

Resource Teachers: Learning & Behaviour Service



Term 2, 2022, Newsletter 53

He Aituā! He Aituā! E hikohiko ana te uira ki runga i te tihi o Hikurangi maunga! Ka nui te pouri, ka nui te taimaha i te matenga atu o tō tātou nei tino hoa a Hariata Green I ngā rangi tata kua taha atu nei.

Nō reira e te māreikura, e te Koka, e te pouwhirinaki o te kāhui o Ngā Pouwhirinakitanga, kua ngū tō reo, kua oti te mamae, kua mutu au mahi nui i te ao kikokio, nau I āta poipoi i ngā tamariki mokopuna, i ngā whānau, i a mātou ō tino hoa puta noa, puta noa. Haere rā, e te mokopuna o te Tai Rāwhiti, haere ki te iwi, haere ki ō whanaunga, hoki atu rā ki Hawaiki Nui, ki Hawaiki Roa, ki Hawaiki Pamamao. Takahia te ara whānui ā Tāne. Moe mai rā I roto I te Ariki.

E kore rawa ngā mihi ki a koe e mutu, e kore koe e warewaretia. Haere, haere, haere.

He mihi aroha ki a rātou mā, he mihi maioha ki a tātou te kanohi ora, tēnā tātou katoa.

Our thoughts are with Hariata Green's whānau, Cluster 21 and members of Ngā Pouwhirinakitanga at this sad time. Donna Caddie, Kristina Perry, Jill Ford

Massey University Specialist Teaching Update – Wendy Holley-Boen, Malia Tuala and Rosina Prasad

Thanks to Cluster Managers/Practice Leaders for supporting students to integrate practice and study in their Practicum Mapping portfolios. Across the 100 L&B portfolios, we saw preparation for practicum journeys which will be:

- tailored in response to RTLB's personal and professional strengths and interests, and the needs and priorities of their contexts
- genuinely co-designed to ensure they are joined up and manageable, and create a network of people invested in and benefiting from their journey
- crafted with the end in mind, for instance the difference they want to make and how their practice will look when it meaningfully reflects the principles/key policies/frameworks
- specific and structured enough to be useful in charting the journey, and flexible enough to allow them to embrace opportunities/ respond to choppy waters
- aspirational, manageable and impactful, with the right amount of stretch to make a difference to themselves and others.

Massey University continued

The PL/Study Mentor Network zui also explore our shared responsibility in supporting studiers. Upcoming dates for the 3.00-4.00pm zui are 7 June, 8 August and 13 September.

To join <https://massey.zoom.us/j/3814014166>.

We are looking forward to our July Contact Workshop with two fabulous days planned with each group.

- Year 1s: Monday July 11 (online) and Thursday July 14 (on campus)
- Year 2s: Monday July 11 (online) and Wednesday July 13 (on campus).

He Pikorua online workshops – Vonnice Jones

The benefit of having He Pikorua as an online practice framework is that we have been able to further develop and refine it as we learn. RTLB and Ministry staff are invited to participate in an online workshop to explore updated parts of He Pikorua. In these sessions we will discuss and workshop the set of reflective prompts and share Te Tuapapa (formally tiered support).

There are three workshop options to choose from – all three are the same. Sign-up to the workshop of your choice by clicking on **ONE** of the links below.

9 June 1-2:30pm [He Pikorua Workshop Option 1](#)

13 June 1-2:30pm [He Pikorua Workshop Option 2](#)

15 June 1-2:30pm [He Pikorua Workshop Option 3](#)

Inclusive Design Modules - Sarah Spence

In support of Priority 4 in the Learning Support Action Plan, a set of Inclusive Design Modules have been developed by the Ministry and Core Education, guided by a Kaitiaki Rōpū. We have developed this resource with the premise that flexible support starts with inclusive design. The Inclusive Design modules are a resource for developing kaiako/educator capability and confidence across a wide range of English medium settings. The resource package is 3 modules designed to be facilitated in a group setting.

- Building Inclusive Practices and Equity
- Design for Learner Variability
- Inclusive Curriculum Design and Intentional Teaching

Thank you to all the RTLBs that have taken the time to contribute to the review process and have indicated their willingness to be involved in the piloting and refining process, including those from Clusters 4, 14, 27, and 28. Trials begin in Term 2.

Once piloted and refined the resource will sit on the Inclusive Education website (TKI) and will be available for everyone to access.

