes, limited group decision-making within intermediate and secondary school settings and limited levels of consultative planning.

5.1.1 Establish and maintain IEP processes

IEPs provide an important forum for bringing support staff together to discuss and plan how best to support a student's learning needs. Through this they provide a forum for collaboration. However, the LST survey indicated that 47% of SLS students may not have a current IEP in place. Furthermore, case studies show that in settings where IEP processes were not established or held regularly, fewer indicators of collaborative activity were observed. For example, in some case studies, 1, 2, 3, and 5 (see Table 13, page 77), shared creation of teaching resources and assessment resources was minimal and individuals held different views of the SLS student's educational progress and were less knowledgeable about one another's activities.

Furthermore, in situations were IEPs were irregular or non-existent, LSTs were also seen as the individual who could become responsible for IEP co-ordination. This view developed as a result of LSTs' general tendency to establish a specific plan for their own work with the student – often called an SLS plan or literacy and numeracy plan, and to gather individuals together to discuss these. These plans were treated in some instances as an appropriate equivalent to an IEP and placed LSTs under pressure to assume responsibility for co-ordinating IEP processes overall.

These findings suggest that, while collaborative activities occur in the absence of an IEP process, opportunities for collaboration under SLS are enhanced when a regular IEP process already exists or becomes established. Consequently, bolstering support for schools to establish and maintain IEP processes prior to receiving SLS support, would appear to be an important step in helping establish and maintain positive conditions for collaborative activity under SLS.

5.1.2 Group decision making in intermediate and secondary settings

The case studies suggest that group decision making may be more difficult to achieve in intermediate and secondary contexts and is resulting in less collaboration, less integrated learning support for students and slower progress for students at this level. One cause for this may stem from a perception that specialist learning support is better provided in a separate rather than integrated manner and that responsibility for this lies with specialist rather than class teachers. This situation is exacerbated by the more segmented nature of secondary and intermediate level instruction – where individual classes and teachers are focused on academic learning in specific curriculum areas.

> *From my experience, … the secondary teachers are like, when the bell rings, they come in, they sit down, if they don't want to listen they can tune out, put their ear things on, go to sleep, as long as they don't disturb the other kids that I'm trying to get this through to. Because at the end of the day they've got to have a test and I've got to prove that they've learnt this, in their workbooks. That's the main thing … we're not here to be too concerned about all that sort of thing that would normally pick up and try to adjust your teaching appropriately to still try to get through to these kids. (LST)*

Two case studies (2 and 3) examined SLS in intermediate and secondary settings and found that the level of collaboration between support staff was noticeably less than in primary settings (see Table 13, page 77). In both settings students were withdrawn to specialist units for additional support (which included TA assistance). The students' mainstream class work was not adapted by class teachers. Specialist staff took responsibility for determining the needs and nature of the student's work programme in the special unit and to a degree, adapted work for completion in mainstream classes. However, these specialist staff worked independently, using TA support to implement programmes and were less likely to seek input from other class teachers associated with the student or the LST.

> *I think [the LST] could pretty much see that [student] learning needs were being met within the [special needs unit] programme that the curriculum adaptations were being made, so she didn't need to go there. (SENCO)*

> *Yes, I think they struggle to find what to do with me. But with me, when I thought well I'm just going to be coming in here and being a teacher aide - no I'm not doing that! (LST)*

SLS student progress in both settings was limited or regressing in some areas – particularly socially (see Table 16, page 95 *Summary of case study students and their progress*). Students had both recently displayed reluctance to attend school and were evidently frustrated with the type of learning support provided. They had indicated that they considered the support they were receiving was somehow inappropriate.

That group decision-making appears to be limited more by belief in the need for a separate specialist teacher as opposed to the more segmented nature of learning instruction classes is particularly evident if these settings are compared to the kura case study. The kura also structured afternoon classes around specific curriculum areas, similar to a secondary school. However many staff, including those with specialist curriculum knowledge continued to play a role in supporting the student and placed significant emphasis on using a group approach to make decisions about the role that each individual would play in assisting the student.

Considered overall, these findings suggest that group decision-making in intermediate and secondary contexts is possible but that greater emphasis needs to be placed on the value and need for this – particularly given that most current SLS students (who are mainly in primary school now) are likely to continue to be allocated SLS spaces through intermediate and secondary school.

> *Part of it is defining who your collaborative team is and understanding, coming to a common understanding of what everybody's role within that team is. I guess that's up to me as Principal or the school to negotiate. This is our collaborative team. This is the kid, she's got to be at the centre, these are all the people that are helping support her. What is each one of our roles? What are we going to do; what are we going to be responsible for; who do we report to; how is it followed up? - that sort of thing. (Non-host Principal)*

5.1.3 Consultative planning across the curriculum

Evaluation findings across the different methods of investigation utilised, indicate that LSTs tend to focus on literacy and numeracy skills as opposed to the full curriculum and often plan this work on their own rather than in consultation with class teachers and others. While class teachers can cover and generally are covering the remainder of the essential skills areas for students through adapted class based work, the wealth of LST experience could be used to better effect if LSTs played a role in planning tasks with class teachers across the curriculum. If the level of consultative planning across the full curriculum remains relatively low, LSTs could develop very divergent practices and SLS as a whole could risk duplicating existing resources such as RT-literacy and Reading Recovery.

Case study findings show that LSTs make an explicit judgment about the needs of their students and identify that a focus on literacy or numeracy is appropriate. However, within a literacy focus greater integration across curriculum areas could occur so that the SLS students' work has more links into class programmes (e.g. current science or social studies topics of their class).

LST focus on literacy and numeracy was observed across all six case studies and appeared to be understood by LSTs as the main purpose of their role:

> *The LST task is to support & supplement the literacy and numeracy programme for him. (LST)*

> *I would hope [he has] an adapted programme, yes. But we don't do it. I don't know what's happening there. I'm not in the classroom enough to observe how he copes with those [broader curriculum] aspects of his programme. So I don't know what goes on outside of the numeracy and literacy programme. (LST)*

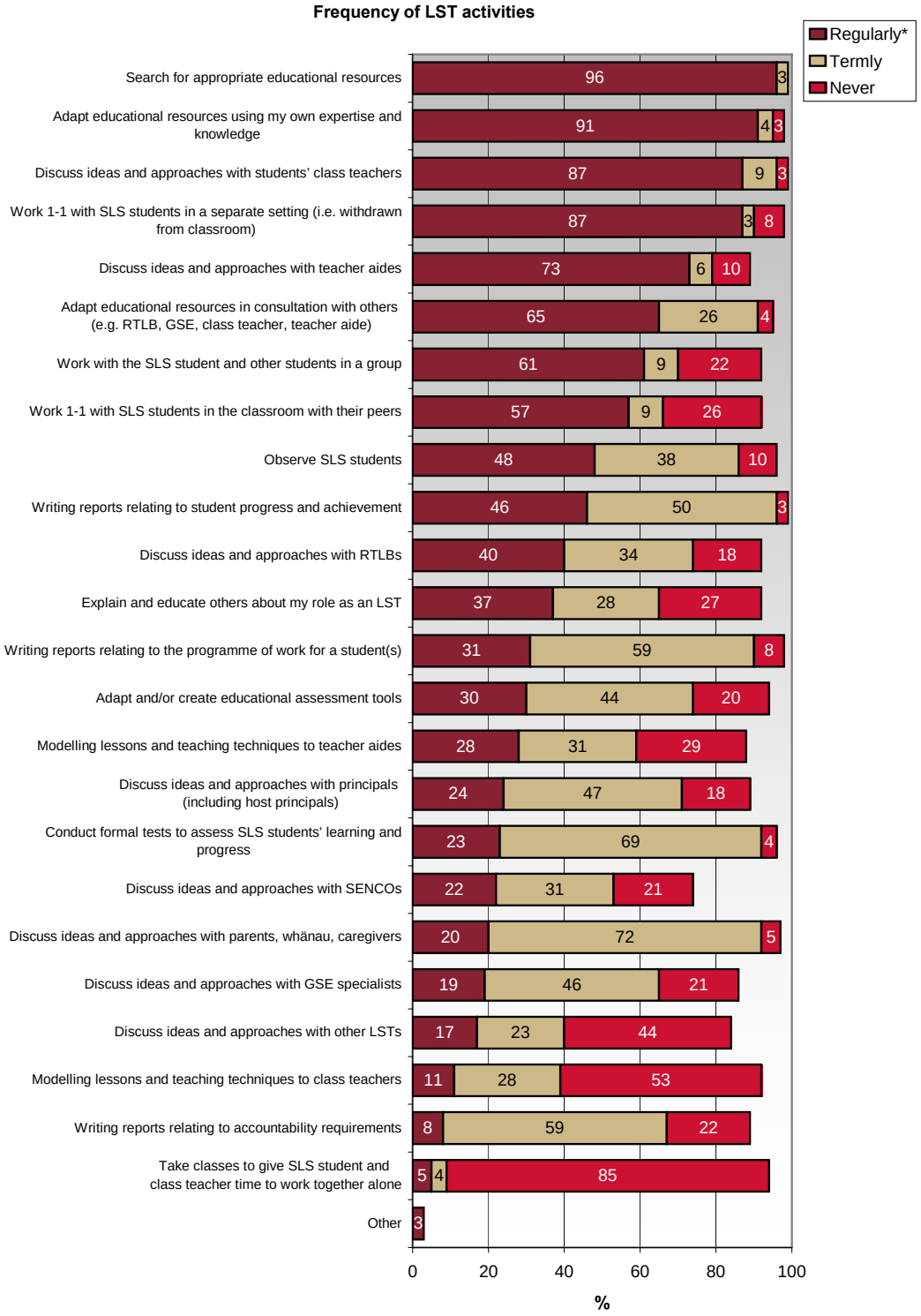
> *I know that the IEP is really the teacher's responsibility and I just wanted to cover literacy and numeracy, the areas I am accountable for. (LST)*

Two factors in particular appear to be leading LSTs to assume a literacy and numeracy focus.

- **SLS eligibility criteria** which specify a student must be operating at level 1 or below in literacy and numeracy.
- **Class teacher requests** that LST focus on literacy and numeracy only as the basis for student engagement with the rest of the curriculum.

Both case studies and survey data show that LSTs regularly plan more on their own (91% of LSTs surveyed), than in consultation with others such as class teachers, TAs or RTLB (65%) see Table 14. Although IEP meetings are where consultative planning happens most often, these are termly only.

Figure 6: Frequency of LST activities – LST survey data



*i.e. daily, weekly, fortnightly

Three factors in particular appear to inhibit consultative planning:

- **Greater value placed on 1-1 student instruction** rather than planning in consultation – coming especially from class teachers, parents and Principals. Although planning is a prerequisite for teaching, it often occurs 'behind the scenes'. Class teachers, parents, and in some cases the culture of a school, all combine to form a belief that direct teaching instruction is more important than time regularly spent meeting and planning with others.

  My original understanding of that was that it was a one-to-one working with children, yes. I'm still very committed to having that be the role. My understanding is that there are moves around to broaden that to involve support and guidance for teachers and that sort of thing. I personally don't see that as an appropriate role - I don't have any problem with upskilling teachers, but it seems to me that they already have all the skills. My view is still that the children they're working with are in need of particular work on a one-to-one basis that can't be provided in a classroom because of the particular needs that they have. (Host Principal)

- **Misunderstanding the LST role** - as itinerant teachers, LSTs are often mistaken for TAs or specialists and viewed by class teachers, Principals and TAs as specialist staff who prefer to 'disappear' with a student, rather than collaborate and plan in consultation with a class teacher.

- **Confusion over IEP responsibility** - and a tendency for IEP processes to break down easily as a result. Situations in which a school does not have, or develops a regular IEP process means that all support staff, particularly LSTs and class teachers are deprived of a regular, formal opportunity to plan students' learning programme together.

5.2 Supporting SLS in the kura

During the process of the evaluation it became apparent that the number of students receiving SLS in Māori immersion settings may be fewer than expected, when considered relative to those receiving this support in non immersion settings. While this information is tentative and based largely on difficulties associated with securing kura kaupapa schools with resident SLS students for case study, evidence[22] clearly indicates that immersion settings are subject to staffing scarcities and limited external appreciation of key principles underpinning their educational practice. These two issues can limit the uptake of SLS and constrain the effectiveness of SLS support in the kura setting.

[22] In addition to the evaluation process, data was obtained from two visits to one kura kaupapa, interviews with personnel attached to a second kura kaupapa as well as qualitative research with several Māori informants.

5.2.1 Forms of appropriate engagement

Core concepts such as the Te Whare Tapa Whā model[23] underpin the structure and educational practice within kura kaupapa. These principles also influence the ways in which kura interpret and respond to information from external sources. Case study findings suggest that external provision of specialised support is hindered by poor appreciation of Māori pedagogy and consequently inhibits the degree to which kura are able to make effective use of specialist support. Inappropriate engagement of kura has manifested itself in two main ways.

1. Information provision

Kura, like all schools, receive information and support from external services such as GSE and RTLB. However, external staff appear reluctant to observe principles which are integral to communicating effectively with kura staff, such as personal visits, including pōwhiri, hui and face-to-face discussion. As a result kura kaupapa are potentially overlooked when information is disseminated due to limited appreciation of the time and processes needed to engage effectively with kura staff. As a result, kura staff have irregular contact from external support staff and can receive information which is quite often either close to cut off dates or too late.

The value of observing appropriate engagement protocols was directly illustrated by research experiences associated with this evaluation. Attempts to encourage kura to participate in an SLS case study were repeatedly hindered until research staff undertook appropriate engagement processes including arranging a pōwhiri as part of the case study field visit. However, when external specialists have been willing to engage with and take the time to better understand kura, the value has been immeasurable. This is best illustrated by a situation where RTLB (one Māori and two non-Māori) committed to a weekly lunch at a kura. This seemingly simple act has enhanced professional relationships and information exchange:

> *…What has happened from there is even with the non-Māori RTLB, we're very comfortable with them, they're very comfortable with us, but it's that incidental sharing of professional knowledge, that opportunity for our staff to engage in dialogue with them and them to give advice, impart advice that is just invaluable. I think it pertains to that Māori saying, 'He kanohi kitea' – 'a face that is seen'. We see them regularly and they're always around to offer help and advice, everyone, right down to the PRTs [provisionally registered teachers] in this kura, feel comfortable talking with them. (Group Interview - kura kaupapa)*

[23] Initially coined in 1982 by Professor Mason Durie, as a model for developing strategies within Māori mental health. Te Whare Tapa Whā model compares Māori wellbeing to the four walls of a house and today the principles have been widely accepted as pertaining to all aspects of Māori well-being.

2. Appropriate provision of specialist support and resources

External specialist support from RTLB and GSE is typically provided in English and must be translated both literally and pedagogically in order to be effectively utilised by kura students and staff. This is a time consuming process, which potentially alters the nature of support provided.

> *…the translation is solely left on the individual. We have to, I suppose between the language with their world as well. We have to translate what they're saying and then put it into our framework for how we'll do it. Then when they come back we have to reassess what's there, analyse it, and then put it back into their language. …It would be nice to …. if they could engage in coming into that realm, as well. (Kura)*

5.2.2 Scarcity of qualified staff and resources

Attaching LST responsibilities to an appropriately qualified staff member as required under the managed pool is difficult for kura due to the general scarcity of appropriately qualified staff. Case study findings indicate that as a result the LST role is likely to be shared by multiple individuals but nominally awarded to an individual who may or may not have teaching qualifications.

