

# Resource Teacher: Learning & Behaviour Service

October 2014

## In this issue

- For your calendars
- Investing in Educational Success (IES)
- Resource Teachers: Literacy: Operational and Policy Review
- Assistive Technology – further clarification
- Gateway Assessments – email privacy protection
- Feedback and Consultation
- Conferences and Training
- Online Knowledge Centre (OKC)
- Resources

---

## From the Editor



*I'm writing this newsletter during the school holiday break so that it will be sitting in your email inbox when you return for Term 4. Writing the newsletter is a welcome distraction from the work we are doing on the funding and service agreement, the funding and resourcing model, the new Governing and Managing RTLB clusters, the Ministry's RTLB reporting database, and the revision of the RTLB Professional Practice Toolkit.*

*Feedback on your 2013 annual reports, and confirmation of 2015 lead schools will be in the mail around the time of this newsletter. And we are working hard to get your indicative funding and staffing figures to you in October.*

*Ngā mihi  
Anne*

**Anne Tuffin, RTLB Project Manager**

---

## For your calendars



### Term 3, 2014 Snapshot

The Term 3, 2014 Snapshot report (quantitative and qualitative) is due on Friday 17 October 2014. Please email to [Elizabeth.Sio-Atoa@minedu.govt.nz](mailto:Elizabeth.Sio-Atoa@minedu.govt.nz). Please make sure you correctly carry-over your data from Term 2, 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'.

Don't forget to include staffing usage data in this snapshot.

### Annual National RTLB Service Satisfaction Survey

First or second week of Term 4 – The survey will be open for two weeks.

### Cluster Forums for 2014 and 2015

**Term 4 2014:** Thursday 30 Oct & Friday 31 Oct (CMs only both days). Theme: Planning and Reporting

**Term 1, 2015:** Dates to be confirmed. (Combined LSPs and CMs). Theme: Embedding Change

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

### Ministry of Education RTLB study awards for 2015

Closing date - 3 November 2014.

### LSP Executive Group meeting with Peter Hughes

12 November 2014 (tentative) in Wellington.

---

## Investing in Educational Success (IES)

Some of you have been asking about Investing in Educational Success (IES), and how it might affect the work of RTLB.

There are similarities: both IES and RTLB operate within the structure of a group of schools. While IES is intended to raise achievement for all children and young people there will be a particular focus on Maori, Pasifika, and children from low socio-economic backgrounds. These are the same groups that RTLB focus on.

The main point to note is that RTLB and IES are complementary, and one does not replace or lessen the need for the other. RTLB roles and entitlements will not be affected by IES.

Under IES, groups of about ten schools and/or kura will form Communities of Schools. The schools will usually be geographically close, and the Community will need to represent the student journey from primary to secondary school. Communities of Schools will not be the same as RTLB clusters, though clusters may eventually include one or more Communities of Schools.

Each Community of Schools will identify achievement challenges specific to its own student group. New roles will allow teachers and principals to share their expertise with colleagues to meet those challenges.

These new roles will include:

- A leadership role - one principal supporting all principals and teachers in the Community to raise achievement and meet shared goals. This role will use the principal's project leadership abilities to harness and share the best skills from across the Community of Schools.
- Across-Community teacher roles - about four or five teachers working closely with other teachers across the Community of Schools to get the best out of the combined strengths of their colleagues. Only about one teacher in 50 will be in this role
- Within-school teacher roles - about 20 teachers who open up their classrooms for teachers in their own and other schools to observe and learn from their practice. About one in ten teachers will be in this role.

A similarity with RTLB is how the new teacher roles involve mentoring colleagues to raise student achievement, either within the classroom or across a Community of Schools. The work is complementary, and RTLB and teachers in the new IES roles are likely to be able to work together to achieve better practice and improved outcomes for students.

There are other features of IES you may find interesting, such as an allowance to attract skilled principals to high-needs schools, and a fund to help teachers develop and share innovative practice.

You can read more about IES [here](#). If you have any questions write to [IES.Team@minedu.govt.nz](mailto:IES.Team@minedu.govt.nz).

---

## Resource Teachers Literacy: Operational and Policy Review

The long-awaited evaluation report for RTLit was released at the RTLit conference on Friday 26 September. It went live on *Education Counts* on Monday 29 September.

You can find it on *Education Counts*: <http://www.educationcounts.govt.nz/publications/literacy/resource-teachers-literacy-operational-and-policy-review>. The key findings of the report tell us:

- more clarity is needed on the RTLit role
- we need to look further at the cluster model management
- we need to consider resource allocation

The evaluation is not correlated with the [earlier] review of RTLB. It is independent of the outcomes of that review and implementation plans.

