

Resource Teacher: Learning & Behaviour Service

February 2015

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From the Editor



Welcome to new and acting Lead School Principals (LSPs) and Cluster Managers (CMs).

There are experienced LSPs and CMs close by who are willing to support you as you come up to speed in your new role. Please make contact with your neighbouring cluster(s) and arrange to meet with them early in the term.

We also have a new Lead School. Morrinsville Intermediate is now the Lead School for Cluster 14 taking the place of Tokoroa High School.

Welcome to our RTLB cluster family.

*Ngā mihi
Anne*

Anne Tuffin, RTLB Project Manager

For your calendars



Term 4, 2014 Snapshot

The Term 4, 2014 Snapshot report (quantitative and qualitative) is due on **Friday 13 February 2015**. Please email to Elizabeth.Sio-Atoa@minedu.govt.nz.

Please make sure you correctly carry-over your data from Term 3, 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'. Please also include staffing usage data in this snapshot.

RTLB Lead School Forum 2015

25 & 26 February, combined LSPs and CMs.
Theme: Embedding Change

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

Please note: 2015 Cluster Manager forums are being organised by the clusters, with support from the Ministry. Tentative Term 2, 3 & 4, in the third week of each Term, on the Wednesday and Thursday.

LSP Executive Group meeting with Peter Hughes

Tuesday 17 March, Wellington.

2014 Annual Report

Due: 31 March 2015 (extension date)

Please note: The format and time line for this 2014 report is very similar to the previous two years - this is the final report for work completed under the 2012-2014 funding and service agreement.

The process, format and timeline changes for the 2015 Annual Report when you submit it in 2016 (see the 2015 Funding and Service Agreement for the details).

Administration information

NOVO forms

The Ministry has improved a number of forms to make them easier to complete

The changes will help you to ensure all the information required is captured correctly.

What improvements have been made?

All forms that have been updated have three changes in common:

Mandatory fields have been flagged with a red asterisk (*) making it clear which fields must be completed.

Help text is built into the form so that you can see it when you need it. You no longer need to download a separate document.

Payroll code links on the forms take you straight to the relevant page on the Novopay website when you click on them. This will make finding the information you need faster and easier.

Where can I find the new forms?

The new forms can be found on the Novopay website at

http://novopay.govt.nz/Site/Forms/Novopay_Forms.aspx

Who do I call if I have problems or need help completing the forms?

If you need help completing any of the new forms please call the Novopay Service Desk on 0508 668 6729 (toll free).

Separate RTLB Bank Accounts

The document [Separate Bank Accounts Q&As](#) sheet is to help Lead Schools set up the separate RTLB bank account required under the funding and service agreement.

If you have any further queries, please contact your Regional Ministry Senior Finance Advisor.

New Host School Agreement document

The new RTLB Host School Agreement document is available through your local Ministry property advisor. All property advisors will be (or have been) informed of the document through an internal Ministry newsletter from the Head of Education Infrastructure Service (Property) Kim Shannon.

If your local property advisor is unaware of the document, or tries to use the old document, please refer them to Kim Shannon at National Office.

Additional RTLB staffing entitlement

You may wish to know that 11 clusters received an additional FTTE beginning of 2015 based on increased cluster rolls:

Cluster No	RTLB Lead School
3	Red Beach School
7	Newmarket School
8	Royal Oak School
11	Pakuranga School
16	Nawton School
18	Te Akau ki Papamoa Primary School
24	New Plymouth Boys High School
28	Owhiro Bay School
35	Casebrook Intermediate
36	Leeston School
38	Cromwell College

Changes to Incredible Years Teacher programme teacher release payments

The Ministry is making changes to the funding provided to schools used to release teachers to attend the Incredible Years Teacher (IYT) programme.

Previous funding model

- Schools were previously funded as a contribution to teacher release for teachers attending the Incredible Years Teacher programme.
- The amount paid reflected how many sessions the teacher had attended. Payments were \$250.00 session except for the first session payment which was \$50.00 (deduction of \$200.00 to cover costs of resources, catering, venue hire etc).
- Payments were made at the end of each school term and the amount paid reflected how many sessions the teacher had attended during the school term.

New funding model

Schools will continue to be funded as a contribution to teacher release but for IYT programmes commencing from 1 January 2015.

- Schools will now receive a total amount of \$1000 for each teacher attending the programme.

- This is slightly lower than the previous payment if a teacher attended all six sessions.
- However schools will no longer need to wait to the end of each school term to receive funding. Instead schools will receive the \$1000.00 payment after teachers have attended the second session of an IYT programme.
- It will be assumed that if the teachers have attended the first two sessions they will attend the remaining four sessions.

This will give the schools greater flexibility to manage the teacher release funding as they will receive funding earlier and will have the certainty of the level of funding they will receive.

The Ministry will continue to meet the costs of all the training materials (including the Incredible Years Teacher book) venue hire, catering when required.

At the end of the programme (six sessions) the school will receive a statement from the Ministry confirming the teachers' participation in the programme and the number of sessions attended. To be fair to all schools whose teachers make the commitment to full attendance the Ministry will reserve the right to seek a refund from schools if teachers fail to attend the remaining four training sessions without valid reason.