The decision to share responsibility for working with SLS students across multiple staff results primarily from the scarcity of suitable individuals. In appointing staff, kura must give primary consideration to fluency in te reo Māori. Candidates must be respected by the local community as well as qualified, and ideally experienced. However, limited use of te reo as common, everyday language and employment competition[24] for the few fluent te reo speakers means that kura face considerable difficulty appointing general teaching staff. Seeking staff with special education experience and qualifications adds further complexity to the appointment process.

> *Well, of course, the special character of our kura is that we teach in te reo Māori...therefore, we require a support person or a teacher to have some fluency in te reo Māori to work with any of our children. There alone is a difference to mainstream … money is not the issue - it's finding the person who can support the child and a programme. (Host Deputy Principal)*

Consequently, kura prefer to provide support for students as effectively as possible within these constraints by combining the expertise of multiple staff to ensure students' needs do not go unmet even though suitably skilled staff may not be immediately available. This is both essential and possible given the pedagogical principles and inclusive approach used to support students within kura.

[24] Case study participants reported that kura kaupapa schools frequently lose staff to better paid positions outside the education sector.

The general scarcity of fluent staff is also reflected in a limited availability of other educational resources including teaching and assessment resources printed in te reo and, specifically in the case of special education, very few specialist RTLB or GSE staff who are fluent te reo speakers. These challenges suggest that in utilising SLS, kura in particular, may need additional time to identify and appoint suitable candidates to the LST positions.

> *They [MoE] need to realise also that this is the programme [Māori medium education] that these children and parents have chosen for them. So therefore, as of right, we need to have some provision to support these children as do the mainstream. (Host Deputy Principal)*

5.3 Supporting professional development

Evaluation findings across the different methods of investigation utilised, suggest that although LSTs are experienced, skilled teachers they receive limited professional support or formal review and few training opportunities. This limited support not only hinders LSTs' ability to manage issues associated with working across different schools, but may also limit opportunities to extend their professional capabilities. Three factors in particular point to the need for ongoing professional development and support.

- Itinerant nature of LST role.
- Limited feedback or formal reviews.
- Desire to expand knowledge in the field of special education.

5.3.1 Itinerant role of LSTs

The majority of LSTs work are itinerant which, in addition to a degree of professional isolation, also requires LSTs to establish new working relationships with up to ten sets of class teachers, parents and associated support staff each year. The newness of the initiative has meant that itinerant LSTs have needed professional support from other SLS stakeholders to establish relationships and articulate the function of the LST role. Survey findings suggest that in most cases LSTs have initially received good support from host principals, RTLB and, to a lesser extent GSE staff. However, overall evaluation findings indicate that, following initial establishment, professional support from these groups has been inconsistent or in some instances ceased, often as a result of staffing changes within the host school.

> *He (original host Principal) was amazingly supportive! However, not at the moment, because there's not really one there. Because there's only a stand-in Principal who hasn't got a clue about SLS. (LST)*

However, LSTs continue to require professional support. Survey results indicate that professional isolation is one of the top five issues to concern LSTs and more than a third of LSTs surveyed felt professional isolation had a very serious effect on their ability to support students. LSTs' professional support needs typically to include role clarification and professional advice or support on how to manage relationship issues or conflicting expectations about the appropriate focus of the LST role. Consequently, a consistent level of support from host Principals and SLS management committees is required to help address issues which LSTs face in working in multiple settings is an important component in ensuring that the flexibility of the LST role is used effectively and not exploited.

5.3.2 Desire to expand knowledge of special education

LSTs are genuinely interested in undertaking professional development which will help them understand the *behavioural issues* associated with special needs students (65% of LSTs surveyed) and assist them in *adapting teaching practices to different age groups (*50% of those surveyed). The desire to learn more about behavioural difficulties may reflect the fact that, while LSTs have a considerable amount of general primary teaching experience, they have comparatively less experience in the area of special needs education and may be especially aware of this, even though others may view them as highly suitable and appropriately skilled for the role. Qualitative research suggested that LSTs were highly regarded by RTLB, GSE staff, parents and host Principals. However, LSTs themselves were conscious of perceived gaps in their knowledge.

> *I mean we did stuff at Teachers College but never for pre-school, never at that level. I mean some people have come from that area and that's fine. But one of my colleagues who has come from pre-school had no idea about teaching maths to Years 1, 2 and 3. (LST)*

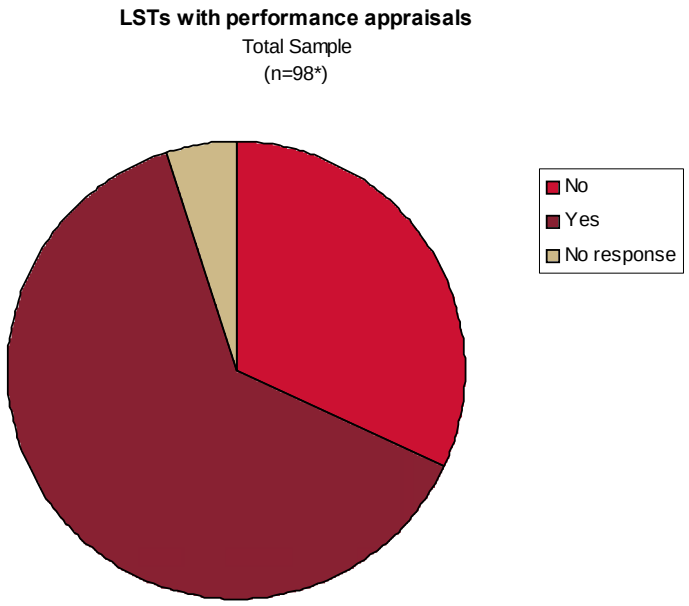
5.3.3 Limited professional feedback and formal review

LSTs receive limited professional feedback. A third (32%) of LSTs surveyed reported having no formal appraisal process in place. Of those who did, less than a third (30%) reported their reviews as helpful in improving their professional practice to *a great extent* and half said their reviews provided only *limited to moderate* support in this regard. Furthermore, case study findings indicate that host Principals may not prioritise formal review and feedback of LST performance.

> *I am supposed to meet with [LST] once a week …and I don't always do that, but we do catch up when there's a need. So we're doing that incidental form of appraisal, but the formal appraisal of classroom observations I haven't done that at this stage …I don't know that it's actually all that useful. (Host Principal)*

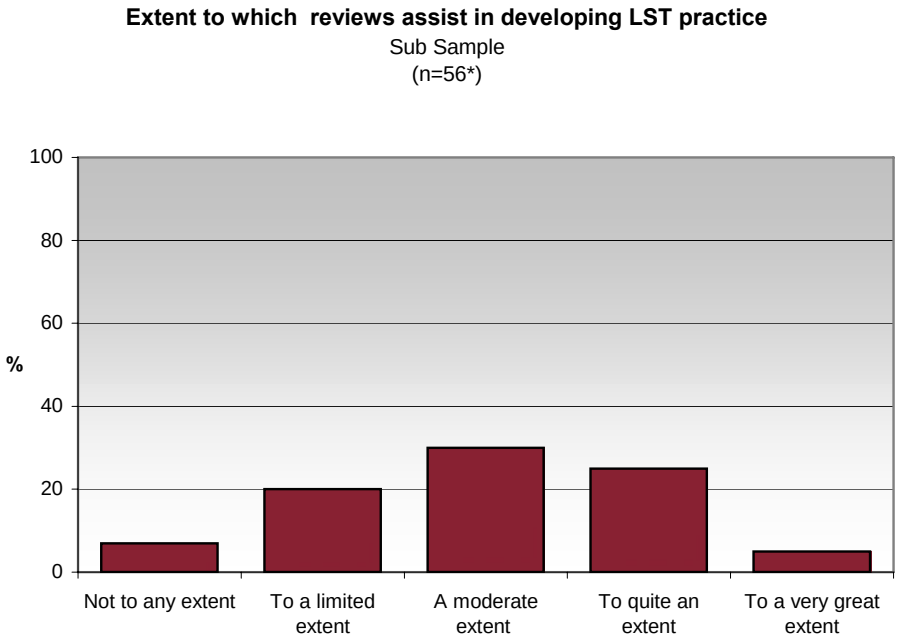
> *I felt kind of quite let down. That nobody was looking at what I did. The different long-term plans, you know the IEP I'm doing. The way I work in the schools, the way I do all the planning in my books for the child, the way I reflect on things, assessments etc. (LST)*

Figure 7: LSTs with performance appraisals in place – LST survey data



*Total sample also includes those who did not indicate their FTTE position

Figure 8: Extent to which reviews assist in developing LST practice – LST survey data



*Sub sample based on number of respondents with a performance appraisal process in place
*Sub sample also includes those who did not indicate their FTTE position.

Limited or ineffective mechanisms for formal feedback reduce opportunities for supporting LSTs through formal recognition and professional feedback which could further enhance their practice. It also undermines the status and credibility of the LST position long term. For example, it may be difficult to ascertain to what extent LST practice is professionally acceptable and may also jeopardise LST ability to maintain teaching registration criteria. These issues are of concern to LSTs.

5.4 Planning and managing for future cohorts

The current scope of SLS provision, particularly the number of positions available nationally and SLS exit criteria combined with current student progress may limit the degree to which future SLS type students are able to benefit from SLS over the long term.

SLS is currently providing support for approximately 1500 students and will remain available to these students under current rules of SLS provision, until they reach Year 13 or gain skills and understandings sufficient to operate at level two of the New Zealand curriculum. This provision of 1500 spaces equates with the number of students estimated to be in need of additional support[25]. However, evaluation findings across the different methods of investigation utilised, suggest that the pool of eligible students may be greater still. For example, participants in each case study repeatedly commented that their experience of the initiative had helped them recognise the types of needs accommodated under SLS, and as a result, were aware of yet more students they would consider SLS eligible.

Ministry of Education data on SLS students also show that the current cohort of SLS students is aged between 6 and 11 years old (or Year levels 1-6). Most are progressing academically at a rate that they can reasonably be expected to require their current level of SLS support for some time, potentially to Year 13, i.e. an additional seven years for those currently in Year 6. Opportunities for new students to access SLS spaces within the current 1500 provisionally available are already limited to instances in which existing SLS students 'vacate' spaces – either by moving to a school in a different GSE region, or as a result of being 'reviewed off', or no longer eligible for support.

Consequently, the current scope of SLS provision (enabling a total of 1500 SLS students to retain access to support until Year 13) and the stable membership of the current cohort mean the SLS initiative is unlikely to be available to future cohorts as early or as easily as it has been available for the current cohort.

[25] Demand estimation research completed in 2004 indicated that 1586 students were likely to be in need of additional learning support and these students would include a mix of primary, intermediate and secondary age students.

5.5 Conclusion

The challenges described here suggest that the fundamental structure and processes of SLS provision appear to be effective but that a number of operational procedures and processes may need to be re-emphasised, clarified and supported by key operational staff involved both at school, district and national levels to enhance and sustain more consistent achievement of intended SLS outcomes over the long term.

- Evaluation findings show that effective educational collaboration does not consistently occur and once established, can break down, particularly when IEP processes are not established. Given the larger number of individuals involved in the education of students in intermediate and secondary settings, collaboration may be more difficult but is particularly important.

- Evaluation findings suggest that that kura kaupapa schools may experience difficulties in utilising SLS as intended, due to a general scarcity of suitable staff and limited efforts to adapt the provision of external specialist support in ways which suit the philosophical values and practices used in kura settings.

- Findings also indicate that, although LSTs are experienced, skilled teachers, they receive limited professional support or formal review and few training opportunities. LSTs value more support for their role and professional development to expand their knowledge of special education topics.

- Finally, the degree to which future SLS type students are able to benefit from SLS over the long term could be constrained by the current scope of SLS provision (particularly the number of positions available nationally), given the stable membership of the current cohort.

6.0 Evaluative Assessment of Supplementary Learning Support

Assessment of the SLS initiative against the evaluation objectives shows that on the whole, each objective has been met and that the assumptions of the SLS model are largely correct. The phased approach to implementing this initiative alongside an evaluation has helped SLS to be successfully operationalised.

This evaluation focused on identifying opportunities for enhancing the SLS initiative, based on four objectives as well as on informing the development of Ministry of Education policy relating to the provision of learning support in general. The evaluation objectives were as follows.

1. To determine if SLS resource allocation processes facilitate equitable allocation.

2. To describe the function and contribution of LSTs.

3. To describe the level of collaboration occurring between support staff and the effect this has had on the provision of learning support for students.

4. To assess to what extent SLS students experience additional or improved learning opportunities as a result of SLS and if there is any evidence of improved educational outcomes for these students.

In this section we summarise the findings of the evaluation against each evaluation objective as well as commenting on areas that this evaluation may inform the development of special education initiatives in general.

Objective 1: Determine if the SLS resource allocation model facilitates equitable resource allocation

At present, the allocation of the SLS resource appears to be equitable and based on students' level of need, although, kura kaupapa schools may be experiencing difficulties in utilising SLS as intended. However, in the future, SLS type students in general may have more limited access to the initiative than those in the current cohort due to the set provision of SLS. The following points on objective 1 are noted.

- A range of specialists who are knowledgeable about and work with nominated students do appear to be fully involved and are able to contribute to decisions about resource allocation.

- The process of moderation, and through this the allocation of the SLS resource, is thorough, transparent, and reasonably equitable.

- The regionalisation of these processes means that there are some small differences between regions and possibly some inequities between regions (e.g. in transfer of students between GSE districts). However, the processes are designed to accommodate local and regional variations, and local input is a necessity, if specialists who are knowledge and are working with the students, have a significant say in decisions about allocation. Furthermore, it should be noted that few such inequities were apparent to the evaluation team and are likely to be minimal across the whole initiative.

However, there is some evidence from the evaluation to suggest that the processes of nomination, moderation and allocation, in some way disadvantage students in Māori medium settings, as evidenced by what appears to be a lower than expected SLS allocation to these types of students[26]. This evidence includes:

- During the evaluation process, in carrying out the LST survey and in planning the case studies, lower than expected numbers of LSTs working in Māori mediums and SLS students in Māori mediums were identified (i.e. very small numbers could be identified).

- In depth investigation during the kura case study identified a number of interlinking factors that appear to inhibit uptake of the SLS initiative in Māori medium settings. These include:

  - infrequent contact or poorly developed relationships with GSE and RTLBs

  - the way in which new initiatives are communicated to schools (i.e. language and cultural assumptions of written communications, or the use of GSE and RTLB to act as intermediaries to deliver information about new initiatives)

  - scarcity of specialist education personnel with te reo Māori fluency, to either work within Māori medium settings or to support them with various special needs requirements (e.g. to assist in preparing supporting documentation for SLS nominations).

- The degree to which future SLS type students are able to access SLS support over the long term could be constrained by the current scope of SLS provision (particularly the number of positions available nationally), given the relatively higher proportion of primary compared to secondary school students and the stable membership of the current cohort.

[26] Data was obtained from two visits to one kura kaupapa, interviews with personnel attached to a second kura kaupapa, as well as qualitative research with several Māori informants.

Objective 2: Describe function and contribution of LSTs

The role of LSTs has been fully operationalised. At the time of writing the third roll out, which would bring the number of SLS students allocated funding up to 1500, had been underway for several months. LSTs had been employed and had commenced work for both the initial roll outs and many were in place for the third roll out.

