Resource Teacher:
Learning & Behaviour Service

May 2015

In this issue

From the Editor

Systematic, national collection of RTLB service data is now happening across all clusters!

Two data providers, Arrow and Schoolgate, are working with clusters and with the Ministry to make sure agreed data is collected and reported regularly. The first collections have worked successfully, showing that the systems operate as planned. We will all spend the next term tidying up anomalies and inconsistencies, and reaching shared understandings on how we interpret the input requirements. As soon as all clusters are fully up and running with their systems, the Ministry will be able to start providing each cluster with national summaries and analysis. This will greatly improve clusters' ability to plan for the future.

One of the issues around the data collection system is the multiple databases that have been developed by Schoolgate users to meet individual cluster data needs. Schoolgate is planning to rationalise these databases so that they have one 'base' system,

giving greater national consistency. This won't happen overnight, but it will make a huge difference in the future.

The Ministry will be in contact with cluster managers frequently over the next few weeks so that we can iron-out obvious errors before they become bigger than Ben Hur.

Ngā mihi
Anne

Anne Tuffin, RTLB Project Manager

For your calendars

Term 2, 2015 Snapshot – Qualitative report

The Snapshot qualitative (issues and risks) report is due on **Friday 24 July 2015**. Please email to Elizabeth.Sio-Atoa@education.govt.nz

Note: The quarterly qualitative report is separate from the data reports provided by Arrow and Schoolgate. The qualitative 'issues and risks' report gives us a regular heads-up on what is currently up-front for you, giving us the opportunity to provide responsive support and guidance.

RTLB workforce data collections

15 May; 29 May; 12 June; 26 June.

Note: Please ensure your cluster data is up-to-date and correctly entered ready for these dates. We will continue to provide the Survey Monkey to those clusters who are not yet fully using a data provider.

Cluster Manager Forum Term 3, 2015

Wednesday 5 August and Thursday 6 August. Venue is at the Holiday Inn, Auckland Airport.

Contact David Crickmer: davidc@twincoastrtlb.school.nz

Note: The next Ministry-facilitated, combined Lead School Forum (with cluster managers and lead school principals) will be in February 2016.

Administration information

Banked Staffing – Balancing Period

For Lead School Principals

You are probably aware that this is the time of year that the Ministry writes to schools to inform them of their Banking Staffing balance for the previous staffing year.

This process has started, and some schools have been informed of their balance and next steps in regards to either a payment for underuse or recovery for overuse of their banking staffing balance.

Because you are an RTLB Lead School, and have RTLB teachers who are not part of the balancing period, managing the balancing period is made more complicated. In light of this, the Ministry wants to ensure that you are provided with the information and support that you require. This has meant that preparation of the communication will take a little longer. We will be in touch with you in the week starting 18 May. Our apologies for any inconvenience this might cause.

2014 Financial Summaries (from your 2014 Annual Report)

The Regional Ministry Senior Finance Advisors (above) may contact you shortly regarding your cluster's 2014 financial summary.

Data collection questions

Q: I am about to enter my IYT work into the data base. Can you confirm for that all IYT cases will be entered onto the database as 'School cases'?

A: Yes, recording them as 'school cases' was what was agreed at the last CM Forum as the best way to represent the intensity of the IYT work.

Q: Why is there no NSN required for Group and School cases?

A: The NSN is not required for these types of cases because individual students are not specifically identified in these case types.

Q: Can clusters have access to ENROL? It would make things much easier for us.

A: No. Only certain authorised school staff who are directly involved in the enrolment of students are legally able to access ENROL.

Privacy Commission information

You might be interested in this page from the Privacy Commissioner's website.

