

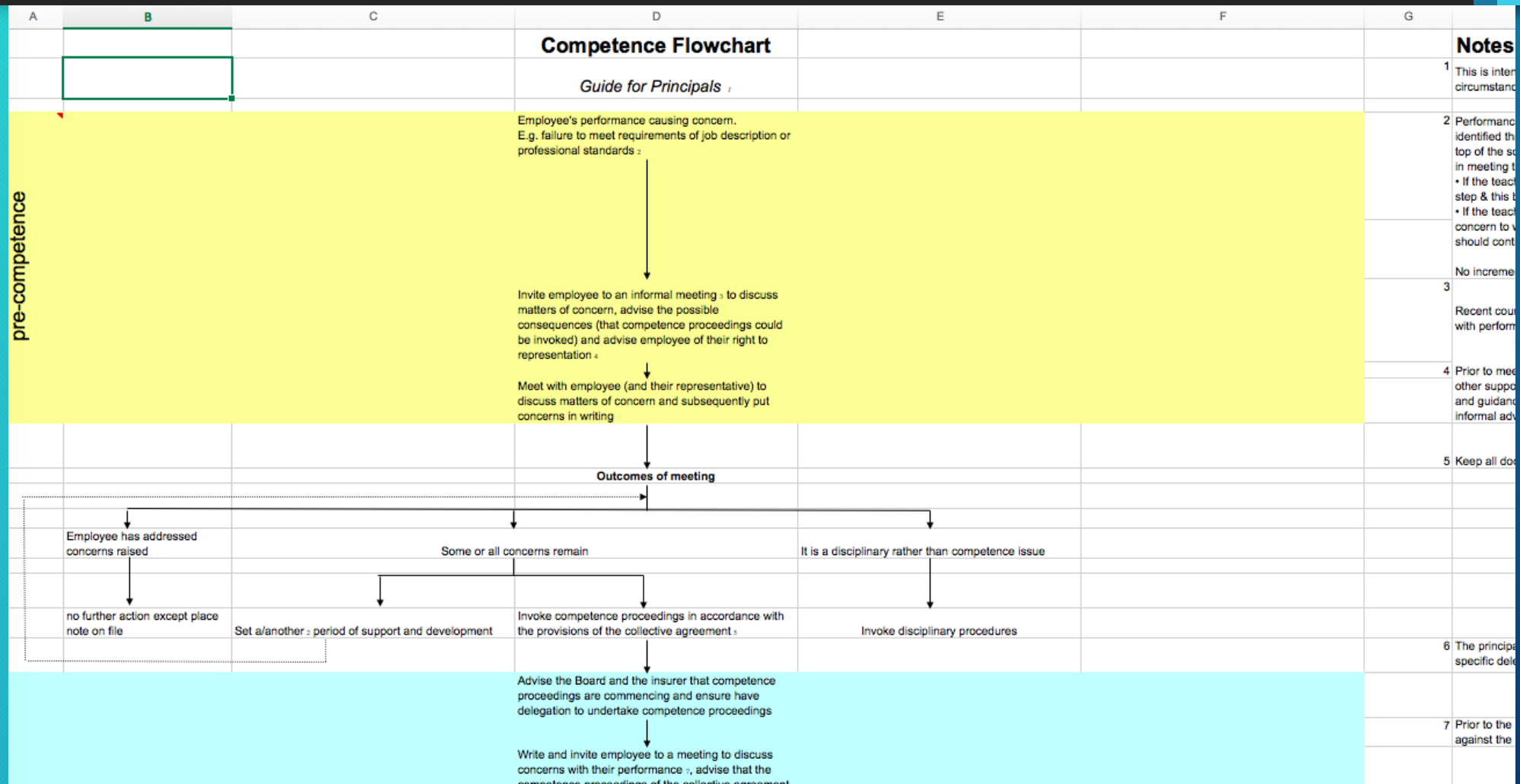


The Big C Word

Western Bay of Plenty RTL

Competence Flowchart

we'll talk about the yellow bit first



First things first... *put in the support*

This is Pre-Competency - the Advice and Guidance Stage.

