

Resource Teacher: Learning & Behaviour Service

April 2016

From the Editors



The Ministry of Education's national office is now located at our new building Mātauranga House, 33 Bowen Street, Wellington. We have already hosted meetings with lead school principals, cluster managers and RTLB in our fabulous new building.



This term we welcome new lead school principal Jenny Clark, Morrinsville Intermediate (Cluster 14) and cluster manager Lorraine McKay, Avalon Intermediate (Cluster 29).

We farewell cluster manager Linda Clifford, Tahuna Normal Intermediate in Dunedin (Cluster 39) who is retiring at the end of this term. Linda has been an outstanding manager in the Otago area since the beginning of the transformation in 2012. We thank Linda for her passion and dedication as RTLB cluster manager and her contributions to the RTLB service.

Some highlights for this term have been the RTLB lead school forum in Auckland, the Lead School Principals Executive Group meeting in the Ministry with Peter Hughes, RTLB cluster visits, HLN students continue to receive In-Class Support funding for 2016, and the ongoing work on SAC applications.

Have a great term 1 school break everyone.

The RTLB Team, Special Education Strategy

In this issue

- General Information
- For your calendars
- RTLB Lead School Forum 2016, 8 and 9 March
- Special Assessment Conditions (SAC) applications
- Cluster 8 article
- ERO
- RTLB Annual Report 2014 feedback letters
- RTLB cluster visits
- Vulnerable Children's Act
- RTLB accessing National Student Numbers
- RTLB Outcomes Reporting working group
- RTLB online toolkit
- RTLB study awards
- Ongoing Resource Scheme (ORS)
- Ministry Bulletin for School Leaders
- He Pānui Kōhungahunga
- Resources

General information



RTLB Enquiries mailbox

- for questions regarding the RTLB service, governance, management or service provision, please email RTLB.Enquiries@education.govt.nz

In-Class Support mailbox

- for queries regarding In-Class Support, please email In-Class.Support@education.govt.nz

Study awards

- for queries regarding study awards for RTLB, please email specialworkforce@education.govt.nz

Special education and district office contacts

- for contact details and information of the [regional managers and district managers](#) in your district.

For your calendars



Cluster school lists

The updated cluster school's list is due **5pm, Friday 15 April**. Please email the list to Elizabeth.Sio-Atoa@education.govt.nz.

Thank you to those cluster managers and lead school principals who have returned their updated cluster school's list.

RTL B workforce data collections

The Term 1, 2016 qualitative report is due on **Friday 6 May**. Please email this to Elizabeth.Sio-Atoa@education.govt.nz.

Lead School Principals' Executive Group

The Lead School Principals' Executive Group met with Ministry staff in Wellington on 16 March, including a meeting with Peter Hughes. The next meeting will be held on **15 and 16 June** in Wellington.

The principals on the Principals' Executive Group this year are John Bangma, Mairehau School; Robin Staples, South Cross Campus; Sandi Abel, Oceanview Heights School and Linley Myers, Royal Oak Primary.

Reporting requirements

Thank you for submitting the RTL B Strategic Plan and RTL B Annual Action Plan 2016 to the Ministry through the School Data Portal.

The next submission date for the RTL B Annual Report 2015 (including RTL B staff snapshot) and RTL B Financial Report 2015 is **Tuesday 31 May**. Please send both reports to the Ministry using the School Data Portal.

Funding and Service Agreement Variation 2016

The variation of the RTL B Funding and Service Agreement about the increase in operational funding for 2016 has been sent to the lead school BOT chairperson. Thank you to those principals who have sent us the signed BOT variation. By now you will have received the MOE signed agreement.

If your lead school BOT chair has not signed the variation yet, please arrange for it to be signed and email the scanned variation to Elizabeth.Sio-Atoa@education.govt.nz who will organise for it to be counter-signed by the Ministry.

RTL B Lead School Forum 2016, 8 and 9 March

Thank you to all those who attended and participated in the national forum in Auckland.

