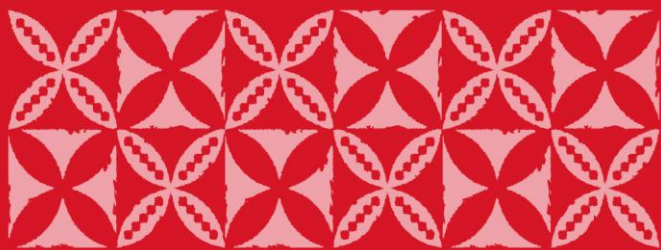


Resource Teacher: Learning & Behaviour Service



July 2016

From the Editors



Some highlights for this term have been the Inclusive website workshops and train the trainers sessions, publication of the RTLB professional practice toolkit online, revising Gateway Assessment Education profiles, induction workshops for new lead school principals and cluster managers, the second Lead School Principals' Executive Group meeting in the Ministry which included cluster managers and a meeting with Peter Hughes, NZSL week and Bullying-free New Zealand week.

This term we also welcome the new cluster manager at Tahuna Normal Intermediate in Dunedin (Cluster 39), Patrice Connor.

Thank you all for your continuing hard work and dedication to support all our students with diverse needs.

Have a great term 2 school break everyone.

The RTLB Team, Special Education Strategy

In this issue

- General information
- For your calendars
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- Moving funding between Operations Grants – clarification and update
- Gateway Assessment working group
- Access to ENROL
- Lead School Principals' Executive Group meeting
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- Ministry Bulletin
- Resources

What's coming up?

**Māori Language
Week | Te Wiki o te
Reo Māori;**
July 4-10.

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 spcialedworkforce@education.govt.nz

Special education and district office contacts

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

RTLB online toolkit

The Professional Practice online toolkit is live on the Ministry website, <http://rtlb.tki.org.nz/>.

A PDF version will be published on the website soon.

For your calendars



RTLB workforce, case and project data collections + qualitative report

- The next Ministry data collection will occur on **Friday 29 July**.
- The Term 2, 2016 qualitative report is due on **Friday 29 July**. Please email this to Elizabeth.Sio-Atoa@education.govt.nz.

Special Assessment Condition (SAC) applications

A reminder that NZQA will accept and process applications from deciles 1, 2 and 3 schools submitted on the following dates: 27, 28 and 29 June.

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
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

Bullying Prevention Teaching and Learning Approaches Project

The Bullying Prevention Advisory Group (BPAG) is seeking to identify up to six schools successfully teaching students bullying prevention skills within a whole-school approach. BPAG would like to document the schools' bullying prevention teaching and learning approaches and promote these to all schools on the BullyingFree.NZ website, <http://www.bullyingfree.nz/>.

The Ministry are asking RTLB that know of schools undertaking bullying prevention teaching and learning approaches to alert the schools of the opportunity to be involved in this project by the end of Term 2, 2016.

Please refer to the 14 June email to RTLB Managers for full details, or for further information contact Sonya Logan, Sonya.Logan@education.govt.nz, 021 302 585.

Inclusive Education website

New guidelines – strengthening the work of teacher aides

The Ministry has released [guidance for school leaders](#) on strengthening the work of teacher aides on the [Inclusive Education website](#). The guide brings together the latest research, literature and practice information on the support that teacher aides need to be effective in their roles. The guide links into a series of [videos](#) talking about and demonstrating effective teacher aide practice. Our thanks to those RTLB who were involved in peer reviewing the guide, and to the schools who agreed to be filmed for the videos.

<http://inclusive.tki.org.nz/guides/teacher-aide-practice/>

Workshops and 'Train the trainers' sessions

Successful workshops on the Inclusive website and 'train the trainers' have taken place in Dunedin, Cromwell, Whakatane and Kaiapoi this term. Our thanks to the cluster managers for your leadership and input, and thanks to the RTLB for their involvement in the workshops and training days.

In-Class Support Update



Additional students

On 11 May Minister Hekia Parata's media release stated "an extra 1250 students will benefit from extra teacher aides thanks to a \$15.3 million Budget 2016 funding increase for in-class support".

