



RTLB Service Delivery and Model of Practice for Students with High Learning Needs

This document describes the Resource Teacher: Learning and Behaviour (RTLB) service for supporting students with high learning needs (HLN) working long-term within Level One of the National Curriculum.

Background

The Supplementary Learning Support (SLS) and the Resource Teacher: Learning and Behaviour (RTLB) services were amalgamated at the start of the 2013 school year. A designated number of students with high learning needs working long-term within Level One of the National Curriculum now receive an HLN service from RTLB clusters.

RTLB and HLN Service coverage

All clusters will provide an HLN service to the designated students. The designated students will be the specified number documented in each RTLB cluster's Funding and Service Agreement variation.

The HLN service will be:

- **Individualised:** differentiated to meet the particular needs of the individual student. This means the RTLB will work with the student's kaiako/teacher/s to differentiate instructional strategies and adapt teaching, planning and classroom activities to meet the student's needs. RTLB will work with the student individually at times or within a small group.
- **Regular:** according to the needs of the student as agreed by the student's support team and timetabled with the kaiako/teacher/s. The timing, type, level and frequency of the support will be negotiated with the student's kaiako/teacher/s, parents, family/whānau as part of the practice sequence process.
- **Ongoing:** recognising that these students are working at Level One of the National Curriculum for most, if not all, of their time at kura/school. RTLB clusters should track and monitor these students until they meet the HLN service exit criteria.
- **Adapted:** enabling appropriate support for students who are in rural or Māori immersion contexts as needed.
- **Collaborative:** working with kaiako/teacher/s, parents, family/whānau to enable successful transitions at key points in the student's life at kura/school.

Transition from SLS to RTLB HLN service (2013)

For 2013 a designated number of named students were identified to transition from the SLS service to the RTLB service.

- Throughout 2013 these students will receive individual/small group, regular, ongoing teaching as agreed by the kaiako/teacher/s, parents, family/whānau and other members of the student's support team to best meet the needs of the student.
- For student's who transferred to the RTLB service at the start of 2013, this support may initially be weekly.
- The RTLB team will work collaboratively with kura/school teams to support the students and their kaiako/teacher/s through this transition from the SLS service to the RTLB HLN service.

RTLB Model of Practice

The *RTLB Toolkit* (2012) describes the RTLB model of practice. It supports RTLB to deliver a high quality service that meets the needs of all students and kura/schools in their cluster. With service delivery for students with high learning needs, the focus on supporting the kura/school team and kaiako/ teacher/s as the leader of learning continues but there will also be an additional focus on individualised support.

Guiding Principles

Seven principles guide RTLB practice (Ref: RTLB Toolkit – Principles p31-33). Based on these principles RTLB practice is:

- Inclusive
- Collaborative and seamless
- Evidence based
- Culturally responsive
- Strengths based
- Ecological
- Reflective

These principles also guide RTLB practice when working with students with high learning needs working long-term within Level One of the National Curriculum.

RTLB Practice Sequence

Each RTLB cluster will follow the RTLB Practice Sequence as outlined in the *RTLB Toolkit* for all students requiring a learning and behaviour support service (Ref: RTLB Toolkit – Practice Sequence p34-37). This includes the designated students receiving the HLN service.

Note: *These steps may not always be followed in order. Sometimes new information may require going back to a previous stage in the sequence. This is particularly relevant when supporting students working long-term within Level One of the National Curriculum and at key transition points in the student's life at school.*

Access and intake processes

Each RTLB cluster will, in close collaboration with the local Ministry office, develop clear access criteria and an equitable and fair intake process to decide which students working long-term within Level One of the National Curriculum will receive a service.

This process will take account of the following factors:

- the number of students in the cluster who have been identified as working long-term within Level One of the National Curriculum
- the needs of the identified students
- the number of students who may have transferred to the cluster from another RTLB cluster and their level of ongoing need for support
- the need for a full ecological assessment (Steps 1-4 of the practice sequence)
- maintaining early intervention as a priority practice for students.

Monitoring and exit processes

These processes will need to take account of the following factors:

- the need to ensure the designated student's programme and level of support meets the needs of the student, kaiako/teacher and kura/school
- the need to review the planning and programme for the student every two terms
- the need for all designated students working long-term within Level One of the National Curriculum to have an annual review in Term 4 to look at the level of support for the future and/or the process for transitioning the students to other means of appropriate learning support.

Inclusive, collaborative practice

Kaiako/teacher's are the leaders of learning in their classroom and have full responsibility for all the students in their class, including those with special education needs. RTLB support the kaiako/teacher/s and the students' kura/school team to meet the learning and behaviour needs of students within the kura/school and classroom curriculum.

RTLB are expected to follow the practice sequence Steps 5-7 when working with the students working long-term within Level One of the National Curriculum. This means:

- working with the student's support team to plan, agree on team processes [for planning and review of Individual Education Plans (IEP)], action plans or other planning
- ongoing monitoring of support, and meeting with the kaiako/teacher/s to review the student's plan every two terms
- providing more individualised student support initially then moving to more intermittent individualised support as the student makes progress towards meeting the goals in their individual plans
- assessing and providing initial support, or increasing support for the kaiako/teacher and kura/school to enable them to confidently provide teaching and learning support for the student within the class context.

