

Resource Teachers: Learning and Behaviour (RTLB) Service

Governing and Managing RTLB Clusters

Version 5: December 2021¹

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.

¹ Version 2 February 2017, Version 3 February 2018, Version 4 October 2020, Version 5 December 2021.

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INTRODUCTION AND OVERVIEW

Governing and Managing RTLB Clusters is written for RTLB lead school boards of trustees (boards), and for RTLB leadership 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 - Core Beliefs

The core beliefs that underpin RTLB work are key to understanding of the RTLB service. He Pikorua practice principles inform RTLB work including, mokopuna and whānau-centred, collaborative, strengths based, culturally affirming, inclusive, ecological and evidence informed².

Core beliefs

- The most effective way to make gains for mokopuna is by taking a holistic, strengths-based approach that enhances the mana of the individual and their community by focusing on their strengths and their potential to address challenges.
- RTLB work in partnership with educators and whānau to find solutions that support mokopuna. They build educators' and schools' inclusive practice.
- Support can be based on what best meets the needs of the mokopuna and their whānau in the context of their local learning and community environments.

The bigger picture

The Ministry of Education is the New Zealand Government's lead advisor on the education system. The Ministry's purpose is to shape an education system that delivers equitable and excellent outcomes.

RTLB contribute to the Ministry of Education's vision that every New Zealander:

- is strong in their national and cultural identity
- aspires for themselves and their children to achieve more
- has the choice and opportunity to be the best they can be
- is an active participant and citizen in creating a strong civil society
- is a productive and valued contributor in the world.

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

RTLB are responsible for providing the RTLB service in cluster schools/kura in accordance with the *RTLB Professional Practice Toolkit*, using *He Pikorua* as the practice framework.

The Board of each employing school ensures the Government's priorities and the Ministry's service priorities and service expectations described in the RTLB Funding Agreement are embedded in the work of the service.

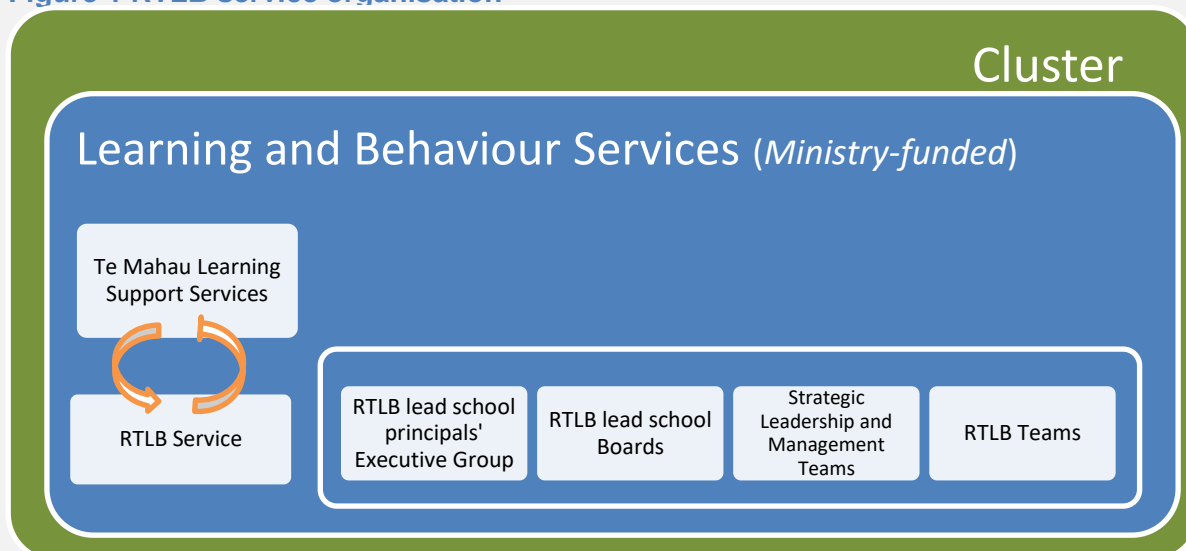
² [Our Practice Principles – He Pikorua \(education.govt.nz\)](http://education.govt.nz)

HOW THE RTLB SERVICE IS ORGANISED

CLUSTERS

Nationally, all State and State Integrated kura/schools³ can access RTLB services through 40 RTLB clusters. One school in each cluster (lead school) provides the service to, and on behalf of, all schools in the cluster. The lead school principal, cluster manager and practice leaders make up the Strategic Leadership and Management Teams for each cluster.

Figure 1 RTLB service organisation



LEARNING AND BEHAVIOUR SERVICES

The Ministry of Education and other education services, agencies and organisations including the Resource Teachers: Learning and Behaviour (RTLB) service are available to work alongside schools and kura to provide learning support when it is needed. Support is provided so that mokopuna with learning support needs, including disabilities are welcome and their achievement, progress, wellbeing and participation is valued and supported.

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

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. The Executive seconds additional representatives to the Executive, including cluster managers as needed.

