



SPEC®

# Information for

## Other Entry Level SPEC Programmes and Sensory Level Awards

Students working below Level 1 of the New Zealand Curriculum

Or for younger students working at Level 1 of the NZC



South Pacific Education Courses

Tēnā koe,

SPEC has been assisting schools since 2008, providing programmes for ākonga who have a diverse range of learning challenges.

We can offer programmes for those ākonga operating at a sensory level of involvement, to ākonga who are working their way to Level 1 of the New Zealand curriculum.

NB: These certificates Do NOT appear on a student' Record of Learning.

**The SPEC Certificate at Entry Level** can be achieved in two ways:

- by completing the Key Competency Workbooks, T, R, U, M and P plus **five** workbooks from the Headway programme. (There are over 60 titles to choose from, and you may choose from any section)



OR

- by completing ten Headway workbooks only.



**The SPEC Sensory Award** can be achieved:

- by completing ten Sensory workbooks.

The SPEC ethos and principles embrace the inclusion principle of the NZC and ensure all students are given the opportunity to achieve success and be valued. The SPEC programme embraces diversity, respects and responds to the different learning styles and needs of students, resulting in positive learning opportunities which breeds success.

The programme provides a framework to develop the skills needed for life-long learning and becoming a contributing citizen by focusing on competency development. SPEC programmes are holistic, relevant, and can be individualised, challenging students to develop a level of independency needed for life after school. A 'hands on' approach and working in authentic 'real life' situations, ensures that learning is meaningful, relevant and exciting. Students engage in enquiry based learning, and positive interaction with other people. This is not to be seen as extra work, but a framework to formalise, recognise and celebrate skills and attributes that students are already working towards.

Even at this level of learning students are encouraged to engage in all aspects of their learning, from the planning and decision making to the end result. They are encouraged to follow a passion or particular interest providing a crucial starting point, where students build on their strengths.

There is a flexible time frame as learners at this level require an extended timeframe to achieve their goals. There is a strong focus on facilitation of learning, rather than a teacher directed approach, and this is one of the points of difference, and a key to the success of this programme.

The progression chart (page 4) shows the range and levels of programme we can offer.

**Email: [carolyn@spec.org.nz](mailto:carolyn@spec.org.nz) to book a free information session.**

## The New Zealand Certificate in Skills for Living Level 1

To gain this New Zealand Qualification through the SPEC programme you must complete the following:

- 11 Headway Modules.
- GPO Tracking Record Booklet.



for Students working at levels 1-2 of the NZC and require support

## SPEC Certificate in Key Competency Development (Entry Level)

To gain this SPEC certificate you must complete the following:

- 10 Headway Modules.

OR

- Complete 5 Headway Modules and
- The Key Competency programme (5 books) .



For Students working towards level 1 of the NZC and require lots of support

## SPEC Sensory Certificate of Achievement

To gain this SPEC certificate with the SPEC programme you must complete the following:

- 10 Sensory Headway Modules.



For Students who experience learning at a sensory level

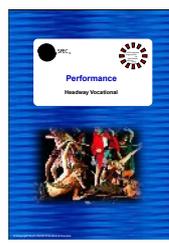
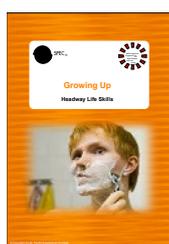


## Opportunities these programmes provide

### **Students will be able to with support:**

- take more responsibility over their own learning.
- be able to contribute to small steps towards the overall task.
- say what they have learned.
- use their thinking skills to problem solve.
- work effectively with other familiar people.
- learn in 'real life' situations.
- work towards becoming independent.
- develop self motivation and a 'can do' attitude.
- develop more self confidence.
- develop life-long learning skills.
- be prepared to make a smooth transition from school to their next step.

