Resource Teacher
Learning & Behaviour
Service
TOOLKIT

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

success for all
Every school   Every child

MANAGEMENT

PROFESSIONAL PRACTICE

INTRODUCTION AND OVERVIEW

This toolkit is a guide to the management of Resource Teacher: Learning and Behaviour (RTLB) clusters and RTLB practice.

Through their support for kura/schools, parents, families/whānau and communities, RTLB play a vital role in all children learning and achieving and reaching their potential.

As a cluster management team, you also have a critical role in providing effective stewardship of the work of RTLB and overseeing access to the service. Thank you for taking on this role, and please use this toolkit to help you do your work effectively.

PRINCIPLES TO HAVE IN THE BACK OF YOUR MIND

There are some key principles to always have in the back of your mind as you undertake your work with and in support of RTLB:

1. the most effective way to make gains for students is through focusing on student potential rather than student underachievement
2. processes and systems are established to better respond to the needs of students
3. processes and systems must be informed by evidence of what has been demonstrated through research to achieve results
4. interventions and programmes provided need to be conceptualised as a teaching and learning challenge not a student problem.

SOME EXPECTATIONS ABOUT YOUR ROLE

Effective stewardship of RTLB work and access to the service will involve:

*   sound analysis and planning so that cluster and national priorities are understood and achieved
*   ensuring that referral processes are fair and transparent so that access to service and resources is needs based
*   systematically gathering information on what is being achieved to inform improvements, provide assurance on effective service provision and resource use, and to assist future planning
*   ensuring that within the above processes Māori students and Pasifika students and their whānau/communities are well served
*   a commitment to working with others providing special education services and social services so students, kura/schools and parents, families/whānau experience seamless and integrated services.

SUPPORTING MĀORI LEARNERS TO ACHIEVE SUCCESS

In some areas, up to 50% of individual referrals to the RTLB service are for Māori students. Ensuring your cluster is making a positive difference for Māori students will include:

*   analysing data to identify the effectiveness of interventions for Māori students
*   identifying RTLB professional development needs to improve support to Māori students
*   considering the needs of Māori students when setting cluster priorities.

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.

We hope this tookit supports you well in your work towards contributing to these goals.

There are two sections to the toolkit

SECTION ONE – Management

SECTION TWO – Professional practice

HOW THE RTLB SERVICE IS ORGANISED

RTLB CLUSTERS

RTLB are full-time kaiako/teachers attached to a cluster of kura/schools. They provide support to State and State-integrated kura/schools. It is vital that each cluster has RTLB within its team who can effectively work within kura, wharekura and other Māori immersion settings.

Nationally, there are 40 clusters. Each cluster has a management structure and an allocated number of RTLB positions.

The allocation of RTLB positions is determined by:

- kura/school roll numbers
- kura/ school decile
- the number of Māori and Pasifika students
- kura/school geography.

Every Lead Kura/School board of trustees has a funding and service agreement with the Ministry of Education. This agreement sets out the funding and resource provisions. It also sets out the expectations and responsibilities for those managing and delivering the service.

Effective leadership, governance and management facilitates a high standard of service to meet the needs of students whose achievement in learning and behaviour is not being fully realised.

Figure 1 RTLB cluster organisation

consults with

responsibility for
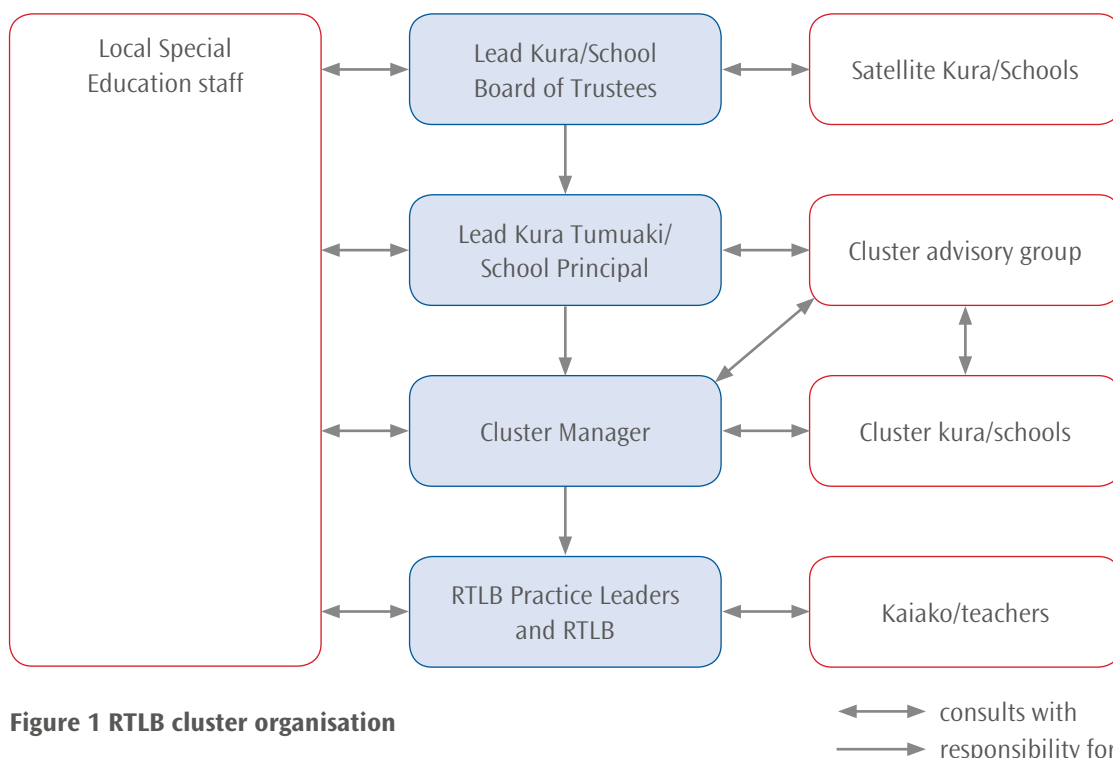
THE LEAD KURA/SCHOOL BOARD OF TRUSTEES

