

**Resource Teacher:
Learning and Behaviour (RTL) Service**

Governing and Managing RTL Clusters

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Version control

This document will be updated from time to time to reflect changes in policy or practice.

Each time there is a change, the updated version will replace the previous version on the Ministry's website.

Lead schools will be advised by email whenever this occurs.

INTRODUCTION AND OVERVIEW

Governing and Managing RTLB Clusters is written for RTLB lead school boards of trustees (boards), and for RTLB management teams. It provides information to support lead schools interpret and implement the RTLB Funding and Service Agreement and to effectively govern and manage the RTLB service for their cluster of schools.

RTLB Service - Guiding principles

To understand the RTLB service, there are some key principles that underpin RTLB work:

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

The bigger picture

The RTLB service is a Ministry of Education (Ministry)-funded learning and behaviour service that sits alongside the Ministry's Special Education Specialist Support service. Both services contribute to the Ministry'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
- works for all students, particularly for students who have special education needs.

The RTLB and the Ministry's Special Education services contribute to Ministry priorities:

- Every child achieves literacy and numeracy levels that enable their success.
- Every young person has the skills and qualifications to contribute to their and New Zealand's future.
- Māori enjoy education success as Māori.
- 100 percent fully-inclusive schools.

Some expectations about the lead school role

RTLB lead school boards are the stewards of the RTLB service for a community, or cluster, of schools. A lead school board governs the RTLB service on behalf of these schools.

Effective governance of the RTLB service will involve:

- willingness to make the cluster resources work for the good of the cluster
- sound analysis and planning so that both cluster priorities and national priorities are achieved
- making sure that access to resources and service is based on student need
- systematic gathering of information on what is being achieved by the RTLB service to provide assurance of effective service provision and resource use, and to assist future planning
- a commitment to working with others providing special education services and social services so that students, kura/schools and whānau/families experience seamless and integrated services.

HOW THE RTLB SERVICE IS ORGANISED

CLUSTERS

The Resource Teacher: Learning and Behaviour (RTLB) service is organised on a 'cluster' model. Nationally, all State, State Integrated and Partnership kura/schools¹ are grouped into 40 clusters. One school in each cluster (lead school) provides the service to, and on behalf of, all schools in the cluster.

Figure 1 RTLB service organisation



LEARNING AND BEHAVIOUR SERVICES

The Ministry of Education funds the following learning and behaviour services:

- The RTLB service
- [Ministry Special Education specialist services](#)

Together these services provide a seamless learning and behaviour service to schools for students who require additional learning and behaviour support.

THE RTLB SERVICE

The RTLB service supports schools to meet the needs of students who require additional learning and behaviour support and who are unable to access a Ministry of Education service.

RTLB LEAD SCHOOLS

Nationally, there are 40 lead schools for the RTLB service. Lead school boards of trustees:

- provide governance and strategic direction for the RTLB service in their area
- ensure processes and systems are in place so that a high quality RTLB service is provided to all schools in the cluster
- delegate the leadership and management of the service to the lead school principal and the cluster manager.

RTLB TEAMS (ALSO KNOWN AS 'CLUSTERS')

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

¹ RTLB are not funded to provide the service to Independent, Private, Special schools, or Home Schooling.

THE LEAD KURA/SCHOOL BOARD OF TRUSTEES

Effective governance ensures the provision of a quality RTLB service for all cluster schools.

Selection

The Ministry of Education (Ministry) works with cluster schools in the selection process to choose the lead school.

A board of trustees in each cluster is appointed to the RTLB lead school position by the Ministry to provide the cluster's RTLB service through a funding and service agreement with the Ministry. The appointment of a lead school is for a specified term of three years, reviewable in the final year of the agreement.

In addition to meeting the expectations in the funding and service agreement, the lead school board (board) is expected to meet the requirements of the *National Education Guidelines* (NEGs), the *National Administration Guidelines* (NAGs), uphold the principles of the Treaty of Waitangi and be committed to key Ministry policies and strategies, in particular *Ka Hikitia*, the *Pasifika Education Plan* and *Success for All*.

Governance responsibilities

As well as meeting the needs of its own school, the board accepts the responsibility and vision for a quality and effective RTLB service for a community or cluster of schools.

The board's governance responsibilities for the RTLB service include:

Meeting cluster needs

- Be assured² that the RTLB service provides a quality RTLB service that responds to the identified learning and behaviour needs of cluster students and cluster schools.

National priorities

- Be assured that the RTLB service responds to national and Ministry priorities.

Employment (see *Personnel Management*, page 27, for more detail)

- When employing a new principal, ensure that the successful applicant has the experience and skills to manage both the school and the RTLB service.
- Employ the cluster manager, RTLB and any associated support staff.
- Appoint a full-time acting cluster manager when the cluster manager is unable to fulfil the role, for example when they are on extended leave or secondment.
- Allocate leadership payments to the cluster manager and practice leaders.
- Employ RTLB who are able to provide an effective service for all students, in all school/kura settings.

² Boards need assurance from the principal and cluster manager who are delegated to ensure a particular expectation is met. In this example, the principal and cluster manager have the professional responsibility to ensure that RTLB respond to identified learning and behaviour needs of students and cluster schools.

Delegations

- Delegate professional leadership and day-to-day management of the RTLB service to the principal and cluster manager (RTLB strategic leadership and management team).

Relationships

- Ensure the principal and cluster manager maintain an effective professional working relationship.
- Ensure the principal and cluster manager maintain effective relationships with the RTLB.
- Be assured that the RTLB are included as staff members in the lead school.

Use of funding *(see Managing Cluster Resources, page 34 for more detail)*

- Responsible for the RTLB funds on behalf of cluster schools.
- Approve the RTLB annual financial budget.
- Ensure robust accounting practices for the use of RTLB funds; maintain a separate bank account for RTLB funding; and keep a separate RTLB asset register.
- Be assured that there are transparent, needs based processes for allocating RTLB student support funding to cluster schools.

