Resource Teacher: Learning and Behaviour (RTLB) Service

Governing and Managing RTLB Clusters

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Table of Contents

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 Agreement and to effectively govern and manage the RTLB service on behalf of their cluster of schools.

RTLB Service - Guiding principles

To understand the RTLB service, there are some core beliefs 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

RTLB contribute to the Ministry of Education's vision *to see all children and students succeed personally and achieve educational success.*

The Ministry's Statement of Intent 2014-2018 states:

   We want every New Zealander to:
   - *be strong in their national and cultural identity*
   - *aspire for themselves and their children to achieve more*
   - *have the choice and opportunity to be the best they can be*
   - *be an active participant and citizen in creating a strong civil society*
   - *be productive, valued and competitive in the world*

The *New Zealand Curriculum* sets out a vision for all of our young people to become confident, connected, actively involved lifelong learners.

Schools/kura and Communities of Learning | Kāhui Ako (Kāhui Ako) are responsible for the educational achievements of all children and young people, with support from the Ministry of Education and other education services, agencies and organisations. Resource Teachers: Learning and Behaviour is one of these services.

Boards will ensure the cluster prioritises services to support the achievement of Māori and Pasifika students and to support inclusive practices in schools/kura. The board will also ensure the Government's priorities and the Ministry's annual service priorities and service expectations are embedded in the work of the service.

Some expectations about the lead school role

RTLB lead school boards are the stewards of the RTLB service for a cluster of schools and the employing school for a team of RTLB. A lead school board of trustees governs the RTLB service on behalf of these schools.

The board will govern the RTLB service in accordance with *Governing and Managing RTLB Clusters*, in the interests of all schools/kura in the cluster and in accordance with the Treaty of Waitangi and the *National Administration Guidelines (NAGs)*.

The Board will ensure professional, trusting and respectful relationships at all levels and at all times with all key stakeholders.

Effective governance of the RTLB service will ensure:

- learning support provision is child centred, easily accessed, timely and tailored for the children and young people who need it
- the system of learning support is consistent with the international evidence about what is most effective in ensuring the progress and achievement of all children and young people
- educators receive high quality, targeted, nationally consistent support to ensure they are confident and capable of teaching all children
- sound needs analysis and planning processes occur so that both cluster priorities and national priorities are achieved
- case outcomes data is gathered and reported on so that programmes can be adapted as needs change and the system as a whole can be continually improved upon
- a commitment to working with others providing learning support services and social services so that students, kura/schools and whānau/families experience seamless and integrated services.

HOW THE RTLB SERVICE IS ORGANISED

CLUSTERS

Nationally, all State, State Integrated and Partnership kura/schools[1] are grouped into 40 clusters who are able to access support from RTLB. 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
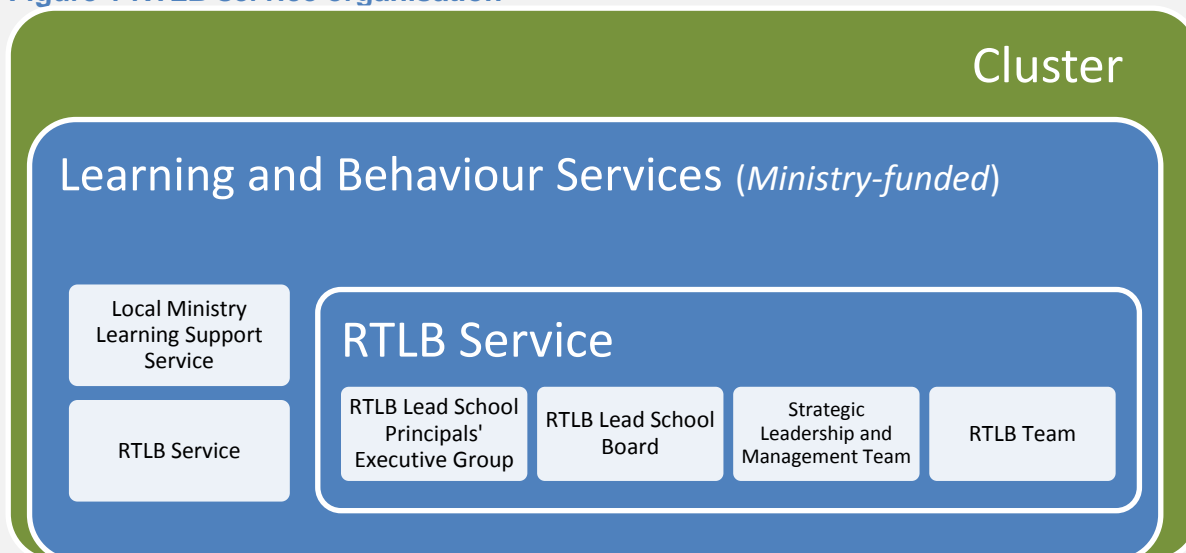
LEARNING AND BEHAVIOUR SERVICES

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

- The RTLB service
- Ministry Learning Support specialist services

The RTLB service works alongside the Ministry of Education services to support schools to meet the needs of students who require additional learning and behaviour support.

RTLB LEAD SCHOOL PRINCIPALS' EXECUTIVE GROUP

A representative group of RTLB lead school principals meet each term with Ministry National Office staff to discuss RTLB related matters. The group is elected by their peers at the annual RTLB National Forum.

RTLB LEAD SCHOOLS

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

- 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 CLUSTERS

RTLB clusters are groups of itinerant fully-registered specialist teachers who hold a current practicing certificate 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 led

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[1]

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

by the cluster manager and supported by the practice leaders that ensures all RTLB provide an effective, quality service to cluster schools.

LEARNING SUPPORT SPECIALIST SERVICES

In 2017 the Ministry aligned the previous 16 Special Education Districts with the 10 regions of Education, each with a Director of Education. The ten areas can be viewed here.

The 10 regions include the positions of: Principal Adviser, Manager(s) of Learning Support, Performance and Quality Leads and Practice and Implementation Advisors.

