

## **Sabbatical Report: 2009**

**Topic of Research : Outreach Centres in the United Kingdom and their relevance to our practice in New Zealand.**

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## Executive Summary:

Outreach Centres are well established throughout England. Centres have developed in accord with the priorities of Local Authorities. Not all LA's provide an Outreach Service. Such Services may be delivered by any school with the ability to provide a quality service. Highly specialist services such as needed in cases of profound physical disability, Autistic characteristics and behavioural challenges are usually provided by special schools.

Outreach service is a highly specialised field and should be conducted by trained and experienced personnel. These personnel require a collaborative and collegial environment as a support base. In addition supportive management practices enhance the service and quality outcomes for participants.

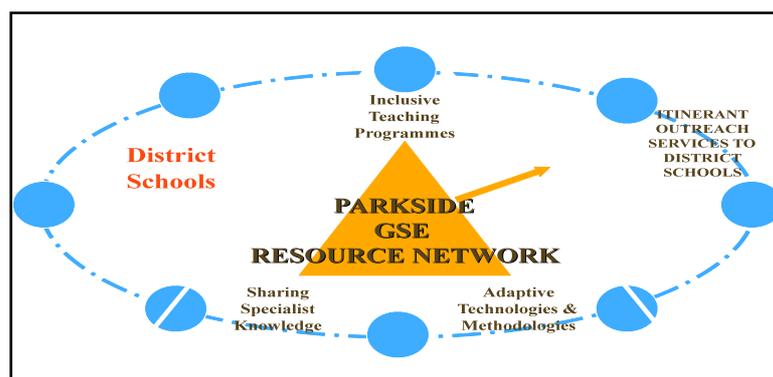
The fledgling Teacher Outreach Services currently provided in New Zealand compare favourably with the services observed in England. The English examples generally are well financed and resourced. They are able to provide a more comprehensive service – for example therapy support, whereas in New Zealand, the current model only covers Itinerant Teacher Service. In addition “packages” of Teacher training for mainstream teachers are a strong aspect of the English model.

New Zealand students with disability would be advantaged from access to an effective Outreach Service.

**The Purpose of my sabbatical:** *To collect a range of information about indicators of good practice and quality outcomes in outreach special education programmes.*

**Activities undertaken (methodology):** *Meetings with LA personnel including Managers, School Principals and Staff and Pupils. Analysis of pertinent documents – hard copies and from Web Based sources.*

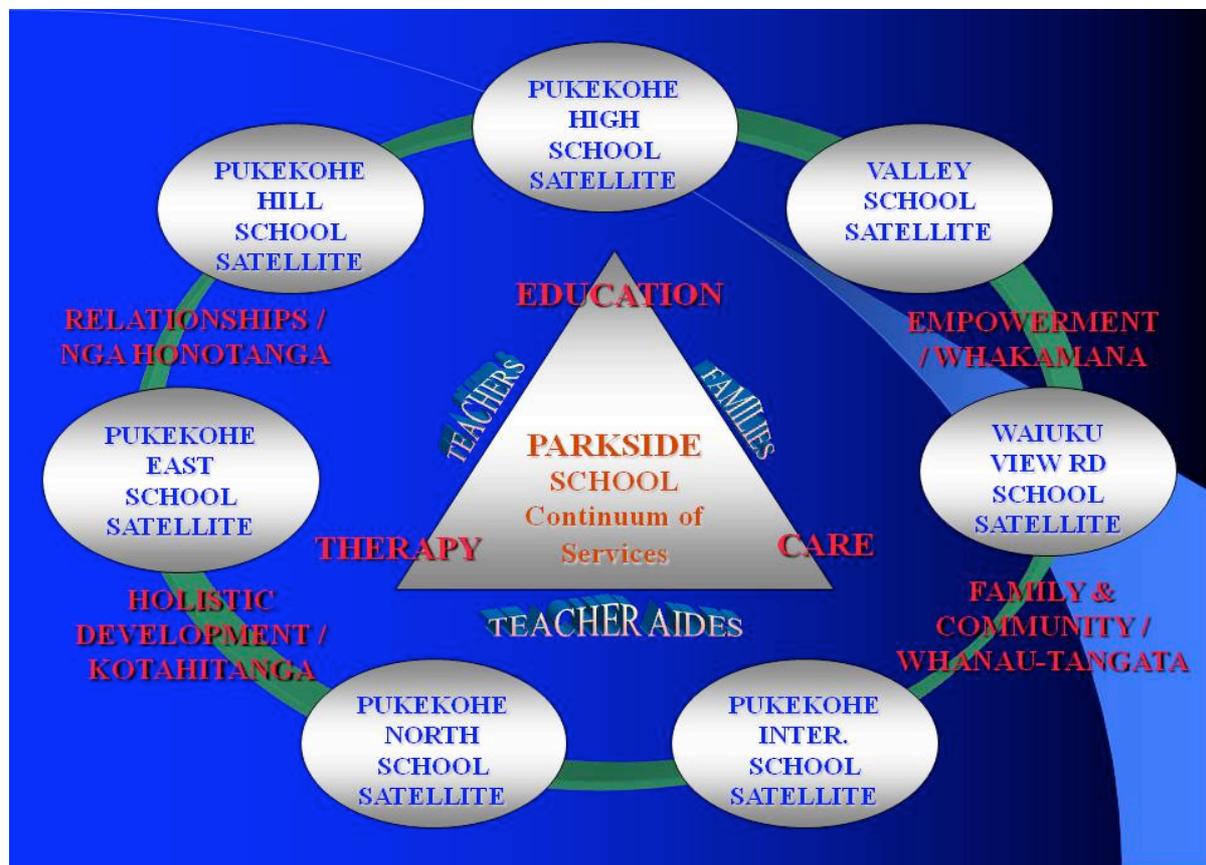
## Background:



## Part 1: What does the Parkside/Franklin (NZ) existing Outreach service look like?

Having established a Network of Support incorporating an Itinerant Teacher Service (known as SEIT), and the basics of an Outreach service to other schools within the Franklin and Papakura districts, it is important to understand what has been set up overseas and what lessons, if any, can be learned from the experience of international colleagues.

The initiative is centred on Parkside School in Pukekohe. Parkside (base school) has five classes for Very High ORRS students and nine satellite classes for children and young people with high-very high ORRS “who can and should be educated alongside their mainstream peers...” These satellite classes are comprised of five primary, two intermediate and two secondary classes.



In order to make a comparison it is necessary to outline the current Parkside School/Franklin Network Outreach Service. The Franklin Network of Support and Outreach was established as a three-phase development. The Parkside Outreach Service consists of two full-time Itinerant Teachers, access to the Parkside Specialists/Therapy Team upon referral, and a comprehensive training package for mainstream teachers.

The three phases of the Franklin Resource Concept development are:

**Phase One** – the provision of Itinerant Specialist teacher support for children with On-going & Reviewable Resource funding throughout the wider district of Franklin. Elements of Phase One:

- A specialist itinerating teacher service to local mainstream schools
- Close and effective working relationships with MOE/GSE, RTL&B, SLS, local schools, health agencies, truancy services and local Iwi
- A strong and effective referral and case management system for students enrolled with the Parkside Itinerant Teacher (SEIT) service.

**Phase Two** – building a model of special education services responsive to the local context. Through a process of collaboration, cooperation and coordination and closer working

relationships between the Ministry of Education/ Special Education, Parkside and local schools, services will be provided in a timely, more effective manner.

Parkside purchased a building contiguous to the school that provides a space for all special education stakeholders within Franklin to use for the purposes of improving special education within Franklin. Following a consultation process with local Iwi, the building was gifted the auspicious name of **Te Kupenga Tuituinga**- (a net that has been so skilfully and intricately woven that nothing can fall through).

Te Kupenga Tuituinga has become the “hub” for the rolling-out of the Franklin Resource Concept.

**Aim:** to build an integrated and collaborative service to achieve better outcomes for children – with a focus on student outcomes, particularly presence, participation and learning. Helping to ensure effective services, and supporting parents to engage in a more productive focus on the long term goals for children.

- Use the new building as office/referral spaces for some of the local GSE personnel
- Locate Parkside therapists and itinerant staff in the building
- Locate Itinerant Teachers of the Deaf, and GSE Specialists at Te Kupenga Tuituinga
- Develop Te Kupenga Tuituinga as a hub for coordinated and cost-effective specialist service delivery within Franklin
- Provide professional development to local schools to assist with special educational issues that confront them in their daily practice
- Provide a higher level of support to local schools that currently find it very difficult to integrate children with ORRS and/or behavioural problems
- Develop the Centre/Hub/Network as a “one-stop special education shop” for children, families and schools. This will enhance the assessment and service provision process.
- The building will be a meeting place for other professionals such as RTL&B, Parent Groups and other organisations with a special educational focus or interest.

