

Resource Teacher: Learning & Behaviour Service

16 July 2012

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From the editor

I have had the pleasure of reading, and responding to your Annual Plans. The amount of change around the country is significant. Almost all clusters have appointed cluster managers, and many have appointed practice leaders, using cluster leadership payments.

Most clusters have set up cluster advisory committees and found the right people to serve on them. Many clusters have combined small subclusters into larger groups and moved RTLB into new host school arrangements.

Clusters that have been bringing their RTLB together for regular meetings are well down the track towards developing strong communities of professional practice.

This is a strong start to the Transformation!

Anne Tuffin, Project Manager, RTLB Transformation

Year 11-13 Funding

The Year 11-13 Funding Working Group re-convened in June to consider feedback from schools around the implementation of the Guidelines so far this year.

They considered all concerns and suggestions that had been received by the Ministry around the 2012 Guidelines. A number of secondary schools had raised concerns about the requirement for term-by-term applications and the administration time required to fill out the form and provide evidence of progress. Some schools suggested having an annual application process to allow for long-term planning; another suggested allocating funding on a formula linked to NCEA results.

The working group believes that the 2012 Guidelines need the full year to bed in. They noted that many applications that have been coming in so far this year have been innovative and are demonstrating good provision of data and goals. They are encouraged by the progress being made to date by schools and clusters.

The group recognised that the Guidelines have meant significant change for many secondary schools. They acknowledged the role clusters have played in leading this change: Cluster Advisory Groups have supported the change; allocation committees have considered applications using the Guidelines, making decisions based on need; and much effort has gone into coaching schools in the use of the new process.

In their current form the guidelines allow for adaptation to meet various school and cluster needs, such as more or less frequent allocation decisions. However, the expectation is for payments to be made on a term-by-term basis, dependent on receipt of evaluation / progress reports.

At the end of the 2012 year the group will seek feedback and reconsider whether 2013 guidelines need further adaptation. Meanwhile schools are encouraged to familiarise themselves with their cluster procedures and provide constructive input regarding their development and implementation.

Accommodating RTLB at Host Schools

A new Factsheet clarifying the ins and outs of the relationship between Lead Schools and Host Schools is now on the RTLB website at <http://rtlb.tki.org.nz/Governance-management/Accommodating-RTLB> along with an Agreement template, <http://rtlb.tki.org.nz/content/download/5862/58257/file/Accommodating%20RTLB%20factsheet.pdf>.

Quarterly Reporting

The template for your school's quarterly *A4 Snapshot of Performance Indicators* will be emailed to the cluster managers this week.

The template is a two-sheet excel spreadsheet with an example page on the third sheet. An additional helpful hints instruction page will help with such things as adding additional rows and using 'drop-downs lists', <http://rtlb.tki.org.nz/content/download/5867/58279/file/Helpful%20hints%20for%20Quarterly%20reporting%20template.doc>.

The Funding and Service Agreement asks that you start using the Snapshot report on the first week of Term 3 2012. Because we have only just provided the template, you are not expected to submit the report until mid-term. It will provide your cluster data from Terms 1 and 2 2012.

Remember, you are required to send the report to the Boards of all your schools, as well as to the Ministry.

Practice Leaders

A reminder to principals and cluster managers.

When you appoint practice leaders you are in fact delegating additional leadership responsibilities and not making a conventional appointment.

Unfortunately, we continue to see instances of lead clusters "appointing" practice leaders permanently without making clear that these roles are additional responsibilities on a discretionary basis.

We would like to see these roles delegated on a flexible basis, such as rotating RTLB who are suitable through the practice leader positions. In this way you can provide the opportunities for RTLB to enhance their careers, as well as tap into the strengths in your team.

Cluster Manager Forum

All cluster managers are invited to attend this day forum on Monday 23 July (for clusters 21-40) or Friday 27 July (for clusters 1-20). There are still about eight cluster managers in each of the forums who have not registered. Please complete your registration this week, either:

- contact Anna@conference.co.nz for details
- email your apologies to Lara lara.penman@minedu.govt.nz.

By popular demand, the theme of the day is 'Demonstrating Effectiveness'. We will have discussion based sessions covering outcomes for the RTLB service, clusters and individuals, along with the data collection needed to demonstrate effectiveness. The agenda is attached at <http://rtlb.tki.org.nz/content/download/5868/58282/file/July%20Cluster%20Manager%20Forum%20Agenda.doc> and Lara will email out a small amount of pre-reading by Thursday 19 July.

To enable the sharing of ideas, please bring along any information and systems that your cluster is using or considering for:

1. what outcomes you are working towards (at individual, school and cluster levels)
2. data collection to demonstrate progress towards achieving positive outcomes
3. you may like to bring your laptop to facilitate sharing of ideas.

