

TE PAERANGI | Low Prior Achievement

ServiceIQ Low Prior Achieving Learner Success Plan

What does success look like for Low Prior Achieving learners?

- ▶ Our staff and employers are proactively growing their foundation skills confidence.
- ▶ Low Prior Achieving (LPA) learners achieve equitable outcomes.
- ▶ Achievement values and principles are inherent in LPA learners measures of success.
- ▶ Learning and wellbeing needs are proactively met. ServiceIQ supports the wellbeing of all Low Prior Achieving ākonga.
- ▶ Strong partnerships are evident with low prior achieving support organisations such as Literacy Aotearoa.

Framework

Objective	Action	Metrics
<p>1. Building Cultural Confidence of our staff</p>	<p>Develop staff understanding of the educational and other barriers Low Prior Achieving learners face.</p> <p>Training and resources are developed to support staff with inclusive learning support and assessment.</p> <p>Staff have the right support to ensure they have the right attitude, behaviours and can provide the right outcome (learning support) for Low Prior Achieving learners.</p>	<ol style="list-style-type: none"> 1. Number of training and resources available, co-designed with Low Prior Achieving ākonga. 2. Number of staff involved in ongoing skill confidence development. 3. Percentage of staff feeling confident in supporting Low Prior Achieving learners. 4. Surveys report improvement in confidence of staff re: right support, information, attitude and outcome. 5. Number of solutions identified and addressed.

Objective	Action	Metrics
<p>2. Ensuring Low Prior Achieving learners receive the right learning support</p>	<p>Ensure Te Tiriti excellence partnering and empowering Low Prior Achievers.</p> <p>Data insights inform all that we do.</p> <p>Connected Communications and Engagement.</p> <p>Co-design approaches inform participation in decision-making.</p> <p>Needs assessments and customised success planning.</p> <p>Learners empower the voice of Low Prior Achieving and others to ensure diversity is heard.</p>	<ol style="list-style-type: none"> 1. Number of Low Prior Achieving learners identified at enrolment. 2. Identify where areas of success are and any barriers to success. 3. Learner Satisfaction Surveys identify progress Low Prior Achieving achievement. 4. Percentage retention rates throughout the learner journey for Low Prior Achieving ākongā. 5. Percentage of course success rates for Low Prior Achieving learners. 6. Number of solutions identified and addressed. 7. Initiatives developed to support Low Prior Achieving learners success.
<p>3. Learning Environments enable success for Low Prior Achieving</p>	<p>Resources are future-focused, relevant, universally designed, inclusive and informed, personalised, and practical.</p> <p>Learners Assessments are accessible, relevant and reaffirm learning.</p>	<ol style="list-style-type: none"> 1. Increased proportion of Low Prior Achieving completing level 3 and 4.
<p>4. Focus on wellbeing</p>	<p>Outcomes framework is co-defined, principled, and measurable.</p> <p>Learners confidence-building is a deliberate practice.</p> <p>Services and environments align to holistic learner needs.</p>	<ol style="list-style-type: none"> 1. All Low Prior Achieving convey positive net promoter survey scores. 2. Increased credit achievement and course success rates for Low Prior Achieving. 3. Increased proportion of programme and qualification achievement for Low Prior Achieving.

Objective	Action	Metrics
<p>5. Provide equitable access</p>	<p>Barrier free access to guided pathways and easy enrolment.</p> <p>Learning is flexible and technology is readily available and customised.</p> <p>Information is clear and accessible.</p> <p>Financial services are easily accessed (budgeting/loans).</p>	<ol style="list-style-type: none"> 1. Increased proportion of enrolments for Low Prior Achieving learners. 2. All learners express positive learner health scores. That is, learner express being engaged, connected, included, and satisfied. Having wellbeing and equitable access.
<p>6. Employers have access to support and awareness</p>	<p>Determine current support used by employers and future needs to support Low prior achieving learners and create these support systems.</p> <p>Design monitoring processes to ensure employers and learners are receiving the right learning support to succeed with work-based training.</p>	<ol style="list-style-type: none"> 1. Number of training programmes and resources for employers. 2. Number of employers accessing resources and support. 3. Percentage employers feeling confident insupporting Low Prior Achieving learners. 4. Percentage retentions rates for these WBL learners.