Outcomes of Phase Two:

- Shared workspace
- Shared training and professional development
- Rationalization of distance staff are travelling
- Shared use of staff – based on student need
- A more cohesive specialist workforce
- Quality/accountability a common structure using the Specialist Service Standards
- Transition to an evidence based, best practice model
- Evidence gathered about effective ways to lift school capability to support students with special education needs.
- Result in higher quality inclusive learning opportunities

**Phase Three – linking the resource to the need.** This step has yet to be fully implemented (as at October 09).

This involves the pooling of special education resources and the development of a coordinated approach to provision by Parkside, GSE and local schools. Resourcing decisions will be taken at a local level by those with the best knowledge of the individual student needs.

The aim of Phase three is to achieve: “More coordinated, effective and accountable special education delivery arrangements.”

Initially established as a resource network it has the following vision ;

- To strengthen families, communities, schools and teachers by building active relationships with each other.
- To contribute to enhanced learning, social and cultural outcomes, for high and very high special educational needs.
- To provide opportunities to share information about practice, and build on what is working well!

The Franklin context is important to the success of this initiative:

- The schools in the Franklin District have a history of “connectedness”
- There is continuity of GSE personnel
- Many Franklin schools subscribe to “holistic” delivery
- Franklin schools, Parkside and GSE collaborated previously to trial a resource model to address local needs
- Parkside is a well-established resource for Franklin.
- Banks of trust together with effective working relationships are in existence.

Elements of Phase Three:

- Local decision making – resources allocated at a local level by a collaborative process between local MoE staff, schools and RTLB
- Ensure the resourcing currently in place is being used as effectively as possible
- Ensure seamless service provision to students with special educational needs.
- Reduce fragmentation of provision of learning support
- Better coordination of deployment of special education teachers
- Targeting and prioritization of funding
- Improve support available to schools and teachers to provide high-quality inclusive learning opportunities and environments that consider the range of needs, aspirations and priorities of students.
- Establish linkages between Education/Health/Social Welfare to provide efficient Franklin network of services. (eg: Orthopaedic clinics, Mental Health clinics)

**Evaluation:** Robust Evaluation is an inherent aspect of the establishment of the Parkside/Franklin Outreach Service initiative. Two comprehensive evaluations have been designed to measure the two main elements of the service:

1: The Specialist Itinerant Teacher Service Evaluation Tool

2: The Network of Support Evaluation Tool

A collaborative, participatory approach was implemented to develop and implement an evaluation plan and process consisting of logic model and rubrics. The combination of evaluation expertise, special education expertise and front-line experience culminated in a robust, relevant and user-friendly model and set of tools for the evaluation of the two aspects. Information gathered through this collaborative evaluation process will be used to influence continuing development of the initiative. (see following logic Model diagramme).

**Purpose of the evaluation:**

1: To determine, what is going right, where the initiative is most successful, and what the barriers are where this is not yet the case.

2: To maximise the success of further implementation of the initiative.

3 To document the value of the Learning Support and Resource Centres so that key stakeholders can see sound evidence of its effectiveness.

An additional benefit of the collaborative approach to evaluation is to build evaluation capacity for all participants, to drive the process, to share knowledge and best practice with others.

**Key Interventions contributing to the success of this concept:**

- Combining the specialist workforce (to retain specialised expertise in the cluster or service and to achieve efficiencies and greater effectiveness)
- Greater professional development (achieving economies of scale from joint training and improving the return on training investment)
- Improving service reliability (improving the reliability of service to clients)
- Supporting schools (schools are supported to improve the outcomes for students with special needs)
- Providing physical collocation (producing working improvements and enhancing the cost-effectiveness of the service)
- Unifying systems (improving planning, student assessment, case coordination and monitoring)
- Unifying the management structure (improving professional oversight and leadership)
- Enhancing Ministry outputs (providing detailed policy, expectations, success criteria and evaluation).

**Following:**

**LOGIC MODEL DEVELOPED TO CREATE THE SET OF RUBRICS**