

Assessment and monitoring using a team approach

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

Includes:

- Establish a team
- Seek external expertise
- Utilise collaborative tools
- Take an inquiry approach
- Useful resources

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

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

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

Date

08 October 2021

Link

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

Establish a team

Take a team approach to providing responsive support.

- ✓ Be guided by the student and their whānau.
- ✓ Involve your learning support coordinator or RTLB.
- ✓ Identify and connect with colleagues who have experience teaching students with Dyspraxia.
- ✓ Consider connecting to external expertise or agencies.

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

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

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

Date

08 October 2021

Link

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

Seek external expertise

Professor Amanda Kirby describes the role of the occupational therapist.



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

No captions or transcript

Source:

[dystalk \(UK\)](#)

<http://youtu.be/56WDucHDcAc>

[Inclusive Education](#)

From

Guide: [Dyspraxia and learning](#)

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

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

Date

08 October 2021

Link

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

Utilise collaborative tools

John Robinson reflects on the value of using the SMS to share information about students between staff and e-portfolios to share information with parents.



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

Closed Captions

Source:

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

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

Inclusive Education

From

Guide: [Dyspraxia and learning](#)

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

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

Date

08 October 2021

Link

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

Take an inquiry approach

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

- ✓ Support the student and whānau to lead and guide the conversation.
- ✓ Share together concerns, questions, and ideas.
- ✓ Consider any barriers to learning and possible solutions.
- ✓ Identify how solutions will be implemented and refined.
- ✓ Discuss how to assess learning in ways that work for the student.
- ✓ Agree on how to stay in touch and share information.

[Inclusive Education](#)

From

Guide: [Dyspraxia and learning](#)

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

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

Date

08 October 2021

Link

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

Useful resources



Allow competence – Accommodations and special conditions

Publisher: Dyslexia Foundation of New Zealand

[Visit website](#)



Succeeding at school: Accommodations for students with coordination difficulties

Publisher: CanChild, McMaster University

[Download](#) SILVERSTRIPE\ASSETS\FILE



Everyone's In: An inclusive planning tool

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.