

Outcome 1: education

We get an excellent education and achieve our potential throughout our lives

What our future looks like

Our learning pathway supports us to develop friendships and social skills, as well as resilience, determination and confidence. It gives us a sense of belonging, builds our identity and language skills and prepares us for life beyond compulsory education.

All local schools and education services (including early childhood, primary secondary, tertiary, kohanga reo and kura kaupapa Māori) are welcoming and provide a great inclusive education for us. We have trained teachers and educators who support and believe in our progress and achievement, and value our contribution to the learning environment.

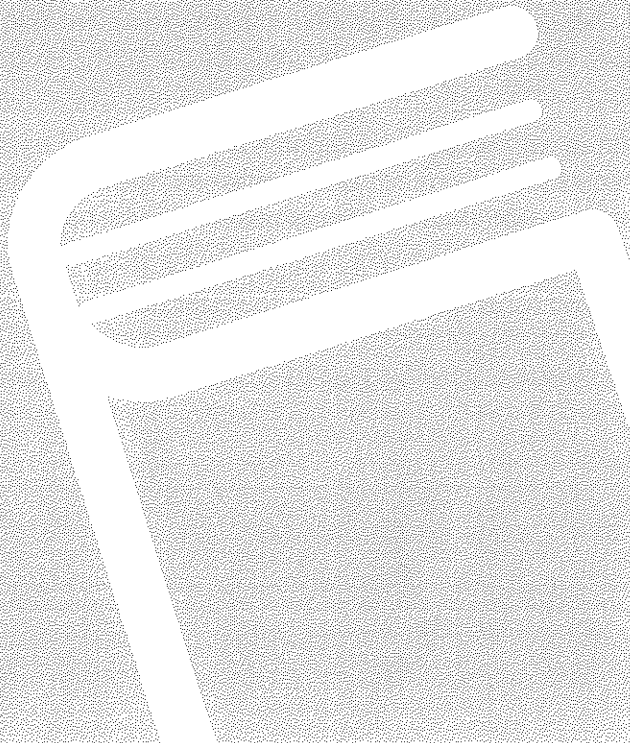
Education is provided in a way that supports our personal, academic and social development, both in and out of the formal schooling system. This includes making sure that those of us who use different languages (in particular New Zealand Sign Language), and other modes or means of communication, have ready access to them to achieve and progress. Information will be made available at the right time to those who support us, both when we are young or for those of us who need on-going support. This will help us succeed – whatever our individual education pathway may look like.

We are treated with respect and dignity by those around us in the education system, including our peers and those who teach and support us. The love and expertise of our families and whānau and their wish to see us succeed in education will be honoured without question.

As we move on to tertiary and life-long learning, the transition periods are smooth, with the right information and supports available at the right time – particularly when our needs or situations change.

What this means:

- Disabled people are consulted on and actively involved in the development and implementation of legislation and policies concerning education, including early childhood, primary, secondary and tertiary education.
- Access to mainstream education is inclusive (including policy, practice and pedagogy).
- Services that are specific to disabled people are high quality, available and accessible.
- Inclusive education is a core competency for all teachers and educators.
- Decision-making on issues regarding education of disabled people is informed by robust data and evidence.



Executive Summary

The New Zealand Disability Strategy (the Strategy) will guide the work of government agencies on disability issues from 2016 to 2026.

The vision of this Strategy is:

- New Zealand is a non-disabling society – a place where disabled people have an equal opportunity to achieve their goals and aspirations, and all of New Zealand works together to make this happen.

Three sets of principles and two approaches will help implement the Strategy

The principles and approaches will help make sure the disabled community is visible, acknowledged and respected on an equal basis with others, and that disabled people can live a life with dignity and feel valued.

The three principles are: Te Tiriti o Waitangi, the Convention on the Rights of Persons with Disabilities, and ensuring disabled people are involved in decision-making that impacts them. The two approaches are: Investing in our whole lives – a long-term approach, and Specific and mainstream services – a twin-track approach.