RTLB LEAD SCHOOLS

Nationally, there are 40 lead schools who employ clusters of RTLB to provide the 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.

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

RTLb CLUSTERS

RTLb clusters are groups of itinerant, fully registered specialist teachers who hold a current practicing certificate and who are trained or are eligible to enrol to train and have the skills to provide the RTLb service. RTLb work alongside teachers, schools, parents and whānau and other organisations to provide learning support to help mokopuna fulfil their learning potential when barriers they face exceed the support from general classroom education and related resources.

Each cluster has an allocated number of RTLb positions and has a professional leadership structure led by the cluster manager and supported by the practice leaders that ensures all RTLb provide an effective, quality service to cluster schools.

MINISTRY OF EDUCATION 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. In October 2021 three Te Mahau regions will be established within Te Tāhuhu o te Mātauranga [here](#)

COLLABORATION WITH MINISTRY STAFF

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

- the establishment and maintenance of respectful working relationships:
 - 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 in line with the LSDM and He Pikorua
 - 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.

Key Stakeholders

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 Pacific parents/community
 - RTLb
- regional Ministry of Education Learning Support.

Key stakeholders need to be assured 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.

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 and the cluster interests 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 request for support and learning support funding allocation processes.

RTLB Funding Agreement

The RTLB Funding Agreement describes the roles and responsibilities of each of the parties to the Agreement i.e., Te Tāhuhu o te Mātauranga | The Ministry of Education (Ministry) and RTLB lead school boards. 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 RTLB and the Ministry to learn from each other and give each other feedback to ensure service provision continues to align with Education priorities. The review also provides an opportunity to update lead school boards on any new Ministry and government directions.

When Funding Agreements come to term:

- 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 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.

EFFECTIVE GOVERNANCE FOR BOARDS

Role of the Lead School/Kura Board

Effective governance ensures the provision of a quality RTLB service for all cluster schools. Boards 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 Funding Agreements to reflect any changes in Ministry policy or national priorities.

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 governs the RTLB service on behalf of these schools.

Selection

A school board 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.

Governance

The Board will govern the RTLB service in accordance with the *Governing and Managing RTLB Clusters* manual, in the interests of all schools and kura in the cluster and in accordance with Te Tiriti o Waitangi and the National Administration Guidelines (NAGs) and the National Education Learning Priorities (NELP).

Success measures

- Appropriate authority and responsibility are 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.
- The objectives of the RTLB Strategic and Annual Plans are met.
- RTLB cluster staff are recruited and appointed, and leadership payments are allocated to the cluster manager and/or any RTLB with designated responsibility for providing leadership.
- RTLB funds are used for the provision of the RTLB service.
- Reporting requirements are fully met.

Professional Relationships

The Board will ensure professional, trusting and respectful relationships at all levels and at all times with all key stakeholders. This includes supporting the principal and cluster manager to maintain effective professional working relationships with the RTLB.

Success measures

- RTLB and Ministry learning support practitioners work collaboratively with schools and kura to provide flexible, joined-up support where it is appropriate.
- Schools and kura, including those working collaboratively in clusters and Kāhui Ako value the relationship they have with the RTLB service.

- RTLB work closely with Learning Support Coordinators (LSCs) where they are in place to provide system-wide, targeted or individual support to schools, their children and young people and their families and whānau.
- RTLB work to support schools and kura to partner with families and whānau to plan support for their children and young people in ways that work for them, values their contribution, and reflects their unique identity, language and culture.
- RTLB are included as staff members in the lead school.

Access and Service Provision

The Board will ensure:

- a high quality and effective RTLB service is provided
- the service works with the Ministry on the continued implementation and embedding of the Learning Support Delivery Model (LSDM)
- the service is accessible to all RTLB cluster schools and kura including those working in clusters and Kāhui Ako
- the service contributes to positive outcomes for children and young people and inclusive practices across all cluster schools and kura
- the service is based on a comprehensive needs analysis, is strategic and planned
- RTLB follow *He Pikorua*, the Ministry and RTLB practice framework
- the service is well-documented; service outcomes are monitored, recorded and reported in accordance with *Governing and Managing RTLB Clusters*
- the service is continually improving, responsive, flexible and innovative.

Success measures⁴

- The service works collaboratively with the Ministry and other education providers to:
 - identify local needs, including those identified through learning support registers, and think collectively about how to best use available resources to build on existing good practice and provide innovative solutions in ways that work for families and whānau and their mokopuna
 - plan the best way to use their resources to effectively respond to the needs of mokopuna whilst strengthening the confidence and capability of adults
 - take a tiered approach to support the learning needs of all mokopuna including providing universal system-wide support, targeted or individualised support as needed.
- Cluster schools and kura including those working in groups and Kāhui Ako:
 - know how, why and when to access learning support
 - have equitable access to the full range of RTLB services and funding
 - use the service and value the service provided.

Lead school boards' obligations and responsibility as the employer of all RTLB

All RTLB staff are employed by the lead school board but may not be based in the lead school board's grounds. It is important therefore the board gain assurance that the board's obligations and responsibilities to their RTLB employees are being carried out.

