MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Resource Teachers: Learning and Behaviour

RTLB Professional Practice Toolkit

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Professional Practice Contents

1. Introduction to Professional Practice Toolkit

This section of the toolkit describes what RTLB practice looks like. It describes how this practice helps schools effectively support students to learn, achieve and reach their potential. Through a common understanding of and appreciation for RTLB practice, everyone with a role in their RTLB cluster can ensure the service contributes to realising the Ministry's priority outcomes for the schooling sector.

RTLB teams (also known as 'clusters') are groups of itinerant, fully-registered specialist teachers who have the training and skills to provide the RTLB service. RTLB work with teachers and schools to find solutions that support students with substantial barriers to learning, and build teacher and school inclusive practice capability. Each cluster has an allocated number of RTLB positions and has a professional leadership structure (cluster manager and practice leaders) that ensures all RTLB provide an effective quality service to cluster schools.

RTLB are responsible for providing the RTLB service in cluster schools in accordance with the *RTLB Professional Practice Toolkit* and meeting the service priorities and expectations listed in the *RTLB Funding and Service Agreement.*

RTLB practice is in accordance with the principles in the three articles of the Treaty of Waitangi:
- partnership (article one) by working effectively with iwi and other Māori providers involved with a student
- protection (article two) by valuing children as tāonga
- participation (article three) by ensuring whānau and families have the opportunity to participate in the process.

The **key stakeholders** in the RTLB service include:
- cluster kura/schools who represent their communities, including:
    - their teachers and students
    - their families and whānau
    - their iwi and Māori parents/community
    - their Pasifika parents/community
- RTLB
- the local Ministry of Education who represents:
    - Special Education
    - Early Childhood Education.

Some expectations about the RTLB role

There are core beliefs that underpin RTLB work:
- the most effective way to make gains for students is by focusing on student potential rather than on student underachievement
- RTLB see their case work as teaching and learning opportunities not as student problems
- the curriculum is able to be differentiated, and classroom programmes adapted, to meet the needs of all students within an inclusive schooling environment.

RTLB interventions and support achieve change through:
- effective teaching and practices that respond to the context
- excellent knowledge of effective teaching
- a commitment to inclusive education

- a commitment to achievement for all
- working alongside others to provide practical support and advice
- adhering to the principles of RTLB practice
- following the sequence of RTLB practice
- keeping students' need and achievement at the centre of any service provided
- maintaining trusting, professional relationships within cluster schools and with whānau/parents, communities and community agencies.

A word about the bigger picture

The work of RTLB fits into a much larger picture. RTLB contribute to the Ministry of Education's vision of "A world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century".

Three of the Ministry's priority outcomes relate specifically to the schooling sector:
1. every child achieves literacy and numeracy levels that enable their success
2. every young person has the skills and qualifications to contribute to their and New Zealand's future
3. Māori enjoying education success as Māori.

What culturally responsive means

Working with Māori, working with Pasifika, working with all cultures

The terms 'culturally responsive' and 'culturally appropriate' are used. This is about RTLB understanding a student's history, customs and world view and working in a genuine partnership with whānau/parents and families. Ministry documents and plans that inform working in a culturally responsive way include:

- Tātaiako – cultural competencies for teachers of Māori learners
- The Māori Education Strategy: Ka Hikitia – Accelerating success, Māori achieving education success as Māori http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/
- The Pasifika Education Plan, improving education for Pasifika learners http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/pasifika-education-plan-2013-2017/

The higher-level principles within these documents can also be applied to effective teaching and practice for the many other cultures present in our New Zealand schools.

RTLB Professional Practice Toolkit, http://rtlb.tki.org.nz/

2. **He Urunga Tū** An Entrance to Engagement

He Urunga Tū
An Entrance to Engagement

Tangata Whenua
People of the land.
Those who have authority
in a particular setting.

Manuhiri
Anyone new to the setting
invited to facilitate, support
and nurture the child
through their learning.

Tangata Whenua and Manuhiri may include:
Mokopuna, Tamaiti, Whānau, Hapū, Iwi, Ākonga,
Lapori, Liaison RTLB, SENCo, school staff, Government
and Non-Government Agencies.

Ngā Whakaritenga/Waharoa
Practice Sequence – **Steps 1**

Whakaeke

Whaikōrero
Practice Sequence – **Steps 2-3**

Whakawātea
Practice Sequence – **Steps 9-10**

Hongi/Kai Ngātahi
Practice Sequence – **Steps 4-8**
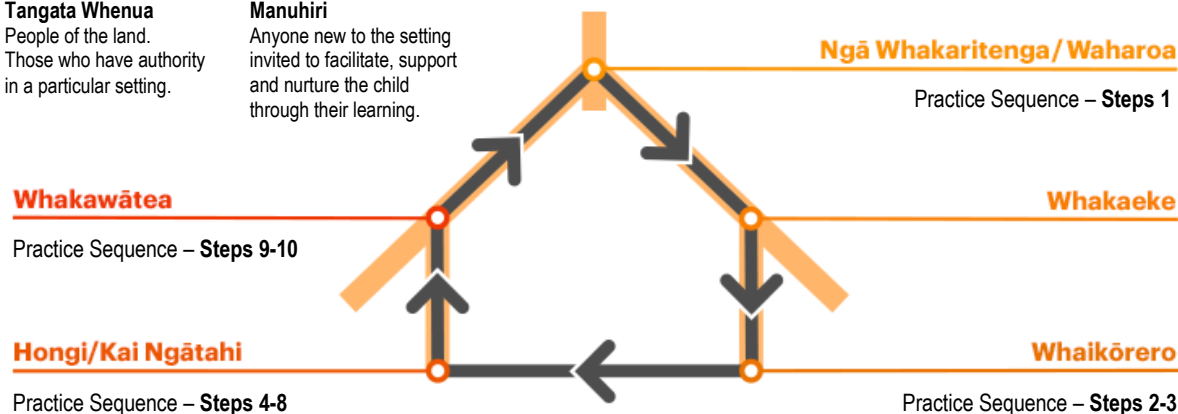
He Urunga Tū is about:

> **Tangata Whenua**
> People of the land. Those who have authority in a particular setting.
>
> **Manuhiri**
> Anyone new to the setting invited to facilitate, support and nurture the child through their learning journey.
>
> **Tangata Whenua and Manuhiri may include** Mokopuna, Tamaiti, Whānau, Hapū, Iwi, Ākonga, Hapori, Liaison RTLB, SENCo, school staff, Government and Non-Government Agencies.

The practice sequence includes:

- NGĀ WHAKARITENGA/WAHAROA Practice Sequence - Step 1
- WHAKAEKE
- WHAIKŌRERO Practice Sequence - Steps 2-3
- HONGI/KAI NGĀTAHI Practice Sequence - Steps 4-8
- WHAKAWĀTEA Practice Sequence - Steps 9-10

2.1 NZRTLB Tohu

"*Aroha Ki Nga Tamariki* – Love to all children"
Wharewera Koopu (*Ngāti Awa, Whānau ā-Apanui*)

The *tohu* is based on the famous Māori proverb:
He taonga rongonui, te aroha ki te tangata
Goodwill towards others is a precious gift

The *tohu* was based upon the following principles:
- a *koru* design that was symbolic of Māori art form
- a *koru* design that depicted *ngā tamariki*, *ngā mātua* and *kaiako* - all intertwined together in some way
- a *tohu* that was uncomplicated and could easily be carved as a *manaia* if required and worn as a *taonga*
- a *tohu* that could incorporate a Māori proverb that was relevant to the work of RTLB.

The Māori *tohu* shows two smaller figures (*ngā tamariki*) being embraced by two larger figures (*ngā pākeke*).

Ngā pākeke represent *kaiako* and *ngā mātua* who are embracing, teaching and nurturing *ngā tamariki.* This is done under the umbrella of the RTLB's guidance (note the umbrella shape).

The *tohu* was purposely heart-shaped – Children are at the heart of the RTLB service.

Note: This *tohu* was originally designed and gifted to the NZRTLB Association by Wharewera Koopu (Ngāti Awa, Whānau ā-Apanui). Contributors to the development of *He Urunga Tū – An Entrance to Engagement* opted for this design to be at the centre of the framework as it was designed specifically to reflect our RTLB practice**.**

2.2 HE URUNGA TŪ An Entrance to Engagement

He Urunga Tū – *An Entrance to Engagement* was borne out of a challenge for RTLB best practice to:
- reflect the principles of the *Te Tiriti o Waitangi*
- be culturally responsive and inclusive
- embed *Ka Hikitia – Accelerating Success 2013-2017* and *Tātaiako: Cultural Competencies for Teachers of Maori Learners* into our practice
- validate and acknowledge the "*work before the work*" that takes place before RTLB can engage with the *Request for Support*
- clarify the roles of RTLB, *whānau, kaiako* and *kura* through a culturally responsive lens
- validate and acknowledge the physical, mental, emotional and spiritual domains of the person/people involved
  - create a safe working platform for RTLB to conduct themselves in a way where they could be most inclusive and least intrusive

- honour the entire process from the beginning to the end while recognising that every phase of the process is valued.

Using this framework RTLB may enable ākonga, kaiako and whānau self-determination. RTLB are *manuhiri* who are invited to facilitate, support and nurture the child through their learning journey. '*Ahakoa ko wai, ahakoa nō hea - No matter whom they are or where they are from'.*

The He Urunga Tū framework enables RTLB to be effective, inclusive, culturally responsive and safe in their practice. It guides and supports RTLB to facilitate the process in a manner that is respectful and professional and maintains positive working relationships.
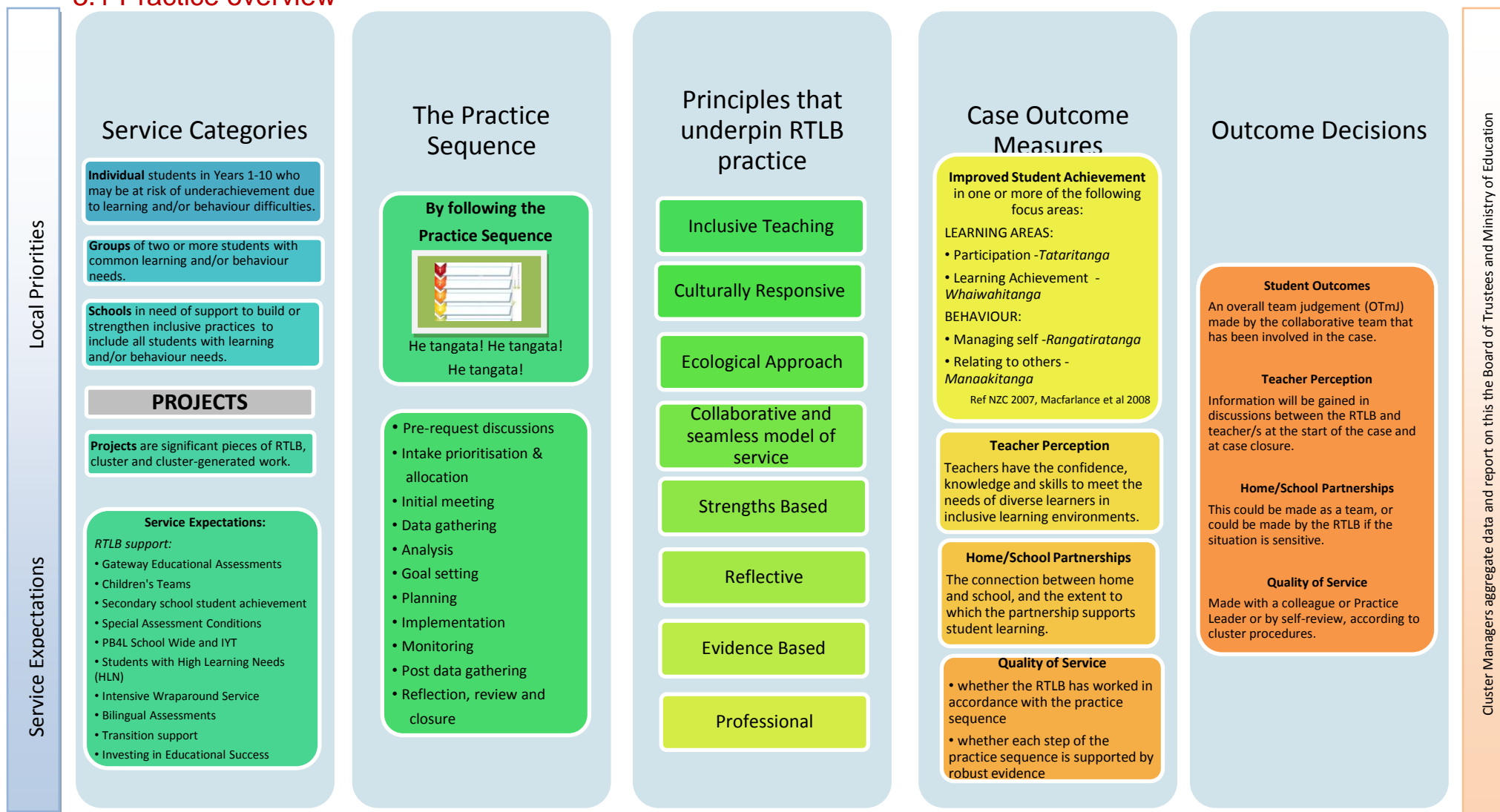
He Urunga Tū – *An Entrance to Engagement* framework contains five key phases:
- Ngā Whakaritenga/Waharoa
- Whakaeke
- Whaikōrero
- Hongi/Kai Ngātahi
- Whakawātea.