Accommodation *(see Accommodating RTLB, page 16 for more detail)*

- Be assured that RTLB staff are housed in appropriate office accommodation.
- Be assured that the cluster manager and principal have negotiated a [third party occupancy agreement](#) with each host school³ or accommodation provider through your local Ministry of Education office.

Planning, review and reporting *(see pages 17-22 for more detail)*

- Approve the cluster strategic plan and the annual action plan.
- Submit the strategic and annual action plans to the Ministry as part of the lead school's charter documents, within expected timeframes.
- Ensure the RTLB service is reviewed on a regular basis.
- Report annually on the operation of the RTLB service, including a financial report, to the Ministry as part of the lead school's annual report, within expected timeframes.
- Report twice a year to cluster kura/school boards on the use of RTLB student support funding, RTLB staffing levels and RTLB service outputs and outcomes.
- Report quarterly to the Ministry on specified RTLB service outputs and outcomes.
- Ensure Ministry-specified reporting formats and templates are used.

Effective systems

- Ensure that there are effective systems to support RTLB service provision in cluster schools.
- Be assured that these systems take into account whānau and iwi needs and aspirations.
- Ensure the school has effective employment systems to support the RTLB workforce.

³ A Host School is a school that provides office space for RTLB staff

LEAD KURA TUMUAKI/LEAD SCHOOL PRINCIPAL

The lead kura tumuaki/school principal will have delegations, along with the cluster manager, for cluster management on behalf of the board. Together, the tumuaki/principal and the cluster manager form the RTLB strategic leadership and management team.

Responsibilities

The principal provides strategic leadership and management support for the cluster manager, particularly when there are employment, administrative, financial, relationship, education sector or community issues.

The principal ensures that the cluster manager is managing the RTLB service on a day-to-day basis so that kura/schools, kaiako/teachers and students in the cluster receive an equitable, quality RTLB service and RTLB are supported in their role.

Personnel management

The principal is responsible for the induction, attestation process, performance supervision and appraisal of the cluster manager.

In collaboration with the cluster manager the principal will ensure:

- the obligations of a good employer are met
- RTLB are suitably accommodated (housed)
- the development of a competent RTLB workforce
- all RTLB receive regular performance supervision and performance appraisal
- ongoing monitoring of [Tātaiako](#) cultural competencies.

Financial management

- Ensure the lead school has the financial systems to maintain RTLB financial records that support the RTLB service.
- Ensure RTLB funding is accounted for separately from the kura/school's funding, and that RTLB funding is held in a separate bank account.
- In collaboration with the cluster manager establish the cluster's annual budget.
- Approve and account to the board for expenditure against cluster targets.
- Ensure RTLB funding is included in the kura/school's annual financial statements.
- Ensure that distribution of RTLB student support funding and/or resources is based on student or school need, not on a *pro-rata* basis.
- Ensure that there is a robust needs analysis process that informs the allocation of funds and resources.

Planning and reporting

- In collaboration with the cluster manager and key stakeholders, develop the RTLB service strategic and annual plans.
- Report regularly (at least quarterly) to the board on the activities of the RTLB service: issues and risks, service patterns, outputs and outcomes, staffing and expenditure.
- Support the cluster manager with the preparation of the annual report.

Sector relationships

- Advocate for the RTLB service with cluster schools.
- Meet regularly with cluster school principals.
- Develop and maintain trusting and collaborative relationships with key stakeholders.
- Meet regularly with the local Ministry Special Education district manager.
- Where appropriate, include the cluster manager in meetings with community, sector and agency groups.

Appointing a new principal

When the board appoints a new principal, responsibility for the RTLB service must be included in the advertisement. A lead school principal needs to be an experienced principal, leader and manager. The new principal must be committed to the RTLB service and to its ongoing improvement.

The Ministry's Special Education district manager should be on the appointment committee.

A new lead school principal should seek mentoring support from experienced RTLB lead school principals.

Note: *A lead school principal induction package is under development.*

CLUSTER MANAGER

Appointment

The cluster manager is appointed by the lead kura tumuaki/school principal. The cluster manager must be a New Zealand registered kaiako/teacher. The position is a full-time role.

The cluster manager and the principal work together as a strategic leadership and management team for the RTLB service.

Responsibilities

The cluster manager has the following responsibilities:

Service planning and review

- Facilitate an evidence-based RTLB service planning cycle.
- Facilitate a robust service review cycle incorporating self and peer review.
- On behalf of the board and in collaboration with the principal and key stakeholders, lead the development of, and prepare a three to five year RTLB strategic plan and annual action plan that ensures the ongoing development and improvement of the RTLB service.

Financial and resource management

- Manage the day-to-day funding and resourcing obligations of the RTLB service.
- In collaboration with the principal, draft an annual budget for approval by the lead kura/school board.
- Develop rigorous systems for needs-based allocation of student support funding, and the reimbursement of RTLB travel.
- In collaboration with the lead school, maintain accurate financial records, and an RTLB asset register.
- Manage RTLB staffing so that the annual RTLB staffing entitlement is fully utilised but not exceeded.

Personnel management

- In collaboration with the principal, recruit and induct RTLB staff.
- Through the principal, advise the board on the allocation of RTLB leadership payments.
- Work closely with the practice leaders to ensure RTLB performance management tasks - including professional development, performance supervision and performance appraisal processes - are actioned.
- Ensure RTLB in training are supported, mentored and supervised.
- Ensure supervision is available to RTLB when required.