As part of the quarterly reporting across the year the Board should be informed on:

- the recruitment and resignation of staff
- that all staff have job descriptions and are being appropriately inducted

⁴ Boards need assurance from the principal and cluster manager who are delegated to ensure a particular success measure is achieved.

- that all staff are employed under the appropriate collective agreements or individual employment agreements.
- the process used, and general information about matters such as conduct and competence processes, teacher practising certificate renewals, and professional development for RTLB that contribute to improved outcomes for students
- matters relating to the health and safety, and well-being of this specialist group of staff irrespective of what school they are working in.

Recruiting and appointing the lead school principal and cluster manager

The board has a key role when appointing a new lead school principal. It is recommended that the Ministry's Learning Support Manager is on the appointment committee.

The board must ensure:

- responsibility for the RTLB service is included in the advertisement
- consideration is given to the Ministry's Learning Support Manager being on the appointment committee
- 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.

The board, along with the lead school principal:

- employ the cluster manager
- 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/or any RTLB with designated responsibility for providing leadership including practice leaders.

Reference checking

School boards as the employer of all staff are responsible for being assured that the key requirements of the Children's Act (CA) 2014 are implemented and maintained as part of their recruitment and employment processes. Visit the NZSTA website for [details](#).

It is a requirement under the Education and Training Act 2020 that the Teaching Council obtains a Police Vet before registration/granting of the Certificate. Therefore, a current Practising Certificate is evidence. Schools are correct in wishing to see the evidence (and taking/validating a copy of it for their records) for those RTLB who work in their schools. Lead school boards should get assurance from the cluster manager to the lead school principal on these matters at least twice across the year in the termly reports.

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

Professional Growth Cycle

The board is responsible for ensuring the cluster manager and each RTLB participate in a robust professional growth cycle designed using the elements below:

- **Principals and professional leaders** will facilitate a common understanding of the *Standards* or *Paerewa* in their own context and what **meeting and using** them in their practice looks like (Not annually but once in place revisit from time to time and with new teachers to the setting).
- **Principals and professional leaders** will design with teachers an annual cycle of professional growth in their setting, using the *Standards* or *Paerewa* and support teachers to engage in it, fostering an environment for inclusive, collaborative teacher learning.

- **Every teacher** will engage in professional learning using the *Standards* or *Paerewa* to advance their understanding of the relationship between their professional practice and outcomes for learners.
- **Every teacher** will be given the opportunity to discuss and receive feedback on their practice including observation, particularly for those holding Tōmua practising certificates (provisional certification).

More information can be found [here](#).

Conduct and Competence

The lead school board is the employer of all RTLB in their cluster. Boards must know and understand their responsibility for the health and safety of all children served by their RTLB, and the requirements for mandatory reporting to the Teaching Council, when this needs to occur, and the process for reporting.

The lead school board should understand and be assured of the health and safety, and well-being of their RTLB through the regular termly reporting process to the board.

Boards must be well prepared for their role and be prepared to use external support, such as the New Zealand School Trustees Association (NZSTA) 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 Teaching Council website [here](#).

Use of funding

The 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 each school is a Crown entity in its own right. Funds must not be paid 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:

- ensuring there are transparent, needs-based processes for allocating RTLB Learning Support Funding (RTLB LSF) to cluster schools
- 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
- ensuring robust accounting practices for the use of RTLB funds. Assets purchased by the RTLB should be recorded in the asset register of the lead school and identified as RTLB resources for their exclusive use
- approving the RTLB annual financial budget
- submitting an annual report of the cluster's financial position to the Ministry using the Ministry's financial reporting template
- including an audit of RTLB cluster funds in the regular audit of the board's accounts
- returning surplus funds to the Ministry after the end of 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.

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

Planning, review and reporting *(see pages 22-31 for more detail)*

The lead school board is responsible for ensuring there are effective systems to support RTLB service provision in cluster schools. The lead school board is also responsible for signing off and approving the cluster strategic plan and approving the annual action plan.

They must:

- be assured that cluster systems reflect whānau and iwi needs and aspirations
 - ensure the school has effective employment systems to support the RTLB workforce
 - submit the strategic and annual action plans to the Ministry within expected timeframes
 - ensure the cluster 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 and identified risks and issues
 - ensure Ministry-specified reporting formats and templates are used.
-

EFFECTIVE MANAGEMENT FOR CUSTER LEADERSHIP TEAMS

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 Practice Leaders and RTLB

The Education Gazette includes information on [obligations when advertising teacher or principal vacancies](#).

The lead school/kura principal/tumuaki, in collaboration with the cluster manager, is responsible for the recruitment and appointment of RTLB staff within the staffing entitlement included in Schedule B of the Funding Agreement. Other key stakeholders may be co-opted to the appointments panel.

