

Resource Teacher Learning & Behaviour Service **TOOLKIT**





INTRODUCTION TO PROFESSIONAL PRACTICE SECTION

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.

SOME EXPECTATIONS ABOUT THE RTLB ROLE

RTLB interventions and support achieve change through:

- effective teaching and practice 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' needs and achievement at the centre of any service provided.

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

Within both the management and the professional practice sections of this toolkit 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 families/whānau. Ministry documents and plans that inform working in a culturally responsive way include:

- Tātaiako – cultural competencies for teachers of Māori learners
- Ka Hikitia – managing for success, Māori achieving education success as Māori
- the Pasifika Education Plan.

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 INTERVENTIONS AND PROGRAMMES

Support kura/schools

Interventions and programmes help kura/schools focus on realising student potential. The strategies RTLB use assist kaiako/teachers to develop classroom environments that better respond to the needs of students.

Meet needs of all learners

To meet the needs of learners for whom achievement is not being fully realised, RTLB:

- respond to identified needs within a cluster
- respond to the needs of individual students, groups of students, whole classes and kura/schools
- build kaiako/teacher capability to support inclusive classrooms
- have a strong interface with the Ministry of Education
- collaborate with other agencies to benefit students
- work with parents, families/whānau.

Provide effective systems and practices

Effective RTLB support is likely to provide kura/schools with systems and practices to:

- accelerate the achievement of Māori and Pasifika
- maintain an educational focus in inclusive classroom environments
- enable kaiako/teachers to meet the needs of diverse learners
- achieve positive, measurable outcomes for learners whose achievement is not being fully realised.



PRACTICE

PRINCIPLES

There are seven principles guiding RTLB practice.

1. Inclusive teaching

Recognising and valuing the diversity and contribution of all learners.

2. Culturally responsive

Recognising, valuing and responding to the needs of Māori through the RTLB being able to incorporate within their practice the competencies articulated within “Tātaiako – cultural competencies for teacher 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, families/whānau, 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 their 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.

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.

4. Collaborative and seamless model of service

Valuing open communication and sharing of knowledge.

5. Strengths based

Valuing all people involved and seeking to maximise their potential and participation.

6. Reflective

Recognising and valuing the importance of evaluating practice for future improvement.

7. Evidence based

Recognising and valuing the importance of interventions that are informed by evidence from research and then linking that evidence with information about the student’s current learning context and information provided by the child, their parents, family/whānau and kaiako/teachers and in particular shaped by the culture, values, knowledge and aspirations of parents, family/whānau.

1. Inclusive teaching

RTLB assist kaiako/teachers 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.

2. Culturally responsive approach

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.

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, families/whānau and kura whānau /school communities.

3. Ecological approach

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.

4. Collaborative and seamless model of service provision

This principle is about consulting and working with Special Education, kura/schools, kaiako/teachers and parents, families/whānau and communities to put in place effective strategies and programmes to achieve mutually agreed goals.

The collaborative consultation model involves:

- negotiating, facilitating and supporting kura/schools to make sustainable systemic change
- parents, families/whānau contributing information and being involved in the development of programme goals
- working to build kaiako/teacher capability and knowledge to provide effective learning environments for all students
- supporting transitions for students between RTLB, Special Education and other agencies.

To best meet the needs of those referred, RTLB may work:

- in teams or pairs
- with parents, families/whānau
- with Māori organisations
- with other agencies, including Ministry of Education staff.

5. Strength-based practices

This principle is about finding solutions by looking at the strengths and resources of:

- students
- parents, families/whānau
- 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 practice

For every intervention, RTLB keep records of each step. 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 effectiveness of outcomes
- in terms of the outcomes it has for students, parents, families/whānau and school community
- with reference to established theory and examples of exemplary practice.

7. Evidence-based practice

RTLB interventions should demonstrate evidence-based practice. To plan and evaluate outcomes, RTLB collect, analyse and use data from multiple sources. This includes evidence from kaiako/teachers and parents, families/whānau.

