

# Resource Teacher: Learning & Behaviour Service

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## From the editor

*Tēnā koutou*

*As I continue to visit clusters around the country, I am impressed with the professional response of RTLB to the changes they have faced this year.*

*One of the most significant changes has been in the configuration of RTLB housing.*

*During the year, many RTLB have moved, or are planning to move, from their previous host schools into new groupings and arrangements. For many new RTLB clusters, this has meant the formation of larger groups of RTLB, new effective professional relationships and communities of practice.*

*As I meet with RTLB, I am very heartened to see them using these larger groups to work closely together, participate fully in Intake and Review meetings, arrange co-working opportunities, support and mentor new RTLB, and share good practice with colleagues. Cluster groups are running their own PLD using the expertise that resides within their group. Practice Leaders are stimulating professional inquiry and healthy debate around RTLB practice.*

*Housing arrangements are making a significant difference!*

*Hei konā*

**Anne Tuffin, Project Manager, RTLB Transformation**

## Commonwealth of Education Award



The New Zealand RTLB service has been recognised with a Commonwealth Education Good Practice Award at its conference in Mauritius. Annette MacDonald and Mary Hancox were awarded the special Jubilee Prize for the good practice that best reflects the commonwealth theme of connecting cultures.

The criteria for the award included consideration of the programme/initiative's relevance, impact, sustainability, efficiency and effectiveness, community participation and potential for replication in other countries.

This is a wonderful achievement and keeps New Zealand's international reputation for innovative educational initiatives up there with the best.

Congratulations, Annette and Mary!

## Students in Alternative Education

There have been questions about students in secondary schools and AE programmes, who were previously on the RTLB rolls. Some teachers in these areas have requested some continued input by RTLB for these students. It is suggested that where possible, RTLB collaborate with these teachers to support them develop learning and management plans for these students.



## Special Education study awards



Applications for study awards are due at the Ministry by the 16<sup>th</sup> of September. For more information about these awards or to apply for one of them, visit the Ministry's website, [www.minedu.govt.nz/sestudyawards](http://www.minedu.govt.nz/sestudyawards).

I want to reassure you that the Ministry is aware that some RTLB appointments will be made after 16 September and confirm that there will be a second round of applications for study awards for those appointed after this date. At this stage the closing date is likely to be at the end of November. An exact date will be confirmed as soon as possible. You can keep a check on this by visiting the Ministry's website,

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/CareersAndProfessionalDevelopment/SpecialEducationScholarshipsAndStudyAwards/2013/Categories/RTLb.aspx>.

You may be interested in seeing the first issue of the Special Education Study Awards and Scholarships newsletter (Issue 1: August 2012). Visit the Ministry of Education website to see the on-line version, <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/CareersAndProfessionalDevelopment/SpecialEducationScholarshipsAndStudyAwards/Newsletters.aspx>.

## Check and Connect Newsletter

There has been great support for the new initiative and pilot programme in Christchurch, Check and Connect. The third newsletter has some wonderful success stories.

Read the 'Check and Connect Newsletter 3' here,

<http://rtlb.tki.org.nz/content/download/5934/58566/file/Check%20and%20Connect%20Newsletter%203%20-%2021%20August%202012.pdf>

and visit the website for more information,

<http://labs.halswellcollege.com/about-check-connect>.

## Asset registers for RTLb lead schools

There have been some queries from lead schools about the process for adopting fixed assets from satellite schools and how the Ministry expects this to appear in the accounts.

As RTLb funds are separate from a school's operational funds, any assets purchased (or improvements made to such assets) become the property of the RTLb cluster. On this basis, lead schools should set up a separate asset register to account for the RTLb assets.



## website for Hauraki RTLb Cluster

The Hauraki cluster has set up a Moodle site for their RTLb over the last couple of months. Cluster Manager Chris Patten chose this option because of the valuable communication it provides amongst his RTLb, who are geographically isolated from each other. It can provide useful resources for schools, teachers and parents on a professional website.

The site allows for private areas for RTLb to be mutually supportive even if they are distant from each other. For example, if an RTLb wants to gain some advice relating to a specific caseload, they can do it through a private area set up for that purpose. It has the potential to enhance professional learning through sharing resources, ideas and reporting back on any professional development undertaken by individual RTLb.

There is also an open section for the professional learning community in which RTLb can post resources and tips about learning and behaviour for a range of groups.

Any relevant forms or report formats are also on the Moodle website for RTLb such as LSF, Year 11-13 funding forms, milestone reports and strategic plans.

Chris reported that apart from some outside support to make the site easy to use and look professional, he found creating the site was very cost effective.



Visit the Hauraki website for more information, <http://www.haurakirtlb.org.nz/>.

## RTLB training and study

In response to some concerns in all clusters about the huge pressure on RTLB completing the RTLB post graduate qualification, Canterbury and Massey universities have come up with some suggestions. These address some of the issues raised by RTLB, while providing a balance with university requirements for postgraduate students.



### Hours of study

The study requirement for postgraduate courses in all universities across New Zealand is 12.5 hours per 700 level 30 credit paper. This is set by CUAP (Committee on University Academic Programmes). In order to address the stress and workload issues the universities have agreed to allow students enrolled in the Postgraduate Diploma in Specialist Teaching course to take one paper a year over four years, rather than two papers per year over two years, if they choose.

### Course content

The universities have designed an online postgraduate programme using noted academics and practitioners to develop modules in specialist areas. The content serves as both curriculum and resource. The amount of material offered is extensive, however throughout the course the coordinators have always stressed that students cannot and do not need to cover everything. The intent is that students should select material relevant to their own needs and chosen direction of study.

### Course pedagogy

The universities adopt a pedagogy that allows for differentiated and self directed learning. Students are expected to set their own goals and design their curriculum depending on their past experience/study, as well as current work context.

## Assignments

The assignments are aligned with both the course content and RTLB work. The first year provides the student with documented background information. The second year is based on the RTLB's own work and provides documentation of the work, its aims, how it was carried out and the outcomes. The e-portfolio the universities use for all these assignments is intended to be a tool that RTLB will continue to use in their ongoing RTLB work.

## Support/scaffolding

The university personnel make themselves available to provide support. They will travel to individual clusters if necessary.

## New developments

To try and reduce the stress of students as a result of the emphasis on '21<sup>st</sup> century life-long learning' the universities will be:

- changing Domain 1 of the core to cover 21 century adult lifelong learning (covering all aspects above of technology, time and self management)
- arranging more face to face, cluster support sessions in the region (meeting students in their location)
- offering optional workshops at the block course relating to self-care and time management as well as additional technical support.