Systems, processes and policies

- Develop and maintain a cluster operational document, detailing cluster policies, processes and systems.
- In collaboration with the local Ministry Special Education team, develop and maintain a seamless and simple service request process and ensure it is understood and followed by RTLB and by all cluster kura/schools.

Meeting cluster needs

- Ensure there is an effective process to identify and analyse cluster needs.
- Ensure the RTLB team has the specialist knowledge and skills to meet identified cluster needs, for example, RTLB able to support Māori students and Pasifika students, students in Māori-medium settings, and students in wharekura/secondary schools.
- Manage the RTLB workforce so that RTLB are assigned to best meet student and school needs.

Data and reporting

- Collate cluster data from RTLB records on the effectiveness of the RTLB service for individual students, groups of students and for school inclusive practice.
- Prepare reports, at least quarterly, for presentation at the regular meetings of the lead kura/school board regarding RTLB finances and service provision.
- On behalf of the board and in collaboration with the principal prepare reports, twice yearly, for cluster school boards of trustees showing service patterns, service outputs and outcomes, allocation of student support (LSF and Y11-13) funds across cluster schools, and the level of RTLB staffing against the cluster's RTLB staffing entitlement.
- On behalf of the board and in collaboration with the principal prepare the RTLB annual report, financial report and quarterly reports for the Ministry according to the Ministry's reporting requirements.

Relationships

- Develop and support a respectful and professional RTLB workforce and maintain collaborative, open communication with the practice leaders and the RTLB team.
- Manage and support the practice leaders.
- Maintain respectful and trusting relationships with key cluster stakeholders, cluster tumuaki/principals, iwi, Ministry and other relevant agencies.
- Develop strong networks across cluster kura/schools and with other RTLB clusters.

PRACTICE LEADER

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

Responsibilities

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

Leading and supervising quality practice

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

Reporting

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

Professional relationships

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

RESOURCE TEACHER: LEARNING AND BEHAVIOUR (RTLB)

RTLB are appointed by the lead kura tumuaki/school principal. An RTLB must be a New Zealand fully-registered kaiako/teacher with a current practising certificate. The position is a full-time role.

Role

RTLB work with teachers and schools to find solutions that support students with substantial barriers to learning, and build teacher and school inclusive practice capability.

The RTLB role, scope of practice, professional principles, practice sequence and service outcomes are detailed in the [RTLB Professional Practice Toolkit](#).

Note: *The toolkit is currently being revised and will be replaced by a web version early in 2015.*

Responsibilities

RTLB are responsible for:

- providing the RTLB service in a cluster schools in accordance with the *RTLB Professional Practice Toolkit* meeting the service priorities and expectations listed in the *RTLB Funding and Service Agreement*
- maintaining casework records
- maintaining trusting, professional relationships within cluster schools and with parents/whānau, communities and community agencies.

Qualifications

RTLB must hold the required RTLB qualification - the Post Graduate Diploma in Specialist Teaching endorsed in Learning and Behaviour issued by the Massey/Canterbury universities, or one of the previous qualifications: the Post Graduate Diploma in Special Needs Resource Teaching (PG Dip SNRT); or the Post Graduate Certificate in Education Studies - both issued by the Auckland/Victoria/Waikato consortium of universities.

Unqualified RTLB appointees (including those who hold an historic exemption) must attain the Post Graduate Diploma in Specialist Teaching endorsed in Learning and Behaviour within 48 months of appointment to their first RTLB position.

Unqualified RTLB appointees (including those who hold an historic exemption) who have been working in another cluster must also complete the qualification within 48 months of their first appointment to an RTLB position in a different cluster.

Professional organisations

Many RTLB choose to belong to professional organisations. The cost of individual membership is an RTLB's responsibility.

Unless attendance is part of an approved professional development plan, RTLB require cluster manager approval for leave of absence to attend professional organisation meetings and conferences.

KEY STAKEHOLDERS

The key stakeholders in the RTLB service include:

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

The key stakeholders need to be assured that the service is managed in a transparent and needs-based manner. The lead school must formalise a way of engaging with key stakeholders to ensure this happens. There are many ways this can be done, for example through a stakeholder committee or advisory group, and/or through regular surveys and reporting.

Role of key stakeholders

Key stakeholders in the RTLB service must have genuine input into strategic planning and into service development and provision. They must receive regular RTLB service information from the lead school/RTLB management team and have the opportunity to provide feedback to the lead school.

Key stakeholders are expected to take an active interest in the RTLB service. It is in their, and the cluster's interest to:

- advocate for the RTLB service
- support and advise the lead school board
- inform the development of the cluster strategic plan and cluster priorities
- provide feedback about RTLB service provision
- support culturally responsive cluster practice.

With due regard to student and school privacy, cluster kura/school stakeholders are encouraged to engage in referral and intake processes and with student support funding allocation processes. Ministry's Special Education staff will take an active part in request for service and allocation processes.

ACCOMMODATING RTLB

The lead school, in collaboration with the Ministry's regional office, will ensure RTL

B are housed in suitable accommodation. RTLB will be accommodated in legitimate space within the Ministry's schooling property network. Where there is a local shortage of suitable space in the network, consideration may be given to accommodate RTLB in non-school settings.

Host kura/schools

Host kura/schools support the RTL

B service and the cluster by providing accommodation for RTLB on their school site.

Once third party use has been approved by the local Ministry office, the lead school and the local Ministry office will negotiate provision of accommodation with each host kura/school under a third party agreement. The local Ministry office can provide the appropriate agreement, as explained on [this Toolbox page](#).

Selection of host kura/schools

There are many factors to consider when selecting a host kura/school:

- current hosting arrangements
- commitment to supporting the RTLB service
- commitment to inclusive practice
- proximity to cluster kura/schools
- capacity to accommodate additional staff, including space for storage, meetings, toilets and adequate kitchen facilities
- capacity, if possible, to provide car parking for RTLB.