A board of trustees in each cluster is appointed to the Lead Kura/School position by the Ministry of Education to provide the cluster's RTLB service.

Selection

The Ministry directs the selection process to choose the Lead Kura/School.

The Lead Kura/School enters into a funding and service agreement with the Ministry of Education.

The appointment of a Lead Kura/School is permanent, with a regular review period of three years. The Ministry can review its decision at any time.

Responsibilities

The Lead Kura/School Board of Trustees' funding and service agreement with the Ministry outlines the board's responsibilities, including:

Governance
- Ratify cluster policy.
- Ensure effective cluster management.

Employment
- Employ the Cluster Manager, RTLB Practice Leader/s, RTLB and any associated support staff.
- Ensure that the RTLB team in the cluster is able to effectively provide services for Māori students and Pasifika students with the demographics of all schools and the number of kura and wharekura being a key determiner of the workforce development and future employment decisions.

Delegation
- Delegate day-to-day management of the RTLB service to the Cluster Manager.

Use of funding
- Receive and manage the funds on behalf of the cluster.
- Approve the cluster's annual budget.
- Ensure robust accounting practices for the use of RTLB funds.
- Ensure transparent and equitable processes for allocation.

Meeting cluster needs
- Ensure the cluster meets the identified needs for students in all kura/school settings, in particular for Māori students and Pasifika students.

Accommodation
- Ensure RTLB are appropriately housed in satellite kura/schools.

Reporting
- Report annually on the operation of the RTLB service to the Ministry of Education within expected timeframes.
- Submit cluster financial report and disbursements within expected timeframes.
- Ensure regular reporting to cluster kura/school boards of trustees' on outcomes of RTLB service.
- Ensure regular reporting on the effectiveness of interventions for Māori and Pasifika students.

Effective systems
- Establish effective systems that take into account parents, families/whānau and iwi needs and aspirations.
- Establish and maintain effective communication with iwi to report effectiveness of provision of service for Māori.
- Establish and maintain effective communication with the Lead Kura Tumuaki/School Principal and Cluster Manager.

LEAD KURA TUMUAKI/SCHOOL PRINCIPAL

Responsibilities

The Lead Kura Tumuaki/School Principal will have delegations for cluster management on behalf of the board of trustees.

Employment

- Through delegation from the board of trustees, in consultation with the cluster advisory group and the local Special Education District Manager, appoint the Cluster Manager and all RTLB cluster staff.
- Provide support to the Cluster Manager when there are employment issues.

Management

- Support and performance manage the RTLB Cluster Manager.

Use of funding

- Establish the cluster's annual budget.
- Ensure the RTLB funding is attached to the kura/school's annual financial statements.
- Approve and account to the board of trustees for expenditure against cluster targets.
- Support a robust needs analysis process that informs the equitable allocation of funding and resources.
- Ensure there is no pro-rata distribution of funding or resources.

Reporting

- Receive monthly reports on the activities of the RTLB cluster from the Cluster Manager.
- Report to the board of trustees monthly on the activities of the RTLB cluster.
- Report on the effectiveness of interventions for Māori and Pasifika students.

Liaison

- Meet quarterly with the local Ministry of Education Special Education District Manager.
- Meet with the cluster advisory group.
- Meet with iwi and Māori communities.

CLUSTER MANAGER

A Cluster Manager manages the funding, resourcing and employer obligations of their RTLB cluster.

Appointment

The Lead Kura Tumuaki/School Principal, through delegation from the board of trustees, in consultation with the cluster advisory group and the local Special Education District Manager, appoints the Cluster Manager.

The Cluster Manager must be a New Zealand registered kaiako/teacher.

Responsibilities

The Cluster Manager ensures that kura/schools, kaiako/teachers and students in the cluster receive an equitable, quality RTLB service and that RTLB are supported in their roles. They will undertake the delegated tasks, which will include:

Employment

- Ensure that obligations of an employer are met.

Personnel Management

- Ensure the RTLB performance management tasks, including professional development and performance appraisal processes, occur.
- Ensure ongoing monitoring of Tātaiako cultural competencies. http://www.minedu.govt.nz/theMinistry/EducationInitiatives/Tataiako.aspx
- Ensure the induction process and attestation occur.