The Strategy identifies eight outcome areas

The outcome areas that will contribute to achieving the vision of the Strategy are:



Outcome 1 – education

We get an excellent education and achieve our potential throughout our lives



Outcome 2 – employment and economic security

We have security in our economic situation and can achieve our full potential



Outcome 3 – health and wellbeing

We have the highest attainable standards of health and wellbeing



Outcome 4 – rights protection and justice

Our rights are protected, we feel safe, understood and are treated fairly and equitably by the justice system



Outcome 5 – accessibility

We access all places, services and information with ease and dignity



Outcome 6 – attitudes

We are treated with dignity and respect



Outcome 7 – choice and control

We have choice and control over our lives



Outcome 8 – leadership

We have great opportunities to demonstrate our leadership.

Targets will be developed, measures will be in place, and actions will be undertaken to implement the Strategy

An Outcomes Framework will be developed in 2017 which will set targets and measures for the Strategy. Annual reporting against the Outcomes Framework will be published on the Office for Disability Issues website. The Disability Action Plan will be the primary vehicle for implementing the Strategy. Figure 1 on the following page outlines the Strategy's framework.

EDUCATION.govt.nz

Learning Support (previously Special Education) Update

The Ministry of Education is working with sector partners to strengthen inclusion and modernise how learning support (previously called special education) is delivered across the education sector.

This page outlines the Ministry's next steps to modernise a fully inclusive education system that puts the progress and achievement of all children and young people at its very heart.

We've heard from families and from educators that the special education system can be hard to navigate, with too many hurdles to get to the right support. Parents have also told us that they don't always get support for their child soon enough.

The Learning Support Update is about putting learners who need support at the heart of everything we do, so they get the right support, when they need it.

These are the next steps in the Learning Support Update.

On 24 November 2016, the Minister of Education Hon. Hekia Parata [announced the next steps in improving learning support](https://www.beehive.govt.nz/release/single-point-access-learning-support) [https://www.beehive.govt.nz/release/single-point-access-learning-support] for children and young people.

The Learning Support Update will implement:

- A single point of access for parents, whānau and schools
- Localised Learning Support Teams who will assess and develop tailored and dedicated solutions
- A lead practitioner
- The collection of individual student data related to learning support and achievement.

We're committed to getting it right

Making changes to learning support is complex and we know we need to take a bit of time to get it right.

We're going to take a phased approach, starting with the Learning Support Pilot and then nationwide roll out:

- [The Learning Support Pilot](/ministry-of-education/specific-initiatives/special-education-update/the-learning-support-update-pilot/) [/ministry-of-education/specific-initiatives/special-education-update/the-learning-support-update-pilot/]
- [National Learning Support services and nationwide rollout](/ministry-of-education/specific-initiatives/special-education-update/national-learning-support-services-and-nationwide-rollout/) [/ministry-of-education/specific-initiatives/special-education-update/national-learning-support-services-and-nationwide-rollout/]

Changing the language

We have had consistent feedback that the use of language and words like "special education" and "special needs" can create barriers for children and young people.

To create a more inclusive environment, we're changing this language and instead, will use the term "learning support".

We will work with other organisations

We will work with the Human Rights Commission, IHC, the Special Education Principals' Association New Zealand (SEPA NZ) and other organisations as we consider the results from the pilot and how to successfully implement the changes nationwide.

Information release

The Ministry has released Learning Support Update – Next Steps Cabinet paper and appendices.

You can read this official information on the [Information releases section of our website \[/ministry-of-education/information-releases/learning-support-previously-special-education-update-information-release/ \]](#).

Contact us

If you have any questions about the Learning Support Update please email learning.support@education.govt.nz or phone 0800 622 222.

Translation

Translation of this information will be available on Friday 2 December 2016.

Further information

[Background information on the Learning Support Update \[/ministry-of-education/specific-initiatives/special-education-update/engagement-findings-special-education-update/ \]](#)

Last reviewed: 25 November 2016