

# Resource Teachers: Learning & Behaviour Service



## Term 3, 2022, Newsletter 54

Tēnā koutou katoa

Our Term 3 newsletter is a little later than usual which allows us to celebrate recent achievements such as a successful Lead School Forum, the opening of the study awards applications, and getting the satisfaction survey out in English and Te Reo. We have also started to update the TKI RTLB pages which will continue in Term 4.

Managers Learning Support in Auckland and Wellington have confirmed the new lead schools for clusters 6 (Blockhouse Bay Intermediate) and 28 (Tairangi School) starting January 2023. In October Cluster Managers can expect their satisfaction survey data and Lead Schools will receive their variation notices for 2023 in early November. New managers and lead school principals will be invited to online induction sessions in November.

Ngā mihi

**Jill Ford, Donna Caddie, and Elvira Edmonds**

### Welcome to our new Cluster Managers (CM) and Lead School Principals (LSP)

- Tracey Aitken/Fiona Harkness, acting CMs - Cluster 2
- Rachel Grant, CM - Cluster 7
- Rebekah Pearson, LSP - Cluster 13
- Maria McKenzie, CM - Cluster 27
- Nikki Poulter, CM - Cluster 37
- Craig Taylor, LSP - Cluster 40
- Graeme Williams, LSP - Cluster 26 (T4 2022)
- Michael Malins, LSP - Cluster 6 (T1 2023)
- Mark Barrett, LSP - Cluster 19 (T1 2023)
- Jason Ataera LSP - Cluster 28 (T1 2023)

### Curriculum refresh - Universal Design for Learning resources for NCEA

Our website has [New resources introducing Universal Design for Learning](#) (UDL) to support teaching and learning within NCEA. These include [templates to guide planning](#) and [Frequently Asked Questions](#) about UDL.

These resources have been developed as part of the [NCEA Change Programme](#) but many can be used by RTLB to support kaiako across primary, intermediate, and secondary contexts.

Please note that many of the planning templates are in Word documents and can be customised to suit the audience. For queries, ideas, and feedback, contact [accessibility.inclusion@education.govt.nz](mailto:accessibility.inclusion@education.govt.nz).

### Is He Pikorua resulting in practice shifts to improve service flexibility and responsiveness?

In preparation for the Lead School Forum 2022, Cluster Managers recorded examples of practice shifts and celebrations focused on implementation of He Pikorua. This provided a snapshot of progress towards this priority from the 2022/23 RTLB Funding Agreement - *He Pikorua is resulting in practice shifts across RTLB and Ministry staff to improve service flexibility and responsiveness*.

Of the 28 clusters who responded:

- 75% said often (n=18) or most of the time (n=3)
- 28% said sometimes (n=7)
- 0% said never or rarely

In Term 4 we will share a summary of this rich resource of shift examples which can inform future conversations within and across clusters and the Ministry.

### Developing the Common Practice Model for the Literacy & Communication and Maths Strategy - Tau Poutāhū

In March this year the *Literacy & Communication and Maths Strategy* was launched, followed by Action Plans in August to detail the actions to be implemented over the next five years.

The development of the Common Practice Model (CPM) is the first step. To achieve this, a group of contributors will work with the Ministry to develop the principles and pedagogies that will underpin the Model.

Cluster Managers have been invited to register their interest in this opportunity and a small number of individuals will be nominated and selected as contributors. Nominations from Cluster Managers are open from 15 September to 6 October.

You can read more about the strategy, action plans, and road map here: [Literacy & Communication and Maths Strategy – Education in New Zealand](#).

## **Attendance and Engagement Strategy**

The Government has developed a strategy for tackling the decade-long decline in regular attendance and engagement in schools. The Strategy has three key parts: clear expectations for everyone involved, ambitious targets for attendance levels, and bold actions. It recognises that to increase attendance and engagement we need to focus on learners being present, participating, and making progress, and that we all have our roles to play.

