

RTLB Principal and Cluster Management Induction

Expectations and Support

February 2012



Vision:

Every child & every student learning & achieving every day

Goals

- Accelerating student achievement, particularly Māori, Pasifika, students with special education needs
- Every child achieves literacy and numeracy skills (learning foundation)
- Every young person has the skills and qualifications to contribute to their future, and New Zealand's future
- Māori achieving educational success as Māori
- All students achieving NCEA level 2 or equivalent
- Increasing participation in quality Early Childhood Education

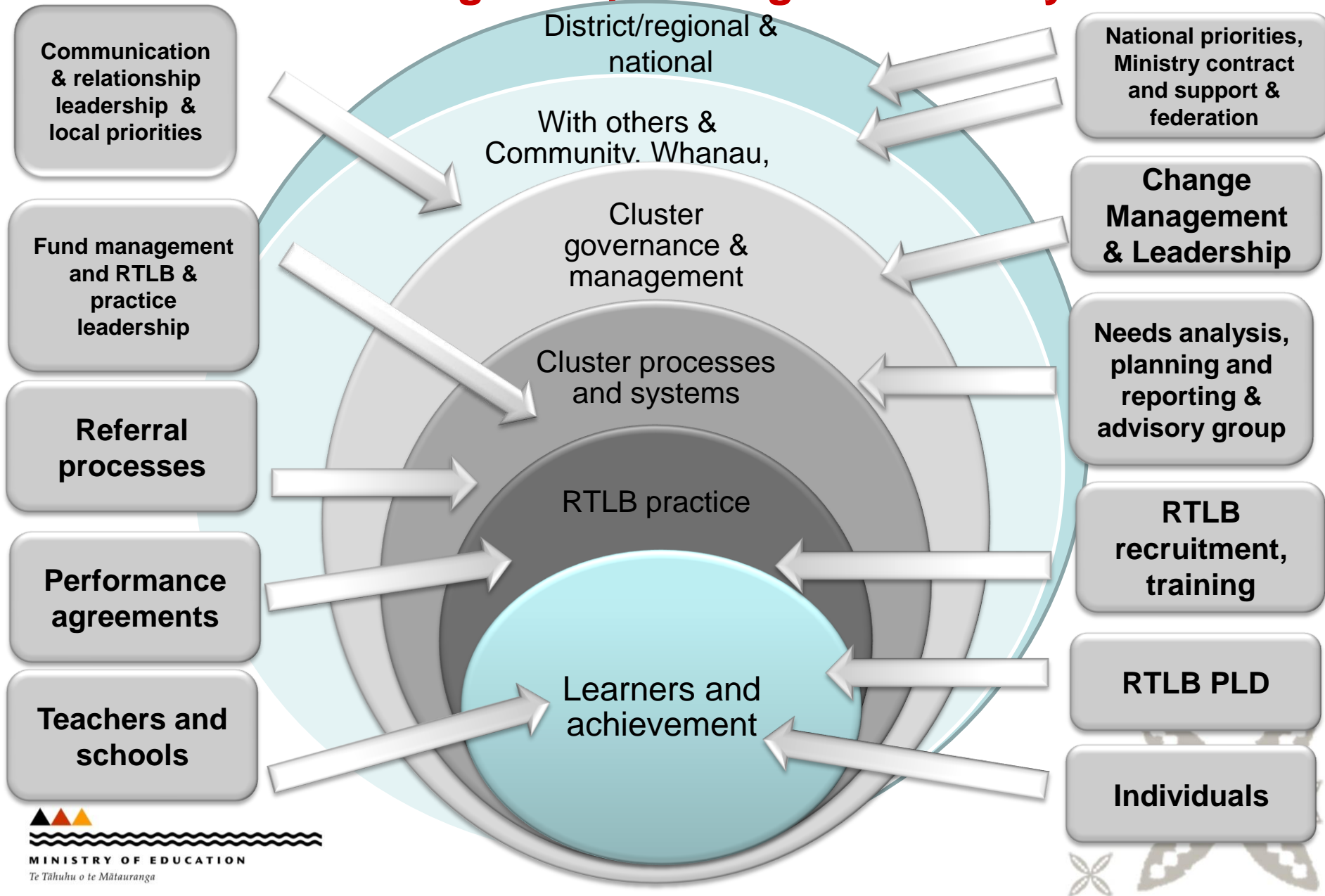


Focus on Student Achievement

- ▶ We have an education system that serves most of our students really well.
- ▶ *The New Zealand Curriculum, Te Marautanga o Aotearoa, Ka Hikitia, Pasifika Education Plan and Success for All, Positive Behaviour for Learning* create a strong foundation for reaching our goal of raising the achievement of all.
- ▶ Regional teams focussed on providing leadership and support to schools and kura.