Thank you for all of the work you and your teams do to identify and support these students' achievement.

Please Note: The additional 318 students who received funding from the beginning of term 2, and the additional 466 students who will receive support from the beginning of term 3 are included as part of the 1,250 students. The additional funding is being phased in, and it is likely that the total number of students who will be receiving support by the middle of 2017 will be 2,750.

If you have any questions, please contact In-Class.Support@education.govt.nz

Students with High Learning Needs

A small working group of cluster managers and Ministry will meet in Wellington to revise the HLN guidelines to support RTLB and Ministry district offices. This will take place on Thursday 4 August. An update will be included in the next newsletter.

RTLB induction workshops for new LSPs and CMs



Induction workshops took place this term to support LSPs and CMs new to their role in the last year.

- CM Induction workshop on 30 May in Christchurch, 7 CMs participated; this was facilitated by Linda Clifford, previous CM for Dunedin cluster
- LSP Induction workshop on 9 June in Auckland, 6 LSPs participated; this was facilitated by Stuart Myers, previous LSP for Pakuranga cluster.

Feedback received from both LSPs and CMs indicated they valued the opportunity to network with each other, discuss 'what's on top' for their cluster and schools, and their role in the RTLB service.

Moving funding between Operations Grants – clarification and update

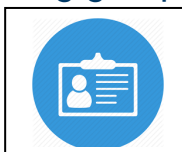
The 'Governing and Managing RTLB Clusters' document and website has been updated to make it clear that:

There is no restriction to moving operational funding from Travel, Administration and Lead School grants to another RTLB grant category. Operational funding can be moved to student (learning) support funding and Yr 11-13 funding, but not vice versa. Any movement of funding from one grant category to another must be clearly accounted for in the cluster's Annual Financial Report.

Funding cannot be moved out of Learning Support Funding (LSF) or Yr 11-13 funding. LSF supports RTLB case work, targeting students in Years 0-10 in accordance with the LSF Guidelines.

Gateway Assessment working group:

Review of Education Profiles



On 13 June a working group including RTLB, and representatives from Health and CYF, met at Mātauranga House in Wellington to revise the Gateway Education Profiles. RTLB representatives were Linda Boxall (cluster 6), Graeme Nobilo (cluster 16), Michael Taaffe (cluster 23) and Helen Aldwell (cluster 35).

An updated profile will be provided to clusters as soon as possible.

Access to ENROL

The Ministry is allowing "read only" access to ENROL to cluster managers. The purpose of this access is to allow cluster managers the ability to rectify NSN errors that maybe coming through from schools as part of the *Request for Support* process.

For an ENROL application form, cluster managers can contact Lianne.Kalivati@education.govt.nz.

Lead School Principals' Executive Group meeting

On 15 and 16 June the Lead School Principals' Executive group met with key Ministry staff at Mātauranga House in Wellington to discuss RTLB related business. The principals were joined on 15 June by CMs Karyn Bennett (cluster 12), Marie Petersen (cluster 18), Margaret Stewart (cluster 26), and Lyn Evans (cluster 30). The following items of note were discussed:

- the possibility of an RTLB ERO review in terms 2 and 3, 2017
- a National Lead School forum being held in term 4, 2016 rather than term 1, 2017
- the revised National Satisfaction Survey to be sent out in term 3, 2016
- streamlining/simplifying the RTLB Annual Report
- development of a national RTLB Strategic Plan.

Ministry Data

The document *RTLB cluster data and Ministry of Education data requirements* has not changed since it was emailed to clusters in March 2015. Please note the Ministry has not asked for any new data from clusters since this time. Clusters have been provided with regular feedback on errors that are coming through following collections. The focus for the last collection that occurred on 6 May was on correct NSNs, school institution numbers and information about learning support funding allocations.

The next data collection will occur on Friday 29 July. Clusters will be given feedback on errors with NSNs, school institution numbers, LSF allocations and 'reason for case' (behaviour, learning, learning and behaviour).

