

# Resource Teachers: Learning and Behaviour



## **RTLB Matters: Issue 3 2012**

13 March 2012

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### Cluster Needs Analysis

When we talk about a “needs analysis” we are not talking about a “survey for schools”.

Your Action Plan/report, due on May 25<sup>th</sup>, (remember the original deadline has been extended) just needs a focus on the **establishment of cluster structure and processes**.

We suggest that you get together with others to develop your documentation.....

- Talk to the Ministry senior advisor(s) for schools in your cluster – through Planning and Reporting and Charters they may be able to indicate which schools may need a more focussed “school approach”
- Talk to your District Manager – SE service Manager whose SE team is working across your cluster. Are there initiatives such as School wide that the RTLB can dovetail into and support in some way for schools
- Student Achievement practitioners who are working in your schools
- Yes look at historical referral information although remember historical referral patterns may be a function of historical location, availability of RTLB and historical approaches. So treat with caution and focus on new opportunities.

This first needs analysis and plan for 2012 is about making sure RTLB are located in the right places to provide services and that key processes to support effective service provision are developed and established:

1. Make sure there is capability in the cluster to provide IY teacher, respond to Children in Care referrals, and to provide more effectively for Māori
  2. Focus on National priorities - Maori, Pasifika, IY teacher, Children in Care. Ask yourselves what needs to be established (the new RTLB team, structure and processes) to effectively provide an improved service? For Māori – what shifts in practice are required? And likewise for Pasifika.
  3. Establish the relationships that will inform, receive feedback, and provide support for the changes in approach.
  4. Set up the processes for a more data-driven needs analysis for the 2013 plan. Develop (not implement by May) the further systematic information gathering within the cluster to inform the 2013 -2016 strategic plan and the 2013 annual plan. So, in the June-December timeframe the “survey of schools” will occur to inform the 2013 plan
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### Cluster spending and matters of probity

In terms of stewardship of funds and as a risk management strategy and protection for all, it is the Ministry’s view that any significant spending by a cluster on any one activity or programme or item be checked with the Ministry.

We recommend that prior to a commitment of spending in excess of \$20,000 on any one item, activity or programme, the Lead School informs the Ministry with a description of the activity/programme or item, the rationale for the purchase, and a statement that no other commitments are at risk because of the intended spend.

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### Banking Staffing

Please bear with us - a statement on banking staffing in relation to RTLB will be coming out very shortly.

## Clarification - Referrals to RTLB service including SLS

The focus for prioritising students for the RTLB service:

- RTLB clusters need to ensure their referral processes provide equitable access to the service for all students (P35 *Resource Teacher: Learning and Behaviour Service* toolkit).
- Responding to the individual learning and behaviour needs of individual learners remains a key focus for RTLB service and support. This includes supporting the identification and referral of students for Supplementary Learning Support (SLS).
- Providing a service for individual students remains a focus and needs to be balanced with provision of support for other groups such as working with teachers, classes and schools, and system support.
- The list of identified groups and activities that could form the workload and case management for RTLB clusters listed on page 38 of the toolkit is **not** a prioritised list. Prioritising access to the RTLB service from this list of possible examples needs to be balanced following the principles outlined above.

Changes for referring eligible students to RTLB for SLS

- There has been no change to the SLS service for 2012 including the referral process.
- RTLB and the Ministry of Education, Special Education still have the responsibility for ensuring eligible students are referred for the SLS service through the usual processes.

## Relocating RTLB

Where necessary (and if possible) the Ministry can relocate RTLB to a new school and fund the \$2,000 establishment costs, but relocations should be avoided where there will be other significant building costs or if the relocation will create inefficiencies.

Things to consider:

- Does relocation make sense from the perspective of **effectiveness**? The Ministry needs to be sure that the relocation is sensible and sustainable from the point of view of effective service and cost of service provision.
- **Legitimate space**? RTLB should not be transferred from one school, leaving surplus legitimate space at the original school, while creating a situation where there is not surplus legitimate space at the proposed school.
- **Costs**? There is a \$2,000 establishment grant if relocating. However the Ministry is reluctant to enter into additional costs for property modifications etc. without strong "more efficient service" rationale.

School property is crown property with the schools having a licence to occupy. So taking into account all of the above the Ministry must ensure that we are making best use of property space *across* schools and that relocations are not just a reaction to current host principals taking the opportunity to reclaim space in their school.

### **Further Information**

- Schools with RTLB onsite that are eligible for the 15m<sup>2</sup> need to contact their Regional Property Advisor in the first place to apply for the 15m<sup>2</sup>
- Schools can check if their RTLB have been counted in their legitimate spacing by checking their info on the Property Management Information System (PMIS)
- <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/PropertyManagement/PropertyManagementInformationSystem.aspx>
- To see if the RTLB are included, the school will need to drill down through the information in the Legitimate Spacing part of PMIS

## Reimbursement from the Cluster Training (Albany, February)

We have been advised that reimbursements will be processed by the end of next week. Please accept our apologies for this delay.

