

Resource Teacher: Learning & Behaviour Service Newsletter



June 2019, Newsletter No. 42

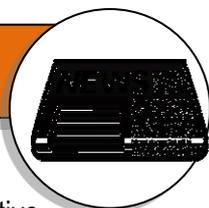
Kia ora koutou,

I would like to farewell and thank Annette MacDonald (manager Cluster 27), Paul Veric (lead school principal Cluster 24), Chris Dibben (lead school principal Cluster 25), and Tineke Giddy (lead school principal Cluster 28). Thank you 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 would like to warmly welcome Carolyn Silverwood (Cluster 27 manager) and new lead school principals Karleen Marshall (Tawhero Schccol), Sam Moore (New Plymouth Boys' High) and Karen Hardie (Bellevue School). Sarah and I are here to support you as best we can.

Lianne Kalivati and Sarah Hennessy
Ministry Learning Support

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Dates for your calendars

26 July 2019

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

Qualitative reports are due. Please email these to RTLB.enquiries@education.govt.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.

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 remaining meeting dates for 2019 are:
7 August and 13 November.

RTLB Study & Qualifications

RTLB Specialist Teaching Qualifications

The Ministry is planning to procure a national provider or providers to deliver specialist teaching qualifications from 2021. If any of your RTLB discontinue their study please email the Ministry's Advisor Study Awards and Scholarships LearningSupport.Workforce@education.govt.nz.

While we acknowledge it is the responsibility of the RTLB to advise the Ministry when they discontinue study for any reason, this does not always happen. The Ministry is responsible for keeping records of changes as we are accountable for the support we provide. Your help with this would be appreciated.

Employing staff who hold a PG Dip Specialist Teaching qualification

Newly appointed RTLB who have completed a PG Dip Specialist Teaching qualification in an endorsement other than Learning & Behaviour, will only need to complete the first year specialist paper (Theory and Foundations of Learning and Behaviour) and the second year practicum paper (Practicum in Learning and Behaviour) to fulfil study requirements. These two papers could be completed in one year.

This arrangement is the same at both Massey University and the University of Canterbury.

RTLB Study Block Courses

We have recently become aware that approximately 70% of students attending study block courses leave the venue before the end of their last face-to-face contact day. We strongly encourage you to book travel ensuring RTLB have enough time to remain at the course until the end of the day, before travelling to the airport - unless there are extenuating circumstances.

Assistive Technology Update

The assistive technology criteria used by the Ministry of Education to identify students with additional learning needs who may require assistive technology is changing. This is to align with the Learning Support approach and took effect from the beginning of 2019.

The two changes to the criteria are:

1. Addition of in-class support to the Ministry of Education Learning Support initiatives.
2. Removal of the specifically labelled additional learning support provision e.g. Resource Teacher Learning and Behaviour (RTLB) and Special Education Grant (SEG). Instead, students who are supported this way will come under a more inclusive grouping "Other learning support".

Visit [the Ministry's website](#) to read the full updated assistive technology criteria.

Resources

Incredible Years Autism NZ – parent testimonials

A video has been put together by one of our providers with some testimonials from parents who have completed the Incredible Years Autism parent programme. Incredible Years Inc. in the US have added this video to their website. You can view the video here:

https://www.youtube.com/watch?time_continue=1&v=xtBHzVwMzQ

10 ways to teach me – Brigham Riwai-Couch

Brigham shares his perspective of the top 10 things that make a difference for him as a learner. This video focuses on Māori achieving educational success as Māori, drawing on student view. I'd recommend viewing and sharing this very powerful, informative and moving video. <https://vimeo.com/325105212>

What makes a good life?

The Children's Commission asked children and young people for their views on what wellbeing means to them. They heard from more than 6,000 children and young people about what a good life is and what they thought were the most important areas to focus on to make things better for all children and young people. You can read their report here:

<http://www.occ.org.nz/publications/reports/what-makes-a-good-life>

Inclusive Education website

To align with awareness weeks in May, we've gone live with two new guides on the Inclusive Educations website – one on Asthma and Learning

(www.inclusive.tki.org.nz/guides/asthma-and-learning/) and

one on Allergies and Learning

(www.inclusive.tki.org.nz/guides/allergies-and-learning). Both guides have been drafted with early childhood, schools, and school nurses in mind.

The asthma guide introduces fun characters like Sailor the Puffer Fish. It brings together asthma policy templates, checklists, emergency information, fun classroom and home activities, role plays and lesson plans from a range of New Zealand organisations and researchers.

The allergies guide links to picture books, songs and recipes for allergy-free play dough. It links to guidelines on using Epipens. It covers safe eating environments, airborne triggers, safe trips and excursions, teaching resources, action plans, risk minimisation strategies and incident registers.

What's new in the library?

Cardno, Carol, et al. (2018). [Middle-level leaders as direct instructional leaders in New Zealand schools: a study of role expectations and performance confidence](#) [PDF]. Journal of educational leadership, policy and practice 33 (2), p. 32-47.

Examines the extent to which middle-level leaders in New Zealand primary and secondary schools perceive they are expected to perform the role of instructional leadership and attempts to determine their confidence performing associated tasks.

Abella, A. (2018). [Analysing Pacific teachers' pedagogy inside New Zealand classrooms: a case study using a cultural history activity theory \(CHAT\) perspective](#) [PDF]. Waikato journal of education, 23 (1).

Investigates how Pacific teachers' classroom practices can add value to New Zealand secondary students' learning.

Taleni, Tufulasifa'atafatafa Ova. (2018). [Tofa liuliu ma le tofa saili a ta'ita'i Pasefika: listening to the voices of Pasifika community leaders](#) [PDF]. New Zealand journal of educational studies 53 (2), p. 177-192.

Explores the voices of nine Pacific leaders living in New Zealand and reports on what they perceive are the critical issues for advancing Pacific students' educational outcomes. Identifies and discusses seven key factors that contribute to educational success.

Malone, Patrick S. (2019). [Explains why employees get anxious about receiving feedback and how managers can overcome their fear of delivering it](#). TD: Talent Development 73 (2), p. 30-35.

Explains why employees get anxious about receiving feedback and how managers can overcome their fear of delivering it.

Rogelberg, Steven G. (2019). [Why your meetings stink, and what to do about it](#). Harvard business review 97 (1), p. 140-143.

Explains how leaders and managers can eliminate ineffective and unnecessary meetings while improving the quality of those that remain. Shows how managers can objectively assess and improve their own meeting skills.

General Information



RTL B Enquiries mailbox

For enquiries regarding the RTL B service, please email RTL B.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 RTL B 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](#).

RTL B online toolkit

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

Lifting aspiration and raising
educational achievement for
every New Zealander

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