Each phase links to the *RTLB Practice Sequence stages*. The He Urunga Tū framework uses the analogy of *pōwhiri* to illustrate that RTLB work in *kura* is always by invitation to support the *ākonga, kaiako and kura*.

3. Practice

3.1 Practice overview

Service Categories

Individual students in Years 1-10 who may be at risk of underachievement due to learning and/or behaviour difficulties.

Groups of two or more students with common learning and/or behaviour needs.

Schools in need of support to build or strengthen inclusive practices to include all students with learning and/or behaviour needs.

PROJECTS

Projects are significant pieces of RTLB, cluster and cluster-generated work.

Service Expectations:

RTLB support:
- Gateway Educational Assessments
- Children's Teams
- Secondary school student achievement
- Special Assessment Conditions
- PB4L School Wide and IYT
- Students with High Learning Needs (HLN)
- Intensive Wraparound Service
- Bilingual Assessments
- Transition support
- Investing in Educational Success

The Practice Sequence

By following the Practice Sequence

He tangata! He tangata! He tangata!

- Pre-request discussions
- Intake prioritisation & allocation
- Initial meeting
- Data gathering
- Analysis
- Goal setting
- Planning
- Implementation
- Monitoring
- Post data gathering
- Reflection, review and closure

Principles that underpin RTLB practice

Inclusive Teaching

Culturally Responsive

Ecological Approach

Collaborative and seamless model of service

Strengths Based

Reflective

Evidence Based

Professional

Case Outcome Measures

Improved Student Achievement in one or more of the following focus areas:

LEARNING AREAS:
- Participation -*Tataritanga*
- Learning Achievement - *Whaiwahitanga*

BEHAVIOUR:
- Managing self -*Rangatiratanga*
- Relating to others - *Manaakitanga*

Ref NZC 2007, Macfarlance et al 2008

Teacher Perception

Teachers have the confidence, knowledge and skills to meet the needs of diverse learners in inclusive learning environments.

Home/School Partnerships

The connection between home and school, and the extent to which the partnership supports student learning.

Quality of Service

- whether the RTLB has worked in accordance with the practice sequence
- whether each step of the practice sequence is supported by robust evidence

Outcome Decisions

Student Outcomes

An overall team judgement (OTmJ) made by the collaborative team that has been involved in the case.

Teacher Perception

Information will be gained in discussions between the RTLB and teacher/s at the start of the case and at case closure.

Home/School Partnerships

This could be made as a team, or could be made by the RTLB if the situation is sensitive.

Quality of Service

Made with a colleague or Practice Leader or by self-review, according to cluster procedures.

Local Priorities

Service Expectations

Cluster Managers aggregate data and report on this the Board of Trustees and Ministry of Education

3.2 Principles

There are eight principles guiding RTLB practice.
- Inclusive teaching
- Culturally responsive
- Ecological approach
- Collaborative and seamless model of service
- Strengths based
- Reflective
- Evidence based
- Professional

1. Inclusive teaching

Recognising and valuing the diversity and contribution of all children and young people. RTLB assist kaiako/teachers to develop:

- effective classroom environments that enhance learning, self-identity, participation and contribution
- strategies for identifying and breaking down barriers to inclusion in the least intrusive way.

For more information, visit the Inclusive Education website, http://inclusive.tki.org.nz/, and Ministry of Education website, http://www.education.govt.nz/school/running-a-school/inclusive-education/

2. Culturally responsive

New Zealand communities are diverse, with many different cultures, ethnic, religious and socio-economic groups. RTLB understand and respect the social and cultural influences on learning in the multi-cultural context of Aotearoa New Zealand. They work to strengthen confidence in cultural identity and connection to parents, whānau/families and kura whānau /school communities.

The RTLB service meets the identified needs of students in their communities by:
- appreciating the diversity that individual RTLB bring to their cluster
- increasing the cultural competence of the service.

RTLB practice will:
- develop positive, culturally responsive relationships with students and their whānau/families
- use practices that reflect learners' cultural values, knowledge and ways of learning
- empower students from all cultures to succeed.

This principle places importance on cultural knowledge and understanding and the right of Māori to define, protect, promote and control all of their treasures and resources. RTLB develop relationships with Māori whānau and community members so they can actively participate in the decision-making process to improve the achievement of Māori students.

Interventions involving Māori students should take the Māori potential approach and emphasise the importance of language, identity, culture and sharing knowledge in partnership with students, parents, whānau/families and kaiako/teachers.

RTLB practice will contribute to accelerating Māori student achievement by:
- identifying the needs of Māori students within the cluster
- identifying cluster needs for RTLB who can work in Māori medium settings
- working for and with parents, whānau/families, iwi and hapū and delivering a culturally responsive service.

The Treaty of Waitangi

RTLB practice is in accordance with the principles in the three articles of the Treaty:
- partnership (article one) by working effectively with iwi and other Māori providers involved with a student
- protection (article two) by valuing children as tāonga
- participation (article three) by ensuring whānau and families have the opportunity to participate in the process.

Tātaiako

Recognising, valuing and responding to the needs of Māori through the RTLB being able to incorporate within their practice the competencies within "Tātaiako – cultural competencies for teachers of Māori learners". The competencies are:
- Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- Whanangatanga: actively engaging in respectful working relationships with Māori learners, parents, whānau/families, hapū, iwi and the Māori community.
- Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- Ako: taking responsibility for own learning and that of Māori learners.
- Recognising, valuing and responding to the needs of Pasifika learners.
- Ensuring culture and identity are acknowledged and valued and shape the work of RTLB.

The Maori Education Strategy: Ka Hikitia

Ka Hikitia is the Ministry of Education's approach to improving the performance of the education system for and with Māori. It emphasises the importance of a Māori potential approach in education and focuses on:
- identifying opportunity
- investing in people and local solutions
- tailoring education to the learner
- indigeneity and distinctiveness
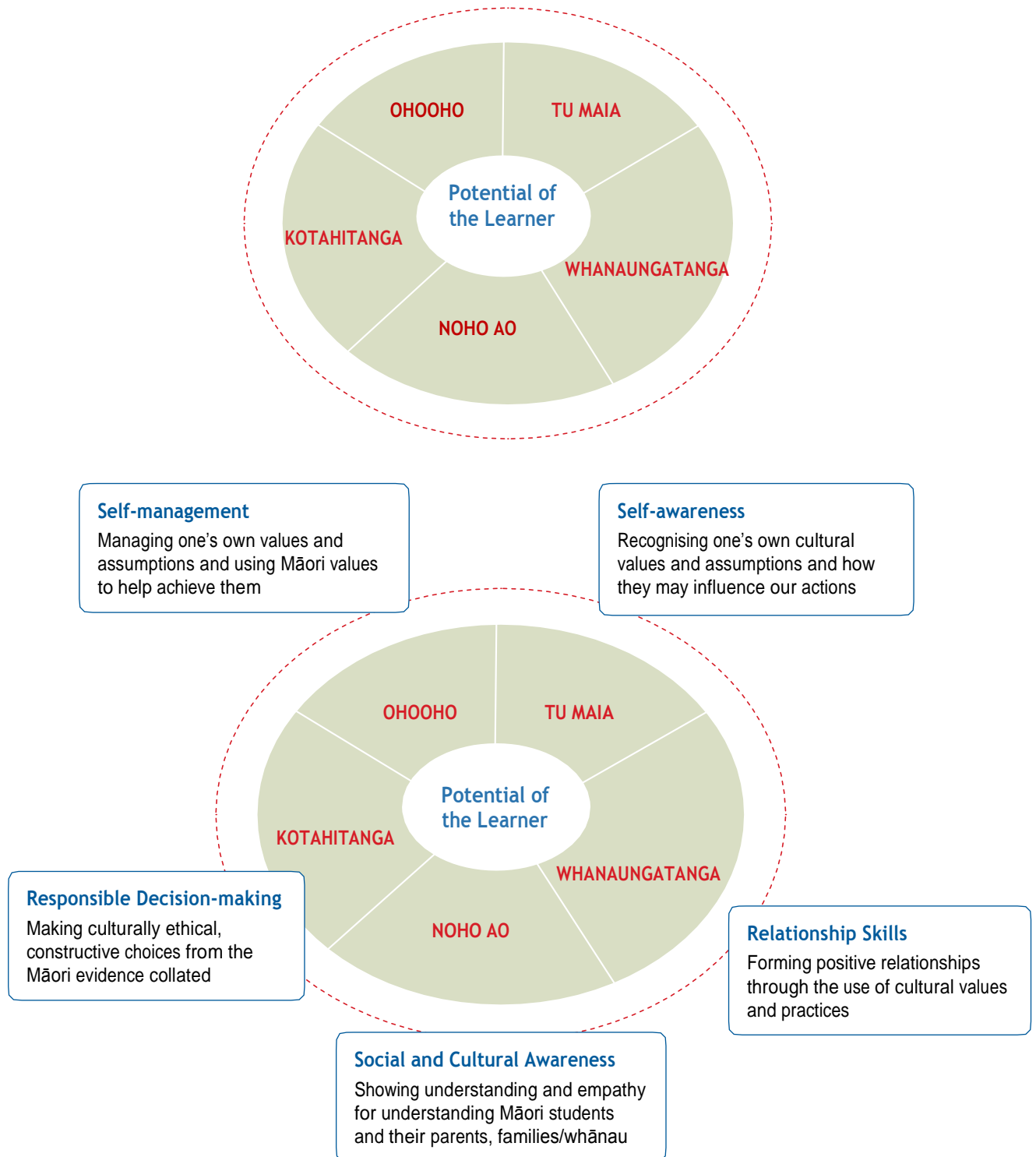- collaborating and co-constructing.