While there are some regional variations, the general structure of each region is as follows:
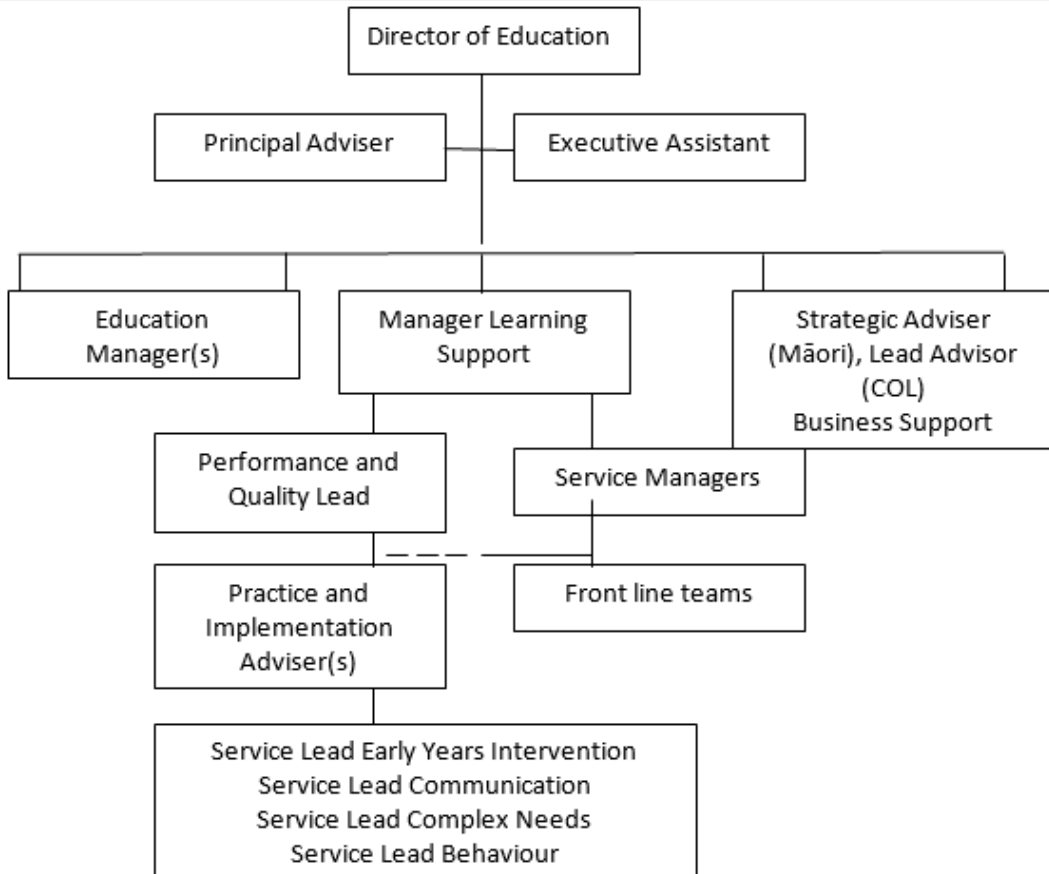
COLLABORATION WITH MINISTRY STAFF

The quality of learning support provision to students, schools/kura, clusters, and Kāhui Ako relies on:

The establishment and maintenance of respectful working relationships:

- The RTLB Lead School Principals' Executive and Ministry, the National Director Learning Support, Ministry Resourcing, Infrastructure and Payroll.
- Lead School Principals, Ministry Directors of Education, Managers of Learning Support, Education Managers and Kāhui Ako Lead Principals.
- RTLB Cluster Managers, Ministry Service Managers, Learning Support Facilitators.

Working in equal partnership to:

- establish and maintain one system of learning support access and provision

- sharing expertise and resources

- solve problems.

A two way exchange of open and honest communication to:

- share data, information, thoughts and ideas

- seek to reach mutual understanding and agreement on the views of each party.

The Lead School/Kura Board of Trustees

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

Selection

A board of trustees in each cluster is appointed to the RTLB lead school position by the Ministry of Education (Ministry) to provide the cluster's RTLB service through a Funding Agreement (FA) with the Ministry. The Ministry works with cluster schools on the selection process to choose the lead school. The appointment of a lead school is for a specified term, reviewable in the final year of the agreement.

In addition to meeting the expectations in the FA, 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*
- *Success for All* and the
- *Disability Action Plan*

Governance responsibilities

The Board will ensure a high quality and effective RTLB service is provided, the service is accessible to cluster schools and contributes to positive student outcomes and inclusive practices across all cluster schools.

Success measures: [2]

- cluster schools know how and when to access the service
- cluster schools have equitable access to the full range of RTLB services and funding
- the service is based on a comprehensive cluster needs analysis, is strategic and planned
- the service works collaboratively with the Ministry to adapt RTLB services to the new learning support service delivery model
- the service is seamlessly integrated with the service provided by Ministry Learning Support specialists
- the service works collaboratively with government and non-government agencies to identify and respond to the needs of students
- the service preserves the intent of the *RTLB Professional Practice Toolkit*
- the service is well-documented; service outcomes are monitored, recorded and reported in accordance with *Governing and Managing RTLB Clusters* and the *RTLB Professional Practice Toolkit*
- the service is continually improving, is responsive, flexible and innovative
- cluster schools/kura including those in Kāhui Ako use the service and value the service provided.

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[2] Boards need assurance from the principal and cluster manager who are delegated to ensure a particular success measure is achieved.

National priorities

The Board will ensure the cluster prioritises services to support the achievement of Māori and Pasifika students and to support inclusive practices in schools/kura.

In addition, the Board will ensure the Government's priorities and the Ministry's annual service priorities and service expectations are embedded in the work of the service. The priorities may be varied by the Ministry of Education by 27 January each year over the term of the FSA to reflect any changes in Ministry policy or national priorities.

Employment (*see Personnel Management, p.31 for more detail*)

- When employing a new principal, responsibility for the RTLB service must be included in the advertisement.
- The Ministry's Learning Support Manager should be on the appointment committee.
- Ensure that the successful applicant is an experienced principal, leader and manager and has the experience, skills and commitment 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.

Delegations

Appropriate authority and accountability is delegated to the principal and cluster manager (the RTLB strategic leadership and management team) for the day to day management of the RTLB cluster, RTLB funding and resourcing, and RTLB service provision.

Relationships

- Support the principal and cluster manager to maintain an effective professional working relationship.
- Support the principal and cluster manager to 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 39 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 and keep a separate RTLB asset register.
- Be assured that there are transparent, needs based processes for allocating RTLB learning support funding to cluster schools.

Accommodation (*see Accommodating RTLB, page 18 for more detail*)

- Be assured that RTLB staff are housed in appropriate office accommodation.

- Be assured that the cluster manager and principal have worked through the Ministry local property advisor to negotiate a third-party occupancy agreement with each host school or accommodation provider.