Planning

- Ensure there is an effective process to identify cluster needs.
- Facilitate a robust planning and reporting cycle incorporating self-review.
- Lead the development of a three -five year strategic plan and annual action plans.
- Ensure the RTLB cluster has the specialist knowledge and skills to meet identified cluster needs, for example, support for Māori and Pasifika students, students in Māori-medium settings and students in wharekura/secondary schools.

Meeting cluster needs

- Implement a monitoring and outcomes framework for the cluster based on national guidelines.
- Ensure the needs of Māori-medium students are well met.
- Ensure the needs of Pasifika students are well met.
- Ensure a clear referral process for the service is understood and followed by RTLB and all cluster kura/schools.
- Develop operating systems and processes that support a credible, consistent, high quality RTLB service.
- Liaise with the cluster advisory group, cluster tumuaki/principals, iwi and other relevant agencies.

Budgeting

- Draft an annual budget for approval by the Lead Kura/School board of trustees.
- Maintain financial records.

Reporting

- Present monthly reports to the Lead Kura Tumuaki/School Principal and Lead Kura/School board of trustees regarding the cluster finances and cluster operation.
- Collate cluster data from RTLB records on the effectiveness of RTLB interventions.
- Collate cluster data to identify the effectiveness of interventions for Māori and Pasifika students.

Liaison

- Meet regularly with cluster kura/schools.
- Develop strong networks across cluster kura/schools.
- Develop and support a professional workforce.
- Maintain collaborative, open communication with the cluster's RTLB.

PRACTICE LEADER

Practice Leaders are RTLB in the cluster who have additional delegated leadership responsibilities.

Responsibilities

A Practice Leader provides leadership, guidance and support to RTLB in their professional practice, under the direction of the Cluster Manager. The role may include: leading practice to provide professional leadership within a group of RTLB and/or with a focus on particular client groups or schools, for example kura, Māori students and Pasifika students.

Supporting Practice

- Support the Cluster Manager in professional development and performance appraisal processes.
- Provide professional support to RTLB, including mentoring and coaching as necessary.
- Support specialist RTLB to fulfil their roles.
- Provide performance supervision to RTLB.
- Facilitate induction for RTLB new to the team.
- Support cluster RTLB in training to attain the RTLB qualification within the specified time.
- Support culturally competent practice, for example, Tātaiako. http://www.minedu.govt.nz/theMinistry/EducationInitiatives/Tataiako.aspx
- Undertake duties on the direction of the Cluster Manager.

Supervision

- Ensure that RTLB deliver a culturally appropriate and responsive service, as defined in the introduction.
- Ensure that RTLB practice accords with the practice guideline.
- Ensure that all practice accords 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, partnerships with iwi as Treaty partners
  - protection (article two) by valuing children as tāonga
  - participation (article three) by ensuring parents, families/whānau have the opportunity to participate in the process.

Reporting

- Provide the Cluster Manager with regular data on service delivery.
- Provide the Cluster Manager with regular reports that identify the effectiveness of interventions for Māori and Pasifika students.

Advocating

- Ensure the RTLB team have the necessary resources to carry out their work.
- Facilitate RTLB participation in ongoing professional learning that aligns with the cluster strategic plan.

Liaison

- Develop a community of practice with a shared purpose.
- Provide open and reciprocal communication within the service and the cluster.

RESOURCE TEACHER: LEARNING AND BEHAVIOUR

RTLB are experienced kaiako/teachers trained to support the needs of students whose achievement in learning and behaviour is not fully being realised and to support their kura/schools and kaiako/teachers.

The RTLB position is a full-time itinerating role.

Responsibilities

Compliance with RTLB practice

- Focus on positive outcomes for students.
- Provide a consistent professional standard of evidence-based practice.
- Follow the intervention sequence described in the professional practice section of this toolkit.

Collaboration

- Engage in a collaborative, consultative process in partnership with the student(s), kaiako/teachers, parents/whānau/family, and other relevant agencies.
- Work with Special Education to provide a seamless continuum of flexible service for students.

Reporting

- Case records include evidence of the outcomes of RTLB interventions.
- Ensure reporting clearly identifies Māori and Pasifika.
- Have a robust data gathering, planning and reporting cycle.

Professional development

- Attain the RTLB qualification, the Post Graduate Diploma of Specialist Teaching endorsed in Learning and Behaviour, within three years of appointment to first RTLB position.
- Participate in on-going professional learning aligned to the cluster strategic plan.
- Ensure the RTLB team is able to provide services effectively within Māori-medium settings.
- Ensure, in mainstream settings, that the needs of Māori students and the needs of Pasifika students are effectively provided for.

Relationships

- Value collegial support.
- Understand that iwi/whānau have a strong interest in the achievement of all Māori students and develop effective relationships with iwi/whānau so that effective advice and information is shared.
- Provide mentoring and coaching when needed.
- Maintain professional, trusting, respectful relationships at all levels.
- Collaborate with kaiako/teachers, parents, families/whānau and relevant community organisations.
- Communicate with clarity and openness.

RTLB roles do not include undertaking individual kura/school-based work such as:

- teaching a particular subject or course
- being a remedial tutor
- working as a teacher's aide or reliever
- taking responsibility for a special class or unit
- carrying out routine kura/ school duties
- providing a counselling, social work or truancy service
- managing crisis/traumatic incidents
- being a tutor kaiako/teacher to beginning kaiako/teachers.