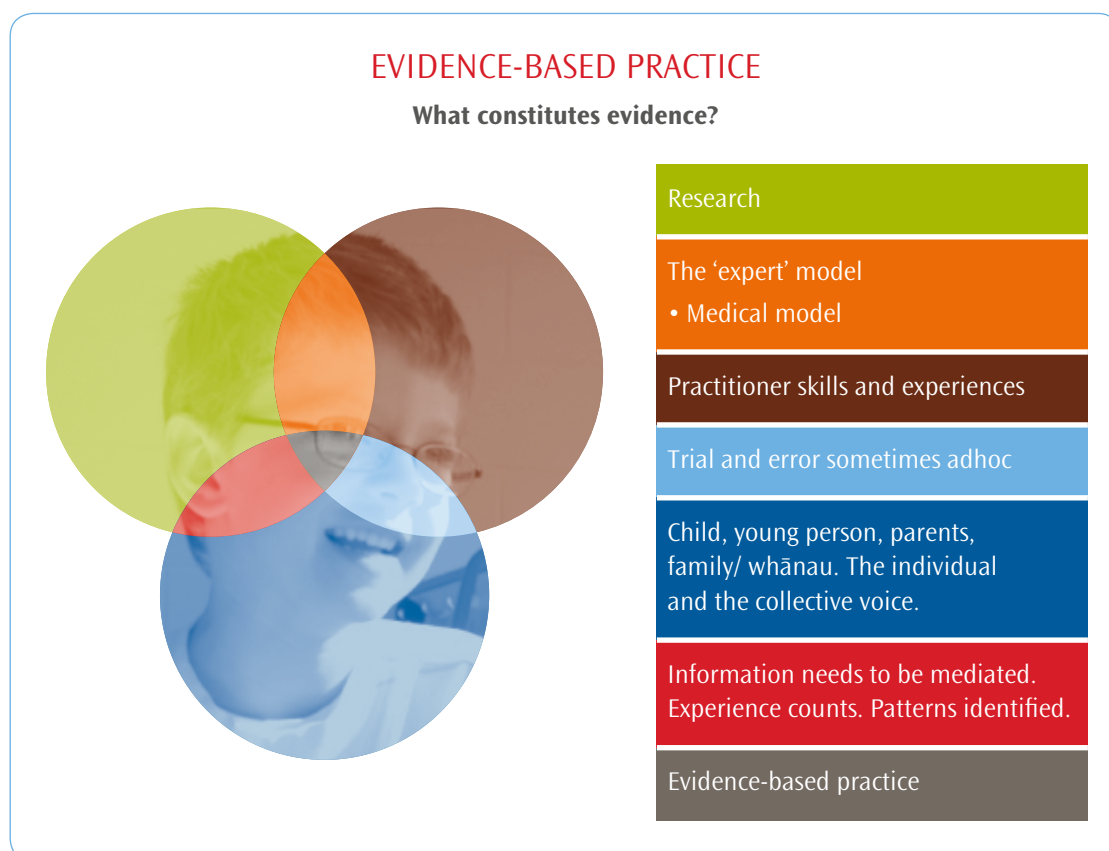


Figure 1: Evidence-based diagram from Special Education

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

PRACTICE SEQUENCE

There are ten steps that are important in the RTLB intervention sequence.

Following the steps ensures:

- the reason for referral is well understood
- everyone involved understands how the RTLB service works
- everyone involved understands why they are involved
- appropriate evidence is gathered and analysed
- goals that are appropriate for the student can be set, planned, implemented, monitored and measured.

Often, RTLB will be providing a service to a classroom or a group in a kura/school. When this occurs, data gathering and evaluation must focus on the impact on Māori and Pasifika students to ensure the programme or intervention is effective for all.

The steps may not always be followed in order. Sometimes new information may require going back to a previous stage in the sequence.

The team involved in the steps includes RTLB, kaiako/teachers, parents, family/whānau.

- 1. Referral**
- 2. Initial meeting**
- 3. Data gathering**
- 4. Analysis**
- 5. Goal setting**
- 6. Planning**
- 7. Intervention/implementation**
- 8. Monitoring**
- 9. Post data gathering/follow up**
- 10. Reflection, review and closure**

1. Referral

The cluster will have a referral process that ensures there is equitable access to the RTLB service for all students. For those who meet the criteria to receive a service, RTLB will:

- summarise the information provided
- note questions that require further information
- ensure parents, family/whānau have provided informed consent for involvement
- when possible, ensure the young person has provided informed consent.

