NEWSLETTER # 22

Resource Teacher: Learning & Behaviour Service

3 September 2014

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From the Editor

What a difference we are seeing across the clusters!

When we reflect on what the clusters were like at the beginning of 2012 and what they're like now, we can't help but recognise the transformational change that has occurred.

The best thing is seeing the energy and excitement in RTLB teams as they share their work successes with their colleagues. The latest edition of ***Kairaranga*** *is brimming with peer-reviewed articles written by RTLB. To read the articles now, subscribe to* ***Kairaranga*** *on:* http://www.massey.ac.nz/massey/learning/departments/institute-of-education/research/kairaranga/kairaranga_home.cfm

My heart is singing!

Ngā mihi
Anne

Anne Tuffin, Project Manager, RTLB Transformation

Public Achievement Information

The latest Public Achievement Information was released recently on Education Counts. It provides key information on student achievement and gives a detailed picture of performance across the education system, helping identify where extra effort or different approaches are needed. The information can be used by parents to get a better idea of how their children are doing and can help them achieve more, by teachers to get a better idea of which students need additional help, and by students to know more about what they need to do.

The data also helps identify where extra support will make the most difference.

Many of you will be using this data when talking to parents, students and teachers. The Ministry is also running regional information meetings for Boards of Trustees.

For your calendars

Cluster Forums for 2014 and 2015

- **Term 4, 2014:** Thursday 30 Oct & Friday 31 Oct (CMs only both days).
  - **Theme:** Planning and Reporting
- **Term 1, 2015:** Dates to be confirmed (combined LSPs and CMs).
  - **Theme:** Embedding Change and Seamless Service

Please make the commitment to be actively involved in forming agendas for these meetings, and for volunteering to facilitate sessions.

Please note: *Conference Innovators* are organising the forums including your travel and accommodation. Please contact them directly regarding arrangements.

Term 3, 2014 'Snapshot'

The Term 3, 2014 Snapshot report (quantitative and qualitative) is due to Elizabeth.Sio-Atoa@minedu.govt.nz on **Friday 17 October 2014**. Please make sure you correctly carry-over your data from Term 2, 2014, that your totals are correct and correspond with the cluster school totals, and that you clearly identify those Gateway Assessment cases that were 'entering care'.

Annual National RTLB Service Satisfaction Survey

First or second week of Term 4 – The survey will be open for two weeks.

Ministry of Education RTLB study awards for 2015

Closing date – **3 November 2014**

Special Assessment Conditions (SAC)

The new system for supporting students who require special assessment conditions will not be ready for the beginning of 2015.

Therefore the same approach as this year will be used that is, RTLB supporting secondary schools to identify students who will be eligible for SAC.

- Supporting schools at a systems level on how to pull together information to support a SAC application
- Helping schools in identifying students (based on the RTLB knowledge of students) or helping the school to set up processes to identify students.

Collaboration for Success

Collaboration for Success: Individual Education Plans 2011 replaces the 1998 version of the IEP Guidelines. The guidelines are supported by IEP Online a website which offers a collection of tools, tips and templates developed by schools, parents, families/whānau, and specialist staff to support practice around the IEP process.

- This month IEP Online has launched a new section called IEP in secondary which provides information and resources for school leaders and staff as well as strategies and tips for IEP teams.
- Go to the IEP in secondary section to watch a five part video series and find accompanying documents for download.
- You will hear from school leaders and staff, students and parents talking about their experiences of the IEP process and how a successful IEP process looks in their school.

RTLB Practice – Advisory group update

The Advisory group continues to meet and develop drafts for the revision of the RTLB Professional Practice Toolkit. The terms of reference for the group have been reviewed, allowing the group to co-opt members for specific tasks. There is currently one co-opted member, Angeline McDonald from Cluster 10, who has been co-opted specifically to provide a cultural lens on the RTLB practice model. Kelly Watson from Cluster 33 will move from being a member of the group to being a 'Critical Friend' along with Chris Broere (Cluster 40); Rob Macdonald (Cluster 1) and Malia Tuala (Cluster 6).

The group values your input. Please support the work of the group by providing feedback on drafts over the coming months.