Teaching and support activities within the class/kura/school context for students working long-term within Level One of the National Curriculum will include:

- modelling effective teaching strategies and practices for kaiako/teacher/s and teachers' aides
- working with students within the class or small group settings
- assisting with differentiating class and kura/school National Curriculum content
- adapting and preparing learning materials and resources appropriate for a student's needs
- integrating specialist services/therapy interventions into everyday class and kura/school programmes.

Working with students in rural contexts

RTLB clusters will provide support for students working long-term within Level One of the National Curriculum in rural school settings. Some of these students may have previously been receiving teaching and learning support through the managed pool component of the SLS service. RTLB clusters will work with the student's support team to plan and implement the most appropriate service to meet these students' needs and learning contexts.

Working with students in kura/wharekura settings

RTLB clusters will provide support for students working long-term within Level One of the National Curriculum in kura/wharekura settings. Some of these students may have previously been receiving teaching and learning support through the managed pool component of the SLS service. RTLB clusters will work with the student's support team to plan and implement the most appropriate service to meet these students' needs and learning contexts.

The *RTLB Toolkit* provides advice and guidance for working with students in kura or wharekura settings. This guidance also applies for students working long-term within Level One of the National Curriculum (Ref: RTLB Toolkit – Working in kura/wharekura settings p39; Culturally Responsive Service p41-43).

Working with Pasifika students

The RTLB Toolkit provides advice and guidance for working with Pasifika students. This guidance also applies for Pasifika students working long-term within Level One of the National Curriculum (Ref: RTLB Toolkit – Culturally Responsive Service p43-44).

Transitioning students

For students with special education needs, periods of transition are recognised as times when supports need to be strengthened. Transition into kura/school (starting kura/school), between kaiako/teacher/s, classes and kura/schools, and out of kura/school (leaving kura/school) will be well planned and well supported. The Ministry of Education has national transition guidelines to support the student's team with this process (Ref:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/ResourcesForEducators/NationalTransitionGuidelines.aspx>).

RTLB clusters will work with kaiako/teacher/s, parents, and family/whānau to ensure students working long-term within Level One of the National Curriculum have successful transitions at key points in their journey through schooling (Ref: RTLB Toolkit – Practice Sequence p34-37).

Year 11 students and beyond

During 2013, students receiving the RTLB HLN service who are working in Year 11 and beyond will be transitioned to other suitable learning support within the schooling context by the end of the year.

There is a range of opportunities available for these students in their senior secondary years, including Vocational Pathways, Youth Guarantee and Trade Academies.

At the beginning of 2014, there will be no students receiving an RTLB service who are Year 12 or beyond. From 2014 and onwards Year 11 students will receive a service that focuses on their transition to other suitable learning support within the schooling context by the end of the year.

Specialist Services

Designated students who receive RTLB HLN support, will continue to have access to the Ministry of Education's specialist services according to their level of need and if they continue to meet the criteria for a service.

***Note:** Students working long-term within Level One of the National Curriculum may have a higher level of need that requires intervention from the Ministry of Education, Specialist Services team. It is important to monitor the needs of this group of students and make referrals to access specialist support at appropriate times.*

The following Ministry of Education specialists may be involved in supporting some of the designated number of students working long-term within Level One of the National Curriculum:

- adviser on deaf children
- early intervention teacher
- kaitakawaenga
- occupational therapist
- physiotherapist
- psychologist
- special education adviser
- speech-language therapists.

RTLB role

The RTLB team needs to:

- recognise when there is a need for specialist input around communication/language, behaviour, and/or development of classroom/whole kura/school inclusive practice, National Curriculum differentiations and classroom adaptations
- know about the full range of specialist services available
- be familiar with the practice framework under which specialists operate and to understand when, where and how specialist services can contribute to the student's teaching and learning programme.

The RTLB Cluster Manager is the key link for making timely and informed requests to the Ministry of Education's specialist services on behalf of the team.

RTLB clusters will report on the number and type of specialist services designated students receive in their quarterly reports to the Board of Trustees and Ministry of Education, National Office.

Ministry of Education local office role

The local Ministry of Education, Special Education team:

- will ensure a key liaison person meets regularly with the RTLB Cluster Manager to discuss which designated students may need access to a specialist service, and facilitate referrals as needed
- provide specialist services as needed to the designated students in collaboration with the students' kura/school team.

Supporting documents

RTLB practice is informed and supported by the following documents:

Document	Website
The <i>RTLB Toolkit</i>	http://rtlb.tki.org.nz/
The Education Act 1989	http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM175959.html
The New Zealand Disability Strategy 2001	http://www.odi.govt.nz/nzds/
The New Zealand National Curriculum 2007	http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum
Te Marautanga o Aotearoa 2008	http://tmoa.tki.org.nz/
Te Whāriki 1996	http://www.educate.ece.govt.nz/learning/curriculumAndLearning/TeWhariki.aspx
UN Convention on the Rights of Persons with Disabilities 2008	http://www.un.org/disabilities/default.asp?id=150
Success for All – Every Child, Every School 2010	http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/SuccessForAll.aspx
Ka Hikitia – Accelerating Success 2013-2017	http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx
Pasifika Education Plan 2013-2017	http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan2013.aspx