Appointee must:

- be experienced, fully registered teacher/kaiako (not provisionally registered)
- hold a current practising certificate
- be able to meet the experienced teacher standards including the competencies in [Tātaiako](#).
- have attained the Post Graduate Diploma in Specialist Teaching endorsed in Learning and Behaviour from Massey or Canterbury University **or**
- have 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** have attained the necessary university pre-requisites to enrol in the Postgraduate Diploma in Specialist Teaching: Learning and Behaviour, and be 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 ie 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.*

Process

The employment process, requisite steps and resources can be found on the New Zealand School Trustees Association (NZSTA) website [here](#).

Appointments

An RTLB can be appointed to a full-time or part-time position. 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 or part-time arrangement cannot individually be employed for less than a 0.4 FTTE position.

Permanent/fixed term positions

Lead school principals and cluster managers need to be guided by the terms and conditions of the collective agreements on these matters (around employment decisions). Employers need to get advice on any fixed term appointments to protect insurance cover. Where you are proposing a fixed term appointment you should contact the NZSTA Advisory and Support Centre on 0800 782 435.

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.

Employment agreements

RTLB may be employed by a lead school that is a primary, area or secondary school/kura 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.

Managing Staffing

RTLB staffing entitlement

Schedule B of the RTLB Funding Agreement specifies the number of full-time staffing positions (cluster manager and RTLB) for the cluster and can 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. The annual staffing entitlement is determined by a number of factors including population growth weighted for Māori and Pacific students and isolation and service demand.

Leadership payments

The provision of 'leadership payments' was negotiated as part of the Collective Agreements leading up to the RTLB transformation in 2012. Schedule B of 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. You should contact NZSTA for advice on these appointments.

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

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 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.
- 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 for the:

- RTLB to receive the allowances associated with the RTLB position (APURT and SDA)
- 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. More details about sick leave reliever funding can be found [here](#). If you have any trouble using ERS or getting access you can contact the Ministry's Contact Centre at 04 463 8383 or use the guides available online.

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.

Managing Cluster Finances

Revenue

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 Pacific 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.

Expense

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: the reimbursement rate is 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	RTLB Learning Support Fund (RTLB LSF)	Supports RTLB case work, targeting students in Years 1-10.
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 contributes towards the study-related travel and accommodation expenses incurred during the year.

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

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 [here](#).

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 [here](#) and have the following documents attached:

- a letter from the lead school or kura 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.

Managing Travel

Lead schools reimburse RTLB for any own-car, work-related travel from the RTLB Travel Grant. 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. More information can be found [here](#).

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.

Managing Accommodation

Decision making and the property occupancy document (POD) process

The lead school, in collaboration with the Ministry's regional office, will ensure RTLB staff are housed in suitable accommodation.

Key decision makers

Key decision makers are the cluster lead school principal, the Manager Learning Support (MLS) and the current host school principal. They are advised and supported by the relevant School Property Advisor (SPA). The Manager Learning Support and the lead school principal lead the process to consult with cluster managers and potential host schools to determine the options and to reach agreement.

Finding a school to host the cluster

Where possible, RTLB staff will be accommodated in existing (surplus) space within one or multiple cluster schools. Location in one or more cluster schools is a priority as this reflects the RTLB service's close connections with cluster schools. There is no requirement on the part of the Ministry to move all RTLBs onto a single school site, but this may be agreed.

Decision making should identify a range of solutions to meet cluster needs to:

- identify a range of effective options
- minimise costs
- reduce the need for travel
- maximise service access and effectiveness.

Options should be prioritised:

- existing space in cluster schools is the preferred option. This can be refurbished and upgraded to meet cluster needs
- or where suitable surplus space is not available in a cluster school consideration may be given to building additional space in a cluster school
- once these options have been exhausted, alternative locations may be considered. These would need to be finally agreed by Learning Support at National office.

Negotiating the POD agreement

Once an accommodation need and a solution has been agreed by the local Ministry office, the lead school and host school principals will initiate an 'Application for a New or Replacement POD Variation Notice and Agreement' (POD agreement). They can request the support of a Ministry person if this is required.

Negotiating the POD agreement is an opportunity to strengthen the partnership between the two schools and agree on and document the building/room used and any funds payable by the lead school to the host school.

Agreeing on any funds payable in the POD agreement

Parties can decide to base their agreement on standard charges or actual and reasonable costs, but not both.

- Standard charges may be set at a notional level of \$100 per RTLB per term. This covers photocopying, staffroom costs and other incidental expenses.
- Actual and reasonable costs must be negotiated, agreed, and signed off by both schools before submitting the application to the local Ministry office. They cannot include charges for internal/external cleaning, parking or any rent/lease fee.

The RTLB Cluster may make a donation to the school if they wish to, but this will not be included on the POD Variation.

Signing and submitting the POD agreement

Once the application is signed it is sent to the schools' property advisor who will review the information provided and update the Ministry's Property Management Information system. The EIS team in National Office will then prepare a POD Variation Agreement for signature by all parties (the host school, lead schools and the Group Manager EIS National Property Services).

POD agreements should be reviewed regularly at an interval agreed by the parties.

POD agreement process

A step-by-step process is outlined on the current application form which is available on rtlb.tki.org.nz/ in the Governance and Management section.