On 30 March a working group met at the Ministry of Education to revise the March 2015 data requirements document with a follow up meeting with Margaret Stewart (cluster 26) and Annette McDonald (cluster 27) to pull together the work of the group. Work on the data requirements is still progressing. Thank you for your continued efforts to provide complete and accurate data.

NZCER recent publication 'Secondary Schools in 2015'

This report presents the main findings from NZCER's latest survey of secondary schools, conducted in July and August 2015. NZCER have undertaken these surveys every 3 years since 2003. They provide a comprehensive national picture of what is happening in our secondary schools, how things have changed over time and the impact of policy changes. It includes the perspectives of principals, teachers, parents and board of trustee members on a wide range of issues. You can either download the full report or by thematic chapter here:

<http://www.nzcer.org.nz/research/publications/secondary-schools-2015>

The following extract can be found on p.60 of the report:

Schools working with external agencies

As well as working collaboratively with other schools, principals were asked about the advice they have had from external agencies they might call on to advise them on supporting students' wellbeing (see Figure 26). Only for the RTLB service and Careers services did more than half the principals agree they have had helpful advice.

Ministry Bulletin

Ministry Bulletin for School Leaders

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

[Issue 46 of He Pitopito Kōrero | Ministry Bulletin for School leaders](#), [Issue 47 of He Pitopito Kōrero | Ministry Bulletin for School leaders](#), [Issue 48 of He Pitopito Kōrero | Ministry Bulletin for School leaders](#), [Issue 49 of He Pitopito Kōrero | Ministry Bulletin for School leaders](#), [Issue 50 of He Pitopito Kōrero | Ministry Bulletin for School leaders](#), [Issue 51 of He Pitopito Kōrero | Ministry Bulletin for School Leaders and](#) [Issue 52 of He Pitopito Kōrero | Ministry Bulletin for School Leaders](#)

He Pānui Kōhungahunga

Read the latest issues of He Pānui Kōhungahunga – the Early Learning Bulletin:

- [He Pānui Kōhungahunga - the Early Learning Bulletin May 2016 issue](#), [He Pānui Kōhungahunga - the Early Learning Bulletin June 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

Pathways Awarua

[Pathways Awarua](#) is a new online tool available free to every one of the country's state and state-integrated schools. The 390+ modules have been developed to support secondary school students to strengthen their numeracy, reading, writing and listening competencies. The numeracy pathway has been linked to levels of the New Zealand Curriculum. The modules on the reading and writing pathways are linked to three collections, with the lowest collection providing support to learners with the most significant literacy needs.

Accessing Special Education Resources

RTLB can order resources from 'Down the Back of the Chair' by either:

- Using their personal login
- Emailing Amanda.Hoare@stocklink.co.nz to set up a login
- Calling 0800 660 662.

RTLB can request multiple copies of some resources. If you provide a brief explanation of how you intend to use the resources this will speed up the order process eg you might want to use resources when working with communities of practice.

One of the newest resources to be published is "Bullying Prevention and Response: Guide for Schools" http://www.thechair.co.nz/servlet/Srv.Ecos_Signon?CN=12587&UC=MOEVIEW&AC=A877804567019987

New Zealand Sign Language



This year celebrates 10 years of New Zealand Sign Language (NZSL) being an official language of New Zealand. New Zealand Sign Language week was held from 9-15 May.

AttitudeLive has put together a selection of video 'tools' to support those who are deaf and hard of hearing navigate life; from getting on a plane to appearing in court; from going flatting to making it on the Marae. These videos reveal the mysteries and the everyday facts of life, society and civic participation.

<http://attitudelive.com/toolbox>

Autism Spectrum Disorder in Aotearoa New Zealand: Promising practices and interesting issues

This book aims to help teachers and other education professionals provide for children and young people with ASD at all levels of education. This is an evidence-based practical resource that grew out of the experiences of students undertaking a postgraduate specialist teaching course.