# Current Headway Modules



| Environment    | Life Skills                | Leisure             | Vocational           | Community            | Transition              |
|----------------|----------------------------|---------------------|----------------------|----------------------|-------------------------|
| Animals        | Describe Myself            | Art                 | Cultural Study       | Being a Good Citizen | Preparing to leave home |
| Creatures      | Emotions                   | Crafts              | Everyday Measurement | News Now             | Farming                 |
| Gardening      | Free Time                  | Creative Experience | ICT                  | Community Projects   | Hospitality             |
| Our Planet     | Growing Up                 | Fun with Fashion    | Managing Self        | Languages            | Meals for Me            |
| Recycling      | Health and Hygiene         | History             | Maori Culture        | Polynesian Culture   | Next Steps              |
| Seasons        | Household Jobs             | Horse Riding        | Meeting the Market   |                      | Office Work             |
| Science Splash | I.C.E In case of Emergency | Indoor Leisure      | Money                |                      | Own Money               |
| Transport      | Meal and Drink Preparation | KeepFit             | My Trip              |                      | Preparing to Drive      |
| Weather        | Relationships              | Music               | Numbers and Shapes   |                      | Retail Work             |
|                | Safe Travelling            | Outdoor Leisure     | Performance          |                      |                         |
|                | Shopping                   | Soft Materials      | Personal Reflection  |                      |                         |
|                | Water Skills               | Sports              | Prepare for Work     |                      |                         |
|                | Way with Words             |                     | Relating to Others   |                      |                         |
|                |                            |                     | Techno Tools         |                      |                         |
|                |                            |                     | Workshop Projects    |                      |                         |

## Personalised Learning

Students are encouraged to choose modules based around relevant new learning and identified 'Individual Learning Plan' goals. Teacher guidance and parental/other support worker input is needed to ensure the learning is relevant and meaningful to each student. To feel that you have a say in your education, focusing on essential areas of learning and personal preference, heightens a student's self esteem, motivation, and sense of self worth, so it is important to include the student in the decision making.

Learners are most successful when they are mindful of themselves as learners and thinkers.

# The Entry Level Award

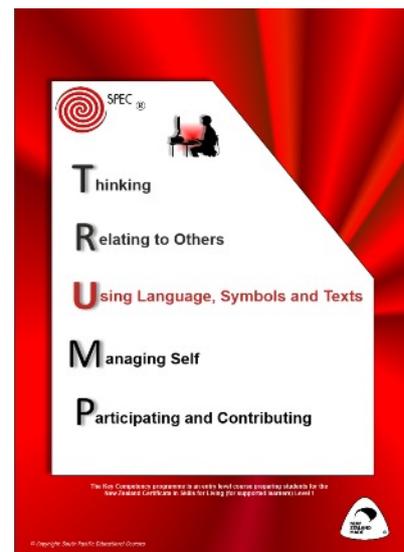
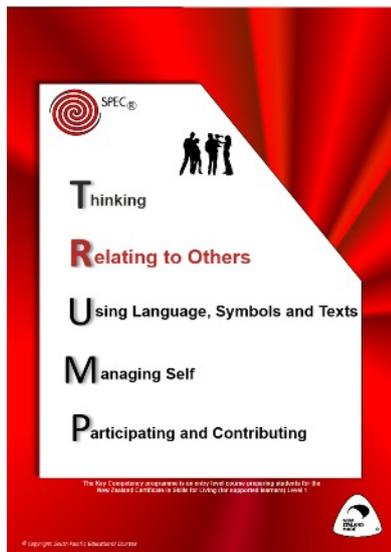
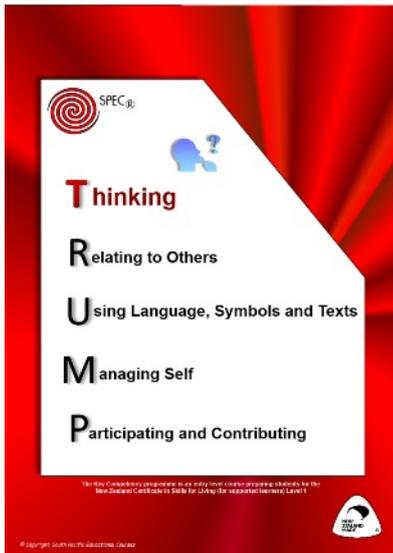


The Headway programme can also be used for the SPEC Entry Level Award. Young people who undertake this level of programme would be working towards Level 1 of the New Zealand Curriculum, and require considerable ongoing support. The requirements to complete this level of programme are less than for the qualification.