Part 1: Application for New or Replacement POD

- The host school is identified
- The lead and host school initiate the POD conversation and application
- The completed form is signed by both schools
- The lead school sends a copy to the cluster manager
- The host school sends the POD application to their Ministry property advisor The PA updates K2, attaches a site plan and signs the application which is then endorsed by the Infrastructure Manager.

Part 2: POD Agreement

- When the application is received in National Office the Leasing Team prepare the POD Variation Agreement
- The POD Agreement is sent to the host and lead schools for signature and then returned to the Ministry for final signoff by the Group Manager, National Property Services
- Each party receives a copy of the POD Agreement for their records.

School-based RTLB accommodation costs

The following accommodation costs are covered by host school/kura operations or 5YA grants.

- Provision of up to 15 square metres of net office/admin area for each onsite RTLB. This does not include toilets or access to other shared spaces (staffroom, bookable meeting rooms etc)
- 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](#).)
- Property maintenance (includes exterior painting, internal/external cleaning, building repairs and grounds maintenance)
- Vandalism
- Building insurance is covered through the Ministry's [School Buildings Insurance Programme](#).

To read more about capital upgrades and 5 Year Agreement (5YA) funding check [here](#).

Terminating the POD agreement

Once a POD Agreement is signed, the RTLB facilities, whilst part of the host school's property, are for the use of the RTLB service. Any changes to the use of the facilities can only be made with the agreement of the lead school, the host school, and the Ministry. The first step would be for the host school principal to talk to the lead school principal and the Manager Learning Support. They will advise the school property advisor of the plan to review the agreement.

If a dispute around the POD variation/ MOU arises between the two schools the Ministry of Education will assist in resolving that dispute or assist with finding alternative solutions.

Furniture and Equipment (F&E) Grants for RTLB accommodation

Newly provided RTLB space generates an F&E funding entitlement to furnish and equip the new space.

The regular funding rate of \$125 per square metre (net) applies. The net square metres exclude corridors, circulation space, toilets etc where furniture and equipment are not needed.

The F & E Grant is paid to the lead school who will receive a budget allocation to modernise furniture and equipment based on the amount of 5YA funding. The F & E grant is paid in addition to the RTLB 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, from time to time may 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 to participate in teacher professional learning and development at the school.

Additional property information can be found [here](#).

Managing planning, review and reporting

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

Planning and self-review involves key stakeholders and 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 support.

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
- evidence 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, Pacific, 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 Pacific groups.

Strategic and annual planning**Roles**

- The lead school/kura board presiding member is accountable for signing off the plan. Good practice would be for this to be done formally in a board meeting after robust discussion.
- 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.
- The RTLB Executive has developed a Strategic Planning template that clusters can choose to use for this purpose.

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 focused 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 student achievement.
- Goals that focus on Pacific student achievement.

The plan may include an accompanying annual budget.

Implementation and reflection

It is expected that the RTLB service, and the cluster 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 achieved 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 clear 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.

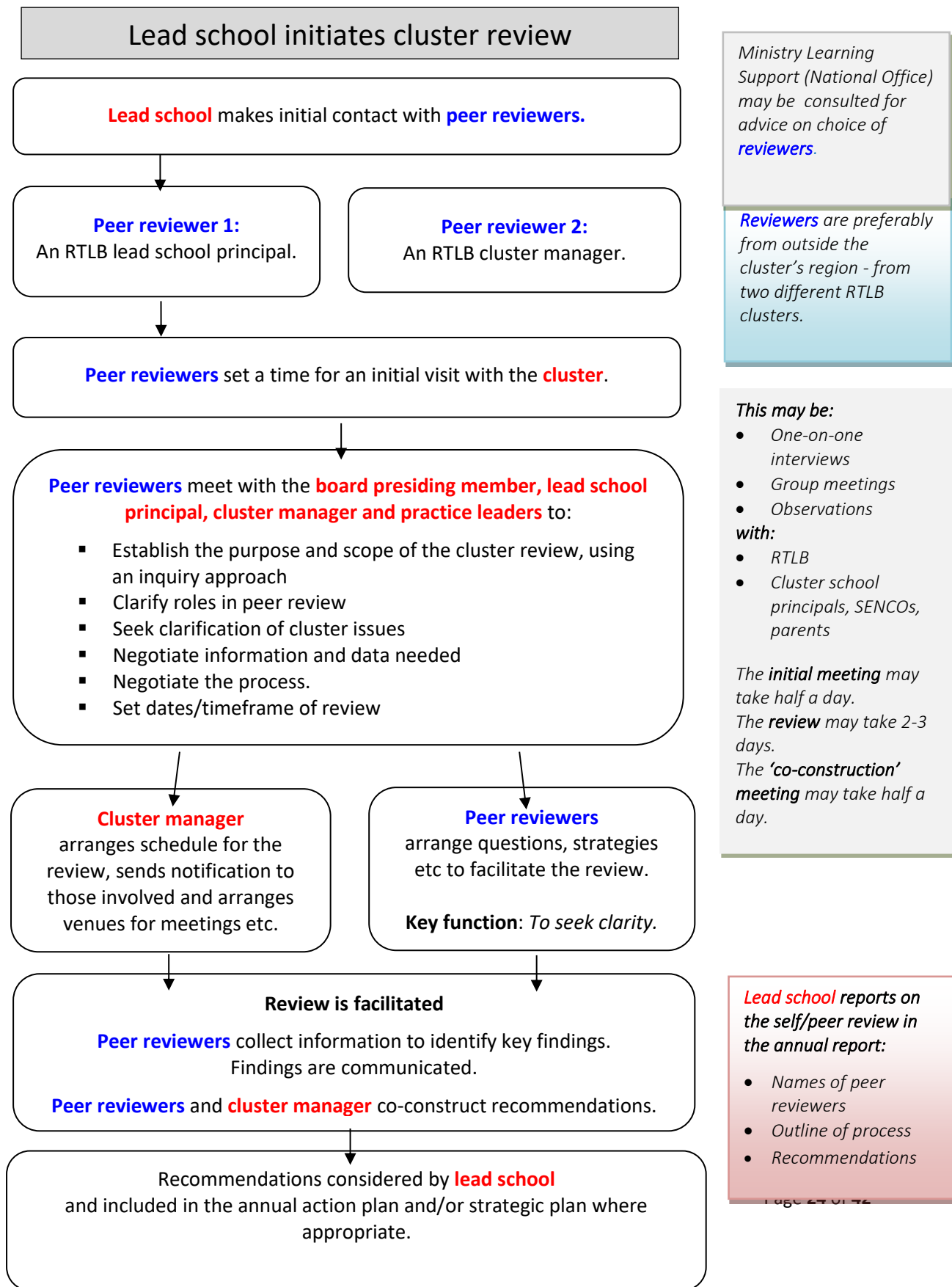
The peer reviewers, in collaboration with the cluster, focus on:

- evidence of what is working
- what isn't working
- identifying 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 findings of the review.

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



Externally initiated reviews

Education Review Office (ERO)

In Term 4, 2020 ERO introduced a new approach to external evaluation in schools. ERO is shifting from event-based external reviews to supporting each school in a process of continuous improvement. This more differentiated approach takes account of each school's context, culture and needs. It aims to strengthen the capability of all schools through embedding a continuous improvement approach, strengthening schools' own engagement with, and accountability, to whānau.

ERO is working collaboratively with each school in an ongoing way over a three-year cycle and supporting schools to engage in internal evaluation for improvement. This improvement-oriented approach aligns reporting and use of evaluation findings to each school's strategic planning and annual reporting cycle, and associated activities. Evaluation activities may involve the Resource Teacher: Learning and Behaviour (RTL) depending on the focus of the evaluation decided with each school.

Ministry of Education

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

Record keeping

RTL interventions

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

RTL 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

RTL 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, as described in the [New Zealand Privacy Act 2020](#).

Cluster managers ensure that the required data detailed in *RTL 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 is responsible for the provision of RTL services for the cluster. Case file records are therefore the responsibility of the board of trustees of the lead school, including permission to destroy files.

RTL 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**". Refer [here](#) for more information.

Access to ENROL

An RTL role is available on ENROL, allowing cluster managers and practice leaders 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. RTL 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 and practice leader 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.

Find a Student

Search Criteria

To find a student, enter either the student's National Student Number or First Name(s) and Surname.

National Student Number

or

Surname: Moana

First Names (incl. middle names): Lily

Date of Birth (Format DD/MM/YYYY)

Gender

School: At my school Not at my school

Also include archived students?

Find a Student

Results

1 student found.

NSN	Surname	First Names	Gender	DoB	Archived?
136913029	Moana	Lilly	Female	8/02/2005	No

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. See Appendix E for a sample template.

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 1 and 3 or terms 2 and 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 6 for key stakeholders).

The report covers the reporting period (eg 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 Pacific students
- the number of RTLB cases supported by the RTLB Learning Support Funding (RTLBSF)
- the percentage of the RTLBSF utilised to date
- trends, patterns and service issues of interest to key stakeholders.

Reporting to the Ministry of Education

Quantitative data

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 *RTLBSF cluster data and Ministry of Education data requirements* directly from cluster data providers.

Qualitative data

Lead schools are required to report at the end of Week One each term to the Ministry on risks and issues the cluster is managing in the course of their service provision to schools.

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's RTLBSF Enquiries mailbox RTLBSF.Enquiries@education.govt.nz 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.

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 presiding member.

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.