- LSTs are typically qualified, experienced teachers, with on average 16 years' teaching experience including four and a half years working in the area of special needs. They tend to be working in a full-time or substantial role.
    - By the end of 2005, some 90 LSTs had been employed in substantial itinerant roles to work with some 775 students, allowing them to have fulltime positions (0.6 –1.0 FTTE).
    - Most other LSTs, some 225 with managed pool positions, hold another role, typically either as the classroom teacher of a special needs unit and/or as an ORRS teacher.

LSTs contribute to SLS objectives of increasing learning support opportunities for students directly through instruction of students and through support and/or enhancing capability of class teachers and other support staff.

- The itinerant role of the permanent LSTs, strengthens the initiative by enabling LSTs to share their experience and knowledge with those who support SLS students. They achieve this by:
    - utilising a variety of approaches for supporting class teachers, TAs, parents and in working with SLS students as LSTs are exposed to a variety of school cultures, individual pedagogy and student need
    - contributing to enhancing the professional capacity of class teachers and other support staff, and the learning support opportunities for students, i.e. through collaboration with, or modelling techniques to class teachers and TAs, as well as through direct instruction of SLS students.

Several factors inhibit LSTs in their role; the itinerant nature of their role, the lack of role clarity, the varied professional support and the few professional development opportunities.

- The challenges to working with a number of schools (potentially up to ten schools) include:
  - LSTs need to negotiate and develop terms of engagement with each set of school staff, parents and students they work in. Although SLS has been designed so that the LST's host principal supports them in liaison with other schools, evaluation findings indicated that this support is very limited for some LSTs.
  - By their nature, each school is a complex social setting and has different philosophies and school wide systems in place to enable LSTs to work efficiently within (e.g. that support and value IEPs) them.
  - Furthermore, the logistics of working at many locations in a role which requires strong relationships with multiple sets of specialists, school staff, parents and students does make LSTs relatively time poor.
- In addition to the challenges of working in a number of settings, the lack of role clarity, and its multiple interpretation across the different schools inhibits LSTs.
- LSTs also report having limited or intermittent professional support; informal or no professional feedback, limited support in engaging with non host schools especially beyond the early months of their jobs as well as few professional training opportunities.

On balance, the SLS model gains significant strength through the itinerant LST role. The inhibiting factors faced by LSTs due to this feature of their role are operational and may be ameliorated by further clarifying the LST role and promoting greater support for the LSTs from other SLS stakeholders.

Objective 3: Describe collaboration and its effect on the provision of learning support

Objective 3 in full: Describe the level of collaboration occurring between providers and describe the effects this has had on the provision of learning support.

Collaborative relationships are occurring amongst staff involved in supporting many SLS students, although in some settings, such as secondary schools, collaboration may be more difficult to achieve and maintain.

- Collaboration appears to increase and improve learning support opportunities for SLS students.
  - Collaborative activity amongst multiple staff builds understanding with all staff involved and enables more integrated provision of learning support for SLS students.
  - Where collaboration is successfully maintained, students are receiving a more integrated package of learning support; with a range of support from multiple sources across a range of areas. This includes literacy and numeracy from LSTs, other essential skill areas from teachers, task interpretation and self organisation from TAs, independence and life skills from various sources, and reinforcement of specialist support from GSE or privately purchased support.
- Several factors support the type of collaborative activity that enhances learning support which is likely to impact positively on outcomes for students. These are the establishment and maintenance of regular IEP processes, the participation of multiple staff with different perspectives, and time and space for collaborative review and refinement of plans.
- Given the larger number of individuals involved in the education of students in intermediate and secondary settings, collaboration may be more difficult, but is particularly important if SLS is to be implemented as intended for these students.

Objective 4: Assess provision of learning opportunities and improved educational outcomes for students.

Objective 4 in full: Assess to what extent SLS students experience additional or improved learning opportunities as a result of SLS and if there is any evidence of improved educational outcomes for these students.

Given that the ultimate goal of the SLS initiative is to enhance the educational outcomes for eligible students by ensuring their access to meaningful and effective learning opportunities, the evaluation focused primarily on identifying whether there was increased provision of learning opportunities for students as a proxy for actual changes in educational outcomes. It was agreed that in the two year time frame of the SLS evaluation, changes in educational outcomes may not be seen. However, during the case studies in particular, and also via the LST survey, the evaluation was able to find some evidence of changes in educational outcomes for SLS students, which are as follows.

- Both the activities of LSTs and the activities of class teachers and TAs appear to providing increased learning opportunities for SLS students, i.e. *access to appropriate learning opportunities.*
    - LSTs directly teach students, either one-on-one with the student in class or in withdrawal, or with other students.
    - LSTs discuss ideas and approaches with teachers and TAs, and model lessons and teaching techniques to teacher aides, and at times, teachers.
- *Presence* and *participation* outcomes were noted; namely, improved schools attendance, greater *presence* and *participation* in class programmes. These were evidenced by; improvements such as enhanced self-confidence, self-management, improvements in engagement in learning, participation in the classroom programmes and wider school activities.
- Although it is noted that the evaluation was <u>not expecting strong evidence of academic achievement</u> in the short two year timeframe of the evaluation, most SLS students appear to have made some academic progress on literacy and numeracy. LSTs surveyed, reported students were making the biggest gains in communication related essential skill areas before progress in other areas. This was corroborated by case study investigation.

Based on these findings on student outcomes, it is a reasonable preliminary assessment of SLS to say that there is evidence that SLS is assisting improved educational outcomes for SLS students.

6.1 Limitations of this evaluation

The resourcing and the decisions made about the focus of each evaluation, result in some limitations. Constraints in resourcing of evaluations vary and may include limited access to stakeholders or other sources of information, limitations of time and foreshortened timelines, or can impact on method selection. The key limitations of the current evaluation include the following.

- There is limited, but useful, information about the SLS operation in secondary school settings.
  - The evaluation findings do not provide as much detail about SLS in secondary school settings as in primary school settings.
  - In particular, the more illuminating evaluation information, gathered in case studies, was mainly primary school focused, due to constraints accessing data in secondary school settings.
  - The operationalisation of SLS in secondary school settings is an important area that will become more important in the next few years. At present the majority of current SLS students are in primary schools and therefore the evaluation findings are valuable for informing the reader about their current situation. It is however, likely that many of these students will be entering secondary schools with SLS funding in the next two to four years.
- There is relatively limited information about SLS operation in kura kaupapa settings. Nonetheless, the findings should be considered valid and will provide the reader with valuable insight.
  - Due to a decision to focus mainly on the general implementation of SLS in this evaluation, the findings provide relatively limited information about SLS operation in kura kaupapa settings.
  - Furthermore, access to information on any initiative or programme in kura kaupapa settings is constrained by access to respondents. There is significant pressure of requests for time and information from kura kaupapa schools, added to this there are cultural obligations which can further impact on the ability for key informants and evaluators to collect and analyse information appropriately.
  - That said, the evaluation findings are based on appropriate methodologies and use data triangulated from several sources:
    - Evaluation findings were gathered and analysed in a culturally appropriate way, which respected protocols and expectations of the Māori informants.
    - Data was obtained from two visits to one kura kaupapa, interviews with personnel attached to a second kura kaupapa, as well as qualitative research with several Māori informants.

6.2 Informing the further development of SLS and learning support in general

6.2.1 SLS assumptions appear to be largely correct

Overall, the evaluation findings suggest that the key assumptions underpinning the SLS model are, for the most part, accurate and that the structure, implementation and effectiveness of the SLS model can be considered sound. Case study findings have provided the most insight here.

SLS assumption	***Evidence from the SLS evaluation***	
Allocation related assumptions:		
◆ All schools use GSE and RTLB services, therefore GSE and RTLB know most of the eligible students.	Mostly appears to be correct	Most schools use GSE and RTLB services. However, there may be instances where some schools have limited or infrequent contact with GSE and RTLB, for example some kura kaupapa schools.
◆ Improved co-ordination between GSE and RTLB will improve the equity of allocation processes.	Mostly appears to be correct	GSE and RTLB staff, in conjunction with school staff, have been able to identify students who would benefit from SLS.

SLS assumption	***Evidence from the SLS evaluation***	
Collaboration related assumptions:		
◆ Improved relationships and co-ordination between multiple stakeholders will improve the pooling of resources for learning support.	Mostly appears to be correct	*If* collaboration occurs then the assumptions regarding improvements appear to occur. The assumption that collaboration between various support staff will enhance class teacher capacity and reduce fragmented provision of learning support is less accurate. This assumption fails to account for the pre-existing factors that impact on collaborative activity possible within school settings.
◆ Relevant support staff (providers) will still contribute to the overall package of learning support.	Mostly appears to be correct	
◆ All stakeholders involved in the initiative will have a clear, consistent and shared understanding of their own role and the roles of others.	Correct in some schools	However, the skills and experience of LSTs mean they do contribute to collaborative processes where the basic mechanisms and supporting philosophies for these exist within the school, and their role allows them to enhance the professional capacity of other support staff.
◆ Schools can and will resource other support through the special education grant and RTLB learning support fund (LSF).	Mostly appears to be correct	SLS is providing learning support that is *supplementary* to students existing support. Common forms of *pre-existing* sources of support observed amongst case study students included; teacher aide assistance, short periods of GSE specialist assistance, extra curricula 'life skills' activities (funded though a combination of RTLB LSFs and/or the school's special education grant) and/or extra curricula programmes (privately funded)
Capacity/capability related assumptions:		
◆ Lack of teacher time, and, to a lesser extent, lack of teacher knowledge are the main impediments to improving the provision of learning support to SLS type students.	Correct in some schools	The capability to support students with special needs is varied amongst class teacher and TAs, with some being highly capable while others being less confident and capable. There are instances where the provision of learning support to SLS students is fragmented.

6.2.2 Phased implementation alongside evaluation

The implementation of the SLS initiative has occurred over a three year period (2003-2006). Implementation processes have been deliberately phased and run alongside an evaluation process to enable local level feedback, cumulative experience and findings to shape modifications of the initiative.

1. Staged phases of extension

A large scale two phase trial of the SLS initiative was undertaken in 2003, involving over 400 schools and students from across 14 GSE districts. The trials involved a mock allocation process to develop an equitable and suitably standardised process for nominating students and comparing nominations (i.e. moderation), to make sure SLS support would go to those with the highest relative needs. Formal allocation of SLS support (or first 'rollout') occurred between January and June (2004) and was restricted to 500 students nationally. This was followed a year later by a second allocation of support for an additional 450 students nationally and again in 2006, bringing the total number of students formally allocated supplementary support to 1500.

2. Use of intervention logic and evaluation

An SLS Intervention logic was developed prior to the implementation of the initiative. This provided a clear explanation of the structure, processes and intended outcomes involved and also provided a basis for the subsequent evaluation design. The existence of an intervention logic supported a reflective implementation approach, in that it enabled both operational staff and the external evaluation team to consider information about actual structures, processes and outcomes occurring against the intended model.

Operational staff sought access to evaluation findings (both informal and formal) on a regular basis. This information was disseminated to key operational staff (such as GSE district co-ordinators and internal Ministry staff working on other special education projects) throughout the course of the evaluation and used to adapt and adjust operational aspects of the initiative.

7.0 Sustaining Supplementary Learning Support

There is still that old fashioned thinking of not being so inclusive. It is a growing process I think to appreciate our special people (LST).

Overall, the SLS initiative can be considered to be achieving its intended outcomes to some extent. In order to build upon and enhance the learning opportunities and educational outcomes for students and SLS operations over the medium to long term, action based from the evaluation findings are promoted.

This action include three areas of focus:

- SLS resource allocation
- function and contribution of LSTs
- collaboration support.

7.1 SLS resource allocation

The SLS resource allocation appeared to be equitable in most situations. However there are four areas highlighted below where the allocation could be improved. These areas are as follows.

7.1.1 Enhance appreciation of needs and principles underpinning Māori medium education

The GSE understanding of the preferred means of engagement and the pedagogical approaches for working with a kura appear to be limited. This needs to be developed as the current engagement may limit the knowledge of nomination procedures and decisions for kura staff.

Note: The evaluation team partnered their approaches and research for the kura with our Māori research partners and this resulted into entry and research into one kura and communication with a second kura.

7.1.2 Communicate exit criteria for SLS students

GSE, RTLB, and school staff need to know how to identify when a student is no longer requiring or suitable for SLS support. Findings indicate that schools and parents have different views as to when a student is no longer eligible for SLS. Communication on the exit criteria to all SLS stakeholders is required.

7.1.3 Plan for future SLS cohorts

The 1500 students currently receiving SLS are a relatively stable cohort progressing through the New Zealand education system. Additional clarification as to when, and how, the current cohort will gradually be replaced is suggested. This should become more apparent once the exit criterion are communicated to all SLS stakeholders and the progress of the cohort is monitored over the next year.

7.1.4 Clearly define criteria for accessing GSE support under SLS

At present, specific details about the amount of GSE specialist support available to SLS students remains unclear. Although SLS is providing additional support, it is evident that many SLS students have received short periods of GSE support in the past and may expect to benefit from similar support in the future.

7.2 Function and contribution of LSTs

Ongoing support is required to assist the growth of the emerging SLS professional practice. The evaluation team has observed divergent professional practice which needs to be addressed to fully achieve the policy intent of the initiative. The following actions are promoted to enhance the operations of SLS.

7.2.1 Clearly state dual focus role of LSTs

At present, many LSTs are focusing solely on planning and delivering instruction in literacy and numeracy and consider this their key area of professional responsibility. This may have negative consequences long term; such as LSTs duplicating existing sources of specialist literacy or numeracy support. It may also limit the degree to which class teachers are able to access and learn from LST knowledge and experience.

Clarifying the LST role is suggested, particularly in regard to the LSTs providing support directly to teachers (as well as students) and the value of planning adapted work across other curriculum areas. Such clarification may also sustain the initiative's long term contribution to building the professional capacity of class teachers and other groups in particular TAs.

7.2.2 Provide professional development

Providing ongoing professional support and development for LSTs will help sustain the long term effectiveness of the initiative by ensuring that LSTs can enhance and extend their experience and skills. Professional development will provide opportunities to increase the effectiveness of LST work overall, raising LST status and professional credibility.

It is suggested that a regular, national provision of professional development, which is tailored to the unique combination of responsibilities of LSTs This will assist LSTs to continue to evolve their practice in ways which remain consistent with the intent of the initiative, while accommodating the differences inherent in the flexibility of individual working circumstances. This is particularly important, given that overall, LSTs have received little in the way of professional development to date, particularly those in managed pool positions.

7.2.3 Monitor host principal and management committee role of LST support

Host principals and SLS Management Committees are responsible for supporting LSTs and others to enable LSTs to function effectively. However, evaluation findings indicate that support from these groups is inconsistent and often does not include formal professional reviews, which actively enhance LST practice. The development of a generic LST job description, emphasising the dual focus role of LSTs, would assist host principals in their support and with their reviews of LSTs.

Monitoring the support provided by these groups, including the degree to which LSTs receive formal professional reviews, could encourage more consistent support of LSTs and ensure future host principals and management committee members meet their SLS accountability towards LSTs.

7.3 Collaboration occurring between support staff

To ensure the most effective use of the SLS resource, further collaboration between the support staff is required. The following actions are promoted to enhance the collaboration processes.