Updated Referral Form – Report of Concern to CYF

[CYF Report of Concern Template](#)

At the end of last year a new Referral Form for *Report of Concern to Child, Youth and Family* was developed by CYF in consultation with Education, Health and Police. The updated Referral Form follows a work programme undertaken by Child, Youth and Family following its report on the review into Social Workers' Workloads and Casework released in May last year (2014).

Essentially CYF want schools to carry out the same process as before and have schools phone the ED ASSIST (0508 332 774) dedicated phone line to talk through the concern and seek additional information if required.

Notice of the new form will be (or has been) communicated to schools and the education sector via the Ministry Bulletin for School Leaders/ He Pitopito Kōrero.

Feedback and Consultation

Dyslexia survey

Late in 2014, we asked Cluster Managers about RTLB who have a special interest in Dyslexia.

20 out of 40 Clusters responded. The results of the survey have been very helpful to the Ministry group looking at how best to support students and their teachers. Thank you to those of you who responded.

Results:

RTLB who have undertaken SPELD training	RTLB who have specialist qualifications (Level C assessor, Post Graduate qualifications)	RTLB who have made dyslexia a specialism
23	17	96

Clusters reported a range of professional learning and development undertaken in the area of specific learning disabilities.

Conferences and Training



The 3rd Asia Pacific Prader-Willi Syndrome Conference. Melbourne, Australia, 11th and 12th April 2015

For further information, please see the conference website: www.pwsconference.org. Registrations can be completed online.

This conference will be an opportunity for researchers, medical experts, specialists, educators, parents and caregivers to share their knowledge and expertise of PWS. Internationally recognised speakers Dr Janice Forster (USA) and Prof Tony Holland (UK) are amongst those who will be

Clare Lawrence is leading this work, and is taking an active consultation approach. She will be seeking feedback from all clusters throughout the year. Clare will provide a brief update on this work in each newsletter this year.

RTL B Service Provision

In-Class Support

A big thank you to all the clusters for providing the names of your HLN students for this new Ministry initiative.

In-Class Support (ICS – additional TA funding) should not be referred to as ‘HLN support’. ICS is a separate Ministry funding initiative, and is not connected to the RTL B service or to students with high learning needs except through the initial identification of the first 1,500 ICS students (in December 2014) who would receive the support from the beginning of 2015. Other students (e.g. non-HLN, or non-RTL B) are likely to receive ICS funding in the future.

Foreign fee-paying students and the RTL B service

To remove all doubt, foreign fee-paying students enrolled in state, state integrated and partnership schools have the same entitlement to the RTL B service as any other students enrolled at a NZ school.

Boys Will Learn Like Boys

It was great to read in the 26 January 2015 *Education Gazette /Tukutuku Kōrero* an article highlighting how RTL B use research and evidence to meet the needs of schools. The article is about an initiative to improve the learning outcomes and engagement of boys, and shows how sector-wide partnerships can be powerful in bringing about positive change. Congratulations to Cluster 4 (North Shore Auckland) for this inspiring work.

The power of labels

Have you seen this video? Link:
<http://aslized.org/journal/ei/>

There is no sound in the clip because it is for Deaf professionals. It has become inclusive with the addition of captions for those of us who rely on sound.

Labels are powerful, they can empower a construct - or a way of thinking - both positive and negative about any event. While the video focuses on how ‘hearing loss’ is communicated to parents, it opens up the question of labels in a way that encourages professional discussion. It is always worth considering how inclusive our ‘labels’ are.

Resources



Universal design for learning (UDL)

If you are interested in UDL or want to find a bit more about what is behind the acronym might find this bookmark for the assistive technology VLN useful:
<http://www.udlcenter.org/>

If you are interested in the Assistive Technology group on the VLN, you can find it at
<http://www.vln.school.nz/groups/profile/859666/assistive-technology>.

Some new videos on inclusive education

While they were filming some videos for the Enabling E-learning website, CORE Education saw some specific examples of inclusive education that they decided to film at the same time. These will eventually be added to the online knowledge centre guides we well.

Scroll down to the school stories at the following link:
<http://elearning.tki.org.nz/Teaching/Pedagogy/UDL>.

What Works? Evidence for decision makers

Click on this [‘what works’ publication](#) for some interesting findings, especially on Education (p.13) and Early intervention (p.18)

New Māori resource

This new resource shows what’s happening in the Ministry for Māori. It is aimed to be passed to Māori whānau so please forward on to those you know who would be interested. The publication can be downloaded from this page:
www.education.govt.nz/ka-hikitia-in-action.

Jade Speaks Up

You may find this resource of interest, especially when schools have particular issues with violence:
<http://www.violencefreewaitakere.org/our-projects/our-amazing-place/toddler-day-out/promoting-great-parenting/jade-speaks-up>. The website is: www.jadespeaksup.co.nz

Ministry of Education Library - selected highlights

EDUCATION LIBRARY

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

Governance and Management

What it takes to achieve managerial success, by Daniel Goleman. Article in Talent development 68 (11), 2014, p. 48-52.

