

# Resource Teacher: Learning & Behaviour Service



April 2015

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## From the Editor



*There has been much happening in the RTLB world – as always!*

- *1,500 HLN students have received additional teacher's aide support through the new In-Class Support initiative. You'll be able to read more about developments below.*
- *The new national data reporting system has been tested for the workforce information required, and it is working well. A Survey Monkey has been tested for those clusters that are not yet using a data provider (i.e. SchoolGate or Arrow) and that is also working well.*
- *Annual Reports were due on 31 March. We will be contacting CMs over the next month if there is anything that needs to be re-sent. We want to acknowledge the hours of work that go into the preparation of these reports. Thank you!*
- *Dyslexia Week highlighted the amazing work RTLB are doing in secondary schools in support of Special Assessment Conditions (SAC).*

*RTLB are making a difference!*

*Ngā mihi  
Anne*

**Anne Tuffin, RTLB Project Manager**

## For your calendars



### Term 1, 2015 Snapshot – Qualitative report

The Snapshot qualitative report is due on **Friday 24 April 2015**. Please email to [Elizabeth.Sio-Atoa@minedu.govt.nz](mailto:Elizabeth.Sio-Atoa@minedu.govt.nz).

*Please note: Because of the new national data reporting systems clusters are no longer required to send quantitative snapshot data or staffing usage data with their quarterly reports.*

### Cluster Manager Forum Term 3, 2015

Wednesday 5 August and Thursday 6 August at the Holiday Inn, Auckland Airport.

Contact David Crickmer:  
[davidc@twincoastrtlb.school.nz](mailto:davidc@twincoastrtlb.school.nz)

*Please note: The next Ministry-facilitated, combined Lead School Forum (with cluster managers and lead school principals) will be in February 2016.*

## RTLB Service Provision

### Safer Recruitment, Safer Children

**Safer Organisations, Safer Children** is a set of good practice advice to help organisations develop high quality child protection policies, which are now required in law for many organisations that work with children and will help organisations select safe people to work with children.

You can find **Safer Recruitment, Safer Children** and **Safer Organisations, Safer Children** plus more information about them on the Children's Action Plan website. Here's the link:  
<http://childrensactionplan.govt.nz/whats-new/childrens-workforce-guidelines-available/>

## Administration Information

### Separate RTLB Bank Accounts

This confirms that lead schools are required to set up a separate RTLB bank account. If you have any queries or accounting concerns, for instance around GST, please contact your Regional Ministry Senior Finance Advisor:

- Northern Region: Carmel Riordan  
[carmel.riordan@minedu.govt.nz](mailto:carmel.riordan@minedu.govt.nz)
- Central North Region: Ann Clarke  
[ann.clarke@minedu.govt.nz](mailto:ann.clarke@minedu.govt.nz)
- Central South Region: David Hyland  
[david.hyland@minedu.govt.nz](mailto:david.hyland@minedu.govt.nz)
- Southern Region: Fiona Hollingworth  
[Fiona.hollingworth@minedu.govt.nz](mailto:Fiona.hollingworth@minedu.govt.nz)

### 2014 Financial Summaries (from your 2014 Annual Report)

The Regional Ministry Senior Finance Advisors (above) may contact you shortly regarding your cluster's 2014 financial summary.

### RTLB and In-Class Support Ministry Mailboxes

If you have any questions regarding the RTLB service, governance, management or service provision, please email the RTLB Enquiries Mailbox at [RTLB.Enquiries@minedu.govt.nz](mailto:RTLB.Enquiries@minedu.govt.nz)

If you have any queries regarding In-Class Support, please email the In-Class Support Mailbox at [In-Class.Support@minedu.govt.nz](mailto:In-Class.Support@minedu.govt.nz)

### Cluster schools' data

We are currently finalising a process for providing each cluster with collated information for each of the schools in the cluster. The information is available publicly, but not in a collated format:

- Special Education Grant (SEG)
- Targeted Funding for Educational Achievement (TFEA)
- Stand-downs and suspensions.

We are hoping to have the information to you early in Term 2 so that you can use the information for your cluster strategic planning.

## Feedback and Consultation

### In-Class Support

The Ministry has been meeting with a Sector Group (comprising Education and Disability Sector reps) to develop the operational policy and guidelines for In-Class Support from Term 3, 2015. The group is looking at identification of students, and the use of an existing funding model (rather than setting up a whole new funding process).