Putting children first
https://www.privacy.org.nz/blog/putting-children-first/

RTLB and In-Class Support Ministry Mailboxes

- If you have any questions regarding the RTLB service, governance, management or service provision, please email the RTLB Enquiries Mailbox at RTLB.Enquiries@education.govt.nz

- If you have any queries regarding In-Class Support, please email the In-Class Support Mailbox at In-Class.Support@education.govt.nz

RTLB Service Provision

Gateway

We are pleased to announce that the revised Gateway Assessment Interagency Guide is now live. The Guide is a resource that promotes effective collaboration between agencies and professionals. A number of key changes have been made to the Guide. Some changes relate into the referral criteria were made last year and are confirmed in the guide. The new changes relate to education profiles and making requirements easier to follow. Key changes include:

- Social workers should request an education profile for EVERY child or young person referred for a Gateway Assessment. A flowchart has been added to the Guide to help social workers work out which education service the request should be sent to.

- Education professionals will complete a profile for every request made by social workers. If the social worker and education professional agree that a full profile is not appropriate, the education professional should complete the basic details on the form and note why the profile has not been fully completed. The form should then be processed in the usual manner.

- Progress with Gateway Assessments continues to be monitored at all levels. It is important that all referrals, education profiles and health assessments are timely and that an Interagency Services Agreement is generated for every child that has been assessed.

To make the Guide more user-friendly, it has been set-up as web-pages on the Child, Youth and Family website. A PDF version is also available for print-out.

Please note that if Gateway information is on your DHB's intranet this should now be updated.

Additionally, the parental consent brochure entitled *'Keeping Kids Healthy and Well'* has also been revised. The changes to this brochure aim to make it easier for parents or legal guardians to understand what Gateway Assessments are about and what is involved, so that they can make informed decisions. We tested the changes with some families. While the changes to *'Keeping Kids Healthy and Well'* are an improvement, the consent process continues to rely on social workers talking with parents or legal guardians throughout the Gateway Assessment process.

Thank you to those who contributed to the review of the Guide and consent brochure.

Feedback and Consultation

Separate RTLB bank accounts

To help us support the move to separate RTLB bank accounts, please let us know of any significant issues or problems that you have encountered in the setting up of these accounts. Likewise, please let us know if the setting up of these accounts was unproblematic, and how you managed the move. Send your feedback Anne Tuffin at Anne.Tuffin@education.govt.nz.

Time-out and Restraint

Time out and restraint practices are currently used in schools. The Ministry wants schools to feel confident that they have the information and knowledge to manage challenging behaviour in an appropriate way. The Ministry is establishing an advisory group to enable this, which will include education leaders and agency representatives. The group will support the development of a guidance document for schools about time out and restraint practices.

If you have any questions about this work, please contact

- Mark Thorburn Mark.Thorburn@education.govt.nz, phone 04 463 7514
- Jasmine Freemantle Jasmine.Freemantle@education.govt.nz, phone 04 439 5478.

In-Class Support - Update

On 2 March, 1385 students identified by the Resource Teacher: Learning and Behaviour (RTLB) Service in late 2014, were provided with five teacher's aide hours a week for Term 1, 2015. 851 schools received funding notices from the Ministry confirming these payments. An additional 115 students have since been identified so that a total of 1500 students will be funded for Term 1 and 2, 2015.

The Ministry set up a sector group to contribute to the development of operational guidelines for In-Class Support. The group was made up of representatives from both the education and disability sectors. The sector groups represented were: NZPF, NZEI, PPTA, SPANZ, Te Akatea, NZAIMS, RTLB, NZRTLB Association, Autism New Zealand, Dyslexia Foundation of New Zealand, Parent to Parent, and included SENCOs from primary and secondary sectors. The group met three times from 18 March to discuss the pros and cons of a variety of funding models.

Following the budget announcement on 21 May, clusters will be provided with further information on In-Class Support from term 3, 2015.

If you have any queries regarding In-Class Support, please email the In-Class Support Mailbox at InClass.Support@education.govt.nz

Q: What is the procedure when a HLN/ICS student moves schools?

A: It is important that students continue to receive ICS when they move between schools and/or clusters.

To facilitate this happening, send an email to the InClass Support mailbox with the following details:

- student's name
- date of birth
- NSN
- the date of enrolment at their new school.