Vulnerable Children Act

New vulnerable children responsibilities for schools, kura, early learning centres and the Ministry

The passing of the Vulnerable Children Act has big implications for educators and for Ministry-funded providers such as RTLB lead schools. More information can be found on the Children's Action Plan website

Social sector agencies now jointly responsible for vulnerable children

The chief executives of the New Zealand Police, and Ministries of Education, Health, Justice, Social Development are now jointly accountable for the Children's Action Plan. This is the 10 year cross government plan that protects our children from harm, and works with families/whānau and communities.

There is also

- an article, A plan to keep kids safe, on the Education Gazette website about the Vulnerable Children Act and the Children's Teams.
- a August Children's Action Plan newsletter.

HLN students – access to Special Education specialist services

Four RTLB clusters have been asked to provide feedback on a process and draft documents regarding access to specialist services for HLN students.

SE districts have some specialist staff funding associated with HLN students, which can be accessed through the usual access guidelines for communication and behaviour, as for any other student. However, for access to any physiotherapy or occupational therapy services there are no access guidelines (for ORS students verification gives access), and the only possible access is through the moderate physical disability service which targets primary physical need as the major criteria. This means that any HLN students who may have sensory integration needs or similar will not be eligible for any support from OT or PT unless there is another path.

The four clusters will help the Ministry develop the guidelines and documentation required to support the access process in the future. I'll keep you updated.

RTLB Graduation data

One of the goals of the RTLB Transformation was to have a fully-trained, post-graduate-qualified RTLB workforce, able to provide a high-quality evidence-based RTLB service. All permanent appointees must already hold the RTLB qualification, or enrol in the PG Dip Specialist Teaching endorsed in Learning and Behaviour.

The first intake of RTLB enrolled in 2011 and these students graduated the year following their last year in the course (i.e. First cohort graduated in 2013). There have been two graduating cohorts to date:

- 2013 graduation (completed in 2012) - 65 graduates from Massey University and approximately 13 from University of Canterbury
- 2014 graduation (completed in 2013) - 22 graduates from Massey University and approximately 9 from University of Canterbury

The 2015 graduation cohort (will complete in 2014) is expected to have 100 students graduating from Massey University and 48 from University of Canterbury.

These figures tell us that we're well on the way to achieving this transformation goal!

Quarterly Snapshot data Term 1 & 2, 2014

Table 1. (below) shows the number of individual cases across all 40 clusters.

Please note: Currently the Snapshot provides data on individual student cases and the Annual Report provides the additional data on 'group' and 'systems' cases. *All* cases are equally important.

Table 1. Term 1 & 2, 2014 snapshot National numbers:

	Term 1	Term 2 *
Total number individual cases	10170	10189
HLN	1633	1521
Māori	3335	3489
Pasifika	855	856
Gateway	348	263
Average cases per 904 RTLB	11	12
Schools receiving a service	1995	1993

** Please note that the Term 2 data in the table above is still to be finalised; these are the total figures to date.*

Snapshot change reminder

Since *the beginning of Term 3*, you will have been collecting staffing usage - underuse and overuse - data ready for including in your Term 3 Snapshot due in October. This is a reminder to start collating this data from the beginning of Term 3 if you haven't already done so.

- **Do include** RTLB employed but on any sort of leave.
- **Do <u>not</u> include** relief teachers in this data.

Again, this should not be onerous or overly-detailed, but rather an informal 'head count' of RTLB FTTEs. It won't be an exact science, but it will give us a good picture of the number of FTTE positions that have been filled or empty across the clusters each term.

RTLB Study Awards 2015

A reminder that the Ministry of Education RTLB study awards for 2015 close on 3 November 2014.

As you are aware, RTLB have four years to complete their qualification under their terms of employment.

From 2015 there will be a limit of 100 places in the Year 1 cohort. There will be criteria developed should there be more applications than places. For example, priority would be given to an applicant who has limited time to complete the training.

Applications for 2015 RTLB Study Awards have been flowing in since applications opened in June and we anticipate strong demand from RTLB to join the 2015 cohort. So please encourage RTLB who need to start or recommence their training to apply for the study award and refer them to our webpage.