Accommodation costs funded from host kura/school operations or 5YA grants:

- provision of 15 square metres of legitimate space for each onsite RTLB
- heating, power, water
- building maintenance.

Provision as agreed and funded from RTLB administration grant

The third party agreement specifies the funding that the host school will receive from the RTL

B service (through the administration grant). This may include:

- access to phone lines and broadband
- cleaning
- photocopying
- property enhancements not covered by the host school's 5YA grant (e.g. shelving or additional heaters).

Relationships

The cluster manager and lead school principal maintain regular communication with host kura/schools and, in collaboration with the Ministry's local property advisor, regularly review the third party agreement to ensure it continues to meet the needs of the RTL

B service and the host school.

Where possible, the host kura/school includes the RTL

B in teacher professional learning and development at the school.

PLANNING, REVIEW AND REPORTING

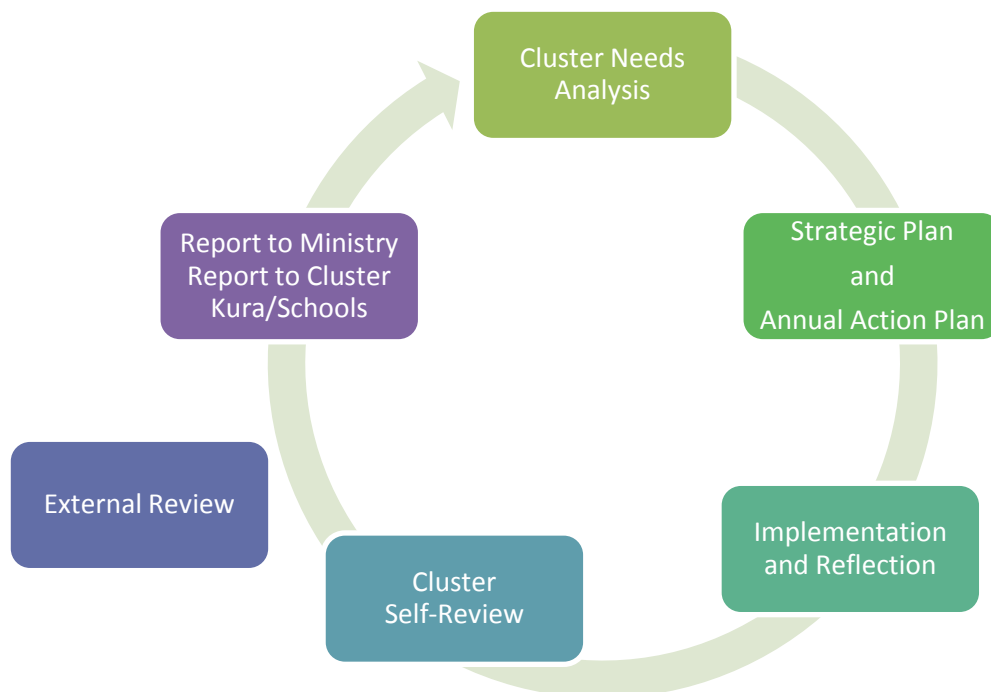
Every cluster has a continuing and regular annual planning, review and reporting cycle that leads to service improvement.

PLANNING AND SELF-REVIEW

This involves key stakeholders, focuses on the processes and outcomes for students and takes into account:

- current national and local educational priorities
- the cluster's long term strategic plan
- the demographics, trends and patterns, of cluster kura/ schools
- iwi education plan(s)
- kura/wharekura having equitable access
- kura/school service request patterns
- feedback from key stakeholders and the wider sector and community
- review of current policies, procedures and practice
- future practice, resourcing decisions, processes and approaches.

The diagram below is an example of a robust cluster planning, self review and reporting cycle.



CLUSTER NEEDS ANALYSIS

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

Every cluster plans annually to meet the learning and behaviour needs of students in all cluster schools/kura.

Roles

- The cluster manager leads this process.
- The cluster manager facilitates data collection.
- All RTLB are involved.
- Cluster kura/schools' stakeholder groups have input.
- Iwi and relevant agencies contribute.
- The local Ministry Special Education office provides relevant data, information and guidance as required.

Essential elements of a cluster needs analysis include:

- organisational infrastructure, processes and systems
- service development
- relationship development
- development of data and information gathering for planning and reporting
- what evidence will be used to inform future needs and direction.

Essential information to collate and analyse includes:

- service request 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 requiring additional support to learn and achieve
- aspirations of other key stakeholder groups, including iwi and Pasifika.

STRATEGIC AND ANNUAL PLANNING

Roles

- The lead kura/school is accountable for signing off the plan.
- The cluster manager is responsible, in conjunction with the tumuaki/principal, for the strategic direction and development of the plan.
- Key stakeholders contribute to the development of the plan.
- Practice leaders work with the cluster manager to develop the plan.

Cycle

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

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

The strategic plan

The strategic plan is future focused. It sets the 'big picture' and direction of the cluster.

Essential elements of the strategic plan include:

- Cluster context e.g. demographics, geography.
- Key issues e.g. how these will be addressed and prioritised, barriers, opportunities.
- A limited set of goals – how the cluster meets the identified needs.
- Cluster projections e.g. direction, desired outcomes.
- Cluster infrastructure.
- Service development e.g. professional development plan.
- Relationship development.
- A review process.

The annual action plan

The annual action plan moves the cluster in the direction of the strategic plan. It is operational, shorter-term and focussed on implementation.

Essential elements of the annual action plan include:

- Specific objectives, tasks, roles, responsibilities, timelines and achievement indicators.
- Top five prioritised key issues:
 - what will be done to address them
 - who will address them
 - timeframes
 - risk management.
- The responsibilities of RTLb.
- Specialisation focus e.g. professional development – who, what how.
- Goals that focus on Māori achievement.
- Goals that focus on Pasifika achievement.