Initially 1,385 HLN students received 5 hours each per week In-Class Support for Terms 1 and 2. Clusters are providing the names of 115 additional HLN students so that 1,500 students receive In-Class Support for Terms 1 and 2. Schools will receive this funding in May, and it will be backdated for Term 1 for the additional 115 students. A big thank you for identifying these additional 115 students.

We continue to receive questions from clusters around RTLB involvement with students who are receiving In-Class Support funding. For this first 1,500 students, it is expected that RTLB and schools are collaborating closely around the plan for the student, including the best use of the teacher's aide hours.

Thank you for your eyes and ears around tracking these students – it has been really helpful for us, and for the clusters where there have been students arriving from elsewhere. We are anticipating being able to give you all an updated list of students receiving ICS in your cluster, sometime in Term 2.

If you have any queries regarding In-Class Support, please email the In-Class Support Mailbox at [In-Class.Support@minedu.govt.nz](mailto:In-Class.Support@minedu.govt.nz)

### RTLB Lead School Principals' Executive Group

The four LSPs who were elected at the February Forum, are:

- John Bangma, Mairehau Primary School, Cluster 34 [john@mps.school.nz](mailto:john@mps.school.nz)
- Robin Staples, Southern Cross Campus, Cluster 9 [rstaples@southerncross.school.nz](mailto:rstaples@southerncross.school.nz)
- Wendy Jochem, Freyberg High School, Cluster 26 [jochemw@freyberg.ac.nz](mailto:jochemw@freyberg.ac.nz)
- Sandi Abel, Oceanview Heights School, Cluster 37 [sabel@ovh.school.nz](mailto:sabel@ovh.school.nz)

The group met for the first time in Wellington on 17 March, and will meet with Peter Hughes later in the year. The notes from their meeting will be sent to all LSPs shortly. The key discussions covered: reporting and data systems; property; SUE reports and banked staffing; and separate bank accounts.

## Disabled Children: Voluntary out-of-home placement review

Disabled Children: Voluntary Out-Of-Home Placement Review (voluntary placements made under sections 141 and 142 of the Children, Young Persons, and Their Families Act 1989). [View it online.](#)

## RTLBB Cluster Advisory Group revision of RTLBB practice

A representative group of cluster managers and practice leaders has been meeting regularly over the last 18 months to review the practice section of the RTLBB Policy and Toolkit. As work has progressed the group has shared and sought feedback on some of the drafts of the work they have been completing at the cluster manager forums.

The advisory group will be meeting in Wellington on 6 and 7 May for the last time. They are keen to provide a further opportunity for feedback on the following draft documents which were emailed to cluster managers on 31 March:

- Practice Sequence
- Transition RTLBB Practice Toolkit
- Scope of Practice
- Collaborative Consultation
- Evidence Based Practice
- RTLBB Practice Overview

If you have any feedback on any of the aspects of the work the advisory group (apart from the Outcomes Reporting work which has been finalised), please respond to Lianne Kalivati [lianne.kalivati@minedu.govt.nz](mailto:lianne.kalivati@minedu.govt.nz) by 1 May 2015 so that your feedback can be considered.

## Conferences and training

### New Zealand Resource Teachers: Learning & Behaviour Association Conference 2015

*Ka whangaia ka tupu, ka puawai* - That which is nurtured, grows then blossoms.

Thursday 24 to Saturday 26 September 2015 at the Ellerslie Event Centre, Auckland.

For registrations contact: Paul Walker  
[paul@cmnzl.co.nz](mailto:paul@cmnzl.co.nz).

For other enquiries contact: Cathrina Lynch  
[nzrtlbsec@gmail.com](mailto:nzrtlbsec@gmail.com)

## Resources



### He Piringa Whānau – Effective engagement with Māori

*He Piringa Whānau* has been developed to help engagements and interactions with Māori whānau, particularly of Ministry of Education staff who are providing a service or support for Māori whānau.

This tool is a practical learning resource for those who have little or no experience in building relationships with whānau whilst supporting those who have some experience by reminding them of some important protocols.

*He Piringa Whānau – effective engagement with whānau* recognises that Ministry staff need to develop their cultural and ethical competencies as a step towards addressing equitable outcomes in education. Staff throughout the educational sector including Resource Teachers and Early Learning environments would also benefit from this resource, and thus it is being made available to the sector.

This training module embodies *Ka Hikitia* principles and will help staff to communicate, understand and collaborate with whānau in practical ways, helping staff recognise the right way of approaching, working and engaging with whānau.