Planning, review and reporting (*see pages 21-29 for more detail*)

- Approve the cluster strategic plan and the annual action plan.
- Submit the strategic and annual action plans to the Ministry within expected timeframes.
- Ensure the RTLB service is peer reviewed on a regular basis.
- Report annually on the operation of the RTLB service, including a financial report, to the Ministry 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.

Lead school/kura principal/tumuaki

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

Responsibilities

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

The principal provides strategic leadership and management support for the cluster manager, particularly when there are employment, administrative, financial, relationship, and 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 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 school's/ kura's funding.
- 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 school's/ kura's annual financial statements.
- Ensure that distribution of RTLB learning 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 narrative and financial reports.

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 Learning Support Manager.
- Where appropriate, include the cluster manager in meetings with community, sector and agency groups.

Cluster Manager

Appointment

The cluster manager is appointed by the lead school principal/kura tumuaki. The cluster manager must be a New Zealand registered teacher/ kaiako with a current practising certificate. 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 a robust service planning and review cycle incorporating self and peer reviews.
- 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 school/kura board.
- Develop rigorous systems for needs-based allocation of learning support funding, and the reimbursement of RTLB travel.
- In collaboration with the lead school, maintain accurate financial records, and a 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 the provision of professional learning and development, performance supervision, performance management and appraisal processes - are actioned.
- Ensure RTLB in training are supported, mentored and supervised.

Systems, processes and policies

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

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 secondary schools/wharekura.
- Manage the RTLB workforce so that RTLB are assigned to best meet student and school needs.

Data and reporting

- Gather, collate, and report on RTLB outcomes data for all case types: individual students, groups of students, individual schools, and groups of schools/Kāhui Ako
- Prepare financial and service provision reports, at least quarterly, for presentation at the regular meetings of the lead school/kura board.
- On behalf of the board and in collaboration with the principal prepare reports, twice yearly, for cluster school boards showing service patterns, service outputs and outcomes, allocation of learning support 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 detailed in Schedule D of the RTLB Funding Agreement.

Relationships

- Develop and maintain a respectful and professional RTLB workforce including 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 including Kāhui Ako, local Ministry Learning Support, representatives from early childhood education, local iwi and Māori and Pasifika whānau/parents and other relevant services and agencies.
- Develop and maintain strong networks across cluster schools/kura and with other RTLB clusters.

Practice Leader

A practice leader is an RTLB who has additional delegated leadership responsibilities within a cluster. As a practising RTLB, a practice leader must be a New Zealand fully-registered teacher/kaiako with a current practising certificate. As practice leader responsibilities attract one or more leadership payments of $2,000, vacant positions should be advertised.

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 RTLB strategic leadership and management team (principal and cluster manager). Practice leaders work closely with their cluster manager and support them in the 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_, http://rtlb.tki.org.nz/Professional-practice.
- 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_ https://educationcouncil.org.nz/sites/default/files/Tataiako.pdf.
- 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 learning and 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

- Support RTLB to provide 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 and maintain effective, professional and trusting relationships within the RTLB team.
- Ensure all RTLB provide consistent information on the RTLB service and the Ministry's Learning Support service to cluster Kāhui Ako, schools, communities, parents/whānau, and agencies.

Resource Teacher: Learning and Behaviour (RTLB)

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

Role

The RTLB service and the Ministry's Learning Support service work together with other services to provide seamless service provision to improve the education system's support for and responsiveness to children and young people with learning support needs.   RTLB have an essential role to play supporting students with substantial barriers to learning, and building 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*, http://rtlb.tki.org.nz/Professional-practice.

Responsibilities

RTLB are responsible for:

- providing the RTLB service in a cluster of schools in accordance with the *RTLB Professional Practice Toolkit* meeting the service priorities and expectations listed in the *RTLB Funding Agreement*

- maintaining casework records according to cluster protocols

- maintaining trusting, professional relationships within cluster Kāhui Ako, 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 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.

Professional organisations

Many RTLB choose to belong to professional organisations. The cost of individual membership is at the discretion of the cluster.

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:

- Communities of Learning/Kāhui Ako
- 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
- the local Ministry who represents:
    - Learning Support
    - 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 consulting 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 the stakeholder's 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, clusters are encouraged to engage school/kura stakeholders in referral and intake processes and with learning support funding allocation processes.

Clusters are encouraged to establish and maintain joint r*equest for support* and review processes with Ministry's Learning Support staff and provide seamless provision of support to schools.

Accommodating RTLB

The lead school, in collaboration with the Ministry's regional office, will ensure RTLB are housed in suitable accommodation. RTLB will be accommodated in legitimate space within the Ministry's schooling property network. Where suitable surplus space is not available in the local network, consideration may be given to building additional space or accommodating RTLB in non-school settings.

Host schools/kura

Host schools/kura support the RTLB service and the cluster by providing accommodation for RTLB on their school site.

Once a legitimate accommodation need has been established by the local Ministry office, the lead school, assisted by the local Ministry property advisor, will negotiate provision of accommodation with each host kura/school under a third party Property Occupancy Document (POD), http://www.education.govt.nz/school/property/state-schools/property-occupancy-document/

Selection of host schools/kura

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

- any current hosting arrangements
- commitment to supporting the RTLB service
- commitment to inclusive practice
- proximity to schools/kura the RTLB staff will be working with
- capacity to accommodate additional staff, including space for storage, meetings, toilets and adequate kitchen facilities
- capacity to provide car parking for RTLB (not a dedicated entitlement).

School-based RTLB accommodation costs that are covered by host school/kura operations or 5YA grants:

- provision of up to 15 square metres of legitimate space for each onsite RTLB
- heat, light and water (a host school/kura can apply for resourcing for an increase to heat, light and water grant if circumstances have changed since funding rates were fixed in 2010, read more here, 5 Year Agreement (5YA) funding, http://www.education.govt.nz/school/property/state-schools/funding/5-year-agreement-funding/
- property maintenance (includes exterior painting, building repairs and grounds maintenance)
- vandalism
- building insurance is covered through the Ministry's School Buildings Insurance Programme, http://www.education.govt.nz/school/property/state-schools/day-to-day-management/insurance/school-building-insurance-funding-programme/.

School-based RTLB accommodation costs chargeable to RTLB
It is the responsibility of the School Property Advisor to ensure that the Schedule 6, Clause 35 notice is signed. The POD records the agreement between the lead and host schools that underlies the Schedule 6, clause 35 notice. The RTLB cluster should not occupy another school site without a written agreement.

The Property Occupancy Document (POD) specifies the funding that the host school will receive from the RTLB service (through the administration grant) for hosting RTLB. These

costs are to be determined on a fair and reasonable basis between the host and lead schools. The school property advisor can provide guidance on what is fair and reasonable should the lead and host school struggle to reach an agreed position.