CLUSTER ADVISORY GROUP

The cluster advisory group includes:
- the employing Tumuaki/Principal
- the Cluster Manager
- a representative of the employing Board of Trustees
- a local Special Education manager
- RTLB-elected RTLB representative from the cluster
- a representative of early childhood education
- representatives from cluster kura/schools, for example, from primary, intermediate, secondary, area, integrated kura/school settings
- representatives from iwi, Māori and Pasifika parents, families/whānau communities.

Appointment

In addition to the employing Tumuaki/Principal, Cluster Manager and a representative of the employing board of trustees – the cluster advisory group members are elected, nominated or co-opted annually.

Responsibilities

- Support and advise the Cluster Manager and employing board of trustees.
- Assure practice accords with the principles of the Treaty of Waitangi.
- Ensure Ka Hikitia-related targets developed within the cluster are achieved.
- Ensure Pasifika Education Plan-related targets developed within the cluster are achieved.
- Inform development of the cluster strategic plan.
- Identify cluster priorities.
- Provide feedback about RTLB cluster service delivery and other RTLB matters.
- Involvement with appointments of Cluster Manager and RTLB staff as appropriate.

Reporting

- Provide a report each school term to the Lead Kura/School board of trustees.
- Monitor annual targets for service delivery.
- Ensure the cluster is meeting the needs of the cluster kura/ schools according to the needs analysis and strategic plan.

SATELLITE KURA/SCHOOLS

A satellite kura/school accommodates and provides adequate office facilities for RTLB housed onsite.

Satellite kura/schools will negotiate this provision of accommodation with the Lead Kura Tumuaki/School Principal and Cluster Manager. Satellite kura/schools receive additional operations funding for supporting these RTLB.

Considerations for selecting satellite kura/school

- Current arrangements.
- Proximity to cluster kura/schools.
- Capacity to accommodate additional staff.
- Capacity to provide car parks for RTLB.

Accommodation funded from satellite kura/school operations grant

- Provide 15 square metres of legitimate spacing for an onsite RTLB.
- Provide heating, power, water, cleaning.

Provision as agreed and funded from cluster administration grant

- Administrative support.
- Access to phone lines and broadband.

Liaison

- Maintain regular communication with the Cluster Manager.

PLANNING TO IMPROVE THE SERVICE

ANNUAL PLANNING

Every cluster should have a continuing and regular annual planning, self-review and reporting cycle that leads to improvement.

This should involve all key stakeholders, should focus on the processes and outcomes for students and take into account:

- current national and local educational focus
- the cluster's strategic plan
- cluster kura/ schools' strategic plans
- the demographics of cluster kura/schools
- kura/wharekura having equitable access
- school referral patterns
- feedback from RTLB, kaiako/teachers, tumuaki/principals, parents, families/whānau and students
- review of current policies, procedures and practice
- future practice, resourcing decisions, processes and approaches.
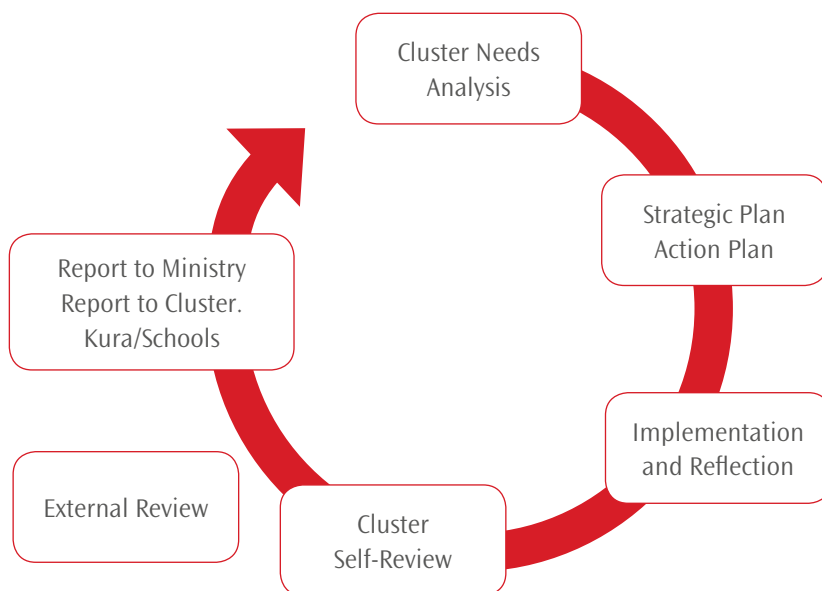
The diagram above summarises the steps in the cluster planning and reporting cycle.

CLUSTER NEEDS ANALYSIS

The cluster needs analysis is a starting point for cluster planning.

Every cluster plans annually to meet the needs of the target students, including those in Māori-medium settings.

Roles

- The Cluster Manager leads this process.
- The Cluster Manager facilitates data collection.
- All RTLB are involved.
- Cluster kura/schools' stakeholder groups have input.
- Relevant agencies can contribute information.