## RTLB who specialise in services for Māori

We have received many queries around RTLB who specialise in services for Māori. Brian Coffey has provided the following guidance to answer your questions.

- Yes it is right that every cluster needs to develop capability to provide quality, culturally responsive services for Māori in mainstream and immersion settings and an important way of achieving that is through RTLB who specialise in services for Māori
- All RTLB need to develop the competencies to provide effectively for Māori
- Clusters need to consider and develop within their planning, actions specific to “Māori enjoying educational success as Māori” – this will include professional learning for RTLB as well as specific service provision activities.
- Clusters need to engage effectively with iwi/roopu and ensure ongoing involvement and advice on Māori-focused and other service development,
- At another level we need to ensure RTLB support is equitably available to tamariki in immersion settings – this means RTLB with some fluency in Te Reo
- We are open to clusters developing across-cluster as well as within-cluster approaches to this. For example in Christchurch city there is an opportunity for across cluster approaches at a service level for provision to immersion settings and within the planning Ngai Tahu is unlikely to want to engage with three clusters.
- So be prepared to look at across cluster approaches but remember that each cluster needs to plan and deliver on “Māori enjoying education success as Māori” through RTLB services.

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## Cluster Manager contact details on TKI

If you haven't done so already, could you please contact Lara Penman [lara.penman@minedu.govt.nz](mailto:lara.penman@minedu.govt.nz) and let her know if you are happy to have your name and contact details on TKI so schools and the public know who to contact for cluster related issues. The website will make it clear that there is no change to the referral process – schools will continue to be the only source of referrals.

Lara wants to know:

- a. Are you happy for your name to go on the website, or would prefer just to be referred to as ‘Cluster Manager’?
- b. What email address and phone number are you happy to be made available?

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## And finally....

Attached is a FAQ sheet which covers

- RTLB travel claims
- Collective agreements and vehicle allowances
- Specialist RTLB

Hei konā rā  
Anne

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## RTL B FAQs (13 March 2012)

### Travel claims

#### **Q: Are RTL B travel reimbursements calculated from base school to venue?**

**A:** Yes. And this includes PPTA members. However the difference in distance between home, school and venue is paid.

#### **Example:**

If the distance from the RTL B home to work (RTL B base school) is 10 kms but the first appointment for the day 12kms from home, the reimbursement will be 2 kms (the difference). From then on during the day the mileage is reimbursed between appointments (so long as planning of appointments and travel is reasonably considered). Then at the end of the day the travel claim is for the difference between the RTL B "home to school travel distance" and "actual distance from last appointment to home" e.g. if last appointment is 15 kms from home and home to work is 10 kms then travel claim will be for 5 km.

### Collective agreements and vehicle allowances

#### **Q: What do the various collective agreements say about motor vehicle allowances?**

##### **A #1: STCA**

7.4.3 A motor vehicle allowance shall be paid to itinerant teachers within the limits of the annual grant provided to the board for this purpose.

1.5 Use of private vehicle on official business shall be as follows: (Rate: cents/km)

(a) Motor car: Annual kms run on official business

0 to 1600 kms 62c

Over 1600 kms 47c

(b) Motor cycle (small): Annual kms run on official business

0 to 6400 kms 20c

Over 6400 kms 17c

**Note:** In some circumstances, due to IRD requirements, payment of reimbursement above certain levels may be subject to PAYE.

##### **A #2: ASTCA**

#### **6.4 Use of Private Vehicles for Official Business**

6.4.1 (a) Where any teacher is required by the employer to use her/his own vehicle for official business the teacher is entitled to the motor vehicle allowance at the rate specified in Appendix 1 or equivalent public transport fares where applicable.

6.4.3 A motor vehicle allowance shall be paid to itinerant teachers within the limits of the annual grant provided to the Board of Trustees for this purpose.

**1.6 Motor Vehicle Allowance for Use of Vehicles on Official Business - 62 cents per km.**

##### **A #3: PTCA**

#### **5.8 Expenses Incurred in Use of Private Vehicles**

Motor vehicle allowance at a rate of 58c per km for a car and 18c per km for a motor cycle or equivalent public transport fares shall be reimbursed to employees required to use their own vehicles for official business.

### RTL B with specialist skills

#### **Q: Can RTL B with specialist skills be paid extra?**

**A:** There are two options. Schools can:

1. allocate a unit from their staffing entitlement; or
2. use a 3R payment from within their own funding.

There is no other funding provided to the school as extra staffing or funding for RTL B with specialist skills.