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:
• Transition support
• Kāhui Ako
• Secondary school student achievement
• Special Assessment Conditions
• PB4L IYT programmes
• PB4L School Wide
• Intensive Wraparound Service
• Gateway Assessments
• Children's Teams
• Bilingual Assessments

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, Macfarlane 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.