RTLB Integrated planning and delivery



For 2012

- ▶ Continuity of services to learners and schools
- ▶ Transition adminstrivia (important but at times tedious – HR, finance planning)
- ▶ Focus on core structures, systems and processes, planning and reporting systems, referral processes
- ▶ Change management – focus on future, building on what has been effective, engaging and involving the RTLB team in change
- ▶ Developing consistency – between clusters, regionally and nationally, national and local initiatives prioritised and delivered on



For 2012 cont'd

- ▶ Establish regional and national structures
- ▶ Good communication with schools and others
- ▶ Effective and positive local, regional and national relationships with the Ministry
- ▶ Personnel leadership, planning and deployment – PLD prioritised, transitioning positions between clusters, establishing teams, practice leaders
- ▶ Focus on Maori and Pasifika



For 2012 cont'd

- ▶ Support for national tools development
- ▶ Continued support in transformation – NZSTA, website, other??
- ▶ Establish processes for better planning for 2013
- ▶ Confident in needs analysis and establishment of cluster advisory group
- ▶ Year 11-13 funding process
- ▶ Prevent re-inventing the wheel



Ministry expectations - Toolkit

- Focus on student potential and results
- **Effective systems and processes**
- Informed by evidence – research and local data
- **Sound planning and analysis**
- **Referral processes - fair, transparent, needs based**
- **Māori responsive**
community, whanau, access, immersion, personnel, service/practice, results
- **Pasifika responsive**



Ministry Expectations - Toolkit

- **Cluster governance**
- **Cluster Management**
- **Access to service and service provision**
- **Relationships – schools, learners, parents, Ministry, other agencies**
- **National priorities and responsive and well informed local priorities**
- **Effective stewardship of funding and resources**



The Lead School will:

have overall accountability for the provision of the RTLB service in the cluster

manage the governance and accountability framework within the cluster in accordance with the Treaty of Waitangi

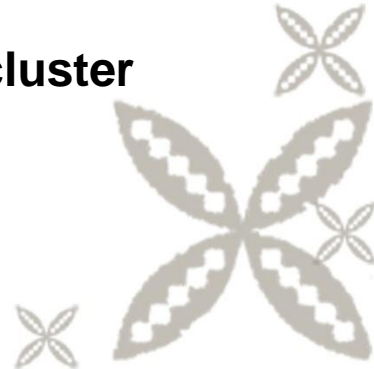
employ the RTLB in the cluster

ensure that the cluster operates within the terms of the *RTLB Toolkit*

provide governance for the cluster

not assign its obligations under this Agreement to other individuals, schools, or entities

provide evidence to the Ministry of the performance of the cluster



Cluster governance

Performance is assessed according to the following

The Cluster Annual Strategic Plan is lodged on time and is acceptable to the Ministry of Education.

The Cluster Annual Report is lodged on time and is acceptable to the Ministry of Education.

Success meeting the objectives in the Strategic Plan outlined in the Annual Report to the Ministry of Education.

Feedback from the Education Review Office (ERO) and Ministry staff and other schools in the cluster.

Student outcomes

Clear evidence that cluster funds have been used for their assigned purposes and allocated according to need.



Cluster Management

Performance is assessed according to the following

Success meeting the objectives in the Strategic Plan as recorded in the Annual Report to the Ministry of Education.

Feedback from ERO and Ministry staff.