The plan may include an accompanying annual budget.

IMPLEMENTATION AND REFLECTION

It is expected that 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

Cluster reviews include self-initiated and externally-initiated reviews. These reviews consider evidence of what has worked or not, whether outcomes have been met and any barriers. They also identify trends and future needs.

Self-initiated review

Cluster self-initiated reviews are part of an ongoing cycle of continual reflection and improvement:

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

To ensure a self-initiated review identifies areas for improvement and development, a peer review process provides an external viewpoint, impartiality and rigour to the review.

Peer review

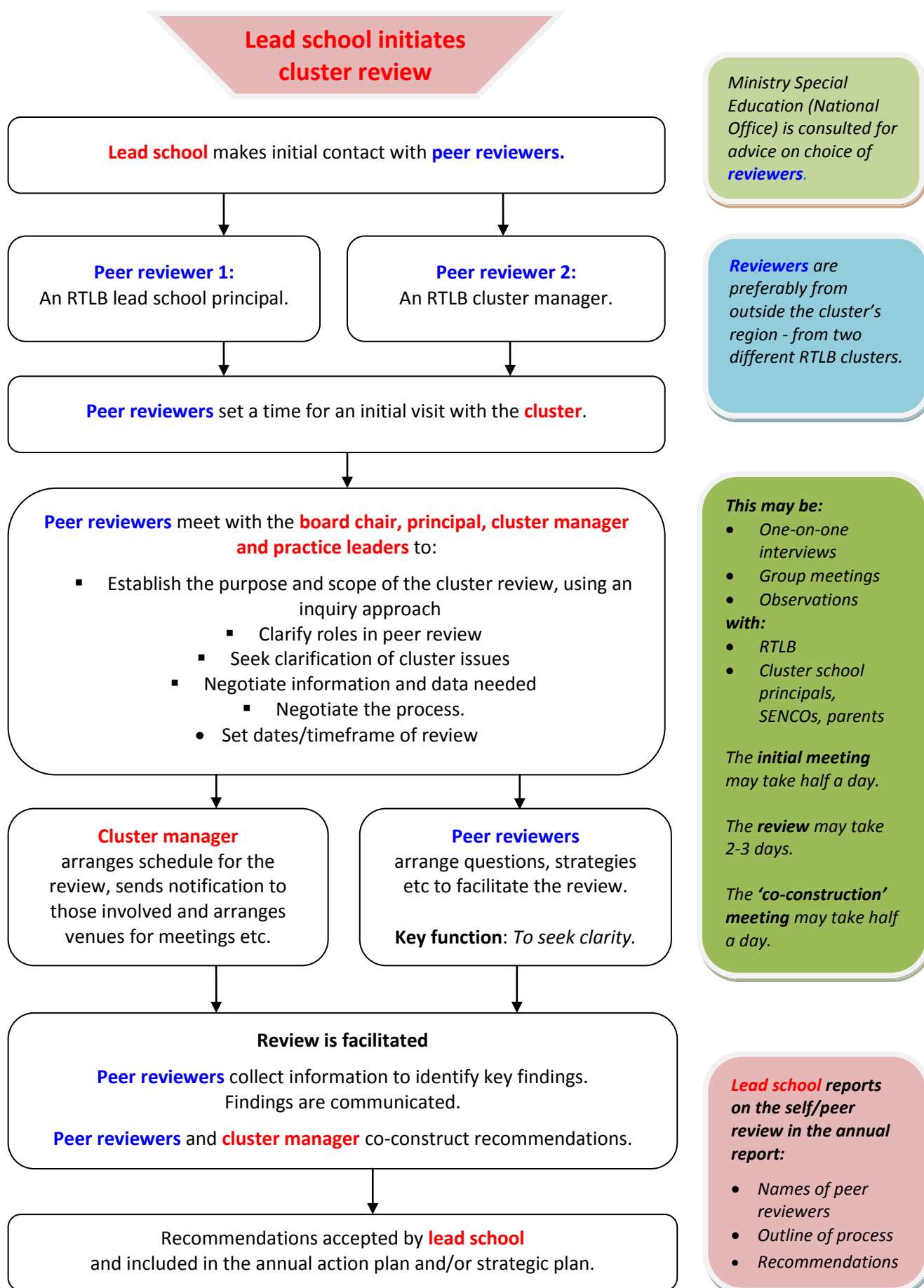
A peer review is initiated and funded by a cluster. A peer review should be initiated at least once in each 3- 5 year strategic planning cycle.

Peer reviewers - a principal and a cluster manager, preferably each from different clusters in other regions, help facilitate the peer review process. The peer reviewers, in collaboration with the cluster, focus on:

- evidence of what is working
- what hasn't worked
- what are the constraints
- outcomes achieved
- trends and patterns
- identification of needs
- recommendations for next steps.

The strategic plan may need to be adjusted in light of this review. The following year's action plan should be developed on the basis of the reflection and review outcomes.

The diagram below summarises a suggested **cluster self-initiated peer review process**.



Externally-initiated reviews

Education Review Office (ERO)

- The Education Review Office includes the RTLB service when conducting a review of a lead school.
- Every three to five years, the Education Review Office, conducts a focussed review of RTLB clusters.

Ministry of Education

- From time to time the Ministry may conduct a review of an RTLB cluster.

FUNDING AND SERVICE AGREEMENT REVIEW

In the final year of the funding and service agreement term, there will be a review of the agreement and the services provided. The purpose of the review is for lead schools and the Ministry to learn from each other and give each other feedback. The review also provides an opportunity to update the Board with any new Ministry and government directions.