Ākonga would complete modules, and gain certificates each time completed modules were entered for moderation.

Students may take between three to five years to complete the Entry Level Award.

# The Key Competency Programme



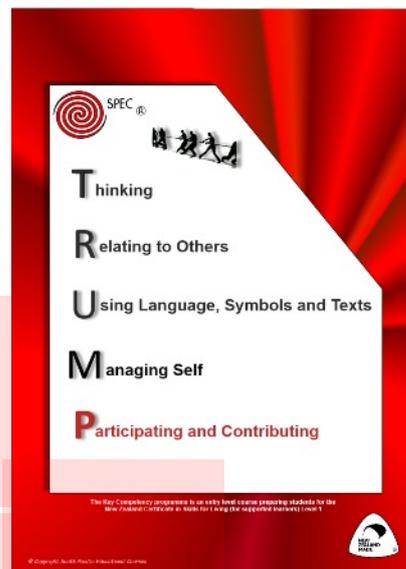
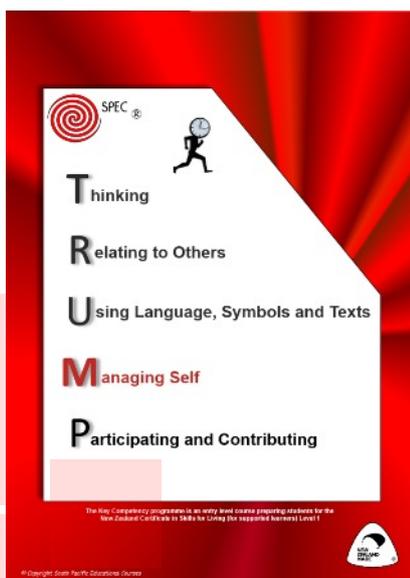
There are five workbooks in this programme, each one has a particular competency focus.

The tasks are written at Level 1-2 of the New Zealand Curriculum.

The subject areas follow the New Zealand Curriculum document. Section 11 is a free option for students to include a passion or particular interest.

The programme can be delivered in a primary setting, Intermediate school or at High school Year 9.

This programme requires a school to have a SPEC discretionary membership. This entitles a school to have free PD sessions via zoom and be part of the annual moderation meetings.



## Sample pages from the 'R' Relating to Others book

### Record Page

You **MUST** complete at least **ONE** task from **EIGHT** of the following curriculum areas to achieve the R (Relating to Others) module of the Key Competency programme.

| Page No | Curriculum Area                         | Key Competency<br><b>R</b> | Signature/Date |
|---------|---|----------------------------|----------------|
| 4       | 1. English                              | Relating to Others         |                |
| 5       | 2. Mathematics & Statistics             | Relating to Others         |                |
| 6       | 3. Science                              | Relating to Others         |                |
| 7       | 4. Health and Physical Education        | Relating to Others         |                |
| 8       | 5. Technology Materials                 | Relating to Others         |                |
| 9       | 6. Technology Food                      | Relating to Others         |                |
| 10      | 7. Technology Information Communication | Relating to Others         |                |
| 11      | 8. Social Science                       | Relating to Others         |                |
| 12      | 9. The Arts                             | Relating to Others         |                |
| 13      | 10. Learning Languages                  | Relating to Others         |                |
| 14      | 11. Citizenship / Current Affairs       | Relating to Others         |                |
| 15      | 12. Free Option                         | Relating to Others         |                |
| 16      | Learning Goals                          |                            |                |
| 17      | Comments                                |                            |                |
| 18      | Key Competency Assessment               |                            |                |
| 19      | Internal Moderation                     |                            |                |



