

Resource Teacher: Learning & Behaviour Service

October 2016

From the Editors



Term 3 has been very busy and exciting. Highlights have included the cluster manager forum organised by the cluster managers, cluster visits to Hawke's Bay, Nelson, Royal Oak, Whangarei and Hamilton; the RTLB National Service Satisfaction Survey 2016; Lead School Principals' Executive Group meetings; and the RTLB & PB4L School-Wide workshop at Mātauranga House, Wellington.

We would like to take this opportunity to thank and farewell:

- *Pateriki Toi, lead school principal of cluster 1 Taipa Area School. We would like to thank Pateriki for his commitment to the role of lead school principal since the transformation in 2012. He takes on a new principal position in Hokianga. Good luck Pateriki.*
- *Julie Fox, manager of cluster 13 Pakuranga Intermediate. We wish Julie well as she retires after many years of dedicated service to Education.*
- *Frederick Leonard, manager of cluster 37 Oceanview Heights. We thank Frederick for his work as cluster manager during the past year and congratulate him on his new appointment as an Education Psychologist for the Ministry in Auckland.*

Thank you all for your continuing hard work and dedication to support all our students' achievement and learning. We're looking forward to a great term 4!!

The RTLB Team, Special Education Strategy

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General information

RTLB Enquiries mailbox

- for questions regarding the RTLB service 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 about the regional and district managers in your area, visit <http://www.education.govt.nz/ministry-of-education/regional-ministry-contacts/district-office-contacts/>

RTLB online toolkit

The Professional Practice online toolkit
<http://rtlb.tki.org.nz/>.

For your calendars

Sun	Mon	Tue	Wed	Thu	Fri	Sat
October						
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	November				
		1	2	3	4	5
6	7	8	9	10	11	12

RTLB Lead School Forum, Auckland

- Workforce data due
- Qualitative report due
- NZQA SAC seminar, Hamilton

SE study awards and scholarships closing date

RTLB workforce, case and project data collections

The next Ministry data collection will occur on **Friday 14 October**. Following this collection clusters will be provided with feedback on missing school and NSN numbers, invalid school and NSN numbers, missing learning/behaviour as well as the presence of outcomes data. For those cases still open on the date of collection, pre-data should be present. For those cases that closed prior to the data collection, both pre and post outcomes data should be provided.

Workforce data

Please ensure that the cluster workforce data including the location of RTLB and the number of RTLB housed in each location is accurate. This information will be shared with property staff for the purpose of informing accommodation solutions for clusters.

Outcomes data

The Ministry will continue working with RTLB and database providers on how clusters can report on improved outcomes for students who remain on the roll of an RTLB for lengthy periods of time. Regularly closing cases and asking schools to make repeated *Requests for Support* is not a satisfactory solution for either clusters or schools.

As well as providing evidence of improved outcomes for students as a consequence of RTLB involvement, outcomes data is a rich source of information for clusters to reflect on their practice and to inform service improvement.

RTLB qualitative report

The Term 3, 2016 qualitative report is due on **Friday 14 October**.

Please email this to Elizabeth.Sio-Atoa@education.govt.nz.

RTLB Lead School Forum October 2016

The RTLB Lead School Forum will be held in term 4 on **Thursday 20 and Friday 21 October** at the Holiday Inn, Auckland Airport. The two day forum is for both lead school principals and cluster managers.

The forum is being organised by CORE Education Ltd. For registration, travel and accommodation information, visit

<http://www.core-ed.org/events/event-management/ministry-education-events>.

The agenda for the days is being co-constructed with the Lead School Principals' Executive Group. It will be sent out closer to the time of the forum.

Note: There will be NO Ministry funded forum in term 1, 2017.

Special Assessment Condition (SAC) applications

NZQA continues to run a series of seminars on SAC applications. The next seminar is:

Region	Venue	Date
Hamilton	MOE Waikato Office 19 Home Straight, Te Rapa	14 October 2016 1.30-3.30pm

If you have any questions, please contact Gabe.Sorensen@nzqa.govt.nz

Learning Support (previously Special Education) Update

The Ministry of Education is working with sector partners to strengthen inclusion and modernise how learning support (previously called special education) is delivered across the education sector.

More information can be found here:

- [Learning Support \(previously Special Education\) Update](#), and
- [Learning Support \(previously Special Education\) Update information release](#)

Ministry Bulletin

Ministry Bulletin for School Leaders

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

[Issue 53 of He Pitopito Kōrero | Ministry Bulletin for School Leaders](#), [Issue 56 of He Pitopito Kōrero | Ministry Bulletin for School Leaders](#), [Issue 57 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 August 2016 issue](#),
[He Pānui Kōhungahunga - the Early Learning Bulletin September 2016 issue](#).