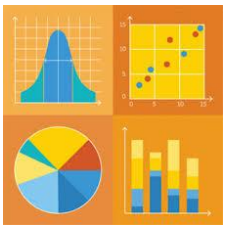
We acknowledge that the current growth and turnover in the RTLB workforce creates a challenge for many clusters. In particular, RTLB in training require dedicated support throughout their years of study. However we see RTLB in training contributing immeasurably to the professional energy and life of RTLB teams. The goal of a fully-qualified RTLB workforce is within sight!

If you have any questions concerning the RTLB study awards please email specialedworkforce@minedu.govt.nz.

Big-picture education statistics

You may be interested in some recently-released statistics from Every Day, the cross-government publication on social services. Here are the key education statistics with a couple that are particularly relevant for RTLB.

If you'd like to have a look at the bigger picture in more detail, you can download a copy of Every Day.



- 1.137 billion is being spent over 10 years to rebuild and modernise Christchurch schools.
- 700 schools are expected to be connected to ultrafast broadband by the end of 2014.
- **The Positive Behaviour for Learning programme is currently operating in 408 schools as part of an overall $65 million spent on programmes to encourage positive behaviour.**
- Every day, 309 children have their first day at school.
- $300 million has been budged for major school property improvements in 30 schools, including upgrading classrooms to modern learning environment standards.
- 77% of students achieved at or above the National Standard for reading in 2012.
- This year, more than 10,000 16-19 year olds will be funded to take up fees-free vocationally focused training through the Youth Guarantee.
- Up to 70,000 students receive special education support each year.
- **Over 365,000 primary school children had their progress in reading, writing and maths measured by National Standards in 2012.**
- 77.2% of 18-year-olds achieved NCEA Level 2 or an equivalent qualification in 2012 – up 2.9% on the previous year.
- About 374,000 New Zealanders are in tertiary education. Every year over $4 billion is spent on tertiary funding.

Te Kura – changes in 2015

For your information, Te Kura recently sent a letter to every BOT chair in NZ about changes in delivery in 2015 which includes on-line delivery of all NCEA material, the gradual change to on-line delivery of other secondary resources for years 9 – 13, and the changes for students enrolled through the remedial and special education gateways. This information has also appeared in the Ministry publication 'Bulletin for schools'.

RTLB should to be aware of the level of support Te Kura will provide from 2015. Any decisions around inclusion of students with special education needs, or advice and guidance to classroom teachers, SENCOs or Learning support staff, needs to be from an informed position.

Te Kura will continue to send booklets and electronic documents that support students and guide supervisors. However Te Kura are not going to provide the sensory, tactile, physical resources and commercially produced guided reading material which has been provided to schools for many years.

Below, is the wording of the letter from Te Kura, for your, and RTLB's, information:

Supplementary resources and equipment for dual-enrolled students

Te Kura (formerly The Correspondence School) is changing the way it supports schools with dual students enrolled through the Special Education or Remedial gateways.

From 2015, Te Kura will no longer provide supplementary resources and equipment as part of the learning programme for these students. Supplementary resources and equipment include commercially produced readers, mathematics equipment, sensory and tactile materials. We will continue to provide the booklets we produce ourselves and supervisor support material.

Under the policy for enrolling with Te Kura through the Special Education gateway, schools enrolling students with special education needs are expected to undertake a programme of development leading to the school being able to independently provide the specialist programme or curriculum adaptation required for its students. Schools receive full funding for Special Education students on their roll, including the Special Education Grant. Some students also attract additional funding through the Ongoing Resourcing Scheme (ORS). In contrast, Te Kura is not funded to provide supplementary learning materials and teaching resources to dual students.

We recognise that this is a significant change to the service we have traditionally provided to schools. The decision was taken with the support of Ministry of Education staff in Wellington, who noted that it is important to ensure all regional and district offices of the Ministry are advised of the change. We have also written to all school boards of trustees.

If you have any questions about this change, please do not hesitate to contact Judith.Shearer@tekura.school.nz.

Assistive Technology Clarification

Some people have incorrectly interpreted the new assistive technology priority criteria as meaning that students under RTLB and SEG cannot apply for assistive technology.

The new priority criteria will only be applied if demand is high. At present demand levels are lower than forecast so allocations for priority 4 students are still being processed and will be for the foreseeable future. Students on RTLB and SEG should still apply for assistive technology if they need it to support their learning.

