

Resource Teacher: Learning & Behaviour Service Newsletter



December 2017, Newsletter No. 37

Kia ora koutou,

As we come to the end of the 2017 school year, I would like to farewell and thank the following cluster managers who are retiring: Karyn Bennett (cluster 12); Robin Robertson (cluster 17); Shirley Bond (cluster 19); and Michael Taaffe (cluster 23). Thank you for your commitment to your RTLB teams and to the schools/kura, students and young people in your cluster who have benefited from your knowledge and wisdom. I wish you all well with your retirement plans.

For those of you continuing in our respective roles, I wish you all a restful, joy filled Christmas, New Year holiday period. I look forward to continuing to support you in 2018.

Lianne Kalivati, Learning Support

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RTLB FTTE for 2018

The national total of RTLB FTTE is determined by the Education Staffing Orders. This provides for 1 FTTE for every 633 year 1 to year 10 students.

The July 2017 roll returns generated an additional 33 FTTE for RTLB clusters from the beginning of the 2018 school year. These positions have been distributed across the clusters by applying the following formula and considering the needs of particular regions:

Year 1-10 Funding Roll for the preceding year + 20% loading for Māori students + 20% loading for Pasifika students *decile multiplier* isolation multiplier.

23 clusters picked up an additional one or two FTTE from the beginning of 2018. No clusters lost FTTE.

Dates for your calendars

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

Case Closures

We have been hearing grumbling from the sector about some clusters indicating all *Requests for Support* will unilaterally close at the end of the school year. Schools are being asked to re-refer the same students the following year, with the re-referrals needing to go through an intake and allocation process.

Earlier versions of data reporting requirements and the toolkit indicated that cases should close at the end of each year in order for clusters to capture outcomes data. Schoolgate is adjusting their database so that outcomes data from a "piece of work" can be captured without the need to close cases for students whose new teacher(s) require ongoing support to manage their needs in their new classroom context(s).

Page 24 of the online Toolkit states: The *Request for Support* may close when:

- the collaborative team agrees the intervention has led to the agreed outcomes; or
- it is identified that other pathways need to be explored
- the RTLB presents a final summary to the team that records the outcomes of the service.

Please be mindful the new Funding Agreement states: *The provision of transition support will not be interrupted by requests for support closing unnecessarily at the end of a school year.*

New RTLB Funding Agreement

Funding Agreements 1 September 2017 until 31 December 2019

Thank you to those clusters who have returned their signed Funding Agreements. The Agreements will be counter-signed by Katrina Casey, Deputy Secretary Sector Enablement and Support and a copy returned to board chairs cc lead school principals.

Many of you have identified that High Learning Needs (HLN) has been removed from service expectations in the new Funding Agreement pp.11-12. A rationale as to why this has occurred follows.

Background

The Supplementary Learning Support (SLS) service and the RTLB service amalgamated at the start of the 2013 school year. As a consequence of RTLB clusters benefiting from additional FTTE, each cluster was expected to provide a service to a designated number of students working long-term within Level One of the National Curriculum. This number was identified in each RTLB cluster's Funding and Service Agreement variation (1500 nationally).

The service was called the High Learning Needs (HLN) service. The Ministry described the HLN service as being individualised, regular and ongoing – the same service as students on the roll of an SLS teacher were receiving pre-amalgamation. Whānau and schools were assured SLS students would continue to receive individualised support for the duration of their schooling if their achievement did not progress beyond Level One of the Curriculum. The introduction of an HLN service within RTLB provision was a way of honouring this commitment.

In-Class Support

When In-Class Support (ICS) was introduced from 2015, the first tranche of students to receive support were those students who were identified as HLN (1500 nationally). As the numbers of ICS have increased (currently 3375), clusters were expected to identify additional students as HLN so that they could be prioritised to receive ICS when an opportunity presented itself.

Current Situation

High Learning Needs (HLN) has been removed as a service expectation in the new Funding Agreement because:

- 1 The majority of students who came on to the roll of an RTLB following the amalgamation of the RTLB and SLS services have either progressed beyond Level One of the Curriculum or have left school.
- 2 Service provision should be tailored to the needs of individual students rather than because of a "label" (HLN).

3. RTLB focus on building teacher capability to manage students' diverse needs in preference to working 1-to-1 with students.
4. Whānau, schools and RTLB have been confused about the relationship between HLN and ICS.
5. Identifying and tracking the achievement of HLN students was time-consuming for clusters and wasn't really benefiting students.
6. The Ministry of Education regional offices have now assumed responsibility for working with their schools and their local RTLB clusters to identify students to receive ICS.

The Ministry no longer requires RTLB to "label" and track students as HLN. In the interests of maintaining positive relationships with schools and whānau we suggest clusters honour whatever commitments they have already made.

New Resources

Teaching for Positive Behaviour

A new resource, *Teaching for Positive Behaviour* has been developed for teachers in all New Zealand schools and kura to help them support the behaviour, engagement, participation and learning of children and young people.

This resource includes sections on creating a supportive learning environment, encouraging reflective thought and action, facilitating shared learning, and providing sufficient opportunities to learn. Each section has a range of strategies for teachers to use along with an example of effective practice. The resource also includes activities designed to support staff professional learning and development and links to further information. There is also a self-assessment tool at the back.

While this resource focuses on proactive and purposeful approaches to teaching and learning, wider aspects of school life also impact on a students' wellbeing and their ability to focus and learn.

The Wellbeing@School toolkit, wellbeingatschool.org.nz, has been specifically designed to help schools identify how different aspects of school life contribute to a safe and caring environment and deter bullying. It can also suggest particular areas to focus on.

Each cluster will be provided with limited copies of this resource. More copies can be ordered from "Down the back of the Chair" or you can download [Teaching for Positive Behaviour](#) from the TKI website.

Teaching approaches and strategies that work

ERO have completed an evaluation that looks at teaching approaches and strategies used in schools where there has been a significant increase in the number of students at or above National Standards in the upper primary school years (Years 5 to 8). ERO wanted to learn more about any short-term interventions or long-term strategies that may have been influential in bringing about these positive achievement trajectories. The report shares and discusses ERO's findings from some of the 40 schools they visited. You can download the complete report [here](#).

Te Pahiaka Tangata Strengthening Student Wellbeing for Success (the Guidelines)

The Education Review Office (ERO) evaluated the current national provision of guidance and counselling in secondary schools. One of ERO's recommendations to the Ministry of Education was that guidelines be developed to lift the capacity of pastoral care, guidance and counselling provision and to ensure the efficacy and consistency of these services.

These Guidelines are in response to this recommendation. They outline professional practice expectations and standards for every secondary school and wharekura, assisting them to further strengthen their students' safety, wellbeing and achievement. You can find the Guidelines [here](#).

General Information



RTL B Enquiries mailbox

For enquiries regarding the RTL B service, please email RTL.B.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/>

RTL B online toolkit

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

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