Collate and analyse information including:

- referral trends and patterns
- student demographics in cluster kura/schools, for example, Māori, Pasifika, secondary
- national and local education priorities
- areas of RTLB specialist knowledge and skills
- the impact of RTLB interventions on student outcomes
- emerging needs in cluster kura/schools in relation to students at risk of underachieving owing to learning or behavioural difficulties
- aspirations of iwi
- aspirations of Pasifika stakeholders
- aspirations of other stakeholder groups.

STRATEGIC PLANNING

Roles

- The Lead Kura/School is responsible for the plan.
- The Cluster Manager is responsible, in conjunction with the Lead Tumuaki/Principal, for the development of the plan.
- Practice leaders work with the Cluster Manager to develop strategic direction.
- RTLB contribute to the development of the plan.
- The cluster advisory group contributes information.

Cycle

The strategic plan is expected to have a three-year cycle.

An annual action plan is developed to implement the strategic plan.

Essential elements of a strategic plan include:

- a vision – the ideal outcome of cluster efforts
- a mission – what the RTLB role is
- a limited set of goals – how the cluster meets the identified needs
- an annual operational plan that contains specific objectives, tasks, roles, responsibilities, timelines and achievement indicators
- goals that focus on Māori achievement
- goals that focus on Pasifika achievement
- an accompanying annual budget
- a review process.

Implementation and reflection

It is expected the RTLB service, and the cluster as a whole, will review and reflect on the implementation of the strategy, in particular:

- the allocation and execution of tasks
- allocated roles and responsibilities
- timelines and the degree to which they were met
- results for Māori
- results for Pasifika.

CLUSTER REVIEW

Review consists of self-review by the cluster and external review.

Cluster self-review includes:

- reflection on governance, management and practice
- review of operating systems, cluster policies, protocols, processes and procedures
- review of strategic planning goals.

Possible process for review:

- evidence of what is working
- what hasn't worked
- what are the restraints
- outcomes achieved
- trends and patterns
- identification of needs.

RECORD KEEPING AND REPORTING

RECORD KEEPING

Cluster managers ensure the RTLB they manage keep records of work undertaken and of outcomes for students. This record of work should include outcomes for identified groups of students such as Māori and Pasifika.

RTLB need to gather evidence to demonstrate the effectiveness of their interventions. RTLB collect, analyse and use data during involvement with a student or a group of students and their kaiako/teachers, in relation to mutually agreed goals.

Cluster reporting

At cluster level, data from the records of individual RTLB is collated into a cluster record. Using this information, the Lead Kura/School reports on the work of its RTLB and the outcomes of students, clearly showing identified groups of students.

Reporting to kura/schools

Each cluster will determine its own style of reporting to kura/schools, including the following elements:
- personnel matters
- funding allocation and financial statement
- identified trends and patterns
- the impact of RTLB work on referred students' learning and behaviour outcomes
- the impact of RTLB work on Māori and Pasifika students.

Reporting to Ministry of Education

Reporting to the Ministry is in a prescribed format and by the timelines set out in the RTLB Annual Report Form.

PERSONNEL MANAGEMENT

APPOINTMENT OF RTLB

Clusters are allocated a given number of full-time RTLB positions. Clusters may only appoint RTLB within their allocation.

Process

The employment process, requisite steps and resources can be found on the website www.nzsta.org.nz. See 'board as employer'.

Roles

- The Lead Kura Tumuaki/School Principal is responsible for the appointment of new RTLB.
- The Tumuaki/Principal will consult with the cluster advisory group, the Cluster Manager and the local Special Education District Manager.
- The Cluster Manager is a member of the appointments panel.
- Other members 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 of the cluster.

The Appointee

- is an experienced New Zealand registered kaiako/teacher
- has a current practising certificate
- is able to meet the experienced teacher standards, including the competencies in Tātaiako
- holds, or has the capacity to study and attain in the required period, the Postgraduate Diploma in Specialist Teaching: Learning and Behaviour or the RTLB qualification prior to 2011
- indicates acceptance by signing the letter of offer, which includes the job description.

Support for study

Appointees without the Postgraduate Diploma in Specialist Teaching may be eligible for the Ministry's RTLB study award. http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/Careers AndProfessionalDevelopment/SpecialEducationScholarshipsAndStudyAwards/2012/Categories/RTLB.aspx

Job sharing

The teachers' collective agreements allow for job-sharing of permanent positions.

Kaiako/teachers in the job-share arrangement cannot individually be employed for less than a 0.4 full-time teacher equivalent (FTTE) position.

In a job-share situation, the Ministry provides RTLB training for one kaiako/teacher and it is the cluster's responsibility to provide training and study leave for the second kaiako/teacher.

Employment Agreement

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

INDUCTION

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

On appointment, time is allocated for induction. This process must take place within one month 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.

Roles

- The Lead Kura/School board of trustees 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 and coaching.

Induction processes

New to the cluster:

- introduction to the cluster kura/schools and local agencies
- provision of time to read, discuss and learn about the cluster and cluster policies, procedures and preferences.

New to the RTLB role:

- 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
- information about the New Zealand Resource Teacher: Learning and Behaviour Association (NZRTLBA)
- access to a Practice Leader as an academic mentor, to support the appointee during training
- an understanding of Māori world views
- coaching and supervision.

