

Resource Teacher: Learning & Behaviour Service Newsletter



October 2017, Newsletter No. 36

Kia ora koutou,

This term we welcome Malia Tuala who has been appointed as RTLB Manager for Cluster 6.

Congratulations to: John Bangma, Mairehau School; Linley Myers, Royal Oak School; Bruce Jepsen, Te Akau ki Papamoa Primary School; and Sandi Abel, Oceanview Heights School, who were re-elected as the Lead School Principals' Executive group for the next year.

It has been exciting to hear feedback from cluster managers following the ERO reviews of their clusters. I'm looking forward to ERO's publication of findings so that we can celebrate the great work that is happening and identify opportunities for continuous improvement in RTLB service provision.

Lianne Kalivati, Learning Support

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Year 11- 13 Funding

In response to a request from the RTLB Lead School Principals' Executive, the Ministry agreed that clusters would no longer have the responsibility for distributing Year 11-13 funding to area and secondary schools from 2018.

The Ministry's Directors of Education will work directly with the principals of schools in their region with students in Years 11-13 to decide collectively on the use of their region's portion of the funding. This decision was announced in the Ministry's Bulletin to School Leaders on 11 September 2017.

Dates for your calendars

20 October 2017

Clusters' term 3, 2017 qualitative report is due to the Ministry. Please email your cluster's report to the RTLB mailbox, RTLB.Enquiries@education.govt.nz

20 October 2017

The last data collection date for 2017. We would appreciate it if you could follow up with your teams to ensure data is entered and ready for the Ministry's last data collection for the year.

14 November 2017

The Lead School Principals' Executive group will meet with Ministry staff.

27 and 28 March, 2018

The national forum for cluster managers will be held at the Airport Holiday Inn in Auckland. Any queries please contact David Crickmer davidc@twincoastrtlb.school.nz

RTLB Funding Agreement

On 4 September 2017 lead school principals and cluster managers were emailed a copy of the new RTLB Funding Agreement which sets out the expectations and responsibilities of the Board of Trustees of the 40 RTLB lead schools and the Ministry. The new Agreement covers the period 1 September 2017 until 31 December 2019.

Physical Restraint

New rules have come into force which require schools to notify, monitor and report on the use of physical restraint. Guidelines can be found [here](#).

This new requirement throws up some questions in relation to RTLB and physical restraint. We will be working within the Ministry to provide guidance for RTLB.

Updates



High Learning Needs (HLN)

You will have noted that the monitoring of High Learning Needs (HLN) students is no longer a service expectation in the new Funding Agreement. Please continue to track these students until the end of the school year so that you can report on this in your 2017 annual report.

The nature of support provision to students who continue to achieve long term within level one of the New Zealand Curriculum should be negotiated with the schools and whānau of the individual students.

Local Improvement Projects

The Learning Support Update's local improvement projects were designed as an immediate response to the key findings from the previously termed Special Education Update engagement process undertaken during 2015. The report provides a snap shot of key features of the projects including strengths and lessons learned. There are also examples of projects that have since moved into a business-as-usual approach to service. The report can be found [here](#).

Intensive Wraparound Service (IWS)

The IWS service is for a small number of students who have behaviour, social and/or learning needs that are highly complex and challenging. Updated information sheets for service providers and families can be found [here](#).

New Information



Year 9 Plus

Year 9 Plus is an educational concept developed by the Ministry of Education to improve the chances of educational success of one cohort of participating students, and better their future life opportunities. ERO have produced a report, completed at the end of students' first year at secondary school, identifying what has worked well so far in the concept trial. It considers the process developed to support these students' transitions between contributing and secondary school, and their subsequent participation, engagement and progress during the year. The report can be found [here](#).

Finding a balance – fostering student wellbeing, positive behaviour, and learning

This report looks at how student wellbeing and positive behaviour are being fostered in primary and intermediate schools. The report draws on data from

the NZCER National Survey of Primary and Intermediate Schools, which was conducted in late August and early September 2016. The survey asked about schools' proactive approaches aimed at fostering wellbeing and positive behaviour, as well as how schools intervene when students need more support.

The survey sought the views of principals, teachers, parents and whānau and can be found [here](#).

Guidance for schools on supporting the inclusion and wellbeing of students who identify as sex, gender or sexuality diverse (SGSD)

Some of your team members have mentioned to the Ministry that they're working with schools to support the wellbeing of LGBTIQ+ students. To help with this work, we encourage you to make your teams aware of a new guide just released on the Inclusive Education website on supporting the inclusion, safety and wellbeing of LGBTIQ+ students

www.inclusive.tki.org.nz/guides/lgbtqia.

We encourage you to share the guidance with the schools you're working with. It covers:

- understanding sex, gender and sexuality diversity
- creating a school culture where all students are included, visible and valued
- addressing immediate environmental, physical and social needs of students
- creating an inclusive classroom that supports all students to achieve.

This guidance is not a set of hard and fast rules, or indicative of any policy changes in this area. It is here to help schools navigate issues that may arise as they look at how they can create a positive learning environment that supports the academic achievement and wellbeing of all students.

You may have also heard that the Wellbeing@school student survey is now free

<https://wellbeingatschool.org.nz/about-ws-tools>. The student survey is anonymous, so is a great way for school leaders to find out how students at their school really feel. This is particularly important for LGBTIQ+ students, as they are less likely to ask for help than other students and are at higher risk of mental health issues.

Also in the wellbeing space, the Pastoral Care Guidelines for Secondary Schools are just being finalised. We expect these to be published online at the beginning of term four.

How does New Zealand's education system compare?

The Education at a Glance 2017 report compares data from 35 OECD countries and 11 partner countries and is perhaps the most comprehensive international assessment of our education system. From early childhood education, where participation rates are high and child-teacher ratios are low, to adult education, where the share of our population with a tertiary qualification is comparatively high – the report paints an overall picture of success.

Education creates opportunities and is the key to success for individuals and the country as a whole. New Zealanders clearly understand the value of education in our modern economy. We have the highest rate (68 percent) of participation in formal and/or non-formal education in the OECD.

Our people are better educated than ever before, and we all benefit from that. New Zealanders earn at or above the OECD average at every education level, and relative to other countries, employment rates remain high. While there is always room to do more, we can have confidence in how our education system compares to others around the world.

[Find out more about New Zealand's performance on Education Counts](#) and [read the full Education at a Glance 2017 report on the OECD website](#).

Contacts



RTLB Enquiries mailbox

For enquiries regarding the RTLB service, please email RTLB.Enquiries@education.govt.nz

In-Class Support mailbox

For enquiries regarding In-Class Support, please email In-Class.Support@education.govt.nz

Local Ministry offices

For contact details and information on your local ministry office and 10 regions covering New Zealand, visit <http://www.education.govt.nz/ministry-of-education/regional-ministry-contacts/>

Communities of Learning | Kahui Ako

For information about the Communities of Learning | Kahui Ako, visit <http://www.education.govt.nz/ministry-of-education/col/>

RTLB online toolkit

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

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educational achievement for
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