### The Tool

The resource has a workbook for participants and a DVD that supports the implementation of the programme.

The DVD scenarios highlight cultural situations that may be new to staff and may challenge how staff interpret a conversation, an action or order of events, ie, ways of doing things. They also show the processes of effective professional practice at work when working with tamariki and whānau. Whilst the resource will be of particular help for those working with Māori students with special education needs, the scenarios are easily adaptable to local situations outside of the special education environments.

The scenarios show two sides to the conversations and how whānau interpret them. The engagements are designed to prompt discussion and new ways of thinking. Staff may want to answer the questions on their own or to work as a group/teams.

## Access to the Resource

- This resource is now available to order via login on [Down the back of the chair](#),
- To view and print the resource and watch the DVD scenarios visit the webpage at [He Piringa Whānau Webpage](#)

Please share this resource with your Regional and District staff teams and local networks to support the inclusion and empowerment of our tamariki. Queries and support for the resource can be sought via email to [hao.angitu@minedu.govt.nz](mailto:hao.angitu@minedu.govt.nz)

*Ko te tamaiti te pūtake o te kaupapa – The child is the heart of the matter.*

## ERO reports

**Wellbeing Reports** - These can be accessed at the link below:

- <http://ero.govt.nz/National-Reports/Wellbeing-for-Young-People-s-Success-at-Secondary-School-February-2015>
- <http://ero.govt.nz/National-Reports/Wellbeing-for-Children-s-Success-at-Primary-School-February-2015>

**Inclusive practices for students with special needs in schools** - ERO's report *Inclusive practices for students with special needs in schools* shows a sea change is underway. Schools have become much more welcoming places for children with special educational needs. The link to the media statement is: <http://beehive.govt.nz/release/positive-report-special-education-schooling>

## TALIS publications

Here are some useful links to TALIS (The OECD Teaching and Learning International Survey publications) – Happy reading! Access to 2013 results report and other recent publications:

- <http://www.oecd.org/edu/school/talis.htm>
- <http://www.oecd.org/edu/school/talis-2013-results.htm>

TALIS 2008:

<http://www.oecd.org/edu/school/creatingeffectiveteachingandlearningenvironmentsfirstresultsfromtalis.htm>

TALIS 2013 shorter reports:

- [http://www.oecd-ilibrary.org/education/teaching-in-focus\\_23039280;jsessionid=94lfd5gq2aqeb.x-oecd-live-01](http://www.oecd-ilibrary.org/education/teaching-in-focus_23039280;jsessionid=94lfd5gq2aqeb.x-oecd-live-01)
- [http://www.oecd-ilibrary.org/education/a-teachers-guide-to-talis-2013\\_9789264216075-en](http://www.oecd-ilibrary.org/education/a-teachers-guide-to-talis-2013_9789264216075-en)

Also, here is the link to the corresponding series from PISA, PISA in Focus:

- <http://www.oecd.org/pisa/pisaproducts/pisainfocus.htm>

## Ministry of Education Library - selected highlights

### 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).

### Governance and Management

**The art of giving and receiving advice**, by David A. Garvin & Joshua D. Margolis. Article in the Harvard business review 93 (1/2) 2015, p. 61-71.

Presents a framework of best practices for seeking and giving advice, both as a leader and when advising leaders. Outlines guidelines for each stage of advising and looks at the ways advisers can operate in different situations.

**Strengthening teacher co-leadership through professional inquiry**, by Dianne Smardon & Jennifer Charteris. Article in the Journal of educational leadership, policy and practice 29 (2), 2014, p. 73-83.

Looks at a professional development programme in which New Zealand teachers participated in collaborative peer coaching groups. Discusses how teacher leaders in the groups mentored other teachers and influenced each other's learning.

### Professional practice

**Inclusive education in New Zealand: policies, politics and contradictions**, by Judith Selvaraj. Article in the International journal of inclusive education 19 (1), 2015, p. 86-101.

Looks at how policy and practice relating to children with special educational needs and disabilities in New Zealand changed between 1989 and 2013. Discusses the impact of neoliberal ideology and outlines debates about the meaning of inclusion and inclusive education.

**Poverty in New Zealand: who is most affected, what are the effects on students, and how can the issues be overcome?** By Lesley Burkett. Article in Kairaranga 15 (2) 2014, p. 36-41.

Discusses the effects of poverty on the learning and behaviour of students. Considers what ethnicities are most at risk in New Zealand. Reviews enablers and barriers to overcoming disadvantages associated with low socioeconomic status.