The review process:

- The Ministry will seek written feedback from boards and principals on the agreement
- The Ministry will collate the feedback and draft a revised agreement, taking into account the feedback and new Ministry and government directions
- Lead school principals will meet with the Ministry to discuss the feedback and the draft agreement.

RECORD KEEPING

RTLB interventions

Cluster managers ensure RTLB gather and record evidence that demonstrates the effectiveness of their interventions and improved outcomes for students.

RTLB collect and record data and information during involvement with individual students, groups of students and with schools. They use the data to analyse their interventions and to improve their practice.

Data collection system

RTLB use the cluster's data collection system for recording case work and service outcomes.

Cluster managers ensure that the data collection system gathers the specific data required by the Ministry and that it meets the necessary [privacy and security standards](#).

Cluster managers ensure that the required data is available for the Ministry to extract on the reporting dates specified in the funding and service agreement.

Cluster operations

Cluster managers maintain a cluster operational document, detailing cluster policies, processes and systems. The document is updated in response to lead school and cluster changes and developments.

REPORTING

At cluster level, data from the records of individual RTLB is collated into a cluster record. The lead kura/school uses this information to report on the work of its RTLB and the outcomes of students.

Reporting to the lead school board

Regular reporting to the board keeps it informed so that it can effectively carry out its governance role.

The RTLB strategic leadership and management team reports to the board **at least once a term** against the expectations of RTLB funding and service agreement.

Reporting to cluster kura/schools

Reporting to cluster schools maintains transparency of service provision and keeps cluster schools/kura informed about how the RTLB staffing and funding resource is being used across the cluster to meet students' learning and behaviour needs.

Lead schools report **at least twice a year** (at the end of Week One Term 1 and Term 3) to cluster schools/kura boards on the RTLB service for the previous two terms.

Each Lead School will determine its own style of reporting and the level of detail when it reports to kura/schools. Lead schools are advised to send the report to other key stakeholders (see page 15 for key stakeholders).

The report covers the reporting period (e.g. the previous two terms). To ensure transparency clusters are advised to include the following elements:

- the number of RTLB employed in relation to the cluster's RTLB staffing entitlement
- the number of RTLB cases (individual student, group, school systems) in cluster schools
- case closure data including service outcomes, highlighting outcomes for Māori and Pasifika students
- Yr 11-13 funding allocation to secondary schools
- the number of RTLB cases supported by the Learning Support Fund (LSF)
- the percentage of the LSF utilised to date
- trends, patterns and service issues of interest to key stakeholders.

Reporting to the Ministry of Education

Copy of Kura/School report

A copy of the above cluster kura/schools report is sent to the local Special Education district manager at the end of Week One Term 1 and Week One Term 3.

Quarterly snapshot

Lead schools are required to report at the end of Week One each term (quarterly) to the Ministry (National Office). This report includes the following data sets:

- service provision outputs and outcomes
- RTLB staffing
- host schools
- finances.

From 2015, the Ministry will extract the service provision, staffing and host schools data directly from cluster data providers. The cluster financial statement is sent to the Ministry's regional senior finance advisor.

Strategic plan and annual action plan

These plans are submitted to the Ministry attached to the lead school's charter and planning documents by 1 March each year.

Annual report and annual financial report

The reports are submitted to the Ministry attached to the lead school's annual report by 31 May each year.

The annual report provides an analysis of variance from the previous year's plan. It also provides evidence that the expectations of the funding and service agreement have been met.

Guidance for preparing a strategic plan, annual action plan and annual report can be accessed at <http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting.aspx>

The financial report is accompanied by an analysis of variance.

Special reports

Whenever the Ministry requests a special report on a particular aspect of the RTLB service, the lead school will provide such reports within a specified number of working days of the request being made. The timeframe may vary according to the complexities in gathering the required data or information.

PERSONNEL MANAGEMENT

The success of RTLB service provision rests on the quality of RTLB professional practice. Lead schools are responsible for managing the RTLB workforce so that students, teachers and cluster schools receive a quality service that meets their needs.

It is vital that within each RTLB team there are RTLB who can work effectively within kura, wharekura and other Māori immersion settings, and within secondary school settings.

RECRUITING AND APPOINTING RTLB

Roles

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

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

The appointee

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

Note:

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

- indicates acceptance by signing the letter of offer which includes the job description.

Process

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

Full-time appointments only

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

Job sharing

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

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

Reference checking

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

Employment agreement

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

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

SUPPORT FOR STUDY

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

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

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

Detailed information on the Ministry's RTLB study award can be found on

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/CareersAndProfessionalDevelopment/SpecialEducationScholarshipsAndStudyAwards/ResourceTeachersLearningAndBehaviour.aspx>

INDUCTION

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

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

Roles

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

Processes

When the RTLB is new to the RTLB role:

- Introduction to the cluster team, lead school and/or host school.
- Introduction to the cluster kura/schools, local Ministry Special Education service manager(s), iwi and local social agencies.
- Information about the RTLB role and the principles under which it operates.
- RTLB guidelines and processes, for example intervention sequence and record keeping requirements.
- Opportunity to co-work a case with an experienced RTLB during induction period.
- Access to an academic mentor (a practice leader or an experienced RTLB), to support the appointee during training.
- Coaching and supervision.
- Information about the New Zealand Resource Teacher: Learning and Behaviour Association (NZRTLBA).

When the RTLB is from another cluster:

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

PERFORMANCE MANAGEMENT

Roles

The cluster manager ensures there is an appropriate performance management system in place which includes appraisal, professional development, and professional and/or peer supervision/support processes for RTLB.

Aspects may be delegated to the practice leader(s).

Integrated performance management framework

- Implement quality performance management.
- Align efforts to build capability, capacity and effectiveness.
- Maintain strong sustained performance.
- Share a common language to guide communication and understanding.
- Appreciate the value of robust personal appraisal and service 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's employment policies.

