Resource Teacher: Learning & Behaviour Service Newsletter

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

December 2018, Newsletter No. 41

Kia ora koutou,

As we come to the end of the 2018 school year, I would like to farewell and thank Chris Greer (manager Cluster 24) who is retiring and Maureen Allan (manager Cluster 34) who has been appointed principal of Waitaha Special School from January 2019. Thank you both for your commitment to your RTLB teams and to the schools/kura, students and young people in your cluster who have benefited from your knowledge and wisdom. I wish you both well as you enter a new phase in your lives.

Thank you to the Board of Trustees of Southern Cross Campus who have employed Cluster 9 RTLB since the transformation of the service in 2012. We welcome Otahuhu Intermediate who will employ Cluster 9 RTLB from January 2019.

For those of you continuing in your respective roles, I wish you all a restful, joy filled Christmas, New Year holiday period. I look forward to continuing to support you in 2018.

Lianne Kalivati, Learning Support

In this Edition
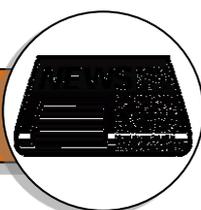
- Dates for your calendars
- RTLB FTTE for 2019
- Lead School Principals' Executive
- RTLB Funding Surpluses
- The Curriculum, Progress and Achievement Ministerial Advisory Group
- New Resources
- What's new in the Library?

Dates for your calendars

8 February 2019
Quantitative data collections from clusters' databases will occur. Ensure databases are up to date.

20 and 21 March 2019
The national forum for cluster managers will be held at the Airport Holiday Inn in Auckland. Any queries please contact David Crickmer davidc@twincoastrtlb.school.nz

20 and 21 August 2019
The national lead school forum for RTLB lead school principals and cluster managers will be held at Mātauranga House, Wellington. More details to follow.

RTLB FTTE for 2019

The national total of RTLB FTTE is determined by the Education Staffing Orders. This provides for 1 FTTE for every 633 year 1 to year 10 students.
The July 2018 roll returns generated an additional 8 FTTE for RTLB clusters from the beginning of the 2019 school year. These positions have been allocated to Clusters 2, 5, 12, 16, 18, 22, 25 and 30.

Lead School Principals' Executive

If you have items that you would like the Executive to discuss when they meet each term with Ministry staff, please contact a member of the Executive:
John Bangma John@mairehau.net (chair)
Linley Myers linleym@rops.school.nz
Michael Harrison principal@motuekasouth.school.nz
Tony Hunter tonyhunter@tahuna.school.nz

The Executive's meeting dates for 2019 are:
13 March; 30 and 31 May; 7 August; and 13 November.

RTLB Funding Surpluses

RTLB lead school boards receive funding to provide the RTLB service to a cluster of schools and kura. Annual surpluses in clusters have been increasing at an average rate of 3% per year for the last five years.

The Ministry's current and previous Funding Agreement with clusters provide for the return of surpluses to the Ministry after an agreement has come to term:

Unless the Ministry consents in writing to surplus funds being used by the Board to support RTLB service after the period of this agreement, all surplus funds must be returned to the Ministry.

The previous agreement came to term on 31 August 2017, and given the pattern of increasing surplus, the Ministry has a responsibility to recover the surplus from clusters held at the end of the agreement.

Ministry has contacted each of the clusters to detail the process and timeframe for surplus funding to be returned to the Ministry.

Feedback Welcome

The Curriculum, Progress and Achievement Ministerial Advisory Group (CPA MAG) would like your feedback on how to build an education system where all children and ākonga can learn and be successful in ways that are meaningful to them, their whānau and family and their community. An education system where all students and ākonga have the opportunity to learn – to be successful in life, learning and work – and to contribute to society. It's a vision that is focused on both equity and excellence.

Resources about what the group are trying to achieve and how they think we can do this together are available on the Education Conversation website.

The emerging ideas are available in Sign Language, Te Reo Māori, English and eight other languages. There are also short videos with the Ministerial Advisory Group members talking about their ideas (including sign language and closed captions).
Another group – The Curriculum, Progress and Achievement Reference Group – who have members across New Zealand, are leading conversations with their networks to gather feedback on the ideas. Reference group members can be found here.

New Resources

Mental Health Education and Haura: Teaching interpersonal skills, resilience and wellbeing
This resource supports teaching children and young people about mental health, wellbeing, resilience, and interpersonal skills. It was written by NZCER. More information can be found here:
https://www.nzcer.org.nz/nzcerpress/mental-health-education

Sharing Information Safely
Guidance for groups for sharing learning support information is now available on the Ministry of Education website.
Sharing information is an important element of the new Learning Support Delivery Model. Collecting, sharing and using personal information must comply with the Privacy Act. You need to be sure that the sharing is within the law and that you follow the right processes to keep the information safe.

This guide helps Ministry staff, RTLB, education providers and others who are implementing the new learning support delivery model to share information about children and young people safely. It includes practical support based on real scenarios, protocol templates and checklists.
Read more about the Guide for groups sharing learning support information here.

Trends in assessment: An overview of themes in the literature, R Hipkins and M Cameron, NZCER
This report outlines findings from a literature review of trends in assessment policy and practice, which was commissioned by the Ministry of Education.

Building genuine learning partnerships with parents
This 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.

A copy of the report can be downloaded here.

What's new in the library?

Why searching for 'what works' is a wild goose chase, by Nick Dennis.
Times educational supplement 5316, 2018, p. 20-23 *(article).*
Talks about teachers' uncritical acceptance and translation of educational research to classroom practice. Argues that not all research is applicable to or appropriate for complex school contexts. Critiques Carol Dweck's growth mindset theory.
Click here to read this article

When the adults change, everything changes: seismic shifts in school behaviour, by Paul Dix.
This book proposes a new approach to behaviour management in schools. It talks about how the behaviour of teachers, leaders, and support staff impacts on the behaviour of students and argues that it is more effective to change the behaviour of adults in a school than it is to try to change the behaviour of students.

Prevent-Teach-Reinforce: the school-based model of individualized positive behaviour support, by Glen Dunlap.
This book describes Prevent-Teacher-Reinforce (PTS), a positive behaviour support model that aims to help primary and intermediate students with severe behaviour problems in a school setting. Includes guidance and strategies for implementing the five steps of PTR: team building and goal setting; data collection; conducting a PTR functional behavioural assessment; developing interventions; and monitoring progress and making data-based decisions.

Using restorative circles in schools: how to build strong learning communities and foster student wellbeing, by Berit Follestad
This book describes how to use restorative circles in schools to promote positive behaviour, heal and build relationships, tack bullying, and create an inclusive learning environment. Includes games and activities.

The inclusive education checklist: a self-assessment of best practices, by Richard A Villa
This book presents a practical tool for implementing, assessing and optimising inclusive education. Contains a checklist of 15 key practices that comprise quality inclusive education. Details each practice and provides a list of indicators that deconstruct the practice.

General Information

RTLB Enquiries mailbox
For enquiries regarding the RTLB service, please email
RTLB.Enquiries@education.govt.nz

In-Class Support
For enquiries regarding In-Class Support, please contact your local Ministry office.

Year 11+ Funding
For enquiries regarding Year 11+ Funding (formerly RTLB Year 11-13 Funding), please contact your local Ministry office.

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/

Learning Support Delivery Model
Read more about the Learning Support Delivery Model here.

RTLB online toolkit
The Professional Practice online toolkit http://rtlb.tki.org.nz/

Lifting aspiration and raising educational achievement for **every New Zealander**

Education.govt.nz I Follow us on Twitter: @EducationGovtNZ