Three stages of A and G support. A CAP is implemented that ensures support and expects the RTLB to succeed.

Documentation is vital and must be accurate and dated. The RTLB must get copies.

A and G support is increased with each plan, every contact is documented:

1. Concern is raised by the PL and worked through with the RTLB (CAP # 1)
2. The concern is brought to the CM and CAP # 2 is implemented
3. The concern is brought to the attention of LP and BoT, and CAP #3 is implemented.

Advice and Guidance
Flow Chart



We review every case and identify goals

Western Bay of Plenty RTLB 10 Step Practice Sequence

This is an **INTERNAL DOCUMENT** to guide WBoP RTLB Practice. The RTLB service follows the Practice Sequence as outlined in the RTLB Toolkit. The steps may not always be followed in order. Sometimes new information may require going back to a previous step in the sequence. Documentation in **red** outlines which documents are expected to be on the case file as evidence of good practice.

Case Name:

Student Date of Birth:

School:

RTLB Name:

TIME FRAME	PRACTICE SEQUENCE TAGS	DATE completed	ACTIONS the RTLB will... evidence on file is highlighted	DOCUMENTATION Required on case file	GOALS / Comments The RTLB will....
1-2 weeks	R4S		The R4S is allocated to RTLB at an Intake meeting <ul style="list-style-type: none"> Check student details on School Gate, let PL know if changes are needed Summarise R4S information Note questions that require further information Ensure students (where appropriate), parents, whanau / family have provided informed consent Schedule an Initial meeting with the collaborative team around the R4S 	Correct student details on School Gate R4S Informed consent on file SG Contacts updated	
	INITIAL MEETING		Ensure an Initial Meeting with all relevant parties is held where: <ul style="list-style-type: none"> The RTLB role is clarified Practice Sequence (via Pamphlet) is discussed Issues related to the specific R4S concerns are clarified Preferred pathways for communication are established (Communication Plan) Agreement on what data will be collected and how this will be done Establish who will receive RTLB information and reports Exit criteria is established 	Initial Meeting Notes Contacts updated	
2-4 weeks	DATA		Collect data: <ul style="list-style-type: none"> Interviews and anecdotal notes Perspective of parents, family/whanau, young person Information / reports from agencies Ecological classroom/playground observation Curriculum based assessment data Observational data Behavioral assessments 	Base line data from multiple sources SG Contacts updated SG Base line data completed SG Pre- Outcomes Data is complete.	

	ANALYSIS		Analyse data and determine evidence-based focus for intervention with the team around the young person. <ul style="list-style-type: none"> Data summary report is completed and shared with team Develop shared hypotheses about learning Understand the relationship between the learning influences in the classroom or school / kura. Identify factors influencing the students learning 	SG Data Summary Complete Data Summary Report completed SG Contacts updated	
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The Collaborative Action Plan # 1

each plan is 3-4 weeks

Collaborative Action Plan

RTLB:

Collaborative Team:

Date:



Strengths: 		Current Situation:		
Key Priority Areas	RTLB Action	PL Action	When?	Completed
Monitoring Schedule:		Review:		

We move to CAP #2 and CAP #3

- CAP # 2
 - Weekly meetings with CM
 - Weekly meetings with PL
 - Every school visit is accompanied by PL
 - Number of cases is reduced
 - Cases may be co-worked
- CAP # 3
 - Meeting held with LP, CM and RTLB to outline concerns around lack of progress
 - Bi-weekly meetings with CM
 - Every school visit is accompanied by PL or CM
 - Cases co-worked with PL
 - Any further support identified
 - At this stage we contact STA