Ka Hikitia also emphasises the importance of ako. The key aspects of ako are:
- identity, language and culture counts – knowing where students come from and building on what students bring with them
- productive partnerships – Māori students, whānau and educators sharing knowledge and expertise with each other to produce better outcomes.

For more information about the Māori education strategy: Ka Hikitia, visit the Ministry website, http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-

Framework for success for Maori

Framework for Building Meaningful Relationships & Success for Māori:

Self-management
Managing one's own values and assumptions and using Māori values to help achieve them

Self-awareness
Recognising one's own cultural values and assumptions and how they may influence our actions

Responsible Decision-making
Making culturally ethical, constructive choices from the Māori evidence collated

Relationship Skills
Forming positive relationships through the use of cultural values and practices

Social and Cultural Awareness
Showing understanding and empathy for understanding Māori students and their parents, families/whānau

Working with Pasifika

The *Pasifika Education Plan* is the Ministry of Education's approach to encouraging personal responsibility, promoting collective accountability and emphasising the importance of lifting Pasifika achievement.

Pasifika students come from a range of Pacific islands each with unique cultural and language identities. Interventions involving Pasifika students must be appropriate for their unique cultures. It cannot be assumed that what is appropriate for one Pasifika culture will be appropriate for all Pasifika cultures.

For more information about the Pasifika Education Plan, visit the Ministry website, http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/pasifika-education-plan-2013-2017/

Collaborating with whānau/families

RTLB interventions should acknowledge the family's aspirations for their child's education. Whānau/families should:
- be actively engaged and involved in all aspects of the process
- feel encouraged and empowered in their knowledge and decision-making.

Communication with families should be culturally appropriate, for example:
- accessing an interpreter if necessary
- involve appropriate liaison people from their community
- establish and build on positive relationships.

3. Ecological approach

The students' needs and the programmes, interventions and support provided must be understood and shaped within the context of the students' current learning environment. Using an ecological approach to the interventions means student learning behaviour is assessed within the normal routines, interactions and practices of their classroom and kura/school.

The ecological view is that:
- the student and their learning environment relate to and define each other
- learning is an on-going, interactive and contextualised process
- learning behaviour should be considered in the larger cultural context to properly understand the assessment
- any mismatch between students' physical, interpersonal and learning environments and student characteristics and needs is identified.

4. Collaborative and seamless model of service

This principle is about consulting and working with kura/schools, kaiako/teachers, akonga/students, whānau/families and communities and professional communities of practice, to put in place effective strategies and programmes to achieve mutually agreed goals. RTLB value open communication and the sharing of knowledge.

The key to this principle is placing the student at the centre and asking "How can we best meet the needs of this student?"

1. Collaborative consultation involves:
   - negotiating, facilitating and supporting kura/schools to make sustainable change
   - parents, whānau/families contributing information and being involved in the development of goals
   - working with kaiako/teachers to build capability and knowledge to provide effective learning environments for all students
   - encouraging student participation in planning progression and evaluating their learning
   - team members using a collaborative, proactive and solutions focussed framework as described in the RTLB practice sequence
   - co-construction of goals and interventions.

2. Seamless inter-professional practice is when professionals learn with, from and about each other to strengthen their own professional identity and practice and to collaboratively improve outcomes for all. This involves:
   - RTLB, Ministry of Education Special Education and agencies from different professional backgrounds working together with whānau/families and kura/schools to support improved outcomes for tamariki/students
   - all members of the team participating and relying upon one another to accomplish common goals
   - maximising the strengths and skills of all team members
   - developing and maintaining professional, trusting and respectful relationships
   - communicating with clarity and openness
   - facilitating interaction, exchange and co-reflection of the inter-professional team
   - supporting transition between RTLB, Ministry of Education Special Education and other agencies
   - improving practice within each profession to better support and complement that of others.

5. Strengths based

RTLB value all people involved and seek to maximise their potential and participation. This principle is about finding solutions by looking at the strengths and resources of:
- students
- parents, whānau/families
- kaiako/teachers
- the kura/school
- iwi.

Intervention goals should:
- acknowledge and enhance strengths
- strengthen cultural identity
- focus on the future and not the past
- rekindle hope
- facilitate change
- be sustainable
- enhance the motivation, capability and capacity within the collaborative team.

6. Reflective

Recognising and valuing the importance of evaluating practice for future improvement, RTLB keep records of each step in the practice sequence. This allows for continuous reflection on practice to ensure fidelity to programmes and better outcomes for students. RTLB evaluate their professional practice:

- in terms of the match between their behaviour and their intentions
- in terms of the outcomes it has for students, parents, whānau/families and school community
- in terms of the effectiveness of outcomes
- with reference to established theory and examples of exemplary practice.

7. Evidence based

Visible throughout the RTLB practice sequence, Evidence Based Practice (EBP) is an integral part of RTLB work. Opportunities for collaboration with colleagues and whānau focus on strengths, data, best evidence, and what works. RTLB use evidence based interventions as they provide more effective support for students, families, teachers and school communities (*Effective RTLB Practice, 2011*). RTLB support those involved with the student and enable them to integrate new learning with existing knowledge, skills and experience. RTLB encourage them to engage priority learners within the context of the classroom.

RTLB interventions should demonstrate evidence-based practice. Evidence Based Practice is "the data we select – the relevant information that we notice from the external research work and from our own practice – and the interpretations we make from that data" (*Policy Implementation and Cognition: Reframing and Refocusing Implementation Research 2002*).
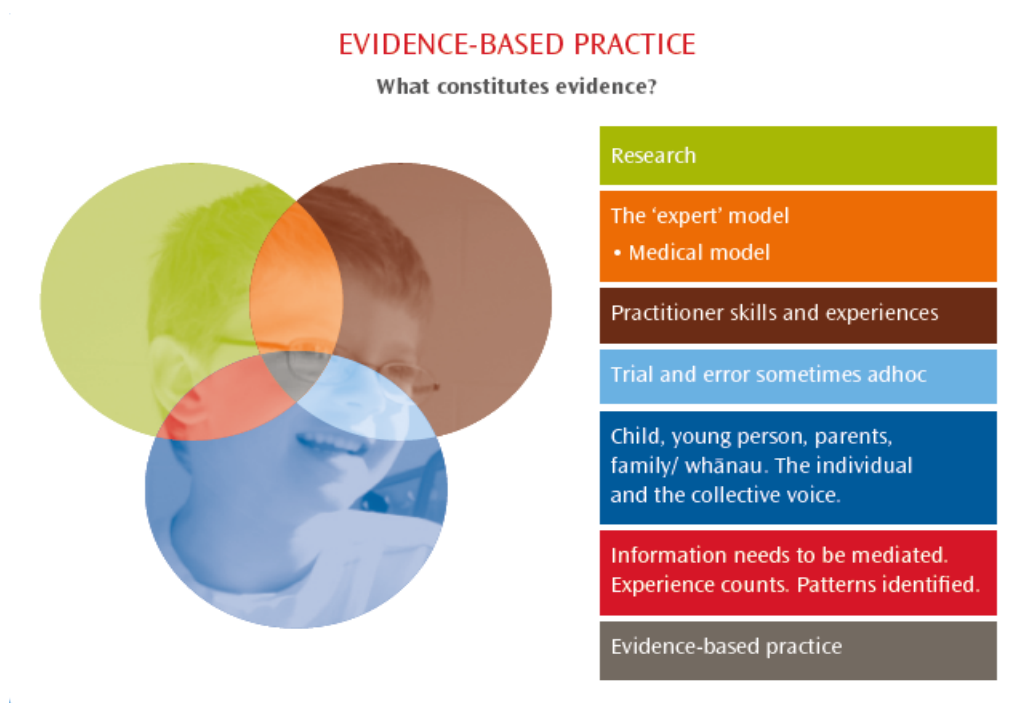

Figure 1: Evidence-based diagram from Special Education

This model illustrates the importance of integrating RTLB knowledge, the learner's context and valid research to inform practice.

The process of interpretation is one of sense making: asking questions about the data to create new and useful knowledge. Four steps are identified in the sense-making process:

- Noticing
- Framing
- Interpreting
- Constructing meaning

This takes time, effort and the use of prior knowledge. It becomes a dynamic interaction of research evidence, practitioner expertise and the voice of teacher/ whānau /student.

Useful evidence helps provide answers to the questions or hypotheses being investigated. This means that the tools and approaches used to gather data must relate to the purpose of the inquiry and the context in which it is taking place. Inquiry can draw on informal evidence, such as observations and interviews, and formal evidence, such as standardised achievement data. Related research findings by others from outside the immediate context are another valuable source of evidence, provided it too is collected and actively interpreted for the purpose and the context (*Inquiry and Evidence Based Practice*).

**Other Models of Evidence Based Practice**
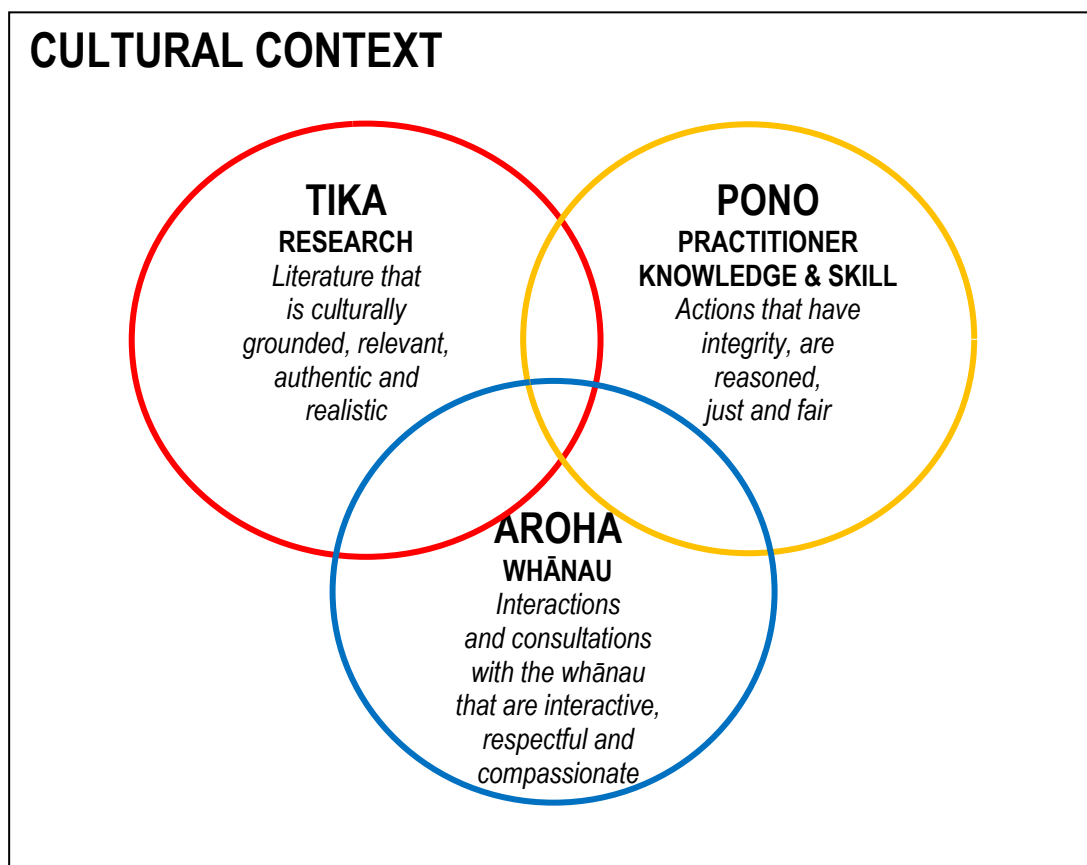
Teaching as Inquiry

RTLB practice fits within the Inquiry Cycle and each stage is visible within the RTLB Practice Sequence.