Costs may include:

- phone lines and broadband connections
- property **enhancements** not covered by the host school's 5YA grant e.g. shelving, heat pumps
- servicing fees e.g. water filters, heat pumps
- insurance of building contents
- a contribution towards rubbish removal
- RTLB use of consumables such as toilet paper and light bulbs.

The POD is a generic lease document that applies to all schools, and can be found on the Ministry's website here: http://www.education.govt.nz/school/property/state-schools/property-occupancy-document/

The POD variation/ MOU should be returned to the School Property Advisor or other local office property contact. A list of local office contacts is available here: http://www.education.govt.nz/school/property/eis-property-staff-contact-details/

The School Property Advisor will return a copy of the signed document to both the Lead and Host schools, which both schools should file for their records.

Once a POD variation/ MOU is signed, the RTLB office is treated as part of the Lead School's property. This means that any change to the POD variation/ MOU must be made with the agreement of the Lead School, the Host School, and the Ministry. The first step would be for the Host School to talk to their School Property Advisor.

If a dispute around the POD variation/ MOU arises between the two schools at a later date and they cannot resolve it, the Ministry of Education (through the School's Education Advisor and the Property Advisor) will assist in resolving that dispute or assist with finding alternative solutions.

The Lead School will not be responsible for any fair wear and tear arising from the Lead School's reasonable use and enjoyment of the Premises but will be responsible for any damage caused by the occupants of the Premises through their normal activities or wilful damage arising from vandalism.

Non-school-based RTLB accommodation (typically leases) additional costs funded from RTLB Administration Grant

Leasing is the least favourable arrangement for accommodating RTLB staff and should only be considered as a last resort or a temporary measure.

Other Lease Outgoings	Responsibility
Power - Electricity (except common areas)	RTLB
Telephone	RTLB
Data / internet cable charges	RTLB
Other utilities for services	RTLB
Provisions for toilet where part of lease	RTLB
Interior cleaning / including windows	Detailed in the lease agreement
Insurance – Contents only	RTLB
Air conditioner maintenance	Detailed in the lease agreement
Water	Landlord
Vandalism	Detailed in the lease agreement
Caretaker	Detailed in the lease agreement
Car park	Detailed in the lease agreement. Clusters can apply for additional travel funding if the cluster exceeds (or predicts it will) due to car parking costs.

Note: it is important clusters are aware of the contents of the lease agreement and cost implications to the cluster before any agreements are signed.

Furniture, fittings and Equipment (FF&E) grants for RTLB redevelopments

As with a new teaching space, new RTLB space generates a FF&E funding entitlement to furnish and equip the new space. School FF&E redevelopment policy was updated last year to cover redevelopments.

Under this policy, schools receive 50% of the FF&E funding for new regular teaching space, or $62.50m². This is consistent with the policy and funding that was applied to Christchurch Schools' Rebuild (CSR) Redevelopments. For RTLB, the same policy will apply to ensure consistency. This means redeveloped RTLB space will receive $62.50m². This is in addition to their administration grant.

Relationships

The cluster manager and lead school principal maintain regular communication with host schools/kura and, in collaboration with the Ministry's local property advisor, regularly review the third-party Property Occupancy Document (POD) to ensure it continues to meet the needs of the RTLB service and the host school.

Where possible, the host school/kura invites the RTLB in teacher professional learning and development at the school.

Additional property information can be found here:

http://www.education.govt.nz/school/property/state-schools/school-facilities/special-education-facilities/special-schools/resource-teachers

PLANNING, REVIEW AND REPORTING

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

Planning and self-review

This involves key stakeholders, focuses on the processes and outcomes for students and considers:

- current national and local educational priorities
- the cluster's needs analysis which informs both the long term strategic plan and the annual plan
- iwi education plan(s)
- kura/wharekura having equitable access
- school/kura/Kāhui Ako *request for support* 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.
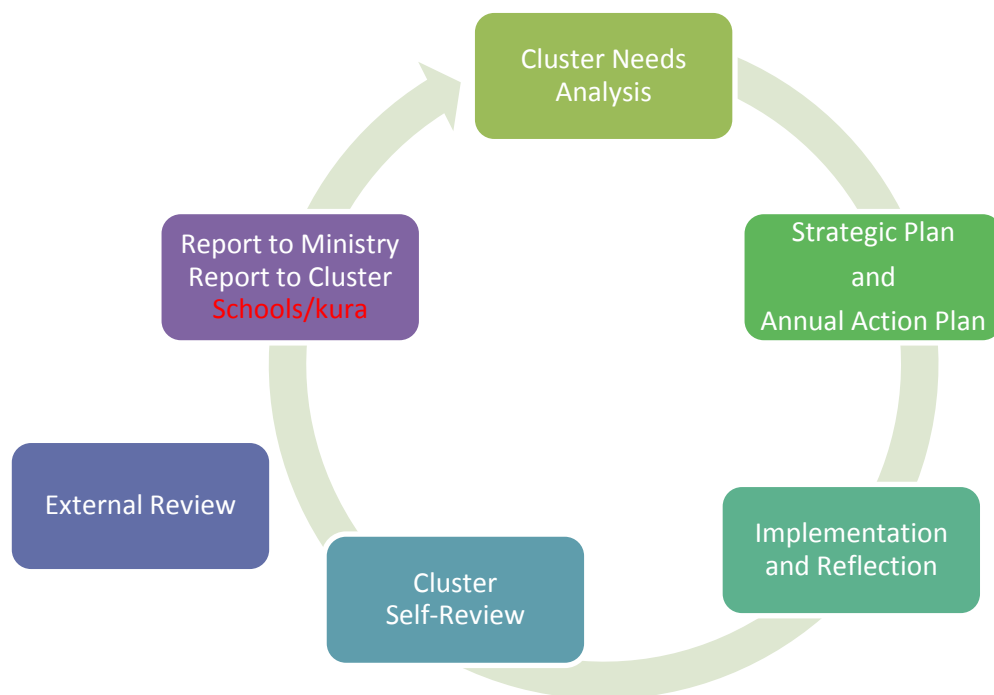
Cluster needs analysis

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

Every cluster plans annually to support 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 schools'/kura stakeholder groups have input.
- Iwi and relevant agencies contribute.
- The local Ministry Learning Support office provides relevant data, information and guidance.

