

Resource Teacher: Learning & Behaviour Service

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From the editor

At the end of July, Cluster Managers from all forty clusters gathered for their quarterly forums. They got together to share good practice, and to develop consistencies between clusters. They looked at staff appraisal processes and the allocation of case work within clusters. It is very clear that the hard yards of the first two terms is paying dividends, with exciting professional communities of practice emerging in most clusters. This is being helped along by movement of RTLB into larger groupings based either at the lead school or at host schools.



The transformation is on the way!

Anne Tuffin, Project Manager, RTLB Transformation

Gateway Update

The RTLB Gateway manual has been updated to clarify the eligibility criteria for children in care to receive support from RTLB. The revision makes it clear that the criteria for RTLB support is:

- child or young person is in care*, and
- aged between 5 and 14 years.

There are a couple of other pathways to receive a Gateway assessment that do not involve RTLB. The Social Worker will seek information from the school, without intervention from the RTLB, if:

- child or young person is in care and under 5 or over 14 years old; or
- child or young person is not in care, but has needs identified by a Family Group Conference.

*Entry to care includes the following legal statuses:

Section 78 – Custody pending a determination of proceedings

Section 101 – Custody orders



Section 102 – Interim custody orders (of a period of up to 6 months)

Section 110 – Guardianship orders

Section 139 – Agreements for temporary care

Section 140 – Agreements for extended care

More information can be found in the

-  Overview of Gateway Assessments
-  RTLB Gateway Guide (July 2012)

on the RTLB website

<http://rtlb.tki.org.nz/Professional-practice/Gateway-Assessments>.

New RTLB Team at the Ministry's National Office

We are sad to be farewelling Lara Penman from the National Office team. Lara has put systems in place to streamline the 'staff changes' process, organised the cluster manager forums, managed the mailbox, and spent hours and hours supporting clusters in a thousand helpful ways. Thank you, Lara.



Lara's replacement will begin shortly (we are currently going through the recruitment process). Other staff currently working to support the project are Lee Pownall, Stephanie McHardie, Christine Comerford and Liz Sio-Atoa (aka Temp.T8051a).

Year 11-13 Funding – Exemplars

At the recent CM Forums, we discussed the need for exemplars that show how the Year 11-13 fund can be best used.

Could you please send in your examples of **good practice** to anne.tuffin@minedu.govt.nz and we will put them up on the RTLB TKI website.

Raising Achievement

There was a reminder at the CM Forum about raising student achievement. The Ministerial Cross-Sector Forum that met in June provided advice on a quality achievement programme for education.

Read more about this here:

- <http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=8605&Title=News>, or
- <http://www.national.org.nz/Article.aspx?articleId=38824>.

Social Workers in Schools (SWiS)



From the beginning of 2013, 149 additional SWiS will be working in 390 additional decile 1 to 3 schools. This will bring the number of SWiS to 274.

RTLB resources held by previous fundholder schools: Legal Opinion

You may be interested in this legal opinion regarding RTLB resources purchased prior to the transformation:

RTLB funding provided to previous RTLB fundholder schools was provided as a supplementary grant under s79 of the Education Act 1989. As stated in s79(3) "A supplementary grant is paid subject to the condition that it will be used for the purposes set out in the grant, and a board that receives a supplementary grant must use it for those purposes only". Terms such as "tagged funds" and "conditional grants" are commonly used to describe supplementary grants given for a specific purpose. A common example of such a grant is ORRS funding which must only be used to support the learning of the relevant student.

The Memorandum of Agreement regarding a school's role as lead school was an administrative device to ensure that Board's both understood and explicitly acknowledged the role they where to undertake to manage RTLB to support a cluster of schools and the purposes for which funding was then provided.

Boards of Trustees must abide by specific law, such as s79 and are also expected to manage assets and resources with great care. They are, for example, expected to act prudently regarding the spending of funds or the distribution of assets.