Planning and Reporting Schedule		Due Date
Strategic Plan and Annual Action Plan Annual Report (Narrative)	The strategic and annual plans and annual narrative report will be submitted to the Ministry's RTLB Enquiries Mailbox RTLB.Enquiries@education.govt.nz	1 March each year
Annual Report (Financial)	The report will be submitted to the Ministry's RTLB Enquiries Mailbox RTLB.Enquiries@education.govt.nz	31 May each year
Half-yearly Report	The report will be submitted to all cluster school boards showing the cluster's use of their staffing entitlement, service patterns, service outputs and outcomes, allocation of student support funds across cluster schools and kura, and service issues of interest to key stakeholders.	End of Week One, Terms 1 and 3
Quarterly qualitative report	The report identifying risks, issues and celebrations and will be submitted to the Ministry.	End of Week One terms 2, 3 and 4
Quarterly quantitative report	The report will be submitted to the Ministry showing service patterns, service outputs and outcomes and allocation of cluster funds.	End of Week One each term

RTLB Training

RTLB must hold the required RTLB qualification:

- Postgraduate Diploma (PGDip) in Specialist Teaching endorsed in Learning and Behaviour issued by Massey University or the University of Canterbury from 2011, or
- one of the previous qualifications: Postgraduate Diploma in Special Needs Resource Teaching or the Postgraduate Certificate in Education Studies, issued by the Auckland/Victoria/Waikato consortium of universities before 2010.

Teachers appointed to permanent full-time 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.

Teachers required to complete the training programme are eligible for a management 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 NZSTA.

From 2021 Massey University is the sole provider of the PGDip in Specialist Teaching qualification for new RTLB. The content of the PGDip in Specialist Teaching endorsed in Learning and Behaviour is tailored specifically to the RTLB role.

RTLB must enrol with Massey University in the Postgraduate Diploma in Specialist Teaching endorsed in Learning and Behaviour. Applicants can apply through the [university's website](#). They should follow the prompts provided by the university admissions system to supply the necessary documentation and complete the application by the due date.

NOTES about applications:

1. The application for a study award (with the Ministry) and the application to enrol in the qualification (with Massey) are two separate applications.
2. Non-RTLB can complete the Postgraduate Diploma in Specialist Teaching endorsed in Learning and Behaviour but only RTLB qualify for a study award.

RTLB Study awards

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).

Support for Study

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](#).

Textbooks

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

Exemptions and deferment

Collective agreements

Decision making is informed by the relevant Collective Agreement. The Secretary's power to grant exemptions only applies to RTLB employed on the Primary Teachers' Collective Agreement or equivalent IEA; an exemption is not available to RTLB employed on the Area School Teachers' Collective Agreement or the Secondary Teachers' Collective Agreement or equivalent IEAs.

Section 3.6.5 (p15) of the Primary Teachers' Collective Agreement 1 July 2019 – 30 June 2022 states:

- (a) Teachers appointed to RTLB positions will be required to complete the RTLB training programme, unless they have
 - (i) Been given an exemption by the Secretary; or
 - (ii) Already completed the programme.
- (b) Teachers required to complete the training programme will be eligible for the unit from the date they commence the role.
- (c) Any such 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.
- (d) All teachers employed as RTLB will be automatically eligible for the unit if the training ceases to be provided.

Historical exemptions from the transformation of the RTLB service in 2011

RTLB with historical exemptions from RTLB training who moved across from their RTLB positions in the new transformed service at the beginning of 2012 continue to be exempt from training so long as they remain in the cluster they moved to during the transformation.

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.

Full exemptions

No full exemptions from the RTLB training programme will be granted for the RTLB having prior skills and knowledge. Full exemptions may be considered due to significant hardship such as ill health, or in the case of impending retirement.

Partial exemptions

Partial exemptions may be considered on the grounds of significant prior learning and experience, such as having gained postgraduate qualifications in areas relevant to special education/learning support. For example, RTLB who have completed the PGDip in Specialist Teaching with a different endorsement will only need to complete the two Learning and Behaviour endorsement specific papers which could be completed in one year.

Applications for exemption

Applications should be made by emailing RTL.B.enquiries@education.govt.nz.

The application should include:

- An outline of the reasons why the applicant is seeking an exemption
- A certified copy of each of their relevant qualifications
- Transcripts of university papers
- A description of each of the papers
- A supporting statement from the relevant cluster manager.

The Secretary for Education or delegate, in consultation with Massey University, will consider each application for exemption on its own merits. If needed the Ministry will ask for further information.

Deferment of training

Occasionally an RTL.B might need to defer their training due to changing circumstances. Applications for deferment can be made by emailing RTL.B.enquiries@education.govt.nz. Applicants must outline the reasons for applying for a deferment and include a supporting statement from their cluster manager.

Induction

Induction of lead school principals and cluster managers

Each year the Ministry supports the induction of new lead school principals and cluster managers by facilitating workshops focussed on the contents of this document. The Ministry also funds mentoring support from a more experienced lead school principal or cluster manager for the first year on the role.

Induction of RTL.B

On appointment, time is allocated for induction. This process will take place within one or two months of the RTL.B 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 professional growth cycle conversations 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 RTL.B is new to the RTL.B 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 RTL.B role and the principles under which it operates.
- RTL.B policies and procedures, for example the practice sequence and record keeping requirements.
- Opportunity to co-work a case with an experienced RTL.B 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 Ngā Pouwhirinakintanga.

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; a professional growth cycle 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 renewing practising certificates
- the professional development and succession planning
- practitioner supervision
- performance supervision
- remuneration management
- the discipline of staff.

