

# Resource Teacher: Learning & Behaviour Service Newsletter



September 2018, Newsletter No.40

**Kia ora koutou,**

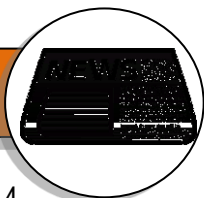
A highlight for me every year is the RTLB National Forum. This year the forum was held in Wellington at the Ministry's National Office in Mātauranga House. We were fortunate to have Hon. Tracey Martin, Associate Minister of Education share her vision for learning support at this event.

Congratulations to: John Bangma, Mairehau School; Linley Myers, Royal Oak School; Michael Harrison, Motueka South School and Tony Hunter, Tahuna Normal Intermediate, who were elected as the Lead School Principals' Executive group for the next year.

RTLB and the Ministry continue to work together to implement the Learning Support Delivery Model. It has been exciting to hear about the innovative practices that are emerging.

Lianne Kalivati, Learning Support

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## Requests for Support in Term 4

The Ministry's expectation is that all RTLB clusters will respond to schools' requests for support in term 4. Anecdotal feedback provided in the National Satisfaction Survey suggests some clusters are still not picking up cases in term 4. Schools are dissatisfied with the lack of RTLB response.

## Learning Support Delivery Model

Information on the Learning Support Delivery Model is live on the Ministry's website <https://education.govt.nz/ministry-of-education/specific-initiatives/learning-support/>. This is general, high level information aimed at the general public seeking more information about the model.

## Incredible Years Autism - helping parents and teachers to access support

RTLB continue to be key partners in the successful delivery of the Incredible Years Teacher programme for teachers of children aged 3 to 8 years. Around 2,500 teachers participate in the programme each year.

In March this year, the Ministry also began offering two additional Incredible Years programmes specifically designed for parents and teachers of children aged 2 to 5 on the autism spectrum.

The Incredible Years Autism Parent programme is a 14 session programme designed specifically for parents and caregivers. Incredible Years Autism Teacher is a separate six session programme designed for early childhood educators. Ideally, parents and teachers of young children on the autism spectrum attend Incredible Years Autism programmes as partners.

The Incredible Years Autism Teacher programme is not available for RTLB at present. However, RTLB can help support parents and teachers of young children on the autism spectrum to get ready for their transition to school by raising awareness of the programmes. Note that the programmes are currently being offered in Auckland (Parent only), Tauranga, New Plymouth (Teacher only), Hawkes Bay, Wellington (Parent only), Nelson, Christchurch and Invercargill.

To find out more, visit TKI for information on how parents and teachers can access the programme, supporting materials and programme dates:

<http://pb4l.tki.org.nz/Incredible-Years-Autism>

You can also email the Incredible Years Autism project at: [IncredibleYears.Autism@education.govt.nz](mailto:IncredibleYears.Autism@education.govt.nz)

## Ministry Financial Advisors

The Ministry's Financial Advisor Team are available to support if you have questions about finances:

Northern: [carmel.riordan@education.govt.nz](mailto:carmel.riordan@education.govt.nz)

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HawkesBay/BOP: [margaret.pattullo@education.govt.nz](mailto:margaret.pattullo@education.govt.nz)

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Phone: 04 463 4825

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Phone: 03 378 736

## Building Genuine Learning Partnerships with Parents

This recently published ERO report shares strategies and approaches from schools that had contributed to improving achievement by developing genuine learning partnerships with parents. It also includes some simple strategies a few of the schools used to involve parents more in supporting the things children were learning at school. The report can be found here: <http://www.ero.govt.nz/publications/building-genuine-learning-partnerships-with-parents/>

## Bullying-Free NZ Awards 2018

The Bullying-Free NZ Week Awards 2018 asked students and schools to use creative media to depict their interpretation of the theme for this year's Bullying-Free NZ Week Let's Talk About It! Students produced videos, composed songs, made PowerPoint presentations, or created written or art work to show what bullying is about and what it meant to them personally. Check out the winners, special merit awards and those entries that were highly commended: <https://www.bullyingfree.nz/bullying-free-new-zealand-week/bullying-free-nz-awards-2018/#winners>

## What's new in the library?

**Leadership practices and challenges in managing diversity to achieve ethnic inclusion in two New Zealand secondary schools**, by Carla Cardno, Manjula Handjani & Jo Howse.

New Zealand journal of educational studies 53 (1), 2018, p. 101-117 (*article*).

Investigates the nature and challenges of diversity in two large multi-ethnic Auckland secondary schools. Looks at ways in which the schools manage diversity to achieve ethnic inclusion and whether their methods are effective.

[Click here to read this article](#)

**Supporting teacher agency when planning and implementing inclusive classroom programmes**, by Stephanie McKay, Alison Kearney & Jude Macarthur. SET 1, 2018, p. 34-41 (*article*).

Explores how New Zealand schools can support teachers to achieve a sense of agency and self-efficacy when planning and implementing individual education plans for students with learning disabilities.

[Click here to read this article](#)

**Inequity and excellence in academic performance: evidence from 27 countries**, by Philip D. Parker et al. American educational research journal 55 (4), 2018, p. 836-858 (*article*).

Uses PISA data to explore the association between students' national performance in standardised tests and the degree of educational inequity in 27 different countries.

[Click here to read this article](#)

**From objects to subjects: repositioning teachers as policy actors doing policy work**, by Scott Ellison et al. Teaching and teacher education 74, 2018, p. 157-169 (*article*).

Investigates what teachers would say if they were given a voice in debates over educational policy and reform. Talks about macro-level policy issues they would identify as being important, and solutions they would propose to various challenges.

[Click here to request a copy of this article](#)

**Building our resilience muscle**, by Ruth Donde & Graham Hart.

Employment today 219, 2018, p. 35-37 (*article*).

Presents strategies for leaders to use to help build employees' resilience in New Zealand workplaces.

[Click here to request a copy of this article](#)

## 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 | Kahui Ako

For information about the Communities of Learning | Kahui 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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educational achievement for  
**every New Zealander**

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