The review was commissioned as part of the Ministry's regular programme of monitoring and reviewing to ensure the literacy needs of New Zealand students are being met. It investigated the operation of the model, structures and outcomes of the Resource Teachers (Literacy) Service ("the Service"). Overall, the review will be used for the purposes of improving RT Lit services and for greater accountability and an assurance to the government's goals and priorities for education.

---

## Assistive Technology – further clarification

The new priority criteria will only be applied if demand is high. At present demand levels are lower than forecast so allocations for priority 4 students are still being processed and will be for the foreseeable future. Students on RTLB and SEG should still apply for assistive technology if they need it to support their learning. The new policy has been applied since the Ministry's last moderation round in September.

---

## Gateway Assessment – email privacy protection

As part of our regular upgrades of information security, we want to ensure that we are doing everything possible to protect information exchanged about children. From now on, attachments in emails about children who are part of the Gateway Assessment process must be **password protected**. This will mean we can all be confident that sensitive information we are exchanging is secure, that the information is being sent to the right person and that it cannot be read by anyone other than who it is intended for.

### The new process:

- When you send any email containing education profile forms and personal information about a child or their parents/carers/whānau as part of the Gateway Assessment process, the email attachments containing the forms **MUST** be password protected.

Instructions on how to password protect an email can be found via the following link:

<http://office.microsoft.com/en-nz/help/password-protect-documents-workbooks-and-presentations-HA010148333.aspx>

Link for Mac users: <http://office.microsoft.com/en-nz/mac-word-help/password-protect-a-document-HA102928651.aspx>

- All personal and sensitive material should be kept in the secure attachments. Do not put any personal or identifiable information in the body of the email or in the subject line.
- Before you send the message, double check you have the correct email address and that you know the identity of the person receiving the message.
- Whenever possible, please send the email to a named person, not a generic email address such as [office@example.co.nz](mailto:office@example.co.nz).
- Remember to ensure your telephone number is on the email.
- You will then need to let the recipient know the password. However you should NOT send the password by email. Safe ways to send the password include:
  - In person e.g. if you see them at a meeting
  - Via telephone – either through calling, leaving a message on their voicemail and/or sending a text message.

And remember, if you receive information from another organisation that is not password protected you must make sure that you password protect it before returning it.

If you would like any further help or advice, you can contact us at [1SMSpecialEducationMailbox@minedu.govt.nz](mailto:1SMSpecialEducationMailbox@minedu.govt.nz)

## Feedback and Consultation



### Bullying Prevention and Response: A guide for schools, Ministry of Education

What do you think of the guide? Please [tell us in our survey](#)

Are you willing to talk to us or share resources? If so, please [email us](#)

[The guide is available here](#) or you can [order them via email](#)

By sharing our ideas, resources and stories we can support each other in reducing bullying across New Zealand.

### RTLB Practice Advisory group

is The Advisory group has been very active, with drafts being discussed, word-smithed and sent out for initial consultation with Critical Friends, Massey, Pouwhirinaki and Pasifika. It won't be long before drafts will be ready to go out to you all for wider consultation, starting with the upcoming CM Forum. The group wanting the revised Toolkit to reflect RTLB best practice, and to guide the ongoing and continuing development of RTLB practice. Your input will be critical to the final document's integrity and usefulness.

### HLN students – access to Special Education specialist services

Feedback on the draft process and draft documents regarding access to specialist services for HLN students has been very positive. It is intended now to finalise these processes, i.e. the use of current Ministry Special Education access guidelines for communication and behaviour, as for any other student; and the introduction of access guidelines to physiotherapy and occupational therapy services where the student does not have a primary physical disability.

### Gateway – fixes to new profile form

#### [Gateway Assessments profile forms fixes 6 Oct 2014](#)

This is a one-page document regarding fixes to the Gateway profile forms. This is in response to your feedback since the recent introduction of the new form.

## Conferences and Training



### National Children's Action Plan (CAP) – 2-day workshop

RTLB are invited to attend a two-day workshop and consultation event hosted by the National Children's Action Plan (CAP) Directorate, on the Vulnerable Kids Information System (ViKI) & The Hub and the Approved Information Sharing Agreement (AISA).

These workshops will be especially useful for local professionals and practitioners who work with vulnerable children to learn more about ViKI, to have a say on how it will work and to get an update on progress with CAP. I expect that many of you will also be keen to share your views on information sharing during this formal consultation process as AISA is developed.

