

Resource Teacher: Learning & Behaviour Service

11 June 2013

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2012 Annual Reports

The final analysis of clusters' 2012 Annual Reports is almost complete. Once the summaries have been signed off here within the Ministry, we will write to lead school Boards with a one-page summary of cluster progress towards the transformation goals, and a brief summary of the 40 clusters overall.

The templates for the 2013 Annual Report will be attached to the letter to the Board. We are aiming to provide this feedback to your Boards by the end of June.

From the editor



Now that the 'structural' changes have happened in almost all clusters, we are now able to turn our attention to 'practice'.

The RTLB Toolkit provides some valuable guidance around practice, but more needs to be done to agree consistent service standards, consistent referral criteria and what constitutes quality RTLB professional practice. We have many points of entry into this work: there was work done by the Ministry and the Association prior to the Transformation; the Teachers Council has developed the Registered Teacher Criteria; and the Ministry has been working to develop professional practice standards for other staff who work with students with special education needs. It's now time to bring what we know to the table and develop practice standards that we can honour and that challenge us to provide the very best service to our schools and students.

I ask that each and every one of you consider how you will involve yourself in this significant piece of work. We will be contacting you in the near future about how we will take this forward, and how you can become involved.

Anne Tuffin, Project Manager, RTLB Transformation



Cluster Manager Forums:

21 May (Auckland) and 23 May (Nelson)

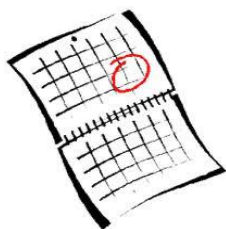


The forums were yet again another valuable opportunity for CMs to share best practice across clusters:

- Traci Liddall (Cluster 4) shared her cluster's monitoring, appraisal and supervision processes
- Annette MacDonald (Cluster 27) discussed SENCO networks
- Christine Broere (Cluster 40) shared the value of the RTLB liaison role
- Kerrie Lomas (Cluster 2) shared about student transitions within a cluster and across clusters
- Lianne Kalivati (Cluster 29), Maureen Allan (Cluster 34), Rob MacDonald (Cluster 1) and Suzanne Wright (Cluster 17) reported back on the work of IWS panels and how to make application to the Intensive Wraparound Service.

There were many Ministry regional office staff who attended, helping to strengthen the 'joined up, seamless' service we are all aiming for.

Next Cluster Manager Forum



The Next Forum for all 40 cluster managers will be held in **Auckland** on **Friday 6 September**.

We invite all cluster managers to attend the forum. The event management group, Auaha Group (*Oh-Ah-Ha*), will be in contact regarding registration and travel arrangements.

Gateway Assessments Clarification

We have become aware that some clusters are not treating Gateway Assessments (for children **entering care**) as RTLB referrals.

To clarify – all Gateway referrals from CYF (for children **entering care**) become a priority referral to the RTLB service and are not subject to normal [RTLB] referral criteria. Below is the relevant section on p.5 from the *RTLB Gateway Guide*.

(Note: The section below is taken from the latest version of the Guide; visit the RTLB website <http://rtlb.tki.org.nz/Professional-practice/Gateway-Assessments>):



“When the Cluster Manager receives an Education Profile form from Child, Youth and Family it will include confirmation that the child/young person is in the care of the Chief Executive of Child, Youth and Family. Details of the child's care status are included on the form.

A referral from Child, Youth and Family for a child entering care¹ is a priority referral and is not subject to normal referral criteria. A priority referral for a child entering care means immediate access to an RTLB without going through the normal school referral process, or the normal cluster intake and selection process.

The Cluster Manager will allocate a priority referral to an RTLB in the cluster for immediate follow up. A meeting (Initial Gateway Meeting) will be facilitated by the RTLB with the key people supporting the child/young person within 0-4 days”.

¹Entry to care includes the following legal status:

Section 78 – Custody pending a determination of proceedings,
 Section 101 – Custody orders,
 Section 102 – Interim custody orders (of up to 6 months),
 Section 110 – Guardian orders,
 Section 139 – Agreements for temporary care,
 Section 140 – Agreements for extended care

We understand that some of these 'priority' referrals will be quite short in duration. However, they are all priority RTLB referrals and must be treated as such. Note: In relation to the new A4 Snapshot, they will all be shown as cases.