## 2. Mathematics and Statistics



Relate to other people by:

- Taking turns in a number game with 2-3 of your class mates.
- Planning a visit to the movies with a friend.
- Making the shopping list for your next cooking class with the help from your Teacher/Teacher Aide/Supervisor.
- Giving simple directions to a partner to get to an agreed destination. For example: Left / right downstairs / other.
- With a partner, identify four objects of different shapes and be able to describe them. For example: Circle / rectangle / square / triangle.

### Optional **Choice** Task

Write a differentiated outcome from one of the above tasks.



## 11. Citizenship - Current Affairs



Relate to other people by:

- Finding out what clubs or extra-curricular activities your school or community offers.
- Take part in a community fundraising or awareness raising activity (40-hour famine / Run for your Life / other).
- Collecting current affairs news with a partner / group and present a wall display.
- Being responsible for litter collection in a nominated area for a period of time.
- Inviting your local community police officer to talk about his or her role.

Optional **Choice** Task

Write a differentiated outcome from one of the above tasks.

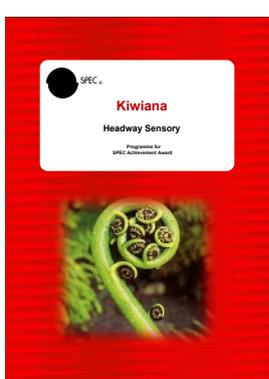
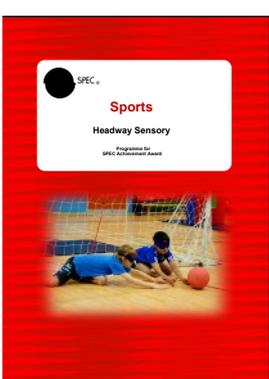
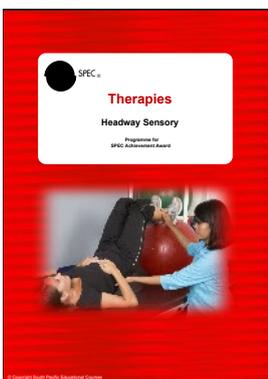
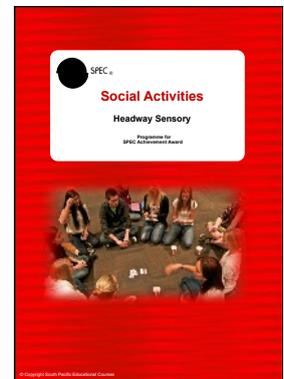
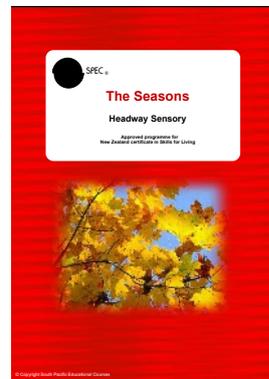
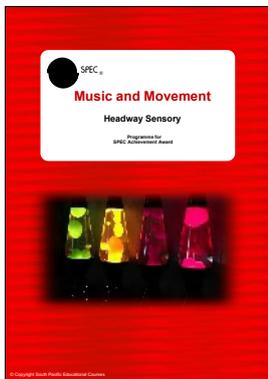
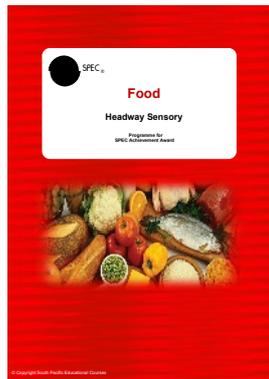
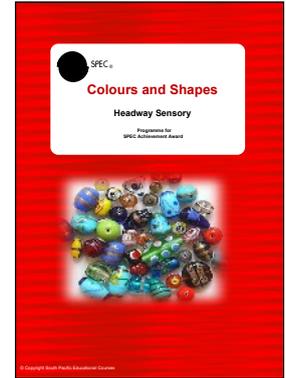
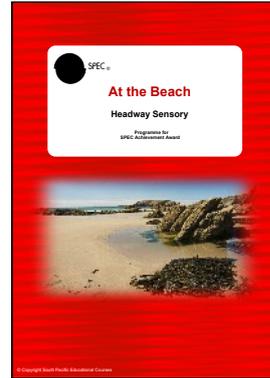
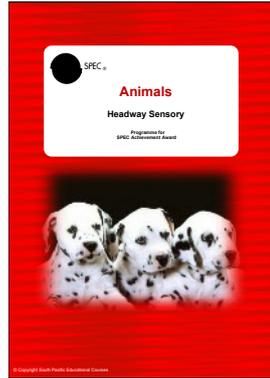
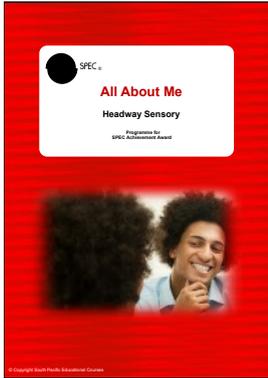
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You must have a current SPEC membership to use this NZQA approved programme.