PERFORMANCE MANAGEMENT

Roles

- The Cluster Manager ensures there is an appropriate performance management system in place, which includes appraisal, professional development and supervision and support processes for RTLB.
- Aspects may be delegated to the practice leader(s).

An Integrated Performance Management Framework

- Implements quality performance management.
- Aligns efforts to build capability, capacity and effectiveness.
- Maintains strong sustained performance.
- Shares a common language to guide communication and understanding.
- Appreciates the value of robust personal appraisal and cluster review processes.

Dealing with performance concerns

- Concerns should initially be raised by the Practice Leader with the RTLB involved.
- If there is no resolution, the matter is directed to the Cluster Manager and dealt with through the board of trustees' employment policies.

Issues within the service

- Difficulties between RTLB, or RTLB and other parties in the service, are initially managed by a Practice Leader in a problem-solving manner.
- The Cluster Manager or Tumuaki/Principal may be involved if issues are unresolved.
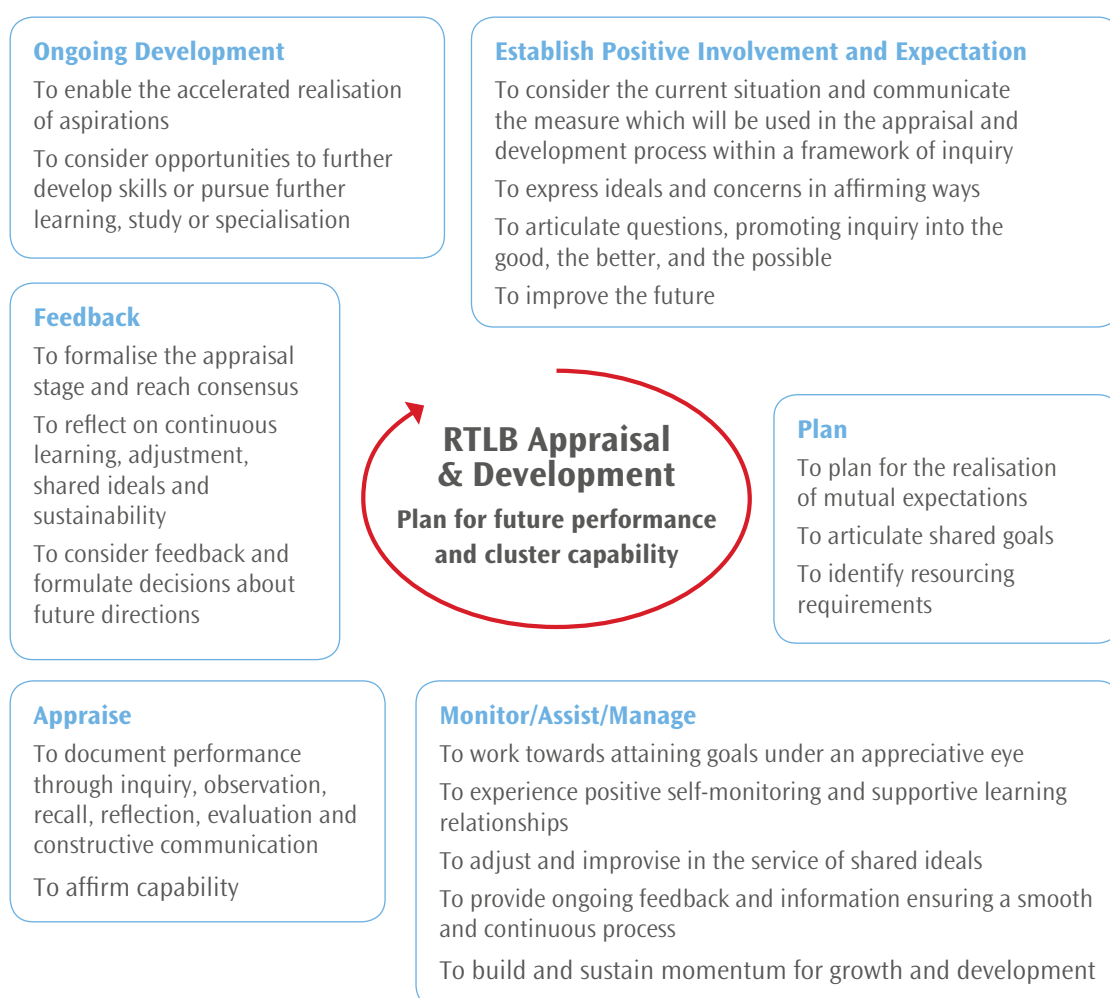
Leaving the service

The Lead Kura Tumuaki/School Principal has responsibility for managing the exit process when an RTLB, for whatever reason, leaves the service.

PERFORMANCE APPRAISAL

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 APPRAISAL & DEVELOPMENT: A DYNAMIC & CONTINUOUS PROCESS

'The process is as important as the outcome'

Ongoing Development

To enable the accelerated realisation of aspirations

To consider opportunities to further develop skills or pursue further learning, study or specialisation

Establish Positive Involvement and Expectation

To consider the current situation and communicate the measure which will be used in the appraisal and development 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

'Human knowledge and organisational destiny are interwoven'

Roles

- The Lead Kura/School board of trustees 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.
- The Cluster Manager, in consultation with the RTLB, establishes the timeframe for the annual appraisal cycle.

