

# Resource Teacher: Learning & Behaviour Service

27 November 2013

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## From the Editor



At the latest CM Forum data from the Term 2 Quarterly Snapshot was shared, showing the number of individual referrals nationally ( $n=9,584$ ), and the average number of individual referrals per RTLB nationally ( $n=11$ ). Each Lead School cluster has since been advised the average number of individual referrals per RTLB for their cluster.

RTLB do a wide range of work. Some of that work is around individual referrals. Schools tell us how highly they value this targeted student-focussed RTLB work. When RTLB respond to these referrals and make a sustainable difference for these students, the RTLB service nationally is judged very positively by schools. We must manage school expectations by responding promptly and effectively to individual student referrals for learning and behaviour.

When RTLB accept an individual student referral and it becomes a 'case', the RTLB takes it through the steps of the RTLB practice sequence. Early in the sequence, following Data Gathering, Analysis and Goal Setting, the RTLB will decide the intervention(s) that are most likely to make a difference for the student. The

intervention(s) may include, but not be limited to: working with the teacher; working with a group of students; working with a class; working school wide/systemically.

RTLB teams are encouraged to consider how they currently categorise referrals. Some clusters have, in addition to individual referrals, referral categories for group, class, school or teacher referrals. Clusters are encouraged to ask the question when they receive such referrals, "**Is there a named student or students triggering the referral?**" and if so, why wouldn't it be an individual referral (or several individual referrals) where the chosen intervention may be a group, teacher, class or school wide intervention? If the answer to the **bolded** question above is 'no', then is it better to think of the request for support as a project, programme or a piece of systems work? If so, how should the National RTLB service be collecting the data on these pieces of significant and valuable work?

The RTLB Practice Advisory Group is currently looking at these and other related questions, and the Database Working Group is also considering them, because they drive the way the service will eventually collect and report its data. In the meantime, we collect individual referral data quarterly and annually; and group, teacher, class and school data annually. In the future, this historic way of doing things may change.

Finally, the reasons are numerous behind cluster individual referral averages. Clusters will know the factors that affect their cluster average – e.g. numbers of RTLB in training, numbers of unfilled positions, numbers involved in projects and systems work, how a cluster categorises and reports an individual referral or how long cases are kept open.... Until we have all agreed on what an individual referral is, the Ministry is not making any judgement of clusters based on this data – but it is a valuable opportunity to start the discussion within RTLB teams.

Anne Tuffin, Project Manager, RTLB Transformation

## RTLB Gateway Guide

The RTLB Gateway Guide is being updated.

The November 2013 version will be available on the TKI RTLB website this week.

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

## Cluster Manager Forums 2014

The Cluster Manager Forums dates for 2014 are:

- Term 1: Thursday 20 (CMs + Principals) & Friday 21 February (CMs only)
- Term 2: Thursday 15 & Friday 16 May
- Term 3: Thursday 31 July & Friday 1 August
- Term 4: Thursday 30 & Friday 31 October

Venues/agendas will be confirmed closer to the time.

## Inspiring Pacific student stories

The *Pacific Achievers Project* is a Ministry of Pacific Island Affairs initiative. It is a collection of short films shot and directed by Pacific high school students which celebrate Pacific success stories from their school. The link below takes you to the website where you read the project background and access the videos by clicking on the name of the school. Most of these schools are in South Auckland and they're a wonderful example of the talent in these communities.

<http://www.mpia.govt.nz/pacific-achievers-project/>

## 20 Hours ECE



20 Hours ECE is where the Government will fully fund the cost of early childhood education (ECE) for up to 6 hours per day, and up to 20 hours per week for all three, four and five year olds enrolled at an ECE service that offers 20 Hours ECE.

For your information, the Ministry no longer uses the term '20 hours free', it now uses 20 Hours ECE.

## Cluster 32 Māori Language week



Congratulations to the West Coast Tai Poutini cluster for being one of the top three finalists in the inaugural national Māori Language awards.

The cluster produced a booklet for local schools to use during Māori Language week (July 1-5). The booklet featured Māori myths, songs, place names, games and activities. The resource has been well received by teachers on the Coast. (Keep a look out for them on Māori Television).