The workshops will run from 9.30am – 4.00pm on Day One. The AISA consultation will run on Day Two from 9.30am - 12.30pm. Please RSVP to [admin@childrensactionplan.govt.nz](mailto:admin@childrensactionplan.govt.nz) and also email [Catherine.williams@minedu.govt.nz](mailto:Catherine.williams@minedu.govt.nz) to let her know you have enrolled for the workshop. Once RSVPs are received more detailed information will be sent out. If there is no-one in your cluster who is able to attend but you would like to receive further information, please indicate this in your response.

Read the [Childrens Action Plan](#), a background document with more information on the CAP workshops.

### PB4L

George Sugai was in New Zealand recently for the PB4L conference where he presented on PBIS (which is the American framework for systemic positive change in schools that PB4L: School-Wide is based on).

George referred to documents on the PBIS website: <https://www.pbis.org/> - this website has a wealth of relevant information on PBIS, including a document on mental health and the PBIS link; and a School Climate and Discipline Guidance Package which relates to bullying and harassment in schools.

George described "Now Is The Time" as an important document on violence in USA's schools; and he also referred to a document on disciplinary disproportionality in schools, which discusses racism and civil rights issues.

### International Conference on Child Abuse and Neglect, Auckland 29 March - 1 April 2015

This is an exciting opportunity to be part of the conversation and future thinking about preventing and addressing child abuse and neglect.

The 14th Australasian Conference on Child Abuse and Neglect will be held for the first time in New Zealand since 2006. The conference theme is *Cultural responsiveness in a multi-agency world* and we invite the submission of abstracts on topics that align with this theme.

The Vulnerable Children Act makes clear the key role of multi-agency working in supporting those at risk of, or experiencing, child abuse and neglect and the conference theme supports this important discussion. *Cultural responsiveness in a multi-agency world* recognises the complexities of child maltreatment and the need to engage across sectors, agencies and professions to prevent and address this. Equally importantly, current systems to address child abuse and neglect must evolve further to work effectively and in culturally responsive ways with Tangata Whenua and those of other culturally diverse backgrounds.

ACCAN 2015 is a great opportunity to consider the changing landscape around vulnerable children and share ideas, knowledge and experiences across an international audience. The conference will examine and discuss effective child abuse prevention systems and explore innovations in prevention and intervention - from community-based, community-led programs to indigenous initiatives and practices, therapeutic health and family interventions, statutory child protection services and youth justice responses.

Registrations are encouraged from a wide range of attendees, including government and non-government organisations, Iwi and Māori service providers, academics, researchers, and others. Abstract submissions are also being sought from practitioners, researchers, policy makers, and early career researchers (students) focused on prevention or responses to child maltreatment and associated child and family concerns, the role of government, professionals and communities in preventing and addressing maltreatment, and in particular, responses to maltreatment in cross-cultural contexts. [Check the Call For Abstracts webpage for more details.](#)

## Online Knowledge Centre (OKC)

Despite herculean efforts by the development team, the OKC progress has been held up due to the serious illness of key staff.

The Phase 1 classroom guides are now due for release by the end of the year, and the Phase 2 school-wide/leadership guides hopefully at the end of Term 1, 2015 (TBC).

Please note that this differs from what it says in the letters that have gone out over the last two weeks introducing the resource, *Inclusive practice in secondary schools – ideas for school leaders*, which said: Phase 1 – September and Phase 2 – December.

---

## Resources



### New resource for the disability workforce

A new resource is available to help the disability workforce and sector better meet the needs of disabled people, family/whānau and communities. [Let's get real: Disability](#) was developed by Te Pou in consultation with leaders from across the disability sector, including disabled people's organisations. It describes the skills needed by everyone working in the diverse disability workforce and can be used to inform all areas of organisational practice.

### New resource on Inclusion

[Inclusive practice in secondary schools - ideas for school leaders](#)

This resource was informed by interviews with 23 secondary schools to understand how they worked to include all students. They were asked about what was working well, the barriers they faced and the actions they were taking to accelerate or embed change. It aims to lift the confidence of secondary school leaders in understanding the needs of their learners and what their school can do to ensure all students are fully included - present, participating and achieving.

Further copies are available from the Ministry warehouse [Down the Back of the Chair](#), or by downloading from the [Ministry website](#).

## New online community

### Secondary Learning Support Coordinators

This is a new group on the Virtual Learning Network (VLN). This group is for staff managing or providing additional learning support for students. Existing VLN members can search in the Groups section to join. If you are not a VLN member already then follow the instructions on the home page [www.vln.school.nz](http://www.vln.school.nz) about how to register.