2. 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 the parents, family/whānau. The family/whānau should be engaged, welcomed, empowered and affirmed in their expertise and knowledge of their child.

At the meeting:

- the RTLB role is discussed
- the specific needs of the referral are clarified
- information is gathered to support the request for assistance
- the preferred pathways for ongoing contact through the intervention are established
- the referrer and RTLB reach agreement on what data will be collected, how this will be done and what exit will look like.

RTLB will ensure there is ongoing parental consent for the actions taken through the sequence.

Informed consent is an ongoing 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. (From the Ministry of Education Specialist Service Standards <http://www.practice.minedu.govt.nz/home/all-services-support/service-standards-guidelines/the-specialist-service-standards>.)

3. Data gathering

The baseline information is gathered in this step. The data gathered should be guided by the ecological approach and evidence-based practice. The process should involve the team and be culturally responsive as defined in the toolkit introduction.

There should be multiple sources of data gathered. These might include, but are not limited to:

- observations and interviews
- functional behavioural assessment
- understanding of interactions within the classroom
- curriculum-based assessment
- perspective of parents, family/whānau and young person.

4. Analysis

Analysis should provide a framework for organising and evaluating the gathered data. Through this process, the team should:

- develop shared hypotheses about learning
- understand the relationship between the learning influences in the classroom or kura/school
- identify the contextual factors influencing the student's learning
- identify solutions that will build capacity
- write and keep clear records about the analysis.

5. Goal setting

In this step the team will:

- evaluate all available data in terms of its meaning
- identify, define and prioritise key trends
- discuss the possible hypotheses
- set achievable, measurable and important case goals.

6. Planning

Through shared planning, the team will consider possible, realistic strategies that may be appropriate interventions. Proposed strategies are evaluated for:

- cultural responsiveness
- inclusiveness
- contextual relevance
- availability of resourcing
- capacity for successful implementation
- reference to the New Zealand Curriculum or Te Marautanga o Aotearoa
- strengths-based practice
- evidence-based practice
- how the learning can be generalised.

Once a strategy is agreed to, the team will decide on:

- implementation
- roles and responsibilities
- how progress will be recorded
- what monitoring will look like
- a set review time.

7. Intervention/implementation

Like all team members, RTLB contribute and support the implementation of the team's agreed plan.

Implementation should:

- use a culturally responsive approach
- occur in the context of the environment
- promote inclusiveness
- be timely
- be supported by the whole team
- regularly refer to the agreed plan
- have progress against set goals regularly recorded
- identify and address any barriers to successful implementation as they arise
- include team review of planned goals and strategies.

8. Monitoring

RTLB should regularly monitor the implementation to ensure ongoing evaluation of effectiveness and fidelity of implementation. This will ensure adherence to the plan and that adaptations agreed by the team can be made, if needed.

Factors that could be monitored include:

- effectiveness/movement towards the attainment of goals
- quality of delivery
- cultural responsiveness
- timeliness to deliver
- responsiveness of participants
- impact of the service on Māori and Pasifika
- generalisation of skills
- modifications needed
- appropriateness of implementation
- resourcing
- the strategies used.

9. Post data gathering/follow up

The data gathered at this stage needs to relate to the baseline data and monitoring data. This will ensure valid, reliable and accurate measures of the outcomes and provide evidence of effective RTLB service and identify any information relevant to target/priority groups.

There should be multiple sources of data gathered. These might include, but are not limited to:

- observations and interviews
- functional behavioural assessment
- understanding of the interactions within the classroom
- curriculum-based assessment
- perspective of the parents, family/whānau and young person.

10. Reflection, review and closure

By reflecting on what happened during different stages of the sequence, and using evidence gathered, RTLB can identify aspects of the intervention that were successful and also take note of any barriers. This process will help:

- build the practice knowledge of RTLB
- inform future interventions
- identify performance gaps
- identify the need for professional development
- identify service provision gaps.

A case may be closed when:

- the team agrees the intervention has led to the outcomes agreed to at the start
- a final summary that records the outcomes of the service provided is presented to the team
- the student moves to another cluster (transition support and documentations will need to be organised)
- the kura/school has the capacity to support the student without RTLB support.