We are looking forward to seeing you all there!

Gateway Assessments

Thank you for all your hard work on the Gateway Assessments. We have already received some great feedback on the positive difference RTLB have made for students entering state care. Having RTLB involved has improved the process hugely, for example, an increase in the completion rate of the education profiles. Well done!

Many of you have sent me questions about Gateway. MOE and CYF banded together to answer the questions, which I have compiled into an FAQ. The FAQ is now posted on the new RTLB TKI website at <http://rtlb.tki.org.nz/Professional-practice/Gateway-Assessments/FAQs>.

Remember FAQ is a living list, so if you have further questions, please email me and I will track down answers for you.

Lara Penman, Advisor Service Delivery
Email: lara.penman@minedu.govt.nz
Phone: 04 463 8182

Vehicle Storage and Security

Some clusters have expressed concern about vehicle storage and security, particularly if they have taken on extra lease cars for itinerating RTLB. Unfortunately there is no extra funding available for the provision of vehicle storage. This cost is the responsibility of the lead school, as RTLB appropriation is fully distributed and clusters must operate within their existing resources.

Informed Consent

From time to time questions come up from clusters about the practice of seeking informed consent. Some examples are: What does getting parents' consent mean? Who should we get consent from? Where can we get further information?

It is the Ministry's view that the "parental consent" RTLB seek is a courtesy/permission slip to let parents know what is happening. It is similar to a referral to Reading Recovery etc. There is no legal requirement for a school to seek parental consent to refer a student to the RTLB service.

In contrast, an educational psychologist needs informed consent before working with a student with a disability because they are providing a disability service under the HDSCR code. The psychologist and the school may or may not need parental consent to pass on information depending on what their privacy statements cover (the privacy act allows for notification of sharing instead of consent).

These diagrams are a useful guide for making decisions about informed consent, <http://rtlb.tki.org.nz/content/download/5869/58285/file/Informed%20consent%20diagrams.doc>.

Assistive Technology

Attached is a copy of the newsletter from the assistive technology team in Special Education. This newsletter has lots of great information about different ways technology can create better access to learning, while making it attractive and fun for kids, <http://rtlb.tki.org.nz/content/download/5870/58288/file/Assistive%20Technology%20Newsletter%20.pdf>.

It is suggested that clusters take the opportunity to get onto the mailing list and gain access to information on the wonderful range of technology aids that are available.

You can subscribe to the newsletter through the Ministry of Education Centre for Assistive Technology (CAT), <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/ServicesAndSupport/AssistiveTechnology/CentreForAssistiveTechnologyAndNewsletters.aspx>.

Agreements with local Ministry Offices

There is no need for Lead schools to develop memoranda of understanding or agreements with their local Ministry office. The cluster Funding and Service Agreement (the legal contract between clusters and the Ministry) outlines the relationship in Schedule B, under the section "Support from Local Ministry Staff".

Information about the RTLB Study Awards "Travel and Accommodation contribution" payment

Your cluster will receive by the end of July a RTLB study award travel and accommodation contribution payment for all RTLB on study awards in your cluster. This includes RTLB who are in their first or final year of training. The payment is a **contribution** to travel costs incurred during study. This contribution is on top of the Operational Resourcing grant that your cluster receives each year for RTLB travel, study, administration and establishment.

The payment you will receive is based on the following:

Location of base school	Travel contribution per block course (two per year)
Within 100km of the study centre	\$0
Between 100km and 200km from the study centre, or travelling from Auckland, Wellington, Christchurch, Palmerston North or Nelson airports	\$600
All other locations	\$750

Please note that the 2012 first block course was held in Auckland in February. The second block course will be held in Christchurch in August.

The 2012 payment structure was reviewed in 2011 to match the travel and accommodation costs of the two block courses that are now part of the new RTLB qualification offered by Massey and Canterbury Universities. The payment structure in place prior to 2012 was based on the old qualification that had four block courses. 2011 and 2012 RTLB study awardees are all now under the same payment structure.

By the end of July, if you haven't received payment for one or more of the RTLB on study awards employed by your cluster, please contact the study awards and scholarships advisors directly so that they can sort out your payment as soon as possible.

Contact details:

Email: specialiedworkforce@minedu.govt.nz

Phone: 04 463 7065

A question of language....

A cluster manager has suggested we think about the language we use around 'teacher capability'. She asks:

- could we use 'teaching practice' instead of 'teacher capability'?
- does 'teacher capability' unintentionally carry a slight judgemental load, which can get in the way when we talk about the concept with teachers?
- does moving from 'capability' to 'practice' add neutrality and get away from the connotation of not being capable?
- does moving our language from 'teacher' to 'teaching' take the focus from the person to the activity?

What are your thoughts?