## Ka Hikitia – Accelerating Success 2013-2017



The updated Māori education strategy is well underway to ensure the education system is delivering quality Māori language, careers and skills for all Māori and working with others to make this happen. The vision continues to be 'Māori enjoying and achieving education success as Māori' from early learning through to tertiary, skills and employment.

Schools have received the Ka Hikitia documents and the RTL clusters will also be receiving a copy of:

- Ka Hikitia – Accelerating Success 2013-2017
- Summary of Ka Hikitia – Accelerating Success 2013-2017
- Getting Started with Ka Hikitia – Accelerating Success 2013-2017 Primary Education
- Getting Started with Ka Hikitia – Accelerating Success 2013-2017 Secondary Education

For more information

- go to the Ministry website <http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx>
- or contact [kahikiti@mailbox@minedu.govt.nz](mailto:kahikiti@mailbox@minedu.govt.nz).

## PLD for RTL



Lead Schools are encouraged to include their RTL staff in school PLD – they are staff members and should be included where relevant – especially PLD around curriculum updates and refreshes.

## Ministry of Education Library – video tutorials and new resources

### EDUCATION LIBRARY

#### Video Tutorials

Some RTLB have mentioned that they would like to know more about how to use the Library's website. We've recently added a page with video tutorials on some popular topics.

Links:

- Visit the video page on the Education Library website to learn more  
<https://library.education.govt.nz/>
- Email us at Education Library if you don't have a library login and password, or you've forgotten them: <mailto:education.library@minedu.govt.nz>.

#### New Resources

New resources for November are now available on the Library's website. Use your login and password to access new books, topical articles, and tables of contents from the latest journals.

Send requests for the items below to Education Library.

**Title:** *The importance of race and ethnicity: an exploration of New Zealand Pākehā, Māori, Samoan and Chinese adolescent identity.* **Author:** By Melinda Webber. **Article:** In the New Zealand journal of psychology 42 (2), 2013, p. 17-28.

**Title:** *Engaging with parents: the relationship between school engagement efforts, social class, and learning.* **Authors:** By Raquel L. Gonzalez and Cara L. Jackson. **Article:** In School effectiveness and school improvement 24 (3), 2013, p. 316-335.

**Title:** *Learning about inclusion by listening to Māori.* **Authors:** By Mere Berryman and Paul Woller. **Article:** In the International journal of inclusive education 17 (8), 2013, p. 827-838.

**Title:** *Women rising: the unseen barriers.* **Author:** By Herminia Ibarra. **Article:** In the Harvard business review 91 (9), 2013, p. 60-66.

**Title:** *Make time for the work that matters.* **Authors:** By Julian Birtinshaw and Jordan Cohen. **Article:** In the Harvard business review 91 (9), 2013, p. 115-118.

## LSF and Year 11-13 Funding – keeping cluster schools informed

Lead Schools provide the RTLB service on behalf of their cluster schools. Because of this, clusters should be transparent about sharing how LSF and Year 11-13 funding is allocated. The same goes with the number of referrals/cases active in each cluster school. The RTLB resource (both staffing and \$\$) belongs, in a sense, to the schools in the cluster – the service is theirs and they have a vested interest in how the resource is used. The RTLB cluster and Lead School are the guardians of a collective resource.

LSF and Y11-13 funding allocations should be shared at each CAG meeting and communicated to all cluster schools regularly – Lead School Funding and Service Agreements obligate clusters to report to them. This maintains the level of trust between clusters, schools and principals. Sharing the information on a regular basis shows schools that the resource is being used according to cluster need, and is being used equitably and fairly.

### Evidence Based Practice

Warwick Phillips, Manager Professional Practice, Ministry of Education: Special Education has suggested you check out Eileen Gambill's writing on evidence based practice.

The writing is available on the website here:  
*Evidence-Based Practice and Policy, Choices Ahead* by Eileen Gambill. University of California, Berkley,  
[http://www.sagepub.com/upm-data/31096\\_Chapter2.pdf](http://www.sagepub.com/upm-data/31096_Chapter2.pdf).

### Finally...

The National Office team has visited many clusters this year, from the Far North to the Deep South and many places in between. We have been privileged to see your clusters in action, to meet your teams and to travel to your host schools. We wish to thank you all for your hospitality, openness and willingness to show us the breadth and depth of your work.

We look forward to visiting the rest of you in 2014.