We review every case AGAIN

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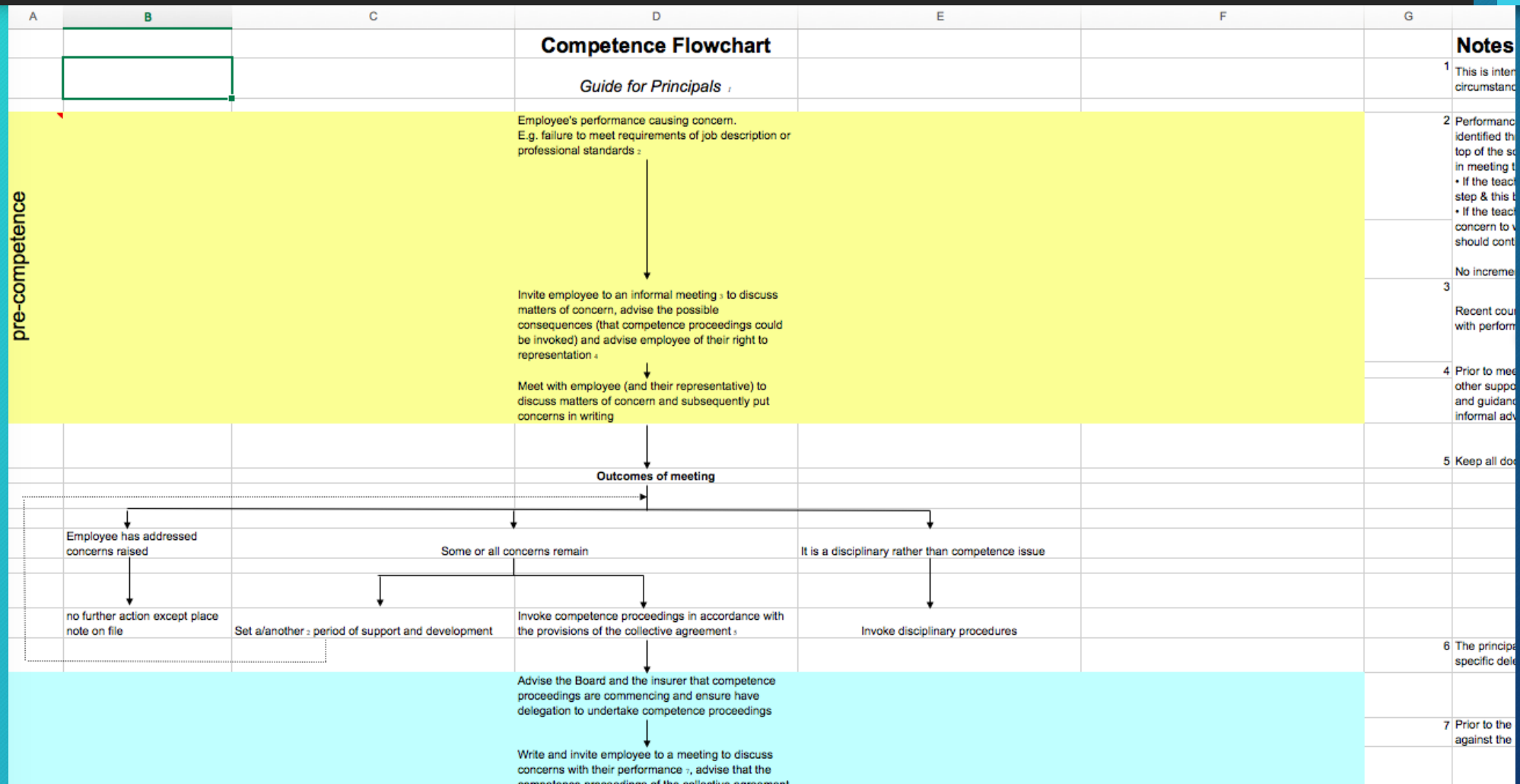
RTLB Name:

TIME FRAME	PRACTICE SEQUENCE TAGS	DATE completed	ACTIONS the RTLB will... evidence on file is highlighted	DOCUMENTATION Required on case file	GOALS / Comments The RTLB will....
1-2 weeks	R4S		The R4S is allocated to RTLB at an intake meeting <ul style="list-style-type: none"> Check student details on SchoolGate, let PL know if changes are needed Summarise R4S information Note questions that require further information Ensure students (where appropriate), parents, whanau / family have provided informed consent Schedule an Initial meeting with the collaborative team around the R4S 	Correct student details on School Gate R4S Informed consent on file SG Contacts updated	
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We are now moving out of pre-competence

it's important to get and follow STA advice



Moving into Competency Stage 1

- STA will give you a format for the letter and meeting. I write nothing to the RTLB that has not gone through STA and LP.
- Written invitation to a meeting with RTLB, LP, CM and BoT chair where concerns around performance are presented in writing.
- Advise that the competence proceedings of the collective agreement are being invoked and the possible consequences of such action (and attach relevant clause). Advise the employee that they have the right to representation and support throughout the process.

