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“It’s not where, it’s how”
“Ehara I te wāhi ko te tino take, engari me pēhea”

SEPANZ Executive:

Northern/Auckland: [Sally Wilkinson, Blomfield Special School \(Secretary\)](#)

Central: [Barrie Wickens, Tauranga Special School \(2016-17 NZEI Rep.\)](#)

[Diane Whyte, Fairhaven Special School \(Treasurer\)](#)

Southern: [Graeme Daniel, Allenvale School \(Past President\),](#)

PRESIDENTS NEWSLETTER

FEBRUARY, 2017

Kia ora. Tēnā koutou katoa. Sincerely trust that everyone managed some rest and recuperation prior to what is another jam-packed, eventful year!

MOE structural changes for 2017:

The MOE has re-organised. This “flow chart” may help everyone to visualise the new structure. “Special Education” is now “Learning Support”.

New Ministry of Education Structure

10 Regional Directors of Education (across New Zealand)

National Director Learning Support

David Wales - sits with Reg.Directors - his team develops Policy Implementation & Strategy
Sally Jackson (Chief Administrator Strategic Relationships)

Managers Learning Support (12 across country)

Managers report to Regional Director Wider role than previous "regional managers" includes: SE, ESOL & manages exclusions etc

Auckland has 3 of these due to pop. size.

Auckland: Deputy Director Learning Support = Adele Peart-Bailey who reports to Isobel Evans (Regional Director of Education)

PS: Brain Coffey is no longer with MOE.

Nikki Kaye – Minister for Education

As advised Nikki is “our” new Minister. She already has a reputation as a highly collaborative person and is a good listener! Nikki will have an Associate Minister probably Hon Louise Upston to assist her.

Hon Hekia Parata’s final day as Minister will be May 1st 2017. Personally I always found Hekia to be open, frank, strong and completely focussed on achieving the best possible outcomes for all Young People/Children/Students. Perhaps not everyone agreed with her direction and modus operandi – however I don’t think anyone could doubt her sincerity and diligence.

Funding Reviews- Cabinet Papers:

Two Cabinet papers were published in 2016. Hon Hekia Parata ensured that the sector was fully informed of their contents.

The second, placed ORS on the agenda – but nothing more has been decided to my knowledge.

The Funding Review task force has established four “technical reference groups” to address particular “funding questions”.

Small and Isolated - looking at issues associated with small, isolated, schools

Disadvantaged - (Schools /Students with particular challenges that make learning success more difficult) amongst other things, this group will consider a replacement system for decile rating.

Data for Outcomes – focus on the type of data and information that is required to inform families/whanau/students and the education community about Student Learning, at all levels of schooling ie: early childhood through to secondary.

Curriculum based per child funding – considering current challenges of aligning the curriculum framework, and the measures of progress, with funding.

All groups are at the very beginning faze. The Groups are expected to take several years of focussed work before any decisions are made. Likewise the “Funding Review’ – It is not a knee jerk response – it is intended to be a well thought through review of how best to “fund” children throughout their learning journey.

Another aspect of all of this action is the Community of Learning initiative (C.O.L.s). Possibly there will be a “Toolkit” developed. I would imagine, for example, a means of measuring the success of COL’s and also their impact on funding future schooling would be questions to be answered.

David Wales - National Director Learning Support – meeting:

David Wales, Director Learning Support is a key person for us to work with. I met with David and Sally Jackson on Friday 17th February. Sally has been appointed as David’s Chief advisor. A very welcome appointment!

The meeting was requested to try to clarify some important outstanding issues. One such agenda item is the current Section 9 process. When the S9 process is working well then clear decisions can be made regarding how to provide appropriate learning spaces. It must be a

collaborative conversation between the Family/Whanau/ MOE- Learning Support and the School.

I gave David a copy of an original MOE document outlining the essential elements of the S9 process – which he copied for further consultation. It is acknowledged that “the process” must involve the Family/Whanau, MOE-Learning Support people and the School. That way all options to best met the learning needs for the Child can be discussed and considered. If it is a well-considered decision between all parties then property considerations can follow.

Another important discussion concerned the “continuum” of learning support. Our schools’ Learning Support provision contributes an essential element for Parental Choice. Namely: Base School programmes for those Young People with profound health and safety and/or learning needs. Satellite opportunities for those Young people who should be included on a mainstream campus and whom also require intensive one-to-one support within a small group placement. And an Outreach Service to programme for and to assist Students with ORS /Teachers/Schools located on a mainstream campus. A “continuum” intimates a “flow” of opportunities – the Young person should have the option of schooling opportunities to best meet their learning requirements at any given time. The ultimate would be to achieve a flow between our schools and our local schools (eg: COL schools) to best meet the needs of all Young people with ORS in our catchment zone – or the COL zones. We have the expertise and wouldn’t it be marvellous if we could assist most Young People who would benefit from that knowledge!