Again, we welcome those new to the RTL B service in the last year:

- New lead school principals: Jenny Clark, Kahu Walker, Jan Kumar, Paul Veric, Denyse Healy
- New cluster managers: Robin Bonnar, Christina Phillips, Zoe Young, Lorraine McKay, Frederick Leonard, Karen Campbell.

The presentations from the forum are now on the RTL B website here, <http://rtlb.tki.org.nz/Governance-management/Cluster-Manager-forums>

Special Assessment Condition (SAC) applications



Just a reminder that NZQA will accept and process applications from deciles 1, 2 and 3 schools submitted on the following dates:

- April 11, 12 and 13 (last week of Term 1)
- May 30, 31, June 1
- June 27, 28 and 29

Please contact Gabe.Sorensen@nzqa.govt.nz with the school name and the number of applications likely to be made on the dates above.

NZQA will be running a series of seminars on SAC applications including those listed below:

Region	Venue	Date	Contact
Nelson	Richmond Public Library	18 May 9.30-noon	TBA
Rotorua/ Taupo	TBA	25 May TBA	TBA
West Coast	TBA	9 August 1.30-3.30pm	TBA
Hamilton	MOE Waikato office, 19 Home Straight, Te Rapa	14 October 1.30-3.30pm	TBA

Cluster 8 article

"Ministry of Education projects aim to bridge gap for special needs children"

Read about cluster 8 involvement with the Auckland City Transition Early Childhood to School Project, <http://www.stuff.co.nz/national/education/77801858/ministry-of-education-projects-aim-to-bridge-gap-for-special-needs-children>

ERO

ERO Reviews

In February 2016, ERO introduced its new focus, which specifically addresses accelerating student achievement for Māori. From term one this year, all primary school reviews (full primary and contributing) will start with a line of questioning that investigates what the school knows about the names, numbers, strengths and needs of those Māori students for whom the school has specific strategies in place to accelerate their learning. ERO's scope will become broader over time, including what schools tell review teams about all students for whom acceleration is a priority.

As part of this focus, ERO may engage the Resource Teacher: Learning and Behaviour (RTLB). ERO's main interest will be the programmes that are put in place and the difference RTLB intervention is making. The majority of this information will come from reading documents and talking with staff and trustees in the school being reviewed, rather than directly from the RTLB.

ERO is contracted to audit the teacher registration and practising certificate process on behalf of the Education Council. This is a new requirement. When RTLB are employed by a school undergoing an ERO review, their teacher registration will be audited if their practising certificate has been endorsed by the professional leader of that school, or renewed in the six months prior to the ERO review.

ERO Raising Student Achievement Through Targeted Actions

In 2015, ERO investigated target setting in both primary and secondary schools. They focused on the extent to which targeted actions of schools supported accelerated progress for students at risk of not achieving.

Their report can be found on the ERO website, <http://www.ero.govt.nz/National-Reports/Raising-student-achievement-through-targeted-actions-December-2015>.

RTLB Annual Report 2014 feedback letters

The 2014 annual report feedback letter to the BOT chairperson was posted to the lead school early this term with a copy to the lead school principal and cluster manager.

We acknowledge this feedback was overdue and we thank you for your patience.

RTLB cluster visits



One of the roles of the Ministry of Education is to ensure that education providers have the resources and support they need to deliver services to schools and students. For RTLB, one way we do this is by visiting clusters when there is a new/acting lead school principal or cluster manager, there is a new lead school, or upon requests from a cluster manager or lead school principal. Since the transformation in 2012, all clusters have had at least one or two visits, some even more.

The National Office team (Principal Advisor and Advisor) would like to make future visits more purposeful for clusters. Having face-to-face visits provides the opportunity for the Ministry to stay in contact with clusters in a more personal way. It also provides the opportunity outside of the national forum for cluster managers and lead school principals to clarify understanding, ask for help if needed and share the positive work that is happening within clusters.

Prior to any visit, one of the National Office team (either the Principal Advisor or the Advisor RTLB) will consult with the cluster manager and/or lead school principal to clarify their desired outcomes of the visit. During the visit the National Office team member will be available to meet with the cluster manager, the lead school principal, practice leaders and the wider RTLB team if requested.

