

Resource Teacher: Learning & Behaviour Service

2 July 2014

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From the Editor



The big news is that all 40 Lead School Boards have expressed interest in continuing in the RTLB Lead School role beyond 2014!

Many Boards have said that their commitment will depend on key issues being addressed such as property and principal remuneration. To that end, the Lead School Principals' Executive Group has now met twice with Ministry officials in Wellington. There has been progress with some of the 'separation' issues that plague Lead Schools: separating TELA laptop orders from school orders and separating RTLB staffing from school staffing. There is an article in this Newsletter about how best to work with Telecom to manage TELA laptop orders.

The Ministry will now consider all 40 expressions of interest prior to making the decision to appoint. The process will be transparent and collaborative and will

involve Lead Schools and local Ministry. In parallel, an early first draft of the 2015 Funding and Service Agreement will shortly be sent out to Boards for their consideration. Following these processes, if there is the need to change any Lead School, there will be a formal process inviting schools in that cluster to apply for the Lead School role.

Finally, I am often asked what might be on the horizon that might affect RTLB in the future. There are two Government initiatives that certainly look like they may involve or affect RTLB in some way or other.

- *The first of these initiatives is the wider interagency work around Vulnerable Children - the Social Sector Trials that are being rolled out around the country, and Children's Teams. There is an obvious overlap between this work and the work of RTLB – in many cases, the children at the heart of the matter are the same. As well, the RTLB ecological approach is very similar to the approach of Children's Teams. As I hear of local roll-outs, I have been alerting Clusters in advance, so there are no surprises.*
- *The second is the work around Investing in Educational Success (IES) – 'teacher-led practice innovation'. Like all of you, I am watching this space with interest, especially given we have been working with 'communities of schools' using a collaborative model. Again, I will let you know if IES impacts the work of RTLB or the RTLB service. You can find the Working Group's report, the Ministers' response to the report and a range of other information on our website here: [Investing in Educational Success Design and Implementation](#)*

Ngā mihi
Anne

Anne Tuffin, Project Manager, RTLB Transformation

Partnership Schools

Partnership Schools are in fact 'Charter Schools' by another name. So to avoid any confusion, the Ministry's name for 'Charter Schools' is **Partnership Schools**.

Information on can be found on the Ministry website here [Partnership Schools/Kura Hourua](#).

For your calendars



Cluster Forums for 2014

- **Term 3:** Thursday 31 July (*combined Lead School Principals and CMs*) & Friday 1 Aug (CMs only)
 - **Theme:** Leadership and Management development
- **Term 4:** Thursday 30 Oct & Friday 31 Oct

Again, these are your forums. Please make the commitment to be actively involved in forming agendas for these meetings, and for volunteering to facilitate sessions.

Please note: *Conference Innovators* are organising the forums including your travel and accommodation. Please contact them directly regarding arrangements.

Term 2, 2014 'Snapshot'

The Term 2, 2014 Snapshot report (quantitative and qualitative) is due to Liz Elizabeth.Sio-Atoa@minedu.govt.nz on Friday 25 July 2014. Please make sure you correctly carry-over your data from Term 1, 2014, that your totals are correct and correspond with the cluster school totals, and that you clearly identify those Gateway Assessment cases that were 'entering care'.

Snapshot Change

From *the beginning of Term 3*, we ask that you collect staffing underuse and overuse data and report on this when you send in your Term 3 Snapshot in October. This will allow us to monitor RTLB staffing usage throughout the year so that we can alert you (1) when you may be at risk of being in a potential overuse situation at the end of the year, or (2) if we are concerned that you are carrying a significant number of RTLB vacancies.

We will send the template for this report before the end of Term 2 so you can see what data you need to start collecting during Term 3. The template has been reviewed by a few CMs and Lead School Principals and is straight-forward to use. We are not wanting this to be onerous or overly-detailed, but rather an informal 'head count' of RTLB FTTEs that will give us a good picture of the number of FTTE positions that have been filled or empty across the clusters each term.