Special Education study awards and scholarships

A reminder that applications for the special education study awards and scholarships will close on the **10 November 2016**.

If you have any queries regarding paper and programme advice, please contact:

- Massey University – Roseanne MacGillivray ioe-postgraduate@massey.ac.nz
- University of Canterbury – Lorraine McKeown lorraine.mckeown@canterbury.ac.nz

If you have any queries regarding the Ministry study award, please contact Akari Miyamoto Akari.Miyamoto@education.govt.nz. Akari will be facilitating an optional session at the lead school forum on 21 October to answer any questions you have about study awards.

For more information about the Postgraduate Diploma in Specialist Teaching Learning and Behaviour, visit

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

Study days

Each cluster lead school is expected to support RTLB in their training by granting them study leave and reducing their workload as appropriate during the training period. A suggested range for study release for the year is one day per week during the semester in addition to the block course days. The amount of study release given is at the employer's discretion.

RTLB National Service Satisfaction Survey 2016



The National Satisfaction Survey 2016 took place from 22 August to the 2 September. A total of 1909 people participated in the survey, 1571 people completed the survey, 338 people completed part of the survey. Clusters were provided with their raw data and feedback after the survey closed. While not all schools took the opportunity to complete the survey there were some schools that had more than one staff member complete the survey.

It was great to see the overwhelmingly positive feedback schools are providing their clusters. Great job!

Inclusive Education website



Update on guidelines

The following guides have been added to the Inclusive Education website, <http://inclusive.tki.org.nz/>:

- Preparing students to leave school (this can be found under 'Transitions')
- Supporting effective teacher aide practice
- FASD (Fetal alcohol spectrum disorder and learning)

Note: The Fetal Alcohol Spectrum Disorder: 2016 – 2019 action plan was launched by Associate Health Ministry Peter Dunne and can be found here <https://health.govt.nz/publication/taking-action-fetal-alcohol-spectrum-disorder-2016-2019-action-plan>

Coming up on the Inclusive Education website:

- The UDL guide is being reviewed
- An Innovative Learning Environments guide is due to go live at the beginning of November

Attitude TV

The Ministry of Education, through Attitude TV spoke with Kiwi kids about disability and inclusion – here's what they had to say:

- Long version - <https://vimeo.com/169767226>
- Short version - <https://vimeo.com/169769705>

Communities of Learning/Kāhui Ako lead advisors



Below is the list of the CoL/KA lead advisors for the 10 Ministry areas:

- Tai Tokerau - Jan Hoyle; Richard Abel; Tim Andersen
- Auckland - Anuja Singh; Eugenie Hiliate
- Waikato - Bevan Smith
- Bay of Plenty - Merle Ramsay
- Hawke's Bay/Tairāwhiti - Barbara Bristow; Rosina Shandley
- Taranaki, Wanganui, Manawatu - Cathie Newton; Jude Fawcett
- Wellington - Di Drake; Mandy Bird
- Nelson, Marlborough, West Coast - Graeme Sims
- Canterbury - Vanessa Goodwin
- Otago - Ros Allan; Christina Young

Accessing ENROL update

How you access ENROL has changed from 12 September. Graeme Harvey from the Ministry will create a username for each of the cluster manager ENROL users and email it to them with a temporary password and instructions.

Children's Team document

The Children's team 'Guidelines for RTLB and Children' have been updated, in particular point 7:

Where the child's siblings are also accepted to the Children's Team, the same practitioner provides the Lead Professional function for the family/whānau group in order to integrate the wrap around response. This does not involve providing education service if the child is not eligible ie the child does not have education related needs that would warrant RTLB involvement.

The updated 'Guidelines for RTLB and Children' is on the RTLB website here:
<http://rtlb.tki.org.nz/Professional-practice/The-RTLB-Practice/Scope-of-practice>

RTLB and ACC



RTLB lead schools, through the Lead School Principals' Executive Group raised a concern regarding ACC compensation. The concern is that ACC only covers 80% of a teacher's salary, so the remaining 20% becomes a financial burden to the school.

The Ministry will reimburse schools the 20% shortfall in cash. To claim the 20% ACC, lead schools should submit an RT2 form with related documents (outlined on the form) and a covering letter advising the RTLB reliever/s employed to cover the ACC leave. Disregard the statement on the RT2 form which states:

ACC Claims: For an injured employee, boards receive directly, via the Education Service Payroll, the Earnings Related Compensation (ERC) from ACC. No claim for additional relief teacher funding is necessary.