7.3.1 Ensure SLS stakeholders support collaboration

The value of setting up and maintaining IEP processes in supporting collaborative activity around an SLS student has been established. Having groups such as host Principals, SLS management committees, GSE and RTLB staff, actively support the need for, and use of regular IEP processes will provide professional support for individual LSTs. This will strengthen the conditions which support collaboration to enable SLS to operate effectively in a wider number of schools. Specific means of bolstering support for IEP processes could include requesting these other SLS stakeholders to:

- seek evidence of consultative planning as part of SLS nominations and as part of the criteria used at district moderation meetings. If such evidence is clearly understood to be a necessary requirement for allocation of SLS, it could encourage the wider use of IEP processes more generally across schools. It is suggested here that if schools do not have IEP processes in place, GSE could offer support to these schools, which would ensure students are not disadvantaged by existing school processes

- monitor IEP and collaboration processes. RTLB and GSE staff often attend IEP meetings and are in a position to comment on and support collaborative and consultative planning during these meetings, particularly in giving feedback to host principals or SLS management committees. These latter groups are also in a position to legitimately seek information about IEP processes as part of their SLS accountability.

7.4 Summary

SLS resource allocation, function and contribution of LSTs and collaborative support are the three key areas which require action to sustain and enhance the operations of SLS. The priority actions promoted by the evaluation team are as follows:

- enhance appreciation for the needs and principles underpinning Māori medium education by GSE
- communicate the exit criteria for SLS students to all stakeholders
- develop a generic LST job description
- provide professional development for LSTs
- clearly communicate the dual focus role of LSTs to all stakeholders
- ensure support staff understand the need for collaboration and the process required

In order to build upon and enhance the effectiveness of SLS and the learning opportunities and educational outcomes for students over the medium to long term, priority and additional action based on the evaluation findings are promoted.

8.0 Conclusion

The SLS initiative is achieving substantial successes. It has been successfully operationalised with personnel and processes in place and functioning well.

- Allocation - There is good evidence of equity of access for most students.
  - The allocation of SLS resources appears to be equitable and based on students' level of need, with local specialists who know and work with students taking part in decision making that is thorough, transparent and reasonably equitable. Access for kura kaupapa students could be improved.
- LSTs are making a significant contribution, which could be reinforced by further clarification of their role.
  - LSTs who are qualified and experienced have been employed and are working with students, although there is some variability in the understanding of the focus of their role. The SLS model gains considerable strength from the itinerant role of LSTs, which both intensifies and disseminates LSTs knowledge.
- Collaboration is happening, but not universally. It is key to achieving the flow on effects, of increasing learning support opportunities for students or enhancing the capability of those who support them.
  - LSTs are able to, in many cases, work collaboratively with teachers and others who support students and do this in ways that increase the learning support opportunities for those students. Where school contexts support LSTs to work collaboratively, LSTs can enhance the capability of others who work with SLS students.
- Outcomes for students are being achieved.
  - SLS is providing many SLS students increased *access to appropriate learning opportunities.* Both *presence* and *participation* outcomes (namely, improved schools attendance, greater *presence* and *participation* in class programmes) are in evidence, and although it was not expected in the short two year timeframe of the evaluation, most SLS students appear to have made some *academic progress* on *literacy* and *numeracy*.

Now that the SLS initiative is established, efforts are best directed towards addressing the challenges identified. These challenges are associated with refinements to the existing operational processes of SLS resource allocation, function and contribution of LSTs, and promoting collaborative support of students.

Given the findings of this evaluation, it is a reasonable assessment of the initiative to say that SLS is moving towards it's overarching goal of improved educational outcomes for students with high level special education needs and this success is contributing towards the intent of SE 2000.

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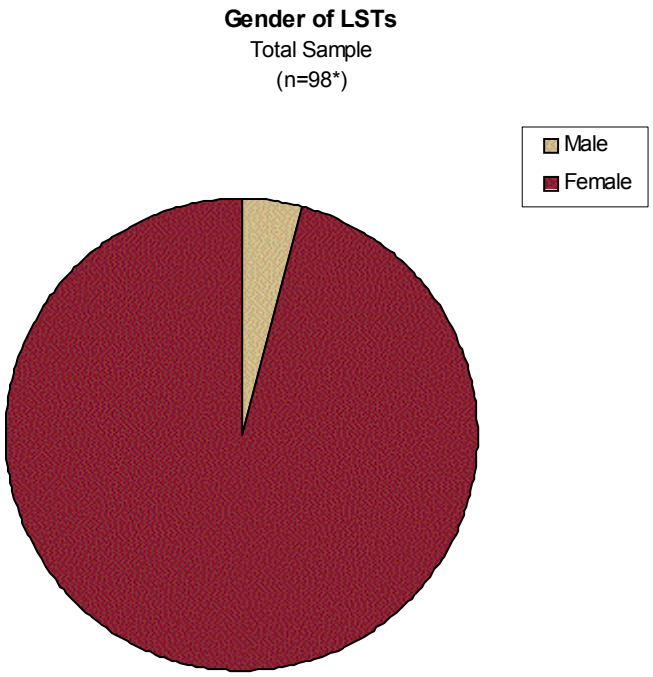
Appendix A: The Typical LST Profile

The typical LST is female, aged 45 or older and Pākehā. She is most likely to have a Trained Teacher's Certificate and/or a Diploma of Teaching at primary level and may also have a Certificate in Reading Recovery. She has on average 16 years' teaching experience at primary school level, more than five years working at intermediate level, and about four and a half years' experience working in the area of special needs. Most LSTs are employed in permanent positions. However those in managed pool positions hold another role, typically either as the classroom teacher of a special needs unit and/or as an ORRS teacher.

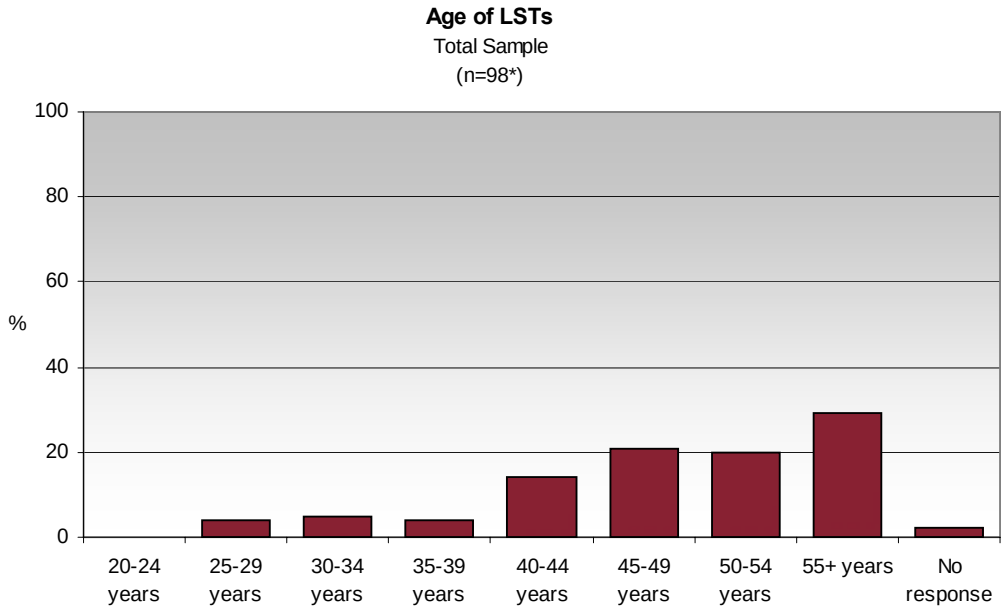
The following figures present demographic details of LSTs appointed in the first rollout (and surveyed between March and April 2005) that is; LST gender, age, ethnicity, qualifications, average years teaching experience, previous positions held prior to assuming an LST role, and positions held *in addition to* an LST role.

Figure 9: Gender of LSTs – LST survey data



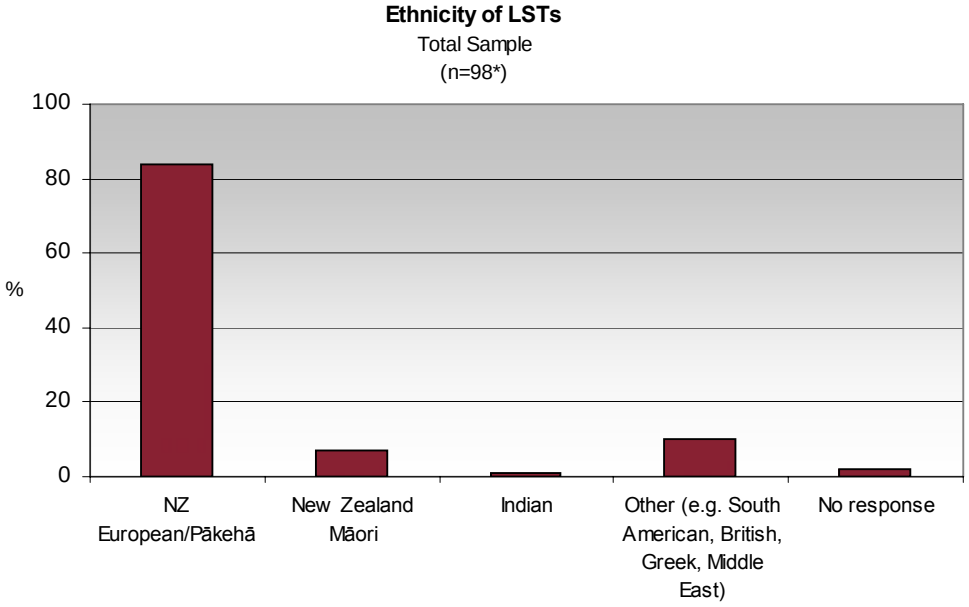
*Total sample also includes those who did not indicate their FTTE position.

Figure 10: Age of LST – LST survey data



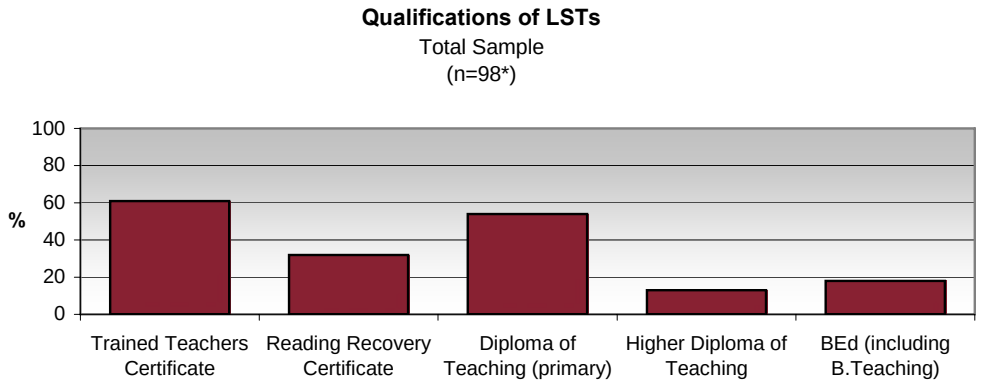
*Total sample also includes those who did not indicate their FTTE position.

Figure 11: Ethnicity of LSTs – LST survey data



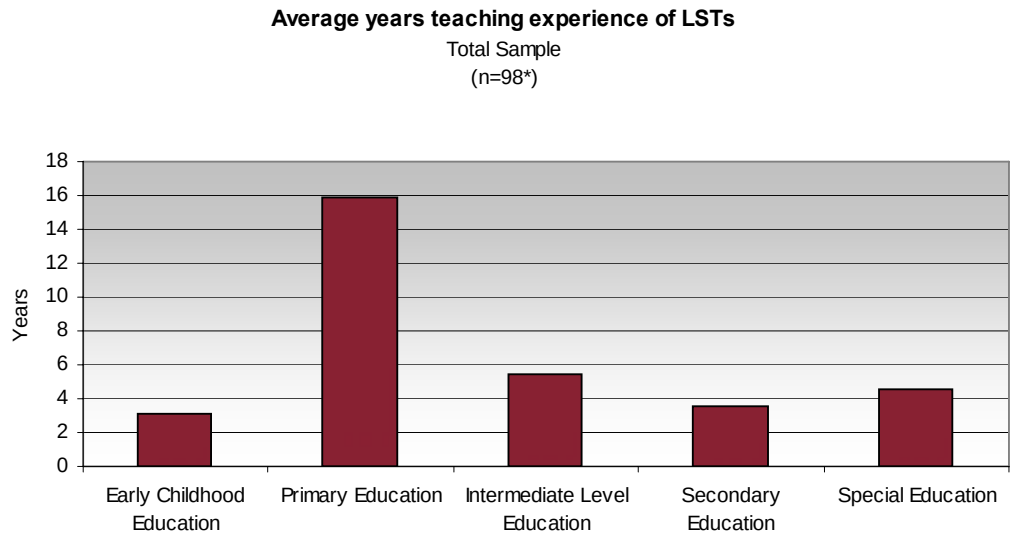
*Total sample also includes those who did not indicate their FTTE position.

Figure 12: Qualifications of LSTs – LST survey data



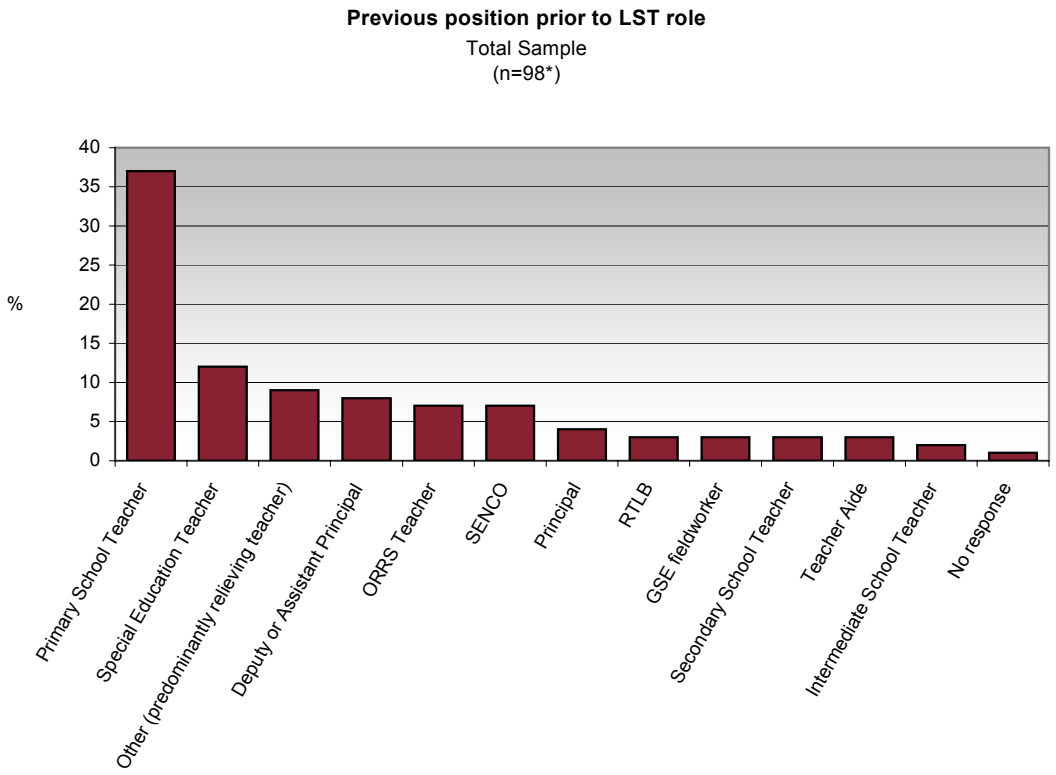
Note: Total may exceed 100% because of multiple responses.
*Total sample also includes those who did not indicate their FTTE position.

