

# Resource Teacher: Learning & Behaviour Service

June 2015

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## From the Editor



*This is my final Newsletter after three and half years as Editor. It has been a privilege working with you all over this time, and observing the changes that have occurred across all 40 clusters.*

*Most noticeable has been the growth in management capability. Principals and cluster managers are working together as leadership/management teams. Cluster managers have developed ‘virtual schools’ and are managing staff, professional practice, property, budgets, appraisals, inter-agency relationships and leading a wide range of other tasks such as data collection, strategic planning and reporting. You may be interested to know that several cluster managers have now won principals’ positions on the back of their cluster manager experience; and many practice leaders have ably stepped into their place.*

*Annual reports indicate continuous improvement in the quality of RTLB practice. This improvement is the result of effective appraisal systems, professional support from Practice Leaders and the development of professional communities of practice, targeted PLD, and the collection of case data and outcome measures. There is still some way to go, but the systems are now in place so that professional growth leading to effective service provision will continue. My observation is that those clusters that have made the most progress in this area are ones that have developed active, enquiring and vibrant professional teams where RTLB are constantly learning from their colleagues. It has been a joy visiting such clusters and to see groups of RTLB trying to figure out next steps on a colleague’s case, or interrogating research evidence to design an effective intervention or to decide which tool will be the best one to use. When all clusters are routinely doing these things we’ll be able to say the service truly has been transformed.*

*A significant and ongoing challenge that remains is how clusters respond to a persistent sector narrative about the effectiveness of RTLB. The narrative gives the impression that some of the poor practices of the past, and the isolated instances of any current poor practice, are common practice. This is in contradiction to the views of the principals, teachers and SENCOs who responded to the 2013 and 2014 national Survey Monkey that indicates good practice is actually common practice. How do you convince principals in your cluster to see the service as their service, even if it is managed by another school and shared with other schools? This is a challenge that requires constant attention, leadership and relationship management to address.*

*I know that National Office will continue to provide responsive support around the issues that frustrate and motivate you.*

Ngā mihi  
Anne

**Anne Tuffin, RTLB Project Manager**

## For your calendars



### Term 2, 2015 Snapshot – Qualitative report

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

Note: ***Even with my reminder in the last Newsletter, many clusters have still not yet furnished their qualitative report for Term 1 (due Friday 24 April). This quarterly report gives us a regular heads-up on issues and risks that you are managing, giving us the opportunity to provide responsive support and guidance. It is separate from the data reports provided by Arrow and SchoolGate.***

### Term 2, 2015 Quantitative data collection

The quarterly quantitative ('case' and 'project') data collection will occur on **Friday 24 July 2015**.

Note: *Please ensure your cluster data is up-to-date and correctly entered ready for 24 July. Most clusters will provide this data through their data provider (Arrow or Schoolgate). Please work with your provider to ensure your cluster's 'case' and 'project' data is ready for 24 July.*

### RTL B workforce data collections

**10 July; 24 July; 7 August; 21 August; 4 September**

Note: *Please ensure your cluster data is up-to-date and correctly entered ready for these dates. We will continue to provide the Survey Monkey to those clusters who are not yet fully using a data provider.*

### Cluster Manager Forum Term 3, 2015

**Wednesday 5 August and Thursday 6 August.**

Venue is at the Holiday Inn, Auckland Airport.

Contact David Crickmer:

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

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

## Administration information



### Loading RTL B on to the payroll (Novopay)

When loading RTL B on to the payroll, please do so directly through Novopay. Please do not send any forms to the RTL B Enquiries Mailbox.

If you have any queries regarding the loading of RTL B on to the payroll, call the Novopay Service Desk on 0508 668 6729 (toll free).

The new Novo1t forms can be found on the Novopay website at

[http://novopay.govt.nz/Site/Forms/Novopay\\_Forms.aspx](http://novopay.govt.nz/Site/Forms/Novopay_Forms.aspx)

### RTL B Enquiries and In-Class Support Ministry Mailboxes

- If you have any questions regarding the RTL B service, governance, management or service provision, please email the RTL B Enquiries Mailbox at [RTL.B.Enquiries@education.govt.nz](mailto:RTL.B.Enquiries@education.govt.nz)
- If you have any queries regarding In-Class Support, please email the In-Class Support Mailbox at [In-Class.Support@education.govt.nz](mailto:In-Class.Support@education.govt.nz)

### RTL B leadership payments and Government Superannuation Fund (GSF)

The Government Superannuation Fund (GSF) Authority has recently reviewed whether the RTL B Leadership payment meets the criteria for GSF purposes. The authority's ruling is that it does for employees holding permanent RTL B leadership payments. They will be writing directly to affected employees, ie employees who are members of GSF.

