# Transcript, Module 6: Students participating in their Individual Education Plans

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| **Audio** | **Visual** |
| **Narrator:** Students participating in their Individual Education Plans. | Slide 1:  *Teacher and teacher aides working together*  *Students participating in their Individual Education Plans*  *Module 6 Presentation*  *Photo: at an IEP meeting (left to right) mother, student, father, teacher, and teacher aide* |
| **Katrina:** Hi, my name is Katrina. I have Down Syndrome, and I’m one of the people who received teacher aide support at school.  Education is an important part of my life. When I was at school, I wanted to achieve NCEA. I studied computer skills, tourism, drama, life skills, but I also did science, English, algebra, and calculus.  Most importantly, I achieved a post-certificate in early childhood education. Now I am looking for work in early childhood but have also done volunteer work and paid work.  I am also involved in advocacy groups like People First. | Slide 2  *Introducing Katrina*  *Photo: headshot of Katrina* |
| **Katrina:** This module is about students having a say in their learning.  The module is for teachers and teacher aides.  You can work through it yourself, but it’s best if people who are working together, learn together.  There are questions think about during the presentation.  If you’re working with another person, take your time to talk them over. | Slide 3  *Introducing the module*  *This module is about students having a say in their learning.*  *It is for both teachers and teacher aides.*  Appears on the bottom right of slide 3  *Please take your time to think and reflect.* |
| **Katrina:** In my early years, I only had a brief involvement in the school IEPs, and it was mainly my parents and school staff working closely together.  As I got older, I participated more. I was able to comment on what I found difficult and what might help me. For example, I was able to say how a school laptop was a big help to keep up with my studies. I could talk about things that bothered me and things that I thought would help me best.  I was able to have a say in what changes I wanted to make and what my goals were.  Being at the IEP meetings helped me to understand what was being planned to help me with my subjects and what I needed to improve.  My parents and school teachers helped to identify problems and find solutions. I was able to understand why we were doing things in my IEP.  What do you think about my story?  What does it say about giving students say in their learning and the benefits this can have? | Slide 4  *Katrina’s story*  *Four thumbnail photos of Katrina, from left to right: close-up; at a Rotary International event; headshot; standing in front of a bush.*  Appears on the bottom right of slide 4  *What does this story tell you about the benefits of students having a say in their learning?* |
| **Katrina:** The IEP process is one students can participate in their learning. Whānau take part in the IEP process too.  Through the IEP, students like me can express their strengths and wishes. This can only happen when people make space for students.  Sometimes people need to help the student participate and feel confident. | Slide 5  *Why this module?*  *Participating in the IEP process is one way students can participate in their learning. It lets students express their strengths and wishes.*  *Teachers and teacher aides need to actively involve students in the process and give them the support they need to participate.*  *Photo: student and teacher, seated at a table, work together.* |
| **Katrina:** An IEP shows how the school programme will be adapted to fit the student.  An IEP isn’t a different programme to the rest of the class. It’s a plan for how a student will learn within the curriculum and alongside their peers.  It shows how the classroom curriculum might need adjusting and what support and tools are needed. | Slide 6 *What is an IEP?*  *An IEP shows how the school programme is adapted.*  *It’s not a different programme.*  *It’s a plan for including the student within the curriculum.*  *Photo: seated at a table, engaged in an IEP: parent, student, parent, teacher* |
| **Katrina:** An IEP has goals that everyone agrees are important for the student at that time.  It also provides a process for reviewing progress on these goals and introduce changes if needed. It recognises a student’s strengths and achievements.  Its focus is on future learning that will make a difference for the student. | Slide 7  *IEP goals*  *The IEP sets goals that the whole team agrees are priority.*  *Goals build on the student’s strengths and work towards what the student wants to do in the future.*  *Photo on the right: student reading to the teacher seated beside him.* |