Sector Feedback



RTL service within Secondary Schools

Brian Coffey attended a recent PPTA Principals Council meeting where the RTL service was discussed. His feedback from the meeting raises some issues for consideration:

- A continued perception by some secondary principals that RTL have too many meetings during school hours and the need to keep those to a minimum.
- The need to ensure that there is good secondary representation on Cluster Advisory Groups
- Principals were positive about Year 11-13 funding being approved for a “school year” initiative /project with a six monthly progress report on implementation
- The need to continue to work on effective provision of RTL services into secondary schools with a view that systems support rather than individually focussed services may be the approach required.



The HLN service

Brian has also received feedback from the Secondary Principals Association around the changes to the SLS service. His informal email response to SPANZ provides us with helpful guidance as we develop the new RTL/HLN service for the 1500 students who are funded to receive this service:

“The initial development of the SLS policy (circa 2004) had the unintended consequence of students working within level one of the curriculum staying locked into additional 0.01 teacher resource. This was potentially from the day they were accepted into the initiative, which may be as early as year three through to the end of their secondary schooling (8+ years of support). If the secondary student is still operating within level one of the curriculum at Year 11 (and receiving ongoing 0.1 FTE) it is probably time to think about a different approach for that student and a greater focus on transition.

This then frees up the opportunity for additional students in the system to have access to the additional 0.1 FTE support.

It appears that there may be a tension here i.e the level of resourcing in secondary school vs the fairest use of a resource across all students who may benefit from that resource or initiative.

I am not sure though that this change will necessarily mean less resource for secondary schools ... it may be that the cessation of the 0.1 teacher support beyond year 11 may mean that there are a greater number of students accessing that support in Years 9, 10 and 11.

The amalgamation of the SLS initiative with the RTL service means that there are two services now expected from the RTL service. The more traditional range of RTL services as well as the ongoing and regular teaching support associated with the SLS initiative. It is expected that all RTL [clusters] will be able to provide this service.

I have also put the challenge to the RTL service to rethink the design of the way SLS traditionally operated. Currently there is an ongoing focus on about 1500 students and very little opportunity for students to move in and out of the support. The key would be that all students in an RTL cluster who are working long term within Level One of the curriculum should be identified within the cluster with an ongoing oversight of their progress and the opportunity for that group to move in and out of direct teaching support as required.

The use of RTL in secondary schools is an ongoing issue and there is ongoing work to develop a differentiated service approach for secondary schools. What has become evident since the RTL transformation is that there has been many examples of resource capture and pro rating of resourcing that did not give great emphasis to “needs based” service support.”



Resources

Library services for RTLB



Did you know that the Ministry of Education Library provides services to RTLB?

Visit the Education Library website at

- <https://library.education.govt.nz/> to find out more, or
- email education.library@minedu.govt.nz to obtain a login and password.

Once you've logged in you can keep up-to-date with your professional reading by accessing the latest resources. You can also sign up for daily or weekly email alerts about new material and request a literature search.

Parents, Families and Whānau Team bi-monthly newsletter



This newsletter has something for everyone: information on how whānau can support their children; whānau success stories; whānau tips and some information about who these regional Ministry people are and what they do.

Read all about supporting whānau success on the Ministry's website

<http://www.minedu.govt.nz/Parents/AllAges/PFWNews/KaTepeaTeKo/May2013.aspx>.

Assistive Technology

Attached to this newsletter is the latest Centre for Assistive Technology Newsletter with valuable information on eBooks and eReaders.

Read the newsletter on the website here

<http://rtlb.tki.org.nz/content/download/6277/60308/file/CAT%20Newsletter%2029%20May%202013.pdf>

Ministry Oral Language Resources

There is a current project within the Ministry looking at Teachers' Aides in Inclusive Classrooms. At a recent meeting a list of Ministry resources to support oral language was provided. The resources are listed to support your work with TAs:

- *Language and Learning Intervention manual (2011)* – supports whole-team PLD and support for students with significant communication needs receiving a Communication Service.
- *Learning Through Talk (2009)* – this Ministry-commission book is for helping years 1-3 teachers understand the central role of oral language in supporting students' learning. Schools are aware of this book; it is not widely used/referred to as it is dense and requires 'unpacking'.
- *Sounds and Words* <http://soundsandwords.tki.org.nz/> – this is information and activities on TKI designed to support teachers and students to learn about phonological awareness and spelling.
- *Listening & Speaking booklet (2002)* – this booklet about students with moderate communication needs is currently being updated as part of the Inclusion Taskforce comms work
- *Talk to Learn (2001)* – this is a practical programme/package developed by Ministry SLTs for teachers/TAs to use in junior classes with students with oral language needs.
- *Communicate to Participate (1998)* – this was a PLD package delivered by Special Education SLTs to schools. It focused on identifying students with communication needs, appropriate referrals and implementing classroom strategies.