Issues within the service

Difficulties between RTLB, or between RTLB and other key stakeholders, 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

Roles

The **lead kura/school board** ensures a robust performance appraisal model is in place for the cluster by:

- having a performance management policy
- making appropriate delegations
- monitoring policy implementation and procedures
- ensuring confidentiality
- specifying resolution processes.

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

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

Appraisals

RTLB appraisal and development is a dynamic and continuous process.

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

RTLB are appraised according to the dimensions within the Indicators for Registered Teacher Criteria (RTLB) and according to the criteria within the relevant teacher collective agreement. Appraisals:

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

Evidence of effectiveness

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

Process

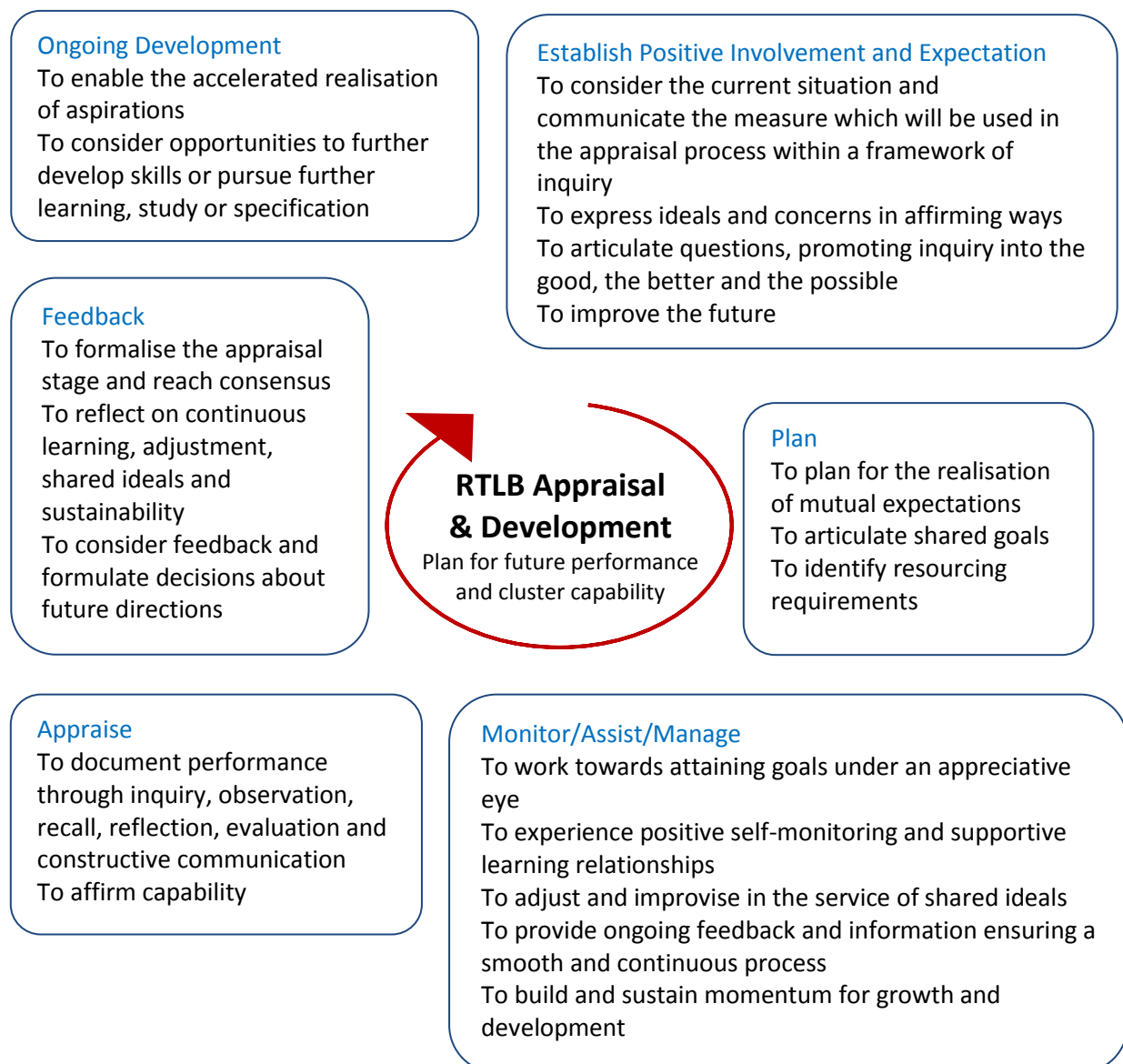
Through the performance appraisal process RTLB:

- highlight their own strengths
- identify areas for growth and ongoing professional learning
- build capability aligned to cluster strategic plans.

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

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

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



PROFESSIONAL DEVELOPMENT

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

Roles

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

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

Professional learning is:

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

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

MANAGING CLUSTER RESOURCES

RESPONSIBILITIES

The lead kura/school board is responsible for the RTLB funds on behalf of all the cluster's kura/schools. The board is responsible for:

- allocating the RTLB staffing resource and RTLB funds equitably across cluster schools based on student and cluster school need, not on a pro-rata basis
- reporting at least two times a year to cluster kura/schools on the use of cluster funds and the allocation of the RTLB staffing resource
- budgeting, expenditure and accounting; ensuring funds received on behalf of the cluster are clearly identified separately in the lead kura/school's financial accounts
- submitting an annual report of the cluster's financial position to the Ministry
- including an audit of RTLB cluster funds in the regular audit of the board's accounts.

Lead schools must account for RTLB funds by using a bank account separate from the school's bank account, and to keep an RTLB asset register separate from the school's asset register.

Lead schools must use the Ministry financial reporting template when preparing the cluster's annual financial statement.