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:

- *requests for support* trends and patterns
- student demographics in cluster schools/kura, for example, Māori, Pasifika, secondary
- national and local education priorities
- areas of RTLB specialist knowledge and skills
- the impact of RTLB interventions on student learning outcomes
- emerging needs in cluster schools/kura in relation to students requiring additional support to learn and achieve
- aspirations of other key stakeholder groups, including iwi and Pasifika groups.

Strategic and annual planning

Roles

- The lead school/kura board of trustee's chairperson is accountable for signing off the plan.
- The cluster manager is responsible, in conjunction with the principal/tumuaki, 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:

- Vision
- Mission
- The cluster's aims, objectives, directions, priorities and targets
- A limited set of critical success factors
- A service development and improvement plan related to the critical success factors
- A review process.

The annual action plan

The annual action plan describes the way the cluster will meet its objectives through detailed steps that describe key tasks/actions, evidence of outcomes and implications and opportunities for service improvement. 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 service development and improvement key issues:
    - what will be done to address them
    - who will address them
    - timeframes
    - risk management.
- 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 annual plan, in particular:

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

Cluster reviews

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
- review of outcomes for students

To ensure a self-initiated review identifies areas for improvement and development, a 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 to 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
- opportunities that exist
- recommendations for next steps.

The strategic plan may need to be adjusted considering this review. The following year's action plan should be developed after reflecting on the outcomes of the review.

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

Lead school initiates Cluster review

Lead school makes initial contact with **peer reviewers.**

Peer reviewer 1:
An RTLB lead school principal.

Peer reviewer 2:
An RTLB cluster manager.

Peer reviewers set a time for an initial visit with the **cluster**.

Peer reviewers meet with the **board chair, principal, cluster manager and practice leaders** to:

- Establish the purpose and scope of the cluster review, using an inquiry approach
  - Clarify roles in peer review
  - Seek clarification of cluster issues
  - Negotiate information and data needed
    - Negotiate the process.
  - Set dates/timeframe of review

Cluster manager
arranges schedule for the review, sends notification to those involved and arranges venues for meetings etc.

Peer reviewers
arrange questions, strategies etc to facilitate the review.

Key function: *To seek clarity.*

Review is facilitated

Peer reviewers collect information to identify key findings. Findings are communicated.

Peer reviewers and **cluster manager** co-construct recommendations.

Recommendations considered by **lead school** and included in the annual action plan and/or strategic plan where appropriate.

Ministry Learning Support (National Office) may be consulted for advice on choice of reviewers.

Reviewers are preferably from outside the cluster's region - from two different RTLB clusters.

This may be:
- *One-on-one interviews*
- *Group meetings*
- *Observations*
with:
- *RTLB*
- *Cluster school principals, SENCOs, parents*

*The **initial meeting** may take half a day.*
*The **review** may take 2-3 days.*
The 'co-construction' meeting may take half a day.

Lead school reports on the self/peer review in the annual report:
- *Names of peer reviewers*
- *Outline of process*
- *Recommendations*

Governing and Managing RTLB Clusters, http://rtlb.tki.org.nz/

Externally-initiated reviews

Education Review Office (ERO)

In February 2016, ERO introduced its new focus, which specifically addresses accelerating student achievement for Māori. From term one 2016, all primary school reviews (full primary and contributing) will start with a line of questioning that investigates what the school knows about the names, numbers, strengths and needs of those Māori students for whom the school has specific strategies in place to accelerate their learning. ERO's scope will become broader over time, including what schools tell review teams about all students for whom acceleration is a priority.

As part of this focus, ERO may engage the Resource Teacher: Learning and Behaviour (RTLB). ERO's main interest will be the programmes that are put in place and the difference RTLB intervention is making. The majority of this information will come from reading documents and talking with staff and trustees in the school being reviewed, rather than directly from the RTLB.

ERO is contracted to audit the teacher registration and practising certificate process on behalf of the Education Council. When RTLB are employed by a school undergoing an ERO review, their teacher registration will be audited if their practising certificate has been endorsed by the professional leader of that school, or renewed in the twelve months prior to the ERO review.

From time to time, the Education Review Office will conduct a focussed review of RTLB clusters.

Ministry of Education

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

RTLB Funding Agreement Review

In the final year of the Funding Agreement term, there will be a review of the Agreement including 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 and to ensure service provision continues to align with Education priorities. 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 confirmation of boards' intention to continue in the role of RTLB Lead School in advance of the Funding Agreement coming to term.
- The Ministry will draft a new Funding Agreement in collaboration with the RTLB Lead School Principals' Executive and board of trustees' representatives using the existing Agreement as a basis for discussion in tandem with new Ministry and government directions.
- Once approved by the Deputy Secretary Sector Enablement and Support, new Funding Agreements will be distributed to boards for their sign off.

Variations

Schedule B, Parts One and Two may be varied by the Ministry by 27 January each year over the term of the Agreement to reflect any changes in resourcing, funding, policy or capacity.

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 the effectiveness of the interventions and areas for practice improvement.

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, http://www.education.govt.nz/footer/legal-and-privacy/.

Cluster managers ensure that the required data detailed in *RTLB cluster data and Ministry of Education data requirements* is available for the Ministry to extract on the reporting dates specified in the document.

Case file disposal

The lead school board of trustees is responsible for the provision of RTLB services for the cluster. Case file records are therefore the responsibility of the board of trustees of the lead school.

RTLB records fall under the auspices of the Schools Retention and Disposal Schedule as "Student progress records (1.5)". The disposal action for this class of records is to "Keep for as long as the school needs them for school business or reference purposes, then they may be **destroyed with the permission of the board of trustees**". Refer to https://www.education.govt.nz/assets/Documents/School/Running-a-school/2016-SchoolRecordsRetentionDisposalv2.pdf for more information and Section 6 of the Privacy Act 1993 for privacy considerations.

Access to ENROL

A RTLB role is available on ENROL, allowing cluster managers to search for a student's NSN when needed.   This role can be found on the EPA screen, an online application where schools request access to MOE applications like ENROL for their staff.   RTLB managers who would like access to ENROL will need to ask their host school's EPA authoriser (generally school administrator or principal) to request it for them via the EPA portal.
Once the Ministry Service Desk receives the request they will forward it to the MoE Principal Advisor, RTLB for approval.
Please note: ENROL is to be used only for its intended purposes.
For cluster manager users, this means only to find the National Student Number (NSN) of students receiving or about to receive RTLB support.

To find a student's NSN, enter their name and date of birth into the *Find a Student* tab of ENROL. ENROL will display a list of records found that match the details you entered.
Copy and paste the NSN.