Professional Growth Cycle

Lead school principals and cluster managers will facilitate a common understanding of the *Standards or Paerewa* in the RTLB context and what meeting and using them in their practice looks like. They will also design with RTLB an annual cycle of professional growth, using the *Standards or Paerewa* to support teachers to engage in it.

Completing a Quality Practice Template (QPT) or similar document provides an assurance of what meeting the *Standards or Paerewa* looks like in practice.

Quality Practice Template			
Standard	Elaborations	What quality practices do you use in your setting?	<p>What data or information do you use to analyse, or interpret teaching and learning?</p> <p>What will learners, their whānau and families be saying?</p>

Every RTLB will engage in professional learning using the *Standards or Paerewa* to advance their understanding of the relationship between their professional practice and outcomes for akonga (teachers and/or learners).

Every RTLB will be given the opportunity to discuss and receive feedback on their practice.

Lead school principals and cluster managers will confirm annually that each RTLB has participated in the cycle and provide a statement to the teacher about whether they meet the *Standards or Paerewa*.

If in the lead school principal or cluster manager’s judgement the teacher does not currently meet the *Standards or Paerewa*, they will discuss that with the RTLB and provide support to enable improvement.

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 should be sought from NZSTA.

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 professional growth cycle.

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

- planned and based on identified needs
- led by credible facilitators

- evidence-informed
- 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.

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.

Appendix A: Role description of the lead school principal

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

New lead school principals are encouraged to participate in Ministry-funded induction including 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 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 engage in a professional growth cycle
- 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.

Appendix B: Role description of the 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

New cluster managers are encouraged to participate in Ministry-provided induction including mentoring support from experienced cluster managers.

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 including service provision.

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 RTLB LSF for students, 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 ensure RTLB staff are inducted into the role.
- 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 professional growth cycles - 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 regional 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 Pacific 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 Pacific whānau/parents and other relevant services and agencies.
- Develop and maintain strong networks across cluster schools/kura and with other RTLB clusters.

Appendix C: Role description of the 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/kaiaiko 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 He Pikorua and the RTLB Professional Practice toolkit. [He Pikorua in action – He Pikorua \(education.govt.nz\) http://rtlb.tki.org.nz/Professional-practice](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) <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 goals and that aligns with the cluster strategic plan.
- Support the cluster manager in leading RTLB professional learning and development and professional growth cycle 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.
- Ensuring database case management requirements are met by RTLB.

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.

Appendix D: Role description of 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.

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 in supporting students with 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 He Pikorua and the [RTLB Professional Practice Toolkit](#).

Responsibilities

RTLB are responsible for:

- providing the RTLB service to a cluster of schools in accordance with He Pikorua and 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 who move clusters) 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.

Appendix E: Example of a report to Board

Resource Teachers: Learning and Behaviour Report		
Summary items: <i>(Things the board are required to make a decision about....)</i>		
Things to note and matters from last meeting: <i>eg Underspend in RTLB LSF and plans to manage this</i>		
Goal Area:	Initiative:	Actions: (since last meeting)
Nag 1 and 2: Documentation and Self-Review	Progress on Annual Plan <i>eg</i> <ul style="list-style-type: none"> • Annual Plan Review • Summary of any other self-review undertaken • MoE National Satisfaction Survey results Service patterns, outputs and outcomes, issues of interest Policies	<i>eg (Insert links to reports)</i> <i>Analysis of Satisfaction survey and implications re strategic planning</i> <i>Note any changes needed or advised in school's policies</i>
Nag 3: Personnel	Use of staffing entitlement Professional Development	<i>Notify current staffing status</i> <i>List any staffing resignations/appointments/recruitment plans</i> <i>RTLB have attended ...Courses of PD– note any themes</i> <i>RTLB planned PD summary for upcoming year</i> <i>Term 1 – Assurance that all RTLB are registered and have a growth and development plan in place.</i>
Nag 4: Finance & Property	Budget Property	RTLB LSF spent to Date: <i>Note proportion of grant spent. Note any other variations to budget.</i> <i>Any property issues with any sites?</i>
Nag 5: Health and Safety	<i>Note any breaches in health and safety or risks</i> <i>eg Corona Virus</i>	<i>eg Monitoring Coronavirus directives from MoE</i> <i>Twice a year – Specific report on the health and safety, and well-being of RTLB</i>
Nag 6: Legislation	Kahui Ako Key Issues in Education: Reporting to cluster schools	<i>eg. 10 Kahui Ako across Cluster, identify requests for PD</i> <i>Number of LSC roles, how RTLB are working with LSC</i> <i>Copy ½ yearly report to all cluster schools 1 month before sending to all boards.</i>

Strategic and Annual Plan approval by the Board	Annual Financial Report and Annual Declaration approval from the board
In preparation to be submitted to RTLB.Enquiries@education.govt.nz by 1 March each year.	In preparation to be submitted to RTLB.Enquiries@education.govt.nz by 31 May each year.

Note 8/12/21 this template will be reviewed to align with NELP based reporting.