Interview Synthesis Vision Specific Domain Four

Focus Question: What professionals & communities will I learn with, from and about?

A key facet in inter-professional practice for the Specialty Teacher Vision is understanding, or knowing when to lead and when to follow. An example of this is seen in early childhood individual plan meetings. Sometimes the child has an Early Intervention Teacher (EIT), in this case it is the EIT responsibility to write the IP document and disseminate it and liase with others attending the IP. If there is not an EIT this work becomes part of the RTV role. If the RTV cannot attend it may become part of the HECC Teacher role.

Success in understanding the roles comes through sensitivity and communication and respect for others. A willingness to work collaboratively is essential as each member of the team will also be implementing plans created by other disciplines when working in a trans-disciplinary model.

Shared professional developments support learning across disciplines. Additional opportunity to share professional understandings occur in interagency meetings.

Within BLENNZ a range of vision specific disciplines work together such as Physiotherapy, Occupational Therapy, Speech Language Therapy, Music Therapy, Assessment Services, Orthotics and Medical Clinics, Orientation and Mobility, Visiting Neurodevelopmental therapists, Child Development Team, RNZFB, Ngati Kapo, CYFS etc.