Figure 13: Average years teaching experience of LSTs – LST survey data



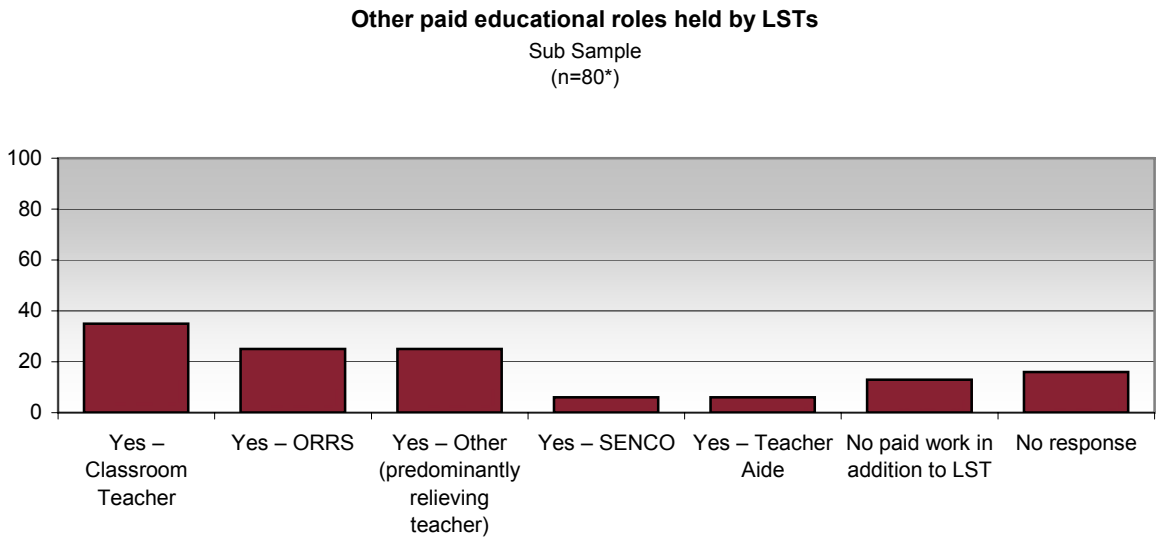
*Total sample also includes those who did not indicate their FTTE position.

Figure 14: Previous position prior to LST role – LST survey data



*Total sample also includes those who did not indicate their FTTE position.

Figure 15: Other paid education roles held by LSTs – LST survey data



Appendix B: Evaluation Methodology

Utilisation Approach

The evaluation methodology was designed with careful consideration of how the evaluation findings will be used and applied. Consequently, the evaluation team facilitated two planning workshops with stakeholders, including policy representatives from the Ministry's Education Management Policy team, schools and GSE. The evaluation team has worked closely with members of the Ministry's Policy and GSE National Operations, including SLS project manager(s), to share emergent themes and to inform the focus of each stage of the evaluation work. This utilisation focused approach meant that ongoing information sharing processes form an important component of the evaluation's overall methodology.

The three specific evaluation methods used to collect information between January 2005 and April 2006 were:

1. qualitative interviews

2. LST survey. Mail survey of LSTs employed by February 2005, n=98

3. six case studies.

The evaluation team included Research New Zealand evaluators with extensive evaluation experience of public sector programmes and initiatives and experience in the education sector, in partnership with T&T Consulting Ltd. T&T Consulting Ltd is an independent Māori research consultancy. T&T Consulting were sub-contracted by Research New Zealand to provide expert advice, consultation and evaluation services especially, but not exclusively, in relation to the case study in the kura kaupapa and other research with other Māori SLS stakeholders.

Evaluation Objectives

The SLS evaluation had two key functions:

1. to identify opportunities to enhance the provision and effectiveness of the SLS Initiative

2. to inform the development of Ministry of Education policy relating to the provision of learning support in general.

The evaluation was not intended to provide a defining standard by which SLS would be extended or rescinded, or as a review of the professional standards or practices of individuals (or professional bodies). To fulfil these functions, the evaluation design was based around four key objectives:

Objective 1: Determine if the SLS resource allocation model facilitates equitable resource allocation

Rationale: The SLS allocation process is designed to ensure that specialists who are most knowledgeable about (and working with) nominated students are able to contribute to resource allocation decisions. This input is sought to ensure that students are allocated support based on their level of need. Examining the resource allocation process (including decisions made) will assist the evaluation to determine whether the allocation process is working as expected and if there are opportunities to enhance this process

Objective 2: Describe the function and contribution of LSTs

Rationale: LSTs (appointed as 0.6 FTTE or more) are expected to help regular teachers provide effective learning opportunities for eligible students. Aggregating the LST positions aims to develop a stable, experienced and capable specialist teacher workforce which provide consistent, co-ordinated and ongoing learning support for eligible students. However working as an itinerant teacher across a number of schools means the actual role may vary considerably. Examining LSTs (both 0.1 and 0.6-1.0 FTTE) 'in action' will enable the evaluation to understand how this role contributes to SLS objectives and to identify the factors which promote or inhibit LST effectiveness. This information will assist the evaluation to identify opportunities to support LST functions generally.

Objective 3: Describe the level of collaboration occurring between providers and describe the effect this has had on the provision of learning support

Rationale: SLS is intended to result in more consistent, co-ordinated learning support for eligible students by facilitating greater collaboration between GSE, RTLB, principals, teachers, students, parents and other providers of learning support. Enhanced collaboration is expected to encourage providers to pool resources and work more efficiently together. Examining the nature of professional relationships between key stakeholders will assist the evaluation in identifying settings where collaborative activity occurs; the key contributing factors and issues involved, and the ways in which collaborative relationships are contributing to intended SLS outcomes.

Objective 4: Assess to what extent SLS students experience additional or improved learning opportunities as a result of SLS and if there is any evidence of improved educational outcomes for these students.

Rationale: The ultimate goal of the SLS initiative is to enhance the educational outcomes for eligible students by ensuring their access to meaningful and effective learning opportunities. Improved educational outcomes will take time to occur and are likely to be beyond the scope of the evaluation. For this reason, the evaluation will seek evidence of short to medium term changes in students' educational outcomes and will focus primarily on the provision of learning opportunities for students as a proxy for actual changes in educational outcomes. This will enable the evaluation to make a preliminary assessment of the extent to which the SLS initiative is moving towards improved educational outcomes for SLS students.

A series of research questions are associated with each of these four elevation objectives (see Table 17). These questions provide the focus for the SLS evaluation; guide the choice of methods and data analysis processes. Research questions should not be confused with method specific questions that individual evaluation participants would be asked (i.e. in surveys or interviews).

Table 17: SLS Evaluation Objectives and Research Questions

Evaluation Objective 1: Determine if the SLS resource allocation model facilitates equitable resource allocation	
Area of Focus	**Research Questions**
Student identification	1. How are potentially eligible SLS students identified by GSE and RTLB?
	2. Is there any evidence of potentially eligible pockets of students with certain needs or characteristics who are not being considered (e.g. because GSE/RTLB are not aware of them or because the decision making is inequitable)?
Decision-making	3. Which groups are represented on the SLS selection committee and what contribution do they make?
	4. How do decision makers apply the SLS allocation criteria, particularly where the number of students meeting the criteria exceeds the funded levels of support and how do they try to ensure the equity of those decisions?
	5. Are decisions being made on a broadly consistent basis across the country, and what pressures are experienced to allocate support outside the criteria or in inequitable ways as perceived by those involved?
Opportunities for improvement	6. What are the characteristics of students who are selected to receive SLS?
	7. What are the challenges associated with SLS resource allocation?
	8. Are there any opportunities to improve the equity of SLS allocation procedures?
Evaluation Objective 2: Describe the role and contribution of LSTs	
Area of Focus	**Research Questions**
LST activities	1. What are the relevant background experiences and qualifications of the LSTs'. Where have these teachers come from? What issues have been experienced in recruiting this new workforce?
	2. What proportion of LST positions are FTTE (0.6-1.0) and 0.1 and how stable are these positions? What issues have been experienced in placing teachers in schools and operating itinerantly including for rural and secondary schools? (E.g. how have student caseloads been allocated to LSTs)
	3. What activities have the LSTs been engaged in (e.g. direct support to students, direct support to teachers, preparation of learning resources, liaison with parents, co-ordination etc) and what are the most common and least common kinds of activities?
	4. Who determines the role of the LST (Principals, class teachers, the student or others?) and does this determination of LST roles change between schools?
	5. What is the funding context surrounding the LSTs, for example how were special education services funded within the school before SLS and has this context influenced the operational role of the LSTs in any ways?
	6. Have the LSTs been used to supplement or replace other sources of learning support? What issues have arisen around the use of the LSTs, particularly for rural and secondary schools?
LST contributions	7. How have teachers made use of the LSTs (to withdraw students for remedial instruction, to work alongside students in the classroom, to provide non contact time for the teacher to prepare the student's learning programme, etc)?
	8. What are the key strengths and weaknesses associated with the LST role as 0.1 versus 0.6 or more FTTE?
	9. Have SLS resources/knowledge been used to support other students (non SLS) in any ways – directly or indirectly?
Support for LST	10. What professional learning opportunities and support have the LSTs accessed through GSE, study awards, their host schools and other means? What are LSTs perceptions of this support, i.e. how has it affected their role?
	11. How different is the LST role in practice when compared to stakeholder perceptions about what the role would involve?
	12. What types of LST activities appear to have directly contributed to consistency and co-ordination in learning support for students? What challenges are involved and how are these overcome?
	13. What formal or informal review procedures have been used to help LSTs assess their effectiveness?
Use of GSE support	14. What additional GSE specialists have been recruited, how have they been deployed, what activities have they engaged in to support the LSTs, regular teachers, students and parents, and what issues have arisen?
	15. What is the nature of GSE provided specialist support for students and has it supported students who would not otherwise have been eligible for GSE services?

Evaluation Objective 3: Describe the level of collaboration occurring between providers and describe the effect this has had on the provision of SLS	
Area of Focus	**Research Questions**
Nature of relationships	1. How well have GSE and RTLB worked together to identify students, allocate learning support and manage LST caseloads?
	2. Does collaboration at the student nomination stage occur and continue to shape the development and provision of individual SLS students learning programmes?
	3. What activities have formed the basis of collaborative relationships between GSE, RTLB, the LSTs, Principals, teachers, parents and other providers?
Effects of collaboration	4. What are the challenges associated with developing and sustaining these relationships?
	5. What effect does collaboration (or lack of it) amongst providers have on the provision of learning support for students (i.e. continuity of support, nature and frequency and quality) as perceived by students, parents, and siblings?
	6. What is the effect of greater collaboration or lack of collaboration amongst providers on parents and wider family/whānau relationships?
	7. What is the effect of greater collaboration or lack of collaboration amongst providers on the classroom teachers and the broader school environment?

Evaluation Objective 4: Assess to what extent SLS students experience additional or improved learning opportunities as a result of SLS and if there is any evidence of improved educational outcomes for these students	
Area of Focus	**Research Questions**
Access to educational opportunities	1. What direct learning opportunities *have been provided* for students as a result of SLS? What has been the focus of those opportunities
	2. What changes in access to learning opportunities have Principals, teachers, the LSTs, specialists and parents *observed*? (E.g. increasing attendance, full enrolment in school, improved participation in the classroom, and school wide activities, improved learning programmes, etc)
Changes in educational outcomes	3. Are any particular groups of SLS students receiving benefiting more from SLS than others (e.g. in terms of access and or quality of learning opportunities provides) and if so, why??
	4. Are there any changes (positive or negative) in students' engagement in learning? (relating to independence, social connectedness, concentration, self esteem)
	5. What initial improvements in educational outcomes have students, parents, siblings, providers and schools observed for the students in question?

Qualitative interviews

Qualitative interviews were used to develop a general understanding of SLS in action and to inform the design of a survey of the LSTs appointed in 2004 to support the 550 students initially allocated SLS. This allocation is commonly referred to as the first SLS 'roll out' or 'first round'.

Sampling

Twenty interviews were conducted between February and March 2005 with a total of 22 individuals. The interviews canvassed the following perspectives: GSE district co-ordinators (2); GSE specialists (1); LSTs (6); class teachers (3); principals (3); RTLB (3); parents (2); TA (1); SENCO (1). One interview record was initially lost due to technical difficulties but the respondent was re-interviewed 6 weeks later. Consent was sought and was received from respondents. Each received a transcript of the interview for modifications and approval.

Analysis

Data was not formally analysed until respondents had had an opportunity to amend transcripts and given the evaluation team approval to proceed with analysis. All interviews were read and coded into themes relating to the evaluation's four key objectives. Statements made were noted and compared, to ascertain common generalisations and exceptions to these, surprises (e.g. unexpected concerns or success) and puzzles (i.e. information that is difficult to understand without further exploration or additional data). Explanations were generated for relationships between generalisations, exceptions, surprises and puzzles. These explanations were compared with LST survey data, anecdotal information and MoE records, to confirm, clarify or deny these explanations to arrive at a substantiated explanation (i.e. triangulation) that can be considered a robust finding.

LST survey

A mail survey for LSTs was designed to develop a broad profile of the type of work carried out by LSTs and to validate the achievements and issues emerging from the exploratory interviews.

Sampling

The number of LSTs appointed for the initial rollout of the SLS initiative was intended to provide 55 full time equivalent teaching positions. Consequently, Research New Zealand sought to identify the full population of first round LSTs so that the LST questionnaire could be used to provide a census of this population. Ministry records of all known LST host schools were used initially to identify teachers appointed into permanent LST positions. Teachers appointed under the managed pool option were identified by matching the names of host schools against Ministry records of SLS students to determine other schools, which should have appointed a teacher under the managed pool option. The accuracy of the list of schools with permanent and managed pool students was checked by asking GSE district co-ordinators to identify schools which were believed to host a managed pool teacher. These school principals were contacted by email and telephone to confirm the appointment of an LST and asked to provide the individual's contact details. Where the school had not appointed an LST, but were receiving LST support for students in the school, principals were asked to provide an alternative school contact for follow-up.

A total of 143 LSTs were identified using this process. However, due to receiving few confirmations of LST appointments from schools in the Tai Tokerau region, the evaluation team have concluded that it is likely that the total population of LSTs appointed in the initial rollout of SLS is likely to be slightly larger than 143 teachers identified.

A total of 143 mail questionnaires were sent during the week beginning 28 March 2005 (2 weeks before the end of Term 1 for primary and secondary schools). However, the final survey sample was reduced to 138. On receipt of the survey three individuals contacted the evaluators to explain they had been mistakenly identified as LSTs. These questionnaires were removed from the total survey sample. Two further questionnaires were completed following further requests to the kura kaupapa schools. The information in these questionnaires was completed through an interview process, rather than using the survey forms.

Table 18: Respondent sample as a proportion of the final known population

Number of Individual LSTs	Final known LST Population*		Survey Respondents	
	n	(n=138) %	n	(n=98) %
Managed Pool Positions				
0.1	-	-	36	-
0.2 – 0.5	-	-	14	-
Sub-total	*90*	*65*	*50*	*51*
Permanent Positions				
0.6	-	-	12	-
0.7	-	-	6	-
0.8	-	-	6	-
0.9	-	-	3	-
1.0	-	-	19	-
Sub-total	*48*	*35*	*46*	*47*
FTTE Unknown	-	-	2	2
Total	138	100	98	100

* Proportions of *managed pool* and *permanent* teachers could only be estimated across the known population prior to the completion of the survey.

