



# Resource Teacher: Learning and Behaviour Service

## Newsletter

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### From the editor

#### Happy New Year and welcome to 2017!

Welcome to the start of the 2017 school year. I would like to extend a particular welcome to Doreen Bailey, new Cluster 1 lead school principal and congratulate Robin Bonnar who has been permanently appointed to the role of Cluster 4 manager.

We farewell and thank Emile Va'afusuaga for his contribution to the role of manager of Cluster 10 over the last 3 years, and welcome Ray Webb who will be acting cluster manager for term 1.

This year we look forward to the ERO review of RTLB clusters. This is your opportunity to showcase the positive outcomes that have resulted from the transformation of the service in 2012.

Lianne Kalivati, Learning Support  
National Office

### For your calendar

#### RTLB Annual and Strategic Plans

Clusters' Annual and Strategic Plans for 2017 are to be emailed to the RTLB enquiries mailbox [RTLB.Enquiries@education.govt.nz](mailto:RTLB.Enquiries@education.govt.nz) on 1 March, 2017. Thank you to those clusters who have already submitted their reports.

#### Qualitative Reports

**Note** that clusters are not required to submit a Term 4, 2016 qualitative report as this will be incorporated into your 2016 Annual Report which is due on 31 May 2017.

The Term 1 2017 Qualitative report is due to the Ministry on Friday 5 May in Term 2. Please email the qualitative report to the RTLB enquiries mailbox [RTLB.Enquiries@education.govt.nz](mailto:RTLB.Enquiries@education.govt.nz).

#### Special Assessment Conditions seminar

Gabe Sorenson from NZQA is running the following SAC seminar that you are welcome to attend.

- **Venue:** Thames High School
- **Date and time:** 7 March, 1:30-3:30pm
- **Contact:** [jancollier@thameshigh.school.nz](mailto:jancollier@thameshigh.school.nz)

#### National Lead School Forum 2017

**Cluster Manager forum** - organised by CMs

6-7 April, Holiday Inn  
Auckland Airport

**National Lead School forum** - organised by Ministry

6-7 September, Brentwood  
Hotel, Wellington

#### Data collection dates for 2017

We would appreciate it if you could follow up with your RTLB teams to ensure data is entered and ready for the Ministry to access on the dates listed below.

**Please note:** The first collection for the 2016 data took place on 10 February 2017. Future collection dates are:

- Friday 5 May 2017
- Friday 28 July 2017
- Friday 20 October 2017
- Friday 9 February 2018 (2017 data)

## Learning Support Update

For those who have not had the opportunity to read the 21 November 2016 Learning Support Update – Next Steps cabinet paper, the new service delivery model proposes:

**1** **A single point of access** – for parents and schools at the first stage of seeking support for their child, through an 0800 number, by email or through an online tool to an access team. Over the years the system has developed multiple gateways and an inconsistent process for parents and schools to request and access support. The new single point of access will deliver a consistent and easier process for parents, schools/kura and Communities of Learning / Kāhui Ako to engage with. Referral to an access team could also be by the Children’s Team or the new Ministry for Vulnerable Children/Oranga Tamariki;

**2** **Local learning support teams to triage and integrate flexible, tailored and dedicated solutions for learners** – teams of local learning support decision makers will be formed to triage and respond to requests for support referred from the new access step. The local learning support team will provide parents/whānau with some immediate steps that can be taken, and develop a learning support plan with them;

**3** **Assigning a Lead Practitioner to be the single point of management** – currently children with assessed learning support needs receive assistance from multiple parts of the education sector, and it has not always been clear to parents who they should contact. To address this, a Lead Practitioner will be designed as the single point of contact for the learner, parents, whānau, educators and other involved people. The Lead Practitioner could be a specialist Ministry employee, a Resource Teacher: Learning and Behaviour or other professional who is best placed to fulfil this role. The Lead Practitioner will ensure the learning support plan is implemented, adjusted and reviewed as needed;

**4** **The collection of individual student data related to learning support and achievement** – students’ learning support data will be gathered and monitored by the Ministry to inform appropriate decision-making for learning support needs into the future. This will provide a whole-of-system identification of children and young people being supported and improve the accountability of the system.

## Update trial



The Update trial in Bay of Plenty/Wairariki involves RTLB clusters 18, 19 and 20. The trial will start this term. The lead school principals and managers of these clusters are contributing to shaping the proposed model for their area. The expectation is that Ministry Learning Support and RTLB service delivery models across the country will include a single point of access, local learning support teams, Lead Practitioners and the collection of individual student data by the beginning of term 4.

You can access more information about the Learning Support Update at:

<http://www.education.govt.nz/ministry-of-education/information-releases/learning-support-previously-special-education-update-information-release/>

## Ministry of Education Secondments

Michael Harrison (cluster 30 lead school principal) and Paul Mitchell (cluster 16 manager) have been seconded by the Ministry from 20 February until 7 July, 2017.

Michael and Paul are keen to support clusters between 11 June – 07 July and 24 July – 31 August, 2017.

Michael and Paul are currently visiting cluster groups nationally to discuss ERO reviews, the Learning Support Update and support provision in general.

## Prime Minister’s Education Excellence Awards

Resource Teachers: Learning and Behaviour are eligible to submit an entry for these awards. We suggest listing the RTLB cluster and lead kura/school that the group members are part of to indicate that the entry has come from a registered kura/school. This could be an opportunity to showcase some of the innovative work clusters are engaging in.

A ‘frequently asked questions’ resource is available here, [pmawards.education.govt.nz/enter/faqs](http://pmawards.education.govt.nz/enter/faqs)

## Governing and Managing RTLB Clusters – RTLB website

The Governance and Management section on the RTLB website will soon be updated to include the change of language from 'special education' to 'learning support'. Watch this space!