Following the visit, the National Office team member will provide draft summary/minutes of the discussions and any agreed actions. The draft minutes will be circulated to both the cluster manager and/or the lead school principal for their input before a final version is generated.

Vulnerable Children Act 2014 –

Ensuring the health and Wellbeing of Children

A series of workshops are being delivered by child protection consultant staff from Child Matters, in partnership with NZSTA. Child Matters is widely recognised as a leader in child protection, advocacy and training.

Dates for workshops can be found at <http://training.nzsta.org.nz/courses/196-vulnerable-children-act-2014-ensuring-the-health-and-wellbeing-of-children>

RTL B accessing National Student Numbers

RTL B are school employees and schools are authorised users of NSNs. RTL B use NSNs for most of the purposes described below.

The legal basis for any use of the NSN is section 344 of the Education Act 1989:

The Secretary may authorise or require an authorised user to use national student numbers only for the purpose of, or for a specific purpose falling within, any 1 or more of the following:

- (a) monitoring and ensuring student enrolment and attendance:*
- (b) encouraging attendance at early childhood services:*
- (c) ensuring education providers and students receive appropriate resourcing:*
- (d) statistical purposes:*
- (e) research purposes:*
- (f) ensuring that students' educational records are accurately maintained.*

RTL B Outcomes Reporting working group

The Ministry received a large number of *Expressions of Interest* from those keen to be involved with the outcomes reporting working group.

The working group members who met at the Ministry in Wellington on Wednesday 30 March were:

- Practice leaders – Margaret Muir (Cluster 8 Royal Oak School), Fiona Kynvett (Cluster 15 Miller Avenue School), Jackie Bishop (Cluster 38 Cromwell College),
- Cluster Managers – Robin Robertson (Cluster 17 Taumarunui High School), Nigel Foster (Cluster 22 Taradale Intermediate), Margaret Stewart (Cluster 26 Freyberg High School), Annette McDonald (Cluster 27 Masterton Primary School).

Discussions included:

- the purpose of collecting data
- the range of data that is currently being collected
- what can we stop collecting/what should we start collecting?

Cluster managers will be given the opportunity to provide feedback on this work.

RTL B online toolkit

The Professional Practice content of the new RTL B website is currently being loaded. A pre-production weblink was sent to clusters to view, many provided feedback on the practice toolkit. We are aiming for the new website to go live next term. Thank you for your patience.

RTL B study awards



The RTL B study award supports the completion of the Postgraduate Diploma in Specialist Teaching: Learning and Behaviour at either [Massey University](#) or the [University of Canterbury](#).

The RTL B postgraduate diploma is:

- made up of 4 papers
- delivered part time over 2 years (2 papers per year)
- delivered by distance study combined with 2 compulsory block courses each year (3 to 4 days each). The first block course takes place in Auckland during February and the second block course in Christchurch during July.

The Ministry expects all study awardees to complete their studies in the prescribed timeframe. In exceptional circumstances, the Ministry may permit the time to be extended. The awardee must formally seek an extension of the study award time from the Ministry in the first instance.

For further information please check:

<http://www.education.govt.nz/school/working-in-a-school/scholarships-for-people-working-in-schools/special-education-study-awards-and-scholarships/learning-and-behaviour-study-award/>

For general queries, please email

specialworkforce@education.govt.nz

Ongoing Resourcing Scheme (ORS)

The criteria for accessing ORS are the same as it has been in recent years despite rumours to the contrary. Any change to criteria would take a cabinet decision.

RTL B will be invited to national workshops to gain a more in-depth understanding of ORS. This will include how to make ORS applications and what information to include.

If you have any questions about ORS funding or applications, please contact Carolyn Grace, Manager Eligibility and Assurance 04-439 5034.

Ministry Bulletin for School Leaders

The Bulletin is the Ministry's central fortnightly communication channel for sending information to schools:

- [Issue 44 of He Pitopito Kōrero | Ministry Bulletin for School leaders.](#)
- [Issue 45 of He Pitopito Kōrero | Ministry Bulletin for School leaders](#)

A brief statement will be included in the 4 April issue of the Ministry Bulletin for School Leaders on the results of the 2015 *RTL B National Satisfaction Survey*.