Please encourage RTLB to share this with their clusters and SENCo networks.

### New Book for parents

[The Vision Book – My Child, Our Journey](#), Ministry of Education with input from the Ministry of Health, BLENNZ and the Blind Foundation

The book was launched at BLENNZ on 19 September and focuses on children and young people who are blind, deafblind or have low vision. It sets out the support and services parents can expect from the Ministries of Health and Education, Blind and Low Vision Education Network NZ (BLENNZ) and the Blind Foundation. Stories from families and whānau also feature. Copies are available from:

- Resource Teachers: Vision (RTV)
- BLENNZ on 09-266 7109 (Auckland)
- Blind Foundation on 0800-243 333.
- [www.parents.education.govt.nz](http://www.parents.education.govt.nz)

### Gifted and talented

[Gifted and talented students: Meeting their needs in New Zealand Schools](#), Ministry of Education (2012)

A valuable handbook for working with schools to support gifted and multi-exceptional students as learners with special needs. Included in this Ministry handbook is information and tools pertaining to; identifying gifted and talented learners, understanding and supporting their learning needs, and tools for the evaluation of school policies and provisions relating to gifted education.

### Asperger's

[Understanding and facilitating the achievement of Autistic Potential](#) by Dr. Emma Goodall

Emma has Asperger's and writes through her eyes. One cluster manager who uses the book says it is easy to read and very practical.

## Individual Learning Plans in secondary

### Collaboration for Success: Individual Education Plans

The Collaboration for Success: Individual Education Plans 2011 replaced the 1998 version of the IEP Guidelines. The guidelines are supported by [IEP Online](#) which offers a collection of tools, tips and templates to support practice around the IEP process. [Read more...](#)

## Ministry of Education Library - selected highlights

### EDUCATION LIBRARY

RTLB are able to access the Ministry of Education Library. To request a copy of any of the items below, send an email to with the title of the article and your contact details to: [education.library@minedu.govt.nz](mailto:education.library@minedu.govt.nz).

### **Choosing iPad apps with a purpose: aligning skills and standards**, by Selma Powell.

Article in Teaching exceptional children 47 (1), 2014, p. 20-26.

Provides guidelines for selecting appropriate iPad apps to support the instruction of students with and without disabilities. Talks about how to facilitate students' independent use of apps.

### **Reo and mātauranga Māori revitalisation: learning visions for the future**, by Alex Hotere-Barnes, Nicola Bright & Jessica Hutchings.

Article in SET: research information for teachers 1, 2014, p. 7-15.

Considers ways in which educators in English-medium schools can deliberately affirm, support, and promote te reo and mātauranga Māori in their learning processes and programmes. Imagines a scenario set in 2040 of what a holistic and culturally responsive English-medium school system could be.

### **The expectation and the reality: issues of sustainability and the challenges for primary principals in leading learning**, by Maggie Ogram & Howard Youngs.

Article in the Journal of educational leadership, policy and practice 29 (1), 2014, p. 17-27.

Explores challenges New Zealand primary principals face due to the expectation that they be leaders of learning. Considers what supports principals may require to overcome challenges that possibly inhibit their leading of learning.

### **Daily check-ins stimulate self-improvement**, by Bart Tkaczyk.

Article in T+D: talent development 68 (8), 2014, p. 72-73.

Presents twelve leadership questions that employees can ask themselves daily as an exercise in self-coaching, reflection, and development.

### **Does school-to-school collaboration promote school improvement? A study of the impact of school federations on student outcomes?** By Christopher Chapman & Daniel Muijs.

Article in School effectiveness and school improvement 25 (3), 2014, p. 351-393.

Looks at whether collaborations between groups of schools in England support efforts to raise attainment, promote inclusion, and stimulate innovation.

### **Critical change for the greater good: multicultural perceptions in educational leadership toward social justice and equity**, by Lorri J. Santamaria.

Article in Educational administration quarterly 50 (3), 2014, p. 347-391.

Looks at how school leaders from culturally and linguistically diverse backgrounds use positive aspects of their identities to address issues of educational equity and social justice. Describes the kinds of effective leadership strategies these leaders use in their daily practice.

### **Could I do that?** By Simon Hartley.

Ebook. Capstone, 2014, 183 p.

Explores how people can manage change in their professional and personal lives. Describes how to prepare for change and defeat limiting beliefs. Talks about being motivated, setting and achieving goals, overcoming challenges, combating negative energy, and facing discomfort.