The national distribution of LSTs across the country reflects the national population distribution, with more LSTs located in the North than the South Island. The regional spread of LST respondents is in proportion to the spread of the known LST population (see Table 19).

Table 19: Regional distribution of LSTs survey respondents

GSE Region	GSE District	Final Population (N=138) %	Survey Respondents (n=98) %
Northern	Northland/Tai Tokerau	3	3
	Auckland city	4	5
	Auckland North West	5	4
	Manukau	7	7
	Northern Total	***19***	***19***
Central North	Waikato	12	14
	Bay of Plenty East	9	10
	Bay of Plenty West	6	4
	Gisborne	3	3
	Hawke's Bay	3	3
	Central North Total	***33***	***34***
Central South	Taranaki	2	2
	Central	4	4
	Greater Wellington	5	7
	Central South Total	***11***	***13***
Southern	Nelson, Marlborough, West Coast	9	6
	Canterbury	17	14
	Otago	7	8
	Southland	4	4
	Southern Total	***37***	***32***
Total		100	100

Note: Components may not always add to 100% exactly because of rounding.

Sample design and margins of error

Because the final survey sample (n=98) was sufficiently large in relation to the total population from which it was drawn, substantial gains in accuracy have resulted. Specifically, while in theory a *census* was attempted from the *total* population of N=138 potential respondents, because a final sample of n=98 was achieved, we recommend that this be considered a *sample* comprising 71% (=98/138) of the target population, i.e. a 'large' sample relative to the total population.

Furthermore, the total population was comprised of the two key target audiences, as follows.

- N=90 *Managed pool* teachers, from which a sample of n=50 was achieved.
- N=48 *Permanent* teachers, from which a sample of n=46 was achieved.[27]

[27] The reason for the mismatch between the total sample of n=98, and the sum of the *Managed pool* and *Permanent* Teacher sub-samples (50 + 46 = 96), is that two respondents could not be accurately classified into either of the two sub-groups.

On the basis of this sample distribution, findings based on the total sample of n=98 are subject to a ***maximum margin of error of ±6.1%, at the 95% confidence level.***[28]

As discussed above, gains in accuracy have been made not only at the total sample level, but also for the *managed pool* and *permanent* teacher sub-groups. In particular, the gain for the *permanent* teacher sub-sample is significant, because a very high n=46 responded from the total target population of N=48.

Accordingly, maximum margins of error for these sub-groups are as follows:

- *managed pool* teachers: ±9.2%[29]
- *permanent* teachers: ±2.9%.[30]

Margins of error for comparing sub-groups

In contrast to margins of error for point estimates considered in their own right as discussed in the previous section (for *either* the total sample or key sub-groups), margins of error for comparing *differences* between *managed pool* and *permanent* teacher sub-groups must be calculated differently.

Specifically, **the *maximum* margin of error for any observed difference between *managed pool* and *permanent* teachers is ±6.1%** (again, at the 95% confidence level). This means that on balance a difference of *at least 6.1%* between the proportions of *managed pool* and *permanent* teachers that reported in a particular way, must be observed to be confident of a statistically significant difference. As mentioned, this is the *maximum* margin of error for comparing the difference between a particular *managed pool* and *permanent* teacher finding, and occurs when sub-sample estimates are equal or close to 50%. As estimates move towards zero or 100%, the margin of error for an observed difference will decrease, i.e. the observed difference does not need to be as large as 6.1%.

[28] By way of comparison, had the final sample of n=98 been achieved from a considerably larger population (convention suggests at least ten times the sample size, i.e. N=980), i.e. a "simple random sample", the maximum margin of error would be ±9.9% (again at the 95% confidence level).
[29] Compared to a maximum margin of error of ±13.9% for a "simple random sample".
[30] Compared to a maximum margin of error of ±14.4% for a "simple random sample".

Case Study Evaluation Methodology

Case Study Design - Programme Implementation Focus

Programme implementation case studies are particularly useful when the programme in question has a degree of operational flexibility and when there is interest in the type of decisions made, who was involved and whether the programme meets the needs of those it is intended for[31]. Research New Zealand considered this case study approach as appropriate because the SLS initiative was in the early stages of operation, was concerned with equitable allocation and collaborative decision-making and because the LST's role was expected to involve a high level of operational flexibility. The use of programme implementation case studies was intended to:

- provide in-depth information about decision-making processes and their outcomes, the level and effect of collaboration between stakeholders, the actual role and practices of LSTs
- identify common elements which appear to contribute to the intended outcomes of the SLS initiative and elements which appear to inhibit the achievement of intended outcomes
- generate insights drawn from critical or problematic issues which can be used to guide the development of the SLS initiative specifically and the development of resource allocation for learning support more generally.

[31] (1990) *Case Study Evaluations* United States General Accounting Office, Program Evaluation and Methodology Division

Case Study Selection

Six case studies were possible within the evaluation budget. Specific selection of schools for case study was ultimately determined by LST selection of students whose parents were available and willing to participate in a case study.

Light and deep case studies

The case studies were deliberately designed to provide deep insight into SLS within the school context. To achieve this within budget constraints, case studies were divided into two types: light studies – based on a single field visit (in October-November 2005) and deep studies based on two field visits within a 4-5 month timeframe (Oct-Nov 2005 and February-March 2006).

The selection process involved a six-step process as described below.

1. **Willing LSTs:** An initial selection of potential schools for case study were drawn from a sample of 47 LST host schools, whose LST had indicated willingness to participate in a case study (i.e. in response to the LST survey conducted three months prior).

2. **Representative range of host schools:** Six schools were initially selected from this group of host schools using the following criteria to ensure the potential case study schools collectively provided a representative range of New Zealand state funded school characteristics, namely school type, school decile and geographical spread.

3. **SLS-LST features:** Two further criteria were used to ensure schools initially selected included schools with two SLS-relevant characteristics, i.e. hosting RTLB on site and hosting an LST in a managed pool position (i.e. 0.1 FTTE).

4. **Environmental suitability:** The current school climate and recent events occurring in each host school were discussed with local GSE district co-ordinators to assess each school's suitability for case study participation prior to directly inviting each school to participate. These discussions resulted in the exclusion of two host schools, which were both experiencing significant staffing transitions. Replacement schools were identified using the same procedures described above.

5. **Host school agreement:** Once identified, suitable host schools were directly invited to participate in a case study. To increase the likelihood of participation, the initial invitation was undertaken by local GSE district co-ordinators with supporting documentation and then followed up by the evaluation team. Five schools agreed to participate, however in two kura kaupapa schools declined. Additional details about processes associated with selecting kura schools are outlined below.

6. **Student and family/whānau agreement:** LSTs at each of the participating host schools were then asked to identify, from their student roll, SLS students whose parents, whānau or caregivers would also be willing to participate in a case study, and who would also allow their son/daughter to participate in an interview. Allowing LSTs to select from their roll meant that the student selected was not necessarily from the host school, and therefore could result in a selection of schools for case study which were less representative than intended. LSTs' selection may have also favoured overly positive selection, i.e. of students who are progressing more quickly and/or parents who are particularly pro-active in their son/daughters' education. However as the evaluation is based on supporting improvements, positive case study examples are considered especially valuable in helping to address the evaluation's overall objectives and purpose.

7. **Three case studies (deep case studies**): Additional components such as further interviews to triangulate data or a second school visit, where a second LST (from the host school) operates were undertaken. The student's progress was researched to further understand the processes and outcomes as a student progresses in to a new class for the following year or how SLS operates in a different type of school setting e.g. secondary school.

Selecting kura case study schools

The evaluation team initially experienced difficulty in identifying kura kaupapa Māori schools which had been allocated SLS funding *and* had appointed an LST. This was eventually addressed by drawing on the knowledge of Pouwhakataki (MoE Māori Education Liaison Officers) and asking these staff to make enquires on behalf of the research team. The Pouwhakataki subsequently fulfilled a dual role of 'championing' SLS for the kura and assisting the evaluation team. The evaluation team also appointed a Māori research partner - T&T Consulting who could work directly with potentially suitable kura and request their participation in an SLS case study. This engagement work involved consultation with local iwi, schools and GSE. The final selection of kura was ultimately based on staff willingness to participate and a selection of staff from two kura agreed to assist the evaluation to achieve its objectives

Case Study Data Collection

Data was collected through three main procedures: pre field-visit data collection, field-visits, and follow up post field-visits. The information sources and procedures used to collect case study data are described in Table 20.

Table 20: Case Study data collection

Procedure	Information source	Collection procedure
Pre field visit	**LST surveys** (for each site)	Each member of the team read the LST survey and school profile and noted their biases and expectations immediately prior to commencing field visit, or participating in a post-field visit analysis teleconference
	School profile document Includes school's most recent ERO report, key school characteristics, field visit liaison person contact details, and place for recording researcher bias and expectations, and impressions post field visit	
Field visits	**Semi-structured interviews** (face to face) Required respondents: - Class teacher - LST - Student - Parents - School Principal Optional respondents - SENCO - Teacher Aide - RTLB - GSE	Each field visit - including specific interview schedules - was arranged by an agreed school liaison person. The evaluation team provided supporting documentation for this purpose: - Briefing document describing the purpose of the evaluation, FAQs, and a profile of evaluation team members. - Preferred list of interview respondents and documentation sought - Personal letter for respondents - An interview topic guide - Consent forms, including consent form for students Interviews were conducted using an interview guide tailored to different respondents. An interview checklist was used to aid procedural consistency between team members. Interviews were digitally recorded, transcribed and returned to respondents for approval prior to the evaluation team undertaking detailed data analysis.
	School documentation - 2 IEPs for each student (1 for 2004 and 2005) - LST work-plans for individual students - examples of SLS student work	Respondents were asked to provide copies of these items to illustrate their comments either during or on completion of the interview. Generally, original documents were photocopied, (in some cases digitally photographed, see below). If items were unavailable at the time of the field visit, evaluation team members sought respondent permission to request these at a later date.
	Digital Images	All respondents were informed of the evaluation team's intention to construct a digital research story. Evaluation team members sought permission to photograph each respondent at the end of the interview, using digital cameras to enable respondents to view images immediately and approve or delete these. Permission to collect general and unidentifiable images of students and school environs was sought from school principals, and if agreed, these images were not shared with principals. All images were stored for later use in the digital story and deleted if not used for that purpose.

Continued…

Table 20 (continued): Case Study data collection

Procedure	Information source	Collection procedure
Field visits (continued)	**Anecdotal Observation** - Greetings at school, introduction in staff room - Staff interaction within school/staff room - IEP meeting (in one instance only)	No formal observations were arranged as part of the field visits. The only exception was attendance at an IEP meeting. However evaluation team members were able to informally observe and record notes about collaborative behavior of key respondents using the case studies field notes sheet.
Post visit follow up	**Ministry of Education SLS-information** - SLS Guidelines - LST Job Description - LST Induction Handbook (2005) - SLS Intervention Logic (2004) - SLS Indicators of Intended Change (2004)	This information was made available to the evaluation team prior to field visits through various Ministry channels including communications directly with key SLS staff, accessing material from the Ministry's SLS website, and evaluation team attendance at two SLS workshops arranged by the Ministry. Following field visits this information was reviewed and used to clarify analytical questions arising from field visits and subsequent analysis.
	MoE generic information - NEGs - IEP guidelines	Evaluation team members frequently accessed information relating to special education and the SLS initiative from the Ministry's website. Specific data requests were also made to participating schools to clarify and extend understanding of data collected in field visits. This sometimes involved additional telephone interviews, email requests and receipt of requested material form schools including IEPs.
	Additional Queries - Qualitative interviews via telephone - Additional questions on transcripts - email exchanges	
	Documentation - IEPs - Additional items discovered - Student assessment results	

Procedures for ensuring quality and consistency of data collection

Consistency of case study data collection was managed as follows.

- **Documented planning against evaluation objectives:** All data collection procedures, i.e. required information sources, specific interview questions for each group of respondents and analytical steps were designed with explicit and continued reference to the four evaluation objectives and their associated focus areas.

- **Clearly structured analytical process designed prior to commencing fieldwork**: A series of analytical steps were designed to interpret, test and reduce data from each site were planned, documented and discussed by all members of the evaluation team prior to beginning fieldwork. This was done to ensure all team members had a clear and consistent understanding of the steps required both during and after field visits. These steps also explicitly included giving consideration to the need to alter data collection if necessary.

- **Procedural checklist for interviews**: The interview checklist outlined a list of actions and tasks to complete when beginning and ending an interview, including opening and closing commentary, to promote procedural consistency. The checklist also provided space to record details about each interview, so that the checklist could act as a key source of reference information for the evaluation team.

- **Joint field visits:** Each team member completed a joint field visit together at one site before undertaking a field visit independently. Joint field visits were designed to improve the consistency and quality of data collection procedures by allowing evaluation team members to observe one another during interviews, to share data collection tasks and to collectively reflect and adapt procedural aspects of data collection.

Case study Analysis

Two specific techniques were used to facilitate data comparisons across sites where possible.

1. **Tabulating Event Frequencies:** Key events that had occurred for the SLS student in each setting were identified by comparing all data sources and were recorded to identify significant patterns, networks, processes and events associated with each of the outcome areas.

2. **Qualitative Time Series Analysis**: This involved organising all information relating to each site by time of occurrence and systematically considering contextual influences which may impact key outcome areas. This analysis built on the tabulation of key events by identifying the factors (e.g. specific events, people, resources and circumstances) apparently involved across sites. This information was used to identify factors which appeared to promote or inhibit positive change or improvements.

Each case study was written up on a descriptive basis using standard headings based on intended outcome areas. Further analysis was then undertaken by comparing existing results against the SLS intervention logic and indicators of intended change. The logic diagram was then reviewed for each case study and the additional mediating influences identified from the analysis processes were added. Additional assumptions were also added to the diagram as it became clear there were assumptions made in the SLS model that had not been stated in the original diagram.

Final case study descriptions, indicators of change and intervention logics were then summarised into common themes and patterns and divided into 'accomplishments', 'challenges' and 'factors to consider'. Findings from qualitative interviews and LST survey data and were used to compare and triangulate this material and only findings which could be supported by multiple forms of data were included and referred to in the final evaluation report.

Appendix C: Questionnaire for LSTs

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

BRC MARKETING & SOCIAL RESEARCH

Evaluation of the Supplementary Learning Support Initiative

Questionnaire for Learning Support Teachers

March-April 2005

What is this questionnaire is about? Learning Support Teachers (LSTs) have been funded as part of the Supplementary Learning Support initiative to enable students with high-level special education needs who are not eligible for ORRS to receive more equitable and cohesive learning support. This questionnaire is designed to generate a broad picture of the LST role, including previous experience and qualifications, day-to-day activities and operational issues. The information and feedback you provide in this questionnaire will be used by the Ministry to identify opportunities to prepare and support LSTs to work as effectively as possible.

The questionnaire is part of an evaluation of the SLS initiative. The evaluation is focused on identifying opportunities to enhance the provision and effectiveness of the SLS initiative as a whole and on informing the development of Ministry policy relating to special education. The SLS evaluation and this questionnaire are **not intended** as a review of LST professional standards, the practices of individuals (or professional bodies), or as a defining standard by which SLS will be extended or disestablished.

Who should complete this questionnaire? This questionnaire should be completed by Learning Support Teachers only. You will have received this questionnaire because you are listed on the Ministry's LST database. We are interested in **your own** opinions, activities and concerns as an LST.