Assets purchased by previous fundholder boards are owned by those boards. Accordingly they should be included on schools' asset registers. It has been a common practice to refer to assets as being "of the RTLB service" when in fact a more technically correct description is that they are held by the Board "for the purposes of supporting" the RTLB Service.

However there is nothing preventing a Board from transferring funds or assets to another Board for a legitimate purpose. In this case the only way in which a Board can fulfil its obligations regarding its historical receipt of RTLB related funding is to now transfer any remaining RTLB related funds or assets purchased to support RTLB provision to the Board of the new Lead School.

The Ministry is currently following up with previous fundholder schools for the transfer of unspent funds.

Professional Development news

(from Manawanui RTLB Cluster 10)

In May, our cluster facilitated a day of professional development with international speaker Neil MacKay. The day, titled "Total Teaching", was attended by 70 classroom teachers, SENCOs, Associate Principals, Deputy Principals and RTLBs.

Each RTLB from Manawanui was asked to invite one teacher from one of our Cluster schools. For the RTLB and their invitee the course was complementary. The costs of providing this professional development were then met by those outside of our cluster who paid to attend.

Neil spoke about teachers including students with learning and behavioural difficulties by simply reframing how they view the child. He suggested that learning difficulties be seen as learning preferences and he challenged teachers to explore ways of acknowledging the students' right to be taught according to their preferences and needs. This would mean consulting students about the curriculum, adapting how students are assessed, and allowing students to give feedback about their teacher's performance in meeting their needs. Neil also covered ways of teaching reading and writing that are particularly effective for students experiencing difficulties with literacy.

Feedback reflects that Neil's practical ideas for including all students, regardless of their ability, were easy to transfer into the classroom setting and are having a positive impact on student outcomes.

One of the planning committee's concerns was that participants might see the course as a "one day PD" opportunity. Therefore, each RTLB has maintained contact with their invited teacher to ensure a change in their practice has occurred as a result of attending this opportunity.

Already our RTLB have reported:

- improved classroom practice in the teaching of literacy
- teachers taking school wide staff meetings on Neil's ideas
- new resource materials being written
- one school inviting Neil back for a whole school PD.

The Manawanui RTLB Cluster 10 vision is to "lift the capability of all teachers in our cluster". We feel that this day with Neil MacKay was a good first step in realising this vision.

For more information on Neil MacKay, visit http://www.actiondyslexia.co.nz/about_neil_mackay.html.

Cluster Manager Professional Development

Many CMs are looking for professional development that supports their leadership and management role. It would be very helpful if good options are readily available for CMs to access.

The CMs at the Wellington forum discussed a possibility for you to check out:

6th Annual Education Leaders Forum (ELF)

Wednesday 29 & Thursday 30 August 2012 at the Wellington Convention Centre, visit

<http://www.smartnet.co.nz/events/ELF/2012/theme.htm>



There is also some other interesting PD forums/conferences coming up such as:

- Maori Concepts of Wellbeing
- The Psychology of Success
- Alternative Education forum
- How to Manage and Lead Successfully
- Working with Maori

and a few more.

If there is something that you, your practice leader and/or RTLB would be interested in, read 'Professional Development for Cluster Managers 2012'

<http://rtlb.tki.org.nz/content/download/5922/58500/file/Professional%20Development%20for%20Cluster%20Managers%202012.doc>.

Please

- use the Massey VLN (Virtual Learning Network) to share this information (<http://specialistteaching.net.nz/login/index.php>)
- or send to anne.tuffin@minedu.govt.nz and she will put them up on the RTLB TKI website.

2012 Study Award contributions (travel and accommodation)

The 2012 contribution to travels costs for RTLB who receive a Special Education Study Award:

RTLB have been paid to lead schools in the last week. A contributory payment is made directly to cluster lead schools each year to assist with travel and accommodation costs. This is based on travel between the lead school and block course training venue (if it is over 100km return).

Location of base school	Travel contribution per block course (two per year)
Within 100km of the study centre	\$0
<ul style="list-style-type: none"> Between 100km and 200km from the study centre, or travelling from: <ul style="list-style-type: none"> 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.