The following considerations are critical when planning an inquiry cycle:
- decide how to gather evidence
- decide how to critically analyse data
- the collaborative process and activities scaffold learning.

Teacher and student inquiry cycles may occur alongside the RTLB inquiry cycle:

RTLB Professional Practice Toolkit, http://rtlb.tki.org.nz/
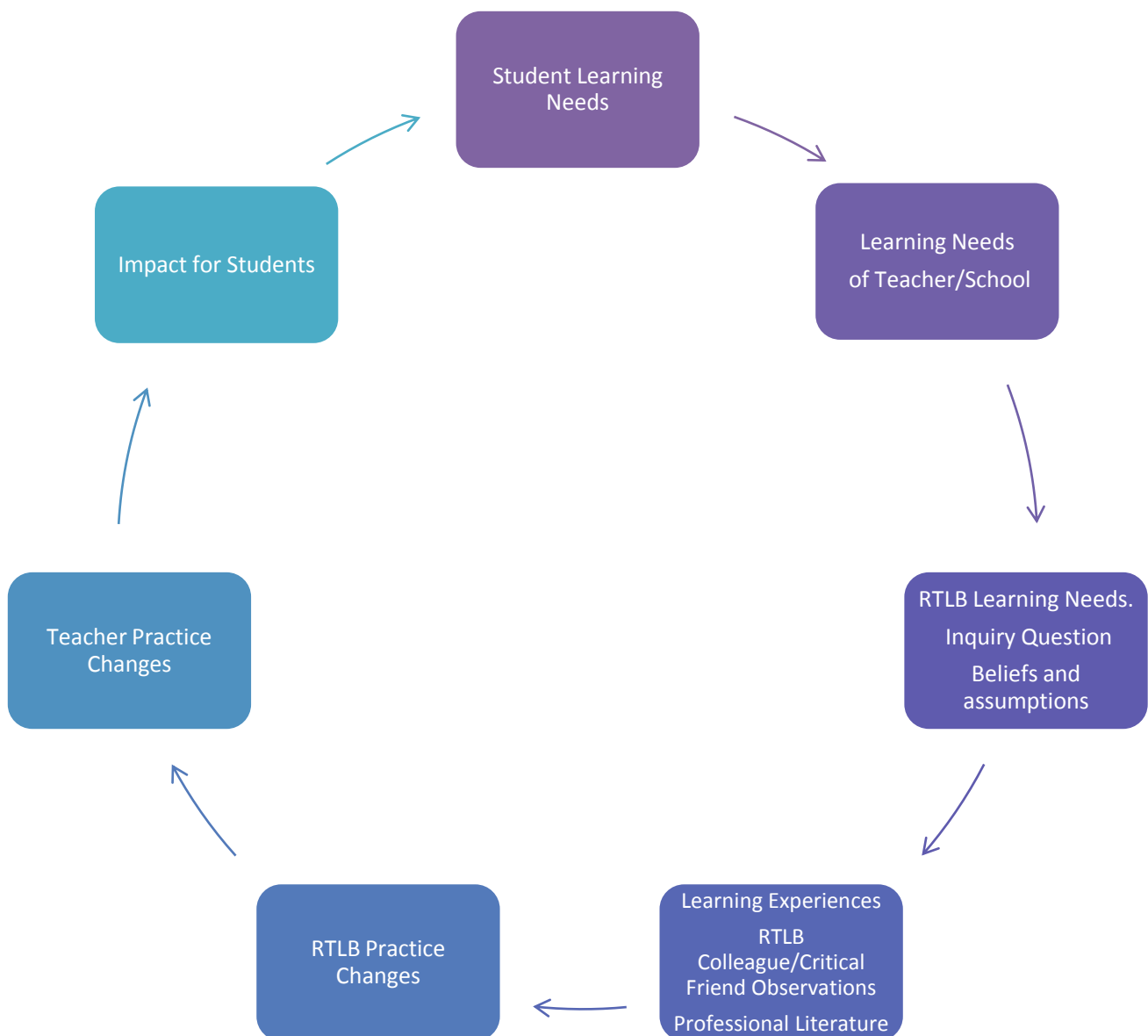
Springboards to Practice

Springboards to Practice were developed as part of the Enhancing Effective Practice Special Education project.

 "The Springboards weave research information together with student, parent and teacher voices into practical teaching suggestions". Evidence is considered from the following sources:
- professional practitioners
- from whānau/families and young people about their lived experience
- from research (national and international)
- from RTLB inquiry (local action research).

8. Professional

RTLB work within the Code of Ethics for Registered Teachers. All interactions are governed by the principles of autonomy, justice, responsible care and truth.

As itinerating specialist resource teachers, RTLB work across schools within a cluster. Each of the 40 clusters are employed by a lead school board of trustees and are therefore subject to the lead school employment policies and protocols. RTLB are employed under primary, secondary or area school collective/individual employment contracts.

RTLB act ethically, promoting positive values and maintaining and raising professional standards. They do this by:
- gaining ongoing written, informed consent from whānau/families and/or caregivers during case work
- familiarising themselves with relevant school policies and procedures relating to student safety and wellbeing
- following cluster policies and protocols
- adhering to relevant school policies and procedures related to student safety and wellbeing.

For more information, visit the Education Council website, https://educationcouncil.org.nz/content/code-of-ethics-certificated-teachers-0

For more information about sharing information about vulnerable children, visit the Privacy Commissioner website, https://www.privacy.org.nz/how-to-comply/sharing-information-about-vulnerable-children/

3.3 RTLB Practice Sequence

RTLB follow a structured process which includes three main phases:
1. Pre Request for Support
2. Request for Support – Prioritisation and Allocation
3. Practice sequence

A structured process ensures:
- everyone involved understands how the RTLB service works
- the reason for the request for support is well understood
- roles and responsibilities are clarified and understood
- evidence is gathered and analysed
- akonga outcomes can be identified, planned for, implemented, monitored and measured
- strategies and interventions can be implemented, monitored and effectiveness measured.

Pre Request for Support

Each cluster has a system for communicating regularly with every school in the cluster. RTLB support schools to identify needs and appropriate requests for support. This may be facilitated by a liaison RTLB.

During this phase, RTLB:
- ensure they are familiar with the special education needs policies and procedures within each school
- assist schools to explore various pathways for support
- clarify the need with the teacher/s in the school requesting support
- may support schools to complete requests for support
- keep schools informed of the status of requests for support.

Request for Support (Prioritisation and Allocation)

Each cluster has a process that ensures there is equitable access to the RTLB service. Each cluster, in collaboration with the Ministry of Education's special education service, has an equitable system for prioritising and allocating requests for support on a regular basis.

Requests for support:
- are focussed on either:
  - individual student learning/behaviour
  - groups of students' learning/behaviour or
  - schools' inclusive practices
- must fit within the RTLB scope of practice.

RTLB will verify consent has been obtained from the relevant stakeholders including whānau/parents; and when appropriate, the ākonga concerned (for individual cases).

Note: Informed consent is an on-going process in which a person is able to provide consent for specialist activities. Informed consent implies: having enough information to make a decision, the information is understood, the person is able to make a choice and is competent to decide, and is not forced or pushed into deciding (coercion or pressure). A person needs to know what the choices are, when/how the action is going to happen and what the anticipated outcomes are.

3.3 RTLB Practice Sequence

Once the request for support has been prioritised and allocated by the cluster, the RTLB responds by working through the RTLB practice sequence. The steps may not always be followed in order. Sometimes new information may require going back to a previous stage in the sequence.

Improving outcomes for ākonga is central to all RTLB interventions. The focus of interventions may be Individual, Group or School.

The collaborative team involved in the steps includes RTLB, kaiako/teachers (e.g. class teacher, principal, SENCo/learning support coordinator), whānau/parents, family caregivers; other agencies may be involved when appropriate.

The 10 step sequence:
1. Initial meeting
2. Data gathering
3. Analysis
4. Goal setting
5. Planning
6. Implementation
7. Review, reflect and refine (monitoring)
8. Post implementation data gathering/follow up
9. Review, reflect (and either move to step 10, or return to earlier step)
10. Close

Ngā Whakaritenga/Waharoa: Step 1

1. Initial meeting
The purpose of the initial meeting is to develop collaborative relationships, clarify roles and responsibilities and explain the RTLB way of working. There may also be initial contact with whānau/parents, and/or caregivers. They should be engaged, welcomed, empowered and affirmed in their expertise and knowledge of the ākonga throughout the process.

At the initial meeting:
- consider local/cultural knowledge, school culture, key people, stakeholders
- the RTLB role is discussed and agreement reached regarding service provision
- further information is gathered and the specific needs are clarified
- preferred pathways for on-going contact through the intervention are established
- agreement is reached on what data will be collected, how this will be done, who will do what, and what exit (or closure) will look like.

Whakaeke
- Liaison RTLB facilitates introductions of new RTLB in the school.
- Listen for the key issues.
- Consider pathways with key people.

Whaikōrero: Steps 2-3

2. Data gathering
Pre implementation data (baseline information) is gathered in this step and recorded for outcomes reporting purposes. The measures used for gathering pre implementation data and for gathering (post) implementation data (closure information) will be the same.
- Ensure that authentic voice is sought from ākonga/whānau/kura/hāpori
- Consider cultural, academic and social strengths

Data gathering should be guided by an ecological approach and by evidence-based practice. The process should involve the collaborative team and be culturally responsive.

There should be multiple sources of data gathered. These might include, but are not limited to:
- observations and interviews including interactions within the classroom and the perspective of ākonga; parents, whānau/parents
- functional assessments of behaviour or academic behaviour
- curriculum-based assessment.

3. Analysis
Analysis should provide a framework for organising and evaluating the gathered data. Through this process, the collaborative team should:
- evaluate all available data
- identify the contextual factors influencing ākonga learning
- identify, define and prioritise key trends
- develop shared hypotheses
- keep clear records about the analysis.

Hongi/Kai Ngātahi: Steps 4-8

4. Goal Setting
In this step the team will draw on the data and the analysis to:
- identify, define, prioritise and agree on outcomes
- identify solutions that will build capacity
- set **S**pecific, **M**easureable, **A**chievable, **R**ealistic, **T**ime-framed goals targeted at meeting agreed outcomes
- co-construct a collaborative action plan (CAP) with all stakeholders.

5. Planning
Through shared planning, the collaborative team will consider and evaluate possible, realistic actions, strategies, and programmes that may be appropriate to achieve the desired outcomes. Proposed strategies are evaluated for:
- cultural responsiveness
- inclusiveness
- contextual relevance
- availability of resourcing
- capacity for successful implementation
- relevance to the New Zealand Curriculum or Te Marautanga o Aotearoa
- strengths-based practice
- evidence-based practice
- how the learning can be generalised and sustained.

Once a strategy is agreed, the team will decide on:
- implementation
- roles and responsibilities
- how progress will be recorded
- what monitoring will look like
- a review date.

6. Implementation
All team members contribute to and support the implementation of the agreed plan.
Implementation should:
- use a culturally responsive approach
- occur in the context of the environment
- promote inclusiveness
- be timely
- be supported by the all members of the collaborative team
- be faithful to the agreed plan
- have progress against set goals regularly recorded
- identify and address any barriers to successful implementation as they arise
- include a plan for team review of planned goals and strategies.

7. Review Reflect and Refine (Monitoring)
RTLB facilitate regular collaborative team mentoring to ensure on-going evaluation of effectiveness and fidelity of implementation. This ensures adherence to the plan and allows for agreed adaptations to be made, if needed.

