



## REMUTAKA RTLB NEWSLETTER TERM 2 2021

Kia ora koutou,

The year is racing by and fortunately we are having a mild winter so far, which means that we can be outside, getting fresh air and exercise, plus more outside lunchtimes (when the rain stops). It's so good to see all the wonderful Well Being activities that are happening for both staff and mokopuna throughout the two Wairarapa Kahui Ako and the Upper Hutt School Cluster. The RTLB team value the opportunity to be part of these and other shared activities, such as PLD. All of this helps to develop connections and relationships, so thank you for including us. We also appreciate being a part of those wonderful problem solving, future focused conversations that happen at the systems level.

### Staffing

We are very sad to have received the resignation of two of our Wairarapa team members. Amanda Taylor joined the team in 2015 and came to us with a wealth of skills and experience. Her skills, knowledge and wisdom have been truly valued by all those she has worked with over the last six years and she will be greatly missed. Amanda is looking forward to whatever the next stage may bring, which no doubt will involve something interesting and innovative along the way.

Leif Hansen has only been with us for a year and during that time he has become a real asset to the Wairarapa team. He and his family are moving to Wellington, where he will join the Wellington RTLB team, Ngā Hau e Whā. Our loss is their gain.

There will be implications for the Wairarapa team with two less staff for at least a term. Amanda and Leif have worked hard to complete as many cases as possible and those cases that will continue will be allocated to another RTLB. Their Liaison schools have also been re-allocated and your new liaison RTLB will be in touch later in the term. We will also not have the capacity to pick up as many individual Requests for Support and may need to waitlist or try some different ways of working. We have been brainstorming around possible solutions, so please be patient. The positions are currently advertised in the online Education Gazette and will close on 25 June.

### ICS

MOE will soon be sending out letters and application forms for ICS in 2022. Please note that ICS does not automatically roll over, you will need to make a new application for current students if your data shows they still meet the criteria. Students need to be at Level 1 in **both** literacy and numeracy. Schools will be asked to provide an IEP or Learning Plan to support the application for these target learners. Once schools have received the information from MOE, if there are any questions you will be able to ask your liaison RTLB.

### Gateway Assessments

RTLB are expected to support the Gateway educational assessments as part of the RTLB Service Agreement with the MOE. The expected process is that Oranga Tamariki Social Workers send requests for educational assessments to the RTLB Cluster Manager. An RTLB is allocated to support schools to complete the requests within the expected time frames. The Gateway Co-ordinator liaises with the Cluster Manager to check which requests have been completed during the year. Recently this process has not been followed and some Social

Workers have been sending the requests straight to schools to complete, which has caused some confusion. If schools receive a request straight from a Social Worker, could you please ask them to send it via the RTLB Cluster Manager. The OT Practice Leaders are also ensuring that the process is clear for their teams.

### Transitions/Progressions/Coherent Pathways

RTLB are working with each Kahui Ako and the Upper Hutt Cluster to look at transition processes. Transitions are a very important process in the students' progression through their education journey. We want to ensure the process is as positive as possible to ensure success and a sense of belonging. Some anxiety is expected due to change but this should be manageable with the right support and information.

RTLB will only support students during the transition process if their needs are 'above and beyond' those that can be managed by the school's process. These students would probably already be on the RTLB roll or have been identified as 'at risk' by the SENCO or LSC and discussed with liaison RTLB. Some students need a prolonged transition. Processes will be part of the Kahui Ako/UH Cluster discussions and relevant to each context. We are really pleased to be around the table for these discussions at the system level.

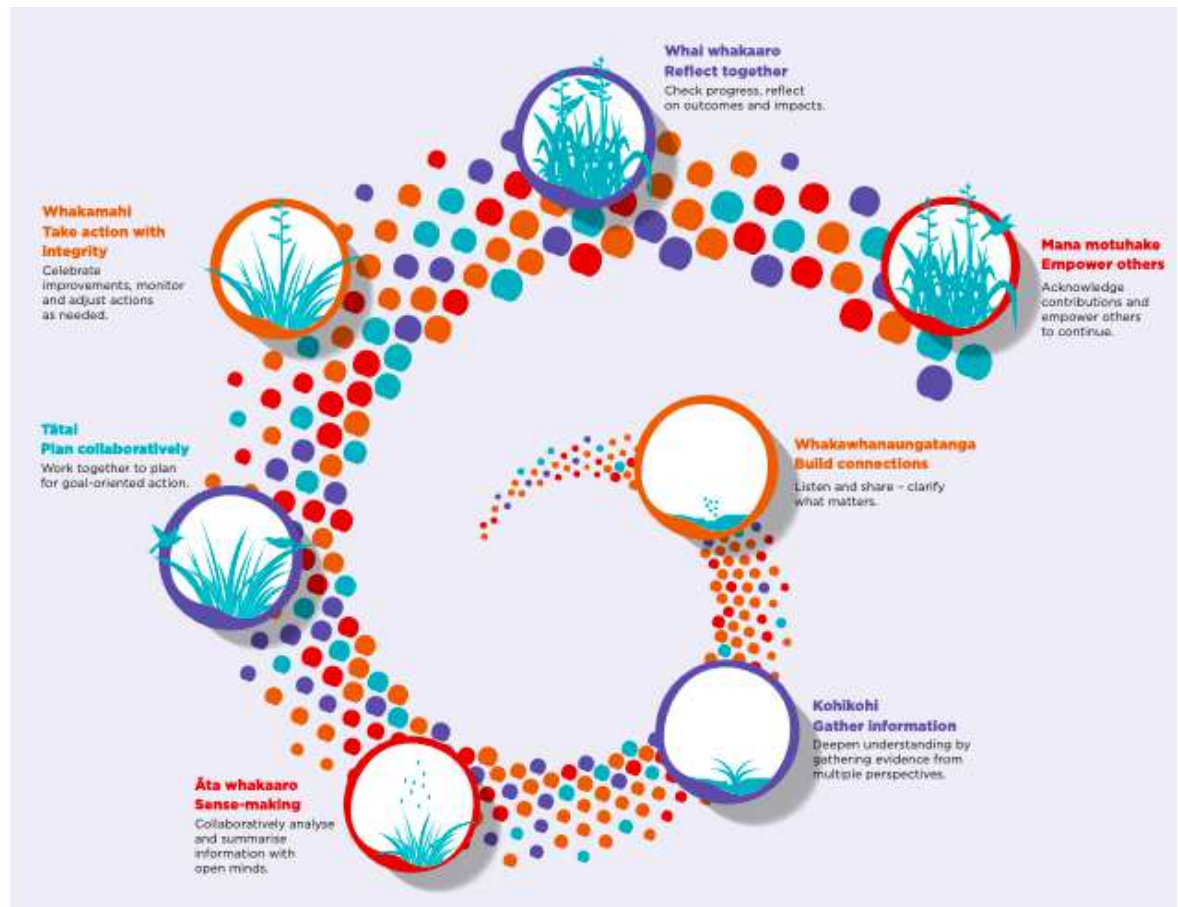
### He Pikorua: One Practice Framework shared between MOE: Learning Support and RTLB