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.

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.

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.

Development

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 RTLB are identified as not meeting the expected performance requirements, the Lead Kura/School board of trustees 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 service should be sought.

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

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 ensures RTLB have professional development plans reviewed annually as part of the performance appraisal cycle.
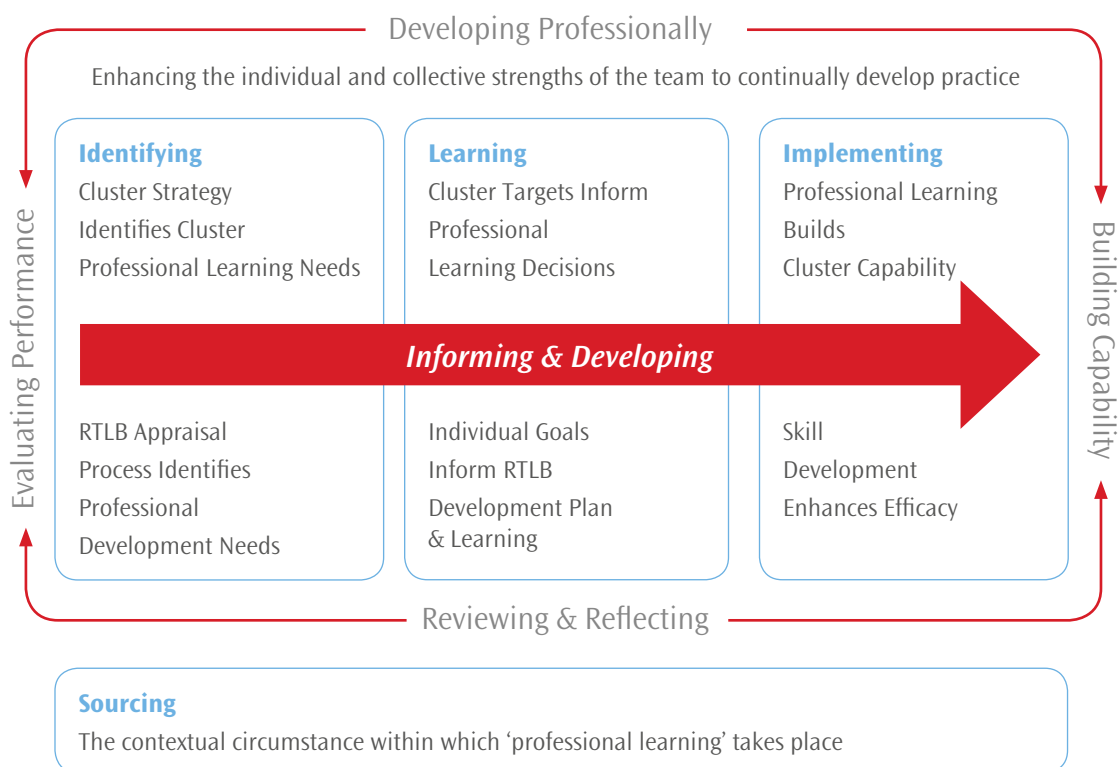
Performance coaching should be available to all RTLB through the Cluster Manager and/or Practice Leaders. Coaching should be distinguished from the performance appraisal process.

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.

RTLB Professional Development

Developing Professionally

Enhancing the individual and collective strengths of the team to continually develop practice

Evaluating Performance

Building Capability

Identifying
Cluster Strategy
Identifies Cluster
Professional Learning Needs

Learning
Cluster Targets Inform
Professional
Learning Decisions

Implementing
Professional Learning
Builds
Cluster Capability

Informing & Developing

RTLB Appraisal
Process Identifies
Professional
Development Needs

Individual Goals
Inform RTLB
Development Plan
& Learning

Skill
Development
Enhances Efficacy

Reviewing & Reflecting

Sourcing
The contextual circumstance within which 'professional learning' takes place

MANAGING CLUSTER FUNDS

RESPONSIBILITIES

The Lead Kura/School board of trustees is responsible for managing the funds on behalf of all the cluster's kura/schools.

- The board of trustees is responsible for budgeting, expenditure and accounting.
- The board of trustees reports regularly to cluster kura/schools on the use of cluster funds.
- A written annual report and summary of the cluster's financial position is sent annually to the Ministry.

Funds are allocated equitably. They are not allocated on a pro-rata basis.

Funds received on behalf of the cluster are clearly identified in the Lead Kura/School's financial accounts.

The regular audit of the board of trustees' accounts includes an audit of RTLB cluster funds.

INCOME

The Lead Kura/School Board receives public funds for the purpose of providing the RTLB service to kura/schools.