## Special education update – progress to date

# UPDATE

### What we've done so far

Since February, the team working on the special education update (the update) has focused on three things:

- reviewing the international evidence about an effective education system for children and young people who need additional learning support
- analysis of the current state, what's working well - and what might need to change
- analysis of the feedback received during engagement about the update.

The scope of the update has included investigating and understanding:

- system wide stewardship of the investment in special education and the financial and non-financial information needed to support this
- service design and the workforce.

### Next steps

A summary of the themes from the engagement feedback will be released in mid-July.

A programme of work is being developed to design and implement the improvements arising from the update. The programme is expected to need Cabinet approval; if so, our recommendations will be considered by Cabinet in mid-July.

Improvements arising from the update also need to be strongly linked to the Minister's Education Work Programme and other related work underway in the education and disability sectors.

Our review of the international evidence indicates that service design should reflect:

- the importance of designing services around the child
- the primary role of educators, parents and other adults already engaged with the child
- the importance of strong professional collaboration.

### Recommendations for change

At this stage, we think a number of improvements could be made to ensure our education system is more responsive to the children and young people it serves and more aligned with the international evidence. These improvements include:

- establishing system-wide stewardship of the investment in additional learning support to inform decision making at all levels and ensure the education system can continue to adapt to the needs of the children and young people it serves
- Completing the progress and achievement framework being developed by the Ministry so that teachers and schools can monitor and demonstrate progress and achievement within the New Zealand curriculum. This is important for individual children and young people whose progress and achievement cannot always be measured against standards such as NCEA or National Standards.
- A range of improvements to service design including:
  - investigating options for partnerships across schools/early childhood centres to support streamlined support for children and young people who need it
  - designing and implementing closer partnerships between professionals (RTLBs, MOE specialists etc) serving a cluster of schools/early childhood centres
  - investigating and recommending how to provide a single point of contact about additional learning support for some/all children, their parents and educators
  - using the above approaches to simplify and streamline access to additional support
  - developing national quality standards and consistent national practice standards for all additional learning support
  - investigating and recommending improvements to PLD and initial teacher training for educators (early childhood and schools) in relation to their work with children and young people who need additional learning support.

If you have any further questions, contact Tracy Brown, Project Manager for the update, email [tracy.brown@education.govt.nz](mailto:tracy.brown@education.govt.nz) or phone 04 463 7608 (ext 47608).

## RTL B Service Provision

### Data Collection – ‘School Cases’ and ‘Projects’

There appears to be some confusion about the difference between ‘school cases’ and ‘projects’. I suspect the confusion has arisen because many clusters have been working with schools on projects. This sort of work is also referred to as ‘systems’ work.

#### Cases

The database requires you to collect data on three types of cases – 1. **Individual Student**, 2. **Group** and 3. **School**.

- All cases are generated by a request from a school to meet the needs of students at the school.
- RTL B use the practice sequence when they work a case.
- **School Cases** are school requests for ‘systems’ work such as IYT, or work that improves schools’ inclusive practices. If you continue to refer to these pieces of work as ‘projects’ I’m sure that is fine within the school context. However, in the database context, ‘projects’ are something quite different.

#### How do projects (in your database) differ from cases?

- Projects are not generated by requests from schools and RTL B do not use the practice sequence when they work on a project.
- Projects are internally generated to meet the needs of your cluster such as research, an inquiry, policy development etc.

#### Education Gazette Article

The 2 June, Volume 94 Number 9 edition of the Education Gazette has an article [‘With, from, and about: RTL B service benefits from an interprofessional approach’](#) that explores the impact of the postgraduate training on the clusters. It is great to see the RTL B service highlighted so positively in the Gazette.

## 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.

**24th to 26th 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)

## Feedback and Consultation



### Positive report on special education schooling

You may be interested to read a recent ERO report showing schools have become significantly more inclusive towards children with special educational needs.

The *report Inclusive practices for students with special needs in schools* shows a sea change is underway with schools much more welcoming places for children with special educational needs.

Key findings are:

- 78% schools in 2014 were found to be mostly inclusive, up from 50% in the previous ERO report on inclusiveness in 2010
- 21% of schools in 2014 were found to have only some inclusive practices, down from 30%
- 1% of schools had few inclusive practices, down from 20%

The report is available at [www.ero.govt.nz/National-Reports](http://www.ero.govt.nz/National-Reports)

## Resources

### Ministry of Education Library - selected highlights



RTL B 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@education.govt.nz](mailto:education.library@education.govt.nz).

**Bully beef**, by Catherine Woulfe. Listener, 13 June 2015, p. 23-27 (*article*).

Discusses efforts to combat bullying in New Zealand schools. Talks about a new restorative, secondary school-based intervention called Inclusive. Looks at how bullying can affect children later in their lives.