If you are unsure which record is the one you need, double-click on the NSN to find more details about the student, including which school they are currently attending.

Image of a screenshot search page

Cluster operational document

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

Reporting

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

Reporting to cluster schools/kura

Reporting to cluster schools maintains the 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 support students' learning and behaviour needs.

Lead schools report **at least twice a year** (in terms 2 and term 4) 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 schools/kura. Lead schools are advised to send the report to other key stakeholders (see page 17 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, individual school, group of schools/Kāhui Ako) in cluster schools
- case closure data including service outcomes, highlighting outcomes for Māori and Pasifika students
- the number of RTLB cases supported by the Learning Support Funding (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 School/kura report

A copy of the above cluster schools'/kura report is sent to the local Ministry Learning Support manager at the end of Week One Term 2 and Week One Term 4.

Quarterly snapshot

Lead schools are required to report at the end of Week One each term (quarterly) to the Ministry (National Office). The Ministry extracts case and project data as described in the *RTLB cluster data and Ministry of Education data requirements* directly from cluster data providers.

Strategic plan and annual action plan

These plans are submitted to the Ministry by 1 March each year.

Annual report and annual financial report

The annual narrative reports are submitted to the Ministry by 1 March 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 Agreement have been met.

> Guidance for preparing a strategic plan, annual action plan and annual report can be accessed at http://www.education.govt.nz/school/running-a-school/spar/

The annual financial reports are submitted to the Ministry by 31 May each year. The report is accompanied by an analysis of variance and the RTLB Annual Report Declaration signed by the board chair.

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

The Education Gazette includes information on collective agreement requirements when advertising teacher vacancies: [Obligations when advertising teacher or principal vacancies | Education Gazette - Education in New Zealand](#)

Roles

- The lead school/kura principal/tumuaki, in collaboration with the cluster manager, is responsible for the recruitment and appointment of RTLB staff.
- The local Ministry Learning Support 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.

NZSTA have a job description available for RTLB, http://www.nzsta.org.nz/employer-role/employment-conditions/resource-teachers-learning-and-behaviour-rtlb-transformation-process/resource-teacher-learning-and-behaviour-job-description

Specialist skills may be added according to the needs and strategic goals of the cluster.

The appointee

- is an experienced, fully registered teacher/kaiako (not provisionally registered)
- holds a current practising certificate
- is able to meet the experienced teacher standards including the competencies in *Tātaiako*, https://educationcouncil.org.nz/sites/default/files/Tataiako.pdf
- 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 or the equivalent.*
> - *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 here, www.nzsta.org.nz (see *Employer Role*).

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

School boards are responsible for ensuring that the key requirements of the Vulnerable Children Act (VCA) 2014 are implemented and maintained as part of their recruitment and employment processes. Visit the NZSTA website for details, http://www.nzsta.org.nz/employer-role/vulnerable-children-act-vca-2014

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 a lead school that is a primary, area or secondary school/kura boards under the relevant teachers' collective agreement(s) of their lead 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.

RTLB Training

Teachers appointed to permanent full-time or job share RTLB positions are required to complete the Postgraduate Diploma in Specialist Teaching endorsed in Learning and Behaviour, unless they have:

- been given an exemption by the Secretary prior to the transformation in 2012 and remain employed by the same cluster; or
- already completed the programme.

Exemptions remain valid for RTLB who remain employed by the cluster they were in at the time of the transformation. Should these RTLB win a new position in another RTLB cluster, they will be required to complete the mandated training programme.

Teachers required to complete the training programme are eligible for the unit from the date they commence the role. Any teacher who withdraws from the training programme or does not complete the programme within 48 months of appointment to the role will cease to be eligible for the unit.   Where an RTLB may not complete the training programme within 48 months of their appointment, lead school principals can seek advice about next steps from their local NZSTA advisor.

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).

Each cluster lead school is expected to support RTLB in their training by granting them study leave and reducing their workload as appropriate during the training period. The amount of study leave provided is at the employer's discretion.   A suggested range for study release for the year is one day per week during the university semester in addition to the block course days.

Detailed information on the Ministry's RTLB study award can be found here, http://www.education.govt.nz/school/working-in-a-school/scholarships-for-people-working-in-schools/special-education-study-awards-and-scholarships/learning-and-behaviour-study-award/

Textbooks

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

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 school/kura 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.

When the RTLB is new to the RTLB role:

- Introduction to the cluster team, lead school and/or host school.
- Introduction to the cluster schools/kura, local Ministry Learning Support service manager(s), iwi and local social agencies.
- Information about the RTLB role and the principles under which it operates.
- RTLB policies and procedures, for example the practice sequence and record keeping requirements.
- Opportunity to co-work a case with an experienced RTLB during the 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 schools/kura, local Ministry learning support service manager(s), iwi and local social agencies.
- Provision of time to read, discuss and learn about the cluster policies, procedures and systems and the opportunity to share their experience of best practice from their previous cluster.

Performance management

Performance management involves the development and implementation of policies and procedures to ensure that RTLB can provide services which effectively meet the needs of schools and students consistent with the goals and objectives in the cluster's annual and strategic plans.

The cluster manager ensures there is an appropriate performance management system in place including clear policies and procedures in relation to staff conduct and competency; an appraisal process that fulfils the statutory requirements for renewal of teacher practising certificates; support processes for RTLB including professional learning and development; and succession planning.

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

An effective performance management system should encompass many personnel management activities. These would include:

- the recruitment and retention of staff;
- the selection and appointment of staff;
- those clauses of collective and individual employment contracts which relate to the performance management of staff;
- the statutory requirements for registration;
- the appraisal and assessment of staff;
- the professional development and succession planning;
- practitioner supervision
- performance supervision
- remuneration management;
- the discipline and dismissal of staff.

The board is responsible for ensuring that the cluster manager and each RTLB participate in the performance management process. Effective performance management ensures that the RTLB:

- know what is expected of them
- are supported to achieve the agreed expectations
- are monitored and assessed on their performance
- can develop their skills.

More information can be found here, http://www.education.govt.nz/school/running-a-school/employing-and-managing-staff/performance-management/

Appraisals

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 the lead school principal, establishes the timeframe for the annual appraisal cycle.

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

Boards should ensure that policies and procedures for the appraisal of RTLB:

- are appropriate to individual RTLB and the cluster

- are developed in a consultative manner with RTLB;

- are open and transparent;

- have a professional development orientation; are timely and helpful to individual RTLB;

- give consideration to matters of confidentiality, including the provisions of the Privacy Act and the Official Information Act.