REPORTING

Reporting needs to inform the cluster management of outcomes for students as a result of RTLB involvement and should actively demonstrate the difference the service is making for Māori and Pasifika students.

Reporting needs to include:

- what goals were set and if they were achieved, not achieved or are still in progress
- what the level of achievement was
- evidence of achievement using pre data and post data
- any identified future goals.

WORKLOAD/CASE MANAGEMENT

RTLB can provide support to those students whose achievement is at risk or not being fully realised within the education system. All interventions will follow the principles of the service.

Cluster wide of groups of kura/schools

For example, networking, developing a community of practice for kaiako/teachers across the cluster

Kura/school systems

For example, assisting in the development of inclusive kura/school policies

Kura/school wide

For example, facilitating development in Restorative Practice and Te Kotahitanga

Kaiako/teacher

For example, working with kaiako/teachers to support all learning needs in their classes

Class

For example, facilitating professional development in Incredible Years Teacher programmes

Groups of students

For example, peered reading

Individual students

For example, Individual Education Plan (IEP) development, Gateway assessments for children in care

Supports to wider kura/school community include:

- Positive Behaviour for Learning (PB4L) stewardship group
- moderation of Supplementary Learning Support (SLS), High and Complex Needs Service
- professional development for kaiako/teacher trainees
- behaviour strategies
- bi-lingual assessments
- being a member of wharekura/secondary school support committees
- community liaison.

Tasks not within the role:

- teaching a particular subject or course
- acting as a remedial tutor of students with special education needs
- working as a teacher's aide or reliever
- taking responsibility for a special class or unit
- carrying out routine school duties. For example, playground duty, bus duty
- providing a counselling, social work, or truancy service.

WORKING IN KURA/PRIMARY SETTINGS

The kura/school-based team

The kura/primary school-based team may include:

- the class kaiako/teacher
- team leaders
- Special Education Needs Coordinators (SENCOs)
- teachers' aides
- parents, family/whānau.

The class kaiako/teacher should be involved, informed and providing feedback on what is happening throughout the intervention sequence.

The change should be about sufficient improvement so that the kaiako/teacher feels confident to manage the student or the class without any further outside assistance.

Communication with the kura/school-based team

At the start of the intervention, individual RTLB will consult with the kaiako/teacher to establish what communication methods best suit them.

WORKING IN WHAREKURA/SECONDARY SETTINGS

To develop procedures for RTLB interventions that fit the operational structure of a wharekura/secondary school, the RTLB team and appropriate management in the wharekura/secondary schools, for example Deputy Principal, deans and heads of department, whānau support groups and SENCO, will need to work together.

The wharekura/ school-based team

This team may involve:

- parents, family/whānau
- relevant Dean/Head of Department
- other kura/school management, for example Deputy Principal
- classroom kaiako/teachers
- support groups.

All parties should be involved, informed and provide feedback on what is happening throughout the intervention sequence.

Communication

Ideally, the RTLB will be working most closely with classroom kaiako/teachers and will establish effective communication systems regarding their collaborative work, including records of decision-making.

Where a group of kaiako/teachers have made the referral, RTLB consult with kaiako/teachers individually to establish what communication methods best suit them, prior to working with them as a group.

RTLB are expected to keep the relevant deans informed in advance of all formal activities they undertake involving kaiako/teachers and students. For example, IEPs or intervention plans.

RTLB should work with the school to:

- maintain a database of projects
- develop or strengthen relationships with iwi, hapū, parents, family/whānau
- work with and seek guidance on tikanga (Māori world view) to ensure strengthened cultural identity and to test practice assumptions that are culturally bound.

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. More information about Gateway Assessments can be found on 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.

All children, when they enter care, will have a priority referral to the RTLB service for immediate follow up.

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 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 Child Development Agreement.



CULTURALLY RESPONSIVE SERVICE

Ka Hikitia, Tātaiako and the Pasifika Education Plan are inextricably linked to and underpin effective RTLB practice and are woven through this document. 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. The importance of understanding a student's history, customs and world view and genuine partnership with parents, families/whānau, is woven through this document.

WORKING WITH MĀORI

The RTLB service 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, families/whānau, iwi and hapū
- delivering a culturally responsive service.

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.

