

# Resource Teacher: Learning & Behaviour Service Newsletter



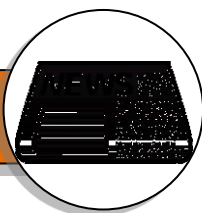
July 2019, Newsletter No. 43

Kia ora koutou,

We would like to farewell and thank the following lead school principals who are leaving us at the end of term 2: John McGowan (Cluster 4), Linley Myers (Cluster 8), Bruce Walker (Cluster 20) and Ian Hastie (Cluster 29). Farewell also to Nigel Foster (Manager Cluster 22). Thank you for your leadership, dedication and significant contributions to the RTLB service since the 2012 transformation of the service. We hope the years ahead are filled with wonderful new adventures for you all.

Lianne Kalivati and Sarah Hennessy  
Ministry Learning Support

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## Dates for your calendars

### 26 July 2019

Quantitative data collections from clusters' databases will occur. Ensure databases are up to date.

Qualitative reports are due. Please email these to [RTLB.enquiries@education.govt.nz](mailto:RTLB.enquiries@education.govt.nz)

### 20 and 21 August 2019

The national lead school forum for RTLB lead school principals and cluster managers will be held at Mātauranga House, Wellington. More details to follow.

### 7 August and 13 November 2019

RTLB Lead School Principals' Executive meetings with Ministry National Office staff.

## Lead School Principals' Executive

Congratulations to cluster managers Roseanne Gibson (Cluster 8) and Sarah Grant (Cluster 21) who have been seconded on to the RTLB Lead School Principals' Executive for the next year.

## Residential Special Schools (RSS)

Thank you to those RTLB who have worked on applications and submitted them to panels for the RSS only pathway or for Intensive Wraparound Support (IWS). Students are now going to Westbridge, Halswell and Salisbury via both of these pathways. We want to make sure that any eligible young person can access this option.

*The form:* There is now a word version of the form which is much easier to use. Instructions about use of the form and submitting it to your panel are available online. Scroll down to the section on 'How to apply'

<https://education.govt.nz/school/student-support/special-education/residential-special-schools-for-students-with-vision-hearing-behavioural-and-learning-needs/residential-special-school-enrolment-rss-only-pathway/>

*Panels:* Remember the decision making roles on panels are made up of a principal, an RTLB and a Ministry representative. For the RSS only pathway the RSS principals also contribute to the decision making process at a national level.

*Deciding on which pathway:* Last term we did some work with the RSS and panels to clarify that there are some students whose level of need indicates an IWS application would be more appropriate than an RSS only application. These young people can still attend a RSS but would need to do so with IWS support. For this same reason a decision has been made that a student receiving HCN would not apply via the RSS only pathway. On the webpage there is a section on 'Thinking about an RSS application' designed to help you as you consider which pathway <https://education.govt.nz/school/student-support/special-education/residential-special-schools-for-students-with-vision-hearing-behavioural-and-learning-needs/residential-special-school-enrolment-rss-only-pathway/>

*Term 3 round:* The term 3 round of applications will be considered in the week of 29 July to 2 August. Contact your Ministry office to check on the date that applications are due.

*Information online:* We have updated the online information to help referrers to carefully consider before starting an application

RSS only pathway <https://education.govt.nz/school/student-support/special-education/residential-special-schools-for-students-with-vision-hearing-behavioural-and-learning-needs/residential-special-school-enrolment-direct-access-pathway/>

RSS with IWS <https://education.govt.nz/school/student-support/special-education/intensive-wraparound-service-iws/residential-special-schools-and-the-intensive-wraparound-service-iws/>

IWS <https://education.govt.nz/school/student-support/special-education/intensive-wraparound-service-iws/>

*Risk assessments:* The risk assessment process helps us all make informed decisions about if a RSS is a safe and suitable option for a young person. If you want some help with a risk assessment please contact Jill Ford.

If you have any feedback, questions or concerns please email Jill Ford at [jill.ford@education.govt.nz](mailto:jill.ford@education.govt.nz) or call 027 539 1349

## New Resources

### **Keeping children engaged and achieving in writing**

This report shares some of the strategies and approaches used by schools who had focused on improving achievement in writing. It also shares some simple strategies used in classrooms where achievement in writing has been accelerated. The report can be found here: <https://www.ero.govt.nz/publications/keeping-children-engaged-and-achieving-in-writing/>

### **Guide to acquired brain injury and learning**

The Ministry has released guidance for teachers on supporting the learning of students with a brain injury. You can find the guidance at [www.inclusive.tki.org.nz/guides/brain-injury](http://www.inclusive.tki.org.nz/guides/brain-injury).

Ask your RTLB to familiarise themselves with this guidance and to use it and share it with teachers and school leaders when transitioning students back into learning after a brain injury. This could be as the result of an accident, concussion or illness.

## What's new in the library?

- [Cultural relationships for responsive pedagogy: A bicultural mana ōrite perspective](#) [PDF] by Mere Berryman, Dawn Lawrence, & Robbie Lamont (2018). SET, 1, pp. 3-10.
- [School leadership for Māori succeeding as Māori: A Mataatua perspective](#) by Te Arani Barrett (2018). Thesis, Doctor of Philosophy (PhD), University of Waikato.
- [Student belonging: critical relationships and responsibilities](#) by Mere Berryman & Elizabeth Eley (2019). International Journal of Inclusive Education, published online 16 April.
- [Va'atele: enabling Pasifika literacy success](#) [PDF] by Rae Si'ilata (2019). Literacy forum NZ 34 (1), p. 13-24. Suggests that teachers should make greater use of children's prior knowledge and worldview in order to enhance literacy teaching for Māori and Pacific primary students in New Zealand. Talks about the Ministry of Education-funded Pasifika Early Literacy Project and how its Va'atele Framework helps strengthen teacher practice.

## General Information



### RTLB Enquiries mailbox

For enquiries regarding the RTLB service, please email [RTLB.Enquiries@education.govt.nz](mailto:RTLB.Enquiries@education.govt.nz)

### In-Class Support

For enquiries regarding In-Class Support, please contact your local Ministry office.

### Year 11+ Funding

For enquiries regarding Year 11+ Funding (formerly RTLB Year 11-13 Funding), please contact your local Ministry office.

### 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/>

### Learning Support Delivery Model

Read more about the [Learning Support Delivery Model here](#).

### RTLB online toolkit

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

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