Quarterly Snapshot data Term 1, 2014

Table 1. (below) shows the number of individual cases across all 40 clusters. The full picture of RTLB case work, including group and systemic cases, is reported annually. The data tells us that the average (individual student) caseload for an RTLB is 11. This will of course vary for individual RTLB who may, for instance, be in training, have leadership responsibilities, or carry a high systems case load.

It is really encouraging to note that clusters are providing an 'HLN' service that meets the needs of 1633 students, 133 more than the minimum number specified in RTLB the funding and service agreements.

Please note: Currently the Snapshot provides data on individual student cases and the Annual Report provides the additional data on 'group' and 'systems' cases. All cases are equally important.

Table 1. Term 1, 2014 snapshot - National numbers:

Total number individual cases	10170
HLN	1633
Maori	3335
Pasifika	855
Gateway	348
Average cases per 904 RTLB	11
Schools receiving a service	1995

Lead School Principals' Executive Group

At the February combined Lead School Principal and Cluster Manager Forum, the principals elected a group of four to take their issues and concerns to the Ministry and to help shape the next funding and service agreement and the future of the RTLB service. The members of the group are:

- Michael McMenamin, New Plymouth Boys High School
- Rubina Wheeler, Nawton School, Hamilton
- John Bangma, Mairehau School, Christchurch
- Wendy Jochem, Freyberg High School, Palmerston North

The group met for the second time on 5 June in Wellington. They had productive meetings with Payroll, Tela Laptops, Property, Industrial Relations and NZSTA, Special Education, an Executive member of SPANZ to discuss RTLB secondary provision. Lead School Principals have been separately emailed the meeting notes. Instead of summarising progress with Peter Hughes, the principals met instead with Deputy Secretary Rawiri Brell. The group will return to the Ministry on 20 August 2014 and will meet again with Peter Hughes.

RTL B Practice – Advisory group update

The work to define the scope of RTL B practice and to develop an RTL B outcomes framework is progressing. The focus of the advisory group now is pulling together the drafts and ensuring that what is developed is culturally responsive, engaging and relevant to all RTL B. The group is working hard to ensure RTL B best practice is reflected in the work.

As a reminder the group members are:

Kerrie Lomas (CM, Cluster 2, Whangarei), Sonya Lamb (PL, Cluster 6, West Auckland), Roseanne Gibson (CM, Cluster 8, Auckland), Sue Marshall (PL, Cluster 16, Hamilton), Sarah Grant (CM, Cluster 21, Gisborne), Annette MacDonald (CM, Cluster 27, Upper Hutt and Wairarapa), Lianne Kalivati (CM, Cluster 29, Lower Hutt) and Kelly Watson (CM, Cluster 33, North Canterbury). The NZ RTL B Association representative is Fiona Harkness (RTL B from Cluster 2, Whangarei). Angeline McDonald (an RTL B from Cluster 11, South Auckland) has joined the group with a focus on culturally responsive practice.

Separating TELA Laptop orders

The Lead School Principals' Executive Group has worked to find a solution to the problem of combined school/RTL B laptop leases, and the difficulty separating them for accounting purposes.

There are a few things Lead Schools can do:

- When ordering laptops from TELA, send separate RTL B and School orders, but not at the same time. Send one order, say of school laptops, then wait until the order/delivery has arrived before sending an RTL B order – this will ensure school laptops and RTL B laptops are not combined by TELA.
- Make good use of the TELA website. Get a login and password for the TELA website by phoning the TELA helpdesk on 0800 438 468 or emailing support@tela.co.nz
- You can download an Asset Register report from the TELA website [MoE TELA Laptop](#). There are easy to follow instructions which will enable you to do this: [How to update and download TELA Laptop Information](#)
- In addition to the Asset Register report, there is now a new system-generated report available on request, which details school and RTL B lease information, including the quarterly payments by month. The report will detail lease information 24 months ahead. If you would like a copy of this supplementary report for your school, please call the TELA Helpdesk on 0800 438 468 or email them at support@tela.co.nz advising your school MoE ID and the month you would like the report to start from.

There will be a session on how to separate TELA laptop orders at the next combined Lead School Principals and CM Forum on 31 July.