Discusses four emotional intelligence competencies that help support successful leadership. Talks about the importance of self-awareness, self-management, social awareness, and relationship management.

From persuasion to learning: an intervention to improve leaders' response to disagreement, by Viviane M.J. Robinson, Claire E.L. Sinnema and Deidre Le Fevre. Article in Leadership and policy in schools 13 (3), 2014, p. 260-296.

Looks at how educational leaders respond to disagreement which arises during conversations deemed to be difficult or important. Uses theories of interpersonal effectiveness and research on negotiation to develop a model of effective leadership behaviour in such conversations.

The power of team, by Jane Kennelly. Article in Employment today 187, 2014, p. 30-32.

Outlines characteristics of effective workplace teams. Looks at the differences between directed, managed, and self-directed teams. Talks about how to lead and motivate others and manage successful teams.

Be the captain of your career: a new approach to career planning and advancement, by Jack Molisani. eBook. Precision Wordage Press, 2014, 111 p.

Presents tips on how people can advance their careers. Covers how to leave a job, how to find a new job, and how to achieve professional success. Talks about writing effective CVs, performing in job interviews, social networking, negotiating job offers, and personal branding.

A developmental and negotiated approach to school self-evaluation, edited by Mei Lai & Saville Kushner. Ebook. Emerald, 2013, 300 p.

Looks at New Zealand's approach to school self-evaluation. Details how other countries can adopt this approach and reveals how it might look at different levels of the education system and how

these different levels might interact. Chapters include: The New Zealand educational context: evaluation and self-review in a self-managing system by Helen S. Timperley. AsTTle: a national testing system for formative assessment: how the national testing policy ended up helping schools and teachers by Gavin T.L. Brown. A thousand flowers blooming: the implications of school self-review for policy developers by Mei Lai. Evaluation in effective research-practice partnerships by Stuart McNaughton et al. Leaders' use of classroom evidence to understand, evaluate and reform schooling for indigenous students by Mere Berryman. School improvement through theory engagement by Viviane M.J. Robinson and Helen S. Timperley. Looking forward: evaluation in New Zealand education by Lorna M. Earl.

21st-century learning in New Zealand: leadership insights and perspectives, by Leon Benade et al. Article in the Journal of educational leadership, policy and practice 29 (2), 2014, p. 47-60.

Explores the influence of the concept of 21st-century learning on the work of teachers and leaders in New Zealand schools. Looks at the impact of innovative teaching and learning initiatives on school strategic statements and practice.

Professional practice

Improving achievement in secondary schools: impact of a literacy project on reading comprehension and secondary school qualifications, by Mei Kuin Lai, Aaron Wilson, Stuart McNaughton and Selena Hsiao. Article in Reading research quarterly 49 (3), 2014, p. 305-334.

Reports on the Learning Schools Model (LSM), an approach for whole-school improvement which was implemented in seven New Zealand secondary schools with low qualification rates. Examines whether the LSM can improve both achievement on a standardised reading test and the attainment of secondary school qualifications. Considers whether the intervention can be implemented by teachers in their regular classroom settings. Notes an increase in the achievement of Māori students.

The assessment-capable teacher: are we all on the same page? By Beverley Booth, Mary F. Hill and Helen Dixon. Article in Assessment matters 6, 2014, p. 137-157.

Considers the term 'assessment capability' and its place in the New Zealand educational context. Talks about how teachers can become assessment-capable. Examines critical roles that teachers play in

meeting key conditions needed for students to acquire evaluative and productive knowledge and skills and become self-regulated learners.

Teaching for present and future competency: a productive focus for professional learning, by Rosemary Hipkins & Sue McDowall. Article in *Teachers and curriculum* 13, p. 2-10.

Talks about ways in which the key competencies of the New Zealand Curriculum have been understood and implemented in schools. Reports on a project that looked at how a close interweaving of key competencies and traditional subject learning might transform teaching practices.

Nga reanga: youth development, Māori styles, by Teorongonui Josie Keelan. Unitec ePress, 2014, 167 p.

Presents a matauranga Māori view of youth development. Talks about how to support Māori youth to achieve success as Māori. Discusses the E Tipu e Rea youth development framework and the Ka Pu te Ruha Ka Hao te Rangatahi human development model. Presents the MĀUI Model of entrepreneurship and describes its development and application. Examines the concept of wānanga as a method of teaching and learning for Māori youth.

Self monitoring with a twist: using cellphones to CellF-Monitor on-task behavior, by Pena L.

Bedesem & Lisa A. Dieker. Article in the *Journal of positive behavior interventions* 16 (4), 2014, p. 246-254.

Describes a self-monitoring technique that incorporates digital mobile devices and text messages to improve school-related behaviour of students with varying disabilities. Provides step-by-step instructions for setting up and implementing CellF-Monitoring in a classroom.

Using technology to support at-risk students' learning, by Linda Darling-Hammond, Molly B. Zeilezinski & Shelley Goldman. Stanford Center for Opportunity Policy in Education (SCOPE) & the Alliance for Excellent Education, 2014, 18 p.

Looks at the use of information technology in secondary schools. Describes approaches that have been effective in supporting students at risk of failure or dropout.