Factors that could be monitored include:
- effectiveness/movement towards the attainment of agreed goals and outcomes
- quality of delivery
- cultural responsiveness
- timeliness of delivery
- impact of the service on Māori and Pasifika
- generalisation and sustainability of learning
- modifications needed
- appropriateness of implementation
- resourcing
- the strategies and interventions used.

8. Post implementation data gathering
The measures used for gathering pre and post implementation data (closure information) will be the same as the measures used at Step 2 above. The post implementation data is recorded for outcome reporting purposes.

Whakawātea: Steps 9-10

9. Reflect and review
RTLB facilitate reflection by the collaborative team. The team reviews the intervention and considers whether outcomes were achieved. If not achieved, the team may decide to cycle back to earlier steps in the sequence e.g. data analysis. Celebrations and barriers to success are noted. This process helps:
- build the practice knowledge of RTLB and other team members
- inform future interventions

- identify performance gaps
- identify the need for professional development
- identify service provision gaps.

10. Close

The *Request for Support* may close when:
- the collaborative team agrees the intervention has led to the agreed outcomes; or
- it is identified that other pathways need to be explored
- the RTLB presents a final summary to the team that records the outcomes of the service.

When cases are closed before completion of the practice sequence, RTLB report on the main reason for case closure:
- student no longer enrolled
- student excluded
- consent withdrawn
- agreement (of the collaborative team) to close
- referred on to:
    - Ministry of Education Severe Behaviour service
    - ORS
    - other agency.

3.3.1 Definition of a case

WHAT IS A CASE?
For the purposes of reporting on outcomes using the database, a case is generated by a request for support (R4S). All cases follow the steps of the RTLB practice sequence.
There are three types of cases:

- Individual student
- Group
- School

Pre Request for Support (R4S) discussions

These decisions usually involve a liaison RTLB or similar. This can be considered a school system 'case'.

School makes R4S for:
- Individual students
- Group of students
- School

MOE requires case data from the point of opening. Clusters will gather data on individual students, groups, schools and projects.

R4S declined

Projects may also follow the practice sequence and may be included in cluster's Case Management Systems.

R4S accepted & allocated to RTLB/s **becomes a 'case'**

This is when a R4S becomes a ''case'.

If case closed and incomplete, record why

- Student no longer enrolled at school
- Student excluded
- Consent withdrawn
- Agreement to close
- Referred on to:
  - SE severe behaviour service
  - ORS
  - Other agency

Case progresses through the practice sequence

Case reviewed and may progress through another cycle of planning, implementation and review if teacher/s & learning context remain the same

If during a 2nd cycle through the practice sequence, the intervention is different but it's about the same student/s and the same desired outcome in the same context with the same teacher/s, this is the same case.

Case closed by agreement. This may occur when exit/success criteria are met or student is no longer with the teacher involved in the collaboration or is no longer in the same learning environment i.e. end of school year

A short period of transition support in the new environment or in a new school year (e.g. 4-5 weeks) is seen as part of the previous year's case.

When are outcomes reported for case that are ongoing e.g. HLN?
RTLB report on outcomes at the completion of RTLB involvement in a particular learning context, i.e. when the collaborative plan is reviewed.

Outcomes Reporting is completed

*If the same student/group requires further support the following year or in a new school with a new teacher, this is recorded on the database as a **new case**. If a new sequence of work is negotiated with a new teacher in a new context this is recorded on the database as a **new case**.*

3.4 Outcomes Reporting

In the course of their work RTLB make a difference for students, teachers, schools and whānau/parents. Outcomes data collected at case, cluster and national level provides evidence of the positive impact of RTLB work.

Having a big picture view of the outcomes of RTLB work helps clusters make wise choices about how best to support teachers and learners and helps inform future practice.

A nationally consistent outcomes framework enables RTLB to use credible and useful data when reporting to whānau/parents, families, teachers, schools, clusters, the Ministry of Education and other relevant stakeholders.

Focus areas for RTLB cases

RTLB cases respond to requests for support for:
- individual students
- groups of students
- school systems and inclusive practices.

RTLB indicate one or more of the following focus areas for each case:
Learning:
- Participation – Tātaritanga
- Learning Achievement – Whaiwāhitanga

Behaviour:
- Managing Self – Rangatiratanga
- Relating to Others – Manaakitanga

Case Outcomes Measures

For every case, RTLB use rubrics or scaled indicators to measure key outcomes of their work. Outcomes are measured and recorded for:
- student achievement
- teacher perception
- home/school partnerships
- quality of service.

Note: this data should not be used in isolation for appraisal purposes.

Student achievement outcome measures

For each case, at least one of the four student achievement outcomes is measured:
- Participation
- Learning achievement
- Managing self
- Relating to others.

Only those student achievement outcomes that are relevant to a case or that have been a focus of the work are measured.
The collaborative team agrees to the measures using an overall team judgement (OTmJ).

The measures are recorded twice: 1. at the start of RTLB involvement; and 2. at case closure.

Participation

1	Limited engagement in the learning environment
2	
3	
4	
5	Some progress towards intended outcomes
6	
7	
8	
9	
10	Achieving/exceeding all intended outcomes

Learning Achievement

1	Limited engagement in the learning environment
2	
3	
4	
5	Some progress towards intended outcomes
6	
7	
8	
9	
10	Achieving/exceeding all intended outcomes

Managing Self

1	Limited engagement in the learning environment
2	
3	
4	
5	Some progress towards intended outcomes
6	
7	
8	
9	
10	Achieving/exceeding all intended outcomes

Relating to Others

1	Limited engagement in the learning environment
2	
3	
4	
5	Some progress towards intended outcomes
6	
7	
8	
9	
10	Achieving/exceeding all intended outcomes

Teacher perception outcome measure

At the start of RTLB involvement (at the initial meeting) and at case closure (at the review meeting) feedback is gained from teachers to determine their level of confidence to meet the student's needs and in sustaining inclusive practice. The pre and post data is used as evidence that teachers have the confidence, knowledge and skill to meet the needs of diverse learner/s in inclusive learning environments.

The measure is recorded twice: 1. at the start of RTLB involvement; and 2. at case closure.

1	Needs support to identify and/or meet student needs
2	
3	
4	
5	Gaining in confidence, knowledge and/or skill
6	
7	
8	
9	
10	Highly confident that the improvements made can be sustained

Home/School partnership outcome measure

At the start of RTLB involvement (at the initial meeting) and at case closure (at the review meeting) feedback is gained from teachers and whānau/parents to gauge the strength of the connection between home and school, and the extent to which the partnership supports student learning.

1	Limited connections and partnership building
2	
3	
4	
5	Developing connections and partnership building
6	
7	
8	
9	
10	Established, strong and effective connections and partnership building

Quality of service outcome measures

At case closure a judgement is made about the quality of service being provided by RTLB, in particular:
- whether RTLB have worked in a nationally consistent way, in accordance with the RTLB practice sequence
- whether each step of the practice sequence is supported by robust evidence.

There are two measures that show the quality of the service provided by the RTLB:
- fidelity to the practice sequence
- strength of evidence.

Both outcomes are measured. Each measure is recorded once, at case closure.

Fidelity to the practice sequence

1	RTLB Practice Sequence not followed
2	
3	
4	
5	Some steps of the RTLB Practice Sequence are adhered to
6	
7	
8	
9	
10	All steps of the RTLB Practice Sequence followed and documented

The RTLB uses self, practice leader or peer case review in accordance with cluster procedures, to gauge how closely they have followed the RTLB practice sequence.

Strength of evidence

1	No evidence
2	
3	
4	
5	Some data to demonstrate progress
6	
7	
8	
9	
10	Robust triangulated pre and post data, both qualitative and quantitative

The RTLB uses self, practice leader or peer case review in accordance with cluster procedures to gauge the strength of supporting evidence used at each step of the practice sequence.

Note: Decisions about procedures for case review are made at cluster level.

Who makes these outcomes decisions?

▸ For **student outcomes** decisions will be an overall team judgement (OTmJ) made by the collaborative team that has been involved in the case

▸ For **teacher perception**, information will be gained in discussions between the RTLB and teacher/s at the start of the case and at case closure

▸ For **Home/School Partnerships** this could be made as a team, or could be made by the RTLB if the situation is sensitive

▸ Decisions about **quality of service** are made with a colleague or practice leader or by self-review, according to cluster procedures

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EXAMPLE: Case # __

	Participation	Learning Achievement	Relating to others	Teacher confidence	Home/School Partnership	Fidelity	Strength of Evidence
Pre data	3	2	3	2	4		
Post data	8	7	8	9	8	9	7

Case # __ Outcomes

RTLB Professional Practice Toolkit, http://rtlb.tki.org.nz/
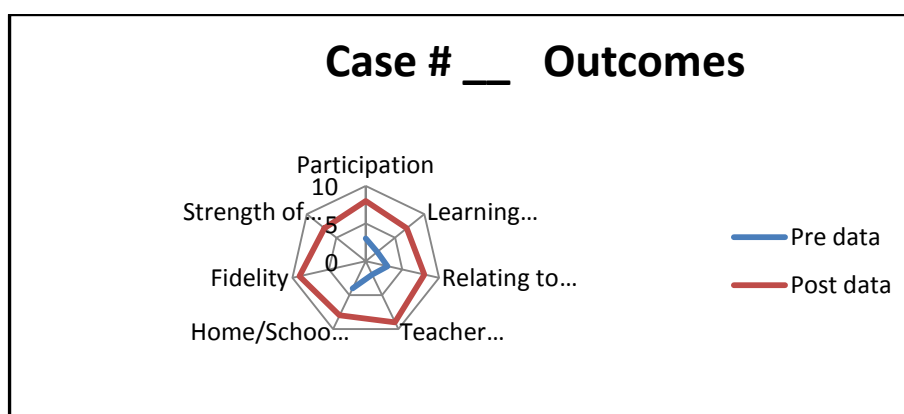
Project outcome measures

As well as measuring the outcomes of case work, RTLB also record the outcomes of cluster-generated projects. Cluster-generated projects are in-house pieces of work such as research or resource development. Projects do not follow the practice sequence.

At the conclusion of a project, the cluster records those outcomes that have occurred as a result of the project:
- project has been formally shared with other RTLB or other relevant professionals
- project has developed an RTLB intervention for use in schools
- project has influenced quality RTLB practice
- project has influenced quality RTLB service provision
- project has led to system or process efficiencies.

Project outcomes are not measured using a rubric or 1-10 scale.

Closed but incomplete RTLB cases

When cases are closed and incomplete, RTLB indicate the reason for case closure:
- student no longer enrolled
- student excluded
- consent withdrawn
- agreement (by collaborative team) to close
- referred on to:
    - Ministry of Education Severe Behaviour Service
    - ORS
    - other agency.

3.5 Scope of Practice

RTLB practice is focused on teaching and learning in accordance with the New Zealand Curriculum.

Within the scope of RTLB practice is building teacher and school inclusive practice capability to find solutions that support Years 0-10 students overcome substantial barriers to learning.

RTLB practice responds to school initiated requests for support and to current Ministry of Education priorities as outlined in the funding and service agreement between the lead school and the Ministry.

The scope of RTLB practice includes:
- individual, group or school cases
- projects
- inclusive practice professional development for teachers
- ongoing and targeted support of High Learning Needs (HLN) students working within level one of the curriculum
- supporting student transitions
- Gateway assessments and education profiles
- Bilingual assessments
- supporting secondary schools' applications for Special Assessment Conditions (SAC)
- Positive Behaviour for Learning (School Wide PB4L, Incredible Years Teacher)
- Vulnerable Children's Teams.