#### He Pikorua in action

He Pikorua in action provides a flexible approach for responding to the needs of mokopuna, whānau, educators, teams and communities, that supports the spiral of inquiry and continuous improvement.

Our Practice Principles guide us in the work that we do. Our seven guiding principles are:

- Mokopuna and whānau-centred
- Strengths-based
- Collaborative
- Culturally affirming and responsive
- Inclusive
- Ecological
- Evidence informed



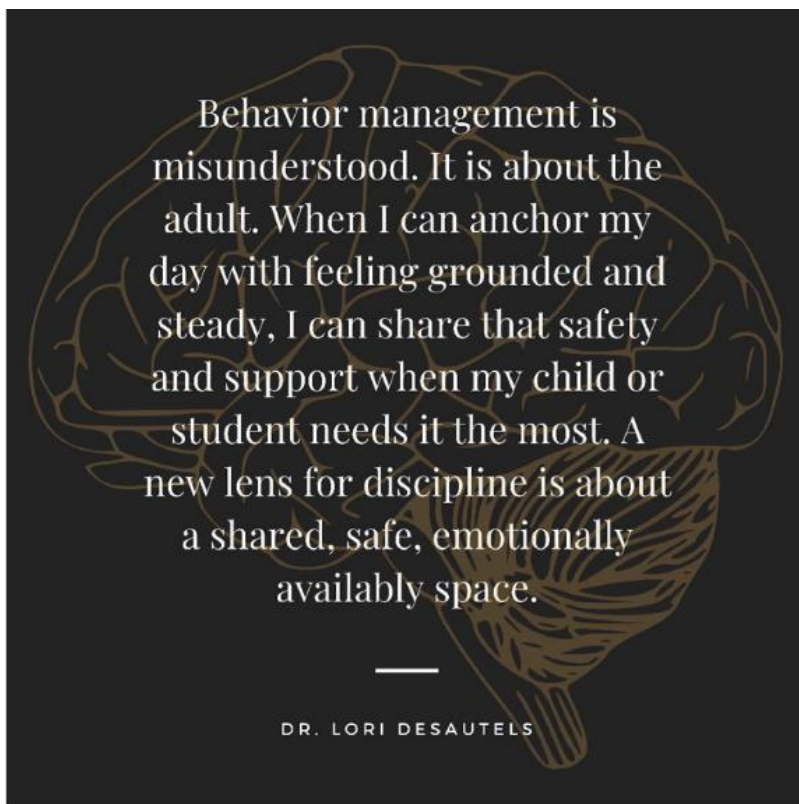
Our previous practice sequence has been replaced with the He Pikorua framework, which is explained above. As part of this we have been developing our relationship with the Learning Support team and ensuring that we all understand each practitioner's role and ways of working. We discuss which is the right service for students and there are times when it is appropriate to co-work to meet the needs. It is expected that all concerns have already been discussed with the liaison RTLB, unless there has been a crisis. In this case, the situation is still

discussed with the RTLB, if appropriate. We also work alongside schools to ensure that mokopuna and whānau stay at the centre of all that we do.

### **Some Thoughts from the Road**

One of the advantages of travelling between Masterton and Upper Hutt each week is that it gives me the opportunity to listen to podcasts. Recently I have become very interested in listening to the the ever developing links between education and neuroscience. I was fortunate to have been involved in the first post-graduate class in neuroscience at Otago university in 1981, before MRIs were even introduced. It's unbelievable how far our knowledge of the brain has come since then. I was told that research to practice takes about 30 years and now I know that seems about right.

Neuroscience is helping us to understand about how malleable our brains are, through neuroplasticity we are able to develop new pathways for learning. Neuroscientist, Professor Selena Bartlett has opened Australia's first NeuroSPARK Lab at QUT, designed to retrain people's brains. I'm certainly going to follow that up. Neuroscience is also helping us to understand trauma, exposure to violence, alienation and the effects of any other Adverse Childhood Experience, on the developing brain. It explains why so many of our children behave the way they do and gives us strategies to help these children. We hear about dysregulated children and certainly see them in our classrooms. What is becoming clear is that these children need to learn co-regulation before they can regulate themselves. It takes a calm adult to calm a child and we all know what a challenge that can be.



Ngā mihi

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