Cluster Annual Reports to the Ministry which include:

- o Feedback from other schools in the cluster.**
- o Evidence of the quality of the planning processes in place.**
- o The documentation that underpins self-review, planning and reporting.**
- o Evidence of improved student outcomes.**
- o Reference to the practice of individual RTLB in the cluster.**



Access to the Service and Service Delivery

Performance is assessed according to the following

according to the quality of the data-gathering systems in place

based on improvements in teacher capability and confidence

based on student outcomes

by ERO reporting

according to the information in the Cluster Annual Report which will include feedback from other schools in the cluster.



Relationships

Performance is assessed according to the following

the documentation that records management planning and review

the communication which supports cluster-wide management

the reports by ERO and feedback from Ministry staff

the information in the Cluster Annual Report which will include:

- o feedback from other schools in the cluster**
- o the extent that the cluster developed effective networks**
- o feedback from parents/whānau**
- o feedback from individual RTLB.**



National priorities

Performance is assessed according to the following

protocols for delivery included in the Incredible Years Teacher Practice Manual (including regular supervision with appropriately accredited staff) - the fidelity expectations of the international Incredible Years Teacher Programme developed by Carolyn Webster-Stratton

a nationally agreed referral process between the RTLB service and Ministry of Education, Special Education services

the provision of education assessments for students entering into the care of Child, Youth and Family.



Operational documents from 2011 annual reports

There is one plastic folder for each of the new clusters. – The new cluster number is on the front of the plastic folder.

Please note, we haven't received op docs from every old cluster, but have sent on what we received. The Ministry doesn't need these documents to be returned.

Tentative financial information from 2011 annual reports

This is the information we have from the 2011 clusters– summarised up to the new clusters. For some clusters there isn't any information and this is indicated.

Expense claim forms and the instructions for travel/meal costs that MoE will met

In one of the white envelopes attached to the boxes you will find 70 information sheets about expenses and travel claim forms – for the participants to claim meals etc

2011 annual report summaries

These are still being analysed – very close to being completed. They will be emailed out next week to the lead school principals or cluster managers that we have info for



Report	Due Date
Details around establishment of Cluster Advisory Group meetings and any subsequent review of membership.	As appropriate
Minutes from each Cluster Advisory Group meeting will be submitted to the Ministry within 10 working days of each meeting. Potential risks will be highlighted to ensure they are mitigated.	As appropriate
A4 snapshot of performance indicators to the Ministry and all school Boards within the cluster.	First week of each school term starting Term 3 2012.
Annual cluster financial report and disbursements to be submitted with the Lead School's Annual Financial Reporting.	31 May each year
Cluster Strategic Plan 2012	April 2012
Cluster Annual report 2012	February 2013
Cluster Strategic Plan 2013	March 2013
Cluster Annual report 2013	February 2014
Cluster Strategic Plan 2014	March 2014
Cluster Annual report 2014	February 2015

Resource Teachers: Learning and Behaviour



Home

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» Cluster Management

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» Professional practice

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Print

Home

Nau mai haere mai, welcome

This kete provides support to those involved in the RTLB service and background information for anyone who wants to know more about the work of RTLB.

Cluster Management 2012

Effectively manage an RTLB cluster.

Transforming the RTLB service

The Ministry, working with the education sector and RTLB, is transforming the RTLB service so it delivers better support for schools and students.

Contact us

If you have any problems accessing the information or would like to provide feedback, please email us rtlb.enquiries@minedu.govt.nz.



Menu

► Home

Welcome

Nau mai haere mai, welcome

Welcome to the Ministry of Education Resource Teacher: Learning and Behaviour (RTLb) kete. This kete provides support to those involved in the RTLb service and background information for anyone who wants to know more about the work of RTLb.

What's new?

In response to feedback and to make this website more user friendly and relevant, we are going to be making some changes over the next few weeks. These changes include changing the structure of the sitemap to make available information clearer and easier to find, as well as updating some of the existing information. **What's new?** is a new addition to this website. So that our regular visitors will quickly see what parts of the website have been changed or newly added, all updates will be posted in **What's new?**.