RTLB have a professional obligation to develop and maintain professional relationships with a diverse range of learners, whānau/parents, caregivers, teachers, schools and other agencies. RTLB maintain close relationships with cluster schools and SENCo/learning support coordinators through liaison with schools. RTLB are culturally responsive practitioners. They strengthen connections with communities, marae, hapū and iwi.

Requests for RTLB support for individual students, groups of students or for schools' inclusive practices come from class/subject teachers and from SENCo/learning support coordinators or heads of learning support in accordance with cluster and school processes.

RTLB maintain fidelity to the Practice Sequence, adhere to the Principles of Practice, and build teacher and school confidence, knowledge and skills.

In the course of school liaison and casework RTLB support schools with applications to other specialists and initiatives including, but not limited to:
- speech language therapists
- psychologists
- audiologists
- Ongoing Resourcing Scheme (ORS)
- Assistive Technology (AT)
- Intensive Wraparound Service (IWS)

RTLB are allocated cases that are within their areas of capacity, capability and strength. As a way of broadening confidence, knowledge and skill within the role, RTLB may co-work or case share with colleagues.

To ensure a seamless provision of service to schools, RTLB and Ministry of Education Special Education staff work in partnership. Equitable roles and responsibilities are negotiated, clarified and agreed when cases are co-worked.

Tasks outside the scope of RTLB practice include:
- teaching a particular subject or course
- working as a teacher aide or reliever
- carrying out routine school duties
- providing a counselling, social work, or truancy service
- assuming management responsibility for crisis/traumatic incidents
- making diagnoses of disabilities (e.g. ADHD, dyslexia)
- working as tutor teachers for provisionally registered teachers
- reporting on a teacher's professional abilities or competencies.

3.5.1 Vulnerable Children

A better future for vulnerable children is at the heart of both the Children's Action Plan and the Vulnerable Children Act 2014, which together make significant changes to how we protect and improve the wellbeing of children.

Children's team have rolled out around the country under the Children's Action Plan. The teams bring together health, education, welfare and social service agencies to ensure one personalised plan for each vulnerable child and their family/whanau. In some cases, this will involve RTLB.

Team are established in Rotorua, Whangarei, Horowhenua/Otaki, Marlborough, and Hamilton. More teams will be established in the future e.g. Christchurch, Eastern Bay of Plenty, Wanganui, Clendeon/Manurewa/Papakura.

For more information, visit Ministry of Education website www.education.govt.nz/news/vulnerable-children-working-together-for-a-better-future/ , and Children's Action Plan website http://childrensactionplan.govt.nz/.

3.5.2 Gateway Assessments

Working with children entering State Care

Improving support for children in care is a government priority. A transition from a family, or from one school to another, affects each child differently. The way a transition is managed sets the stage for a child's future successes.

To support children entering into care, Child, Youth and Family, the Ministry of Education and the Ministry of Health developed the Gateway Assessment process.

For more information about Gateway Assessments visit the Child, Youth and Family website, www.cyf.govt.nz/

The aim is to:
- identify the health and education needs of children in care
- ensure there is interagency agreement on how best to address their needs
- facilitate access to appropriate services for health, education and wellbeing
- enable families and caregivers to better understand and manage any behavioural issues
- prioritise referral to the RTLB service for immediate follow up for all children entering care.

RTLB will:
- facilitate a joint-agency meeting within 0-4 days
- develop a plan that addresses the immediate needs of the child or young person and covers the first month with provision for ongoing monitoring
- be the Lead Worker during the first month, if the child or young person is not a current client of Ministry of Education Special Education
- work with the classroom kaiako/teacher on strategies to ensure the child/young person settles and succeeds in class
- work with the classroom kaiako/teacher to ensure the identified education needs are met
- undertake any assessments that may be necessary
- be a key member of the inter-agency group and work to strengthen the link between education and other agencies supporting the child, including the Ministry of Health
- work with the kaiako/teacher to complete the Education Profile and return it to the Child, Youth and Family Social Worker and the Gateway Assessment Coordinator
- provide on-going high quality education information and feedback to the social worker
- contribute to the development of the Inter-agency Service Agreement.

Refer to the guide *Gateway Assessments Supporting Information for Education Professionals (September 2015)*.

3.5.3 Bilingual Assessments

The Bilingual Assessment

A bilingual assessment can distinguish whether an ESOL student has language learning needs or additional special learning and social/emotional needs, through a dual assessment in their first language and English.

The Migrant, Refugee, and International Education Team at the Ministry of Education have trained RTLB as bilingual assessors. The RTLB Bilingual Assessors work with a bilingual assistant in the child's first language to determine if further support is needed for the student over and above the language learning needs. This may include learning and behaviour support by a RTLB. Lead Assessors are spread across the regions and assess students across clusters.

For information including eligibility, frequently asked questions, and application forms, visit Ministry of Education website http://www.education.govt.nz/school/student-support/bilingual-assessment-service/.

RTLB role with English Language Learners

Migrant and refugee background students with special education needs, including those who receive ESOL funding, are entitled to special education services available in New Zealand schools. They would need to meet the eligibility criteria for that particular service, for example:
- RTLB and RT Lit support
- Speech language therapy
- ORS funding.

International fee-paying students are not eligible for these services.

English for Speakers of Other Languages (ESOL)

The Ministry of Education provides funding for schools to offer English language programmes to students who have English as an additional language. ESOL programmes are designed to help students develop their English language skills so they can start meeting the achievement objectives of English in the New Zealand Curriculum.

For general information on English language learners, visit the Ministry of Education website www.education.govt.nz/school/student-support/esol-resources/ or for further information, contact Tjitske.Hunter@education.govt.nz, 09 632 9356.

3.5.4 Special Assessment Conditions

Special Assessment Conditions (SAC) allows a student to access support in an assessment in order to remove barriers to achievement.

All applications require evidence that a student has one or more impairments that need assessment support and have been successfully using assistance to overcome them.

There are four categories of SAC:

Sensory	• e.g. hearing loss, vision impairment
Physical	• e.g. long term damage to writing hand or arm, conditions where you can't sit for a long period of time
Medical	• e.g. diabetes, anxiety, depression
Learning	• e.g. dyslexia

For more information, visit Ministry of Education website http://www.education.govt.nz/school/student-support/special-education/special-assessment-conditions/; includes flowchart, tips for preparing an alternative evidence application, review of SAC for NCEA report, and NZQA website http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/managing-national-assessment-in-schools/special-assessment-conditions/info-for-parents-and-caregivers/what-are-sacs/.

3.5.5 Transitions

RTLB have a role in supporting successful transitions for students into and between classes, schools, educational settings, RTLB clusters and services, and between teachers.

Guiding principles
A successful transition is:
- planned and deliberate
- based on information/data
- individualised and differentiated for student, staff, school, and whānau/parents
- built on strengths and success

- inclusive and based on strong relationships.

Transitions are successful when students feel they belong in their new class or school, are positively connected to peers and teachers and when learning continues seamlessly from one setting to another.

RTLB role in transitions

During transition, RTLB support individual students and schools, and foster the relationship between the school and the student's whānau/parents.

Support for schools

RTLB support schools in the transition process through:
- mentoring and coaching SENCo/learning support coordinators to refine transition processes in cluster schools
- liaison RTLB encouraging them to identify early those students that may benefit from supported transitions
- with whānau/parent consent, inform 'receiving' schools about transitioning students ahead of their arrival at school.

Support for individual students and identified groups of students

Transition support is collaboratively planned and provided for students who are receiving RTLB service at critical transition points. RTLB:
- include key stakeholders who are connected to the student in the transition planning process
- initiate individualised transition planning to minimise 'at risk' factors
- consider creating individual student profiles including photos and student and whānau/parent voice
- consider, as part of the plan, the possible collegial support network for the receiving teacher
- ensure that transition plans include students' strengths and interests and successful teaching strategies
- consider the optimal timing of transition activities
- use innovative and flexible practices
- foster student identity, language and culture e.g. taking a Māori potential approach.

Support for the school whānau/parent partnership

To ensure the success of a transition, RTLB:
- provide regular information to families
- foster constructive relationships with staff, students and whānau/parent
- find ways to involve families/whānau so they can contribute to successful transition planning
- establish key contacts for parents
- allow enough time and space for culturally responsive communication
- maintain relationships with whānau and introduce new team members through familiar personnel.

Seamless service transitions between Ministry of Education and RTLB

- Clusters develop processes with their local Ministry of Education Special Education staff to ensure seamless transition between services e.g. early intervention to school, RTLB and Severe Behaviour/Communication teams.
- Ministry of Education staff and RTLB may share a case (case-share) when students are moving to a new service provider.

Transitions between RTLB Clusters

When a student moves from one cluster to another, clusters work collaboratively to ensure smooth transition processes:
- RTLB request parent consent to share information
- the cluster manager notifies receiving cluster manager
- former and current RTLB make contact to share relevant information.

3.6 Working in Māori medium settings

RTLB support is highly responsive, timely and tailored to the needs and aspirations of Māori learners, parents, family/whānau, hapū and iwi. RTLB value and affirm identity, language and culture of Māori learners.

RTLB with little or no proficiency in te reo, but who have a genuine understanding of the kaupapa/tikanga of the kura are able to work within the kura setting with the agreement of kaiako and parents, family/whānau.

Requests for Support are focussed on either an individual student's learning/behaviour, groups of students' learning/behaviour or schools' inclusive practices. With the consent of the cluster manager, RTLB can work across clusters to provide an effective and relevant service to kura.

Communication with the kura staff and whānau/parents

The liaison RTLB introduces new RTLB who have been allocated a *Request for Support* in a kura.

RTLB consult with kura staff and parents, family/whānau to mutually agree on processes for working together. Parents and family/whānau's views, knowledge and preferred ways of working are sought, valued and acknowledged.

In a wharekura setting, as in any secondary school setting, RTLB keep the relevant Deans, Heads of Departments (HODs) and/or Heads of Faculty (HOFs) informed in advance of all formal activities they undertake which involve, kaiako/teachers and students. Activities could include such things as the development of collaborative action plans and modelling of best practice.

Kura/wharekura contribute to RTLB practice

When RTLB work with kura or wharekura, the RTLB cluster:
- develops and strengthens relationships with iwi, hapū, parents, family/whānau
- receives guidance on tikanga (Māori world view relevant to the rohe) that strengthens cultural identity, supports best practise and is culturally bound.

4. Professionalism

4.1 Supervision

Supervision is a component of RTLB practice. There are two types of supervision: Performance and practitioner.

Performance Supervision	Practitioner Supervision
To provide support and oversee performance and appraisal, reflect on performance with a view to consolidating and continuing competency, identifying areas for further professional learning through feedback.	To provide opportunity to discuss cases in more detail, provide support and challenge practice that contributes to personal development. It also provides a professional forum for: reflection, shared problem solving and support in cases involving physical, emotional, cultural and psychological safety.
• Agenda jointly set. • Performed by Line Manager. • Central to performance. • Management processes. • Linked to professional development. • Good written records, need to be kept. • Can be linked to pay, attestation. • Can include instructions. • Part of business as usual.	• Agenda set by supervisee and important practice-related issues. • Can be peer to peer. • Confidential. • Not directly linked to performance management. • Free from notes. • Not pay related. • Cannot include instructions but can provide firm recommendations. • Typically organised outside school hours.

There should be differentiation between line management and practitioner supervision.

Line management and performance supervision is undertaken by the cluster manager and/or practice leaders. Requirements for appraisal processes, Practising Teacher Criteria, and supporting ongoing professional development for individual RTLB within each cluster are non-negotiable.

Cluster policies will need to be followed when appointing a suitable, qualified practitioner supervisor. It is important that the practitioner supervision process is safe and supportive and is underpinned by a mutual respect between those in the supervisory relationship.