SNUP



When RTL B are connected to the school's network and will receive an upgrade through SNUP (School Network Update Project), the host school should cover the cost of upgrade work.

- This is because the RTL B space, as legitimate area, generates 5YA funding for the host school, which it is expected to spend on the RTL B space for upgrades, such as SNUP.
- The total 5YA budget (e.g. including the amount generated by RTL B space) is used to calculate the furniture and equipment budget for a school, so it's appropriate the host school pays for SNUP upgrade items that are classed as furniture and equipment (e.g. switches) too.

The Ministry is about to update the Property Toolbox to make this clear to schools and may also notify schools through other avenues.

Gateway Assessments – 2013 data

2013 Gateway data from CYF (Table 2. below) tells us that, nationally, the largest groups of children and young people who were referred for Gateway assessments were 'New FGC referred' and those 'already in care'. Entry to care children and young people were the smallest group referred.

Table 2: 2013 Gateway referrals – Children and Young People aged 5-17 years

Entry to care children and young people (including an estimated additional 20% to account for the 28 day rule for counting entry to care)	827
New FGC referred	1,405
Children and young people already in care not yet referred	1,329
Total	3,561

This is useful data for cluster workload planning for 2015. On average, a cluster is likely to have about 20 referrals per year, for children entering care – slightly less if you remove the older age group who fall outside RTL B responsibility. If your cluster provides support for FGCs and for children and young people already in care, a cluster, on average can expect another 43 referrals.

Resources



iPad app comparison: literacy support with word prediction

This special edition of the CAT Newsletter compares iPad word prediction apps:

[CAT literacy support iPad app comparison June 2014](#)

New resource now available for schools

Teachers and Teachers' Aides Working Together
<http://teachersandteachersaides.tki.org.nz/>

This is a professional learning and development resource kit which has nine modules for teachers and teachers' aides to complete together. The modules are designed to strengthen teacher-teacher's aide working relationships and build knowledge and use of inclusive practices.

The Ministry worked with sector representatives, schools and Te Tapuae o Rehua (a Ministry-funded professional development provider) to develop *Teachers and Teachers' Aides Working Together*. Trials in ten schools (primary and secondary) and a consultation survey also helped shape the resource. Thank you to those RTLB and clusters who were involved in the working group, trialled the modules in schools, and those gave feedback during the consultation. RTLB input in this work has been excellent and has really helped shape an effective and useful tool.

The resource is designed as a 'ready-to-use' pack for schools. The trial showed that some schools will use the resource with little external support (i.e. facilitated in the school by the principal, Learning Support Coordinator, SENCo or similar). Other schools required and benefitted from external facilitation and support to use the modules. RTLB are well placed to provide schools with support to use *Teachers and Teachers Aides Working Together*. Please consider how to promote and support schools in your area to use the modules.

Ministry of Education Library

EDUCATION LIBRARY

To request a copy of any of the items below, send an email with the title of the article and your contact details to: education.library@minedu.govt.nz.

Applying culturally responsive practices: implications for mainstream education, by Therese Ford.

Article in the Waikato journal of education 18 (2), 2013, p. 25-36.

Responds to the Ministry of Education's 'Me kōrero: let's talk' document. Talks about the author's personal experiences as a Māori learner who achieved educational success, but not as Māori. Posits culturally responsive pedagogies as a potential answer to the question of how the performance of the New Zealand education system can be improved so that Māori students can achieve and enjoy education success as Māori.

Get your team to do what it says it's going to do, by Heidi Grant Halvorson.

Article in the Harvard business review 92 (5): 82-87.

Contends that teams and organisations often create goals that they don't actually accomplish. Shows how to use 'if-then' planning to express goals in a manner that will encourage on-time, successful delivery.

State of the art: teacher effectiveness and professional learning, by Daniel Muijs, Helen Timperley, Lorna Earl et al.

Article in School effectiveness and school improvement 25 (2), 2014, p. 231-256.

Summarises key findings and developments in the area of teacher effectiveness. Reviews research on teaching for metacognitive and thinking skills. Discusses whether and how research informs teacher professional learning and development.