RTLB are appraised annually using the *Standards for the Teaching Profession*. The appraisal process should also address the Professional Standards (PS) where there is a collective agreement in place. The Education Council requires an annual appraisal summary report to be completed for each teacher. As part of the appraisal audit and moderation function undertaken on behalf of the Education Council of Aotearoa New Zealand, the Education Review Office (ERO) reviewers will view the appraisal summary report for each RTLB who has had an application for practising certificate endorsed in the preceding twelve months when they undertake their regular review of the lead school.

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

- use the Standards for the Teaching Profession and the Professional Standards where there is a collective agreement in place.

- are aligned with the cultural competencies for teachers of Māori learners in *Tātaiako*, https://educationcouncil.org.nz/sites/default/files/Tataiako.pdf. *Tātaiako* is a lens through which to view and inform practice across all of the Standards. As you consider what the Standards look like for RTLB, *Tātaiako* continues to provide examples of practice and outcomes.

- identify resources needed to support agreed goals

- support both individual and cluster performance and development

- align individual goals and objectives with cluster vision.

If an RTLB is identified as not meeting the expected performance requirements, the lead school/kura 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 diagram below shows the components of an appraisal system:
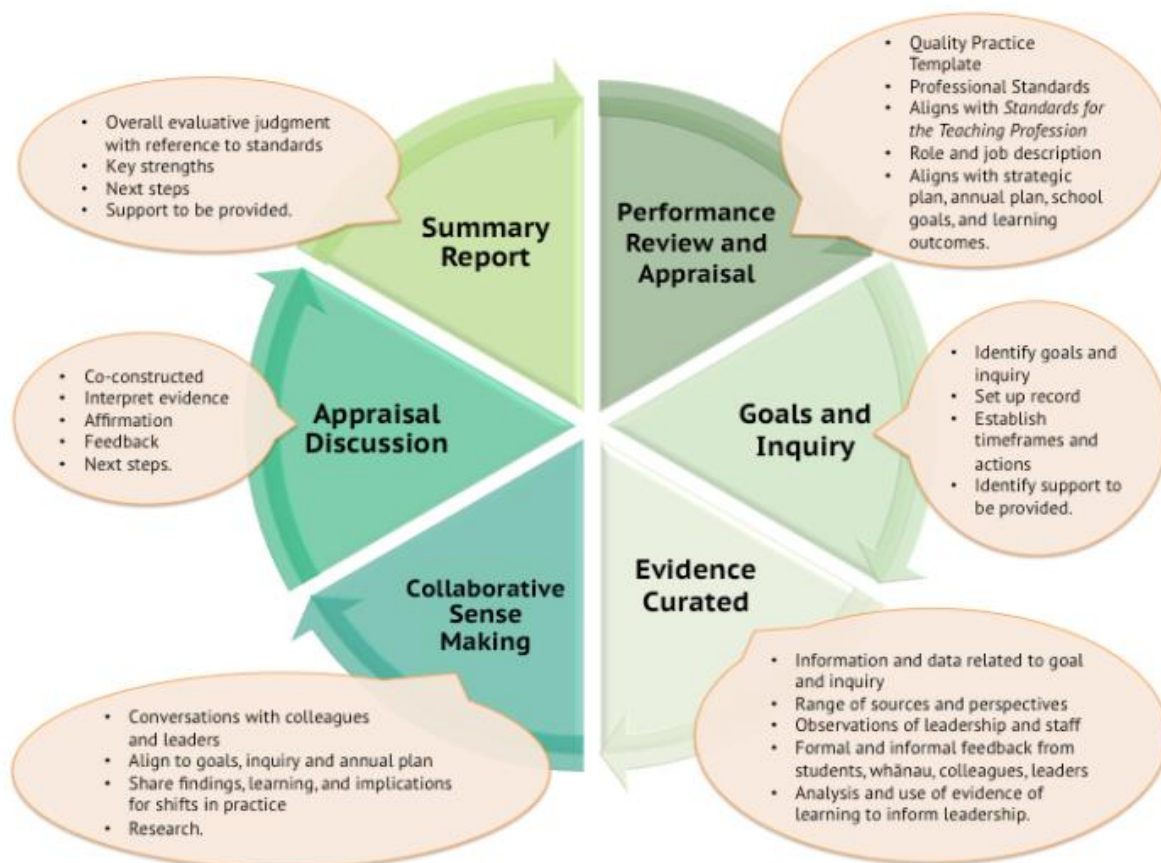
Conduct and Competence

As employers of RTLB, boards must know and understand their responsibility for child safety and employment, and the requirements for mandatory reporting to the Teachers Council, when this needs to occur and the process for reporting.

Boards must be well prepared for their role and be prepared to use external support in employment matters to ensure that correct processes are followed. Employers, and those advising them, need to put the safety of students first by meticulously complying with the legislation.

The **mandatory reporting requirements** can be found on the Education Council website at this link: *Reporting a Concern*

More information can be found here: http://www.education.govt.nz/ministry-of-education/publications/education-circulars/2014-circulars/circular-201433-mandatory-reporting-to-the-new-zealand-teachers-council/

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 principal/tumuaki may be involved if issues are unresolved.

Leaving the service

The lead school/kura principal/tumuaki has responsibility for managing the exit process when an RTLB, for whatever reason, leaves the service.

Professional learning and development

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

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.

Professional learning and development focuses on RTLB practice and improved outcomes for students and is:

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

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

MANAGING CLUSTER RESOURCES

Responsibilities

The lead school/kura board is responsible for the RTLB funds on behalf of all the cluster's schools/kura. The Crown Entities Act 2004, subpart 3, means that Ministry funding must be paid into the bank account of the RTLB Lead School as the Board of Trustees of each school is a Crown entity in its own right, not into the account of the RTLB cluster. This applies to operational grants, IYT programme delivery expenses and study grant travel contributions.

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 schools/kura 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 school's/kura 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.

- returning all surplus funds to the Ministry after the period of the Funding Agreement unless the Ministry consents in writing to surplus funds being used by the Board to support the RTLB service.

Lead schools 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*
- contact your regional financial advisor at the Ministry.

Funding

Income

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

The Ministry's financial advisors are available to support clusters with their financial tracking and reporting obligations. Contact details can be found [here](#).

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 1-10 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 1-10 rolls.
One-off funding	Furniture, Fittings & Equipment	Entitlement to furnish and equip new RTLB space.
	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.