Practitioner supervision will be accessible within the national RTLB service where it is established through a collaborative and mutually agreed process and a supervision contract is drawn up. Practitioner supervision is a confidential process unless there are concerns about repeated unsafe RTLB practice.

For further information about the Practising Teacher Criteria, visit the Education Council New Zealand website https://educationcouncil.org.nz/content/practising-teacher-criteria-0.

4.2 Case Sharing and Co-working

Clusters have a range of ways of supporting RTLB with their case work. These include case sharing, co-working, critical friends, collegial peer review, dynamic ecological analysis and co-facilitation. All of these types of professional support benefit from:
- a mutual understanding of shared purpose
- clear negotiation of roles and responsibilities
- professional trust
- open respectful communication.

Case Sharing

Case sharing to provide professional support can be both formal and informal. Examples include having a colleague or a Practice Leader as a 'critical friend' to:
- review case work
- encourage and support
- provide honest and often candid feedback
- speak truthfully and constructively
- ask provoking questions
- provide another lens
- advocate for the success of the work.

Coaching and mentoring may be provided for RTLB by a colleague at a particular stage of the Practice Sequence e.g. an experienced RTLB or Practice Leader may work alongside another RTLB at the analysis stage.

Case sharing and review may be informal or follow a structured problem solving process such as Dynamic Ecological Analysis.

Co-working

A case may be allocated to more than one RTLB when:
- it is particularly complex
- greater capacity to address a range of inter-related issues is required
- multiple skill sets will benefit the collaboration
- an RTLB stands to gain specific knowledge and skill to broaden their understanding and capability
- newly appointed RTLB are being supported in their practice.

A case may be co-worked with MOE specialist staff or other professionals when:
- continuity of support provides an easier and more efficient pathway
- transitions between services and /or settings are the focus
- co-ordinating the planning and delivery of support benefits all
- access to a wider pool of knowledge and expertise enables creative problem-solving
- specialist staff skill sets strengthen the collaboration to progress intervention aims
- working together provides safety
- shared resources enhance outcomes for students and schools.

> Note: The following information that supports RTLB professionalism is part of the Governance and Management manual, *Governing and Managing RTLB Clusters (January 2015).* Visit http://rtlb.tki.org.nz/Governance-management.

4.3 Entering the profession

RECRUITING AND APPOINTING RTLB

Roles

- The lead kura tumuaki/school principal, in collaboration with the cluster manager, is responsible for the recruitment and appointment of RTLB staff.
- The local Ministry Special Education district manager may provide advice and support to the principal during the appointment process.
- The cluster manager is a member of the appointments panel.
- Other key stakeholders may be co-opted to the appointments panel.

There is a national job description for the RTLB role. Specialist skills may be added according to the needs and strategic goals of the cluster.

To view the NZSTA RTLB job description, visit the NZSTA website http://www.nzsta.org.nz/employer-role/employment-conditions/resource-teachers-learning-and-behaviour-rtlb-transformation-process/resource-teacher-learning-and-behaviour-job-description

The appointee

- is an experienced, fully registered kaiako/teacher (not provisionally registered)
- holds a current practising certificate
- is able to meet the experienced teacher standards including the competencies in *Tātaiako*
- has attained the Post Graduate Diploma in Specialist Teaching endorsed in Learning and Behaviour from Massey or Canterbury University
  or
- has attained the previous RTLB qualification prior to 2012 - the Post Graduate Diploma in Special Needs Resource Teaching (PG Dip SNRT), or the Post Graduate Certificate in Education Studies – both issued by the Auckland/Victoria/Waikato consortium of universities
  or
- has attained the necessary university pre-requisites to enrol in the Postgraduate Diploma in Specialist Teaching: Learning and Behaviour, and is capable of attaining the qualification within 48 months of initial appointment as an RTLB
- indicates acceptance by signing the letter of offer which includes the job description.

Note:
- To enrol in the PG Dip in Specialist Teaching, an RTLB needs to be a university graduate i.e. must hold a university degree.
- Appointees who hold an historic Ministry exemption from study and who may have worked in another RTLB cluster are required to attain the Post Graduate Diploma in Specialist Teaching endorsed in Learning and Behaviour.

Process

The employment process, requisite steps and resources can be found on the New Zealand School Trustees Association (NZSTA) website. Visit *board as employer* on the NZSTA website www.nzsta.org.nz.

Full-time appointments only

An RTLB can only be appointed to a full-time position. RTLB cannot be appointed to part-time positions (outside of job-share arrangements).

Job sharing

The teachers' collective agreements allow for job-sharing of permanent RTLB positions. A permanent full-time RTLB position can be shared by two RTLB in a job-share arrangement.

RTLB in a job share arrangement cannot individually be employed for less than a 0.4 FTTE position.

Reference checking

If the preferred applicant comes from another RTLB cluster, lead schools are strongly advised to obtain reference checks from the previous lead school.

Employment agreement

RTLB may be employed by primary, area or secondary kura/school boards of trustees under the relevant teachers' collective agreement(s) of their employing school, or on an individual employment agreement based on the relevant collective agreement.

If the appointee comes from another RTLB cluster where they were employed under another collective agreement, they must move to the collective agreement of the new employing lead school; the transition arrangements for the RTLB transformation no longer apply.

4.4   RTLB Qualification and study award

To become an RTLB, a teacher must:
- be a trained teacher with the full New Zealand teacher registration and a current practising certificate
- have either:
    - attained or be working towards the RTLB qualification: Postgraduate Diploma in Specialist Teaching (Learning and Behaviour) http://www.massey.ac.nz/massey/learning/programme-course-paper/programme.cfm?major_code=2855&prog_id=93484
    - attained this qualification within three years of starting work as an RTLB
- have the academic prerequisites to enter the PGDip Specialist Teaching programme (a relevant professional qualification and a New Zealand undergraduate degree or equivalent)
- have experience working with students with learning and behaviour needs.

All RTLB must attain the RTLB qualification within four years of appointment. There is no exemption from RTLB training.

Postgraduate Diploma in Specialist Teaching (Learning and Behaviour)

Pre-requisites

Experienced teachers, who have applied for and won advertised RTLB positions within RTLB clusters, are expected to study for the Postgraduate Diploma in Specialist Teaching (Learning and Behaviour). To be eligible to enrol in this qualification, RTLB require a New Zealand undergraduate degree (or equivalent) and relevant professional qualifications.

What the qualification offers

The Postgraduate Diploma in Specialist Teaching (Learning and Behaviour) is one of six endorsements within a wider special education needs qualification. There are four papers, one core paper and three specialist papers. Teachers can complete the four papers part time over two years.

The papers for the Learning and Behaviour endorsement are:

Year One	
254.765	Core Theory and Foundations of Specialist Teaching
249.753	Theory and Foundations of Learning and Behaviour Diversity
Year Two	
249.754	Evidence-based Interprofessional Practice in Learning and Behaviour Diversity
249.755	Practicum in Learning and Behaviour Diversity

All students, regardless of their specialist area, complete the core paper. This is a generic course that covers the background knowledge for specialist teachers and facilitates a shared, collaborative approach.

The RTLB specialist paper in Year One covers the theory and practice of learning and behaviour. Students explore assessment and teaching strategies and the importance of evidence-based and ethical practice when working with teachers. In Year Two students examine inter-professional evidence-based practice followed by a practicum. Each year there are two compulsory block courses held on various campuses.

This qualification caters for students in any area using flexible learning options, such as web-based learning, face-to-face interactions, and individual input. The approach is inquiry based and highly practical. The intent of the programme is to develop communities of practice by encouraging interaction, communication, and collaboration across and within specialty disciplines, thus reducing the isolation that special education needs educators often experience.

By the end of the qualification, graduates will have developed the skills to:
- work collaboratively with colleagues in a wider inter-professional community of practice
- be culturally responsive
- work with whānau/family
- assess learning needs and strengths
- approach the work on the basis of finding solutions
- be reflective in their practice.

Study award

Appointees enrolled in the Postgraduate Diploma in Specialist Teaching endorsed in Learning and Behaviour are eligible for the Ministry's RTLB study award. If in any year the number of applicants exceeds the number of available awards, a prioritisation process will be used. Priority will be given in the following order:

- appointees who have one year to complete their training before losing their management unit
- appointees who have two years to complete their training before losing their management unit
- appointees who have three years to complete their training before losing their management unit
- the second RTLB appointee in a job-share position (if the other job-share partner has received the study award).

The cluster manager negotiates study leave with the RTLB in training in accordance with the terms set out in the letter of confirmation.

For information RTLB study award, visit the Ministry of Education website http://www.education.govt.nz/school/working-in-a-school/scholarships-for-people-working-in-schools/special-education-study-awards-and-scholarships/learning-and-behaviour-study-award/

4.5   Induction

On appointment, time is allocated for induction. This process will take place within one or two months of the RTLB taking up the position and prior to the appointee taking sole responsibility for casework. Induction includes familiarisation with the cluster needs analysis and strategic plan.

The cluster's operational document will contain an induction section detailing the process.

Roles

- The lead kura/school board ensures an induction process is in place for appointees.
- The cluster manager is responsible for implementing the induction process.
- The cluster manager may determine that practical aspects of the induction, professional development and performance appraisal processes are undertaken by practice leaders.
- The responsibility for successful outcomes remains with the cluster manager.
- Practice leaders may also provide supervision, coaching and mentoring for new appointees.

Processes

When the RTLB is new to the RTLB role:

- Introduction to the cluster team, lead school and/or host school.
- Introduction to the cluster kura/schools, local Ministry Special Education service manager(s), iwi and local social agencies.
- Information about the RTLB role and the principles under which it operates.
- RTLB guidelines and processes, for example intervention sequence and record keeping requirements.
- Opportunity to co-work a case with an experienced RTLB during induction period.

- Access to an academic mentor (a practice leader or an experienced RTLB), to support the appointee during training.
- Coaching and supervision.
- Information about the New Zealand Resource Teacher: Learning and Behaviour Association (NZRTLBA).

When the RTLB is from another cluster:

- Introduction to the cluster team, lead school and/or host school.
- Introduction to the cluster kura/schools, local Ministry Special Education service manager(s), iwi and local social agencies.
- Provision of time to read, discuss and learn about the cluster and cluster policies, procedures and systems and the opportunity to share their experience of best practice from their previous cluster.

4.6   Professional Development

Ongoing professional development contributes to building and sustaining an effective service that improves learning outcomes for all students in the cluster.

Roles

The cluster manager is responsible for ensuring that each RTLB has a professional development plan that is reviewed annually as part of the performance appraisal cycle. This role may be delegated to practice leader(s).

Performance coaching should be available to all RTLB through the cluster manager and/or practice leaders. Coaching should be distinguished from the performance appraisal process.

Professional learning is:
- planned and based on identified needs
- both formal and informal
- funded at cluster level through the RTLB administration grant
- evidence-based
- responsive to the cluster strategic plan and identified RTLB needs
- linked to national curriculum initiatives and Ministry priorities
- led by credible facilitators
- identified with the appraiser
- identified from the cluster strategic plan.

The process of identifying, planning, doing, recording, sharing and reviewing professional development is a cyclical one.

4.7   Appraisal

Roles

The **lead kura/school board** ensures a robust performance appraisal model is in place for the cluster by:
- having a performance management policy
- making appropriate delegations
- monitoring policy implementation and procedures
- ensuring confidentiality
- specifying resolution processes.

The **cluster manager** is responsible for the appraisal of RTLB and may delegate this responsibility to a practice leader. The cluster manager, in consultation with RTLB, establishes the timeframe for the annual appraisal cycle.