<http://rtlb.tki.org.nz/Governance-management>

## Accessing ENROL

A new RTLB role has been created in ENROL, allowing RTLB cluster managers to search for a student's NSN when needed. This role has also been added to the EPA screen, an online application where schools request access to MOE applications like ENROL, e-AsTTle, etc. for their staff. RTLB cluster managers who would like access to ENROL will need to ask their host school's EPA authoriser (generally school administrator or principal) to request it for them via the EPA portal.

Once the Ministry Service Desk receives the request they will forward it to me for approval.

**Please note:** ENROL access is to be used only for its intended purposes i.e. to find the National Student Number (NSN) of students receiving or about to receive RTLB support.

## Furniture, Fittings and Equipment (FF&E) grants for RTLB redevelopments



Recently questions have been raised about FF&E funding for RTLB redevelopments. As with a new teaching space, new RTLB space generates a FF&E funding entitlement to furnish and equip the new space.

School FF&E redevelopment policy was updated last year to cover redevelopments. Under this policy, schools receive 50% of the FF&E funding for a new regular teaching space, or \$62.50m<sup>2</sup>. This is consistent with the policy and funding that was applied to Christchurch Schools Rebuild (CSR) redevelopments.

For RTLB, the same policy will apply to ensure consistency. This means redeveloped RTLB space will receive \$62.50m<sup>2</sup>.

## School leadership resource available from ERO

ERO has released ***School Leadership That Works: A resource for school leaders***. The report is designed as a resource to guide the practice of school leadership. It is aimed at all school leaders, but particularly those less experienced school leaders who may be seeking to become more successful as a leader in future, by learning from the good practice of others. It cites key evidence from research.

This evaluation illustrates the leadership domain of ERO's School Evaluation Indicators in practice by:

- drawing together ERO's findings from recent evaluative work with school leaders across the country
- combining these findings with the best evidence synthesis of what works in school leadership and why
- illustrating the practices used by effective leaders to achieve their goals of equity and excellence in their school.

Visit the ERO website, <http://www.ero.govt.nz/publications/school-leadership-that-works/>

## Ministry Bulletin and library

### He Pānui Kōhungahunga

A special edition of He Pānui Kōhungahunga – the Early Learning Bulletin includes mumps information from the Ministry of Health.

You can find the latest issue here, [Special Edition - He Pānui Kōhungahunga - the Early Learning Bulletin - Mumps information from the Ministry of Health](#)

All issues of He Pānui Kōhungahunga are publicly available here, <http://www.education.govt.nz/early-childhood/ministry-priorities/early-learning-bulletin/>

### Ministry Bulletin for School Leaders

The Bulletin is the Ministry's central fortnightly communication channel for sending information to schools.

2017 Bulletins:

- [Ministry Bulletin for School Leaders | He Pitopito Kōrero - Issue 64](#)
- [Ministry Bulletin for School Leaders | He Pitopito Kōrero - Issue 65](#)

## What's new in the library?



The Ministry of Education Library provides support to all RTLB. If you haven't already signed up to use the service you can email the Library team at [education.library@education.govt.nz](mailto:education.library@education.govt.nz). They'll send you a login and password for their website.

Here are some highlights the team have selected specially for RTLB.

**Results from a longitudinal early literacy intervention study: expected and unexpected outcomes**, by James W. Chapman. *Kairaranga* 17 (2), 2016, p. 23-30 (*article*). Presents findings from a two-year longitudinal study involving the Quick60 Foundation programme for beginning readers. Suggests that the Quick60 programme is effective with students in low decile schools, which include large numbers of Māori and Pasifika students.

**Supporting positive behaviour change for at-risk students: a best practice checklist for schools**, by Abby Martin. *Kairaranga* 17 (2), 2016, p. 37-42 (*article*). Reviews the literature regarding Tier Two behavioural interventions for at-risk students aged five to 13 years. Identifies the core components which the research suggests are important to their effectiveness and/or social validity. Includes a checklist to guide schools.

**Leading change in ILE: building school wide leadership capacity**, by Dianne Smardon. *New Zealand principal* 31 (4), 2016, p. 16-17 (*article*). Looks at the nature of leadership in New Zealand schools as a process of organisational capacity building. Considers ways school leaders can respond to the development of innovative learning environments (ILE) and schools' participation in Communities of Learning.

**Teachers' cultural capital: enabling factors for Māori teacher success**, by Anne-Marie Hunt. *Kairaranga* 17 (2), 2016, p. 31-36 (*article*). Identifies five factors for Māori teacher success: whānau support, collegial working environments, feeling valued, risk-taking, and pursuing ongoing learning opportunities.

**Enabling school structures, collegial trust and academic emphasis: antecedents of professional learning communities**, by Julie Gray, Sharon Kruse & C. John Tarter.

*Educational management administration & leadership* 44 (6), 2016, p. 875-891 (*article*). Considers how various factors contribute to the successful development and implementation of professional learning communities in schools. Looks at collegial trust, enabling school structures, and academic emphasis.

**The neuroscience of trust: management behaviors that foster employee engagement**, by Paul J. Zak. *Harvard business review* 95 (1), 2017, p. 84-90 (*article*).

Contends that creating a culture of trust within an organisation can help boost employee engagement. Describes eight management behaviours that create trust, increase employees' productivity and energy levels, and improve collaboration.

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## 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 mailbox

- for enquiries regarding In-Class Support, please email [In-Class.Support@education.govt.nz](mailto:In-Class.Support@education.govt.nz)

### 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/>

### Communities of Learning | Kāhui Ako

- for information about the Communities of Learning | Kāhui Ako, visit <http://www.education.govt.nz/ministry-of-education/col/>

### RTLB online toolkit

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

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