There is no restriction moving funding *from* Travel, Administration and Lead School grants *to* another RTLB grant category. Operational funding can be moved to learning support funding, but not vice versa. Any movement of funding from one grant to another must be clearly accounted for in the RTLB 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 1-10 in accordance with the LSF Guidelines.
One-off funding	Furniture, Fittings and Equipment Grant	New RTLB space generates a Furniture, Fittings and Equipment funding entitlement (FF & E) to furnish and equip the new space.
	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.

Leadership payments

The provision of 'leadership payments' was negotiated as part of the Collective Agreements leading up to the RTLB transformation in 2012. The RTLB Funding Agreement specifies the number of RTLB leadership payments available to the lead school/kura board to allocate to the cluster manager and/or any RTLB with designated responsibility for providing leadership.

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

The RTLB resource has been appropriated for the specific purpose of employing RTLB teachers. Not all RTLB positions are filled all of the time however. This can be due to a variety of reasons including:

- the time taken during the recruitment process
- a lack of suitably qualified staff applying for positions
- staff taking *Leave Without Pay (LWOP).*

These situations can result in clusters under using their RTLB staffing entitlement.

There are two ways in which you can manage your RTLB staffing to get the most out of your entitlement.

- Like your non-RTLB banking staffing, you can overuse your RTLB staffing entitlement to balance any underuse that you have accrued during the year. This is with the proviso that at the end of the year your RTLB banking staffing usage does not exceed your entitlement.

- In cases where you cannot appoint an RTLB teacher you can use your RTLB staffing entitlement to employ non-RTLB teachers. These teachers should be undertaking work that benefits the RTLB service and consequently the schools and children and young people within the cluster.

RTLB un-used staffing cannot be used to employ staff other than teachers. Positions must be fixed term, long term relievers (LTR) from .2 to full time.

Employees must hold a 'Provisional', 'Subject to Confirmation', or 'Full' Practising Certificate.

Employing teachers who are qualified RTLB or who are working as an RTLB ie they have a caseload

Teachers who have attained the *Postgraduate Diploma in Specialist Teaching (Learning and Behaviour)* are coded as S23. These teachers will receive the management unit and the Special Duties Allowance (SDA). Staffing use will be charged against the lead school's RTLB staffing entitlement.

Employing non-RTLB teachers utilising un-used RTLB staffing entitlement

Teachers who are employed to support the work of the RTLB team and who are not trained to undertake casework are coded as S12. This staffing use will be charged against the lead school's staffing entitlement. The lead school contacts Ministry of Education Resourcing requesting the staffing use be charged against the lead school's RTLB entitlement. These teachers will not receive the management unit and Special Duties Allowance (SDA).

Guiding Principles

Key principles to guide you when considering employing non-RTLB teachers utilising un-used RTLB staffing entitlement are:
1. The Lead School Board of Trustees through the Lead School Principal and Cluster Manager has a responsibility to:
    * manage the RTLB workforce so that students, teachers and cluster schools receive a quality service that meets their needs
    * employ RTLB who are able to provide an effective service for all students, in all school/kura settings
    * manage resourcing in a transparent and needs-based manner.

2. The cluster's schools and students must benefit either directly or indirectly from the employment of staff.

3. The RTLB cluster's capacity to provide a service to schools within the cluster is enhanced.

Examples

Below are examples of some of the roles of teachers employed using un-used RTLB staffing:
* Organising and/or facilitating Professional Learning and Development (PLD) opportunities for RTLB and cluster schools' staff in e.g. Restorative Practice (RP); supporting students with dyslexia; or Autistic Spectrum Disorders (ASD).
* Providing 1-to-1 counselling or completing psychological assessments of students. These teachers would hold appropriate qualifications over and above their current teachers' practising certificate.
* Facilitating mentoring programmes for individual students on an RTLB caseload.

- Supporting schools identify Year 10 students who may benefit from Special Assessment Conditions (SAC) for NCEA in Year 11.
- Completing assessments to contribute towards Gateway Assessment Education profiles.
- Supporting RTLB with aspects of the RTLB practice sequence e.g. completing observations and assessments.
- Organising and/or facilitating specialist programmes that support students to re-engage with their learning e.g. SPEC.
- Providing lead school principal release to enable them to engage with RTLB related activities e.g. accompanying cluster managers to principal network meetings, undertaking appraisals.
- Inputting data into the cluster's database.
- Completing a stock take or cataloguing cluster resources.

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.

Relieving RTLB teachers must be coded as S23 against the school's bulk grant in order for the:

1. RTLB to receive the allowances associated with the RTLB position (APURT and SDA)
2. lead school to claim ARTF.

Coding can be done on a NOVO1t.

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

For more details visit http://www.education.govt.nz/school/running-a-school/resourcing/additional-relief-teacher-funding/ .

RTLB on ACC

ACC covers 80% of an RTLB's salary when they are absent due to an accident. Ministry Resourcing will reimburse schools the 20% shortfall in cash. To claim the 20% ACC, lead schools should submit an RT2 form with relative documents (outlined on the form) and a covering letter advising the RTLB reliever/s they have employed to cover the ACC leave.

Note: disregard the statement on the RT2 form which states:

> **ACC Claims**: For an injured employee, boards receive directly, via the Education Service Payroll, the Earnings Related Compensation (ERC) from ACC. No claim for additional relief teacher funding is necessary.

Lead schools can charge RTLB relievers to bulk grant. This will give lead schools the flexibility to use the cash reimbursement directly for the reliever brought in to cover for RTLB who is absent due to an accident.

Classroom Release

As RTLB do not have a "classroom", Classroom Release Time (CRT) is not a relevant provision of the Primary Teachers' Collective Agreement for this group of employees.

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.

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 may generate fringe benefit tax, https://www.education.govt.nz/assets/Documents/School/Running-a-school/Financial-Information-for-Schools-Handbook/Financial-information-for-schools-HB-2017.pdf

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 during the course of their work as an RTLB.

Other resources

RTLB laptops

The Ministry expects that every RTLB will have a laptop through the teacher laptop scheme (known as TELA). 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.

Requesting additional funding

Additional funding for heating, lighting and water

In exceptional circumstances, host schools can apply for a review of their heat, light and water funding costs.

For more information visit, https://www.education.govt.nz/school/running-a-school/resourcing/operational-funding/operational-funding-components/#Heat

Additional travel funding

Clusters can apply to the Resourcing Division of the Ministry of Education for an increase in their travel grant if the cluster exceeds (or predicts it will exceed) its RTLB travel funding entitlement.

Applications must be made on the Resource Teacher Travel Grant Application form at https://www.education.govt.nz/school/running-a-school/resourcing/attached-teacher-staffing-and-funding/
 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 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.