



Resource Teachers: Learning and Behaviour ERO evaluation 2017

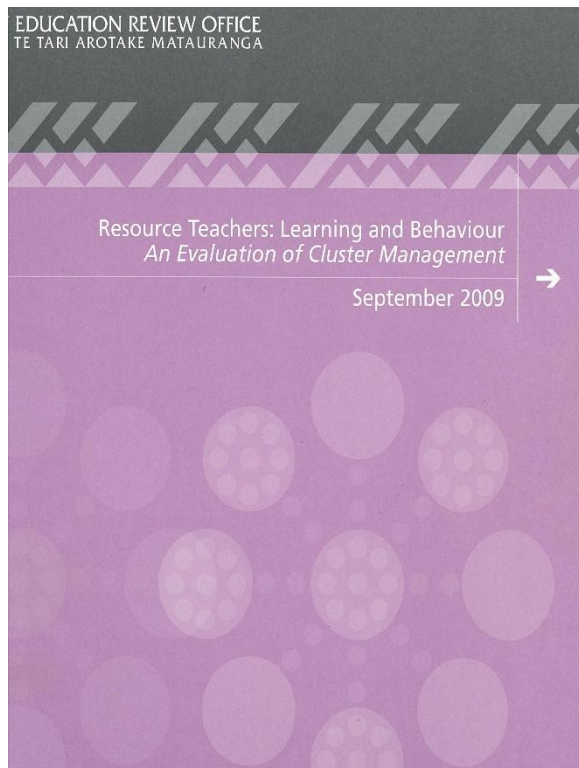


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Education Review Office
Te Tari Arotake Mātauranga

Looking back and looking forward



What we did

What we
asked

What we
found

RT:LB evaluation in 2017

- What do we focus on?
- How do we manage the evaluation in each cluster?
- Who do we involve?



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2009 evaluation

- This evaluation was based on evidence gathered from a review of 40 RTLB clusters in Term 1, 2009. This represented 20 percent of the 199 RTLB clusters throughout New Zealand.
- Representative of the national profile in terms of size of cluster, geographical spread and locality.
- Two online questionnaires – RT:LB and cluster personnel (poor response).



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Evaluation framework

Evaluative Questions

- To what extent does governance and management of RTLB clusters ensure:
 - students with learning or behaviour needs receive appropriate support to achieve to their potential; and
 - teachers build capability in working with/teaching diverse groups of students?
- What processes and practices contribute to the effectiveness of the RTLB service?
- What processes and practices could be further developed to improve the effectiveness of the RTLB service?
- How well do RTLB clusters manage the transition of students in and out of schools to ensure continuity of learning and behaviour support for students?

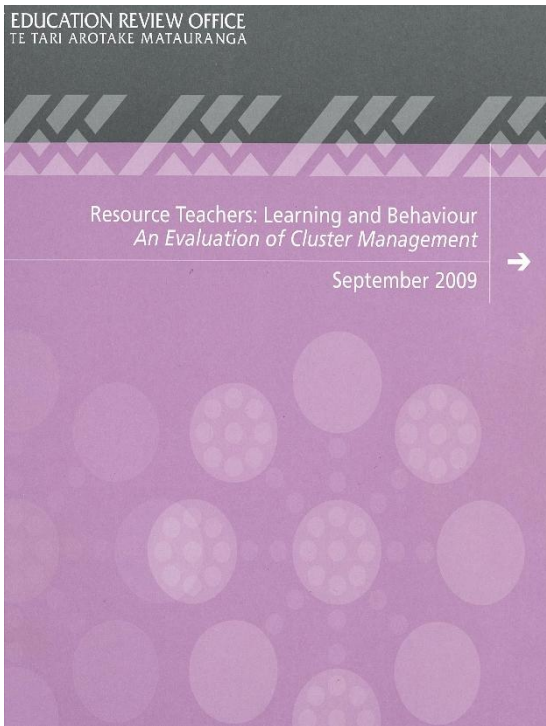


What we found-quantitative data

In 2s or 3s have a look at the graphs

- Operates according to requirements
- Self review, planning and reporting
- Access to the service
- Personnel management
- Relationships
- Communication
- Leadership and involvement

What does this data tell you about cluster management of RT:LB in 2009?