Becoming much more formal - Competency stage 1

Now we get into some serious paper! It starts to look like a book.

XXXXX 18 April 2014

Competency Concerns:
Discussed documented concerns and directed XXXXX to re-visit 10.7 Competency, Primary Teachers Collective Agreement

XXXXX will follow the RTLB Toolkit:

1. The 7 Principles (outlined in Toolkit) will be evidenced in all RTLB work - refer Toolkit P 31-32
2. The Practice Sequence (outlined in Toolkit) will be evidenced in all RTLB casework. Refer Toolkit P 35-36

XXXXX will refer to and implement key documents within the Western BoP RTLB Cluster 18

3. Western Bay Of Plenty RTLB Practice Sequence document to be used for each RTLB case
4. Case review processes and templates used for each case.

REVIEW DATE: week XX of the A and G Plan XX/XX/ 20XX

Advice and Guidance Plan

1. CM will meet weekly to review this Advice and Guidance Plan, Review Notes will be documented in the A and G Plan (see below).
2. Weekly case review meetings will occur with Practice Leader to review cases against the RTLB Practice Sequence and Principles (detailed minutes to be kept).
3. XXXXX will have support with EVERY meeting around a student. This includes meetings with class teachers, SENCO's, and other school staff, parents and family members, and other professionals.
4. XXXXX will have support with EVERY school visit around a student, and EVERY home visit around a student.
5. XXXXX will complete a daily time sheet and daily report and email this DAILY to the Cluster Manager by 5pm each day.

PRINCIPLES

XXXXX will follow the RTLB Toolkit:

1. The 7 Principles (outlined in Toolkit) will be evidenced in all RTLB work - refer Toolkit P 31-32. Effective immediately.

Expectation	Key Indicators	Areas of Concern <i>Progress is noted in black italic</i> <i>Areas of concern are highlighted in red</i>	Guidance and Support
Principle 1 Inclusive Teaching	The diversity and contribution of each learner will be evident in the Individualised plan. The plans will include: - student strengths, identified student needs, resources currently in place, unique school and family contributing factors, environmental factors.		Practice Leader Review each case alongside the PS documentation. Give suggestions, advice and guidance on how to meet these goals. Provide templates to support file documentation. Give examples to demonstrate good practice.

- This is a 10 wk plan, with review at 5 wks.
- I now include principles from the Toolkit.
- I have a Case Review doc for every case, with goals. The PS goals I record in the A and G plan are taken from these.
- Documentation is vital and must be accurate and dated. The RTLB must get copies. I use hard copies.
- Bi-weekly meetings with CM, with LP attending weekly.
- Review meeting has full representation (STA, BoT, LP, CM, RTLB and their representation).

Formal Competency Stage 2 - A and G plan #2

- This plan is for 7 weeks and follows the same format.
- You will be in weekly contact with BoT, LP and STA.
- Your STA rep will be in regular contact with the RTLB rep (NZEI or PPTA)
- Now the pressure goes on for a resolution, this can look different for each RTLB.

XXXXX 18 April 2014

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The whole process

- | | Pre-competency | CAP #1 | CAP #2 | CAP #3 | |
|---|----------------------------------|----------------------|--------|--------|----------|
| • | | | | | 10 weeks |
| • | Meetings and formal notification | | | | 2 weeks |
| • | Competency stage 1 | | | | 10 weeks |
| • | Competency stage 2 | | | | 7 |
| • | Lots of mucking around | | | | 10 weeks |
| • | Total time: | best part of a year. | | | |