<http://www.nzcer.org.nz/nzcerpress/autism-spectrum-disorder-aotearoa-new-zealand-promising-practices-and-interesting-issues>

Early Mathematics: A guide for improving teaching and learning

You may have already seen this, but this report describes how children can be supported to become confident and capable mathematical learners in the early years.

<http://www.ero.govt.nz/assets/Uploads/ERO-Early-mathematics-March-2016.pdf>

EDUCATION LIBRARY

Ministry of Education Library - selected highlights

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

Developing collaborative connections between schools and Māori communities, by Mere Berryman, Therese Ford & Margaret Egan. *SET: research information for teachers* 3, 2015, p. 18-25 (*article*).

Discusses how school leadership teams can listen to Māori communities in order to begin to develop relational and culturally responsive connections and improve learning outcomes for Māori students.

WAPA 2020: gains and insights from an enduring school network, by Cathy Wylie. *New Zealand Council for Educational Research*, 2016, 19 p. (*paper*). Examines the experiences of WAPA 2020, a network of West Auckland schools. Looks at WAPA 2020's progress and activities since it was formed in 2009 and how it supports the growth of individual, school, and network capacity. Presents key points from WAPA 2020 leaders' study of networks overseas and outlines insights it has to offer the new Investing in Educational Success Communities of Learning.

Praxis and the language of improvement: inquiry-based approaches to authentic improvement in Australasian schools, by Susan Groundwater-Smith, Jane Mitchell & Nicole Mockler. *School effectiveness and school improvement* 27 (1), 2016, p. 80-90 (*article*). Looks at how inquiry-based approaches to teacher

professional learning, and teaching practices in classrooms, provide tools for framing authentic school improvement. Presents examples from Australia and New Zealand, including the Teaching and Learning Research Initiative (TLRI).

In transition, by Tacy M. Byham & Richard S. Wellins. *TD: talent development* 70 (1), 2016, p. 80-81 (*article*).

Transitioning from Māori-medium to English-medium education: emerging findings of a pilot study, by Richard Hill. *International journal of bilingual education and bilingualism* 19 (3), 2016, p. 249-265 (*article*). Discusses the complexities concerning parents' decisions to commit to Māori-bilingual education. Covers the characteristics of Māori-bilingual programmes, programme content, issues for parents, transition to secondary school, and English instruction at kura kaupapa Māori.

Can written reporting against New Zealand's National Standards fulfill the mandate of creating a robust, learning-focused, home-school partnership? by Rowena Pearson, Helen Dixon & Eleanor Hawe. *Curriculum matters* 11, 2015, p. 155-174 (*article*). Investigates whether written reporting against New Zealand's National Standards helps fully inform parents of their child's achievements and enables them to support children's learning. Uses the reporting of reading progress and achievement as a case study. Examines the nature, scope, and complexity of the information communicated to parents, their understanding of this information, and factors that inhibit or enhance understanding.

Using collaborative inquiry to foster equity within school systems: opportunities and barriers, by Mel Ainscow et al. *School effectiveness and school improvement* 27 (1), 2016, p. 7-23 (*article*). Explores how processes of collaborative inquiry can help foster greater equity within schools for students who are underachieving, marginalised, or at risk of exclusion. Looks at how a policy context of increased school autonomy, competition, and accountability can create challenges in relation to equity, as well as offer opportunities for moving forward.

If the jacket fits: a metaphor for teacher professional learning and development, by Sandi Tait-McCutcheon & Michael Drake. *Teaching and teacher education* 55, 2016, p. 1-12 (*article*). Describes a research project to assist 25 lead primary school teachers in New Zealand to define, analyse, and refine their relationship with professional learning and development through the metaphor of a jacket. Explores the use of metaphors in mathematics teacher education.

Learning to learn, by Erika Andersen. *Harvard business review* 94 (3), 2016, p. 98-101 (*article*). Describes how people can adapt effectively to organisational change and master new skills by developing four distinct attributes: aspiration, self-awareness, curiosity, and vulnerability. Discusses the adjustments that first-time leaders need to make as they transition into their new role.