Making NCEA more accessible - Chrissie Butler

As part of the [NCEA Change Programme](#), we are working to ensure the teaching, learning, and assessment which underpins NCEA is inclusive and accessible to all learners.

Part of this work is to strengthen the inclusive design of achievement standards, assessments, and teaching and learning resources. This work is being co-developed with teams of Kaiako, NZQA, and supported by several advisory panels, including one with a disability and learning support focus. We are also working closely with NZQA to review and refine processes associated with Special Assessment Conditions to minimise barriers and increase usability.

Universal Design for Learning (UDL) is being used as a guiding framework across all development processes. We are also exploring how UDL can be of value in kaupapa Māori contexts within the sector. New content for the UDL guide on [inclusive.tki](#) with a specific focus on NCEA will be available starting in mid-2022. There will also be new content focussed on supporting ākonga with dyslexia in [Literacy and Numeracy](#). The emphasis in both resources will be recognising and minimising barriers and embedding supports so that they are available to all. For more information email accessibility.inclusion@education.govt.nz.

Positive early findings for Better Start Literacy Approach - Carmel Irwin

Better Start Literacy Approach (BSLA) is an integrated approach to developing vocabulary, oral listening, spelling, writing and reading skills for English language in the first year of learning, utilising the Ready to Read Phonics Plus texts. BSLA focuses on the link between spoken and written language, systematically supporting children's phonological and phonemic awareness, letter-sound knowledge and oral language. Wide scale BSLA professional support and teaching has been in place through University of Canterbury since February 2021.

Learners complete baseline assessments at school entry or pre-BSLA teaching and then ten week assessments following ten weeks of BSLA Tier 1 teaching. The ten-week assessment alerts teachers to which learners need additional support at that early stage.

Assessment results show learners were able to transfer their emerging phoneme awareness and phonic knowledge to the reading and spelling words that they had not seen before. This shows in their writing as well. Ākonga Māori, Pacific learners and learners from low socio-economic areas made the fastest progress in the first ten weeks.

Centre for Assistive Technology (CAT) - Maree Boyd

CAT offers webinars on assistive technology available to wide audiences including school staff and RTLB, they each run from 3.30 to 4.30pm. To register click on the link in the webinar title. Term 2 includes:

- **Tues 14 June** – [Selecting the right equipment to trial](#) Prompts thinking about how to best support your student's learning needs when you are thinking about assistive technology to trial.
- **Thurs 23 June** – [TextHelp Read&Write](#) To discuss and show the features and tools of [Read&Write](#). NOTE educators can sign up for a free account here: <https://bit.ly/readwrite-free>
- **Tues 5 July** – [Assistive technologies that support the use of te reo Māori](#) Creative ways to find and use existing apps and software to support te reo Māori including existing apps and software.

NZRTLB Professional Learning Network (PLN) – Fiona Harkness and Cathy Pole nzrtlb.pln@gmail.com

Survey and PLD focus groups Survey feedback indicated Neurodiversity/Trauma Informed Practices and Universal Design for Learning are key areas of interest. You can view a summary of the findings here [Survey Feedback 2021-12-06.pdf](#). As a next step we will send out an EOI to establish PLD focus rōpū for each area.

Website We will set up an initial Google website as a cost-effective way of establishing an online platform while we work on the form and function for an NZ RTLB PLN website.

Ngā Pouwhirinakitanga In our commitment to honouring Te Tiriti o Waitangi we have had hui with representatives from Ngā Pouwhirinakitanga o Aotearoa. We are now navigating our partnership and establishing responsibilities.

Termly Pānui We will establish a termly Pānui to keep everyone in the loop on what we are doing in establishing the NZRTLB PLD and share ideas and great practice that is occurring around Aotearoa. We will be calling for submissions for our Term 3 Pānui.

NEX Summit Teachers Development Aotearoa (TDA) hold the responsibility for supporting the 36 Networks of Expertise (NEX) to establish peer to peer networks. The NZ RTLB PLN is one of a few fledgling groups who received funding for the first time this round. Earlier this month TDA convened the NEX Summit in Wellington. We found significant value in being able to share and establish collaborations across the different networks. For further information about NEX <https://www.tda.org.nz/nex-info>.

New resources to support relationships and sexuality education: A guide for teachers, leaders and boards of trustees [here](#)