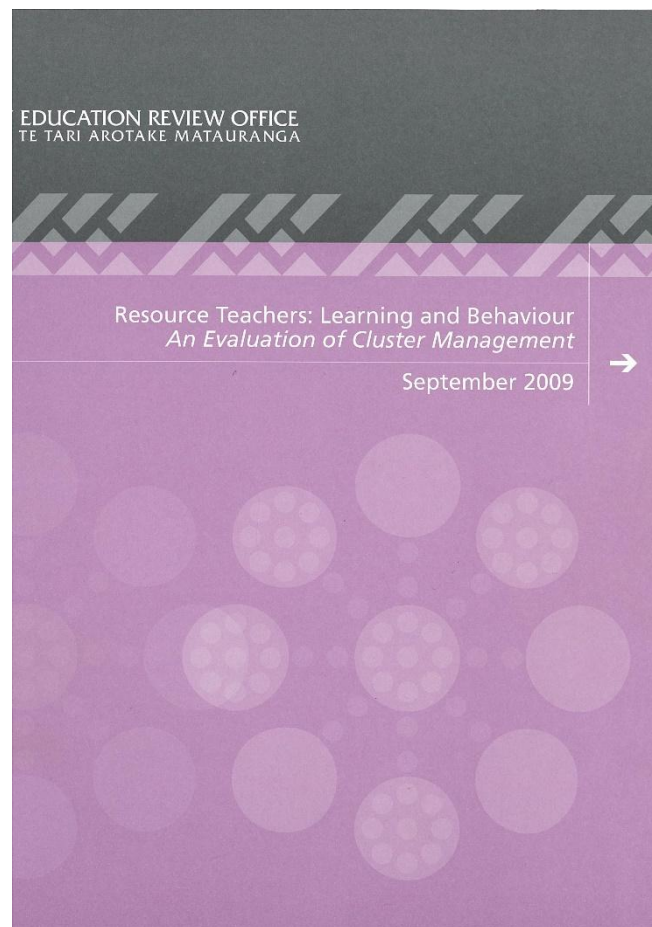


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Overall findings 2009 evaluation

The wide variability of governance and management practice ERO reported in 2004 remains evident.

The findings in this evaluation closely mirror those of ERO's 2004 evaluation of the RTLB service.



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- ERO found that just under half (18) of the 40 clusters were well governed and managed
- Effectiveness was found to be strongly influenced by leadership, especially from convenors or managers, and cluster principals' active support and involvement
- In those that were led effectively, the purpose and nature of the service was clearly understood and the work of RTLB was well managed, monitored and evaluated



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- Just over half (22) of the RTLB clusters were not well governed or managed
- Self review was limited or non-existent, and clusters were not identifying needs or priorities
- In many of these clusters RTLB were not getting their employment entitlements, particularly in relation to professional supervision and performance management
- Aspects of referral and intervention practices were inconsistent with RTLB policy, and the lack of monitoring systems at management level meant such inconsistencies were not being identified or addressed



Recommendations

- ERO recommends that in the short term the Ministry of Education and RTLB clusters use the findings of this evaluation to address identified issues to improve the governance and management of clusters
- ERO recommends that in the medium term the Ministry of Education initiates a review of the current RTLB cluster model to determine the best approach to governing and managing the RTLB service in the context of the wider special education provision



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RT:LB evaluation 2017



- Terms 2 and 3 2017
- All 40 RT:LB clusters
- Each cluster would receive oral feedback at the end of the onsite phase
- ERO's findings published in a national evaluation report



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ERO RT:LB evaluation 2017

Working in small groups of **3 or 4** people



1. Discuss the indicators for an effective RT:LB cluster
 - are these still relevant?
 - is there a set of current indicators that could be used instead?
2. Discuss the rubric ERO used
 - is this relevant or useful?
 - what aspects?
 - could it be re-developed or refined?
3. Discuss the evaluation questions
 - which ones might still be relevant?
 - what needs to be modified or added?



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Looking forward



What might the onsite phase of the evaluation include?

- Discuss what the onsite phase of the evaluation might look like in each cluster
 - Who
 - What
 - How
 - Why
 - When
- Record your thoughts on the A3 sheet provided



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