Taking part in this questionnaire is **voluntary**. However, we would greatly appreciate your participation, as we hope to get the views of as many different LSTs as possible. Greater numbers of respondents will allow the questionnaire to produce a more representative picture of the LST role. This is important because the Ministry of Education will use the findings of this questionnaire to make decisions about ways to enhance support for LSTs.

Confidentiality? Your answers will be **confidential**. Your questionnaire is returned directly to BRC and no one else will see your answers. When we write our report, we will report responses in a grouped way, so that no individual LST, school(s) or other individuals can be identified in any way.

Results? The questionnaire results will form part of a descriptive evaluation report to be completed in mid 2005. Copies of this report will be available to SLS management committees in late 2005.

Any questions? If you have any questions about this questionnaire or the SLS evaluation, please feel free to contact **Nicole Brown** at BRC Marketing & Social Research on **0800-500-168**.

Returning your questionnaire? When you have completed this questionnaire, please return it in the enclosed Freepost envelope to:

Freepost 2088 Wn
BRC Marketing & Social Research
PO Box 10-617
Wellington

By 15 April 2005

Office use only

Stamped ID:

ID Number: SLS-«ID_Num»

Ed:

A. About You

This section includes general questions that will help us analyse the questionnaire results.

1. First of all, please tick the box next to the categories that best describe your ethnicity. *(Please tick as many as apply.)*

NZ European/Pākehā ..... ❒ 1
New Zealand Māori ..... ❒ 2
Samoan ..... ❒ 3
Cook Islands Maori ..... ❒ 4
Tongan ..... ❒ 5
Niuean ..... ❒ 6
Other Pacific groups (Fijian, Tokelauan) ..... ❒ 7
Indian ..... ❒ 8
Chinese ..... ❒ 9
Other Asian (e.g. Vietnamese, Japanese) ..... ❒ 10
Other (e.g. South American, British, Greek, Middle East) ..... ❒ 11

2. Are you?

Male ..... ❒ 1
Female ..... ❒ 2

3. And which of these categories best describes your age?

20-24 years ..... ❒ 1
25-29 ..... ❒ 2
30-34 ..... ❒ 3
35-39 ..... ❒ 4
40-44 ..... ❒ 5
45-49 ..... ❒ 6
50-54 ..... ❒ 7
55+ ..... ❒ 8

4. What **teaching qualifications** have you **completed?** *(Please tick as many as apply.)*

Certificates	Trained Teachers Certificate	❒1
	Reading Recovery Certificate	❒2
	Certificate in Special Needs/Education of Students with Special Teaching Needs	❒3
Diplomas	Diploma of Teaching (primary)	❒4
	Graduate Diploma of Teaching (primary)	❒5
	Graduate Diploma of Teaching (secondary)	❒6
	Diploma of Bilingual Teaching	❒7
	Diploma in Special Needs /Education of Students with Special Teaching Needs	❒8
	Diploma in Teaching Students with Vision Impairments	❒9
	Diploma in Teaching Students with Hearing Impairments	❒10
	Diploma in Speech Therapy/ Bachelor of Speech and Language Therapy	❒11
	Reading Recovery Diploma	❒12
	Post Graduate/Graduate Diploma in Education in Special Needs Resource Teaching (SNRT)	❒13
	Higher Diploma of Teaching	❒14
	Advanced Diploma of Teaching	❒15
	Post Graduate Diploma of Teaching	❒16
	Resource Teaching (SNRT)	❒17
	Post Graduate Dip in Special Needs	❒18
	Overseas Diploma or equivalent	❒19
Degrees	BEd Conjoint Degree	❒20
	BEd (including B.Teaching)	❒21
	BEd (Special Education)	❒22
	MEd (Special Education)	❒23
	Master of Education	❒24
	PhD/EdD	❒25
Other	Other teaching qualification *(please describe below)*	❒26

_____

_____

5. What was your last position before becoming a Learning Support Teacher? *(Please tick one.)*

RTLB ..... ❒ 1
RT Lit ..... ❒ 2
ORRS Teacher ..... ❒ 3
GSE fieldworker ..... ❒ 4
SENCO ..... ❒ 5
Early Childhood or Kindergarten Teacher ..... ❒ 6
Special Education Teacher ..... ❒ 7
Primary School Teacher ..... ❒ 8
Intermediate School Teacher ..... ❒ 9
Secondary School Teacher ..... ❒ 10
Teacher Aide ..... ❒ 11
Deputy or Assistant Principal ..... ❒ 12
Principal ..... ❒ 13
Other (e.g. ERO field officer, ESOL, PT. *Please write below*) ..... ❒ 14

_____

6. Have you ever taught in any of the following areas of education? *(Please count any part time years and circle the appropriate choice in each line.)*

6	**I have taught in …**	**Never**	**Less than 12 months at this level**	**Total Years at this level (please enter)**
a	Early Childhood Education	1	2	or years
b	Primary Education	1	2	or years
c	Intermediate Level Education	1	2	or years
d	Secondary Education	1	2	or years
e	Tertiary Education	1	2	or years

B. Your LST Position

7. How many years **in total** have you taught in the field of **special education**? *(Count any part-time years.)*

Less than 12 months ..... ❒1

Total Years in Special Education (*please write here*) _____

8. Which of the following main reasons best describe your decision to apply for the LST role *(Please tick as many as apply.)*

I was looking for different working conditions..... ❒1

I find teaching students with special education needs especially rewarding..... ❒2

I have a family member with special education needs..... ❒3

I believe students with special education needs deserve greater attention ..... ❒4

Other main reason *(please describe below)* ..... ❒5

_____

_____

_____

9. When did you begin working as an LST?

2003 June to December ..... ❒1

2004 January to June ..... ❒2

2004 July ..... ❒3

2004 August ..... ❒4

2004 September ..... ❒5

2004 October ..... ❒6

2004 November ..... ❒7

2004 December ..... ❒8

2005 January ..... ❒9

2005 February ..... ❒10

2005 March..... ❒11

I have yet to start working in a school..... ❒12

10. What is the FTTE of your LST position?

0.1 (i.e. managed pool)..... ❒1

0.2 – 0.5 (i.e. managed pool)..... ❒2

0.6 ..... ❒3

0.7 ..... ❒4

0.8 ..... ❒5

0.9 ..... ❒6

1.0 (if you have ticked this box, skip to Q12) ..... ❒7

11. Do you have any other paid work as an educator *in addition to your LST FTTE*?

Yes – SENCO ..... ❒1
Yes – ORRS ..... ❒2
Yes – Teacher Aide ..... ❒3
Yes – Classroom Teacher ..... ❒4
Yes – Other *(please describe below)* ..... ❒5

_____

12. Are you physically located with an RTLB(s)?

No ..... ❒1
Yes – in the same school, but not in the same office ..... ❒2
Yes – we share an office space together ..... ❒3

C. Your Student Caseload

13. How many SLS students do you have on your roll at the time of filling out this questionnaire?

Number of students on my roll (*please write here*) _____

14. How many schools are you visiting at the time of filling out this questionnaire?

Total number of schools I visit (*please write here*) _____

(If this does not apply to you because you a managed pool teacher please write not applicable)

15. How many SLS students are in each of the schools you visit? *(Please list the number of students at each school in the boxes below.)*

School A ..... _____ students
School B ..... _____ students
School C ..... _____ students
School D ..... _____ students
School E ..... _____ students
School F ..... _____ students
School G ..... _____ students
School H ..... _____ students
School I ..... _____ students
School J ..... _____ students

16. **When you first began working** your SLS students, what was the nature of the IEPs in place for them? *(Please write in how many students had IEPs of this nature.)*

16	Nature of the IEP	Number of students
a	Did not have an IEP	students
b	Had an IEP but it was not current (i.e. not reviewed in the last 6 months	students
c	Had a current IEP (i.e. reviewed at least once in the last 6 months)	students
		If you have answered 0 in Q16c, **please skip to Q18**

17. Please indicate to what extent you would you agree or disagree with the following descriptions if asked to **apply them to the IEP that were current** (i.e. had been reviewed within the last six months) **when you began working** with your SLS students?

17	**In my opinion, those IEPs which were current (had been reviewed within the last 6 months)…**	**Strongly Disagree**		**Unable to say or recall**		**Strongly Agree**
a	Included achievement objectives and learning outcomes that were linked to essential skill areas	1	2	3	4	5
b	Were treated as live or 'working documents' that guided class teachers' programmes for SLS students	1	2	3	4	5
c	Were actively used as the basis for discussion with parents at IEP meetings	1	2	3	4	5

18. What is the nature of teacher aide support **being received** by the SLS students on your roll **at the time of completing this questionnaire**?

18	Teacher aide support …	Number of students
a	**Increased or continuing** teacher aide support which was in place prior to moving onto my roll	students
b	**Gained** teacher aide support since coming onto my roll	students
c	Had teacher aide support **reduced** since coming onto my roll	students
d	**Lost** teacher aide support since coming onto my roll	students
e	**Does not have and has never had** teacher aide support since coming onto my roll	students

19. How many of your SLS students have left your roll for the following reasons?

19	**Students have left my roll as a result of…**	**Number of students**
a	Transferring to a school outside my district	students
b	Leaving compulsory education	students
c	As a result of the annual review process	students
d	Other reason *(please describe)* _____ _____	students
e	Other reason *(please describe)* _____ _____	students

20. Which of the following processes have been used to fill SLS **student vacancies** occurring on your roll? *(Please tick as many as apply.)*

Calling for new nominations in my district ..... ❒1

Accepting the child with the next highest prioritised needs as indicated from the initial 2004 SLS nomination and allocation process ..... ❒2

Accepting an SLS student who transferred to a school in my district..... ❒3

Other process *(please describe below)* ..... ❒4

_____

_____

_____

21. How many of your SLS students transitioned from primary to intermediate, or to secondary school **last year (2004)?**

None of my students transitioned ..... ❒1

Number of students who transitioned to a school(s) *within my district* _____

Number of my students who transitioned to a school(s) *outside of my district* _____

22. How many of your SLS students do you expect to transition from primary to intermediate, or to secondary school **at the end of this year (2005)?** *(Please tick as many as apply.)*

No, I don't expect any of my students to transition ..... ❒1

Number of students I expect to transition to a school(s) *within my district* _____

Number of students I expect to transition to a school(s) *outside of my district* _____

D. Your Key Activities

23. How often do you do the following things in your role as an LST? *(Please circle one answer on each line.)*

23	As an LST I …	Daily	Weekly	Fortnightly	Termly	Never
a	Explain and educate others about my role as an LST	1	2	3	4	5
b	Conduct formal tests to assess SLS students' learning and progress	1	2	3	4	5
c	Work 1-1 with SLS students' in the classroom with their peers	1	2	3	4	5
d	Work with the SLS student *and other* students in a group	1	2	3	4	5
e	Work 1-1 with SLS students in a separate setting (i.e. withdrawn from classroom)	1	2	3	4	5
f	Modelling lessons and teaching techniques for SLS students to… Class Teachers	1	2	3	4	5
g	Teacher Aides	1	2	3	4	5
h	Observe SLS students	1	2	3	4	5
i	Take classes to give SLS student and Class Teacher time to work together alone	1	2	3	4	5
j	Search for appropriate educational resources	1	2	3	4	5
k	Adapt and/or create educational resources using my own expertise and knowledge	1	2	3	4	5
l	Adapt and/or create educational resources in consultation with others (e.g. RTLB, GSE, Class Teacher, Teacher aide)	1	2	3	4	5
m	Adapt and/or create educational *assessment* tools	1	2	3	4	5
n	Discuss ideas and approaches for supporting my students with… Parents, Whanau, Caregivers	1	2	3	4	5
o	Students' Class Teachers	1	2	3	4	5
p	Teacher Aides	1	2	3	4	5
q	SENCOs	1	2	3	4	5
r	GSE Specialists	1	2	3	4	5
s	RTLBs	1	2	3	4	5
t	Other LSTs	1	2	3	4	5
u	Principals (including Host Principals)	1	2	3	4	5
v	Writing reports relating to… The programme of work I have developed for a student(s)	1	2	3	4	5
w	Student progress and achievement	1	2	3	4	5
x	Accountability requirements e.g. for SLS Management Committee	1	2	3	4	5
y	Other *(Please describe below)* _____	1	2	3	4	5

24. In your opinion, what kind of a difference do the following activities make in **supporting SLS students to learn**? *(Please circle one answer on each line.)*

24	**In my opinion these activities make a…**	**Limited or indirect difference to student learning**				**Direct, noticeable difference to student learning**
a	Explaining and educating others about my role as an LST	1	2	3	4	5
b	Conducting formal tests to assess SLS students' learning and progress	1	2	3	4	5
c	Working 1-1 with the SLS student in the classroom with their peers	1	2	3	4	5
d	Working with the SLS student *and other* students in a group	1	2	3	4	5
e	Working 1-1 with SLS students' in a separate setting	1	2	3	4	5
f	Modelling lessons and teaching techniques for SLS students to… Class Teachers	1	2	3	4	5
g	Teacher Aides	1	2	3	4	5
h	Observing SLS students	1	2	3	4	5
i	Taking classes to give SLS student and Class Teacher time to work together alone	1	2	3	4	5
j	Searching for appropriate educational resources	1	2	3	4	5
k	Adapting/creating educational resources using my own expertise	1	2	3	4	5
l	Adapting/creating educational resources in consultation with others (for e.g. RTLB, Class Teacher, Teacher Aide, GSE)	1	2	3	4	5
m	Adapting/creating educational *assessment* tools	1	2	3	4	5
n	Discussing ideas and approaches for supporting my students with… Parents, Whanau, Caregivers	1	2	3	4	5
o	Students' Class Teachers	1	2	3	4	5
p	Teacher Aides	1	2	3	4	5
q	SENCOs	1	2	3	4	5
r	GSE Specialists	1	2	3	4	5
s	RTLBs	1	2	3	4	5
t	Other LSTs	1	2	3	4	5
u	Principals (including Host Principals)	1	2	3	4	5
v	Attending IEP meetings	1	2	3	4	5
w	Attending SLS management committee meetings	1	2	3	4	5
x	Writing reports relating to… The programme of work I have developed for a student(s)	1	2	3	4	5
y	Student progress and achievement	1	2	3	4	5
z	Accountability requirements e.g. for SLS Management Committee	1	2	3	4	5
za	Other *(please describe below)* _____	1	2	3	4	5

E. Your Challenges and Issues

25. In your experience, to what extent do each of the following issues affect your **ability to support the students on your roll**? *(Please circle one answer on each line.)*

25	This issue is/has…	Very little effect on my ability to support students		↔		Very serious effect on my ability to support students
a	Misunderstandings about my role as an LST (e.g. seen as a Teacher Aide)	1	2	3	4	5
b	Scheduling times to regularly see all of the students on my roll	1	2	3	4	5
c	Difficulty getting enough time to talk with… Parents, Whanau, Caregivers	1	2	3	4	5
d	Students' Class Teachers	1	2	3	4	5
e	Teacher Aides	1	2	3	4	5
f	SENCOs	1	2	3	4	5
g	GSE Specialists	1	2	3	4	5
h	RTLBs	1	2	3	4	5
i	Other LSTs	1	2	3	4	5
j	My Host Principals	1	2	3	4	5
k	Other Principals	1	2	3	4	5
l	Convincing new class teachers or teacher aides to continue a program or approach I have been successfully using with the student	1	2	3	4	5
m	Limited money to spend on (buying and/or creating) resources for my students	1	2	3	4	5
n	Retaining or gaining access to educational support (e.g. Teacher Aide funding/time) for specific learning programmes	1	2	3	4	5
o	Professional isolation – no team to fall back on	1	2	3	4	5
p	Lack of collegial support from some RTLB in my district	1	2	3	4	5
q	Relationship breakdowns between key individuals in the schools I work in	1	2	3	4	5
r	Insufficient time to complete paperwork and/or develop resources	1	2	3	4	5
s	The amount of time I have to spend travelling between schools to see my students	1	2	3	4	5
t	Difficulty with resources being available when I need them	1	2	3	4	5
u	Challenges adapting my practice to meet the needs of students in different age groups	1	2	3	4	5
v	Bearing the brunt of negative reactions to SLS (i.e. a default fronts-person for SLS)	1	2	3	4	5
w	Other issue *(please describe below)* _____	1	2	3	4	5

