

School Jargon

RTLB

Resource Teachers: Learning and Behaviour

- Funded to work with teachers and schools to find solutions to support students in Years 1-10 with learning and/or behaviour difficulties.
- Particular focus on supporting Māori and Pasifika students and children and young people moving into State care.
- RTLB support and up-skill teachers to better meet the needs of students while they stay within the classroom.
- To receive RTLB support must meet a set criteria

RTLit

Resource Teachers of Literacy

- Provide specialised literacy assistance to learners in years 1 to 8 who are experiencing difficulties with literacy learning.
- Work with the student's teacher.
- The three priorities for acceptance are:
 - students well below National Standards,
 - students who are referred on from Reading Recovery, and
 - students that have the highest literacy needs

SENCO

Special Education Needs Co-ordinator

- This is the "go to" person apart from your child's teacher in your school if you have any queries about your child's specific learning difficulties.
- They work with students (or know who does) who have special learning needs such as:
 - physical disabilities, sensory impairment, speech and language requirements, cognitive disabilities, emotional/behavioural difficulties, specific learning difficulties
- Responsibility for Individual Education Programmes (I.E.P.) for special needs students
- They are involved in applying to the MOE for additional resources or funding for children with special needs eg RTLB's, ORS
- They will be involved in making applications to NZQA for students who require special assessment conditions and prepare all related paper work.
- Liaise closely and regularly with parents/whanau
- Leadership and coordination of teacher aides and their timetables

LSC

Learning Support Co-Ordinator

- Available in some schools
- Their roles include
 - building the capability of kaiako and teachers
 - identify and plan for the learning support needs of all children and young people in the school or kura, including those with moderate needs
 - be available to support learners, and their parents and whānau. The intention is that they will simplify the system, so it's easier for them to access services.

SLD

Specific Learning Difficulties.

- This can cover a range of learning difficulties that includes dyslexia, dyscalculia, dyspraxia and dysgraphia.
- Processing disorders Irlen Syndrome and Auditory Processing Disorder can co-exist with specific learning difficulties.

SAC

Special Assessment Conditions

- Provide extra help for approved students when doing NCEA assessments so that barriers to achievement can be removed and they then have a fair opportunity to achieve credits. The support is used for internal standards and external (exams) standards.
- Examples of SAC are use of a writer or computer, rest breaks, Braille or enlarged papers, or reader.
- Only students approved by NZQA can use SAC for assessment for NCEA.
- The school applies for SAC's
- Discuss your schools requirements for SAC's with the school's SENCO. These should be in place by Year 9 at the latest.
- Note some schools require you to have a C Grade assessment report on your child's learning difficulties and these can cost upwards from \$350 if you get one privately.
- Schools can use alternative evidence when applying for SAC's so a C Grade assessment report may not be necessary.

MOE

Ministry of Education

- The Government's lead advisor on the education system, shaping direction for education agencies and providers and contributing to the Government's goals for education.
- They provide support for teachers, principals, and the children through programmes such as The Incredible Years, Teacher Aide Funding, ORS Funding, assistive technology etc

Sp Ed

Special education

- Branch of MOE focusing on services available for children with special needs.

ORS

Ongoing Resourcing Scheme

- Provides support for children with the highest level of need to help them join in and learn alongside other children at school
- ORS provides an additional teacher or a teacher's aide, support from specialists, and funding for small items your child might need.
- Your child's school will work with you and the Ministry's special education team to decide on the amount of support your child gets – this support may change from year to year.
- High or very high needs is defined as:
 - when your child has extreme or severe difficulty with learning, speaking, communicating socially, hearing, seeing or moving about.
 - For example, your child may have a severe physical disability, or rely totally on sign language to communicate.

ILP or IEP

Individual Learning Plan or Individual Education Plan.

- This is a plan developed for children needing extra help that involves the student, whanau, student's teacher, student's teacher aide, RTLB's and any other specialists.

Assessments

asTTle

- developed to assess students' achievement and progress in reading, mathematics, writing,

PAT's

Progressive Achievement Tests

- Five separate standardised tests developed specifically for use in New Zealand schools.
- The five tests are
 - Mathematics,
 - Listening Comprehension,
 - Punctuation and Grammar,
 - Reading Comprehension, and
 - Reading Vocabulary.

Six Year Net

Also called Observation survey of early literacy achievement

- Administered one-on-one
- Is an observational test designed to check an individual's basic reading and writing concepts so that early intervention can be put in place if necessary – often, but not exclusively, Reading Recovery

STAR

Supplementary test of achievement in reading

- Reading tests that supplement other assessments teachers use for their students' progress and achievement in reading

OTJ

Overall Teacher Judgement

- Involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgment about a student's progress and achievement.