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| **Katrina:** Collaborative decision making is at the heart of the IEP process.  This means everyone works together but different people will play different roles.  You need to talk about this up front and reach agreement.  Parents have special knowledge about the child, and it is important the school works in partnership with parents and whānau.  Teachers are very important in the IEP process. They are responsible for all of the students’ learning. The teacher aide work supports the teacher.  What roles to teachers, teacher aides, families, whānau, and students play in the IEP process at your school? | Slide 8  *Who does what in the IEP process?*  *Collaborative decision making is central to the IEP process.*  *Specific roles need to be clarified and agreed.*  *Parents have special knowledge about their child.*  *Teachers are responsible for all their students’ learning.*  Appears on the bottom right of slide 8 *What roles to teachers, teacher aides, families, whānau, and students play in the IEP process at your school?* |
| **Katrina:** Effective teaching involves students in decisions about their learning. It’s the same for all students if they have an IEP or not.  When I participated in my IEP, it really motivated me. It also made me feel competent. I could say what was important to me and being involved helped me to make a commitment to work hard. | Slide 9  *Give students a say in their learning.*  *Effective teaching involves students in decisions about their learning*  *Participating in their IEP gives students a say in their learning. It can build motivation, confidence, and independence.*  *Photo, left to right: teacher, student on a wheelchair, parent looking over the IEP plan.* |
| **Katrina:**  Taking part in the IEP process will mean different things to different students.  Some students go to IEP meetings and join in the conversations, sometimes using assistive technology. Others write or record their ideas. This gets shared with the IEP team.  Some students might not want to do that, or they might find it hard to say what they want to learn.  Whānau and peers can help by talking to the IEP team. They can say what they know about the student.  What are the ways that students participate in the IEP process sat you school? | Slide 10  *Students participating in their IEP*  *Means different things for different students:*     * *taking part in conversations and meetings* * *using assistive technology* * *writing or recording ideas* * *family, whānau, and peers providing information.*   Appears on the bottom right of slide 10  *In what ways do students participate in the IEP process at you school? What ideas do you have for increasing their participation?* |
| **Katrina:** The IEP meeting is only one part of the process.  The IEP relates to what students are day to day.  It’s a good idea for us to feel like it’s our plan. This means we need to have a copy. It needs to make sense to us, too. It would be in writing, it could be simple, so pictures.  Some students might like it on their computer or device.  Think about the students at your school who have an IEP. Do you think they feel like they own their IEP? What ways could IEPs be shared with students to build their ownership? | Slide 11 *Students participating in their IEP*  *It’s not just what happens at meetings.*  *Students may need access to their IEPs in a format that works for them:*   * *written in the everyday language of the student* * *represented visually using pictures or symbols* * *as an audio recording* * *accessed on a device.*   Appears on the bottom right of slide 11 *Do you think students at your school feel like they own their IEPs? How could you share their IEPs with them to build partnerships?* |
| **Katrina:** Not all students with additional learning needs require an IEP. For many students the regular processes and resources in the school can meet their needs, but these students still need to be involved in the decisions about their learning. | Slide 12 *Students who don’t have an IEP*  *If a student doesn’t have an IEP, they still need to be involved in decision making.*  *Photo on the right: teacher pointing to something on the student’s laptop; student looks at the laptop.* |
| **Katrina:** Ngā mihi!  Thank you for taking the time to view this presentation.  Now you’re ready to choose an activity to relate what you’ve learned to your practice.  Everything you need is on the *Teachers and Teacher Aides Working Together* website.  We hope you enjoy the learning and that it helps you create a partnership that benefits both you and your students. | Slide 13 *Next step*  *Download /the workbook for this module at:* [*https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-students/Module-6*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-students/Module-6)  *To find out more about* Teachers and Teacher Aides Working Together *and to access the other modules, go to:* [*www.teachersandteacheraides.tki.org.nz*](http://www.teachersandteacheraides.tki.org.nz)  We wish you well in your learning! |