Also please note that quickly getting applications in by the end of August will not have any effect on processing of RTLB or SEG applications. The Ministry's next moderation round is in September and that is when the new policy will be applied.

Resources

Ministry of Education Library

EDUCATION LIBRARY

To request a copy of any of the items below, send an email with the title of the article and your contact details to education.library@minedu.govt.nz.

Seven values of highly effective principals, by David J.C. McKenzie.
Article in New Zealand principal 29 (2), 2014, p. 27-29.
Explores characteristics displayed by effective and influential principals. Talks about resilience, self control, integrity, respect, humility, reflection, and grace.

Focus on your strengths, by Raluca Graebner.
Article in T+D: training + development 68 (5), 2014, p. 70-73.
Talks about strengths-based development, an approach that focuses on cultivating personal strengths as a way to improve overall effectiveness in the workplace. Presents a model designed to help identify, build on, apply, and share personal strengths.

Meeting the educational challenges of income inequality, by Greg J. Duncan and Richard J. Murnane.
Article in Phi delta kappan 95 (7), 2014, p. 50-54.
Focuses on solutions to the effects of growing income inequality on the education and life chances of low-income students in the US.

Blue ocean leadership, by W. Chan Kim and Renee Mauborgne.
Article in the Harvard business review 92 (5), 2014, p. 60-72.
Describes how leaders can ensure that all employees are actively engaged in moving their organisation forward. Presents an analytic tool to show leaders what activities they need to eliminate, reduce, raise, and create to convert disengaged employees into engaged ones.

Painless performance conversations: a practical approach to critical day-to-day workplace discussions, by Marnie E. Green.
Ebook
Wiley, 2013, 204 p.
Discusses how managers can talk to employees about difficult performance-related topics. Talks about letting employees know how they are performing, giving feedback to those who are not meeting expectations, refocusing those who are heading down the wrong track, and encouraging people to try something different. Includes exercises, reflective questions, and case studies from real-life situations. Chapters cover: forming expectations; sharing expectations; leading by example; eliminating judgement and focusing on performance evidence; using curiosity to expand possibilities; creating a culture of ownership; conducting the performance conversation confidently; and how to navigate difficult performance conversations.

Improving reading comprehension and fluency outcomes for adolescents with emotional-behavioral disorders: recent research synthesized, by Justin D. Garwood, Nelson C. Brunsting, & Leslie C. Fox.
Article in Remedial and special education 35 (3), 2014, p. 181-194.
Reports a systematic review of reading comprehension and fluency interventions for US middle and high school students with emotional-behavioural disorders. Includes implications and recommendations for school-based practitioners and directions for future research.

Ka Awatea: an iwi case study of Māori students' success, by Angus H. Macfarlane, Melinda Webber, Candy Cookson-Cox, and Hiria McRae.
Te Rū Rangahau, Māori Research Laboratory, University of Canterbury 2014, 199 p. Commissioned by Ngā Pae o te Māramatanga.
Looks at how Māori educational success is perceived from a Te Arawa perspective. Describes ways in which the traits of successful students are aligned to Te Arawa distinctiveness. Talks about ways whānau, teachers, and the wider Te Arawa community foster conditions that enable the characteristics of student success to manifest. Discusses the Ka Awatea research project.

OECD publications

OECD Reviews of Evaluation and Assessment in Education

OECD Reviews of Evaluation and Assessment in Education: Netherlands 2014

This review report for the Netherlands provides, from an international perspective, an independent analysis of major issues facing the Dutch evaluation and assessment framework in education, current policy initiatives and possible future approaches.

- Read and Share
- Download (for OECD-iLibrary subscribing institutions)
- Buy the PDF file or the Book+PDF

International Summit on the Teaching Profession

Equity, Excellence and Inclusiveness in Education

Policy Lessons from Around the World

This publication identifies some of the steps policy makers can take to build school systems that are both equitable and excellent. The analysis is complemented with examples that illustrate proven or promising practices in specific countries.

- Read and Share
- Download (for OECD-iLibrary subscribing institutions)
- Buy the PDF file or the Book+PDF