## Record Page

You **MUST** complete at least **ONE** task from **EIGHT** of the following curriculum areas to achieve the R (Relating to Others) module of the Key Competency programme.

| Page No | Curriculum Area                         | Key Competency<br><b>R</b> | Signature/Date |
|---------|---|----------------------------|----------------|
| 4       | 1. English                              | <b>Relating to Others</b>  |                |
| 5       | 2. Mathematics & Statistics             | <b>Relating to Others</b>  |                |
| 6       | 3. Science                              | <b>Relating to Others</b>  |                |
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| 10      | 7. Technology Information Communication | <b>Relating to Others</b>  |                |
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| 14      | 11. Citizenship / Current Affairs       | <b>Relating to Others</b>  |                |
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| 16      | Learning Goals                          |                            |                |
| 17      | Comments                                |                            |                |
| 18      | Key Competency Assessment               |                            |                |
| 19      | Internal Moderation                     |                            |                |

# Sensory Modules



## Sample pages from the 'All About Me' sensory book

The sensory modules are for students who 'experience' learning.

Creating an environment that facilitates learning, communication and independence is a key factor in success for learners with sensory impairment. Everyone is individual, the specific needs of a young person with a sensory impairment is unique to them.

The modules provide a framework for students to demonstrate and record their sensory experiences.

Students are awarded the SPEC Certificate of Achievement for completion of ten sensory modules.

NB: Other Headway modules can be used and adapted to use at a sensory level.

### Planning Page

Please circle the tasks this student will complete.

|                            |   |   |   |   |   |   |
|----------------------------|---|---|---|---|---|---|
| 1. My Facial Expressions   | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. My Communication Skills | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. My Clothes              | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Favourite Things        | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. My Achievements         | 1 | 2 | 3 | 4 | 5 | 6 |

- Using this record page circle the activities the student has undertaken.
- The number and range of activities may vary from student to student.
- There is a minimum requirement to complete **ONE** task from each section in order to achieve a certificate.
- Students may also complete as many activities as appropriate.
- The setting of Learning Goals is the responsibility of the teacher.
- The goals may support/enhance personal or IEP goals.
- The work produced, will be reflective of the student's experience.

## 2. My Communication Skills



1. Show a range of verbal and gestural prompts I use to communicate my needs.
2. Demonstrate how I use switches or other devices to help me communicate to others.
3. Show a range of situations that you would use your special sign/signature/mark for your own name.
4. Record your responses to a range of different warning or other sounds/noises.
5. Show your sign/gesture for 'yes' and your sign/gesture for 'no'.
6. Other agreed activity.



SPEC

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