

Assessment and monitoring using a team approach

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

Includes:

- Establish a team
- Take an inquiry approach
- Share information using digital tools
- Gather useful data
- Build on student strengths
- Useful resources

Inclusive Education

From

Guide: [Down syndrome and learning](#)

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

Suggestion: [Assessment and monitoring using a team approach](#)

Date

29 August 2025

Link

inclusive.tki.org.nz/guides/down-syndrome-and-learning/assessment-and-monitoring-using-a-team-approach

Establish a team

Take a team approach to providing responsive support.

- ✓ Be guided by ākonga and their whānau.
- ✓ Involve your learning support coordinator or RTLB.
- ✓ Identify and connect with colleagues who have relevant past experience.
- ✓ Consider connecting to external expertise or agencies.

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Take an inquiry approach

Develop a responsive evidenced-based process of working together that supports learner 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 ākonga.
- 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 learner 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

Build a full picture of your learner's strengths, needs and preferences, such as:

- sensitivities and preferences
- ways they learn successfully
- language and communication skills
- gross and fine motor skills
- literacy skills
- numeracy skills
- ability to act independently
- social skills and ability to form relationships.

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Build on student strengths

Brooke Houghton describes the value of taking a strengths-based approach.



Video hosted on Vimeo <http://vimeo.com/100662339>

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Useful resources



Downs Syndrome Resources for Education

This resource has been designed to enable teachers to feel more informed and confident about welcoming a learner who has Down's Syndrome into their setting.

Publisher: Down's Syndrome Association

[Visit website](#)



Managing behaviours

Read time: 8 min

Practical advice for teachers and support staff.

Publisher: National Down Syndrome Society

[Visit website](#)



Ongoing Resourcing Scheme (ORS)

Information about what ORS funding provides, who qualifies for ORS, how ORS funding is managed, and how to resolve any differences.

Publisher: Ministry of Education NZ

[Visit website](#)

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