It would also be helpful to advise the appropriate cluster manager of the details of the student moving into their cluster. Schools receive ICS funding in week 4 of each term. If there is a change of school enrolment between payment dates, the change will take effect from the next funding drop. As the payment is for a whole term, some schools will be required to pay back funding to the Ministry.

Resources

Enabling Good Lives

The Enabling Good Lives website is now live to the public.

Ministry of Education Library - selected highlights

EDUCATION LIBRARY

RTLB are able to access the Ministry of 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@education.govt.nz.

Governance and Management

Managing yourself: bridging psychological distance, by Rebecca Hamilton. Harvard business review 93 (3), 2015, p. 116-119 (article). Argues that success in business and life depends on bridging psychological distance. Defines psychological distance as the gaps between oneself and other people (social distance), the present and the future (temporal distance), physical location and faraway places (spatial distance), and imagining something and experiencing it (experiential distance). Outlines strategies to decrease or increase these gaps, and looks at the value of substituting one type of gap for another.

Implementing educational innovations at scale: transforming researchers into continuous improvement scientists, by Lora Cohen-Vogel et al. Educational policy 29 (1), 2015, p. 257-277 (article). Argues that knowing what works in education is not, on its own, sufficient to support large-scale, sustainable change. Describes the science of continuous improvement and outlines its relationship to research on education policy implementation. Discusses the roots of the approach and its key features.

How leaders can support teachers with data-driven decision making: a framework for understanding capacity building, by Julie A. Marsh & Caitlin C. Farrell. Educational management administration and leadership 43 (2), 2015, p. 269-289 (article). Looks at how to help secondary school teachers learn to interpret and respond to data in their classroom decision-making. Develops a framework for understanding how to build teacher capacity to use data. Outlines practices that school administrators might employ, when to employ those practices, and how these mechanisms may build teacher knowledge and skills.

Becoming a better boss: why good management is so difficult, by Julian Birkinshaw. Jossey-Bass, 2013, 255 p.

(ebook) Talks about what makes a successful manager from an employee's point of view. Outlines where management practice often appears to go wrong, explores the common personal biases and shortcomings of managers, and discusses how experimentation can overcome the limitations and idiosyncrasies of a particular organisation.

Professional practice

What makes for powerful classrooms, and how can we support teachers in creating them? A story of research and practice, productively intertwined, by Alan H. Schoenfeld. Educational researcher 43 (8), 2014, p. 404-412 *(article)*. Reflects on how best to support effective classroom instruction. Argues that research and classroom practice should coexist and enhance each other. Contends that research focused on teaching and learning in one particular discipline can produce insights that have implications across a broad spectrum of disciplines.

Representing Māori youth voices in community education research, by Joanna Kidman. New Zealand journal of educational studies 49 (2), 2014, p. 205-218 *(article)*. Outlines tensions and challenges encountered in the course of a study involving young Māori and their understandings of their social, cultural, and community environments.

Addressing the needs of students with social, emotional, and behavioral problems, by Lee Kern. Remedial and special education 36 (1), 2015, p. 24-27 *(article)*. Discusses three approaches for improving the outcomes of students with emotional and behavioral problems: positive supports, mentoring and relationship building, and fidelity of intervention delivery.

You've gotta connect: building relationships that lead to engaged students, productive classrooms, and higher achievement, by James Alan Sturtevant. Incentive Publications, 2014, 279 p. *(ebook)* Demonstrates how to build strong and effective teacher-student relationships in the classroom. Looks at how these relationships can enhance student engagement and help raise achievement. Talks about trust, acceptance, mutual respect, verbal and non-verbal communication with students, handling conflict, building self-esteem, and supporting students who are in trouble.

How do we get there from here? By Karin Chenoweth. Educational leadership 72 (5), 2015, p. 17-20 *(article)*.

Outlines effective practices that can create change in schools. Talks about collaborative teaching and assessment, using data and assessment results to identify students who need extra help, finding patterns in data and using them to improve instruction, and building relationships between teachers and parents.