

Resource Teacher: Learning & Behaviour Service Newsletter



July 2018, Newsletter No. 39

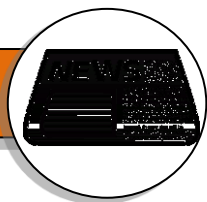
Kia ora koutou,

It's hard to believe we are already half way through the school year. The first two terms have involved regional Ministry teams and RTLB clusters working closely together to implement the learning support approach. Thank you for your willingness to attend additional meetings to work this through.

Please do not hesitate to contact us if we can support you and your clusters in any way.

Lianne Kalivati and Coll O'Connor, Learning Support

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New lead school

From the beginning of term 2, Kaitaia Primary is the new lead school for RTLB Cluster 1. We look forward to welcoming Brendon Morrissey (lead school principal) to our National Forum in September.

Dates for your calendars

27 July Term 2 quantitative data collection

27 July Term 2 qualitative reports due to RTLB.enquiries@education.govt.nz

22-23 August RTLB Lead School Principals' Executive meeting in Wellington

12-13 September National Lead School Forum (Wellington)

21 – 23 November Pouwhirinakitanga Hui a Tau

RTLB making a difference

Catherine Hannken, an RTLB in Cluster 5, has written a series of children's books. One of these books, 'Talia', has been selected for the new Prince of Cambridge. While no longer available for purchase, this book is available in most

libraries: <http://www.pacificpicturebooks.co.nz/talia-2/> .

It's exciting to read an example on 'Stuff' of how RTLB are making a difference for kids and schools. Please take the time to read about an intervention facilitated by Laura van Leeuwen from RTLB Cluster 15 in the Coromandel, Thames, Waihi area:

<https://www.stuff.co.nz/national/education/104983332/new-programme-helps-students-solve-playground-disputes>.

Pouwhirinakitanga Hui a Tau 21 – 23 November

The Hui-a-Tau is designed by RTLB working in Māori medium settings. It is open to all RTLB on the proviso that kaupapa Māori is the foundation, and Te Reo Māori me ona tikanga is **encouraged and supported** by all who attend.

Education Work Programme Overview

The Government has set out an ambitious work programme for the education portfolio. The programme is building from the Education Conversation/Kōrero Mātauranga and the Education Summits and is being developed in collaboration with the education sector and wider communities. You can read more here:

<https://conversation.education.govt.nz/about/>

An overview of the work programme can be found here:

<https://conversation.education.govt.nz/assets/Uploads/EWP-Overview2.pdf>

RTLB workforce demographics

The following RTLB workforce data has recently become available:

Prioritised ethnic groups	Number of RTLB
Māori	129
Pacific	30
Asian	24
MELAA (Middle Eastern/ Latin American/African)	6
Other	13
European/Pākehā	727
Not stated	41
Total	970

Note:

1. The data relates to a snapshot of teacher information which was extracted from the first pay in April 2018.
2. Only main teacher roles (permanent and fixed term roles) are included in the table.
3. Teacher's ethnicity was collected as at April 2018, the information could change over time.
4. Prioritised ethnic groups involve each person being allocated to a single ethnic group, based on the ethnicities they have identified with, in the prioritised order of Māori, Pacific, Asian, MELAA (Middle Eastern/Latin American/African), Other and European. For example, if someone identifies as being Chinese and Māori, under the prioritised ethnic group method, they are classified as Māori in the table.

Claiming Additional Relief Teacher Funding (ARTF)

We have become aware a number of RTLB clusters are claiming Additional Relief Teacher Funding (ARTF) for teachers on paid sick leave.

Page 45 of *Governing and Managing RTLB Clusters* provides guidance on how this can be managed:

Sick leave reliever funding

Where an RTLB is absent, on paid sick leave, due to his or her own illness for at least one school week, and a suitably qualified (RTLB) reliever is employed to cover the absence, additional relief teacher funding (ARTF) reimbursement may be paid to the employing board. Reimbursement can be claimed from the first day of the RTLB's sick leave; the eight-day rule does not apply.

The ARTF policy applies in the case of RTLB absent for their own illness, not for leave granted to care for dependents or for board granted discretionary leave.

Relieving RTLB teachers must be coded as S23 against the school's bulk grant in order for the:

1. RTLB to receive the allowances associated with the RTLB position (APURT and SDA)
2. lead school to claim ARTF.

Coding can be done on a NOVO1t.

Ministry reimbursement for sick leave is not available for additional RTLB who are employed from cluster operational funding.

What's new in the library?

New resources for June 2018 are now available on the library's website

[View lists of our most recent books and selected articles](#), as well as tables of contents from the latest key journals.

Selected highlights

Send requests for the items below to education.library@education.govt.nz

Early career development in the public sector: lessons from a social constructionist perspective, by Todd Bridgman & Annie De'ath.

Australian journal of career development 26 (2), 2017, p. 43-51 (*article*).

Uses a social constructionist lens to explore the career development of recent graduates in the New Zealand state sector. Looks at the social processes involved in their construction of what 'career' means to them.

[Click here to read this article](#)

Parents' perspective on early childhood education in New Zealand: voices from Pasifika families, by Pratika Singh & Kaili C. Zhang.

Australasian journal of early childhood 43 (1), 2018, p. 52-58 (*article*).

Draws on findings from an interpretative study on three Pasifika families' views about their cultural practice at home and their experiences and expectations of early childhood education (ECE) in New Zealand. Offers perspectives on ways to support Pasifika children in ECE settings and enhance Pasifika families' relationships with ECE centres.

Have targets, testing, tables and Ofsted had their day? By Will Hazell.

Times educational supplement 5291, 2018, p. 10-21 (*article*).

Critiques the state of the accountability system faced by primary and secondary schools in the UK. Discusses problems in areas such as league tables, targets, performance measures, testing, school inspections, and the sanctions used when schools fail to meet standards.

From signals to seas of change: public education transforms itself, by Michael Fullan.

Education Canada 58 (1), 2018, p. 30-33 (*article*).

Reports on recent developments in Ontario and Quebec as part of the New Pedagogies for Deep Learning initiative which involves over 1,000 schools in seven countries.

Cubicle cold wars, by Candice Chung.

In the black, March 2018, p. 60-63 (*article*).

Provides tips on how to resolve disagreements between colleagues.

Australian school practices and the education experiences of students with a refugee background: a review of the literature, by Emily Miller et al.

International journal of inclusive education 22 (4), 2018, p. 339-359 (*article*).

Considers recent literature on the experiences of Australian students with a refugee background as they participate in schooling, with a focus on the ways in which schools provide either opportunities or barriers to engagement.

[Click here to read this article](#)

General Information



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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