26. How much **contact of any type** do you have with the following groups and individuals *across all* the schools you work in? *(Please circle one answer on each line.)*

26	I am in touch with…	Daily	Weekly	Fortnightly	Termly	Every 6 months+	I have no contact with
a	Students' Parents, Whanau, Caregivers,	1	2	3	4	5	6
b	Student's Class Teachers	1	2	3	4	5	6
c	Teacher Aides	1	2	3	4	5	6
d	SENCOs	1	2	3	4	5	6
e	GSE Specialists	1	2	3	4	5	6
f	RTLBs	1	2	3	4	5	6
g	RT Lits	1	2	3	4	5	6
h	Other LSTs	1	2	3	4	5	6
i	Other Specialist Providers (e.g. OT, PTs)	1	2	3	4	5	6
j	Host Principal(s)	1	2	3	4	5	6
k	Other Principals	1	2	3	4	5	6
l	School Admin. Staff	1	2	3	4	5	6
m	School BoT(s)	1	2	3	4	5	6
n	The GSE Representative on my SLS Management Committee	1	2	3	4	5	6
o	My GSE District Coordinator	1	2	3	4	5	6
p	The National SLS Project Manager	1	2	3	4	5	6
q	Other *(please describe)* _____	1	2	3	4	5	6

27. How many hours of paid work time on average do you spend travelling each week?

Less than 4 hours ..... ❒1
4 to 6 hours ..... ❒2
7 to 10 hours ..... ❒3
11 to 15 hours ..... ❒4
15 hours or more ..... ❒5
Not applicable ..... ❒6

28. What is the longest time you spend travelling (return) **between any two** schools?

Total time return *(please convert to minutes and write here)*_____

Not applicable ..... ❒1

29. How many times **in 4 full weeks** would you make your longest trip (as indicated above)?

Number of trips made in 4 full weeks (*please write here*) _____

Not applicable ..... ❒1

F. Support you receive – (1) Collegial School-based Networks and Relationships

30. Which of the descriptions below best describes the type of collegial support you receive **in your host school**? *(Please tick one.)*

Excellent, collegial and comprehensive ..... ❒1
Sufficient, satisfactory..... ❒2
Irregular, inconsistent, grudging ..... ❒3
Rudimentary or non-existent..... ❒4

31. **Overall,** how would you describe your relationship with staff **at all of the schools** you presently visit? (*Please tick one.)*

Positive and supportive in all cases ..... ❒1
Fairly good with 1-2 notable exceptions..... ❒2
Average - some positive and supportive and some problematic..... ❒3
Difficult, fraught or problematic in quite a number of cases ..... ❒4
(If this does not apply to you because you a managed pool teacher please write not applicable)

32. Overall how would you describe your relationship with RTLBs in your district? (*Please tick one.)*

Positive and supportive in all cases ..... ❒1
Fairly good with 1-2 notable exceptions..... ❒2
Average - some positive and supportive and some problematic..... ❒3
Difficult, fraught or problematic in quite a number of cases ..... ❒4

33. In your experience, to what extent do the following groups and individuals influence the shape of your role as an LST? (*Please circle one answer on each line.)*

33	These people have …	Very little influence on the shape of my role		◄——►		Very strong influence on the shape of my role
a	SLS Students and their learning needs	1	2	3	4	5
b	Students' Parents, Whanau or Caregivers	1	2	3	4	5
c	My Students' Class Teachers	1	2	3	4	5
d	Teacher Aide	1	2	3	4	5
e	GSE Specialists	1	2	3	4	5
f	RTLBs	1	2	3	4	5
g	Other LSTs	1	2	3	4	5
h	Host Principals	1	2	3	4	5
i	Other Principals	1	2	3	4	5
j	The GSE Representative on my SLS Management Committee	1	2	3	4	5
k	My GSE District Co-ordinator	1	2	3	4	5
l	Other *(please describe)* _____	1	2	3	4	5

34. When you have a concern or an issue **relating to your role as an LST** who do you turn to as your first 'port of call'? *(Please tick one.)*

A Class Teacher(s) ..... ❒1
A GSE Specialist ..... ❒2
An RTLB(s) ..... ❒3
Other LSTs ..... ❒4
My Host Principal ..... ❒5
Other Principals ..... ❒6
The GSE Representative on my SLS Management Committee ..... ❒7
My GSE District Coordinator ..... ❒8
Other *(please describe below)* ..... ❒9

_____

F. Support you receive (2) – From Group Special Education Services

35. Have you **requested** any of the following GSE specialist support for any of your students **since you were appointed as an LST**?

36. **As a result of your request**, have you **received support** for any of your students from any of the following GSE specialist staff? *(Please tick as many as apply.)*

36	Yes I have…	Q35 …Requested this support	Q36 …Received this support as a result of request
a	Special Education Advisory Support	❒1	❒1
b	Psychological Support	❒2	❒2
c	Speech and Language Therapy	❒3	❒3
d	Early Intervention Teacher Support	❒4	❒4
e	Advisory Support for Deaf Children	❒5	❒5
f	Occupational Therapy	❒6	❒6
g	Physiotherapy	❒7	❒7
h	Kaitakawaenga Support	❒8	❒8
i	General GSE Support (but I am unsure of the specific expertise involved)	❒9	❒9

37. Which of the following topics are you most likely to query or discuss with GSE staff? *(Please tick as many as apply.)*

Queries and discussion about operational SLS guidelines or decisions ..... ❒1
Appropriate interventions for individual students ..... ❒2
Progress of individual SLS students ..... ❒3
Other topic *(please describe below)* ..... ❒4

_____

38. Overall, how would you describe your relationship with GSE staff in your district? *(Please tick one.)*

Positive and supportive in all cases ..... ❒ 1
Fairly good with 1-2 notable exceptions..... ❒ 2
Average - some positive and supportive and some problematic..... ❒ 3
Difficult, fraught or problematic in quite a number of cases ..... ❒ 4

39. Where do you get **the majority** of your SLS related information from? *(Please tick all those you consider major sources.)*

GSE Specialists..... ❒ 1
RTLB(s) ..... ❒ 2
Other LSTs ..... ❒ 3
My Host Principal..... ❒ 4
Other Principals ..... ❒ 5
The GSE representative on my SLS Management Committee..... ❒ 6
My GSE District Co-ordinator ..... ❒ 7
The National SLS Project Manager ..... ❒ 8
The SLS Induction Programme (July 2004)..... ❒ 9
The SLS Guidelines..... ❒ 10
The SLS Website..... ❒ 11
The Education Gazette ..... ❒ 12
Other Major Source(s) *(please describe below)* ..... ❒ 13

_____

40. How would you **rate the usefulness** of the following sources of SLS related information? *(Please circle one answer on each line.)*

40	I have found the following information sources…	Not at all useful	Of limited usefulness	Mixed usefulness	Very useful	Extremely useful	Not applicable
a	GSE Specialists	1	2	3	4	5	6
b	RTLB(s)	1	2	3	4	5	6
c	Other LSTs	1	2	3	4	5	6
d	My Host Principal	1	2	3	4	5	6
e	Other Principals	1	2	3	4	5	6
f	The GSE representative on my SLS Management Committee	1	2	3	4	5	6
g	My GSE District Co-ordinator	1	2	3	4	5	6
h	The National SLS Project Manager	1	2	3	4	5	6
i	The SLS Induction Programme (July 2004)	1	2	3	4	5	6
j	The National SLS Guidelines	1	2	3	4	5	6
k	The SLS Website	1	2	3	4	5	6
l	The Education Gazette	1	2	3	4	5	6
m	Other information source (please describe) _____	1	2	3	4	5	6

F. Support you receive (3) - Professional Development

41. Which of the following professional development activities have you participated in since being appointed as an LST? *(Please tick as many as apply.)*

LST Induction Training (July 2004) ..... ❒ 1

Study towards Diploma of Education for Students with Special Teaching Needs ..... ❒ 2

Establishment of a local or district network with LSTs *within* my region ..... ❒ 3

Establishment of a local or district network with LSTs *across other* regions ..... ❒ 4

Informal get-together with LSTs in my district ..... ❒ 5

Professional development opportunities as arranged/funded by Host Schools ..... ❒ 6

None of these ..... ❒ 7

Other *(please describe below)* ..... ❒ 8

_____

42. To what extent would you be interested in professional development in the following areas? *(Please circle one answer on each line.)*

42	**Professional development topics I would be…**	**Not at all interested in**	**A little bit interested in**	**Somewhat interested in**	**Quite interested in**	**Definitely interested in**
a	Relationship-management related	1	2	3	4	5
b	Behavioural issues	1	2	3	4	5
c	Adapting my teaching practices to different age levels	1	2	3	4	5
d	Other 1*(please describe)* _____	1	2	3	4	5
e	Other 2 *(please describe)* _____	1	2	3	4	5

43. Do you have a performance appraisal process in place? (*Please tick one.)*

No *(please skip to Q46 if you have ticked this box)* ..... ❒1

Yes ..... ❒2

44. How many performance reviews have you had since beginning your role as an LST? (*Please tick one.)*

NONE

1 ..... ❒1

2 ..... ❒2

3 or more reviews ..... ❒3

45. To what extent do feel your performance reviews assist you to develop your professional practice as an LST? *(Please tick one.)*

Not to any extent ..... ❒1

To a limited extent ..... ❒2

A moderate extent ..... ❒3

To quite an extent ..... ❒4

To a very great extent ..... ❒5

G. Successes

To answer question 46, 47 and 48 please order the children who are on your roll (today) alphabetically by their surname. Take the first 3 children from your alphabetical list as the source for your answers to the following 3 questions. BRC and the Ministry acknowledge that changes in student outcomes are influenced by a complex range of variables and take time to occur. In asking the questions below we are seeking your opinion based on your professional skills and experience working with your students.

(If you only have one SLS student please fill out Q46 and leave Q47 and 48 blank)

46. **First student:** *Overall,* what types of change have you noticed in this student in the time that he/she has been on your roll? *(Please circle one answer on each line.)*

46	***Overall, this student's…***	**Declined a lot**	**Declined to some extent**	**No Change**	**Improved to some extent**	**Improved a lot**	**Unable to say**
a	Communication skills	1	2	3	4	5	6
b	Numeracy skills	1	2	3	4	5	6
c	Literacy skills	1	2	3	4	5	6
d	Information skills	1	2	3	4	5	6
e	Problem-solving skills	1	2	3	4	5	6
f	Self-management and competitive skills	1	2	3	4	5	6
g	Work and study skills	1	2	3	4	5	6
h	Physical skills	1	2	3	4	5	6
i	Social and co-operative skills	1	2	3	4	5	6

47. **Second student:** *Overall,* what types of change have you noticed in this student in the time that he/she has been on your roll? *(Please circle one answer on each line.)*

47	***Overall, this student's…***	**Declined a lot**	**Declined to some extent**	**No Change**	**Improved to some extent**	**Improved a lot**	**Unable to say**
a	Communication skills	1	2	3	4	5	6
b	Numeracy skills	1	2	3	4	5	6
c	Literacy skills	1	2	3	4	5	6
d	Information skills	1	2	3	4	5	6
e	Problem-solving skills	1	2	3	4	5	6
f	Self-management and competitive skills	1	2	3	4	5	6
g	Work and study skills	1	2	3	4	5	6
h	Physical skills	1	2	3	4	5	6
i	Social and co-operative skills	1	2	3	4	5	6

48. **Third student:** *Overall,* what types of change have you noticed in this student in the time that he/she has been on your roll? *(Please circle one answer on each line.)*

48	***Overall, this student's…***	**Declined a lot**	**Declined to some extent**	**No Change**	**Improved to some extent**	**Improved a lot**	**Unable to say**
a	Communication skills	1	2	3	4	5	6
b	Numeracy skills	1	2	3	4	5	6
c	Literacy skills	1	2	3	4	5	6
d	Information skills	1	2	3	4	5	6
e	Problem-solving skills	1	2	3	4	5	6
f	Self-management and competitive skills	1	2	3	4	5	6
g	Work and study skills	1	2	3	4	5	6
h	Physical skills	1	2	3	4	5	6
i	Social and co-operative skills	1	2	3	4	5	6

49. In your work as an LST, have you developed in any new resources, tools, techniques or effective practices that you would like to share with others?

No ..... ❒1

Yes, but I am not comfortable sharing these at this stage ..... ❒2

Yes, (Please describe your tools or ideas etc. below)..... ❒3

_____

_____

_____

_____

_____

H. Enhancing the SLS initiative

50. What suggestions, if any, do you have for changes or improvements to the operation of SLS initiative?

I have no suggestion/changes ..... ❒1

Don't know ..... ❒2

Suggestions for change/improvement *(please describe below)*..... ❒3

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

51. Would you be willing to share any of your resources, ideas, tools, techniques and practices in more detail with someone from the BRC evaluation team?

No – I would prefer not to be contacted.....❒1

Yes – My preferred contact details are below.....❒2

My Phone _____

My Email _____

52. Would you be interested in participating in an SLS case study to explore and describe SLS practices and outcomes in more detail?

No .....❒1

Unsure without more information.....❒2

Yes, please consider me .....❒3

Thank you for taking the time to complete this questionnaire. Please return it to BRC Marketing & Social Research in the Freepost envelope provided.

Appendix D: Definition of collaboration

Understanding collaboration requires an agreed definition of what collaboration means within the context of the SLS initiative. An article in *Innovating*[32] distinguishes between communication, co-ordination and co-operation and collaboration, arguing that collaboration is a generative, creative process, which produces something distinctly new while the other concepts simply foster structural alignment and uniformity.

> *Collaboration is the process of shared creation: two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own… something is there that wasn't there before.*

This definition is applicable to the SLS context in so far as it reflects the indicators of collaboration specifically designed for the evaluation of SLS, i.e. the shared creation and use of IEPs, teaching and assessment resources in addition to aspects of the initiative's key objectives, namely:

- collaboration to support integrated provision of learning support – i.e. the creation of a more cohesive integrated learning experience for students whose prior experiences of support have been disjointed and fragmented
- enhanced teacher capacity to support SLS students - i.e. the creation of new understanding among class teachers and other support staff as how to best support students with moderate-high, ongoing learning needs.

Under this definition, genuine collaboration 'thrives on differences and requires sparks of dissent' to generate new insights and processes which will bring about change and occurs when five conditions are met:

1. the need for collaborative effort is clearly defined
2. a small team of diverse, skilled staff are willing and available to collaborate
3. physical and psychological space is available for team members to debate ideas and generate insights
4. sufficient (and increasing amounts) of time are devoted to collaborative activity
5. mechanisms exist for disseminating the results of collaborative activity to others

[32] Denise, L. (1999) Collaboration vs. C-Three (Co-operation, Co-ordination and Communication). The Rensselaerville Institute. *Innovating*, 7:3.