About the RTLb service

Find out more information about how the RTLb service started, how to become an RTLb and how RTLb work.
► **Visit section**

Your local RTLb service

► **Visit section**

Management

Effectively manage an RTLb cluster with the help of these resources.
► **Visit section**

Professional practice

The section provides news, resources, articles, and links to further sites of interest. Including RTLb training, Positive Behaviour for Learning and RTLb ESOL Lead Assessors.
► **Visit section**

< February 2012 >						
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Sample widget

Duis consectetur nibh at tellus dictum sagittis. Fusce at risus leo. Morbi at tempus risus?

(example content only)



[Home](#) > [Management](#)

Menu

- ▶ Home
- ▶ About RTLB service
- ▶ Find RTLB service
- ▶ **Management**
 - Online communities
 - Record keeping and reporting
- ▶ Professional practice

Governance and management

The section provides information for cluster governance and management groups about implementing the RTLB Policy and Toolkit.

Online communities

▶ [Visit section](#)

Cluster record keeping and reporting

▶ [Visit section](#)

< February 2012 >

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Sample widget

Duis consectetur nibh at tellus dictum sagittis. Fusce at risus leo. Morbi at tempus risus?

[Return to top](#) ^

This will link to Virtual Learning Networks (see next slide).

Other boxes yet to be added. For example, the RTLB appointment process and form.

<http://www.vln.school.nz/>

Virtual Learning Network

He kōtuinga ako ā-ipurangi

Welcome to the Virtual Learning Network

About

Programmes of Learning

VLN Groups

Kia ora!

The VLN, He kōtuinga ako ā-ipurangi, provides:

- Online programmes of learning for students who may not otherwise be able to access them in the school they are attending
- VLN Groups, a social network for teachers, school leaders and facilitators to connect, share experiences, and learn together



Log in

Username or email

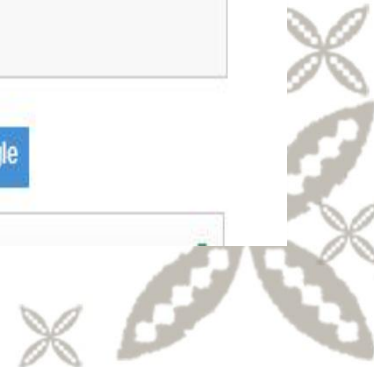
Password

Login

☐ Remember me

[Register](#) | [Lost password](#)

 Login via Google



Example of a discussion on a VLN.

creation with 80% of the time and work with the others for the rest



iDave
123 days ago

Both usefull purpose and content creation have their place. Apps that target a specific need can be very effective if the students (and teachers) know why they are using a particular app and what they are trying to achieve (and know when they achieve something)

Content creation allows you to push the creativity aspect - the app is just used as a vehicle for the expression of ideas. iPad apps are usually so easy to use that you can focus on content - and pushing the boundries.

Like Stuart (below) I tend to favour apps that are open ended and work in all areas of learning although there are some apps that are area specific that break down traditional barriers and ways of working and give access to all. Some of the amazing music iPad apps spring to mind here.



Matthew Thomas
123 days ago

Agree with you their iDave. In fact, most of the apps that I make are just what you describe. Really specific learning apps that do one job really well. The trick is for teachers to be really good at personalising their students learning, so that the app they are using meets the needs of that student.



Tessa Gray
2 hours ago

Great comment iDave, "Content creation allows you to push the creativity aspect - the app is just used as a vehicle for the expression of ideas."

Here's a fabulous video shared by DK about an iBand - where all the music is composed and performed on a iPad. Really is **content creation** and **collaboration** at its best. Maybe we could start a competition nationwide?



The calendar function visible throughout the website.

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13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29					

Underlined dates will indicate that this is a date where something is happening.



Find a local RTLB service

This is the page for Your local RTLB service, there is no more content to put here currently.

Find RTLB

Type in any
school name.

Submit Query


This search will locate the lead school
for your region.

All inquiries regarding the RTLB service
should be directed to your Lead school

**Lead school contact information
will appear.**



SEonline




MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

Welcome

This site is for school and early childhood educators of children or young people with special education needs.

IEPOnline




IEP online

Updated guidelines for Individual Education Plan on [IEPOnline](#)

About


Special Education Online (SEOnline) supports school and early childhood educators who work with children and young people with special education needs.



Find out more ►

Educator tools

Find useful tips, tools and templates for use in the classroom or early childhood centre.



Find out more ►