A broader question has been raised about relievers and how schools can use the cash reimbursement they receive if schools are only able to charge the teacher on ACC and the reliever against their banking staffing entitlement. The Ministry advises it is possible to charge RTLB relievers to your bulk grant. This will give you the flexibility to use the cash reimbursement directly for the reliever brought in to cover for ACC. The Ministry hopes this will reduce additional charges to your banking staffing, helping you to stay within your staffing entitlement.

Delegated authority

Clarification of delegated authority.

Page 4 of the RTLB funding and service agreement states:

Appropriate authority and accountability is delegated to the Principal and Cluster Manager (the RTLB strategic leadership and management team) for the day to day management of the RTLB cluster, RTLB funding and resourcing, and RTLB service provision.

Additional travel funding

A reminder that RTLB clusters can apply for an increase in their travel grant if the cluster exceeds (or predicts it will exceed) its RTLB travel funding entitlement.

An evaluation of Stand Children's Services: Children's Villages (ERO Review)

Until recently children with behavioural and social needs were referred to and attended one of six health camps situated across New Zealand. Each of the six health camps had an associated school attached. In 2008 ERO evaluated the quality of provisions for children at the health camps and identified significant areas that needed to improve. ERO recommended that the Ministry of Education examine the role of health camps and their schools within the wider network provision of services for students with moderate to severe behaviour difficulties.

This 2016 review is the first review since the reforms to the service. It focuses on how effectively the service responds to the wellbeing and learning of children that have experienced trauma.

<http://www.ero.govt.nz/publications/an-evaluation-of-stand-childrens-services-childrens-villages/>

Education Gazette articles



“Special Education changing: Franklin’s earlier and improved response”

This project aims to improve access to special education services in the early childhood setting. Read about this Learning Support Update project [here](http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=9309)

<http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=9309>

“Smoother transitions through collaboration: The Canterbury ‘We are here’ project”

The Canterbury “We are Ready” project is an example of Special Education working closely with RTLB to develop a framework to improve the experiences for children with additional learning and behaviour needs and their families/whānau, ECEs and schools during transition to school.

Read more about this project [here](http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=9337&Title=Smoother%20transitions%20through%20collaboration%3A%20The%20Canterbury%20%27We%20are%20ready%27%20project)

[http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=9337&Title=Smoother transitions through collaboration: The Canterbury ‘We are ready’ project](http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=9337&Title=Smoother%20transitions%20through%20collaboration%3A%20The%20Canterbury%20%27We%20are%20ready%27%20project)

Resources

Ngā Tau Miharo Incredible Years Teacher programme

A suite of new resources to help deliver the Incredible Years Teacher programme effectively to Māori teachers and teachers from Māori medium settings are available on the Incredible Years Teachers webpage, <http://pb4l.tki.org.nz/Incredible-Years-Teacher> .

Māori group leaders can seek support and more in-depth resources from other group leaders through the Facebook group.

Student Voice

Cognition Education Trust has launched “a comprehensive tool for educators on student voice”. It is based on a rubric that “provides indicators for the collection, analysis, and use of student voice” in relation to the learning environment, teaching and learning and assessment.

<http://studentvoice.cognitioneducationtrust.org/index.html>

Ministry of Education Library



Leadership & Management Learning Center

The Library is pleased to announce that they now provide access to the [Leadership & Management Learning Center](#) which includes articles, ebooks, and videos on organisational learning. Topics covered include: strategic thinking; decision-making; facilitating change; teamwork; coaching and mentoring; emotional intelligence and relationships, and more.

Requesting items

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

Ministry of Education Library - selected highlights

Best schools in Auckland, by [Simon Wilson & Brian Ng](#). [Metro July/Aug 2016, p. 44-59 \(article\)](#). Series of articles about Auckland secondary schools. Looks at the differences between the education offered by girls' private and state schools. Talks about how schools are supporting LGBTQA students. Provides advice for parents on what to look for when choosing a school for their child. Profiles Tangaroa College, a decile 1 school in Otago

where the roll is 75 per cent Pasifika and 20 per cent Māori. Outlines the differences in gender achievement in schools. Includes tables of 2015 UE and scholarship pass rates.

Bicultural education policy in New Zealand, by Megan Lourie. *Journal of education policy* 31 (5), 2016, p. 637-650 (*article*). Talks about bicultural educational policies in New Zealand. Explores how the dominant discourse relating to the underachievement of Māori students is established in policy and maintained through various auditing systems. Suggests that cultural and socioeconomic disparities which may affect Māori student achievement are not made visible in the dominant discourse.

Māori Achievement Collaborations (MACs) in action, by Liz Hawes. *New Zealand principal* 31 (2), 2016, p. 12-15 (*article*). Talks to principals about how they use Māori Achievement Collaborations to change their school culture so that Māori students succeed as Māori.