On that note David intends to progress the Future Network Planning work (- Future options for additional space and specialist teaching for ORS verified Students being conducted by Jill Ford) even though we were informed that the process will slow whilst MOE Learning support processes internal change – David is fairly well “progressed”. As a result of the two meetings held in 2016 the next action is a draft Options Paper. The suggested options thus far are all very familiar to SEPAnz members and include what we consider appropriate ie: Base Schools, Satellites, Outreach, Hubs etc. In other words a “continuum”.

NO decisions have been made everything is still on the drawing board! However there are lots of questions across our sector currently pertaining to “the future”.

Another interesting item is the Project planned for Learning Support Central District *I think!* – we were advised of this during MOOT. Our colleagues Barrie and Sherie are involved and will keep us up-dated. Very recently, the Minister referred to this project as a “blueprint” however we do not have any details to share as yet.

Understanding Behaviour – Responding Safely working group:

Graeme has been on the Advisory Group and Hamish (from Allenvale) and I were on the working party. Everyone had the opportunity to consider this resource and to ask questions at Conference from Brian Coffey and Di Thomas.

Currently there are on-going discussions about “restraint” as we knew there would be. Best advice is to write and to implement a “Safety/Behaviour” Plan for each young person who may require restraint. Then the immediate Team around that person should be well trained. The Plan will involve open conversations with the Family/Whanau. My understanding is that “permission’ from the family is not the crux of Safety Planning – they must be very well

informed and involved and hopefully will consent to the plan – however ultimately everyone’s safety (other Children and School personnel) is paramount. If you require support to write a plan then consult MOE-Learning Support. I understand that they too, are deliberating over how best to support Schools when restraint is a proven possibility for some young people. There will be a “team” of MOE Folk trained in safe restraint practices I believe, who will be available to advise schools.

Best advice is not to train your whole staff in Restraint practices – rather focus on Positive Behaviour Support practices and rely on well-constructed Safety Plans to address the few instances of Students requiring restraint. De-escalation is usually most effective for the majority of our Young People.

NZEI :

The new president is Lynda Stuart. She is an easy person to engage with and will visit with me on March 15th. Francis Nelson (Past President 2015) is now working part-time with the Education Council (she has maintained her Principal-ship). Barrie Wickens is the SEPANZ Representative for 2017. Barrie has sent the following dates of his NZEI National Executive meetings:

Friday 10 and Saturday 11 March.

Friday 19 and Saturday 20 May

Friday 18 and Saturday 19 August

Friday 10 and Saturday 11 November

You may wish to contact Barrie prior to these meetings. There is an NZEI focus on improving Teacher Aide salaries in 2017. That is an honourable goal as long as the Government agrees to cover the increase. In addition there are many of us who would also like to see a qualification framework attached.

The Minister has made it very clear -again this week- that Cabinet will not be advancing education any more money. The National Government has added an additional 35% to Education (Vote and Schooling) during their term, and the school population has increased by 3.5% so Education will have to use the money we already have – apparently. Consequently NZEI will have to be circumspect about salary increases.

Specialist Service Standards Review of the process:

As advised this project took on a more positive light during the latter part of 2016. A draft “new process” is in discussion. The proposed new review process has a focus on School Self Review – (that is what we know about our practice and how it results in positive outcomes for Young People) as well as an emphasis on collaboration. ERO’s *Effective School Evaluation* and *School Evaluation Indicators* are being used as reference documents The next working party will be held on 7th March. The following points may be of interest:

With the joining together of all the student support functions across the Ministry, the Assurance and Eligibility team (Carolyn Grace, Mary Smith and Team) shift to the new Learning Support

structure in national office, Wellington. 61 of the 75 Providers have been reviewed in Cycle 2 since July 2013. These include, 21 Special Schools, 14 MoE Districts, 8 Early Intervention providers, 13 High Schools, One Intermediate School, and 4 Primary Schools.

David Wales has the Specialist Service Standards process as a part of his portfolio and is very interested in some pro-active changes which we discussed at the meeting held on 17th Feb.

2017 CLICK Re-cap:

Thanks to 2016 diligence by James Le Marquand, Graeme Daniel and committee members, the process was concluded and the remaining funds, approximately \$50k were deposited with SEPANZ to be tagged to procure professional speakers for conferences. The money is placed in a separate identifiable stream within the SEPANZ Budget. In addition with SEPANZ now purchasing the KCP manuals on behalf of the membership, some funds will be tagged for this purpose. As advised, Members will please contact Diane Whyte at Fairhaven regarding KCP Manuals.

Thank you for the on-going conversations –let us continue in that vein a divided sector is a vulnerable one!

Very best regards to all.

Judith