For more information see the [Financial Information for Schools Handbook](#) or contact your regional financial advisor at the Ministry.

FUNDING

Income

The lead kura/school board receives public funds for the purpose of providing the RTLB service to cluster kura/schools.

RTLB funds provided by the Ministry are GST Inclusive, the same as other school operational grant funding.

	Grant	Income rates
Operational funding	Administration	Calculated at a Ministry-determined rate per RTLB position per year.
	Lead School	Calculated as a percentage of the Administration Grant.
	Travel	Calculated at a Ministry-determined rate based on cluster schools' Year 0-10 rolls, Māori and Pasifika rolls, deciles, isolation, and distance from lead school to the Ministry's Regional office.
Student support funding	Learning Support Fund	Calculated at a Ministry-determined rate based on Year 0-10 rolls.
	Year 11-13	Calculated at a Ministry-determined rate based on Year 11-13 rolls.
One-off funding	Establishment	\$2,000 for each additional new RTLB position.
	Study Award	As determined by the Ministry's Study Awards scheme.

Expenditure

RTLB 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.

There is no restriction moving funding **from** Travel, Administration and Lead School grants **to** another RTLB grant category. Operational funding can be moved to student support funding, but not vice versa. Any movement of funding from one grant to another must be clearly accounted for in the Annual Financial Report.

	Grant	Purpose
Operational funding	Travel	For vehicle leases; travel reimbursements for RTLB; cluster manager and lead school principal travel while on RTLB service work. Note: In accordance with the relevant collective agreements.
	Administration	For example: internet access; telephone and fax lines; laptops leases; mobile phones; photocopying; stationery; consumables; resources; RTLB professional development; supervision; administration and finance support (personnel); accommodation and host school costs.
	Lead School	To recognise the additional work lead schools do supporting the RTLB service on behalf of other schools. For example: Ministry-approved principal concurrence; additional 3R payments; additional leadership payments. Note: In accordance with the relevant collective agreements.
Student support funding	Learning Support Fund (LSF)	Supports RTLB case work, targeting students in Years 0-10 in accordance with the LSF Guidelines.
	Year 11–13	Supports students in Years 11-13 who require additional support for learning or behaviour in accordance with the Year 11-13 Funding Guidelines.
One-off funding	Establishment	Set-up costs for additional new RTLB positions. Note: Furnishings and office equipment purchased with this grant remain the property of the RTLB cluster/service.
	Study Award	Supports RTLB in training and meets the study-related travel and accommodation expenses incurred during the year.

STAFFING

Lead schools are responsible for employing RTLB within the staffing entitlement.

RTLB staffing entitlement

The RTLB funding and service agreement specifies the number of full-time staffing positions (cluster manager and RTLB). The staffing entitlement is determined by the following factors:

- cluster kura/school roll numbers
- cluster kura/ school deciles
- the number of Māori students in the cluster
- the number of Pasifika students in the cluster
- the distances between cluster kura/schools.

Banked staffing

RTLB staffing cannot be banked as part of the lead school's banked staffing process.

The RTLB staffing entitlement cannot be included in the lead school's banked staffing because RTLB are attached teachers and not part of a lead school's total regular staffing entitlement. Consequently RTLB are not included in the staffing that is eligible to be reimbursed if under-used.

Managing un-used RTLB staffing entitlement

Nationally, not all RTLB positions are filled all of the time. This is usually because of the time taken during the recruitment process. To allow lead schools to fully use their RTLB staffing entitlement, an interim RTLB staffing usage process is in place.

Interim process

To ensure the RTLB staffing entitlement is used to its maximum, an interim process is in place to provide RTLB Lead Schools with some flexibility around how they manage and use their RTLB staffing entitlement over the course of a year. This process will remain in place until Novopay's systems can be changed to exclude RTLB staffing from lead schools' banking staffing reports.

The interim process allows lead schools to employ above their RTLB staffing entitlement in the second half of the year to balance any corresponding under-usage in the first half of the year.

Note: *The Ministry is developing a process so that any over- or under-usage of RTLB staffing remaining at the end of the year will not affect a lead school's banking staffing.*

While this interim process is in place, clusters will report RTLB staffing usage to the Ministry on a quarterly basis.

Cluster operational funding can be used to employ additional RTLB. Ministry reimbursement for sick leave is not available for these additional RTLB.

Leadership payments

The funding and service agreement specifies the number of RTLB leadership payments that the lead kura/school board is able to allocate to the cluster manager and RTLB.

Sick leave reliever funding

Where an RTLB is absent, on paid sick leave, due to his or her own illness for at least one school week, and a suitably qualified (RTLB) reliever is employed to cover the absence, additional relief teacher funding (ARTF) reimbursement may be paid to the employing board. Reimbursement can be claimed from the first day of the RTLB's sick leave; the eight day rule does not apply.

The ARTF policy applies in the case of RTLB absent for their own illness, not for leave granted to care for dependents or for board granted discretionary leave.

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*](#).

TRAVEL COSTS

Travel reimbursement

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

When boards reimburse own-car travel, they use the motor vehicle rate specified in the relevant teachers' collective agreements. Collective agreements are 'actual rate' documents in terms of Section 75 of the State Sector Act 1988. For more detail, refer to the [Funding, Staffing and Allowances Handbook](#).

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

Leasing or purchasing vehicles

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

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

Insurance for private cars used for cluster work

Clusters should note some insurance companies will not accept claims under personal insurance policies where the car is being used as a 'tool of trade'. RTLB should be advised to insure private vehicles so that they are covered in the event of an accident. See the [Financial Information for Schools Handbook](#).

OTHER RESOURCES

RTLB laptops

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

Key features of the Scheme

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

How to place an order

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

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

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

Key contact points

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

Textbooks

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

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 each RTLB position 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.