Systematic review of key leader practices found to influence student achievement: a unified framework, by Dallas Hambrick Hitt & Pamela D. Tucker. *Review of educational research* 86 (2), 2016, p. 531-569 (*article*).

Identifies and synthesises research on how school leadership influences student achievement. Presents evidence on the most effective ways for school leaders to direct their efforts.

The secrets of great teamwork, by Martine Haas. *Harvard business review* 94 (6), 2016, p. 71-76 (*article*).

Looks at how a variety of complex factors can make collaboration within teams challenging. Describes how focusing on the fundamentals of team effectiveness can help establish supportive conditions for collaboration. Includes a brief evaluation assessment to check team effectiveness.

Relating to va: re-viewing the concept of relationships in Pasifika education in Aotearoa New Zealand, by Martyn Reynolds. *AlterNative: an international journal of indigenous peoples* 12 (2), 2016, p. 190-202 (*article*). Explores the concept of va (relationship/relatedness) and its potential as a transformational tool to help Pasifika students achieve educational success as Pasifika in New Zealand.

Unconscious bias and education: a comparative study of Māori and African American students, by Anton Blank, Carla Houkamau & Hautahi Kingi. 2016, 49 p.

Talks about implicit bias towards Māori and resistance to the discourse of racism amongst Pākehā. Looks at the impact of unconscious bias on Māori students' performance. Compares education outcomes for Māori and African American students, especially in regard to underachievement by these groups. Argues that research and intervention programmes designed to reduce bias against African American children and adults can be adapted for use in a New Zealand context.

Leading together: exploring contexts for collaboration, by Juliette Hayes & Ann Briggs. *Journal of educational leadership, policy and practice* 30 (2), 2016, p. 80-91 (*article*). Explores educational partnerships in New Zealand and the characteristics that define successful collaboration for educational leaders. Describes the views

of leaders across the pre-tertiary sector on the extent and value of their networks and collaborations, both within their own schools and early childhood centres and between educational settings at local and national level.

Coming out of the closet: from single-cell classrooms to innovative learning environments, by Barbara Maria Whyte, Nik House & Nikki Keys. *Teachers and curriculum* 16 (1), 2016, p. 81-88 (*article*). Reports on the experiences of teachers in a New Zealand primary school regarding the processes and practices involved in adopting an open, flexible, modern learning environment.

'O mātou 'o le fatu 'o le fa'amoemoe, fesili mai! = We are the heart of the matter, ask us! Pācific heritage student views about effective teaching and learning, by Lynda Knight-de Blois & Jenny Poskitt. *Kairaranga* 17 (1), 2016, p. 3-9 (*article*). Presents findings from a New Zealand study that sought the views of Pasifika secondary school students about factors that enhanced their learning. Identifies and discusses four themes: engaging teacher behaviour, lessons that stimulated learning, positive student-centred relationships, and teachers respecting student culture.

Leadership: going beyond personal will and professional skills to give life to Ka Hikitia, by Mere Berryman, Elizabeth Eley, Therese Ford & Margaret Egan. *Journal of educational leadership, policy and practice* 30 (2), 2015, p. 56-68 (*article*). Investigates Ka Hikitia, the Ministry of Education's Māori Education Strategy, and its influence in effecting system change towards Māori students' achievement. Discusses how Kia Eke Panuku, a professional learning and development response to the Strategy, works with Strategic Change Leadership Teams to create culturally responsive and relational contexts for learning.

Applying funds of knowledge theory in a New Zealand high school: new directions for pedagogical practice, by Linda Mary Hogg. *Teachers and curriculum* 16 (1), 2016, p. 49-55 (*article*). Talks about funds of knowledge (FoK), or the knowledge and skills gained from life experience. Explores the application of FoK theory within a New Zealand high school, with a focus on impacts for Māori and Pasifika students. Looks at how teachers apply students' FoK to support academic learning by drawing on and drawing out their life experiences.

The delegation conundrum, by Frank Satterthwaite. *TD: talent development* 70 (6), 2016, p. 30-35 (*article*). Describes how busy managers can identify responsibilities that can be delegated to other staff members while developing their team's capabilities.

Can professional development of teachers reduce disparity in student achievement? by Kane Meissel, Judy M. Parr & Helen S. Timperley. *Teaching and teacher education* 58, 2016, p. 163-173 (*article*). Discusses the effectiveness of the Literacy Professional Development Project (LPDP) conducted in New Zealand. Looks at whether teachers' participation in the project produced a meaningful improvement in student literacy, particularly for priority learners.