

# Gather information to inform practice

A suggestion for implementing the strategy  
'Identify needs and how to provide support'  
from the Guide: [Dyspraxia and learning](#)

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## **Includes:**

- Get the right people around the table
- Seek external expertise
- Take an inquiry approach
- Share information using digital tools
- Gather useful data
- Useful resources

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

Strategy: [Identify needs and how to provide support](#)

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Date

19 May 2024

Link

[inclusive.tki.org.nz/guides/dyspraxia-and-learning/gather-information-to-inform-practice](https://inclusive.tki.org.nz/guides/dyspraxia-and-learning/gather-information-to-inform-practice)

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## Get the right people around the table

Bring together a team to work in partnership with ākonga and their whānau.

- ✓ Discuss with ākonga and their whānau who could be part of a supportive team, for example, the learning support coordinator, RTLB, support worker, dean.
- ✓ Consider asking colleagues who have experience teaching students with dyspraxia if they would like to contribute.
- ✓ Consider connecting to external expertise or agencies.
- ✓ Build regular times for communication.

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## Seek external expertise

Professor Amanda Kirby describes how occupational therapy can help students with dyspraxia.



Video hosted on Youtube <http://youtu.be/56WDucHDcAc>

No captions or transcript

**Source:**

[dystalk \(UK\)](#)

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## Take an inquiry approach

Develop a responsive evidenced-based process of working together that supports students' self advocacy.

- Support the ākonga and whānau to lead and guide the conversation.
- Work collaboratively to identify key learning goals, responsibilities and what success would look like.
- Share concerns, questions, and ideas.
- Consider ākonga strengths as well as barriers to learning.
- Identify how solutions or strategies will be implemented, refined and reviewed.
- Discuss how to assess learning in ways that work for the student.
- Agree on how to stay in touch and share information.

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## Share information using digital tools

John Robinson reflects on the value of sharing information using the school SMS and student e-portfolios.



Video hosted on Vimeo <http://vimeo.com/100662394>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/showcase/2950799>

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## Gather useful data

Gather qualitative and quantitative data to build a full picture of the student's strengths, needs and preferences.

### Qualitative data examples:

- student and whānau voice, feedback, surveys and discussions
- ākonga, kaiako and peers share experiences and impacts
- reflections on learning and real time reporting techniques.

### Quantitative data examples:

- skills assessments and observations
- social interaction observations
- learning behaviour observations.

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## Useful resources



### Working together

Template for collaborative decision making.

[Visit website](#)



### Everyone's In

An inclusive planning tool.

[Visit website](#)



### Assessment for learning

Lading local curriculum guide series on using the right tools and resources to notice and respond to progress across the curriculum.

[Visit website](#)

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