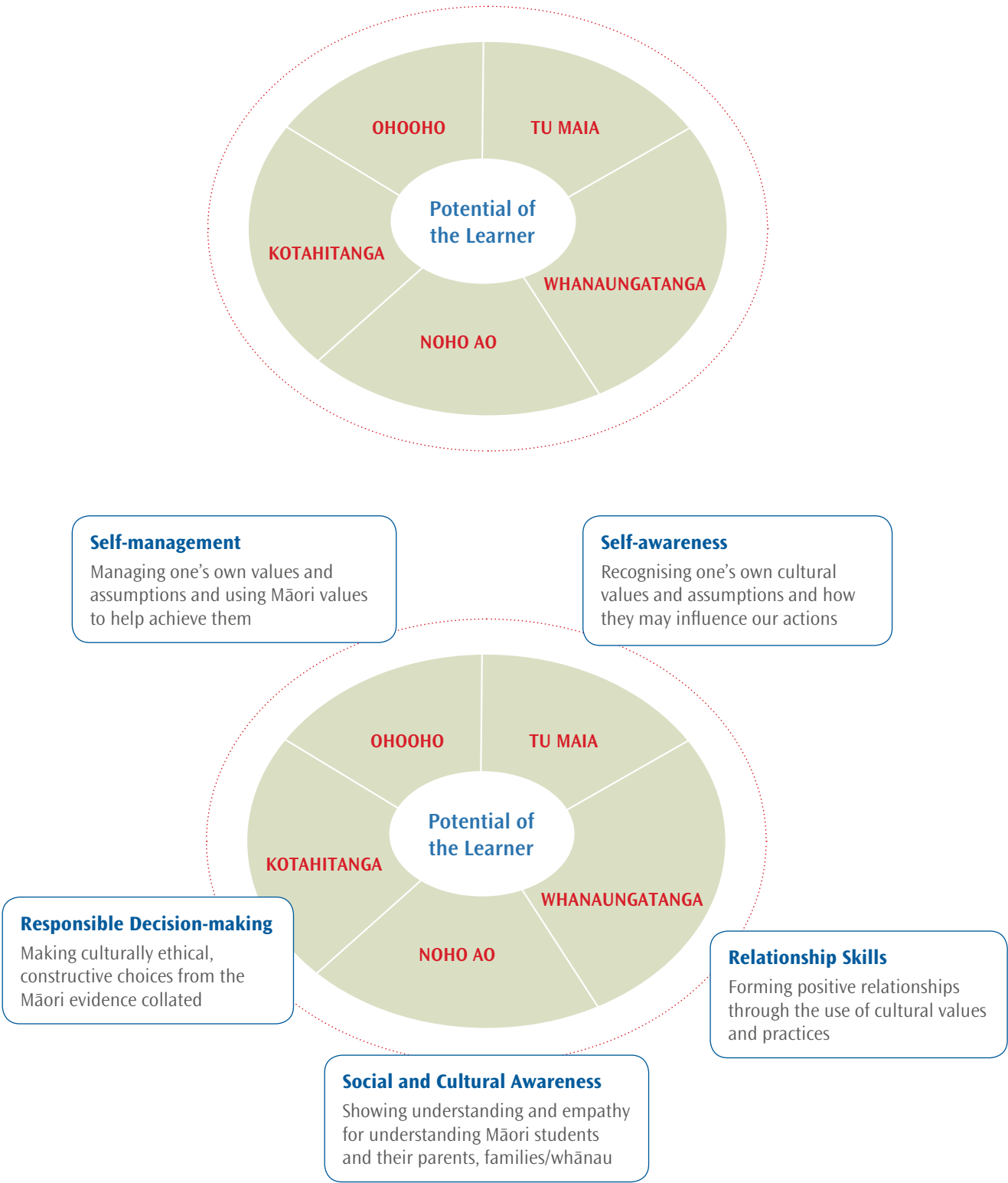
Ka Hikitia also emphasises the importance of ako. The key aspects of ako are:

- 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.

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, families/whānau and kaiako/teachers.

The diagram below gives a framework for working with and for Māori.

Framework for Building Meaningful Relationships & Success for Māori:



Partnership

Parents, families/whānau should feel that their knowledge and experiences can be expressed and valued in a caring, supportive and non-judgemental setting. This will help facilitate sharing and learning for the collaborative team.