The principal is responsible for the appraisal of the cluster manager.

Appraisals

RTLB appraisal and development is a dynamic and continuous process.

Performance appraisals occur every year as part of performance management. The performance appraisal process provides a balance between accountability and development. It provides an opportunity for the appraiser to provide constructive feedback and support on performance and development.

RTLB are appraised according to the dimensions within the Indicators for Registered Teacher Criteria (RTLB) and according to the criteria within the relevant teacher collective agreement. Appraisals:
- take place within a structured, monitored and continuous process and in a supportive environment
- are evidence-based
- are linked to, and ensure, relevant professional learning aligned to the cluster's strategic plan and linked to each RTLB development plan
- include a record of the issues raised and the decisions reached
- include self-appraisal as an integral part of the process
- are aligned with the professional standards for kaiako/teachers contained in the employment agreement, the Registered Teacher Criteria and the indicators for RTLB model of practice
- are aligned with the cultural competencies for teachers of Māori learners in *Tātaiako*
- identify resources needed to support agreed goals
- support both individual and cluster performance
- align individual goals and objectives with cluster vision
- address individual and cluster development.

Evidence of effectiveness

RTLB work supports kaiako/teachers to more effectively manage and teach students in their classrooms. RTLB case records contain evidence of improved outcomes. Evaluative feedback can provide supporting data.
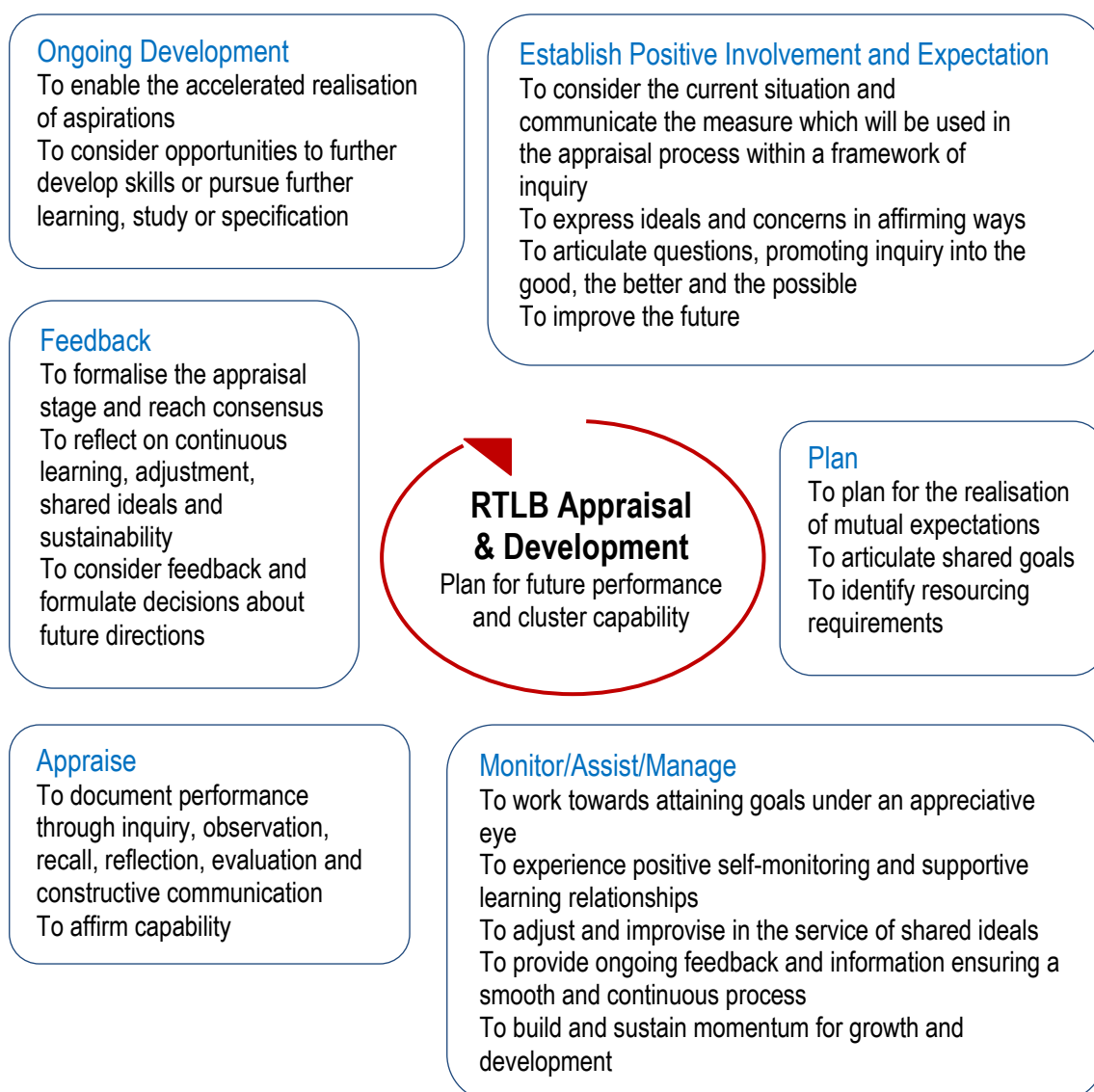
Process

Through the performance appraisal process RTLB:
- highlight their own strengths
- identify areas for growth and ongoing professional learning
- build capability aligned to cluster strategic plans.

If an RTLB is identified as not meeting the expected performance requirements, the lead kura/school board must first address the matter through its normal employment policies and the staff performance requirements identified in the relevant employment agreement. Support from the NZSTA industrial relations service should be sought.

The employer should become familiar with the reporting requirements of the New Zealand Teachers Council if further action is required.

The diagram below is an example of an RTLB appraisal and development model:

Ongoing Development
To enable the accelerated realisation of aspirations
To consider opportunities to further develop skills or pursue further learning, study or specification

Establish Positive Involvement and Expectation
To consider the current situation and communicate the measure which will be used in the appraisal process within a framework of inquiry
To express ideals and concerns in affirming ways
To articulate questions, promoting inquiry into the good, the better and the possible
To improve the future

Feedback
To formalise the appraisal stage and reach consensus
To reflect on continuous learning, adjustment, shared ideals and sustainability
To consider feedback and formulate decisions about future directions

RTLB Appraisal & Development
Plan for future performance and cluster capability

Plan
To plan for the realisation of mutual expectations
To articulate shared goals
To identify resourcing requirements

Appraise
To document performance through inquiry, observation, recall, reflection, evaluation and constructive communication
To affirm capability

Monitor/Assist/Manage
To work towards attaining goals under an appreciative eye
To experience positive self-monitoring and supportive learning relationships
To adjust and improvise in the service of shared ideals
To provide ongoing feedback and information ensuring a smooth and continuous process
To build and sustain momentum for growth and development

4.8   Practice Leader Support Role

A practice leader is an RTLB who has additional delegated leadership responsibilities within a team/cluster. As a practising RTLB, a practice leader must be a New Zealand fully-registered kaiako/teacher with a current practising certificate.

Responsibilities

A practice leader is responsible for leadership, guidance and support of RTLB in their professional practice, under the direction of the cluster manager. A practice leader supports the decisions of the lead school and the RTLB strategic leadership and management team (principal and cluster manager). Practice leaders work closely with their cluster manager and support them in their day-to-day management of the cluster.

Leading and supervising quality practice

- Ensure that RTLB practice is in accordance with the *RTLB Professional Practice Toolkit*.
- In collaboration with the cluster manager, ensure RTLB have the necessary resources to carry out their work.
- Support reflective practice processes in the team; develop and maintain communities of practice or project work that aligns with cluster strategic goals.
- Foster a commitment to evidence-based practice and service provision.
- Ensure that RTLB deliver a culturally appropriate and responsive service by supporting culturally competent practice through, for example *Tātaiako*.
- In collaboration with the cluster manager, ensure RTLB receive professional learning and development that supports RTLB appraisal goals and that aligns with the cluster strategic plan.
- Support the cluster manager in leading RTLB professional development and performance appraisal processes.
- Provide professional support to RTLB including mentoring and coaching as necessary.
- Provide performance supervision of RTLB.
- Facilitate induction for RTLB new to the team.
- Support RTLB in training to attain the RTLB qualification within the specified time, and provide mentoring and/or supervision during the training period.

Reporting

- Provide the cluster manager with regular data on service outputs and outcomes to meet Ministry reporting requirements.

Professional relationships

- Support the lead school's governance and management policies.
- Provide open and reciprocal communication within the RTLB team and cluster schools.
- Develop effective, professional and trusting relationships within the RTLB team.
- Ensure all RTLB provide consistent information on the RTLB service and the Ministry's Special Education service to cluster schools, communities, parents/whānau, and agencies.

4.9   Travel Reimbursement

Lead Schools reimburse RTLB for any own-car, work-related travel from the RTLB Travel Grant funding. RTLB are not reimbursed for travel from home to normal office/base or vice versa.

When boards reimburse own-car travel, they use the motor vehicle rate specified in the relevant teachers' collective agreements. Collective agreements are 'actual rate' documents in terms of Section 75 of the State Sector Act 1988.

For more detail, refer to the *School Staffing* on the Ministry of Education website,
http://www.education.govt.nz/school/running-a-school/resourcing/school-staffing/

The rates are intended to cover all vehicle running costs such as car insurance, registration, warrants of fitness and servicing.

Leasing or purchasing vehicles

Clusters may lease or purchase vehicles to reduce the wear and tear on personal vehicles or to make the most efficient use of funding.

Private use of lease or cluster-owned vehicles will generate fringe benefit tax. The lead school must manage tax liabilities where lease or cluster-owned vehicles are used for non-work purposes.

Insurance for private cars used for cluster work

Clusters should note some insurance companies will not accept claims under personal insurance policies where the car is being used as a 'tool of trade'. RTLB should be advised to insure private vehicles so that they are covered in the event of an accident.

For more detail, see *Financial Information for Schools Handbook (FISH)* on the Ministry of Education website http://www.education.govt.nz/school/running-a-school/school-finances/financial-information-for-schools/

4.10 Laptops

The Ministry expects that every RTLB will have a laptop through the "Laptops for Teachers" scheme (TELA link). This includes each of the two RTLB in a job-share arrangement. Fixed term contract staff are not eligible for the subsidy.

Key features of the Scheme

- Leases are on a 3 year lease-to-return arrangement.
- Laptops are covered by the manufacturer's warranty for the duration of their lease.
- Subsidised laptops are covered under the Ministry's Indemnity Scheme for accidental damage, loss and theft.
- Laptops supplied come with standard Microsoft software and antivirus software.
- There is a helpdesk and portal to support schools that use the scheme.

RTLB Professional Practice Toolkit, http://rtlb.tki.org.nz/

How to place an order

Orders are placed through the TELA portal, https://www.tela.co.nz. This will take you to a login screen where you enter your email and password to log in.

To place an order, you need to be set up as the school administrator. You can check to see if you are the administrator by clicking on "Manage Users", or contacting the TELA helpdesk.

If you want to be able to easily identify laptops that are on lease to an RTLB teacher under your school cluster, please ensure you raise an order for the RTLB teacher(s) in the morning, and then order any further laptops for school teachers in the afternoon. This will ensure that the lease schedules generated are different.

Key contact points

- 0800 438 468 - TELA Helpdesk number (8:30am to 5:00pm)
- support@tela.co.nz - for email inquiries
- www.tela.co.nz - for the TELA portal and recent notices.

RTLB Professional Practice Toolkit, http://rtlb.tki.org.nz/

Resource Teacher:
Learning and Behaviour (RTLB) Service

Professional Practice Toolkit