For more information:

- see the [Ministry website](#), or
- contact the Study Award and Scholarship Advisor
 - email: specialisedworkforce@minedu.govt.nz
 - phone: 04 463 7065
- read the previous RTLB Newsletter 9.

Deadlines for receiving RTLB staffing change forms

A reminder that we can only process RTLB staffing change forms on a fortnightly basis. These need to be received in the RTLB Enquiries mailbox before the first day of the pay period in which the change begins, which is five days before the schools' closedown.

For example, for an appointment starting on 27 August (pay period 22 August to 4 September), the form needs to be in before 22 August. Payroll will not accept any late notifications.

Staffing updates go through to Payroll and Resourcing at 12pm on the Ministry closedown date.

Below is a list of all the closedown dates from now until the end of the year for your reference.

Period #	Pay period dates	School close-down	Stop pay close-down	Payday	MINISTRY CLOSE-DOWN
2512	22 Aug -4 Sep	27 Aug	4 Sep	5 Sep	22 August
2513	5 Sep -18Sep	10 Sep	18Sep	19 Sep	5 September
2514	19 Sep -2 Oct	24 Sep	2 Oct	3 Oct	19 September
2515	3 Oct -16 Oct	8 Oct	16 Oct	17 Oct	3 October
2516	17 Oct -30 Oct	22 Oct	30 Oct	31 Oct	17 October
2517	31 Oct -13Nov	5 Nov	13Nov	14 Nov	31 October
2518	14Nov -27Nov	19 Nov	27Nov	28 Nov	14 November
2519	28 Nov -11Dec	3 Dec	11Dec	12 Dec	28 November
2520	12 Dec -25Dec	14 Dec	18Dec	24 Dec	12 December

Process for using relief RTLB

Some cluster managers have requested clarification around the use of relievers. Below are some guidelines around this for the two most common situations.

To cover sick leave



Where an RTLB is absent for short periods of up to one week, it is expected that a reliever will not be necessary and no additional relief teacher funding will be paid.

Where an RTLB is absent and on paid sick leave due to their illness for at least one school week, and a suitably qualified reliever is employed to cover this absence, additional relief teacher funding may be paid. Normal claim procedures and documentation requirements apply.

NOTE: Additional relief teacher funding is funded claimed from the first day of the RTLB's absence. The eight-day rule does not apply.

To cover a vacancy while waiting to appoint permanently

A relieving RTLB can be accessed to cover an absence for between three weeks up to a full school year. However, where this position is being used to cover the period between one RTLB ceasing employment and the appointment of a permanent replacement then this needs to be based on the standard period it takes to find a replacement e.g. no more than eight weeks. The position must be full-time and completely focused on the role as an RTLB or the funding may not be approved.

Information on additional relief teacher funding can be accessed on the Ministry's website at:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter3/AdditionalReliefTeacherFunding.aspx>

'tips for autism' facilitators opportunities

Something you may wish to pass onto your RTLB:



The Ministry of Education is currently seeking expressions of interest from people to train as 'tips for autism' facilitators in 2013.

What is 'tips for autism'?

'tips for autism' is a three-day course for teams of people who currently support a primary school student with autism spectrum disorder (ASD). The course is fully funded by the Ministries of Education and Health and has been very positively evaluated by Massey University.

Each course is co-facilitated by two people who both have experience of working with students with autism spectrum disorders:

- A parent of a person with ASD (who also has a teaching or related qualification)
- Ministry of Education or other specialist practitioners with strong ASD knowledge and experience of working with a range of students with ASD.

Training (six days) will commence in Term 1 2013 after which facilitators will lead about 4-6 courses each year (12-18 days). Travel (within New Zealand) is required and fully funded, and expenses are reimbursed.

More information about 'tips' and a copy of the Expression of Interest (EOI) document are available at www.tipsforautism.org.nz.

To read about the "Evaluation of the 'tips for autism' Professional Learning and Development programme", visit

http://www.educationcounts.govt.nz/publications/special_education/evaluation-of-the-tips-for-autism.