He Pānui Kōhungahunga

The latest issue of He Pānui Kōhungahunga – the Early Learning Bulletin was published and sent to the Early Learning sector on Monday 22 February, [He Pānui Kōhungahunga – the Early Learning Bulletin February 2016 Issue](#). The aim of He Pānui Kōhungahunga is to provide one key channel of communication from the Ministry of Education to the Early Learning sector.

Resources

Ministry of Education Library - selected highlights

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@education.govt.nz

Ngā tapuwae o mua mō muri: footprints of the past to motivate today's diverse learners, by Angus Hikairo Macfarlane. *Waikato journal of education* 20 (2), 2015, p. 27-38 (*article*). Examines culturally responsive school contexts that successfully motivate and enable the achievement of Māori secondary students in New Zealand and indigenous students in North America. Outlines programmes in New Zealand that are specifically focused on Māori learners. Highlights a Te Arawa research project embedded in iwitanga that supports Māori secondary students.

Leading change with digital technologies in education, by Julie Mackey et al. *SET: Research Information for Teachers* 2, 2015, p. 17-25 (*article*). Describes key strategies and principles for leading transformative change to enable technology-rich learning for students and teachers within a school community. Talks about an e-learning innovation and integration in a New Zealand intermediate school.

Managing yourself: succeed in new situations, by Keith Rollag. *Harvard business review* 93 (12), 2015, p. 112-115 (*article*). Presents practical strategies to help people fit in when they begin a new job, transfer to new office locations, or meet new colleagues. Covers

introducing yourself, remembering names, and asking questions.

How self-control drives student achievement, by Laurence Steinberg. *Educational leadership* 73 (2), 2015, p. 28-32 (*article*). Suggests that students' self-regulation is a stronger predictor of success in the classroom than intelligence, talent, or standardised test scores. Outlines five ways schools can foster students' self control. Includes physical exercise, mindfulness programmes, working memory training, social and emotional learning (SEL) programmes, and making school more demanding for all students.

Developing an evidence-informed support service for schools: reflections on a UK model, by Jonathan Sharples & Mary Sheard. *Evidence & policy: a journal of research, debate and practice* 11 (4), 2015, p. 557-587 (*article*). Proposes a framework for providing schools with support in accessing educational research evidence and help in implementing evidence-based approaches. Talks about creating tailored summary materials for schools based on educational research, and developing an iterative process of engagement whereby leadership teams interact with this information and relate it to practice.

English-medium schools engaging whānau: building relationships, creating spaces, by Linda Bonne & Alex Hotere-Barnes. *SET: research information for teachers* 3, 2015, p. 26-34 (*article*). Looks at what teachers and school leaders in English-medium schools can do to include whānau aspirations and strengthen whānau engagement in Māori students' learning and wellbeing.

Are two heads better than one? System school leadership explained and critiqued, by Catherine A. Simon. *School leadership and management* 35 (5), 2015, p. 544-558 (*article*). Talks about system leadership, a form of school leadership where principals and head-teachers work collaboratively with groups of schools. Outlines potential benefits and limitations of this approach.

The evidence base for early childhood education and care programme investment: what we know, what we don't know, by Linda A. White, Susan Prentice & Michal Perlman. *Evidence & policy: a journal of research, debate and practice* 11 (4), 2015, p. 529-546 (*article*). Considers the state of the evidence base supporting the types of policy intervention that are most effective in ensuring that high quality early childhood education and care programmes generate positive outcomes for children.

Manage your emotional culture, by Sigal Barsade & Olivia A. O'Neill. *Harvard business review* 94 (1/2), 2016, p. 58-66 (*article*). Discusses emotional culture, or which feelings people have at work, and which ones they keep to themselves. Argues that emotions influence employees' commitment, creativity, decision making, work quality, and retention rates. Describes ways that leaders can shape an organisation's emotional culture.

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