RTLB work with students, parents, families/whānau, kaiako/teachers and the Māori community in ways that ensure:

- power sharing
- self-determination
- cultural responsiveness
- reciprocal interactions
- positive strengths-based partnerships
- a common vision.

Programmes

If a programme selected for implementation is not from a Māori world view, it may need to be adapted. Programmes should be:

- effective for Māori
- responsive to Māori culture
- meaningful to participants
- inclusive of traditions that are protective and healing
- culturally appropriate
- ensure the importance and significance of utilising Māori kawa and protocols.

Resources and the delivery method may also need to be modified to be culturally appropriate.

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 are 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.

Collaborating with families/whānau

RTLB interventions should acknowledge the Pasifika family's aspirations for their child's education.

Family 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:

- with someone as an interpreter if necessary
- involve appropriate liaison people from their community
- establish and build on positive relationships.

Programmes

Programmes selected for implementation may need to be adapted. Programmes should be:

- effective for the Pasifika culture of the student
- meaningful to participants
- culturally appropriate.

Resources and the delivery method may also need to be modified to be culturally appropriate.

WORKING WITH ALL CULTURES

New Zealand communities are diverse, with many different cultures, ethnic, religious and socio-economic groups.

The RTLB service will meet the identified needs of students in their communities by:

- appreciating the diversity that individuals bring to their cluster
- increasing the cultural competence in the service.

RTLB practice will:

- develop positive, culturally responsive relationships with students and their families/whānau
- use practices that are adapted to take into account learners' cultural values, knowledge and ways of learning
- empower students from all cultures to succeed.



PROFESSIONALISM

RTLB QUALIFICATION

RTLB appointed to positions must either:

- already have a recognised RTLB qualification
- attain the current RTLB qualification within three years of appointment.

Post graduate Diploma in Specialist Teaching – endorsed in learning and behaviour

From February 2011, this is the recognised qualification that untrained RTLB must complete.

It is delivered by Massey University and the University of Canterbury.

It is made up of four courses:

1. Core theory and foundations of specialist teaching.
2. Theory and foundations of learning and behaviour diversity.
3. Evidence-based practice in learning and behaviour diversity.
4. Practicum in learning and behaviour diversity.

Attaining the qualification comprises two years part-time study and is taught by distance, with block mode face-to-face courses and e-learning programme components. There are two one-week block courses each year (one in February/March and one in August/ September). Block courses may be taught in different locations each year. This will be confirmed by the providers in January each year.

RTLB Study Award

RTLB are eligible for support through the Special Education Study Awards if:

- this is the first time they would have a study award to undertake the required study for RTLB
- they are employed in a permanent full-time position
- they are accepted onto the course provided by the University of Canterbury or Massey University
- they are not repeating failed courses.

RTLB will need to have written approval from the board of trustees of the employing kura/school indicating that study leave will be granted, if the study award application is successful.

RTLB in job-share positions:

The teachers' collective agreements allow for job-sharing of permanent positions. In such cases, the Ministry might provide a study award for one RTLB only. It is the cluster's responsibility to provide training and study leave for the second kaiako/teacher.

SUPERVISION

Supervision is a component of RTLB practice.

There are two types of supervision: Performance and practitioner.

Performance Supervision	Practitioner Supervision
<p>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.</p> <ul style="list-style-type: none">• 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.	<p>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 and psychological safety.</p> <ul style="list-style-type: none">• Agenda set by supervisee and important practice-related issues.• Can be peer to peer.• Confidential.• Not directly linked to performance management.• Free form 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, Registered Teachers 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.

RELATIONSHIP WITH SPECIAL EDUCATION

In 2010 the Government launched *Success for All – Every School, Every Child*. This four-year action plan includes ensuring a more seamless provision across communities of kura/schools and the delivery of greater consistency of services.

To ensure a seamless provision of service to kura/schools, RTLB and Ministry of Education Special Education staff work in partnership.

Networking between RTLB and Special Education may include:

- liaison
- referral systems
- co-working
- professional development
- use of resources
- transition processes
- cultural support.

Networking between RTLB and Special Education will provide:

- positive outcomes for students, families/whānau and kaiako/teachers
- seamless service provision
- smooth transitions for students.