The strategy is a framework to support an all-of-government and an all-of-community response, building on what is already underway at a local level through Te Mahau and the work of Regional Public Service Leads. RTLB work plays an important role in creating the conditions for attendance and engagement. The contribution that RTLB make to improving attendance and engagement was acknowledged at the Lead School forum.

To support the strategy, a national communications campaign has been developed and launched on Monday 22 August 2022. It targets parents and the wider community, focusing on making attendance a national priority in the minds of parents, as well as ākongā and communities.

[Attendance-and-Engagement-Strategy-Document.pdf \(education.govt.nz\)](#)

## **Taonga Takiwātanga Wānanga 2022**

Te Pae Aronui in partnership with Taonga Takiwātanga Charitable Trust (led by Dorothy Taare-Smith) hosted five wānanga exploring the Māori world view on autism. Local marae across the Waikato, Tāmaki Makaurau, Te Tai Tokerau, Bay of Plenty, and Hawkes Bay created a context of manaakitanga and collaboration for the wānanga.

Each wānanga focused on understanding of Takiwātanga (tamariki with autism or other special gifts) from a Te Ao Māori perspective and developing confidence and capability of the education workforce to support ākongā and their whānau. Following a pōwhiri, the day involved learning about Taonga Takiwātanga; listening to whānau voice, legal rights of children with a disability within education, and identifying local support networks.

Approximately 330 people participated including RTLB, learning support specialists and coordinators, education leaders and kaiko from schools, kura, kohanga reo, and early learning services, and local whānau. The Taonga Takiwātanga Trust captured participant feedback to inform future wānanga. Initial feedback indicates this has been valuable learning particularly as learning about neurodiversity is centred in Te Ao Māori. [Home | Takiwātanga Taonga Charitable Trust | Gisborne \(taongatakiwatanga.co.nz\)](#).

## **Specialist Teaching - Massey University: Wendy Holley Boen, Malia Tuala, Rosina Prasad**

At the Lead School Forum we highlighted some of the broader life-long and life-wide learning initiatives Massey offers alongside the Specialist Teaching programme.

*Equity through Education Research Centre (EtE)* – foregrounds research and practice focusing on equity and inequity in Aotearoa, and welcomes community partnerships and blog posts around research and practice <https://www.equitythrougheducation.nz/>

*Kairaranga* – an interprofessional journal on practice, research, positioning, and experiences welcomes submissions in Te Reo Māori and English on topics of diversity, inclusive education, and learning support in Aotearoa. The journal is now freely available online - <https://kairaranga.ac.nz/index.php/k/index>

*Te Rourou Whai Hua* – a resource library, collection, and curation of resources, links, tools, and websites already available to educators in Aotearoa. It sits within the Learning Support Network (LSN) of expertise for Learning Support Coordinators, SENCo, and others working in a dedicated Learning Support role to connect and collaborate with other in English and Māori-medium. <https://www.lsn.nz/>

*Ongoing professional learning* – contact the Massey team ([specialist.teaching@massey.ac.nz](mailto:specialist.teaching@massey.ac.nz)) to find out more or co-design bespoke workshops, modules, and short courses relevant for your ongoing practice and networks. Enrolment for study in 2023 is open – please remind your RTLB to [enrol for the Specialist Teaching qualification](#) as well as [complete their application for a Study Award](#).

## **Tautai - The pathway to leadership is through service**

Our Tautai Pacific RTLB are committed to support clusters to serve their Pacific communities. Our Pacific Liaisons' Fono in July was a huge success with 47 attendees representing 20 clusters.

Our next event is a Zoom National Fono webinar on 23 September from 9 - 12:30pm. We will be focusing on the Action Plan for Pacific Education Key Shift 3: Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.

We are fortunate enough to have Melini Fasavalu (Waimahia Intermediate), Pelu Leaupepetele (Kedgley Intermediate), and Karl Vasau (Rowandale School) to share their stories of how they work with the RTLB and put the action into the Action Plan for Pacific Education.

Clusters or school principals can register to attend at [rtlb.admin@rtlbcluster12.school.nz](mailto:rtlb.admin@rtlbcluster12.school.nz).

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