	Grant	Description of income
Operational resourcing	Establishment	This is a one-off establishment grant of $2,000 for each newly allocated additional RTLB position. Filling vacancies in existing RTLB positions or moving RTLB between satellite kura/schools does not attract this grant.
	Administration	Paid at a Ministry-determined rate per RTLB position per year.
	Travel and study	There are four Ministry funding rates for travel. Every RTLB position attracts at least the minimum level of travel funding per year. Grants at the other three funding rates are allocated by taking into account the geography, size and number of kura/ schools within the cluster. In July each year the Ministry also pays a study grant for travel and accommodation direct to each cluster's Lead Kura/School.
Programme resourcing	Learning Support	At a Ministry-determined rate based on Years 0-10 rolls.
	Years 11-13	At a Ministry-determined rate based on Years 11-13 rolls.
Leadership payments resourcing	Payments for cluster leadership	At a Ministry-determined rate based on the number of FTTE RTLB.

EXPENDITURE

The funds must be used for the purpose for which they are granted.

To provide some flexibility, annually up to three percent of the budget can be shifted from one grant category to another.

	Grant	Purpose
Operational resourcing	Establishment	Set-up costs for new positions. Clusters that move RTLB positions from one kura/ school to another do not attract further establishment grant funding. Resources and office equipment purchased with this grant should be transferred between the kura/schools concerned.
	Administration	For example, internet access, telephone and fax lines, laptops, mobile phones, photocopying, professional development and resources, stationery and consumables.
	Travel	Reimburses RTLB for travel for their work, in accordance with the relevant collective agreement.
	Study	Supports RTLB in training and meets the study-related travel and accommodation expenses incurred during the year as required.
Programme funding	Learning Support	Supports interventions developed collaboratively with RTLB, targeting students in Years 0-10. Must be used equitably and can be used innovatively.
	Year 11–13	Support students in Years 11-13 who have learning or behaviour difficulties. Must be used equitably and can be used innovatively.

Lead kura/schools should not:
- charge any form of 'rental' to clusters for RTLB accommodation
- use funds for additional salary payments to pay Lead Kura/School staff for RTLB management.

RESOURCES

RTLB laptop

The Ministry expects that every RTLB will have a laptop through the Laptops for Teachers' Scheme (TELA).

Textbooks

When RTLB are in training, the cluster sets aside funds to purchase textbooks. These textbooks become a cluster resource.

TRAVEL COSTS

Travel reimbursement

Travel reimbursement rates are specified in the teachers' collective agreements. The rates are intended to cover all travel costs, including car insurance.

When boards of trustees reimburse own-car travel, they use the motor vehicle rate stated in the relevant collective agreement. Collective agreements are 'actual rate' documents in terms of Section 75 of the State Sector Act 1988. For more detail, refer to the Funding, Staffing and Allowances Handbook, at www.minedu.govt.nz/goto/resourcinghandbook

Leasing cars

Clusters may lease cars to reduce the wear and tear on personal vehicles or to make the most efficient use of the funding. Private use of lease cars will generate fringe benefit tax. The Cluster Manager must manage tax liabilities where lease cars 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'. The Cluster Manager must ensure the private vehicle is covered in the event of an accident. See the Financial Information for Schools Handbook, at http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/SchoolFinances/FinancialInformationForSchoolsHandbook.aspx

REQUESTING ADDITIONAL FUNDING

Additional funding for heating, lighting and water

Refer to the Funding, Staffing and Allowances Handbook at: www.minedu.govt.nz/goto/resourcinghandbook

Additional travel funding

If a cluster requires more travel funding, it can apply to the local or regional office of the Ministry of Education.

Applications must be made on the Resource Teacher Travel Grant Application form at www.minedu.govt.nz/goto/resourcingforms and have the following documents attached.

* A letter from the Lead Kura/School requesting the change.
* A copy of the cluster's travel policy. The cluster must provide proof that it is making the most efficient use of the funding it has, including whether or not leased or rental vehicles are being used, and the per-kilometre rate paid to individual teachers.
* Evidence of the travel mileage and expenditure (GST inclusive) for the previous year and current year to date for RTLB positions in the cluster.
* A map showing the location of the cluster's kura/schools.

The Ministry will determine if one or more of the following applies before allocating more travel funding.

* The cluster has exceeded (or predicts it will exceed) the total cluster RTLB annual travel grant and has already used any unexpended travel grants from the previous year(s).
* The special training grant and cluster travel grant together prove insufficient to meet costs associated with the mandatory university study course for RTLB in training.

Sick leave reliever funding

As RTLB are in itinerant positions, the Ministry expects when a relief kaiako/teacher is required the cluster will endeavour to employ a suitably trained and qualified kaiako/teacher.

The Ministry may reimburse the cost of a relief kaiako/teacher when individual RTLB are on sick leave for at least one school week, and a suitably qualified reliever is employed to cover this absence. Additional relief teacher funding can be claimed from the first day of the RTLB's absence.

Ministry reimbursement for sick leave is not available for additional RTLB who are employed from cluster operational funding.

For more detail, refer to the Funding, Staffing and Allowances Handbook, at www.minedu.govt.nz/goto/resourcinghandbook

Links to further information

Audits

See the Financial Information for Schools Handbook at www.minedu.govt.nz/fish

or contact your Regional Financial Advisor at the Ministry.

RTLB staffing and funding

See the Funding, Staffing and Allowances Handbook at www.minedu.govt.nz/goto/resourcinghandbook

Annual cluster reporting to Ministry

See the template supplied in the annual report form.